

ATESOLnsw

Association for Teaching English to Speakers of Other Languages

QUARTERLY

AUTUMN 2024

Making Harmony Day BIG

Robyn Johnson, Kindergarten Teacher, Riverina Area

"I have a few reasons why it should be a big deal in all our schools. For a start, celebrating Harmony Day can encourage children to explore their cultural identity and accept others no matter what their backgrounds, personality, life experiences and beliefs may be." [READ MORE](#)



Check out our Harmony Day celebrations Robyn Johnson



High school student roleplays the passing of a bill in the upper house. Credit: Steven Siewert

Understanding Democracy

Civics Education in NSW schools

A new *Human Society and its Environment* syllabus to be released by the NSW Education Standards Authority later this year will have an enhanced focus on civics. [READ MORE](#)

TAFE ESOL students debate a Bill

NSW Parliament field trip, Glenice Aiken & Marina Pearce

Check out TAFE ESOL students as they improve their public speaking skills in the 'bear pit' of NSW Parliament House.

[READ MORE](#)

Remembering Windradyne's War

The History Listen ABC RN Broadcast Tue 12 Mar 2024

Many Australians have never heard of **the Bathurst War** in 1824, when the British waged war against the Wiradyuri people and their heroic warrior, Windradyne.

The town is now remembering this brutal history.

[READ MORE](#)



Teachers Tracy Crawford and Jane Collins teaching Wiradyuri language to students at Bathurst West Public School 2016



Challenges and opportunities in supporting plurilinguals in secondary school

David Partridge

This article summarises some of the key points from a paper on supporting plurilingualism in schools by David Partridge and Helen Harper in the latest *TESOL in Context*, and reports on a small study with five teachers in Armidale. [READ MORE](#)

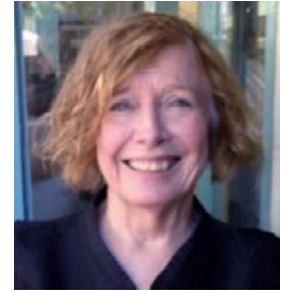
ATESOL NSW welcomes David as a new councillor. (See ATESOL NSW 2024 Council Gallery)



From the Editors

Glenice Aiken and Marina Pearce

A warm welcome to our Autumn ATESOL NSW Quarterly newsletter as the chill starts to bite. We're delighted to present the recently elected **Councillors for 2024**, both new and long-serving, from across the sectors: kindergarten, primary, secondary, TAFE and university (**ATESOL NSW Council Gallery 2024**). **Regional NSW** is well represented with online Council meetings enabling educators to connect across the state.



We lead with front page items from educators in regional NSW. From the Riverina, Robyn Johnson, kinder teacher, reports on their call to action: **Let's make Harmony Day BIG** and lets us all know a few reasons why it should be a big deal in all our schools.

David Partridge, EAL/D secondary educator takes us to the town of Armidale and introduces us to research with EAL/D specialists who work primarily with newly arrived refugee students from northern Iraq. This research, **Challenges and opportunities in supporting plurilinguals in secondary school** identifies some key barriers and enablers. The study concludes with proposals for professional advocacy at a local level which could be desirable to promote at a central decision-making level.

Advocacy has continued a strong focus for ATESOL in 2024 at State and Federal level. For updates on schools and TAFE, see President, Michael Michell's message below and **ATESOL NSW Advocacy (Adult sector)**

We hope you enjoy the ATESOL Quarterly and look forward to your feedback and contributions. A heartfelt thankyou to the contributors for this edition.

Glenice Aiken and Marina Pearce



Message from ATESOL President, Autumn Quarterly

Michael Michell

Dear colleagues,

I hope this message finds you well and that you've had a productive start to the school year. Since being elected as ATESOL President at our AGM in November 2023, we have been busy addressing and strengthening key areas relating to ATESOL NSW's core objectives.

ATESOL advocacy

Before and after the Christmas break, ATESOL provided feedback on a range of draft policy documents from the NSW Department of Education. These included: ATESOL responses to Leadership Strategy evaluation recommendations; Anti-Racism and Multicultural Education Policy Statements and Procedures; the draft EAL/D Workforce Plan, and draft Multicultural Plan for 2024-2027. Thanks to Margaret Turnbull, Margaret Wajs and Melanie Davies, ATESOL has been providing ongoing advice to NESA on the new English syllabus. This year VET will be a major focus for ATESOL advocacy, now that the much-awaited Interim NSW VET Review into the state's vocational education and training sector has recently been released. (**See Advocacy Report in this issue**).

Message from ATESOL President, Autumn Quarterly (cont.)

ATESOL governance

Since late last year, a draft ATESOL roles and responsibilities document was circulated for Council feedback. The document elaborated and clarified the roles and responsibilities of ATESOL office bearers (executive) and Council members. At its meeting on 2 April, Council endorsed the ATESOL Roles and Responsibilities document as working rules for the association. This governance document will guide the work of executive and Council and be useful in informing new members about the governance structures and operation of the association.

ATESOL strategic planning

ATESOL held a planning workshop on 28th January at which Councillors produced rich Strengths, Weakness Opportunities and Threats (SWOT) analyses and professional learning material to inform our strategic plan for 2024-2026. An ATESOL NSW strategic plan has been drafted outlining priorities and actions for our key areas of professional learning, participation, governance, collaboration and advocacy in the current NSW and national policy context. When approved by Council, the plan will be published on the ATESOL website. Special thanks to the planning workshop team, Margaret Turnbull, Robyn Johnson and Luke Nolan, for leading the workshop sessions that made it possible.

ATESOL subcommittees

This year, we refreshed our ATESOL subcommittees by confirming new convenors and members supported by new subcommittee guidelines. Convenors of the following subcommittee for 2024 are: Advocacy subcommittee - Michael Michell; Governance subcommittee - Kathy Rushton; Professional learning subcommittee - Jonnell Uptin and Bess Wasserman. Thanks to Jonnell and Bess for stepping into this vital role and to Kathy Rushton for her conscientious leadership as former PL convenor. Executive are currently investigating who can take on convening the Communications subcommittee. Our subcommittees are key to advancing the work of ATESOL and we welcome new members who can join a subcommittee and contribute to this important work.

ATESOL professional learning

Professional learning is central to our mission to promote excellence in teaching English to speakers of other languages in New South Wales. The new Professional Learning subcommittee has finalised our **professional learning program for Term 2 and beyond** which will be of interest to our school and TAFE members and be published on the ATESOL website shortly. I encourage you all to attend and to invite your colleagues to join us. This year, for the first time, ATESOL is also offering primary and secondary teachers in-depth professional learning in EAL/D pedagogy through school-based EAL/D action learning projects. Further details are outlined in the project information and expression of interest on page 9.

National EAL/D Research

ATESOL Councillors, Margaret Turnbull and I, were successful applicants for the ACTA's inaugural research grant along with ACTA WA councillors, Professor Toni Dobinson, Associate Professor Julian Chen and their colleagues at Curtin University and the University of New England. As a combined team, we will be involved in a wide-ranging national study to investigate the state of EAL/D education in Australian schools and examine EAL/D teacher education and teacher experience in Australian schools. Full details are available on the ACTA website.

Thanks and best wishes

Cindy Valdez recently announced that she is stepping down from ATESOL executive, Council and the communications/media role. Cindy served four terms as ATESOL president and has made a lasting contribution to ATESOL through her initiatives around media, partners, membership, the website reboot and the 50th anniversary celebration. We pay tribute to her commitment and service to the association and wish her every success in her new endeavours.

Michael Michell

President, ATESOL NSW

ATESOL NSW Council 2024



Robyn Johnson

ATESOL Councillor, Vice President

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, 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.



Gabrielle Weiss

ATESOL Councillor

I currently work for the Department of Education as an EAL/D Education Leader across schools in the Metropolitan North and am also completing studies in Educational Leadership at UOW. My professional interests include EAL/D assessment and curriculum, co-teaching practices and distributed leadership in EAL/D education.



Bess Wassman

ATESOL Councillor, Professional Learning organizer

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.



David Partridge

ATESOL Councillor

I am an EAL/D educator in regional NSW. I have predominantly worked with newly arrived refugee students and support schools to implement and refine EAL/D and refugee education programs. My research interests include the use of home languages in teaching and learning, collaboration between EAL/D specialists and classroom teachers, as well as the role bilingual aides play in settlement and education.

ATESOL NSW Council 2024



Margaret Turnbull

ATESOL Councillor, Public Officer, ACTA 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

ATESOL 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

ATESOL Councillor, Treasurer

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

ATESOL Councillor, Editor ATESOL Quarterly

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 is pronunciation and listening; second language acquisition and L1 influence; independent learning and self-assessment using AV; materials development.



Dr Kathy Rushton

ATESOL 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 2024



Glenice Aiken

ATESOL Councillor, Editor ATESOL Quarterly

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.



Margaret Wajs

ATESOL Councillor, Secondary teachers programs

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.



Fiona Braybrooks

ATESOL Councillor, Adult sector programs

I currently teach at TAFE NSW in the rural towns of Cootamundra and Young. Focusing on Language, Literacy and Numeracy (LLN), Digital Skills and English for Speakers of Other Languages (ESOL), I have over ten years' experience in the VET sector teaching in Australia and India. I am passionate about accessibility and equity in lifelong education.



Michael Michell

ATESOL President, ACTA Councillor, ATESOL MEAG * rep

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*

ATESOL NSW Advocacy (Adult sector)

Marina Pearce and Glenice Aiken

Adult Migrant Education Program (AMEP) The AMEP tender system is currently under review, and the Request for Tender won't be released till later in 2024, date to be announced.

In February 2024, the Federal Department of Home Affairs (DHA) offered to have monthly briefings with the ACTA Adult Consultative Group (ACG) regarding the AMEP tender. The ACTA ACG met on-line on 20 March 2024, to identify issues to be discussed at these meetings with DHA.

ATESOL NSW support NSW ESOL teachers in their ongoing campaign for **job security and program stability**. We welcome recent Federal and State Government statements acknowledging the central role of job security in the VET sector in their proposed reforms of VET and the Labour Market. We encourage teachers to approach their local member to **discuss their concerns and how these relate to the Government's proposed VET and Labour Market reforms** (see background notes below).

Background

The Australian Government, in collaboration with states and territories, is developing a *VET Workforce Blueprint* ([LINK](#)) to 'support, grow and sustain the VET workforce. The Blueprint will identify strategies and actions for workforce issues such as attraction, retention, development, and career progression.' The NSW *VET Interim Report, 2024* ([LINK](#)) includes a recommendation to "prioritise the expansion and conversion of permanent roles for VET teachers in the NSW Department of Education and TAFE NSW workforce". ATESOL NSW will be asking, how many of these are ESOL teachers?

The Federal Government provided a *Consultation Paper, Developing Blueprint for the VET Workforce* ([LINK](#)) asking for stakeholder feedback, including from teachers, in which they identify a number of barriers to achieving reform:

1. **critical shortages** in some industry areas, ... such as Language Literacy and Numeracy and in some settings, such as in regional, rural and remote locations.

2. VET workforce is represented by a **more casualised and part-time workforce** than the wider labour market.
3. the **burden of administration and compliance activities** is a barrier to retention in the VET workforce.

(This is consistent with reports in ACTA consultation forums going back to 2017, that high levels of casualisation are a key barrier to retention in the VET EAL/D workforce, which includes AMEP and SEE programs.)

'The teaching, training and assessing VET workforce, including secondary school teachers delivering VET in a school setting, is represented by a more casualised and part-time workforce than the wider labour market. Recent ABS data indicates that ... 31% of Vocational Education Teachers are in casual employment compared to 24% in the whole of the Australian Labour Force. In comparison 35% of University Lecturers and Tutors and 9% Secondary School Teachers work in casual employment (DEWR consultation paper [Developing a blueprint for the VET workforce, 2024](#)).' (While precise figures are not available, it is widely reported by teachers of EAL/D programs in VET that the workforce is almost 100% casualised.)

4. regulatory requirements for VET teachers include the undertaking of regular **professional development to ensure currency** in teaching methodology for adult learners. Insecure employment and onerous administrative requirements undermine the opportunity for teachers to engage with professional development. These challenges are further exacerbated for those casual workers in **regional and remote areas** whose teaching involves working across several locations, with little or no time for professional exchange.

News update We have just received the House of Representatives Standing Committee on Employment, Education and Training final report, *Shared vision, equal pathways Inquiry into the perceptions and status of vocational education and training, 2024*.

ATESOL NSW Professional Learning Calendar 2024

Cost: \$20 for members and \$30 for non-members.

Please check the [ATESOL NSW website](#) for updates and other upcoming PL opportunities.

Sector	Topic, Presenter	Mode, venue,	Week, time
K-12 Education	<i>EAL/D Action Learning projects - project information session</i> Michael Michell, Margaret Turnbull, Mark Fraser READ MORE	Online, free	Week 5, Term 2 Wednesday 29th May 4.00pm – 5.00pm
Primary Education Primary EAL/D Teachers and Primary Teachers who have EAL/D students in their classroom	<i>Assessing English units of work: differentiating for EAL/D students</i> Kathy Rushton and Joanne Rossbridge	Online (Zoom)	Week 8, Term 2, Tuesday 18th June 4.00pm - 5:30pm
TAFE, Adult	<i>Assessing and teaching Oracy</i> Glenice Aiken Marina Pearce	Online	Week 8, Term 2 Thursday 20th June 4.00 - 5.30pm
	<i>Parliament field trip</i> Glenice Aiken Marina Pearce	Online	Week 7, Term 3 Tuesday 3rd Sept 4.00 - 5.30pm
	<i>Teaching the Sounds</i> Glenice Aiken Marina Pearce	Online	Week 7, Term 4 Tuesday 26th Nov 4.00 - 5.30pm

ATESOL NSW EAL/D Action Learning projects - project information session

Online, free

Term 2, Week 5, Wednesday, 29 May, 4.00 -5.00pm

Michael Michell, Margaret Turnbull, Mark Fraser, ATESOL NSW

ATESOL NSW EAL/D action learning projects - expressions of interest

ATESOL NSW is offering a sustained action learning, professional development program to metropolitan and non-metropolitan primary and secondary schools who have identified EAL/D learner needs and are willing to establish a project team and undertake project-based learning to adapt their class program planning, implementation and assessment in a particular curriculum area.

The project team involves at least one EAL/D teacher, a class and an executive teacher, in co-designing, implementing and reporting on a negotiated project aimed at scaffolded, high challenge/high support EAL/D student learning in the regular classroom, supported by TESOL academics provided by ATESOL NSW.

Schools support project implementation through:

- allocation of five relief days per teacher for attendance at three workshops and two in-school team planning and evaluation days
- appointment of an executive member to the project team as project liaison person.
- a project fee (\$5,000 for ATESOL school supporter members, \$7,500 for non-members).

ATESOL NSW supports the school's project implementation through provision of:

- an academic presenter at the introductory workshop
- academic consultancy support at in-school team planning and evaluation days
- program co-ordinator as a project liaison person.

Expressions of interest

Please send name of the school, executive contact, possible project focus and project team details to Michael Michell at: atesolnsw.admin@ptc.nsw.edu.au

Understanding democracy in Australia: NSW Parliament field trip - debating a Bill

How to improve pronunciation and writing

Glenice Aiken, Marina Pearce



A field trip to NSW Parliament for a workshop and role play to debate a Bill provided an exciting project framework for students at TAFE Meadowbank.

The objectives were to develop their research skills, prepare a debate, and then finally test their speaking/ pronunciation skills in the dramatic setting of the Lower House chamber. Learning outcomes covered in the workshop are from both the *Certificate in Spoken and Written English (CSWE)* and the *EAL Frameworks* (See learning outcomes and links at end of article.)

We have undertaken this project many times with intermediate and advanced level students, and without fail, they have found it an inspirational and riveting experience. When we have not been able to visit in person, we have staged the role play at a local TAFE centre with one or more classes. Further, there is the option for a **virtual excursion** to the NSW Parliament.

To maximise student confidence for the role play it is worth doing some preparation in the weeks before the field trip students researched the process of how laws are made in an Australian parliament. They learned how to prepare opinion texts and developed their arguments in their new language, drawing on their own real-life experience.

They incorporated the language of parliamentary procedure in their opinion texts and practised using the **parliament debate template**, [LINK](#) taking the roles of members of parliament, Government, Opposition, minor parties, independents, and the Speaker.

The Bill they were preparing to debate, *To provide more assistance to adult migrants studying English*, drew on students' personal life experiences which they learned to express in the structure of opinion texts. They learned to apply their background knowledge of democratic processes and debate of a Bill to enable expression of their personal experiences as broader social, economic and political issues relevant to the wider community.

AV recording of the practice role play, especially on their mobile phones, was a powerful motivator, encouraging students to review, assess and continue to develop their spoken performance prior to the field trip. [LINK](#)

Learner backgrounds

Recently-arrived from around the world (China, Bangladesh, Korea, Russia, Ukraine, Italy and Japan) the group included tertiary-educated professionals, aged 24-45, aiming to resume work in their chosen professions, and high school graduates planning vocational study in Australia. They were enrolled in **Certificate 2 in Spoken and Written English (CSWE)** delivered through the Adult Migrant English Program, which provides unlimited hours of English classes until you reach vocational English.

Preparation activities: summary

- **research** NSW Parliament and the process of how laws are made
 - teach dictionary skills for independent and effective identification of meaning, grammar and pronunciation
- **preparation of arguments** for and against the Bill including
 - pair work to script, practise and A/V record on mobile phones
- **formative assessment:** teachers and students reviewed and assessed the videos,

Excursion activity

- Parliament Education Officer oriented students to the Lower House Chamber and explained the protocols of debate prior to coordinating students through their role play of passing a Bill in the Lower House chamber. Students brought their preparation texts.
- Students and teacher A/V recorded speeches in Parliament which were later uploaded to Dropbox for self/peer assessment.
- After the field trip students compiled a booklet about the activities illustrated with their photos.
- Students wrote emails of appreciation to The Speaker.

Learning outcomes

- CSWE II Read and write basic opinion texts [LINK](#)
- CSWE III Participate in routine spoken presentations (genres - opinion, discussion) [LINK](#)
- CSWE III Read and write routine further study texts (opinion, discussion) [LINK](#)
- EAL Frameworks VUXX44 Present straightforward spoken texts (genres - opinion, discussion) for study purposes [LINK](#)
- EAL Frameworks VUXX63 Research Features of Australian Government [LINK](#)

ATESOL NSW PL session on **Parliament excursion**

Week 7, term 3, Tuesday September 3, 2024, 4:00 - 5:30pm

Classroom Worksheets will be available.



Daniela Georgi, senior Education Officer, Education & Engagement Team, and another Education Officer, leading a NSW Parliamentary Workshop.

Resources

The NSW parliament education office provides a package of background materials including

- activities and information on the Role of Parliament **Role of Parliament - Parliament of New South Wales (nsw.gov.au)**
- parliamentary education and resources for primary and secondary teachers and students <https://education.parliament.nsw.gov.au/>
- resources for TAFE and other tertiary teachers and students. <https://education.parliament.nsw.gov.au/tour-parliament/tertiary-programs/>

The NSW Government website **DART Learning** provides resources for teachers and students on their **Virtual excursion website**.



Welcome to the Literacy Research Commons

It is a site for persons interested in exploring literacy matters and accessing resources on literacy research and developments. Initially, it is mostly postings that include a potpourri of notes and lectures for a graduate level course dealing with a history of literacy education research and practice in modern times. The course material includes video lectures as well as some conversations between Rob Tierney and P David Pearson. Our apologies for their quality but these materials involved a single take recording rather than scripted productions. We did turn these lectures and our discussions into a book that Teachers College Press is making available.

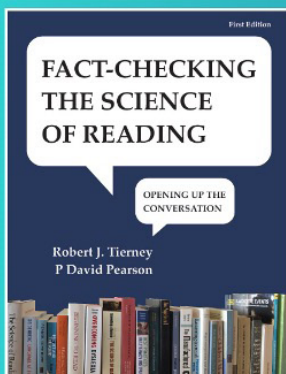
The website also offers a library of papers that relate to the course. If you are having any difficulty obtaining access or have comments you wish to share, please contact Rob at rob.tierney@ubc.ca.

New Monograph:

Fact-Checking the Science of Reading

Robert J. Tierney & P. David Pearson

<https://literacyresearchcommons.org>



Fact-checking the Science of Reading

Rob Tierney and P David Pearson explore the validity of claims associated with the Science of Reading as they have appeared in social media, the popular press, and academic works.

The book offers a comprehensive review of these claims—analyzing the evidence, reasoning, assumptions, and consequences associated with each claim—and closes with ideas for moving beyond the debates to greater consensus or accommodation of differences. The book is a must read for educators involved in teaching reading, as well as parents, policy makers, and other stakeholders.

Read the book



Joanne Rossbridge

I imagine by this time of the term you have settled into the new school year and feeling more familiar with knowing your students. 2024 is certainly flying by swiftly. I can't believe it is almost Easter and that we are heading towards the end of March already.



I have been enjoying working in schools whilst also focusing on developing new content for the website. In this **newsletter** I will explain this further as well as share new resources to link reading and writing and support engagement with texts for Anzac Day.

I'll also share important readings on both reading and grammar. I hope these are helpful and provide a lens through which to view current school practices.

I have started working my way through the recently announced 2024 Book of the Year Award Notable list. Take a look at some of the books that you might find useful in your context.

Finally the professional learning update covers a range of courses offered through the **NSW Teachers**

Federation Centre for Professional Learning and other school based possibilities. Feel free to make contact if you are looking for specific professional learning from Term 2.

OPEN NEWSLETTER HERE

In this newsletter we look at:

- new website resources and professional reading
- books on the 2024 Book of the Year Notable list
- professional learning opportunities both face to face and remote.

Please enjoy! joannerossbridge.com.au

vicTESOL



VicTESOL eBULLETIN

March 2024

Tensions in the Adult ELT Curriculum - Session 2

May 28 from 5:30 pm - 6:30 pm

Virtual Event

Tensions in the Adult ELT Curriculum

28 May 2024. 4:30pm - 5:30pm AEST, Online

This is the second of two sessions to explore tensions within the current adult ELT curriculum. Using the Adult Migrant English Program (AMEP) as a case study, they explore how its curriculum has changed over time, how the current tensions emerged, and the likelihood of change in the future. Both sessions will be presentations with feedback invited from participants.

In this issue

- Upcoming professional learning
- Session summaries
- News links and opportunities
- VicTESOL Professional Learning 2024 - Expressions of Interest

Session 2, The Burden of Compliance, looks at how tensions between policy makers and educators have led to the current onerous compliance demands on teachers in the competency environment. It examines what is being done about these demands and how they may change in the immediate future.

First Session information here.

Speaker

Dr Chris Corbel is a lecturer in the Master of TESOL and Master of Modern Languages Education courses in the Faculty of Education, University of Melbourne. He has over 50 years' experience in multiple roles in the AMEP.

Cost

\$10 - VicTESOL members (including members of other state TESOL associations **affiliated with ACTA**)

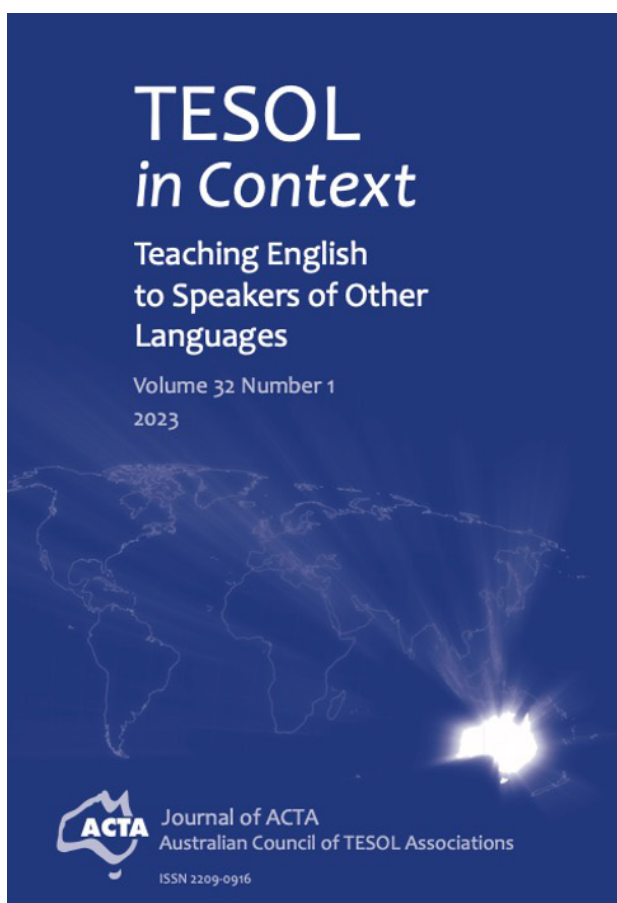
\$30 - Non-members

Become a member today, for member prices!

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.



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<https://ojs.deakin.edu.au/index.php/tesol/issue/view/207/29>

Teaching English Language Learners Across the Curriculum

From Skye Playsted *TESOL in Context* Journal Coordinator

This Special Issue has two primary goals. Firstly, we aimed to bring together diverse perspectives and voices from across Australia that showcase the remarkable efforts that teachers and educators are already doing to cater for the needs of EAL/D learners in schools and mainstream environments. Secondly, and while acknowledging these commendable efforts by educators, we argue that more work is needed to address the persistent challenges in providing tailored support that addresses the diverse linguistic and cultural backgrounds of EAL/D students. We acknowledge that catering for EAL/D learners' needs in schools and mainstream classes involves more than just structural adjustments. It necessitates a paradigm shift in educational perspectives. Beyond the accommodation of linguistic diversity, there is a crucial need to challenge and disrupt dominant deficit views that may prevail in educational settings. The insights gathered from these articles illuminate the multifaceted and dynamic landscape of EAL/D education in Australia. They collectively underscore the necessity for an integrated approach that encompasses not only specialized pedagogies but also a deep understanding of the cultural and linguistic diversity present in our classrooms.

Volume 32, No. 1 (2023)

Teaching English Language Learners Across the Curriculum



Challenges and opportunities in supporting plurilinguals in secondary school

David Partridge & Helen Harper, University of New England

This article summarises some of the key points from **Partridge, D. & Harper, H. (2023) Enablers and barriers for plurilingual practices: How EAL/D teachers support new arrivals in a rural secondary setting. *TESOL in Context*, 32(1), 39-58.**

It is well-established that when English language learners (ELL) use their full linguistic repertoire in learning, their learning experiences can be more efficient and effective. However, leveraging this knowledge in school systems that are grounded in an English-only tradition remains a major challenge for us as TESOL educators.

To explore this concept, we conducted a small study with five teachers to find out how they support students' plurilingualism. Participants were EAL/D specialists who work primarily with newly arrived refugee students from northern Iraq. Our data allowed us to generalise some 'enablers' and 'barriers' in supporting students' plurilingualism.

Enablers

Conditions that were identified as supporting students' plurilingualism included:

- The specialist EAL/D setting, where teachers have the 'breathing room' to slow down and focus on skill and language development.
- The intentional use of students' first language/s (L1) in learning. This was done through planned and spontaneous translanguaging teaching strategies.
- The work of skilled bilingual aides who use their linguistic skills and cultural knowledge to support teaching and learning, and to improve communication with a school's culturally and linguistically diverse (CALD) community.

Barriers

Our research participants compared their specialist EAL/D setting with that of the mainstream school setting when they were working in an EAL/D support role. Their identified barriers included:

- Unfavourable time and curriculum pressures of the mainstream schooling environment for ELLs, especially those in the initial phases of English learning.
- A lack of experience and confidence for mainstream teachers to cater for the needs of their ELLs.
- A lack of knowledge about the benefits of using students' L1 as a learning resource.
- Minimal collaboration between EAL/D specialist staff and their mainstream teaching counterparts.
- The perceived status of EAL/D specialist staff as 'support staff' rather than staff who can use their TESOL expertise to support teachers in planning and teaching.

Concluding comments

As well as highlighting enabling conditions and challenges for supporting students' plurilingualism, our study suggested that transition times from the EAL/D setting into the mainstream schooling environment may not be adequate for all ELLs, especially for students from refugee backgrounds with minimal to no formal education. Although it is not possible to replicate the EAL/D setting in the mainstream school environment, we suggest that students' plurilingualism can continue to be supported there through collaboration between EAL/D specialists and their mainstream counterparts.

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 Changs** 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** convened a symposium featuring organisations whose primary work is with children and young people, literacy and drama. The 2023 Literature Symposium involved 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 2024 Conference - Reading, learning, meaning, pleasure

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)**

ATESOL NSW affiliates & supporters



Make Harmony Day BIG!

Robyn Johnson, Kindergarten Teacher, Riverina Area

A call to action from this kinder teacher in regional NSW to you all - Let's make Harmony Day BIG. I have a few reasons why Harmony Day should be a big deal in all our schools.

It is a great opportunity for your students and staff to get to know one another. Encouraging students to wear either orange for the Harmony Day colour, wear cultural dress or wear a uniform from a community group to which the child belongs means they will need to explain the significance of their clothing, creating the perfect opportunity for students to know each other on a deeper level. Mix it up! In the weeks leading up to Harmony Day, I wear different cultural dresses from my culture and those of our community. I also make small badges out of card and safety pins that I attach to my dress to start conversations about my sub-cultures and urge students to do the same.

It is an opportunity for the students to discuss their backgrounds with their family. In the school newsletter leading up to Harmony Day, the events committee puts a small blurb in to advise parents/carers to talk to their children about their family heritage and background. Please see the blurb below in the box that you may use or adapt for your context:

Harmony Day is coming up and we would like to ask families to discuss their cultural and family backgrounds with their children in the coming weeks.

Everyone has a culture and Lavington East Public School (LEPS) is defining culture as 'the ideas, customs, and social behaviour of a particular group of people.'

This can include sporting groups, choirs, dance groups, scouts, interest groups (such as camping, hot rods, motorbike riding) as well as the traditional 'nationalities' with cultural costumes.

Please encourage your child to start organising their costume for the day and be creative with how they show the different groups they belong to, e.g. badges, hairstyles, scarves.



VIDEO ON MY SCHOOL'S FACEBOOK PAGE:
<https://www.facebook.com/LavingtonEastPS/videos/819540368402181/>

Robyn Johnson, Learning and Support Team

Harmony Day is an opportunity for the children themselves to be the experts. At times, students can be passive recipients of information especially in this technological age. Sharing culture requires all students to be active learners, using both receptive and expressive language. Our school encourages the teachers to use videos and picture books to explore cultural diversity and identity as well as an art project that allows the children to share their heritage with their classmates. This is a great way to foster talking and listening in the classroom because the students need to explain the symbols they have used in their artworks and link it to their cultural/community group.

We end the day with a parade where teachers have created lists of all the cultural and community groups their students belong to. This allows students to be proud of their costume for the day and in turn be proud of the diverse Australian community to which we belong.

The day ties into our Multicultural, Anti-racism and Anti-bullying education. Everyone can participate and has cultural and community groups to which they belong. It also brings out any concerns that children have about them 'not having a culture' or any misconceptions about culture. The teachers and staff can address this before the year gets underway to encourage those children to explore their cultural identity and accept others no matter what their backgrounds, personality, life experiences and beliefs may be.

So, will you get on board to make Harmony Day BIG? Wear orange all week, be creative and share your own cultural identity with your students. This may just lead to your students being inspired by your energy and passion to explore their own identity as well as feeling safe and comfortable to do so.

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.

TESOL calendar of Events 2024



TESOL calendar-of-events 

Speech Science and Technology Tutorial and Conference, Melbourne, 2024



<https://assta.org/sst-2024/>

SST2024: Call for Papers 



APPLIED LINGUISTICS ASSOCIATION OF AUSTRALIA



Linguistic Landscape Workshop Wellington, New Zealand, 2024

The theme of Linguistic Landscape 15 is focused on fluidity and fixity in borderlands. We conceive of 'borderlands' broadly, to include both physical and imagined spaces, as well as both empirical and theoretical conceptualisations.

linguisticlandscape15.weebly.com



ALAA/ALANZ/ALTAANZ conference 2024

Dates: 25-27 November 2024

Location: University of Tasmania (UTAS) in Launceston

Conference theme

*Applied linguistics for a just society:
Advancing equity, access, and opportunity.*

Call for abstracts closes on 31 May 2024.

Further details <https://alaa2024.com/>.

The Languages and Cultures Network for Australian Universities (LCNAU) Eighth Biennial Colloquium

The Languages and Cultures Network for Australian Universities (LCNAU) Eighth Biennial Colloquium will be held at the University of Sydney on 27-29 November 2024. Submissions for abstracts and panel proposals are now open for the **2024 LCNAU Eighth Biennial Colloquium**.

Hosted by the **University of Sydney's School of Languages and Cultures**, the Languages and Cultures Network for Australian Universities (LCNAU) 2024 Colloquium will explore the theme 'Trans/Formation: research and education in languages and cultures'. LCNAU invites scholars, practitioners, early career researchers and postgraduate students to submit abstract and panel proposals on a wide range of interest areas.



Submissions close on Sunday 31 March 2024, 11:45pm AEDT. [Learn more](#)

LCNAU Eighth Biennial Colloquium

Trans/Formation: Research and Education in Languages and Cultures

27-29 November 2024, The University of Sydney

Call for papers close 31 March

Remembering Windradyne's War

ABC History Listen, Broadcast 12 Mar 2024, Kirsti Melville, Presenter

In 1824, the British waged war against the Wiradyuri people of western NSW. It was known as the Bathurst War and it shook the new colony. But many Australians have never heard of it, or of the heroic Wiradyuri warrior, Windradyne. The town is now remembering this brutal history. [LINK](#)



The learning on Country program, supported by Elders, is central to Areyonga school teaching.

Areyonga School has a long list

A federal budget allocation to fully fund most schools in Central Australia for 12 months will deliver more teachers, education support staff and individual attention for students.

AEU Summer 2023 Journal, Tracey Evans

Areyonga School already has big plans for the \$430,000 in funding it received for 2024. It says the funds will make a major difference to the school's literacy and cultural programs. **School Principal** Toby Brown:

"Because we're a bilingual and a bi-cultural school, and the students' language and culture is so valued and talked about every single day, the community is very engaged with the school!" [READ MORE](#)

There's an extra \$1 billion on the table for NT schools. This could change lives if spent well.

Published: March 15, 2024

The federal and Northern Territory governments have just made a "historic funding **announcement** of about A\$1 billion for schools in the territory.

This includes an extra \$737.7 million from the federal government and an extra \$350 million from the NT government between 2025 and 2029. This would make the NT only the third Australian jurisdiction (after the ACT and Western Australia) to have "fully funded" public schools.

[READ MORE](#)



Students at Marsden Road Public School

'We need a reading revolution': Schools urged to chase more ambitious targets

Sydney Morning Herald, Lucy Carroll, February 11, 2024

<https://grattan.edu.au/report/reading-guarantee/>

In a new report released early this year, *The Reading Guarantee*, the Grattan Institute has called on governments to set ambitious new targets to lift the level of proficient readers from 68 to 83 per cent in the next decade, and 90 per cent in the long term.

One in three children failed to meet new benchmarks for literacy in last year's NAPLAN tests. In NSW, that equated to 109,000 students unable to read at the level expected for their grade. [READ MORE](#)

‘Democracy is a bit like breakfast’: The push for nourishing civics education in NSW schools

By Christopher Harris, Sydney Morning Herald, February 18, 2024

<https://www.smh.com.au/national/nsw/democracy-is-a-bit-like-breakfast-the-push-for-nourishing-civics-education-in-nsw-schools-20240216-p5f5j2.html>



Daniela Giorgi, who teaches school students about how democracy works in NSW Parliament House. CREDIT: STEVEN SIEWERT

“Democracy is a bit like breakfast,” says Daniela Giorgi. “You have to have a little bit every day.” Every year, Giorgi runs tours for thousands of school students who come to the NSW Parliament in a bid to help them become informed citizens.

The teenagers and adults she meets might initially be sceptical about the place with its colonial architecture and wood panelled interiors, which crawls with politicians in suits during sitting weeks.

“But money and power interests everybody,” she says. “It is about demystifying it, so it is not just a place for privileged members of parliament.”

A new Human Society and its Environment syllabus to be released by the NSW Education Standards Authority later this year will have an enhanced focus on civics. The change has been welcomed by educators at a time when democracies around the world are increasingly under threat.

Among Australian adults, belief in democracy is waning - one in seven Australian adults now think that “we should get rid of elections and parliaments and have experts make decisions on behalf of the people”, according to an Australian National University study released in October.

A further one in 10 think “we should get rid of parliament and elections and have a strong leader decide things”.

Fewer than half of senior school students show a thorough understanding of Australia’s democratic processes and systems, national testing released in 2021 found.

Politicians labelled students’ performance as “disappointing” and a month later, a Senate inquiry into Australian nationhood, national identity and democracy called for a wide-ranging review of the curriculum.

In NSW, new syllabuses for primary and high schools will attempt to bolster students’ knowledge.

A draft version stipulated primary students learn in more detail about parliamentary, executive and judicial powers in Australia, the bicameral parliamentary system and how people can participate in democracy.



Student Satya Bollen acts out the passing of a bill in the upper house. CREDIT: STEVEN SIEWERT

Director of curriculum at Brigidine College Trish Smith said having foundational knowledge about democracy in upper primary years is vital so students can build on that in years 7 to 10.

“As a nation we have compulsory voting, which means it is critical they understand what their vote means. Kids also have access to more social media than they used to, so it’s important they can analyse biases that can appear in that content.”



Students learning about democracy at NSW Parliament last week. CREDIT: STEVEN SIEWERT

History Teachers’ Association of NSW executive officer Jonathon Dallimore noted the outcry about lack of knowledge of civic systems, but said the issue went beyond the school curriculum.

“A lot of teachers would push back on that and ask: if some young Australians are showing evidence of disillusion with democracy, could some of that be due to the reprehensible behaviour of politicians? It is also worth considering a broader sense of what civics education is or could be,” he said.

University of Sydney professor of political education Martin Print welcomed the move in NSW to mainstream civics, previously a topic in the niche commerce elective, but said students needed to know the basics.

“When you’re trying to make active and informed citizens who are making considered decisions, you need to be thinking about what it is and spending some time to review what it means in the broader sense,” he said.

“Cognitively, it is not difficult. Why aren’t we teaching the next generation of what it means to be a democratic system, in a time when those systems are increasingly challenged?

“If you think democracy is a good thing, you should be learning about it.”

Amid widespread concern about threats to democracy by foreign governments via social media campaigns, the federal government last year established a “strengthening democracy taskforce”.

A Home Affairs Department spokesperson said it had conducted a foundation analysis, which was “exploring what can be done - practically - to strengthen Australian democracy, drawing on Australia’s rich tradition of democratic resilience and innovation”.

The NSW Education Standards Authority will release its **Human Society and its Environment syllabus** for consultation on February 26, with the final document to be released later in the year, for teaching in schools from 2027.

Come join our Mock Parliament!

Free School Holiday Activity:

Date: Tuesday 16 April
 Years: Students in Years 4, 5 & 6. Guardian must be present.
 Time: 10:00 - 11:30am
 Location: Bay Room, Five Dock Library, 4-12 Garfield St Five Dock
 RSVP: RSVPs are essential. RSVP at: <https://sallysitou.com/upcoming-events/mock-parliament-for-students/>

Member for the Federal seat of Reid, Ms Sally Sitou.

Call for the 2025 TOEFL® English-language Researcher/Practitioner Grant:

ETS is happy to announce the **2025 TOEFL® English-language Researcher/Practitioner Grant Program**. The purpose of the TOEFL English-language Researcher/Practitioner Grant Program is to enable practitioners to become involved in ETS's efforts to promote English language learning, and to support education and professional development for English-language teachers worldwide through ETS's assessments and services.

Award Value

Successful applicants will receive funding of US\$5,000-\$10,000.

Eligibility

Practitioners who are teaching English in various contexts including universities, intensive English programs, study-abroad programs, primary schools and secondary (middle or high) schools are invited to apply. Prior research experience is not required, but practitioners with advanced degrees in language instruction, or a related field, will be given preference.

Application Process

Applicants must submit an application package via email to TOEFLGrantsandAwards@ets.org by 11:59 p.m. U.S. Eastern Time on July 12, 2024. The application package must include the following:

- completed **application form (PDF)**
- curriculum vitae

Important Dates

- July 12, 2024 - Deadline for receipt of application materials
- August 12, 2024 - All applicants notified of selection
- January 1, 2025 - Research projects commence

For full details, please see the **TOEFL English-language Researcher/Practitioner Grant Program webpage**.

ALAA Executive



SYDNEY INSTITUTE FOR COMMUNITY LANGUAGES EDUCATION

Sydney Institute of Community Languages Education at the University of Sydney (SICLE), established in 2017, is funded by the NSW government to provide support for community languages schools, to **develop pathways for teachers into further study and employment**.

SICLE offers a range of programs for teachers working in community-languages schools, in partnership with the NSW Department of Education. Check out the **SICLE website for more information**.

For information about the NSW Department of Education's team of primary and secondary languages experts that support languages teachers in NSW schools, visit the Government website below:

<https://education.nsw.gov.au/schooling/parents-and-carers/choosing-a-school-setting/community-languages-schools/community-language-teacher-support/community-languages-professional-learning>

Sydney Institute for Community Languages Education Newsletter Semester 1 2024



2023 SICLE graduates from Foundation Professional Learning Program for community language teachers in the ACT. Professor Ken Cruickshank middle row, fourth from left, with last year's graduates.

READ MORE