

# ATESOLnsw

Association for Teaching English to Speakers of Other Languages

SEPTEMBER 2023

## NEWSLETTER



### ATESOL NSW TURNS 50!

#### President's message by Cindy Valdez

Our recent 50th Anniversary celebration was a testament to the unwavering spirit of ATESOL NSW. It showcased our shared commitment to advocating for EAL/D learners and their families, as well as our commitment to designing quality professional learning that equips teachers with effective teaching and learning strategies. For this term's message, in my Welcome address I share with you ATESOL's vision for supporting EAL/D learners across NSW in the coming years. [READ MORE](#)

#### Gill Pennington writes...

*As a community of educators, we constantly admire our hard-working colleagues as they continue to support English language learners in and out of the classroom.* [READ MORE & PHOTO GALLERY](#)

#### Marcia Langton on the Voice ...what does this mean for the future?

A keynote address by prominent anthropologist and geographer Professor Marcia Langton AO, on the Indigenous Voice to Parliament. It was held live at the University of Sydney on 3 August 2023.

For more details and resources, visit the [Sydney Ideas](#)



#### Friday 20 October – 6 November 2023

TAFE ESL students develop their skills for interviews and researching information texts in the stimulating context of Sculpture by the Sea, located on the cliffs from Tamarama to Bondi. [READ MORE](#)

#### DART Learning – Virtual excursion to Sculpture by the Sea

Artist-led sculpture making workshops held at schools throughout the year.

#### ATESOL NSW ADVOCACY

- Report on staffing for EAL/D in schools
- NSW Government 2023 VET Review: have your say...
- NAPLAN – behind the news

*We strive to be a voice for educators and their learners*

## FROM THE EDITORS

Glenice Aiken & Marina Pearce

**Welcome to our Spring newsletter celebrating the 50<sup>th</sup> Anniversary of ATESOL NSW.** A transformative fifty years during which EAL/D education has been professionalised in the schools and post school sectors with ATESOL playing a critical role. In addition, the claim for secure teaching conditions, including permanency for the TESOL teaching profession, was recognised progressively as a foundation for quality programme delivery. However, the pendulum started to swing back for the adult sector in the nineties with erosion of teaching conditions leading to almost total casualisation of the profession. Undaunted, ATESOL NSW, in collaboration with our colleagues in other states and national level ACTA, have continued to advocate strongly at state and federal levels, to work for professional standards which have been built up over decades.

**In response to ATESOL NSW Advocacy in 2023,** we can report on real progress with inclusion of EAL/D teachers in the plan to offer permanent employment to at least 10,000 eligible temporary teachers. ATESOL will pursue this with the Minister. (See Advocacy)

We welcome the **Federal Government's Employment White Paper** released Monday 25 September, which proposes up front "the vision for a dynamic and inclusive labour market in which everyone has the opportunity for secure, fairly paid work..." and the assistance needed to achieve it. This includes access to foundation skills from childhood to post school education with additional funding for TAFEs. Clear standards are being set for accountability.

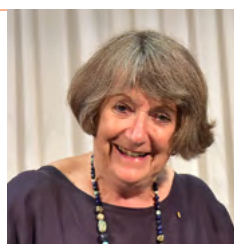
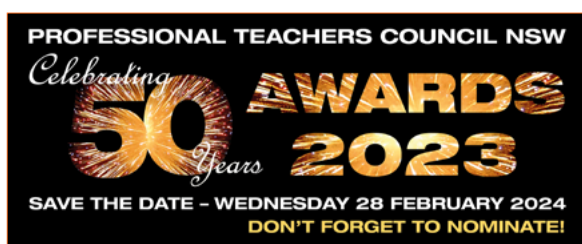
In conjunction with the Employment white paper, we draw your attention to the **NSW vocational educational and training (VET) review** (see below) and advocate the state and federal governments work together to achieve the goals of the white paper on employment.

We hope you have been enjoying the new format newsletter which is expanding our capacity to bring you a wealth of resources with links to the ATESOL NSW website. We are building an archive of newsletter resources developed by classroom teachers, writers and academics for programmes in schools and TAFE. **A big thank you to all contributors over the years and the Professional Teachers Council NSW (PTC NSW) team, Jill Sillar and Malynda Price.**



**ATESOL NSW welcomes the NSW State Government's review of NSW vocational education and training, a "comprehensive examination of the vocational education and training sector".** Now in its consultation phase, the review is asking stakeholders, including teachers, to identify "the strengths, gaps and opportunities for improvement in skills development and training within the VET and TAFE system."

ATESOL NSW encourages all EAL/D teachers in the schools and TAFE to read the Terms of Reference and respond to the call for submissions, either individually or as groups, by **24 November 2023.**



**PTC NSW interviews Dorothy Hoddinott – 2021 recipient of the Professor Dame Marie Bashir Medal.**

### LABOR GOVERNMENT POLICY ON EAL/D STAFFING – progress following ATESOL NSW Advocacy

On 31 May, 2023, the Minister's office responded to ATESOL NSW informing that EAL/D teachers were included in the targeted Strategic Workforce Plan and would address EAL/D workforce capacity, capability, configuration, and culture. EAL/D teachers would also be included in the Temporary Workforce Transition initiative, offering permanent employment to at least 10,000 eligible temporary teachers .

The MEAG meeting in September reported that the department was already surveying principals on the employment status and qualifications of teachers in EAL/D positions in their school.

ATESOL can also report that NESAs, through its consultation group, have asked ATESOL for advice on linking ESL Scales to the English K–10 Syllabus. Last minute news – the EAL/D Leadership positions have been extended another 12 months.

#### ATESOL NSW Multicultural Education Advisory Group (MEAG)

September 2023, Michael Michell

*ATESOL NSW is a member of the NSW Education Department's Multicultural Education Advisory Group (MEAG), a consultative forum comprising key stakeholder groups advising on matters relating to multicultural education in NSW Government schools.*

On 7 March 2023, ATESOL NSW wrote to the then Opposition Leader, Chris Minns, concerning long-standing, systemic issues impacting the equity and effectiveness of specialist English language services for migrant and refugee children in NSW public schools. [LINK](#)

The letter asked whether a Minns Labor Government would address the lack of EAL/D teacher workforce planning in NSW by including EAL/D teachers as a focus in the state workforce planning strategy and ensure that EAL/D teachers are included in its teacher permanency program commensurate with other areas of teacher shortage.

It also asked if a Minns Labor Government would ensure that NSW syllabuses are supported by curriculum advice relating syllabus outcomes to EAL/D learners' English language proficiency levels and support inclusive classroom planning and programming promoting these students' English language and literacy learning in key learning areas.

The letter was referred to Prue Car MP, Deputy Premier and Minister for Education and Early Learning. On 31 May, 2023, the Minister's office responded ([LINK](#)) informing that EAL/D teachers were included in the targeted Strategic Workforce Plan and would address EAL/D workforce capacity, capability, configuration, and culture. EAL/D teachers would also be included in the Temporary Workforce Transition initiative, offering permanent employment to at least 10,000 eligible temporary teachers.

The letter also informed that NESAs is currently developing support materials to assist teachers to implement the new syllabus and support EAL/D learners in NSW classrooms. This support included advice in relation to assisting EAL/D students to access the outcomes of the English K–10 Syllabus providing links to the ESL Scales and the Australian Curriculum, Assessment and Reporting Authority (ACARA) EAL/D Learning Progression.

### CELEBRATING WORLD REFUGEE DAY 20 JUNE 2023

#### Irena Kobald in Albury

Irena Kobald, author of 'My two blankets' presented for teachers and students in the regional area of Albury. Thanks to the host school Lavington East PS, Irena was able to share her wonderful work with a group of both teachers and students.



If your school would like to host a professional learning session provided by ATESOL NSW please contact Kathy Rushton [krushton@tpg.com.au](mailto:krushton@tpg.com.au) and follow the example of Lavington East PS. The school became an ATESOL member so their teachers were able to attend the event at the member's price.. [Join ATESOL NSW](#)



#### A message from our Ambassadors

Our Ambassador, Irena Kobald, author of much-loved children's book "My Two Blankets", shares the challenges she faced learning a new language in a new country, and how language empowers individuals. Watch it [HERE](#).



## IN THE CLASSROOM

### SCULPTURE BY THE SEA

#### Field trips for schools K-12 and TAFE students

Marina Pearce & Glenice Aiken

**Sculpture by the Sea 2023 is on the horizon, 20 October to 6 November. We decided to republish an article on a project popular with students.**

Meadowbank TAFE students had the task of conducting an interview. Sculpture by the Sea, located along the cliffs from Tamarama to Bondi, provided a stimulating environment for research and developing their speaking/ pronunciation skills.

While students were practising and AV recording their interviews, the sculptures triggered their imagination and they drew on more complex expression, through use of their first language and bi-lingual dictionaries. AV recording, especially on their mobile phones, is a powerful motivator, encouraging students to review, assess and continue to develop their spoken performance.

Newly-arrived from around the world, the group were mostly tertiary-educated professionals, aged 24 – 58, and aiming to resume work in their chosen professions. They were enrolled in Certificate 2 in Spoken and Written English (CSWE) .

The students selected and researched sculptures from the exhibition.



Students & teacher prepare for AV recording interview about a sculpture

#### Class preparation activities

- research of selected sculpture included dictionary skills for meaning, grammar and pronunciation
- preparation of interview questions and answers about selected sculptures. Students worked in pairs to script, practise and AV record on mobile phones.
- teachers and students reviewed and assessed the videos.

#### Excursion activity

- students AV recorded interviews in pairs
- after the excursion students compiled a booklet about the range of excursion activities, illustrated with their photos.

Students became fully engaged in using their new language to describe their responses to the sculptures, interpreting the symbolism, and expressing the connection they saw to a personal view or philosophy.



Amir, professional photographer from Iran interviews sculptor John Petrie about his exhibit "Figure in the Landscape".

**Amir:** "It was very interesting for me because I am a photographer and when I spoke to John I could speak to an Australian artist ...it was good for me as a professional artist myself."

## IN THE CLASSROOM



**LEFT: Shelley, IT engineer from China**

"The sculpture shows with every action there is a chain reaction. The artist wants to express his idea that everything we do in this world could affect others. The sculpture looked simple, but it showed us a truth and a fundamental principle of life."

**BELOW: Keumann (centre), a Korean ceramicist and social worker, researched a life-size terracotta sculpture of people "living on the margins."**

"I recognise these people — I worked with people like these in Korea. The terracotta is painted and not glazed. It is unusual for terracotta to be unglazed. But it works here for these people. It makes them come to life."



**sculpture**  
by the sea

**25TH EXHIBITION**  
**20 OCTOBER – 6 NOVEMBER 2023**

**DART Learning –**  
**Virtual excursion to Sculpture by the Sea.**  
Artist-led sculpture making workshops held at schools throughout the year.

### BESOL 2

### Worksheet 1: Teams of students interview each other about a sculpture from the *Sculpture by the Sea* Exhibition.

#### Instructions

##### *Sculpture by the Sea* practice interview

1. Choose a sculpture from the *Sculpture by the Sea* catalogue
2. Read the catalogue description
3. Use the dictionary to check the pronunciation, grammar and meaning of new vocabulary  
Use the **Vocabulary** sheet to enter new words  
Practise saying the words aloud using correct syllable stress
4. Write answers below to questions about the sculpture
5. In teams, talk about the sculptures.
6. AV record your interview. In your interview, use the website to display your sculpture to the group
  - go to *Sculpture by the Sea* homepage.
  - go to *Bondi*
  - go to *Gallery*
  - use the *Gallery Filter* to find your sculpture

What's the name of the sculpture?  What's the name of the artist?	
What's it made of? What materials did the sculptor use?	
Why did the artist make it?	
Why do you like the sculpture?	

## IN THE CLASSROOM

### BESOL 2

**Worksheet 2: Using the Sculpture by the Sea Exhibition catalogue students research pronunciation, grammar and meaning of new and different vocabulary.**

#### Vocabulary list

<i>Topic: Sculpture by the Sea</i>			
word + grammar name/endings	pronunciation including syllable stress	meaning/s	
		English	First language
<b>sculpture</b> <i>n.</i> (noun) <i>pl.</i> (plural) <b>s</b>	/ˈskʌlptʃə / z	The art of making figures or designs in different materials	e.g. Chinese pin yin diāo kè pǐn
<b>Word groups</b>			
part of speech or grammar name	<i>n. = noun; v. = verb;</i>	<i>adj. = adjective</i>	<i>adv. = adverb</i>

#### Phonetic Alphabet in the dictionary

vowels i: ɪ ε æ a: ɒ ʌ ɔ: ʊ u: ɜ: ə    diphthongs aɪ eɪ ɔɪ aʊ oʊ ɪə εə ʊə  
consonants p b t d tʃ dʒ k g f v θ ð s z ʃ ʒ m n ŋ h l r w j ' (stress mark)





## PRESIDENT'S MESSAGE

**Cindy Valdez**

Dear colleagues and friends,

I hope that the first half of Semester 2 has been kind to everyone. As Term 3 ends, many of us would be reflecting on the changes in the curriculum in the last couple of years amongst other things. With the new curriculum in place, it is essential that we view it through an EAL/D lens and welcome this as an opportunity to continue to support the academic and diverse language needs of our EAL/D students.

Our recent 50<sup>th</sup> Anniversary celebration was a testament to the unwavering spirit of ATESOL NSW. The event was not just a commemoration of the past, but a promise for the future. It showcased our shared commitment to advocating for EAL/D learners and their families, as well as our commitment to designing quality professional learning that equips teachers with effective teaching and learning strategies. Thank you to all who attended and contributed to making this event a resounding success. For this term's message, I thought to include my Welcome address with you as a way of sharing ATESOL's vision in supporting EAL/D learners across NSW in the coming years.

*Magandang hapon sa inyong lahat! Good afternoon, everyone. Welcome to ATESOL's 50th Anniversary! As the current President of ATESOL NSW, I am honoured to stand before you today and commemorate this remarkable milestone in our Association's journey. This is a special moment where we not only celebrate our past accomplishments but also reflect on the evolving role of ATESOL NSW in the English as an Additional Language/ Dialect (EAL/D) space, particularly in this new post-COVID era.*

*Now, we all know that the past couple of years have been nothing short of a rollercoaster ride. The pandemic turned our world upside down, and education, including EAL/D instruction, faced unprecedented challenges. But guess what? ATESOL NSW rose to the occasion! We adapted, innovated, and reimagined our role to ensure that we continue to meet the ever-changing needs of EAL/D learners and educators.*

*Today, we continue to play a dynamic and vital role in the EAL/D landscape across NSW. We are not just educators; we are champions of inclusivity, advocates for linguistic diversity, and torchbearers of empowerment. We have embraced new technologies and harnessed the power of online platforms to provide professional learning and resources to educators of EAL/D students.*

*On this special occasion, I want to take a moment to express my heartfelt gratitude to the past Presidents of ATESOL NSW. They have laid a solid foundation, fuelled our growth, and steered us in the right direction. Their unwavering commitment and visionary leadership have made it possible for us, the incoming leaders, to carry forward their incredible work. Let's acknowledge their contributions and continue building on the legacy they have left behind.*

*Speaking of leadership, let me share a personal story with you. In 2021, during the depths of the pandemic, I found myself worried about the 'future' of our Association, amongst many other things! Anyhow... in that moment of concern, an idea was born! I had a hunch that we needed to re-think & re-frame our presence, so we brought in the expertise of Gavin Youngman, marketing and communications strategist and Director of Emerald Consulting. And under Gavin's guidance, we embarked on a re-launch, impact strategy aimed at revitalising our association,*

## PRESIDENT'S MESSAGE

*increasing our visibility, and attracting a broader membership base. Now, ATESOL is beginning to embrace social media, create more engaging content via our new website, and plan to host virtual events that will bring together educators and advocates in the EAL/D field across Australia.*

*This year, ATESOL is joined by strong supporters who advocate for quality and effective EAL/D pedagogy. Our supporters believe deeply in what we do and are passionate in helping educators support their EAL/D students to access curriculum, experience success and become life-long learners. They are: language & literacy consultant, Joanne Rossbridge, Primary English Teaching Association Australia (PETAA), English Teaching Association NSW (ETA), Foundation for Learning & Literacy, SBS 'Learn English' and authors Oliver Phommavanh and Irena Kobald. As you can see, we are hoping to reach new audiences, rekindle interest in our Association, and ultimately increase our membership numbers!*

*None of this would have been possible without the support and dedication of our incredible Council members. They believed in the vision, rolled up their sleeves, and worked tirelessly to make it a reality. To each one of them, I extend my deepest thanks for their unwavering commitment and collaboration. They are the backbone of our organization, and their efforts have been instrumental in our growth and success.*

*As we reflect on the past, celebrate the present, and embrace the future, let us remember the importance of collaboration and continuous learning. As current President, I am fully committed to the challenge of ensuring a strong succession plan for ATESOL NSW. Identifying and nurturing future leaders is paramount to the continued success and growth of our association. For instance, I have Kathy Rushton to blame for nominating me as President in 2019, four years ago. And I believe she has Paul Dufficy to blame for getting her involved in ATESOL. We need to provide opportunities for emerging leaders to step forward, contribute their unique perspectives, and shape the future of EAL/D education. Let's embrace this challenge, work together to build a legacy that ensures ATESOL NSW thrives for another 50 years & beyond!*

*Maraming salamat! Thank you once again to all the past Presidents who have paved the way for us and thank you to each and every one of you for being part of this momentous occasion.*

Have a well-deserved school break, and we hope to see you at our next face-to-face PL event!

Stay kind, safe and connected.

Kind regards,

Cindy Valdez

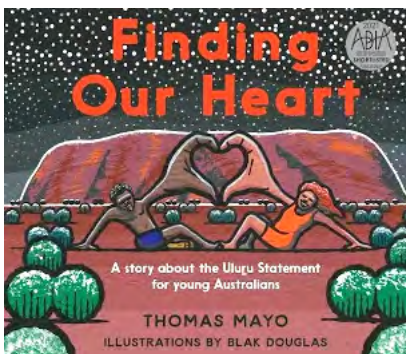
### ATESOL NSW affiliates & supporters



## PROFESSIONAL LEARNING

### CELEBRATING THE INTERNATIONAL DAY OF THE WORLD'S INDIGENOUS PEOPLES

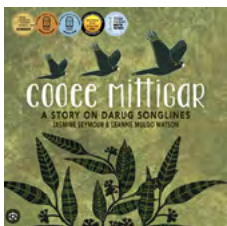
9 AUGUST 2023



Celebrating a time for love and kindness is always uplifting ... in anyone's language. At this momentous time in Australian history there is an opportunity to extend this love and understanding to all Australians especially those non-Aboriginal Australians whose language is not English and who bring their own cultural traditions to Australia.

*Finding Our Heart* by Thomas Mayo and illustrated by Archibald prize winner, Blak Douglas brings a message of love that will resonate in many classrooms and homes. The story is the story of the Uluru statement, and the book also includes factual information for parents and students about the Uluru statement and the request for a voice to parliament. There are a range of suggestions for students young and old, to help them learn more about our First Nations' peoples, their languages and their cultures.

One suggestion is to learn the name of the nation in which you live and then to Acknowledge the traditional owners. This issue was discussed in a 2021 recording held on the ATESOL NSW website: **Revitalisation and maintenance of Aboriginal languages**. Presented by Aboriginal teachers Baressa Frazer from Koolkan Aurukun State School and Craig Duncan from Moree with Susan Poetsch from the University of Sydney. During the discussion it was also suggested that using a language other than English is most acceptable when acknowledging country, something all students could be encouraged to do.



Another suggestion is to Learn some words in First Nation's languages which obviously invites the use of books which feature a range of languages other than English. Jasmine Seymour's *Cooee Mittigar* or many of the poets in *Guwayu for all times* who choose to use English as well as a range of Aboriginal languages to express their ideas. There is an extensive list of picture books by Aboriginal authors and illustrators on **Joanne Rossbridge's website** where she provides a range of free resources.

Possibly the most important suggestion is to ask your family to read and share the *Uluru Statement from the Heart*. This also provides an opportunity to help all Australians understand that it is love for family, culture, language and the land that has prompted the call for a Voice to Parliament. Aboriginal people have shared their land and culture with all of us and we now have the opportunity to acknowledge their right to be heard. It is a matter of justice and love... and Australian author Randa Abdel-Fattah and Australian author and illustrator Maxine Beneba Clarke, share *11 Words for Love – A Journey Through Arabic Expressions of Love*. This is a time for love and kindness and an opportunity for all Australians to express their love for the peoples who have lived here for time immemorial and their love for our country...in all our languages.



### OUR SUPPORTERS PROFESSIONAL LEARNING

Cindy Valdez

**ATESOL NSW supporters believe deeply in what we do and are passionate in helping educators support their EAL/D students to access the curriculum, experience success and become life-long language learners.**

**SBS Learn English** is a free service to help Australian migrants improve their English and live well in Australia. Their free videos, podcasts, articles and worksheets help make learning English fun, practical and entertaining. Here are a couple video series to start you off with: Click on **Meet the Changes** for an easy-medium level of English proficiency. Do you prefer listening to podcasts instead? Then listen to their latest: "Talking about reading and books" (medium level).

In 2023, the **Foundation for Learning and Literacy** will convene a symposium featuring organisations whose primary work is with children and young people, literacy and drama. The 2023 Literature Symposium will involve a series of free online presentations from a range of organisations, including "Rich texts and Visual Arts collide" with ATESOL NSW President, Cindy Valdez.

#### **PETAA's Conference – Literature: The Heart of the English Curriculum**

With top speakers addressing the new Australian Curriculum. Join in-person, online, or on-demand. Grab this unmissable PL chance now!

Click on these links for more Professional Learning opportunities from our other supporters, **Joanne Rossbridge** and **English Teachers Association NSW (ETA)**



### SYDNEY INSTITUTE FOR COMMUNITY LANGUAGES EDUCATION

#### Supporting and researching linguistic diversity in Australia

Our work informs policy and evidence-based language teaching approaches. We also provide professional pathways for teachers and support community language students through the development of curriculum resources and assessments.



### 2023 MAJOR CONFERENCES & RESOURCES



**APPLIED LINGUISTICS ASSOCIATION OF AUSTRALIA**

**ALAA CONFERENCE 2023**

19-21 NOVEMBER  
UNIVERSITY OF WOLLONGONG, AUSTRALIA

**CONFERENCE THEMES**



**16th Biennial Association for Academic Language and Learning Conference 2023 – Online**

November 22-24, 2023



**LL15**

Victoria University of Wellington, School of Linguistics will host the *15<sup>th</sup> Linguistic Landscape Workshop: Fluidity and Fixity in Borderlands* in June 2024.

The website is now live and developing



**tesol international association**

**Learn About Events— Worldwide**

## PROFESSIONAL LEARNING



## DIGITAL TECHNOLOGY IN LANGUAGE TEACHING AND LEARNING

### Skye Playsted, TESOL in Context Journal Coordinator

The prevalence of technology in all aspects of life over the past few decades has dictated that schools prepare and equip students to live and work in a world where information is produced and disseminated rapidly. Schools have a further responsibility to train students to acquire critical digital literacy so that they can consciously and responsibly use technology not only for learning but also in all other spheres of their lives. This responsibility was further accentuated when the COVID- 19 pandemic

significantly changed the role of instructional technology in schools. Homes became classrooms and teachers had to find innovative ways to impart knowledge and engage learners, especially in language teaching and learning classrooms. It is then very appropriate that TESOL in Context has dedicated this special issue to the ways in which technology is being used across a variety of classroom contexts, ranging from school to university and adult literacy settings. This special issue comprises five research articles and three book reviews expounding on how teachers, guided by particular pedagogical principles, have chosen and employed different technological tools in their language teaching to inspire student learning.

The editors of this special issue, Dr Shashi Nallaya, Dr Julie Choi and Dr Sue Ollerhead would like to express their immense gratitude to the reviewers, editorial board members and journal coordinator Skye Playsted for their time, expertise and dedication in bringing this issue to fruition.

PUBLISHED: 2023-08-14

Full Issue: <https://ojs.deakin.edu.au/index.php/tesol/issue/view/218/28>

### ABOUT 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.

### STATE TESOL ASSOCIATIONS



Become an **ATESOL member** and access FREE ACTA membership which provides resources and professional learning opportunities from State TESOL Associations across Australia. Click on the state logo on the map above.

## PROFESSIONAL LEARNING



### TERM 4 WEBINAR 2023

Thursday 19 October, 5pm – 6pm • Online by Zoom

## TWO FOR ONE – 1. Readers! 2. From the shelves

### About the Presenter – Mary Blake

Mary Blake is renowned around Tasmania for her knowledge and dedication to literature. Mary took over running the EAL library in the mid-2000s and has moved the collection twice now: Once to Derwent Park in 2010 and again to Lindisfarne in 2016.

Mary has been an EAL teacher and EAL librarian for a significant portion of her career.

In this TasTESOL webinar she will discuss two topics.

1. Readers! What's happened to levelled readers? What are decodable or alphabetic readers? What are catch-up readers? What's the best for you?
2. From the EAL Library shelves!  
Mary will present a selection of resources and then let's discuss how to use them.

### Cost:

- TasTESOL and Other TESOL Association Members – no cost

### Payment:

- Bank Details – BSB: 067-002
- Account number: 2800 6086
- Please use full name as reference
- Payments due by Tuesday 17 October

### Note:

- Non-members \$15
- Students \$10

RSVP by Tuesday 17 October to [contact.tastesol@gmail.com](mailto:contact.tastesol@gmail.com)

The webinar Zoom link will be sent to participants prior to the date.

WATCH  
THIS  
SPACE

## 2024 PROFESSIONAL LEARNING

# Pronunciation Workshops for schools and TAFE

## MEDIA WATCH



### ABC Q+A AT GARMA 2023

7 August at 9.35pm AEST

Q+A spoke to Indigenous leaders and discussed issues facing their community, as the nation decides together whether Aboriginal and Torres Strait Islander people will be recognised within the Constitution and heard through a Voice to Parliament.

[CATCH UP on iView](#)



THE CONVERSATION

### THE LATEST NAPLAN RESULTS DON'T LOOK GREAT BUT WE NEED TO GO BEYOND THE HEADLINE FIGURES

Published 23 August, 2023

We must interpret this year's NAPLAN results with caution. Our instinct might be to panic, but the reality is significant changes to the test have led to these results. It might take a few years before we can make any meaningful sense about overall progress and change. [READ MORE](#)



MONASH  
University

### MONASH LENS

#### What Australian Education Research Organisation's (AERO) report of writing development in Australia doesn't want to talk about

The major report from a national research organisation (generously funded by taxpayers) merely confirms what research has already shown – that there's a continuing decline in Australian students' writing achievement. The report is silent on factors that may contribute to this result, and is also silent on some of the key issues facing literacy teachers.

#### Silent on English as an alternative language or dialect (EAL/D)

The report draws on the recent [National Roadmap For English as an Additional Language or Dialect or Dialect in Schools](#) – released by ACTA [READ MORE](#)

### ALBANESE GOVERNMENT PLEDGES \$41M FOR SIX TAFE CENTRES OF EXCELLENCE AND MORE HIGHER APPRENTICESHIPS

The Guardian 25 September, 2023

#### White paper promises new policy initiatives including national skills passport

According to the employment white paper, around 2.8m people – one-fifth of the size of the total workforce – is either unemployed and looking for work or in a job but under-utilised. [READ MORE](#)

[Working Future: The Employment White Paper – at a glance](#)



**WATCH: TAKING THE MESSAGE OF THE YES VOTE TO THE HAZARA COMMUNITY**



### ATESOL NSW TURNS 50!

24 June 2023

Gill Pennington

There is always plenty to celebrate in the world of ATESOL NSW. As a community of educators, we constantly admire our hard-working colleagues as they continue to support English language learners in and out of the classroom. We also value those educators who volunteer their time and efforts to ensure that professional organisations such as ours can offer timely support to teachers through professional learning, HSC resources, advocacy work, and current website and newsletter information.

So when we looked at the calendar and saw that ATESOL NSW has been the focus of productive activity for 50 years, there was no hesitation in holding a party to celebrate! Covid prevented us marking the anniversary on time - as our website confirms, we have been a non-profit professional association for teachers since 1971. Back then we were known as ATEFL (Association for Teaching English as a Foreign Language), but we changed our name in 2002 to better reflect our place in the field of English language teaching in Australia.

Two years on – but who’s counting - we planned a get together for all TESOL educators who had enjoyed a connection with our association over the last fifty years. The party was held at NSW Teachers Federation in Surry Hills on a Saturday afternoon in June, and as the picture gallery indicates, we had a fabulous turn out, with retired teachers sharing stories with academics and younger colleagues still busy in the classroom. We had balloons and party food (and a bar!) and guests were able to examine a display of ATESOL artefacts and past newsletters – thanks to Marina Pearce and Michael Michell for putting the collection together. Photos of ATESOL events and personalities were streamed on a continuous loop – thanks to Margaret Turnbull for compiling the slideshow.

We were treated to a program of speakers, all of whom were lively and amusing. Mark Fraser (current treasurer) nobly took on the role of compere, interspersing his introductions with reminders of popular culture fifty years ago (not that he was around at that time!). Current president Cindy Valdez welcomed the guests, recognising the contribution of members over the past 50 years while pointing forward to future challenges and opportunities. She outlined the new communication strategy underway within the association, evident through our new website which is now up and running. Former president Jim Richardson shared his memories of teaching back in the 1990s, and councillor Michael Michell reminded us of the strong contribution made by ATESOL and ACTA position papers to government policy decisions on the teaching of languages.



ATESOL Ambassadors and writers Irena Kobald and Oliver Phommavanh were also welcome speakers. Irena spoke of the continuing popularity of her excellent storybook *My Two Blankets*, and the important messages it continues to hold for TESOL educators. Oliver spoke of his own experiences as an EAL/D student, and his belief in the importance of relevant texts in the classroom, particularly those that make links with the lives of the students. This has provided his motivation to write children’s books – his recent book *What About Thao* has been included on the CBCA notable books for 2023, in the younger readers category.

ATESOL’s 50th birthday party was a great success. Thanks to organisers Cindy Valdez, Margaret Turnbull, Michael Michell and Gill Pennington. Read on to peruse the gallery of photos taken during the afternoon – a veritable Who’s Who in the illustrious history of ATESOL NSW!

# ATESOL<sub>NSW</sub>

Association for Teaching English to Speakers of Other Languages

## CELEBRATION



LEFT: Gavin Youngman; Gabrielle Weiss, councillor; Jonash Ocampo, member; Cindy Valdez



ABOVE: Mark Fraser, Treasurer, with Cindy and Michael Michell



ABOVE: Irena Kobald, ATESOL NSW Ambassador, sharing her stories



ABOVE: Kathy Rushton, councillor, with Joanne Rossbridge, language and literacy consultant



RIGHT: Pauline Jones and Sally Humphries, TESOL academics, with Robyn Johnson, councillor



LEFT: Cindy with Janet Freeman and Judith Mee, Past Presidents, and Melanie Davies, Councillor



RIGHT: Irena Kobald and Oliver Phommavanh, ATESOL Ambassadors, with their best-selling titles

# ATESOL<sup>NSW</sup>

Association for Teaching English to Speakers of Other Languages

## CELEBRATION



ABOVE: ATESOL NSW 50th Anniversary speeches



ABOVE: Margaret, Cindy & Irena with Gill Pennington, Past President



ABOVE: Former ATESOL NSW newsletter editor & TESOL academic, Margery Hertzberg, with Cindy.



LEFT: Sorathy and Michael Michell, councillor



ABOVE: Jim Richardson, Past President and Paul Duffy, TESOL academic



ABOVE: Cindy Valdez, President ATESOL NSW; Margaret Turnbull, Vice President; Gavin Youngman, Marketing & Communications Strategist

## CELEBRATION



ABOVE: Oliver Phommavanh sharing his stories



ABOVE: Pauline Gibbons and Jenny Hammond, TESOL academics, with Connie Mudge, Past President

RIGHT: Michael, Sorathy & Maya Cranitch, former ATEsol NSW newsletter editor



ABOVE: Display of ATEsol NSW newsletters – Marina Pearce, newsletter editor & Melanie Davies, councillor



ABOVE: Helen Wren Past President with Judith Mee and Jennifer Eggleston



ABOVE: TESOL academics Jenny Hammond, Paul Dufficy & Ken Cruickshank



RIGHT: Dominic Santoro, Margaret and Enri Parolin