



Newsletter

September 2022



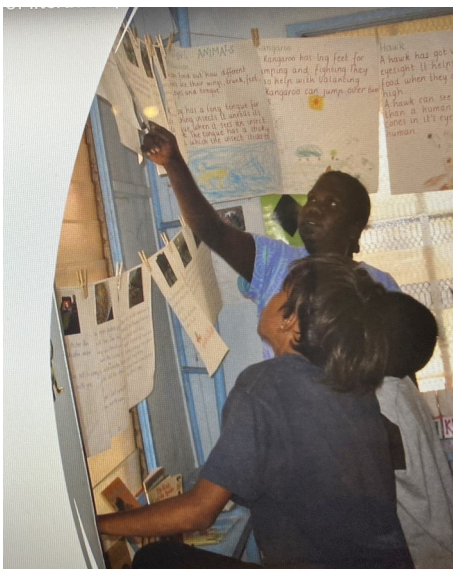
President's Message

Cindy Valdez-Adams

I hope Term 3 ends on a high note for all of you. As an EAL/D Education Leader I have had the privilege of working with school leaders, EAL/D specialists and mainstream teachers in their classrooms addressing both the academic and wellbeing needs of their students. Given the challenges of teacher shortages being experienced by most schools, it has been great to see that some of the schools I provide support to have managed to 'protect' and keep their EAL/D programs running this term.



The ACTA International Conference is less than a week away! A few of us from the ATESOL NSW family are presenting at the Conference—we've included some [abstracts](#) in this newsletter. Have a look at the abstracts on their website. Keep an eye out for articles featuring presentations in the coming newsletter and also in TESOL in Context.



Engaging multilingual students through the power of rich high-quality literature in the further development of First Language and the acquisition of English-as-an-Additional Language for academic purposes.

Foundation for Learning and Literacy Literature Symposium 2022

In this video **Fran Murray**, EAL/D consultant, takes us into classrooms in the Northern Territory where teachers and students are working on stories about their environment, their culture and in their First languages.

youtube.com/watch?v=lpFTaDNoa2A



Indigenous Literacy Day 2022: empowering kids through culture and storytelling

by [Brett Henebery](#) 06 Sep 2022, **The Educator**

On Wednesday, September 7, Australia marked **Indigenous Literacy Day 2022**, a day where the success of Indigenous children's literacy outcomes is recognised and celebrated.

[READ MORE](#)

PETAA 2022 Leading with Literacy Conference 21 - 22 October
PETAA's essential teaching resource collection in [one handy blog post](#).



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September 2022



President's Message

Cindy Valdez-Adams

I hope Term 3 ends on a high note for all of you. As an EAL/D Education Leader I have had the privilege of working with school leaders, EAL/D specialists and mainstream teachers in their classrooms addressing both the academic and wellbeing needs of their students. Given the challenges of teacher shortages being experienced by most schools, it has been great to see that some of the schools I provide support to have managed to 'protect' and keep their EAL/D programs running this term.

ATESOL NSW Inc, together with Sydney University and ACTA, held the '**National EAL/D Roadmap**' forum in the July holidays. The link to the recording can be found on [our website](#), as well as [ACTA's](#). Thank you to those who attended both online and face to face. And a huge thank you to Dr Michael Michell, Margaret Turnbull, Dr Ken Cruickshank and Dr Andy Gao for helping organise the event. Meanwhile, ATESOL NSW has been working tirelessly in keeping the *Roadmap* conversations going and has been meeting with key stakeholders during the past few weeks. More updates to come your way in the coming months.

Lastly, the [ACTA International Conference](#) is less than a week away! A few of us from the ATESOL NSW family are presenting at the Conference—we've included some [abstracts](#) in this newsletter. Have a look at the abstracts on their website. Keep an eye out for articles featuring presentations in the coming newsletter and also in TESOL in Context.

Once again, thank you the ATESOL NSW team for your tireless work this term. I wish everyone a restful break.

Stay kind, safe and connected

Cindy Valdez-Adams

Here is a taster from some of the abstracts available in full on the [ACTA Conference website](#).



Elephant in the classroom: school autonomy policies and the erosion of EAL/D education in Australia

Dr Michael Michell

University Of NSW, Greenfield Park, Australia

Abstract: English as an additional language or dialect (EAL/D) programs in schools are an essential educational access and equity provision responding to Australia's immigration and humanitarian programs and its linguistically diverse and Indigenous population. Over the last decade, however, school autonomy 'reforms' promoted by both Commonwealth and state and territory governments have systematically eroded school EAL/D programs by devolving key decision-making responsibilities about EAL/D provision and delivery to schools and non-specialist school personnel.

.....The paper contributes to a growing critique and re-assessment of school autonomy policies currently underway through national research on school autonomy reform and social justice in Australian public education. In this context, it is hoped that new possibilities, directions or strategies for EAL/D policy and practice at local and system levels may be identified and undertaken.



Deadly Policy – Neoliberalism, EAL/D, Indigenous Language Learning and Racism in the NT

Dr Janine Oldfield

ATESOL NT, Darwin

Abstract: *Deadly Policy – How neoliberalism has undermined first language learning and learning EAL/D in the Northern Territory and what to do about it.*

Once lauded as "one of the most exciting educational events in the modern world" (O'Grady & Hale in McGrath, 1974: 8) bilingual education with strong EAL/D programming has all but disappeared in the Northern Territory of Australia. Beleaguered schools in remote and very remote Indigenous contexts now face falling attendance rates, accelerated loss of traditional languages and little academic or English success (Oldfield & Lo Bianco, 2019). Language policy in the NT is currently being oriented as other languages as a "problem" and there is an invisibility in policy of Indigenous language contexts (Ruiz, 1984). This has led to almost no support and professional development for EAL/D or Indigenous language teaching. This presentation outlines how neoliberalism has been used in the NT in the service of racial hierarchy and advocates a 'back to the future' approach to address the dire need for the reinstatement of quality education in the bush.



Learning, Interrupted: An investigation of the impact crisis-prompted online learning for low literate adult English learners

Ms Jemima Rillera Kempster

UQ School Of Education, St Lucia, Australia

Abstract: Online learning for the delivery of education has been placed at the forefront as many schools worldwide have been forced to close for extended periods due to COVID-19. Emerging literature tends to focus on how school administration, teachers, students, and their families handled crisis-prompted (online) learning at primary, secondary and tertiary education levels. This presentation considers the impact of COVID-19 interruptions in adult education, particularly in language learning for adults learning to read and write in English without basic literacy skills in their home language(s). A review of literature exploring the challenges adult learners faced in emergency remote instruction and the development of their digital literacy skills during extended and recurrent closures of educational institutions will be the focus. Based on this literature, the problems, and possibilities of mobile learning for low literate adult learners will be considered in the presentation. This research is part of a larger PhD project focused on understanding critical sociocultural factors that affect language learning and the development of literacy skills of low literate adult learners in migrant language programs. Globalisation and global movements have shifted the boundaries of time, place, and identity in both physical and virtual spaces. The global pandemic has only accelerated this process. Understanding adult learners' perspectives on the changes in learning tools, roles and environment during the global pandemic can provide opportunities to develop transformative learning practices in and beyond formal educational settings.



Building EAL/D argumentation skills in secondary History through dialogic teaching

Ms Margaret Turnbull

NSW Department of Education, Centre for Educational Statistics and Evaluation

Ms Aleksandra Mati

South Western Sydney High School, Sydney

Abstract: In the broader world context, where debate on social issues can be distorted by polarising media and where quality evidence is hard to discern from passionate assertions, we need to equip students to reason critically and to develop argumentation skills.

This presentation reports on doctoral research, currently being conducted in a South Western Sydney High School exploring pedagogy that develops written argumentation skills for EAL/D learners in secondary History. The discipline of History provides a rich context for argumentation which involves critiquing evidence, exploring different perspectives and constructing, organising and justifying positions.

The researcher has worked alongside History teachers to co-design resources that develop the written language of argumentation through Dialogic Teaching. Dialogic teaching, which is described as a 'stance' towards collaborative



(cont)

knowledge building in an inclusive classroom culture, has a clear role to play in the development of EAL/D pedagogy (Alexander, 2020).

This presentation will share resources and show the results of our research to date. Drawing on lesson observations, interviews with teachers and focus students, and students' sample writings, the presenters reflect on their developing understandings about the relationship between argumentation, classroom interactions and improvements in discipline literacy and learning.

Leaders as Learners

Cindy Valdez-Adams and Caitlin Espinoza

ATESOL NSW, Sydney

Abstract:

To challenge existing practices for EAL/D learners, leaders must engage in inquiries and investigations that explore the changes they desire to make (Timperley, 2011). Through this ongoing learning, leaders can develop a culture that encourages teachers and leaders to be continuous learners and share collective responsibility for EAL/D student learning (Cole, 2012). Using an action learning approach, the presenters of this session are currently investigating the effectiveness of communities of practice for research-informed continuous improvement for EAL/D education, strengthening the equitable educational opportunities available to EAL/D learners. The communities of practice aim to enable widespread educational improvement by inspiring similar schools to explore the contextual applications of the EAL/D Effective School Practices research report (CESE, 2021).

...This presentation will explore the described action learning approach, drawing on the presenters' ongoing reflections of effective leadership for EAL/D education. The presenters will explore the implications of this approach for school contexts and share strategies for making whole-school change for improved EAL/D learner outcomes.



EAL/D Elaborations of the Australian Professional Standards for Teachers: teachers' perceptions of their roles

Dr Kathy Rushton

University of Sydney

Abstract: Many hundreds of languages are spoken in Australia today (Eades, 2013; Lo Bianco & Slaughter, 2017) and in urban areas, the population is increasingly becoming linguistically and culturally diverse with many students being multilingual (Chik, Benson & Maloney, 2019; D'warte, 2014). The elaborations of the Australian Professional Standards for Teachers (APST) were developed by The Australian Council of TESOL Associations (ACTA) in response to the recognised importance of providing a diverse range of opportunities for social learning, multicultural engagement and support for these learners (Dutton & Rushton, 2021).

(cont)





ACTA Conference 2022 abstracts

Newsletter September 2022

An ACTA volunteer working party of Australian educators developed the elaborations for use by all teachers working with students learning English as an Additional Language/Dialect (EAL/D). There are few studies which examine the experience and the work of teachers of EAL/D students (Cruickshank et al., 2003; Fan & Le, 2009; D'warte & Rushton, 2021) especially in the context of the framework provided by the APST. It is important to recognise and describe the roles of all language and literacy educators who are endeavouring to develop meaningful learning environments which embrace multicultural values and diverse linguistic and cultural heritages. Teachers' perceptions of their roles, with reference to the framework provided by both the APST and the elaborations of the APST, are examined in the research which has informed this workshop. By interrogating perceptions about teachers' work, it is hoped that the work and the professional learning needs of teachers working with EAL/D students, will be better understood.



Issues and problems in EALD teacher employment

Chairs: **Dr Helen Moore**, AM | ATESOL ACT, Canberra, Australia, and
Dr Michael Michell | UNSW School of Education

Representatives from the Australian Education Union (AEU) and Independent Education Union (IEU) will address these issues, their causes, and how education unions can support EAL/D educators and their learners.

Abstract: Along with our students, teachers of Indigenous, migrant, refugee and international English language learners are located on the periphery of educational programs in urban, rural and remote school, adult and tertiary classrooms. We are predominantly female, employed in insecure and low paid positions, have no career pathways in TESOL, are unsupported in gaining specialist TESOL qualifications, subject to demands for excessive paperwork, and generally not paid for all the hours required to adequately meet our students' needs

The ACTA Indigenous EAL/D Consultancy Group **Dr Helen Moore**

The focus of the Consultancy Group is to produce a document (provisionally entitled ***Supplement to the ACTA EAL/D Schools Roadmap with Special Reference to First Nations EAL/D learners***) which brings together information and resources for:

- **teachers** of Aboriginal and Torres Strait Islander learners of English as an additional language or dialect
- **advocacy** for Indigenous EAL/D learners at all levels: schools, State/Territory & Commonwealth Governments, individual policy makers & politicians
- **ACTA policy statements** on Aboriginal and Torres Strait Islander learners of English as an additional language or dialect.

If anyone is interested to join us, please contact Helen president@atesolact.org.au



Roadmap Campaign

- Meetings - Education Minister Jason Clare, Senator Allman-Payne and Independents
- VicTESOL Roadmap [update](#)
- EAL/D managers meeting at ACTA/ QATESOL conference.

What can you do? ... hop on your bike, give your new MP the [Media Release](#) and [Roadmap](#), share your experience.



ACTA Adult Migrant English Program (AMEP) Action Plan 2022

The AMEP faces another wasteful round of tendering. However, a new government is in office. **ACTA met the new Minister Andrew Giles** on 22 Aug. to ask him to put a hold on the planned **Request for Tender (RFT)** and talk about how to fix the problems with the AMEP, stop the waste and ensure long-term stability for students, teachers and providers

Maintain the pressure

Get on to your local Federal MP, give them the [Action Plan](#), ask the new Minister Giles to **put a hold on the Request for Tender**, set up a new AMEP advisory committee

and do a MAJOR RETHINK

Advocacy

Schools

ACTA National Roadmap for English as an Additional Language or Dialect (EAL/D) Education in Schools

<https://tesol.org.au/wp-content/uploads/2020/12/Roadmap-for-English-as-an-additional-language-or-dialect-in-schools-ACTA-May-2022.pdf>

ACTA has launched its *National Roadmap for English as an Additional Language or Dialect (EAL/D) Education in Schools*, calling for national 'build back better' reform of specialist provision for English language learners in schools ahead of the Federal Election.

The plan addresses longstanding and now pressing national policy issues that have affected the quality of English language provision for over 600,000 English language learners in Australian schools.

Following the launch of the *National Roadmap* in early May, the universities of Sydney and NSW, ACTA and NSW ATESOL hosted a [Public forum on the future of EAL/D education in Australia, on 14th July at the University of Sydney](#).

Adult ESOL

TAFE English language programs prepare students for work, study and participation in Australian community life. ESL programs include **on-arrival AMEP, basic and foundation English, English for work, further study and English for academic purposes, literacy courses, bridging courses and mainstream vocational courses**. The success of migrants' settlement in Australia and fulfilment of their potential is underpinned by effective English language skills. They are able to develop these skills in courses provided by a national, well-resourced, highly-qualified and experienced workforce.

Take action now to ensure the new Federal Labor Government delivers its promise of a minimum of 70% of total government funding to TAFE in the October Federal budget. [Sign the letter to the Prime Minister](#)



AMEP update

- **Short-term contracting: Labor policy** announced (2018) the intention to hold a major inquiry into post-school, including the impact of short-term contracting. ACTA is hosting [a panel at the ACTA Conference](#) with the relevant unions on employment in both schools and the adult sector.
- **ACTA AMEP Action Plan: ATESOL NSW** members have been writing to local MPs and relevant Federal Ministers requesting Immigration Minister Giles put a hold on the planned Request for Tender and undertake a review of AMEP issues with experts. [\(See sample letter\)](#)
- **SBS on-line report**, click here: [Fears over new funding model for Australia's migrant English program \(sbs.com.au\)](#)
- **audio of TV news item**, enter the following address for the podcast: **Concerns sparked over Adult Migrant English Program funding (sbs.com.au)**
- **Helen Moore's article in the VALBEC journal Fine Print**, which describes the key issues, click [here](#)
- **ACTA submissions** about this proposed funding model, click [here](#).
- **Australian Education Union Submission to the Federal Government Reform of the Adult Migrant English Program, 2021**, click [here](#)

AUSTRALIAN COUNCIL OF TESOL ASSOCIATIONS



MEDIA RELEASE – 06/05/2022 A *National Roadmap for English as an Additional Language or Dialect (EAL/D) Education in Schools* was launched by the peak Council for teachers of English to speakers of other languages, the **Australian Council for TESOL Teachers (ACTA)**.

“Today there are over 600,000 Indigenous, migrant and refugee students in Australian schools needing help with English,” said Dr Anne Keary, ACTA President.

“However, Commonwealth devolution of responsibility for EAL/D education to State and Territory governments, and the aggregation of funding through school global budgets, has compromised the targeted provision of funding for EAL/D learner support. The *National Roadmap* is Australia's opportunity to reform and revitalise EAL/D provision in schools for these students.”

The *Roadmap* proposes twelve key Actions that are aligned to the directions and initiatives of the *National Schools Reform Agreement*. They are designed to reverse the following problems:

- **inadequate levels and methods of Gonski needs-based English language funding**
- **lack of transparency and accountability for the allocation and use of Gonski needs-based English language funding**
- **absence of any national reporting of students' English language levels, learning or progress**
- **lack of targeted education and training pathways that include English learning for young people from Indigenous, migrant and refugee backgrounds with incomplete schooling**
- **failure to leverage bi-lingual/bi-literacy programs to improve Indigenous students' school engagement and achievement**
- **failure of teacher regulation authorities and teacher education to ensure all teachers are equipped to teach English language learners in Australian classrooms**
- **lack of national workforce planning for specialist English language teachers.**

“As Australia emerges from the pandemic and reopens to the world, national action is urgently needed to restore our former leading role in teaching English to English language learners,” Dr Keary said.

“ACTA calls on all political parties and Commonwealth and State and Territory Education Ministers to commit to implementing the ACTA *Roadmap* Actions. We need to rebuild effective English language and literacy provision to promote English language learners' successful participation in education and their contribution to a cohesive and prosperous multicultural society.”

ACTA's *National Roadmap for English as an Additional Language or Dialect (EAL/D) Education in Schools* can be viewed [here](#)

For further information:

Dr Michael Michell, ACTA spokesperson on EAL/D education in schools. h: 02 9610 4870; m: 0412 167 054 Email: m.michell@unsw.edu.au



ATESOL

NSW Inc

ASSOCIATION FOR TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES

Newsletter

September 2022

2022 MAJOR CONFERENCES

2022
ACTA INTERNATIONAL CONFERENCE
**PUSHING
THE BOUNDARIES**

REGISTER NOW



26 - 28 September



Hilton Brisbane



PETAA 2022 Leading With Literacy Conference

FROM BABBLE TO BATAVIA AND BEYOND

Navigating the language and literacy landscape

21 - 22 October 2021 | Attend online or in-person in Sydney, NSW

ALANZ-ALAA-ALTAANZ
CONFERENCE 2021

APPLIED LINGUISTICS IN THE ASIA-PACIFIC REGION

<https://alaa.net.au/Conference/ALAA-Conference>

The Applied Linguistics Conference 2021

Postponed until 2022

Wellington City, New Zealand

New dates: 25-27 November, 2022

**The Languages and Cultures
Network for Australian Universities
(LCNAU)**

Seventh Biennial Colloquium

The University of Melbourne,

28-30 Nov 2022

Looking back, moving forward:

New directions and challenges in

languages and cultures

Registrations open NOW! Early bird

rates available until **Monday 3 October**

2022.

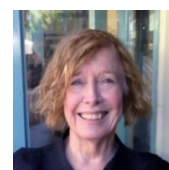
[LCNAU website](#)

STATE TESOL ASSOCIATIONS



[Become an ACTA affiliate](#)
[member of State TESOL Asso-](#)

From the ATESOL NSW Newsletter Editors



TESOL calendar of Events 2021



<https://www.tesol.org/attend-and-learn/calendar-of-events>

Welcome to the **Spring** ATESOL NSW Newsletter. To view, click on **READ MORE** or the URLs to read the full articles, or scroll.

We hope you enjoy the newsletter. Please email ATESOL NSW for any enquiries or other correspondence.

General enquiries: atesolnsw@gmail.com



Newsletter

September 2022

TESOL in Context

Teaching English
to Speakers of Other
Languages

Languages in
Early Childhood Education

Volume 30 Number 1
November 2021

[CURRENT ISSUE: SPECIAL EDITION
30.11.21](#)

[Vol. 30 No.1 \(2021\):
Languages in Early Childhood](#)



Journal of ACTA
Australian Council of TESOL Associations
ISSN 2209-0916

TESOL in Context

[TESOL in Context](#) is an internationally refereed journal with a wide target audience, both national and international. Readership includes TESOL / EAL professionals working in all sectors of education; universities, primary and secondary schooling, early childhood settings, adult migrant programs, vocational training, ELICOS and TESOL teacher education, both in Australia and internationally. Articles published in *TESOL in Context* typically examine the nexus between theory and practice. The aims of *TESOL in Context* are to

- provide professionals in the field with insights into TESOL issues in Australia and internationally
- contribute to the development of classroom expertise through dissemination of current research and thinking around TESOL

On this page we provide information about a special issue of *TESOL in Context* including a **call for articles**.

TESOL in Context Call for Abstracts: Special Issue "*Digital technology in language teaching and learning*"

TESOL in Context is calling for submission of papers for an upcoming special edition on Digital Technology in Language Teaching and Learning. The coronavirus pandemic has foregrounded the critical role of digital technology in teaching and learning, as language teachers around the world have been forced to adapt and respond to their learners' needs and demands. Teachers' responses differ widely depending on their teaching contexts, their level of access to digital tools, and their familiarity with sound pedagogies that support learning with and through digital technology. With the rise of newer and more innovative ways of teaching including Computer-Assisted Language Learning (CALL), Technology Enhanced Language Learning (TELL) and Multilingual Computer-Assisted Language Learning (MCALL), there is a need to establish clear pedagogical principles for using digital technology in language learning. This special issue draws on a range of contexts in which digital technologies are used to assist and enhance language learning through sound pedagogical practices. Authors may wish to consider the following aspects in their papers but are not expected to be limited by the prompts..

1. Their teaching and learning context and background.
2. The rationale for using digital technology.
3. Description of the technology and how it was used in the specified context (include links to the technology where applicable).

4. How the technology directed student learning and other potential possibilities for learning.
5. Challenges that arose from using the technology.
6. Specific knowledge/skills that are required from the user to optimally use the technology (both teacher and student).
7. Any identified advantages and/or disadvantages of using the technology in the language learning space.
8. Two/three implications of using such digital technology in language learning.
9. Feedback from stakeholders (students, colleagues, management) about the efficacy of the technology in learning.
10. Improvements that would be made on the pedagogy to direct its use in future practices (if any).

Important dates:

To be considered, please submit a title and a max. 300 word abstract to the TESOL in Context Journal Coordinator at tic@tesol.org.au by **31st October 2022**. Submitting authors will be notified of abstract acceptance by 30 November 2022. The deadline for submissions is **1 March 2023** for online publication in the first quarter of 2023. Upon notification of abstract acceptance, you would be required to submit a manuscript of between 3500-5000 words for consideration in this issue, online at www.tesolincontext.org.au or e-mail it to tic@tesol.org.au

Skye Playsted
TESOL in Context Journal



Newsletter

September 2022

MEDIA WATCH



THE CONVERSATION



You can't just show up and start asking questions': why researchers need to understand the importance of yarning for First Nations

Published: August 23, 2022

[Robyn Ober](#)
[Rhonda Oliver](#)
[Sender Dovchin](#)

First Nations people and communities have had data about them collected with little or no input into the processes or questions asked. Even now, standard questions used for data collection do not always acknowledge that First Nations ways of living may be different from the rest of the population.

This is where research practices such as “yarning” can offer an opportunity to establish relationships with these communities.

[READ MORE](#)

'I am Country, and Country is me!' Indigenous ways of teaching could be beneficial for all children

August 4, 2022 12.

[Benjamin Wilson](#)
[David Spillman](#)



The authors are cultural men who have undertaken learning on and through Country with Elders in NSW, Queensland, and the Northern Territory. This piece is the product of their own experience and understanding and is not intended to represent the views of all Indigenous people.

As we acknowledge National Aboriginal and Torres Strait Islander Children's Day, it's important to recognise Indigenous Knowledge as vital to all children's education.

[READ MORE](#)



Teaching Aboriginal Languages

Published: August 17, 2022

NSW Teachers Federation Quarterly Journal

Aboriginal languages can be taught in schools under the policy direction of the Department's Aboriginal Education Policy and its Partnership Agreement 2020–2030 with the **NSW Aboriginal Education Consultative Group (AECG)**.

[READ MORE](#)



EAL/D students deserve better

August 19, 2022

Mandy Wells
Multicultural Officer/ City Organiser

The NSW DET is providing schools with flexible funding rather than increasing the state's EAL/D staffing entitlement. When schools receive money rather than permanent, qualified teachers, the system is fostering the casualisation of a qualified EAL/D teacher workforce.

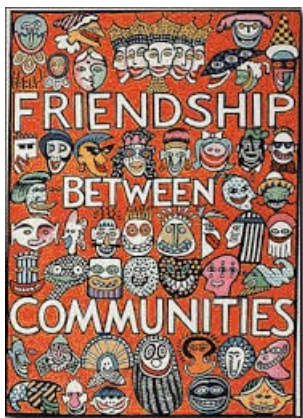
[READ MORE](#)



Newsletter

September 2022

Professional Learning & Teaching Resources



The Australian Multicultural Foundation is an organisation aiming to cultivate in all Australians a strong commitment to Australia as one people drawn from many cultures and by so doing to advance its social and economic well-being.

Two years on from the depths of the 2020 lockdowns, the Australian Multicultural Foundation is pleased to announce the release of a reflective piece as part of the **Letters To Australia** initiative. The piece showcases the insightful observations of writer and advocate **Imana Sabrina** into the lasting impacts and implications of our society's response to the COVID-19 pandemic.

[READ MORE](#)



vicTESOL

Supporting English language teaching, learning and multicultural education

VicTESOL eBULLETIN

[September 2022](#)

This issue:

- Upcoming Professional Learning,
- ACTA Conference,
- VicTESOL Symposium 2022,
- TEAL resource spotlight,
- News, Links & Opportunities,
- VicTESOL Professional Learning, Term 1 2023,
- TESOL in Context -



PETAA is a leading association for primary educators in Australia, and one of the largest. First formed in 1972, it is a trusted source of resources, reference texts, professional development courses, and more.

See PETAA's essential teaching resource collection in [one handy blog post](#).



ATESOL

NSW Inc

ASSOCIATION FOR TEACHING ENGLISH
TO SPEAKERS OF OTHER LANGUAGES

Newsletter

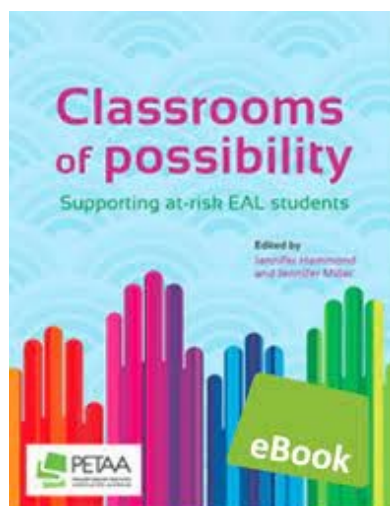
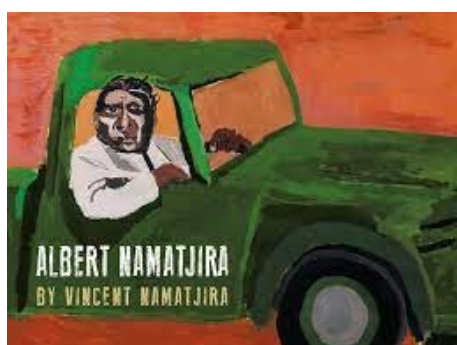
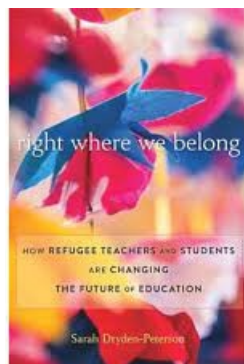
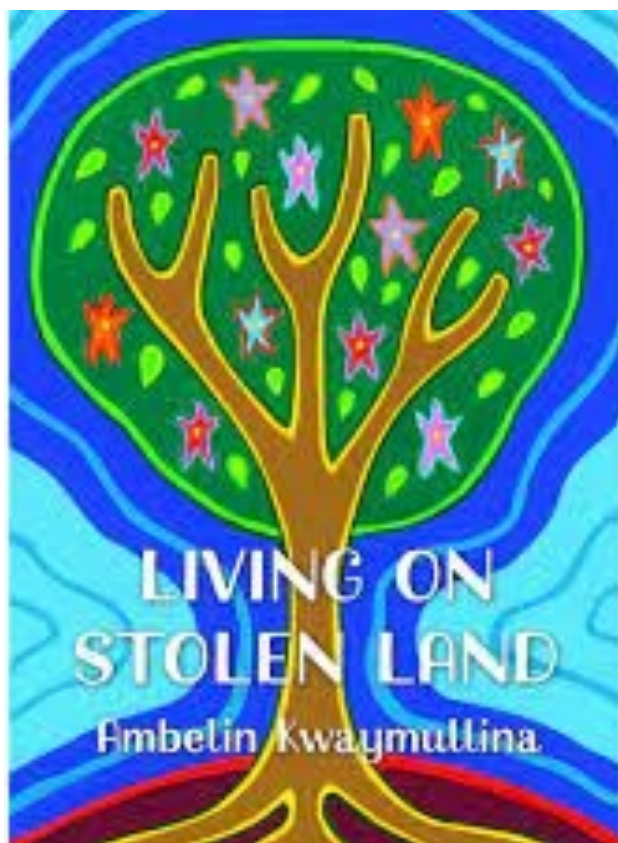
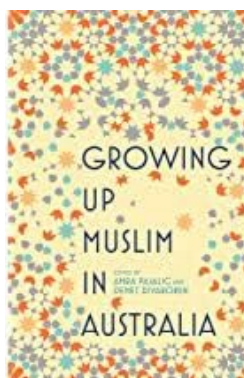
September 2022

Professional Learning & Teaching Resources

FEDERATION LIBRARY 1st Floor, Teachers Federation House 23-33 Mary Street, Surry Hills NSW 2010 Locked Bag 3010, Darlinghurst NSW 1300		T (02) 9217 2113 1300 654 369 — toll free E library@nswtf.org.au	HOURS Monday-Friday 9am-5pm (Including school vacations) Council Saturdays 10am-1.30pm	CONNECT WITH NSWTF f NSWTeachersFederation @TeachersFed mail@nswtf.org.au nswtf.org.au
Library Catalogue and Book Reservations http://library.nswtf.org.au/libero/WebOpac.cls				

NSWTF Library Hot Topics

GUIDE



NSW ATESOL Professional Learning Calendar 2022

A call out to Champion Teachers

Are you teaching adult, secondary or primary students? Are you always reflecting on your practice and trying new ways to engage them? Then you are a **Champion Teacher**! If you are interested in sharing your work with colleagues through a 'Champion Teachers' presentation please contact us. We would also welcome any requests for professional learning that you and your colleagues may have, especially if you are in regional NSW. Please contact us through our website <https://www.atesolnsw.org.au/>.

Robyn Johnson (Albury); Caitlin Espinoza (Wollongong); Bess Wassman (Armidale) & Kathy Rushton (Sydney)

Below are just some of the offerings for 2022 ... watch this space for more details, workshops and presentations.

\$10.00 for members of ATESOL NSW or ACTA affiliated

(Non-members \$20.00).

Term 4 W5

Primary/ Secondary/ Adult	Monday 7 November 2022 4-5pm	Host: Bess Wassman (Armidale) Presenter:	
Primary/ Secondary/ Adult	Wednesday 9 November 2022 4 - 5pm	Host: Caitlin Park (Wollongong) Presenter:	Alison Seymour Head Teacher Warrawong IEC
Adult/ Secondary	November TBA	Presenters:	Marina Pearce TAFE, Sydney Uni Glenice Aiken Sydney Uni

Celebratory presentations and workshops

This year ATESOL NSW are again offering these celebratory workshops and presentations **\$10.00** for members of ATESOL NSW or ACTA affiliated. (Non-members **\$20.00**).

Thursday 10 November 4.00-5.00

'Belonging' and 'connectedness' in Kakadu

Strengthening students' sense of belonging and connectedness to each other through the use, and production of identity texts

Natasha Koroi is a Primary Principal, and she is passionately dedicated to strengthening students' sense of belonging. She has done this in schools in Sydney, the far west of N.S.W. and in the Northern Territory.

All presentations are online 7.09.22

22 August 2022

The Hon ----- MP

Minister for -----
Email

ACTA AMEP Action Plan ATESOL NSW members have been writing to local MPs and relevant Federal Ministers requesting Immigration Minister Giles put a hold on the planned Request for Tender and undertake a review of AMEP issues with experts.
Get on to your local Federal MP, and talk about how to fix the problems with the AMEP, stop the waste and ensure long-term stability for students, teachers and providers
(See sample letter below)

Dear -----

I am writing as a matter of urgency in relation to the forthcoming Request for Tender (RFT) for the Adult Migrant English Program (AMEP) which the Department of Home Affairs (DHA) has recently posted on the website. If this goes ahead it could mean that DHA may want to use the funding model proposed under the former government. This model needs a major re-think in the light of Labor policy. (see ACTA Action Plan AMEP attached). I have also written to Immigration Minister Giles and Tanya Plibersek, my local MP.

In 2018, we very much appreciated Labor's response to the ACTA submission (Australian Council of TESOL Associations), and the opportunity to have input to Labor's draft policy on VET through Tanya Plibersek, my local representative, and Doug Cameron. We were encouraged that Labor policies included a major inquiry into post-school education, including the impact of short-term contracting. Now, in 2022, we are hopeful in relation to Labor's policies, to *reduce waste* and *achieve greater value for taxpayer money*, and a *fee free TAFE plan with 70% of public funding for vocational education going to TAFE*.

On 10th May the Minister for Immigration, Andrew Giles stated in an interview for SBS that *a Labor government would need to consider a yet-to-be-released federal review into AMEP.*" * Labor would *"ensure the payment structure does not create perverse incentives and reduce the quality of the AMEP."* ([SBS reports on Fears over new funding model for Australia's migrant English program – Australian Council of TESOL Associations](#)).

The tendering of the AMEP is not working and needs a major rethink. With every tender (3-4 years) there is indefensible waste at the taxpayers' expense, centres are stripped, with quality facilities and infrastructure given away or put out in the street. The accumulation of professional knowledge and expertise is discarded. The disruption for students results in drops in participation, 46% in 2017, and the previous one 38%, and were not replaced by new enrolments. The cost of the process of tendering, including submission writing by providers, meetings and the government review process, has never been revealed despite questions being asked in parliament with the answer that it is *commercial in confidence*. With each tender, huge resources are being diverted from the teaching of English language and orientation to Australian community and vocational education.

I am approaching you as a former teacher on the AMEP for over thirty years till 2011 and have brought the issues in relation to this education sector to Tanya Plibersek and other Sydney Labor MPs and ministers through NSWTF and the AEU. Since then, I have worked casually for Sydney University and have had a continuing professional and advocacy involvement with the AMEP through delivering professional development sessions for TAFE and private providers, volunteering on TAFE programs, and as a councillor on the professional associations, ATESOL NSW and the national level ACTA.

ACTA President Dr Anne Keary is arranging to meet with Minister Giles this week, requesting his intervention on the proposed tender - **as a first step, to put a hold on the tender to give time for a review, and meet with stakeholders (see ACTION PLAN AMEP)**. I am seeking your support in this endeavour.

*Has a **review of the former government's review into the AMEP** been undertaken by the new Labor government, and reported on. Would such a report be available?

We would welcome any of your suggestions for promoting an improved outcome for students and teachers in this area of education, and indeed for the Australian community, particularly given the planned increase in intake of migrants and refugees. Our migration program has been a huge driver of Australia's success. Failure to provide access to quality education for adult migrants at the settlement stage, including those with skills, results in skill wastage and squandering one of Australia's great resources. Even with priority now given to skill migration, we have found there is still a significant need for what the AMEP offers for eligible skilled migrants, in familiarization with **Australian English, culture, citizenship rights and obligations, and preparation for vocational education and preparation for working in their chosen professions.**

I appreciate the time and long-term consideration given to these important issues by Labor and look forward to your response.

Yours sincerely