



Newsletter

April 2023



ATESOL NSW Councillors Cindy, Vi and Nathan.

HARMONY DAY 2023

Welcome to our very first [ATESOL NSW podcast](#).

To celebrate Harmony Week 2023, we have produced a podcast about what it means to 'belong' in Australia. Listen to a candid discussion between ATESOL President, **Cindy Valdez** and fellow ATESOL Council members, **Vi Nguyen** and **Nathan Jeffrey**, about their experiences migrating and growing up in Australia. A place they all call home.

Newsletter highlights

2023 gallery of ATESOL NSW Councillors

TESOL in Context [journal articles](#) :

- AMEP funding policies
- professional development for all EAL/D teachers
- science teachers working with EAL/D teachers

Advocacy

ADULTS



Adult Migrant English Program (AMEP) Campaign 2023

After years of lobbying by ACTA and State TESOL members, the Federal Government has listened to advice from teacher forums across Australia. ACTA reps met with Minister Giles' and O'Neill's advisors on 28 March 2023.

The Request for Tender has been postponed to 2024, the outcomes-based payment model has been abandoned, and discussion with ACTA and State TESOLs continues focusing on:

- **stability of program delivery including job security** for AMEP teachers
- an **end to short term contracting**, wastage of infrastructure and professional expertise
- support **timely access to quality English language** education to optimise participation in community, mainstream education and the labor market.

Take your concerns about the AMEP to your local MPs to pass them on to the relevant ministers.

Advocacy

SCHOOLS



Incoming NSW Premier **Chris Minns** and **Prue Car** Deputy Premier and Minister for Education and Early Learning

In the lead up to the state election, ATESOL NSW wrote to the major parties with proposals for EAL/D education ([see letter to Chris Minns, now Premier of NSW](#))

1. include EAL/D teachers as a workforce planning priority in its NSW Teacher Supply Strategy
2. a) increase the number of EAL/D teachers in permanent positions
b) restore effective and accountable delivery of delivery of targeted specialist English language programs in NSW public schools
3. ensure adequate Commonwealth funding for EAL/D students and EAL/D teachers in NSW public schools
4. Ensure expert advice for curriculum that relate Syllabus outcomes to needs of EAL/D learners' English language proficiency levels

NSW ATESOL Professional Learning 2023

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[Meetings](#)

[Membership](#)

[Advocacy](#)



Cindy Valdez
 President, ATESOL NSW

Dear colleagues,

It is with great pleasure that I return as your President for another year. I hope this message finds you well and that you've had a productive start to the school year so far.

ATESOL NSW is a non-profit organisation that is dedicated to promoting excellence in teaching English to speakers of other languages in New South Wales. We are committed to creating a supportive and inclusive community that fosters professional growth, collaboration, and innovation. Our mission is to enhance the quality of language education and provide opportunities for educators to network, share ideas, and learn from one another.

As we look ahead to the coming year, I am pleased to announce that we have some exciting events and initiatives planned that will continue to benefit our members. We will be hosting professional learning opportunities, including workshops, that will provide resources to help you enhance your teaching practice, and for TAFE teachers, maintain currency requirements. I encourage you all to attend and to invite your colleagues to join us.

New ATESOL NSW website will open to the public domain in April 2023 In addition to our professional learning events, I am excited to announce the launch of our new website. Our website has been redesigned to make it more user-friendly and to provide you with easy access to information about our events and resources. We hope you find the new website helpful and informative, and we welcome your feedback as we continue to improve it. The new ATESOL NSW website will open to the public domain in April 2023.

I also want to take this opportunity to acknowledge the amazing supporters of ATESOL NSW, This year we are joined by Primary English Teaching Association Australia (PETAA), English Teachers' Association (ETA), Foundation for Learning and Literacy, Joanne Rossbridge, SBS and Australian Council of TESOL Associations (ACTA).

Finally, I am thrilled to let you know that this year, we will be celebrating **ATESOL NSW's 50th Anniversary**. This is a significant milestone for our association, and we are planning an event to mark this occasion. We will keep you informed, and we look forward to celebrating with you.

Thank you for your ongoing support of ATESOL NSW. We are grateful to have such a passionate and dedicated community of educators, and we look forward to another year of working together to empower our English language learners.

We wish everyone a restful break over the coming school holidays, and that you return feeling energised for Term 2!

Stay safe, kind and connected,

Cindy

President, ATESOL NSW

SAVE THE DATE

**Come and celebrate 50
 years of
 ATESOL NSW!**

When? Saturday 24 June, 2-5pm

Where? Sydney CBD (venue tbc)

**All TESOL educators and supporters
 (past and present) welcome!**

April 2023

ATESOL NSW Council 2023



Robyn Johnson Councillor,

I teach at Lavington East Public School, Riverina

My professional focus is Second language acquisition and L1 influence; Functional Grammar; Visual Literacy; EAL/D Pedagogy; Community Engagement; Oral Language Development.



Luke Nolan ATESOL Councillor and Secretary

I'm a high school EAL/D specialist with over ten years of experience teaching and leading EAL/D in schools and IECs in Southwestern Sydney. My professional interests include EAL/D co-teaching practices, translanguaging and intensive support for newly arrived students.



Gill Pennington ACTA Councillor, Council member

I was a Multicultural/ EALD consultant and now work freelance as a teacher educator and TESOL researcher. I'm interested in the use of home languages in the classroom, and multilingual ecologies which support English language learning.



Bess Wassman Council Member

I am a primary school teacher in regional NSW. I'm involved in supporting EAL/D students in the mainstream classroom and providing professional learning for teachers to support EAL/D learners.



Nathan Jeffrey ATESOL Councillor

I'm a K-6 primary school teacher. My roles have included mainstream classroom teaching, IEC teacher and most recently Assistant Principal for Wellbeing and Instruction. I have a particular interest in teaching students with trauma histories in relation to both the academic and social skills. I currently chair the Wellbeing team at my school.

ATESOL NSW Council 2023



Margaret Turnbull ATESOL NSW Vice president, Councillor

I have worked in the NSW Department of Education as a teacher, consultant, policy analyst and researcher. I worked briefly for ACARA. I'm currently working and studying at UOW. I have a keen interest in EAL/D pedagogy, assessment and curriculum. I'm currently researching Dialogic Teaching for EAL/D learners.

Melanie Davies Public Officer, Councillor

I currently have three roles. I'm an EAL/D teacher for the NSW DoE (temporary position) and I also work for Sydney Catholic Schools. My tutoring business is also keeping me busy. My professional focus is modelling the power of language for expressing ideas and understandings. I am also currently developing resources for teaching deep level reading skills to primary and secondary students.



Mark Fraser Councillor

I teach undergraduate and postgraduate courses, specialising in TESOL. My main research interests include critical reflection, professional identity, and self-study in teacher education. I aim to always contribute positively to the integrity and quality of TESOL education that shapes effective TESOL teachers reflected in their teaching practices.

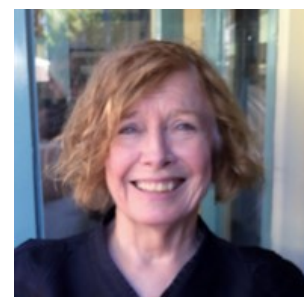


Marina Pearce Councillor

Editor NSW ATESOL Newsletter, **Advocacy** post-secondary sector & AMEP

I've taught at TAFE Northern Sydney Institute on English language programs for vocational, further study and community participation and Sydney University SICLE Oracy course for CLL teachers

My professional focus has been pronunciation and listening; second language acquisition and L1 influence; independent learning and self-assessment using AV; materials development.



Dr Kathy Rushton PL Organiser, Councillor

Current research projects include a study of multilingual pre-service teachers and the impact that teacher professional learning has on the development of a creative pedagogical stance which recognises and builds on students' linguistic repertoires.



ATESOL NSW Council 2023

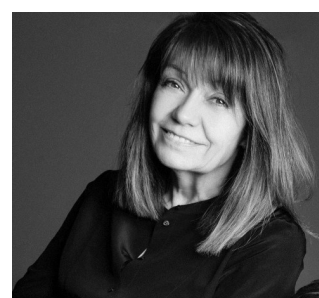


Cindy Valdez ATESOL NSW President

I am passionate about belonging and inclusivity. I am currently one of 29 EAL/D Education Leaders for the Department of Education and have the privilege of collaborating with all teachers and leaders of EAL/D learners including those from refugee backgrounds. I'm interested in developing language through the arts and high impact professional learning such as action research. Know your 'why', and the 'how' and the 'what' shall follow.

Glenice Aiken Editor ATESOL NSW Newsletter, Councillor

I started work in high schools, then in NSW AMES, and I'm now at Sydney University. My work as a teacher includes research and development of methods and resources focused on oracy: pronunciation and listening; language development, stabilization and L1 influence; independent learning skills and self/peer assessment with AV recording.



Vi Nguyen Councillor

I'm a K-6 Primary School teacher. I've been a mainstream classroom teacher, an IEC teacher and an EAL/D specialist. Through these roles, I have developed a deeper understanding of the diverse needs and characteristics of students with an EAL/D, refugee or low socio-economic background. I continue to advocate for strong EAL/D pedagogy as I believe that it will benefit *all* learners.

Margaret Wajs ATESOL NSW Secondary teachers programs, Councillor.

I've been teaching HS EAL/D 7-12 for 16 years. Before that I worked for AMES, TAFE, DET Distance Education and ELICOS as Director of Studies. I am a firm believer in EAL/D teaching and support. My interest is in assessment and motivation in language pedagogy. I'm currently researching language learning anxiety and assessment.



Michael Michell ACTA Councillor, ATESOL NSW MEAG * rep, Councillor

I have worked in the NSW Department of Education as a teacher, consultant, curriculum writer, policy officer and researcher, and as a language and literacy lecturer at UNSW. I was President of ACTA from 2015-2020. I'm currently an honorary lecturer at UNSW.

* *NSW Multicultural Education Advisory Group*



Newsletter

April 2023

Professional Learning & Teaching Resources



William Yang, *Self portrait, Mourilyan NQ*



Join a **Portrait23: Identity** conversation during May! This week artists Mark Smith and Ross Coulter discuss their artworks, processes and influences with curator Penny Grist.



Virtual excursions

DART Learning is an initiative of the New South Wales Department of Education, facilitated through the *Distance And Rural Technologies Team* (DART). Their website explains, *DART Learning provides and co-ordinates interactive video excursions for NSW public schools, TAFEs and non-government schools. DART Learning interactive video excursions bring students and teachers, face to face with experts across the globe.* <https://dartlearning.org.au/about-us/>

National Portrait Gallery

Stage 6, TAFE students, teachers, parents

Grab your rucksack and join our Collection Administrator, Renee Joyce to explore the role of place in providing portraiture's context and narrative. <https://dartlearning.org.au/excursion/not-just-a-face/>

Join a **Portrait23:**

Stage 6, TAFE students, teachers, parents

Identity conversation during May!

This week artists Mark Smith and Ross Coulter discuss their artworks, processes and influences with curator Penny Grist. <https://dartlearning.org.au/excursion/gnarly-trees/>

Creative Writing

Stage 2, 3

In the fantasy novel tradition, students will tell an epic adventure story by creating a hero character to journey across their map, encountering dangerous obstacles and mythical beasts along the way.

Perfect for all students from reluctant writers to budding authors, this virtual excursion will encourage your students to think imaginatively and use a different set of skills to express themselves.

<https://dartlearning.org.au/excursion/magical-story-maps-14/>

Joanne Rossbridge Language and Literacy Consultant

Joint Construction: From model text to writing (persuasive texts)

When: April 18 – May 16, 2022 (Online)

This online course, through the Primary English Teaching Association Australia (PETAA), is designed to provide teachers with an understanding of how and why we can support students in the joint construction of persuasive texts. Discussion of text choices will focus particularly on audience consideration and the combining of ideas. **Oral language strategies** will be shared to show how to shift from oral to more written like language at the point of planning for joint construction.

https://www.petaa.edu.au/iCore/Events/Event_display.aspx?EventKey=JR180422&WebsiteKey=23011635-8260-4fec-aa27-927df5da6e68



Check out the resources at the

[Foundation for Learning and Literacy](https://foundationforlearningandliteracy.info/)

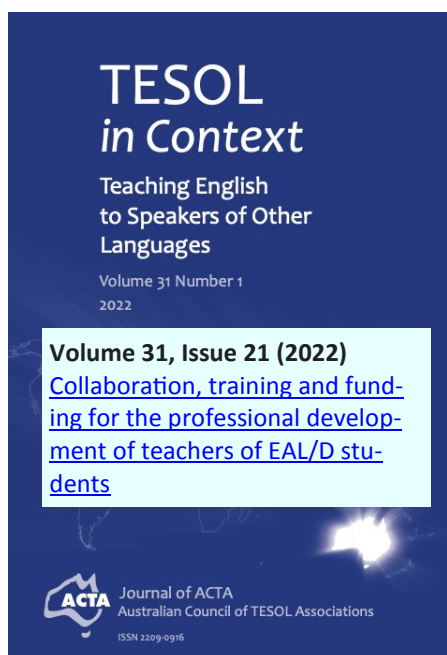
<https://foundationforlearningandliteracy.info/>



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Professional Learning & Teaching Resources



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

“This issue of TESOL in Context contains four articles that complement each other in their focus and arguments concerning political ideologies, the commodification of English as an additional language/dialect (EAL/D) teaching and the professional training needs of both EAL/D and mainstream teachers in Australian education. The first two submissions are discussion papers, which set the scene for two articles reporting on results from empirical TESOL research. Four book reviews complete the volume with a focus on the work of EAL/D teachers and learners in a variety of contexts.

The articles and book reviews in this issue highlight important issues in EAL/D policy, research and practice, with a particular emphasis on the imperative to prioritise teacher preparation and professional learning. Underpinning all submissions is a clear understanding of the need for authenticity, collaboration, specialisation and utilisation of all of the linguistic competencies EAL/D bring with them to classrooms. This has implications for TESOL within and beyond Australian borders and highlights the need for continued dialogue with government and funding bodies to ensure the teaching and learning of EAL/D students is comprehensively supported in a wide range of educational contexts. “

Kind regards,

Skye Playsted

TESOL in Context Journal Coordinator

email tic@tesol.org.au

Editors:

Dr Averil Grieve, Monash University

Dr Sharon Yahalom, Monash University

Dr David Wei Dai, Monash University

Articles

1. [Functional linguistic perspectives in TESOL: Curriculum design and text-based instruction](#)

Peter Mickan

2. [Where is systemic functional grammar in the adult migrant English program?](#)

Martin Tilney

3. [Teachers' perceptions about their work with EAL/D students in a standards-based educational context.](#)

Hoa Thi Mai Nguyen, Kathy Rushton

4. [Science and EAL teachers' perspectives and practices in building word knowledge in implementing the new Victorian EAL curriculum](#)

Anna Filipi, Minh Hue Nguyen,

Amanda Berry

Book Reviews

[Harper, H. & Feez, S. \(2020\). An EAL/D handbook: Teaching and learning across the curriculum when English is an additional language or dialect. PETAA.](#)

Leonardo Veliz

[Harper, H. & Feez, S. \(2020\). An EAL/D Handbook: Teaching and learning across the curriculum when English is an additional language or dialect. PETAA.](#)

Susan Creagh

[Polat, N., Mahalingappa, L., & Kayi-Aydar, H. \(2021\). The preparation of teachers of English as an additional language around the world: Research, policy, curriculum and practice. Multilingual Matters.](#)

Cris Barabas

[Alford, J. H. \(2021\). Critical literacy with adolescent English language learners: Exploring policy and practice in global contexts. Routledge.](#)

Gae Nastasi, Maddy Fauls



Newsletter

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2023 MAJOR CONFERENCES and resources



STATE TESOL ASSOCIATIONS



Professional Learning
Alert!



TESOL calendar of Events 2023



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



Newsletter

April 2023

MEDIA WATCH



NAPLAN results inform schools, parents and policy. But too many kids miss the tests altogether

March 15

[Lucy Lu](#) Adjunct Senior Lecturer, Faculty of Education and Social Work, University of Sydney

[Olivia Groves](#) Adjunct Research Fellow, Curtin University

Today the NAPLAN testing window starts for more than a million students in Years 3, 5, 7 and 9. Over the next nine days students will sit literacy and numeracy tests which are designed to measure their reading, writing, numeracy, grammar, punctuation and spelling.

Education decision makers will be holding their breath about how many students turn up for NAPLAN. Last year saw the [steepest declines](#) on record in secondary school student participation.

[READ MORE](#)



Australia's largest school system set for big changes!

NSW Labor has vowed to significantly reduce the burden of administrative tasks placed on the state's teachers, beginning with "a line-by-line" Department audit aimed at reducing teachers' administrative work by five hours per week.

Full-time teachers are working on average 150% (60.1 hours per week) of their contracted working hours, according to the Australian Teacher Workforce Data report. These long hours are being largely driven by the 219 policy documents teachers must complete for compliance reporting

[READ MORE](#)

Teachers and principals welcome a change of government

26 March 2023

The NSW Teachers Federation welcomes the election of the Minns Labor Government.

NSWTF president Angelo Gavrielatos said "Federation is ready to work with the incoming Minns Government to urgently address the unsustainable workloads and uncompetitive salaries of teachers that are responsible for the teacher shortage crisis and begin the implementation of NSW Labor's commitments of greater support and funding for public schools and TAFE."

ATESOL NSW Professional Learning 2023

Professional learning with ATESOL NSW

In 2023 ATESOL NSW would like to provide workshops at schools, TAFE and other educational sites on topics you choose/negotiate with us related to teaching EAL/D students K-Adult, for instance *“Strategies for teaching EAL/D students who are not fluent in their mother tongue”*.

If the principal or head teacher (TAFE) agrees and you are able to provide the venue, we will advertise it to our members on our new website (currently under construction) and through your local EAL/D connect group. (Suggested dates and categories are offered below.) We would also welcome any requests for professional learning either face to face or online, especially if you are in regional NSW.

If you are interested, please contact our professional learning team Robyn Johnson, Bess Wassmann, (schools) Glenice Aiken, Marina Pearce (TAFE, post secondary, and schools) and Kathy Rushton to confirm details at: **Dr Kathy Rushton** krushton@tpg.com.au or kathy.rushton@sydney.edu.au

Term 1 W5 27 Feb- 3 March & W8 20-24 March

General

Adult/Secondary

Primary

Term 2 W5 22-26 May & W9 19-23 June

General

Adult/Secondary

Primary

Term 3 W4 7-11 August & W8 4-8 September

General

Adult/Secondary

Primary

Term 4 W5 6-10 November & W8 27 November-1 December

General

Adult/Secondary

Primary

In the lead up to the state election, ATESOL NSW wrote to the major parties with proposals for EAL/D education

The Hon Chris Minns, MP
 Leader of the Opposition
 52 Martin Place
 SYDNEY NSW 2000



7 March, 2023

Dear Mr. Minns,

I write on behalf of the NSW Association of Teachers to Speakers of Other Languages (ATESOL) concerning long-standing, systemic issues impacting the equity and effectiveness of specialist English language services for migrant and refugee children in NSW public schools.

ATESOL NSW is the state professional body for teachers of students learning English as an additional Language or Dialect (EAL/D) in school settings. We advocate for the educational interests of these students by promoting quality EAL/D teaching and equitable EAL/D provision.

In NSW's linguistically diverse schools, well targeted and supported specialist English language programs are essential to developing the English proficiency that English language learners need in order to meet the social and academic English language and literacy demands of the Australian curriculum and succeed in school.

This equity provision is a vital component of multiculturalism in NSW and the NSW Government's investment in high-equity, high-quality education that supports all students' academic achievement, school completion, further learning opportunities, employment prospects, civic participation and personal wellbeing.

I therefore seek your response to four policy issues currently eroding EAL/D program provision in NSW Government schools and ask whether this response represents Government education policy in the lead-up to the state election.

1. Omission of EAL/D teachers from the NSW Government's Teacher Supply Strategy

With over 200,000 English language learners (25 per cent of total student enrolments), NSW Government schools have by far the largest number of English language learners in Australia.¹ Between 2009 and 2019, the number of EAL/D students in NSW Government schools increased by 114 per cent (from 91,706 to 196,669) far exceeding the 9.4 per cent growth rate of the general student population over this period.² With the resumption of Australia's immigration intake to pre-pandemic levels, trend growth in the number of EAL/D students in

¹ NSW Department of Education Multicultural Plan 2019-2022 at: <https://education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/media/documents/Multicultural-Plan-2019-2022.pdf>

² NSW Department of Education and Training 2009 Annual Report at: [document.pdf \(nsw.gov.au\)](https://education.nsw.gov.au/content/dam/main-education/en/home/about-us/strategies-and-reports/annual-reports/2019-annual-report.pdf);

NSW Department of Education and Training data bulletin [Schools: English as an additional language or dialect \(EAL/D\) learners 2015 to 2019 \(nsw.gov.au\)](https://education.nsw.gov.au/content/dam/main-education/en/home/about-us/strategies-and-reports/annual-reports/2019-annual-report.pdf); NSW Department of Education and Training 2019 Annual Report at: <https://education.nsw.gov.au/content/dam/main-education/en/home/about-us/strategies-and-reports/annual-reports/2019-annual-report.pdf>

NSW Government schools is projected to continue and reach approximately 300,000 in the next four years.

Between 2012 and 2021, the overall EAL/D teacher to EAL/D student ratio increased from 1:149 to 1:203.³ An addition of 104 EAL/D teaching positions to the state pool of EAL/D teacher positions, allocated to schools in 2020, has only temporarily halted this deterioration.⁴

Despite the size and growth in the EAL/D student cohort, the increasing demand for EAL/D teachers and the growing shortage of trained specialist EAL/D teachers, EAL/D is not included as a workforce planning focus in the Government's NSW Teacher Supply Strategy. Consequently, there is no statewide EAL/D teacher workforce planning to meet growing demand for EAL/D teacher support resulting from current or anticipated migrant and refugee settlement in NSW.

Will a Minns Labor Government rectify the lack of EAL/D teacher workforce planning in NSW by including EAL/D teachers as a workforce planning priority in its NSW Teacher Supply Strategy?

2. Diversion of targeted EAL/D resources and casualisation of EAL/D teachers eroding support to EAL/D learners

Devolution of decision-making under the NSW Government's *Local Schools, Local Decisions* policy has resulted in the flexible school use of funding intended for EAL/D students, diversion of EAL/D funding and teachers for other purposes, increased casualisation of EAL/D teachers and the expansion of unqualified, out-of-field EAL/D teaching. The outcome has been widespread erosion of vital EAL/D teaching support to English language learners in schools.

EAL/D teaching has been further undermined by the 82% increase in teacher casualisation that has occurred in NSW Government schools over the last decade to 2021.⁵ EAL/D teaching positions now comprise a significant proportion of the 21,366 positions that are filled by temporary or casual teachers across the state.

This situation has been made worse by the continuation of the Department's COVID relief staffing policy of deploying EAL/D teachers to cover emerging teacher shortages and not backfilling EAL/D classes with trained EAL/D specialists. This policy is causing a general collapsing of EAL/D programs in schools and is accelerating the de-professionalisation and attrition of trained EAL/D teachers who feel their role and expertise are not respected. Our association is receiving reports of trained and experienced EAL/D teachers transferring out of EAL/D teaching due to professional demoralisation and job insecurity.

In this context, we note that the NSW Government is offering permanent roles to some 10,000 temporary teachers working in areas of need from early 2023, but there is no indication that EAL/D teachers are included in this program.

Will a Minns Labor Government ensure that EAL/D teaching is identified as an area of need in its teacher permanency program and increase the number of EAL/D teachers in permanent positions commensurate with other teaching areas of need?

3 Multicultural Policies and Services Program Implementation Report 2013-2014 at <https://education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/media/documents/mpsp-reports/MPSP-report-2013-14.pdf>; NSW Department of Education Annual Report 2021

4 [ACTA submission to the Productivity Commission interim report](#) on the review of the National Schools Reform Agreement, p.15-17.

5 <https://www.chrisminns.com.au/10000permanentteachersinnswunderlabor>

In relation to the diversion and deterioration of targeted EAL/D provision in schools, it appears that little has changed since the NSW Auditor-General's 2020 Audit Report on *Local Schools, Local Decisions* found that the Department did not have adequate oversight or accountability for how schools are using Gonski needs-based equity funding to improve student outcomes.⁶

Will a Minns Labor Government take action to restore effective and accountable delivery of targeted specialist English language programs in NSW public schools?

3. Inadequate Commonwealth and state funding for EAL/D provision

The NSW Government has failed to identify and contest the manifest inadequacy of Commonwealth 'low English language proficiency' loading for EAL/D learners under the Gonski funding reforms. Analysis by the Australian Council of TESOL Associations found that, in 2021, the average per student loading amount for the Government school sector was a mere \$262, an amount which could not fund a single day's English language instruction at current teacher salary rates.⁷

With the Catholic and Independent school sectors receiving average per student amounts of \$919 and \$1,045 respectively, this sector-differentiated loading particularly disadvantages government school systems which enrol the great majority of students with English language proficiency needs. Such funding amounts constitutes a major reduction in Commonwealth funding from the previous transparent English as a Second Language New Arrivals per capita grant of \$5,039 in 2005.

The deteriorating EAL/D teacher to student to ratio outlined in section 1 reflects chronic underfunding of permanent EAL/D teacher positions in NSW public schools and creates a sustained backlog of unmet EAL/D need of some 47,000 students from year to year.⁸

When receiving additional 'Gonski' English language proficiency funding, the Department has chosen to allocate this funding as an untied, flexible discretionary resource to schools rather than directing it to increasing EAL/D teaching positions. As identified by Department review and Government audit, use of these funds was not subject to any specific accountability reporting requirements and the Department had no way of knowing how the funds were used.⁹

Continued failure to address this situation especially disadvantages schools in Greater Western Sydney, where the majority of NSW migrants and refugees settle. This, in turn, impacts NSW's long tail of low literacy performance and under-achievement.¹⁰ Inadequate Commonwealth and state funding perpetuates this educational disadvantage.

Will a Minns Labor Government take action to ensure that NSW receives adequate Commonwealth funding for students with English language proficiency needs and ensure that this funding is directed to reduce the chronic under-funding of EAL/D teacher positions in NSW public schools?

6 NSW Auditor-General's 2020 Report: *Local Schools, Local Decisions: needs-based equity funding* at <https://www.audit.nsw.gov.au/our-work/reports/local-schools-local-decisions-needs-based-equity-funding>

7 [ACTA Roadmap for English as an additional language or dialect in schools, Action 1, p.7](#)

8 <https://www.smh.com.au/national/nsw/2015-nsw-state-election-esl-crisis-faces-students-20150323-1m5f7t.html>

9 NSW Department of Education, Centre for Education Statistics and Evaluation, (2018) *Local Schools, Local Decisions: Evaluation final report*.p.26, 27; <https://www.audit.nsw.gov.au/our-work/reports/local-schools-local-decisions-needs-based-equity-funding>

10 https://www.teachermagazine.com/au_en/articles/big-five-education-challenges-the-long-tail-of-underachievement-in-australia; Merga, M. K. (2020). "Fallen through the cracks": Teachers' perceptions of barriers faced by struggling literacy learners in secondary school. *English in Education*, 54(4), 371-395.

4. Failure of the NSW English K-10 Syllabus to address the English language and literacy learning needs of EAL/D students.

EAL/D students are enrolled in all years of schooling with varying levels of English language proficiency. Curriculum documents therefore play a key role in assisting all teachers to cater for the diverse English learning needs of EAL/D students in their classrooms.

Despite extensive and detailed advice given by ATESOL NSW during the curriculum review, the English K-10 Syllabus recently released by the NSW Education Standards Authority effectively assumes monolingual native speaker language development before and after Kindergarten entry and fails to provide any real guidance to teachers in how to support EAL/D students' English learning and participation in the English-medium curriculum throughout their schooling.

What is needed is specific curriculum advice that relates English Syllabus outcomes to EAL/D learners' English language proficiency levels and supports inclusive classroom planning and programming that promotes these students' English language and literacy acquisition.

Will a Minns Labor Government ensure that NSW syllabuses are supported by curriculum advice that relates syllabus outcomes to EAL/D learners' English language proficiency levels and supports inclusive classroom planning and programming that promotes these students' English language and literacy learning in key learning areas?

The NSW public education system used to lead the country in the strength and quality of its EAL/D services. Today, it retains something of this leadership through national best practice in English language proficiency needs-based funding, EAL/D assessment and revived EAL/D professional support to schools. These benefits, however, are completely negated at the point of EAL/D service delivery in schools by the policy impacts outlined above.

We therefore request a considered response to each of our concerns as a matter of urgency.

Should you have any queries or require further information, I can be contacted directly at my mobile number below.

Yours sincerely,

Cindy Valdez-Adams
President, ATESOL NSW

Mobile: 0402416822

Email: atesolnswpresident@gmail.com

Sydney Institute for Community Languages Education (SICLE) [Yearbook 2020-2021/2022](#)

This report is an inspiring read about the thousands of volunteer teachers in NSW community languages schools who have brought their professional experience and tertiary qualifications from overseas. Finally they are being enabled, through establishment of professional learning programs and accreditation pathways, to gain recognition for their professional contribution to Australian education outcomes and indeed the wider community.

Glenice Aiken

Summary SICLE achievements 2020-2021/2022

- 1,200 Community Languages teachers successfully completed 60-hour professional learning programs
- Open access portal launched with over 1,500 resources in 13 languages **2022 update:** 2,000 resources for 19 languages
- Two major research reports completed, forming the basis for SICLE initiatives
- Support of shift to online teaching during COVID-19; 120 language workshops attended by 859 teachers
- Production of 48 units of work and resources to support new and revised NSW Education Standards Authority (NESA) K-10 language syllabuses
- English prototype of milestones completed for languages progressions and passport
- Successful trial of Gen. 2 School Language Support Officers
- 87 SLSOs placed in schools
- Accreditation pathways developed for Community Languages schools teachers; agreements signed with Western Sydney University (WSU) and the Australian Catholic University (ACU), Strathfield
- Careers Advisors program provided assistance for over 170 teachers
- 75 Community Languages teachers provided with scholarships for NESA English language tests
- Fifty-one teachers accredited through Community Language Teacher Test (CLTT) developed by SICLE in one of 13 languages; now eligible for permanent positions in NSW government schools.
- Forty pre-service teachers and existing teachers accredited through Verification of Language Proficiency Test (VLPT) gain equivalence of undergraduate languages study
- 180 Community Languages teachers provided with classes in advanced writing, speaking and tertiary preparation
- SICLE selected as the University of Sydney representative for the NSW Waratah Research Impact Showcase.
2022 update: SICLE also selected by the NSW Government.

2022 updates:

- 30 teachers graduating this year and starting full-time jobs
- DoE approval for program to provide existing DoE teachers with languages as a third method.



SICLE 2021 International Conference on Community/Heritage Languages Education

The inaugural conference presented by *Sydney Institute of Community Languages Education (SICLE)* was held online via Zoom on 11-13th November 2021. With almost 80 presentations by experienced mainstream and community language teachers and internationally renowned scholars in the field of languages education, this is current, relevant professional learning for teachers and students.

Missed it? Tune in ... this is a must see !

This conference was **AV recorded** with PDFs of presentations.

The presentations and recordings of most sessions are now available on the conference website at <http://icchle.org/> Please see below for more details.

For zoom recordings of conference sessions:

Click on <http://icchle.org/2021-sicle-conference-event-program/>

Choose day and session from program

Click 'View recorded session'

For PDF copies of presentations:

Click on <http://icchle.org/presentations/>

For additional resources to support teaching of Community Languages:

Click on <http://icchle.org/networking-resources/>

Click on resource



Sydney Institute of Community Languages Education (SICLE)

Update 2022/23

Merryl Wahlin, Deputy Director,

PROFESSIONAL LEARNING

In 2022 SICLE has run eight Foundation (60hrs) courses, two Advanced courses and one Leadership & Management course for 250 Community language teachers and principals.

This is the fifteenth year we have been delivering these programs. The courses include additional language specific classes for Chinese, Arabic and Tamil. [SICLE Professional Learning courses](#)

Over 40 language specific professional learning workshops targeting the needs of Arabic, Chinese, Greek, Hindi, Gujerati, Marathi, Punjabi, Tamil, Turkish and Vietnamese teachers have been held face to face and online.

The [Open Language Portal](#) now has over 2000 resources for 17 languages and generic teaching resources for all languages. These resources have been created and curated by Community Language teachers.

LANGUAGE TEACHER SUPPLY

SICLE is developing an intensive languages teaching methodology course for existing teachers who wish to add Languages as a third teaching method. The course will be written by end of 2022 and we will have intakes of two cohorts in 2023. The program can be delivered online, blended or face to face and thus can support teachers in rural and regional schools.

We will also be collecting validity/ reliability evidence for the Verifying Language Proficiency Test (VLPT) which gives applicants equivalence to major/ minor tertiary study of the language. The VLPT is recognised by NESAs. We have also been discussing the possibility of using this program to offer languages as a third method to secondary pre-service teachers and as a specialisation for primary preservice teachers. If taken up by Sydney university, this could then be extended to other tertiary institutions. This program will provide a valuable way to increase the numbers of languages teachers in NSW schools and also in preservice education programs. If the 2023 trial is successful this program can be upscaled and made sustainable.

LANGUAGE PROFICIENCY TESTS

SICLE has developed and conducts Language proficiency tests for primary and secondary teachers in ten languages. These tests are conducted twice a year and are recognised by NESAs and the NSW Department of Education as equivalence to major or minor study in the language. [Teacher accreditation pathways](#)

PATHWAYS FOR PROFESSIONALS INTO TEACHING

SICLE has collaborated with WSU to develop and deliver a M/Teach Preparation program that results in a Cert IV in EAL (Tertiary Preparation) qualification. This program has the potential to meet the present teacher shortages by providing pathways for professionals and teachers with overseas-training to gain accreditation. The program, supported by the DoE will consist of three competency strands:



this program is attracting so many applicants are that the Community Languages schools are providing an initial pathway into teaching and we also provide careers advice and support at all steps along the journey. The first cohort will start in January 2023. If successful, this program can be extended and made sustainable. <http://mteach.org.au/>

PATHWAYS FOR PROFESSIONALS TO EAL/D POSTGRADUATE EDUCATION

SICLE is collaborating with NSW DoE to develop and deliver NESA-accredited pathways into postgraduate qualification and approval to teach EAL/D. The target groups for this program will be primary and secondary EAL/D teachers without recognised EAL/D qualifications; interested primary grade and secondary subject teachers wanting to gain EAL/D teacher PL or EAL/D accreditation by completing postgraduate qualification.

PROJECTS TO SUPPORT CL SCHOOLS – PROGRESSIONS

SICLE is working with teachers and academics to develop Language progressions for Arabic and Chinese. Writing teams will adapt the milestone prototype for each language; collect existing work samples and then place these at each border of the milestones. As part of this process they will annotate work samples and develop indicators to accompany each milestone in listening/speaking reading and writing. We will then identify key groups of 10 teachers for each language and seek their participation to trial the progressions. These teachers will undergo PL developing classroom-based assessment tasks.

PROJECTS TO SUPPORT CL SCHOOLS – PBL DIGITAL STORYTELLING

We are working with schools with language specific projects aimed at moving schools beyond textbooks into project-based learning in line with the [‘critical connections’](#) project model. Teachers will be supported in skills development professional learning.

ADVOCACY

SICLE is working with key stakeholders to develop a discussion paper on Languages education provision in NSW. This *Languages Roadmap* provides a brief background to the current dire state of Languages education in NSW and suggested strategies to increase provision and uptake.

