Education in Australian classrooms is achieved through the medium of Standard Australian English (SAE). For students who speak SAE this is not an issue, however many do not. In NSW 30.2% of students come from homes where languages other than English are spoken (CSES 2012) and in the Sydney metropolitan area where over 80% of LBOTE students live (CSES 2012), teaching in SAE needs to be supported by ESL teachers often co-teaching in classrooms with their mainstream counterparts.

The EPIC project was conducted in Sydney Region DEC in 2012 and continues in 2013. EPIC was born out the Multicultural Programs Unit Action Research ESL Pedagogy Projects developed over a decade ago and which gave rise to the research into Scaffolding Academic Language. The EPIC project involved two consecutive days of professional development and supported planning co-delivered by the ESL/Multicultural Consultants K–6 and 7–12 Sydney Region and a third day for reflection, to give feedback and to share the units of work/teaching sequences developed and taught during the term.

In addition, the two consultants gave ongoing support to the teachers to plan, develop, teach and reflect on the unit of work or teaching sequence through individual school visits, observing a number of lessons taught to in order to provide professional feedback to the teachers.

This course is only to be delivered by Sydney Region ESL/Multicultural Consultants.

The project aims were:

- Strengthen teachers understanding of ESL pedagogy and knowledge of scaffolding for ESL learners.
- Guide ESL and KLA/classroom teachers to collaboratively plan, develop and teach a unit of work or teaching sequence to support their ESL students to achieve targeted language and syllabus outcomes using the curriculum cycle and backward mapping from a goal.
- Develop an understanding of team teaching and strategies to facilitate effective team teaching practice
- Support teachers to reflect on their teaching practice as part of the teaching and learning cycle

The main aim of the EPIC project was to develop effective scaffolding of academic language in the mainstream classroom for all learners but in particular EAL students and to note the nature of this pedagogy; whereby teacher or “expert” helps those less expert using “scaffolding” a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which would be beyond their unassisted efforts. This scaffolding consists essentially of the adult “controlling” those elements of the task that are initially beyond the learner’s capacity, thus permitting them to concentrate upon and complete only those elements that are within their range of competence (Wood, Bruner et al. 1976).
This issue has a strong focus on ESL pedagogy, beginning with Janet Freeman’s article on a project designed to enhance collaboration between ESL teachers and their mainstream colleagues. Janet’s comments on the aims and outcomes of this project should prove inspiring to those who wish to enhance teaching partnerships within their own classrooms, and her useful list of references allow for further reading on the subject.

The role of the EAL teacher is further explored in June Selkirk’s report on the successful Cocktail Conversations organized by the Association of Independent Schools NSW in March. The importance of providing opportunities for professional networking and dialogue cannot be over-stated, and we look forward to more conversations in the future.

We also feature reports by retiring President Robert Jackson, whose energetic and enthusiastic work on behalf of both ACTA and ATESOL NSW has helped to put both associations in such a strong position at the start of 2013.

This is my final Newsletter as Editor: the next edition will be in the capable hands of Maya Cranitch and Glenice Aiken, the new co-editors. I know they will be happy to receive any articles, photos and letters which you think suitable for publication. I would like to take this opportunity to thank my colleagues who have regularly provided material for Newsletter articles, and also to acknowledge the invaluable and good humoured support of Jill Sillar, our desktop publisher.
2012 President’s Report

In 2012, ATESOL NSW hosted the highly successful ACTA International Conference in Cairns. We also provided additional professional development sessions and TESOL resources for association members and non-members in NSW.

2012 ACTA International Conference

ATESOL NSW hosted the 2012 ACTA International Conference ‘TESOL as a Global Trade: Ethics, Equity and Ecology’ at Cairns Convention Centre from 2–5 July 2012. The conference convener was Dr Robert Jackson and the conference organising committee members were Katherine Brandon, Gill Pennington and Kathy Rushton. [See full conference report in the 2012 ACTA President’s Report page 6.]

ATESOL NSW sponsored the registrations of seven NSW teachers to present at the conference: Glenice Aiken, Nicole Brookes, Mary Kallas, Theodora Lafka, Olivia Mackay, Marina Pearce and Bess Wassman. Our ATESOL NSW Executive Officer, Marcel Garraud, worked alongside the conference secretariat staff to coordinate the session chairs and ensure the smooth running of the conference sessions.

The financial deficit from the conference (estimated at $15741.78) was borne by ATESOL NSW as the state hosting association per our formal contract agreement with ACTA (the Australian Council of TESOL Associations).

Professional Development

The 2012 ATESOL NSW PD program was again coordinated by association vice-president Bess Wassman and included the following sessions:

• a full-day ‘Conference on the Move’ workshop on 4 February at Tyalla PS in Coffs Harbour convened jointly with PETAA
• a Grammar Workshop for the Early Years (K–3) on 18 August at Beverly Hills North PS convened by Bess Wassman and Marcel Garraud
• the HSC English (ESL) Revision Day for students held on 24 September at Shore School and convened by Dr Robert Jackson
• an Everyday Numeracy Workshop presented by Theodora Lafka and Nicole Brookes from APELS on 3 November at Sydney College of the Arts, Rozelle.

Affiliations

During 2012, ATESOL NSW maintained and consolidated affiliations with the PTC NSW, ACTA, English Australia, PETAA, AsiaTEFL and IATEFL and, through ACTA, with TESOL International, KOTESOL and TESOLANZ.

We also fulfilled our reciprocal advertising and conference promotion agreements with English Australia, TESOLANZ and KOTESOL.

Dr Robert Jackson attended the PTC NSW 18th Annual Presidents’ Dinner at Martini Bar and Restaurant in...
Leichhardt on 17 May, and Sue Bremner attended the PTC NSW Presentation Evening on 27 November.

External Committees and Consultations

During 2012, ATESOL NSW was represented by Marina Pearce at the NSW AGMET meetings convened by NSW DEC Multicultural Programs Unit.

Dr Robert Jackson was asked by the NSW Board of Studies to serve on the HSC English Prescriptions Working Group as the ATESOL NSW representative and attended seven full-day working party meetings during Semester Two.

ATESOL NSW councillors provided input into and support for ACTA consultations, submissions and advocacy initiatives throughout the year. Dr Robert Jackson served the final year of his three-year term as ACTA President in 2012 and our other ACTA Councillors for the year were Sue Bremner, Kathy Rushton and Bess Wassman. Glenice Aiken and Marina Pearce were ATESOL NSW’s representatives on the ACTA Adult ESL Working Group.

Several ATESOL NSW Councillors attended a University of Technology Sydney TESOL/Applied Linguistics forum held on 7 November and PETAA’s 40th Birthday celebration at the Museum of Sydney on 30 November.

Resource Production

The ATESOL NSW English (ESL) HSC Trial Examination Paper was again prepared by former ATESOL NSW President Judith Mee in collaboration with teachers and consultants from NSW DEC Multicultural Programs Unit. Work on the production of a Standards Package for the HSC English (ESL) course was delayed but has resumed in 2013 under the supervision of Judith Mee.

Newsletter

Four issues of the ATESOL NSW Newsletter at 20-plus pages each were published in 2012, one per school term.

Throughout the year the Newsletter provided a broad range of feature articles, conference updates and session reports, teaching and online resources, grammar tips, research and academic monographs, conference listings and PD notices, a ‘K–6 Corner’, ELICOS updates, information about refugee organisations and resources and anti-racism projects, media releases, TESOL Position Statements, consultation submissions and reports, Council reports and information, correspondence, and resource notices, reviews and advertisements.

Congratulations and thanks go to retiring editor Gill Pennington and our PTC NSW desktop publisher Jill Sillar for the continuing high quality of the Newsletter.

Council Business and Communications

Marcel Garraud was appointed to the position of ATESOL NSW Executive Officer on 1 May and has been an invaluable addition to the association.

The ATESOL NSW website was updated regularly with current PD information, information about meetings, advocacy and affiliations, national and international conference listings and links, details of relevant events and celebrations, advertisements, and reports and information from the Newsletter. An archive of previous editions of the ATESOL NSW Newsletter was uploaded to the website in electronic format.

We also sent regular e-bulletin to our members throughout the year with notices, reminders and flyers, and we used the PTC NSW services including their All Schools Mailout, the half-yearly PD calendar and faxstream facilities to communicate with schools, colleges and teachers. ATESOL NSW also contributed a brief report for each edition of the Multicultural News e-bulletin compiled by NSW DEC Multicultural Programs Unit.

Concluding Comments

Finally, I would like to express my appreciation for the work of our councillors, conference organisers and assistants, PD presenters and helpers. Their generous work as volunteers on behalf of TESOL stakeholders in NSW and beyond is to be commended, and a professional association such as ours could not operate without the benefit of their support and expertise. It has been an honour and a privilege to serve again as ATESOL NSW president over the past four years.

Robert Jackson
2012 was a year of accomplishment and growth for ACTA. The ACTA International Conference convened in Cairns in July enhanced considerably the profile of Australian TESOL and made significant contributions to current and ongoing discussions and reforms, particularly in relation to the recognition and provision of effective educational support for Aboriginal and Torres Strait Islander students who are learning English as an Additional Language or Dialect (EAL/D). During the year, many of our councillors and members continued to contribute in a positive and meaningful way to the development and implementation of the Australian Curriculum and associated educational resources and frameworks. ACTA and some of our state and territory professional TESOL organisations compiled and presented a number of substantial consultation submissions and our feedback and advice were sought by Australian government organisations, committees and independent statutory bodies including the Aboriginal and Torres Strait Islander Education Working Group, the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL), the Australian Workforce and Productivity Agency (AWPA), the Department of Education, Employment and Workplace Relations (DEEWR), the Department of Immigration and Citizenship (DIAC), the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE), the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) and Skills Australia. ACTA also continued to participate as an active affiliate member of the National Education Forum (NEF) and TESOL International Association.

2012 ACTA International Conference

The 2012 ACTA International Conference ‘TESOL as a Global Trade: Ethics, Equity and Ecology’ was hosted by ATESOL NSW at Cairns Convention Centre from 2-5 July 2012. The conference program featured over 130 presentations – keynote papers, featured speakers, lectures, workshops, colloquia and poster sessions, as well as a one-day pre-conference Pronunciation Symposium – and was attended by more than 320 delegates in total.

The keynote speakers and their presentations over the three days of the conference were as follows:

- **Dr Tove Skutnabb-Kangas, University of Roskilde, Denmark:** ‘Today’s Indigenous Education is a Crime Against Humanity. MLE (Mother-Tongue-Based Multilingual Education) as an Alternative?’
- **Professor Suresh Canagarajah, Edwin Erle Sparks Professor, Departments of English and Applied Linguistics, Pennsylvania State University:** ‘Between the Global and the Local: The Struggle for Professional Voice’
- **Professor Jane Simpson, Chair of Indigenous Linguistics, Head of the School of Language Studies, Australian National University, Canberra, and Professor Gillian Wigglesworth, School of Languages and Linguistics, University of Melbourne:** ‘Ecology, Equity and Ethics in Education in Aboriginal Australia’
- **Juanita Sellwood, School of Education, James Cook University, and Denise Angelo, Far North Queensland Indigenous Schooling Support Unit:** ‘Language (Re)cycle: Indigenous Language Invisibility’
- **Professor Robert Phillipson, Department of International Language Studies and Computational Linguistics, Copenhagen Business School, Denmark:** ‘TESOL Expertise in the Empire of English’.

The featured speakers were:

- **Brock Brady, Past President of TESOL International**, who attended as the TESOL International representative
- **Professor Tracey Derwing, from the University of Alberta**
- **Dorothy Hoddinott AM, principal of Holroyd High School in south-western Sydney**, who was awarded the inaugural ACTA Honorary Life Membership at the conference
- **Dana Ober and Stephanie Savage, from Tagai State College in the Torres Strait**
- **Professor Farzad Sharifian, from Monash University**.

ACTA also convened two highly successful and important colloquiums as part of the conference program:

- ‘Global Englishes’, moderated by Professor Farzad Sharifian and Professor Suresh Canagarajah
- ‘Joining the Dots’, ‘Aboriginal and Torres Strait Islander Languages, Languages Education and TESOL’, moderated by Dr Robert Jackson, ACTA President.

Continuing the tradition established at our first two international conferences, ACTA again hosted a meeting of state and territory EAL/D program and curriculum managers in Cairns, as well as organising a separate meeting for ATSI EAL/D program managers.
These round table forums provide the opportunity for representatives from all states, territories and sectors to network with one another and address common issues of concern at the national level.

Possibly the most pleasing aspects of the 2012 Conference from the point of view of the organisers were the wide range of educational contexts and interests of the national and international presenters and delegates who attended, and the overwhelmingly positive feedback we received. The breadth of the program and the care taken in timetabling sessions ensured that there was something on offer for everyone in all timeslots with very few clashes. Many of the presenters accepted the invitation to provide their PowerPoint presentations, and these were uploaded to the ACTA website at www.tesol.org.au/ACTA-Conference/ACTA-International-Conference-2012 immediately following the conference.

Other concrete outcomes from the conference included a formal statement from the delegation congratulating the Northern Territory government for implementing its new policy recognising the importance of using home languages in children’s education and two ACTA Position Statements (relating to collaboration between educators and Aboriginal and Torres Strait Islander Communities and the use of Indigenous languages in schools in Australia and the Cocos Keeling Islands).

At the end of November a special online edition of TESOL in Context (Special Edition S3) comprising 21 refereed articles from the conference was published on the ACTA website at www.tesol.org.au/Publications/Special-Editions. Articles from two of our international keynote presenters, Robert Phillipson and Tove Skutnabb-Kangas, will appear in regular editions of TESOL in Context during 2013.

Though the conference did not result in a financial surplus, largely as a result of the need to subsidise the Pronunciation Symposium beyond initial budget projections, the deficit was borne by the state hosting association, ATESOL NSW, and so no financial losses accrued to ACTA.

Communications and collaborations

Continued attention was given throughout the year to ensuring more effective coordination of our work and streamlining communications between councillors, ACTA working parties, our state and territory associations, and those external organisations and providers with whom we have agreements and service arrangements, in order to foster greater economy and efficiency within the Council.

The ACTA Executive and many of our councillors again took on the responsibility of the organisation’s administrative duties, and their efforts are greatly appreciated. The commitment and expertise of our office bearers – ACTA Vice President Jenny Barnett, Treasurer Jennifer Mayers and Secretary Adriano Truscott – have been an invaluable asset to our Council during 2012.

Along with a face-to-face meeting held at the ACTA International Conference in Cairns on 5 July, national teleconferences were held on 22 March, 24 May, 13 September and 22 November to facilitate the work of the Council. Working parties were convened as required during the year to ensure that consultations and other ACTA initiatives and nominations were truly representative and transparent, and e-mail and teleconferencing were used in the planning, discussion and drafting of submissions and feedback, and for the purposes of conference planning. Care was taken to consult widely and seek endorsement from representatives from all state and territory associations prior to the release of any document or response under ACTA letterhead, and before accepting tenders from VicTESOL and WATESOL to host the 2014 and 2016 ACTA International Conferences respectively.

The occasional ‘ACTA Items of interest’ e-bulletin was continued during 2012 as a way of passing along information to councillors and members of the state and territory associations. These e-bulletins comprised a compilation of messages, correspondence, professional readings, conference announcements, relevant news reports and press releases, job opportunities, details of new resources and other pertinent notices. Information and links to the Australian Human Rights Commission national anti-racism strategy ‘Racism. It Stops with Me’ were disseminated to ACTA Councillors and state and territory TESOL association members in October.

Regular updates were made to the ACTA website throughout the year, and consultation documents produced by the Council in 2012 were made publicly available on the site in pdf format.

Liaison between ACTA and related organisations including English Australia (EA), the Language and Society Centre (LASC) at Monash University, the Primary English Teaching Association Australia (PETAA), Korea TESOL (KOTESOL) and Teachers of English to Speakers of Other Languages Aotearoa New Zealand (TESOLANZ) resulted in several important collaborations and mutually beneficial partnerships, particularly in terms of reciprocal advertising and complimentary conference registrations. In meeting our affiliate obligations with TESOL International, former ACTA President and Past Chair of the TESOL International Affiliate Leadership
Council (ALC) Misty Adoniou attended the annual TESOL Convention in Philadelphia in March. Throughout 2012 Misty continued to advocate for ACTA’s interests, promote our initiatives and keep our members updated regarding issues and opportunities arising at the international level.

As part of our reciprocal conference promotions arrangement, Sue Bremer from ATESOL NSW attended the English Australia conference and dinner held at Darling Harbour in Sydney on 21-22 September as ACTA’s representative. Karen Dooley from QATESOL, one of the current editors of TESOL in Context, and Georgina Wigley from WATESOL attended the 2012 KOTESOL Conference in Seoul on 20-21 October as joint ACTA representatives per our reciprocal agreement with KOTESOL. Russell Cross from VicTESOL, one of our previous editors of TESOL in Context, attended the CLESOL 2012 conference in Palmerston North on 4-7 October. While Russell attended in an unofficial capacity, we hope to capitalise on the strong foundation for ongoing cooperation and collaboration between ACTA and TESOLANZ which was established during 2012.

Also in the latter part of the year, Jennifer Mayers, with support from Elizabeth Davidson, began the thankless task of reviewing, updating and simplifying the ACTA Constitution.

Illustrations of Practice for the National Professional Standards for Teachers

ACTA was successful in its proposal to the Australian Institute for Teaching and School Leadership (AITSL) to develop EAL/D ‘Illustrations of Practice’ for the National Professional Standards for Teachers. Jenny Barnett and I attended a full-day briefing at the AITSL offices in Melbourne in May and applications were then sought from the state and territory TESOL associations to plan and implement the projects.

Five video illustrations focusing on effective teaching and learning strategies for EAL/D students were produced in Term 3: three at Our Lady of the Sacred Heart College at Enfield in South Australia under the coordination of Jenny Barnett and two at Cyril Jackson Senior Campus and Intensive English Centre in Bassendean, Western Australia, managed by Sophia Sabatier. The video illustrations from the two projects (the WA examples are currently forthcoming) can be viewed on the AITSL website at www.teacherstandards.aitsl.edu.au/Search#Query=eal/d&SearchTab=Illustration&page=1.

During 2013 we hope to refine ACTA’s Professional Standards for TESOL as an offshoot of this collaboration with AITSL. To this end, a working group was established in December 2012 with ACTA Vice President Jenny Barnett at the helm.

TESOL in Context

Two issues of ACTA’s refereed journal TESOL in Context were produced during 2012. Issue 22/1 was edited by Karen Dooley and Lynette May from the Queensland University of Technology (QUT) and was published in July. Issue 22/2 was edited by Ruth Arber and Alex Kostogradz from Deakin University and forwarded to ACTA’s state and territory associations for distribution in February 2013. Samantha Hornby from Curtin University continued in the position of editorial and administrative assistant to the journal.

These are the first two issues of our new-look journal which is now being printed by the Primary English Teaching Association Australia (PETAA). As part of our contract agreement, Issue 22/1 was distributed to all PETAA members as a complimentary copy along with a special offer flyer inviting them to join their state or territory TESOL association at a discounted rate. This promotional initiative resulted in new members for most of our state and territory TESOL associations and increased awareness of TESOL and the unique educational needs and abilities of EAL/D learners in primary classrooms.

The possibility of producing ACTA as an online journal (either in addition to, or as a replacement for the current print journal) was also flagged with PETAA as the printing contract was being finalised, and is open for further discussion.

Australian Curriculum

2012 saw the publication of both the English as an Additional Language or Dialect: Teacher Resource produced by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and a senior secondary EAL/D course as one of the suite of four subjects within the senior secondary English Curriculum. ACTA has worked in close collaboration with ACARA over a number of years on the Australian Curriculum, with our invited nominees serving on the EAL/D Advisory Group and the Senior Secondary English Advisory Group and also subsequently contracted to principal roles in the planning, writing and revision of the two aforementioned documents.

The EAL/D Teacher Resource and additional materials have been designed to support mainstream teachers to develop and implement teaching programs in all learning areas to make F-10 curriculum content accessible for EAL/D learners. The resource incorporates an EAL/D Learning Progression which is a compilation of the various ESL scales documents and standards frameworks developed in Australia and overseas for EAL/D learners.
A number of states and sectors have embraced the Progression and the groundwork has been laid for its utilisation as a nationally-consistent guide to levels of English language proficiency.

As well as our work in the development and piloting of subject content and achievement standards, ACTA nominated and co-ordinated representatives from the state and territory TESOL associations to attend consultation teleconferences with ACARA prior to the release of the senior EAL/D course. The implementation of this subject within the senior secondary Australian Curriculum for English will ensure that the specific needs and abilities of EAL/D learners are recognised and addressed in matriculation and pre-vocational contexts and for the purposes of university entry.

Other advocacy initiatives
As part of our contractual agreement with PETAA, ‘Teaching EAL/D Learners in Australian Classrooms’, an academic article co-authored by ACTA Councillors Michèle de Courcy, Karen Dooley, Robert Jackson, Jenny Miller and Kathy Rushton, was published as PETAA Paper 183 and distributed to all PETA members in early 2012.

During the year, ACTA provided submissions and responses to the following national consultations: the Inquiry into the Australian Human Rights Commission Amendment (National Children’s Commissioner) Bill 2012 (31 May); the LLNP Discussion Paper Creating a More Flexible LLNP in 2013–2016 (17 August); and the draft Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D Learners (10 October). These and previous ACTA submissions can be downloaded from the ACTA website at www.tesol.org.au/news.

On the basis of feedback and statistics relating to the TESOL profession in Australia, ACTA provided advice to Skills Australia, the Australian Workforce and Productivity Agency (AWPA) and the Department of Immigration and Citizenship (DIAC) in December 2011 recommending retention of the category ‘Teachers TESOL’ on the Specialised Occupation List (SpOL) but not adding it to the Skilled Occupation List (SOL). See www.awpa.gov.au/our-work/labour-market-information/specialised-occupations-list/pages/specialised-occupations-list-factsheet.aspx for more details.

A draft AMEP paper was submitted to ACTA Councillors and state and territory TESOL association members for comment and review in April. Information about the implementation of the National Foundation Skills Strategy for Adults was forwarded to ACTA Councillors and state and territory TESOL association members in October. ACTA was invited to send representatives to several national briefings and workshops during the course of the year. Mairead Hannan from VicTESOL attended the AITSL Professional Learning Convention: (learn + act) x share = grow held in Melbourne in February. Representatives from state and territory TESOL associations were invited via ACTA to attend workshop sessions held in August and September by the Ithaca Group on the Core Skills For Work Framework. The Framework was developed and finalised for the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE) and the Department of Education, Employment and Workplace Relations (DEEWR) as a way of representing employability skills.

Also released during 2012 was the Final Report of the House of Representatives Standing Committee on Aboriginal and Torres Strait Islander Affairs. ACTA provided substantial input into this Commonwealth of Australia inquiry through written submissions and via a formal witness submission to the public hearing. Entitled Our Land Our Languages: Language Learning in Indigenous Communities, this important and groundbreaking document can be downloaded from www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=/atsia/languages2/report.htm.

Concluding comments
It has been an honour and a pleasure to serve as ACTA president over the past three years. Although it is fair to say that our profession is still sometimes overlooked in the broader educational policy environment — as, perhaps concomitantly, our learners are often marginalised within school and classroom settings — it is increasingly apparent that by adopting a conciliatory attitude towards government agencies, educational jurisdictions and their officers we are far more likely to achieve equity in educational outcomes for EAL/D learners than if we were to pursue more antagonistic or obstructionist approaches. Constructive criticism, the provision of positive alternatives and recommendations, and offers to collaborate which are followed through, all create a sense of trust and mutual respect within which positive educational reforms can be enacted and built upon in years to follow.

Finally, I would like to take this opportunity to thank all of our office bearers, councillors, working party members and supporters who have contributed to ACTA’s work during 2012. The organisation is now in a stable and healthy position and prospects for the future look good.

Robert Jackson
ACTA President
4 February 2013
To note the nature of this pedagogy the participating teachers were themselves provided with professional development to strengthen their knowledge and understanding of theories of second language acquisition; how long it takes to learn a second language (Collier 1989), schema theory (Anderson 1977) and the understanding that as Cummins (1984, 1988, 1996, 2000) and others (Collier, 1989; McKay et al., 1997) have shown, children who appear fluent in English in such social contexts may still have difficulty understanding and using the registers associated with academic learning in school (cited in Gibbons 2003).

As well, participants also acquired aspects of ESL pedagogy (communicative language teaching, group work, student talk, (Kagan 1993) developing communicative activities and scaffolds and use of artifacts (Dufficy 2005) and strategies for planning for teaching in order to scaffold language and learning at the same time.

Participants were required to plan, develop and teach a unit of work or a teaching sequence with their team teacher to improve the language and syllabus outcomes of their targeted KLA. Time was allocated on the second day for teachers to begin this process. The participants continued to develop and refine their program while teaching their units over the course of the term with one targeted class which they co-taught.

Teachers aimed to build in the scaffolding in order to contingently scaffold in the classroom (Hammond and Gibbons 2005; Michell 2005). Together the teachers created the activities and group structures they believed their students required to achieve a predetermined goal. This same program aimed to support the teachers in teaching the target language and content at the same time and in context.

As the participants programs aimed to develop language a systemic functional approach of language and how meaning is made in a range of genres and in context was applied. A functional model describes how language varies from context to context. It shows, for example:

• how the language of mathematics differs from history
• how the language we use when talking to close friends differs from a formal oral presentation to an unfamiliar audience;
• how spoken language differs from written language
• how the language choices we make in writing a narrative differ when writing a scientific explanation.

(Derewianka 2012)

EPIC is also informed by the work of Mariani (1997), on how high challenge and high support in the ESL classroom provides a basis for the focus on scaffolding and intellectual quality and the NSW Quality Teaching Framework with particular emphasis on the elements of the intellectual quality dimension (DET 2003).

Another aim of EPIC was the development of the team teaching or co-teaching relationship. Co-teaching is traditionally defined as the collaboration between general and special education teachers for all of the teaching responsibilities of all of the students assigned to a classroom (Gately & Gately, 2001). According to Cook and Friend (1995), this form of collaboration is a style of interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal.

This definition has frequently been expanded to include collaborative partnerships between a mainstream teacher and a specialist such as a remedial math teacher, a reading specialist, a teacher of the gifted and talented, and more recently the ESL teacher (Dove and Honigsfeld 2010).

Risko and Bromley (2001) emphasise the importance of teacher collaboration because it is what “moves professionals and families from the deficit model to one that affirms and is responsive to students’ strengths, backgrounds, beliefs, and values” (p. 11). Most important for the field of English language teaching, they also propose that collaboration “reduces role differentiation among teachers and specialists, resulting in shared expertise for problem solving that yields multiple solutions to dilemmas about literacy and learning” (p. 12).

Team teaching can often be thought to involve no more than the sharing of loads and adding perspectives; “another pair of hands” if you like! But it can be so much more. An ideal collaboration between ESL and content-area teachers requires the integration of content-based ESL teaching and ESL-conscious content teaching (Crandall, 1987; Davison & Williams, 2001; Leung, 2001), that is, systematic planned language development, not just the inclusion of ESL students in the ongoing activities of the mainstream classroom (Davison 2006).

Prior to this professional development, the ESL teachers (mostly primary) using the withdrawal model admitted that they did not know how their own instructional goals related to their mainstream teacher’s goals.
The participants were from two secondary schools (Kingsgrove High School ESL teacher and Year 8 Science teacher and Ashfield Boys High School ESL teacher Year 11 Business Studies) and four primary schools (Kogarah, Rockdale and Ultimo each sent one stage three teacher and an ESL teacher and Maroubra Junction who sent their stage two teaching team and an ESL teacher).

The consultants provided ongoing feedback to the teachers during visits to observe the target class, which were negotiated and agreed upon by the teachers and consultant. Participants gave a short presentation to share their unit of work and reflect on their professional learning on the third scheduled day of the course at the end of term 4.

All participants agreed that the collaborative planning for teaching led to a clearer delineation of their roles. Most markedly for the classroom or subject teachers was the realisation that their role in teaching language was as important as the content. For the ESL teachers, all of whom were qualified TESOL specialists, there was a feeling that they were equals in the classroom and had as a valuable role to play in the teaching of content as in the teaching of language and grammatical structures.

Teachers’ comments (classroom)

- I found being part of this course really improved my team teaching skills and most importantly student learning outcomes.
- The collaborative nature of team teaching was fantastic.
- Our high expectations really raised the students own expectations.
- The students were really aware that we were working together as a team with a united goal and they seem to understand how much work we had put into the unit for them.
- I realised how important it was to teach language through content.
- I really respect what my ESL teacher has to offer. This project taught me that you can learn while you teach.

Teachers’ comments (ESL)

- I found being part of a team really rewarding for me both personally and professionally.
- I worked closely with the science teacher and came to be seen as a member of that staffroom.
- I have never worked so hard or felt so valued as I have doing this program!
- I actually walked into the room as a partner in the teaching and we both knew exactly what we were going to do.
- once people saw our resources / program and they wanted to have it. We ended up sharing everything with the other teachers because it worked!

Principals and supervisors’ comments

- We have decided to change the way we do ESL in our school because of this program.
- Thank you for running this course! All of our staff attending found it invaluable and it has had repercussions (positive, of course) across other teams in our school.
- I look forward to supporting more programs of this nature.
- I am planning to have everyone trained to team teach as I can really see the benefits. You know something is right when teachers are talking about teaching plans in the staff room!
- More attention needs to be paid to preparation and assessment which is of equal importance to ensure effective co-teaching.

Overwhelmingly what I found in conducting the project with my schools was that collaborative planning and co-teaching of EAL students allowed the participating teachers to see that others were struggling with similar issues, that resources could be combined and professional development coordinated, and that it needs to be a whole school approach to be successful.

References


Supporting EAL students in the classroom with EPIC (ESL Pedagogy in Classrooms)


Startts Humanitarian Awards 2013

Every year the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) holds the Humanitarian Awards to acknowledge and thank those people who have made an exceptional positive contribution towards refugee issues in NSW. Individuals and organisations in various fields who are doing outstanding work to support refugees are eligible for the Awards.

Over the years, the Humanitarian Awards have honoured community leaders, youth workers, lawyers, journalists, teachers and many more – each them making an incredible contribution to improving the lives of refugees.

In 2013, awards will be presented in the following categories:

• Refugee community worker
• Refugee supporter
• Youth
• Education
• Government and Legal
• Media
• Sport
• Rural and Regional
• Business
• Best project (new in 2013!)

Do you know someone doing amazing work with refugees? Go to www.startts.org.au/news-events/refugee-week/humanitarian-awards/

Nominations for this year’s Humanitarian Awards must be received by Friday 17 May 2013.

Who can be nominated for a 2013 Humanitarian Award?

Anyone can be nominated for an Award, as long as their work with or for refugees is worthy of recognition and falls within one of the ten award categories. Nominees can be individuals, organisations or specific projects. An individual may also nominate themselves.

Write for the STARTTS publication Refugee Transitions

STARTTS produces a twice-yearly magazine, Refugee Transitions, which examines issues related to refugees, mental health and trauma, and global events that impact on these.

Volunteer writers, to contribute articles to the magazine, are always appreciated.

If you have an interest or experience in any of these areas then STARTTS would be happy to discuss potential article topics with you.

For further information go to www.startts.org.au
In term 1, The Association of Independent Schools NSW put together a new model of professional development for ESL teachers, entitled Cocktail Conversations. Five different speakers spoke about the role of the ESL teacher in the secondary context (March 8th) and in the primary context (March 22nd). After the presentations, we shared refreshments then had a panel discussion, which enabled teachers to ask presenters specific questions. The format was well-received and evaluations suggested how much teachers liked discussing the differing models of supporting second language learners in “mainstream” education.

Julie Selkirk, an experienced educator at nearly every level of ESL education, shares part of her presentation.

The role of the EAL/D Teacher in Schools.

The English as an Additional Language/Dialect (EAL/D) Teacher ensures equity. He or she ensures EAL/D students have what they need to succeed.

To function effectively the EAL/D specialist needs to:

• Know their students and have some understanding of their cultures.

Students bring ‘capital’ to the classroom and school that teachers need to acknowledge and develop. EAL/D teachers through sharing their language expertise and knowledge about student needs and cultures, can be fundamental in helping their school colleagues to see students as not a problem to be ‘fixed’ but as having language skills that can be built upon. In some circumstances EAL/D teacher may even be called upon to ‘champion’ student needs.

• Know their school ‘context’ and culture.

Schools are varied and complex places. Each school has its own context and culture which extensively impacts the EAL/D teachers capacity to deliver ‘intellectually challenging curriculum’ (Newmann 1996) and the availability of the linguistic support needed for students to be successful learners.

• Communicate effectively with school leadership, staff colleagues and parents.

Communication is key. The variety of forms communication may take can be consultations with school leadership and staff to decide how the EAL/D teachers time and expertise is allocated amongst the competing needs of students, the regular sharing of language expertise in formal and informal situations, sharing individual students relevant language learning information with colleagues including other specialist teachers on staff, to communicating with parents at school meetings to inform them about school programs, school context and culture, to individual parent meetings about their child/ren to both listen to and inform parents.

The EAL/D teachers communication needs to be sensitive to cultural differences, not assume cultural knowledge, explain cultural context and celebrate differences and similarities.

The EAL/D teachers’ multifaceted role encompasses the identification and the acquiring of funding, for example the application for Australian government New Arrivals funding, submissions to the principal or School Board for an annual budget for the EAL/D program. Importantly the identification and assessment of EAL/D students on enrolment, within classrooms and ongoing language needs assessments.

• Implement effective pedagogical practice.

EAL/D teachers implement ‘intellectually challenging curriculum where students are given scaffolding and linguistic support to be successful learners and members of the community’ (Gibbons, 2009). In this ‘high challenge high support’ learning situation (Mariani, 1997) thinking is valued, information transformed, learning is engaging and inquiry based, students construct their
The role of the EAL teacher

own understandings through engaging in ‘substantive conversations’ (Newmann 1996) and scaffolding support is given as needed.

A variety of teaching structures can be used to implement effective pedagogical practices that are dependent on teaching purpose or intent, school context, the physical school layout, timetabling, the agreed priorities for the EAL/D teacher and the time he or she has available in the school. What can be undertaken in a week cannot be replicated in two days!

These structures may include withdrawal teaching (for New Arrival students), parallel teaching, team teaching, in-class support, mentoring teaching, resourcing classroom teachers etc. Use of any or all structures are dependent on the intended learning purpose for the students and rely heavily on effective and on-going communication between the classroom teacher/s and the specialist EAL/D teacher.

The role of the EAL/D teacher is a varied and multifaceted one, often he or she is the only language specialist on staff. They need to know their students and their cultures, their school and its culture, and also be an effective communicator and an outstanding teacher. A herculean task! All this, to ensure equity for their students by making certain their students have what they need to be successful learners and members of the community.

Julie Selkirk – Educational Consultant, part-time lecture and tutor at ACU.

References
Restoring Hope

The Refugee Council of Australia encourage organisations and individuals holding events as part of Refugee Week to link their activities to the national theme of **Restoring Hope**.

Refugee Week is Australia’s peak annual activity to raise awareness about the issues affecting refugees and celebrate the positive contributions made by refugees to Australian society.

Refugee Week is always held from Sunday to Saturday of the week which includes 20 June (World Refugee Day). In 2013, Refugee Week will be held from Sunday 16 June to Saturday 22 June.

The theme **Restoring Hope** reminds us that, while a refugee’s journey begins with danger, it also begins with hope. Refugees flee their homelands not only because they fear persecution, but also because they have hope: they hope to find freedom from persecution, and safety and security for themselves and their families; they hope to be given a chance to start a new life and recover from past trauma.

Refugee Council of Australia website:
www.refugeeweek.org.au/

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**Refugee Week Resource Kit**

The Refugee Council of Australia Resource Kit is designed to help event organisers and teachers prepare for Refugee Week.

**Background information on refugees**: a brief introduction to refugees and refugee issues including definitions, basic facts and figures and a rundown of Australia’s refugee program.

**What is Refugee Week?**: background information about the event.

**Planning an event for Refugee Week**: a detailed guide on event planning, including event ideas, tips for getting media coverage of your event, guidelines for working with people from refugee backgrounds and advice on evaluating the success of your event.

**Myths and facts about refugees and asylum seekers**: this chapter highlights some of the common myths about refugees and asylum seekers and aims to correct the record for people seeking accurate information about issues relating to refugees and asylum seekers.

**Teacher resources**: lesson plans, links to interesting websites with games and information specifically designed for kids, and ideas on how you can bring Refugee Week to your school.

**Useful websites and refugee-related resources**: links to key websites with refugee information packs as well as an extensive list of books, documentaries, films and online games focusing on refugee-related issues.

**Appendix**: sample event evaluation forms

To access the Refugee Week Resource Kit go to:

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Sunday 16 June to Saturday 22 June 2013

Refugee Week

Restoring Hope

A family’s makeshift shelter at Ifo refugee camp in Dadaab, Kenya. Photo Kate Holt, Africa Practice. Source: www.globaleducation.edu.au

Sandstorm, Dadaab refugee camp, Kenya. Photo Jan Warren, World Vision

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Who are Refugees?

Until 1951 there was no commonly accepted term for people fleeing persecution. People who fled their country were known as stateless people, migrants or refugees. Different countries treated these people in different ways. Following the mass migrations caused by the Second World War (particularly in Europe) it was decided that there needed to be a common understanding of which people needed protection and how they should be protected. The 1951 Convention Relating to the Status of Refugees and its 1967 Protocol (commonly known as the Refugee Convention), to which Australia is a signatory, defines a refugee as:

Any person who owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his/her nationality and is unable, or owing to such fear, is unwilling to avail himself/herself of the protection of that country.

The important parts of this definition are:

- The person has to be outside their country of origin
- The reason for their flight has to be a fear of persecution
- This fear of persecution has to be well founded (i.e. they must have experienced it or be likely to experience it if they return)
- The persecution has to result from one or more of the five grounds listed in the definition
- They have to be unwilling or unable to seek the protection of their country

The Refugee Convention definition is used by the Australian Government to determine whether our country has protection obligations towards asylum seekers. If an asylum seeker is found to be a refugee, Australia is obliged under international law to offer protection and to ensure that the person is not sent back unwillingly to their country of origin.
In this edition of K-6 corner, I discuss my ongoing goal to help develop students’ knowledge and use of mathematical terminology.

**Context**

This term I set a goal for myself to implement strategies that would help students develop an understanding of mathematical language and terminology as well as become more confident using and discussing this language. Upon reflection, I noticed that while I often include specific opportunities for talking and listening and vocabulary development in other key learning areas, maths was an area where I felt more could be done.

I am currently teaching a ‘top’ Year 4 maths group. Although the students in the group confidently solve a range of algorithms and have sound number skills, pre-tests indicated that when asked to explain what they had done or when they were asked to create or solve word problems, they were less confident. The following strategies are some of the things I am using in my class that I have found helpful in developing talking and listening skills in mathematics.

**Word Wall with Examples**

At the beginning of a new topic, I have students brainstorm associated words or phrases. This term, though, I had students go one step further, and give specific examples of how that language could be used. For example, instead of writing down the word ‘sum’ when talking about addition, I encouraged students in pairs to give an example of how that word is used practically in an addition problem. Similar to a vocabulary chart, students were asked to record different ideas on paper strips and these were then put on a word wall along with the single word for reference throughout the unit. As different examples arise, students are encouraged to add to the word wall.

**Mini Whiteboard Discussions**

A second strategy I have trialled is using mini whiteboards in the class. Each pair of students receives a whiteboard and a marker. When I pose problems, students are encouraged to talk with their partner about the best strategy to solve the problem and then record their strategy on the whiteboard. Students need to negotiate with one another first before recording their strategy which provides opportunities for students who are less confident using specific vocabulary or language to hear examples and learn from their peers. This also gives students an opportunity to negotiate and explain their thinking in a small group. Once students have reached a decision and have recorded their answer, they hold up their whiteboard. This is a good opportunity for me to see different strategies used and see responses from the whole class as opposed to one person giving an answer. If there are several different ways that a problem was solved, I will ask different students to share their ideas.

**‘Be the Teacher’**

The last strategy I have been trialling this term, and one that links with the use of the mini whiteboards, is providing opportunities for students to ‘be the teacher’. Instead of giving students a problem that they need to solve, they are given a problem and answer and are asked to explain how they would teach a specific concept or strategy to other students. Initially, I have students work in pairs and then they are able to combine with other pairs to discuss how effectively they have explained the concept under investigation. These students can question, provide feedback and help clarify their strategies. Students are encouraged to use the whiteboards as well as big sheets of butcher’s paper. This has proven to be quite difficult but I have found it is a great way to clarify language and develop an understanding of how specific word choices and sentence construction can affect one’s comprehension of a problem.
Global Youth Campaign

English Australia is delighted to see the launch of a new $4 million global youth campaign by Tourism Australia.

The campaign aims to demonstrate to young people of the world why ‘There’s nothing like Australia’ and create a level of engagement and interest that will increase the number of working holiday makers in Australia by 20%.

The Executive Director of English Australia, Sue Blundell, said today, “The strong Australian dollar has had a negative impact on Australia’s affordability for study and travel, however the strong economy also means that there are work opportunities to assist with supporting these activities that are just not available in other destinations. This campaign will provide a welcome boost to Australia’s global profile as a great destination for travel, study and work.”

Tourism Australia has taken one of the most successful tourism campaigns in recent times – Tourism Queensland’s 2009 ‘Best Job in the World’, and made it bigger by involving most state tourism organisations – in a concerted effort to promote Australia internationally with a single voice. On offer will be six extraordinary jobs in six extraordinary states and territories, collectively showcasing the best of our country and the best that Australian tourism has to offer the world’s youth travellers.

Ms Blundell said, “The working holiday visa is a highly popular way for young people from around the world to explore what Australia has to offer. The visa allows for up to 17 weeks of study to enhance the cultural exchange and work opportunities that are available to young people visiting Australia. Many visitors choose to undertake an English language course at the beginning of their stay to help them maximise both the social and work aspects of their visit.”

The campaign will target travellers between 18 and 30 years of age in Australia and overseas, with particular focus on international markets eligible for an Australian working holiday visas, including the UK and Ireland, the US and Canada, Germany, France, Italy, Sweden, Hong Kong, Taiwan, South Korea and Japan.

The six ‘Best Jobs in the World’ each come with an attractive six month salary package worth A$100,000 including living costs and are: Chief Funster (New South Wales); Outback Adventurer (Northern Territory); Park Ranger (Queensland); Wildlife Caretaker (South Australia); Lifestyle Photographer (Melbourne, Victoria); Taste Master (Western Australia).

April


5–6 (Europe and Eurasia) Across and Beyond English Language – Linguistics, Literature, Didactics. Durrës, Albania Web: www.uamd.edu.al/new/?p=2379

8–12 47th IATEFL Annual Conference and Exhibition, Arena and Convention Centre, Liverpool, UK Web: www.iatefl.org/liverpool-2013/liverpool-2013


18–21 (Europe and Eurasia) 21st AnnualHUPE Conference, Croatia, Opatija, Grand Hotel Adriatic Web: www.hupe.hr.

19–21 (Central and South America) URUTESOL Silver Convention, Instituto de Profesores Artigas, Montevideo, Uruguay. Email: jotabefiat@gmail.com. Web: www.urutesol.org/.


May


3–4 (Asia and Oceania) IATEFL LAMSIG & Yasar University SoFL Joint Conference, “Quality and Standards in Language Teaching,” Yasar University, Turkey. Email: ict@yasar.edu.tr. Web: http://ict.yasar.edu.tr.


10–11 (Europe and Eurasia) 11th ELTA Serbia Conference, “He who dares to teach must never cease to learn,” Faculty of Education, Belgrade, Serbia. Email: elta.kancelarija@gmail.com. Web: http://elta.org.rs/.

16–18 (North America) 35th Annual Sunshine State TESOL Conference, Expanding Traditions: Merging Methodology and Technology, DoubleTree at Universal Studios Orlando, Florida, USA. Email: jmjay@valenciacollege.edu. Web: http://sstesol.org/?page_id=11.


June

6–8 (Europe and Eurasia) Going Against the Grain: Contemporary Approaches to the Study of Literature, Language and Culture. Banja Luka, Bosnia and Herzegovina Web: www.cellsbsl.com
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• TESOL in Context, journal of ACTA
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