As reported in a previous edition of the ATESOL NSW Newsletter, the EAL/D Learning Progression has been developed as a support document to the Australian Curriculum, for use by teachers of students from Kindergarten to Year 10. This article examines the background to the Progression and reports on the NSW trial involving over 100 ESL and mainstream teachers and approximately 1000 EAL/D students.

This is a time of rapid change for education in NSW, including major structural changes within the Department of Education and Communities and devolution of funding to public schools through the Local Schools, Local Decisions reform. Educators in non-government sectors are also mindful of imminent major policy changes in the Commonwealth Government in response to the Gonski Review of Funding for Schooling. In anticipation of Government announcements in relation to this Review, there is much speculation about the future allocation of educational resourcing and funds to disadvantaged students, all coming at a time of rapidly changing demographics in NSW through changes to immigration and proposed increases to refugee intake. And last but not least, the new Australian Curriculum has been developed by the Australian Curriculum Assessment and Reporting Authority (ACARA) in consultation with the states and territories, each of whom have responsibility for the implementation of the Australian Curriculum and for supporting their schools and teachers. The NSW syllabuses for the Australian curriculum can be found on the Board of Studies website: http://syllabus.bos.nsw.edu.au/

While times of stability allow for the building of professional expertise consistently across the board, times of change allow educators to look for opportunities to renew direction. Sometimes the imperative to rethink the way things are done can bring about surprising innovations. The National direction in education has created the need for a nationally consistent approach to ESL, which in turn has given rise to a set of ESL resources of which the EALD Learning Progression is one.

The resource includes:

- an EAL/D learner definition. EAL/D learners are students whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency. EAL/D learners may include: overseas-and Australian-born students whose first language is a language other than English; Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

- an EAL/D learning progression typical of EAL/D students that will help teachers to identify the English language levels of the EAL/D students in their classrooms

- advice for teachers regarding linguistic and cultural considerations and teaching strategies

**Update on the EAL/D Learning Progression**

Margaret Turnbull
As we take up our new role as editors of ATESOL Newsletter, we acknowledge the unrelenting hard work of former editor, Gill Pennington, her dedication and commitment in the promotion of quality and professional TESOL education. We took on this task with trepidation and it is the energy, advice and generous contributions of our colleagues in ATESOL, teachers in all sectors of TESOL from kindergarten to university, and the wise support of Jill Sillar, Publications at Professional Teachers Council, which has inspired us and brought this issue to publication. Thank you.

Teachers and educators in schools, TAFE and universities are facing a period of rapid and on-going change. The cover article dealing with the EAL/D Learning Progression, highlights the context of change in schools including the Gonski funding reforms, yet to be legislated in the Federal Parliament by the end of June. While there is the promise of a fairer funding model designed to provide additional resources to schools with greatest need, including a loading for students with low English proficiency, we must note the accompanying cuts to NSW TAFE by the State Government and cuts to the university sector by the Federal Government and the concerns of educators about the impact of these cuts on quality TESOL education. The report on the Director General’s Advisory Group on Multicultural Education and Training (AGMET) (page ), a forum which currently enables coordinated input from both schools and post-schools sectors, considers the implications of removing post-secondary representation from this forum consistent with DEC’s new organisational structure.

This newsletter is our first and it comes at a time of great controversy for the TESOL sector in NSW. The various letters and articles provide a forum for discussion and represent a diversity of opinion which does not necessarily represent the views of ATESOL Council. ATESOL’s Position Statement was developed over a period of six months as a response to the current funding and policy context for EAL/D learners.

In future newsletters, in addition to the regular K-6 column, we plan to include regular items from the secondary and tertiary sectors, including an update on access to English language education for adult migrants and refugees, English language standards in higher education and teaching work undertaken by volunteers.

From the Editors

Glenice Aiken and Maya Cranitch

Maya Cranitch
I have been a member of ATESOL Council since 2009 and enjoyed the opportunity to engage with professional colleagues from all areas of TESOL. I taught courses in literacy education as well as TESOL at both undergraduate and postgraduate levels at Australian Catholic University and now I am teaching at Sydney University. My special interest is in the area of refugee education. I worked with the NSW Department of Education and Training Multicultural Programs Unit to develop the teacher education resource: Teaching Refugees in My Classroom. I have also had the opportunity to work as a consultant, developing teaching materials and delivering courses to refugees from Burma on the Thai Burma border.

I have always felt privileged to work in the TESOL sector with committed teachers and enthusiastic students.

Glenice Aiken
After starting out as a high school teacher in Modern History and ESL, I joined the Adult Migrant Education Service (AMES), the most secret service in the NSW Department of Education. I have gained extensive experience teaching, delivering professional development, researching, designing and publishing print and audio materials, both through National Centre for English Language Teaching and Research (NCELTR) Macquarie University, and also as an independent publisher, Blackfriars Press. Currently I am designing workshops and teaching at Universities of NSW and Sydney, and also privately. My research interests and publications focus on independent learning skills, student self-assessment and use of multimedia technology, speaking/ pronunciation, stabilisation of language acquisition, and oral history to promote language learning.

Throughout my career, I have actively campaigned with my colleagues in NSW Teachers Federation for equity and access to quality education for migrants and refugees. I am also committed to this advocacy with ATESOL.
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Vale – Helen Fong

Helen Fong, who passed away earlier this year, served as the Executive Officer for ATESOL NSW for four years until her resignation in 2010. During that time she supported her colleagues in very practical ways and was also an inspiration bringing her enthusiasm and vision to our newsletter and to many professional development workshops. Her young son Max often accompanied her as a “special junior member” of the wider TESOL family. Helen’s final message from the editor’s desk sums up her dedication and never failing positive attitude: “It has always been a humbling and inspiring experience to meet so many innovative and dedicated teachers through our workshops, other events and even virtually through the internet.” Helen is sadly missed by all who knew her and her contribution will be long remembered.

Connie Mudge

Connie Mudge joined the ATESOL NSW Council in 2004 and for the following two years (2005-2006) took on the position of Vice-President. In 2007-2008, she was the President and from 2009-2012 was nominated for the position of Treasurer.

During her two years as President, Connie represented ATESOL NSW at the first ACTA Conference in Alice Spring hosted by South Australia and the Northern Territory. In this capacity she hosted the initial meeting of ESL managers from all jurisdictions across Australia. Conference on the Move was successfully introduced during this time, taking professional learning to regional areas as well as continuing throughout the year for TESOL teachers based in Sydney.

As a Council member, Connie has generously given her time and expertise to the running of ATESOL NSW and to its promotion of TESOL education. ATESOL NSW would like to acknowledge the contributions she has made to the Association. In particular we thank her for her dedication and commitments to ensuring the sector has a strong profile at both local and national levels.

Robert Jackson

Robert Jackson has made an enormous contribution to NSW ATESOL in his role as President, first from 2005 – 2006 and again from 2009 – 2012. NSW ATESOL engages on a wide range of issues and Robert always made the time to support and respond to councillors. As President of ACTA, he headed a team which delivered the highly successful international 2012 ACTA Conference TESOL as a Global Trade: Ethics, Equity and Ecology in Cairns and edited the peer-reviewed special conference edition of TESOL in Context. Robert has made a very significant contribution to the profile of Australian TESOL over many years, developing curriculum, managing professional development, producing teaching resources and as ACTA President working with ACARA and AITSL. Robert’s continuing presence as an ATESOL councillor will be an invaluable resource bringing energy and experience to our future endeavours.
ATESOL is celebrating a historic decision with the election of three Vice-Presidents for 2013, a strong collaborative model reflecting a diversity of background and TESOL practice. Our vice-presidents bring long histories of sharing their high level professional involvement, and a passionate advocacy of equity and quality for all sectors in TESOL education.

**Vice-Presidents’ Desk**

Sue Bremner

Sue Bremner has been involved in ESL education for over 25 years, and this is her second time as Vice President of ATESOL NSW. Her current role is as an ESL and literacy consultant for independent schools in NSW, supporting teachers in the diverse sector in meeting the needs of an ever-changing population. Sue has developed and delivered professional development for the AIS, CEC and government schools, as well as the adult sector. She sees her role on the ATESOL NSW Board as largely succession planning. Sue is keen on promoting the professionalism of ESL teachers, encouraging ongoing training, sharing research and ideas that have worked in supporting ESL students participate effectively in school and the wider community.

Gill Pennington

Gill has been a primary ESL teacher since 1991, when she began working in several Canberra primary schools and a Primary Introductory English Centre. In 2004 she joined the ACT Department of Education’s consultancy as a field officer and later coordinated the successful *Language for Understanding Across the Curriculum* program. Gill completed her Master of Education in TESOL at the University of Canberra in 2006, where she developed her interest in storytelling as a cultural practice. During this time she served on the council of ATESOL ACT and was elected President until she left to take up a new position with the then NSW Department of Education and Training as a Multicultural/ESL consultant K-6 based in South Western Sydney Region.

Gill has been in this position for nearly seven years and has found it to be both stimulating and rewarding; she has particularly enjoyed working with so many talented ESL teachers, as well as fellow consultants, across the region. Next year sees a new model of support to public schools in NSW which does not include multicultural/ESL consultancy. As a result Gill will be leaving the system to work full time on her doctoral studies at the University of Sydney, researching into storytelling in the Vietnamese community.

Gill is also an ACTA (Australian Council of TESOL Associations) councillor and was recently editor of the quarterly ATESOL NSW Newsletter. She is passionately committed to TESOL education and to the role played by both ACTA and ATESOL NSW in providing much needed advocacy in this field.

Bess Wassman

I am pleased to be a co-Vice President of ATESOL NSW along with Gill Pennington and Sue Bremner. I have been a councillor since 2008 and a Vice President for the past three years, where I have been involved in coordinating professional development. I first developed my interest in this field teaching English to Year Four and Five students in France. After I moved to Sydney from the United States, I taught ESL to High School and Foundation students at Taylors College in Sydney. I am currently teaching in the primary sector in a Stage Two composite class and am focused on supporting ESL students in mainstream classrooms. I look forward to the year to come!
Update on the EAL/D Learning Progression
...from page 1

- curriculum annotations describing language and cultural considerations of the curriculum content
- annotated EAL/D student work samples that illustrate characteristics of students at each phase on the EAL/D learning progression.

It can be found at http://www.australiancurriculum.edu.au/StudentDiversity/Students-for-whom-English-is-an-additional-language-or-dialect

During 2012, the NSW Department of Education and Communities (DEC) conducted a rigorous trial of the EAL/D learning progression. The NSW trial included 97 teachers, both specialist ESL teachers and classroom teachers with diverse ESL teaching and assessment backgrounds. 56 schools were included - primary, secondary, central, and Intensive English Centre schools. Most were metropolitan with a few in provincial centres. A sample of 944 students was selected by participating teachers for the trial. The sample was stratified by target grades (Kindergarten, Years 3, 5, 7 and 9), gender groups, sub-demographic groups (i.e., Aboriginal, international student, refugee), and represented the range of English proficiency levels using the NSW ESL phase assessment tool. A professional learning program prepared teachers for the trial. Each student was assessed on four language modes — listening, speaking, reading, and writing. Teachers submitted assessment results of the four language modes for every student onto a purpose-built website. Double-marking was used to investigate the reliability of assessments. 639 of the sample of 944 students were assessed by two teachers on every language mode (listening, speaking, reading and writing) using the EAL/D instrument. Teachers’ assessments for each student were compared. Various statistics were used to compare ‘rater’ differences. The trial focused on assessing the instrument’s suitability for resource allocation in NSW government schools. Following the trial, DEC surveyed teachers to assess the usefulness of the instrument and the quality of support provided and needed for the trial.

The trial showed that teachers can use the English as an Additional Language or Dialect (EAL/D) Learning Progression instrument accurately to assess a student’s English language proficiency, enabling better targeting of learning support and funding.

The trial indicated that the new instrument is reliable and easy to use. Teachers could readily use the EAL/D Learning Progression instrument to discriminate consistently between different developmental phases within each of four language modes and between each of the modes — listening, speaking, reading and writing. Furthermore, the instrument allowed teachers to make more refined judgements about each student than the current English as a Second Language (ESL) phase tool. There is strong evidence from the trial to support the use of the EAL/D to derive a single measure of English language proficiency for each student to enable the allocation of ESL funding to schools. In a follow up survey, teachers also supported use of the EAL/D instrument to guide resource allocation.

EAL/D Learning Progression – implementation in NSW

As a result of the NSW trial, there will be a staged implementation of the EAL/D Learning Progression in NSW government schools working towards the use of the EAL/D learning progression in place of the ESL Phase tool for reporting ESL need in the ESL Annual Survey and ESL New Arrivals Surveys. All schools will be required to use the EAL/D learning progression in the 2014 ESL Annual Survey and ESL New Arrivals Surveys.

A professional learning program has been developed and teachers can now access this through their regional multicultural ESL consultants. The professional learning will be available throughout 2013 to support teachers to become familiar with the EAL/D Learning Progression and to support the transition from the existing three phase tool to the EAL/D Learning Progression tool.

EAL/D Learning Progression diagram
At Glenorie Public School, staff are enthusiastic about the use of iPads to enhance teaching and learning. Accessibility to this technology has allowed teachers to facilitate and expand upon differentiated learning opportunities for all students including those with EAL/D needs across many curriculum areas.

In Kindergarten, students are busily engaged in a numeracy activity based on the April and Jeff Sayre book ‘One is a Snail, Ten is a Crab’. The class iPads are used to digitally document the fruits of their labour. The ‘Dictate’ function allows them to verbalise and record their calculations then share knowledge by playing their recording back to teachers and learning partners. Students with EAD/L learning needs are supported to make use of newly acquired mathematical language and celebrate success in a small and supportive forum.

In a nearby Year Three classroom, it is time for ‘Reading Groups’. An EAL/D student has chosen to read the Daisy Meadows book ‘Rainbow Magic: Kate and the Royal Wedding Fairy’. This book was purchased through iBook store and is available on her iPad. The book is at an ‘independent reader’ level and the student is enjoying reading the same book as many of her friends in the Year Three cohort. She does not yet understand some specific language in the text and is experiencing some difficulty in pronunciation. By using the touch interface, she is fully engaged in the process of reading. Seated in ‘The Reading Nook’ with other students in her group, she makes use of her headphones and several features of iBooks. A simple tap on unfamiliar words allow her access to a definition. To hear how the word is pronounced, the text is highlighted and the Text To Speech (TTS) function verbalises the text in an accent of choice. She has used the ‘highlight’ function to mark words that require further clarification. Additionally, after discussing the meanings of unknown words, the ‘Note’ function is used to apply a digital ‘post it note’ with a written definition in her own words. Previously, she was using the same application to highlight whole pages of text which could then be ‘read’ to her by the device, allowing her to listen and ‘read on’ with the text. This learning experience is a simple example of the many modes in which teachers are able to use the functional features of an iPad to create appropriate differentiated reading activities within an inclusive classroom setting.

Meanwhile, beyond the classroom confines, portability of the iPad, has allowed two students to engage in an oral language talking and listening activity aimed at developing oral fluency. The Reading Egg’s free app ‘Eggy Words’ is used to play a ‘sight words’ barrier game. In order to complete the task, students must describe the word to their ‘learning partner’ who predicts the word from the description. After the completion of this activity, they move onto using the app “Heads Up – Kids Deck” to play a Celebrity Heads style barrier game creating further opportunities for talking, listening and a great source of amusement! These student centred games allow students in the Emerging English phase the opportunity to speak and listen in pairs, rather than them risk making errors in a whole class setting.

These examples display a miniscule portion of the education based applications currently available from the iTunes store. EAL/D learning is often intense and confusing leading to disengagement when language and text is not supported by appropriate scaffolding. Specialist and classroom teachers are now able to utilise iPads to provide rich and explicit interactive quality learning experiences.

Tips to enable Text To Speech (TTS) on your iPad:
1. Launch “Settings”
2. Tap on “General”
3. Scroll down to “Accessibility”
4. Tap on “Speak Selection”
5. Slide to “ON” and adjust “Speaking Rate” to an appropriate setting
6. Return to text
7. Tap and hold on any text until the selector tool is displayed
8. Tap on “Speak”
9. To read large chunks or whole book, tap on “Select All” then select “Speak”

Katie Campbell Harmon
LAST / EAL/D teacher, Glenorie Public School
ATESOL (NSW) sees its role as a professional association which:

*assist (s) in maintaining and improving the standards of instruction and other facilities within New South Wales schools, TAFE colleges and other public and private educational institutions engaged in TESOL (Teaching English to Speakers of Other Languages) for the benefit of young people and adults in the Australian community. (2.2 ATESOL Constitution)*

**Given proposed changes to the funding arrangements for schools at both a Federal and State level, ATESOL (NSW) believes it is timely to restate our response to the language and learning needs of EAL/D (English as an additional language or dialect) learners.** These are students who require English language support, and include new arrivals to Australia, students from refugee backgrounds, students born in Australia into families with a language background other than English (LBOTE) and Aboriginal and Indigenous students who may speak an Aboriginal language or creole or a non-standard variety of English. These students and their families often lack a voice in the educational arena and are the most disadvantaged and vulnerable to failure in our education system.

The Gonski Review concludes that the schooling resource standard should include loadings for students with limited English language proficiency and students from Indigenous backgrounds p167 (Gonski et al, 2011). It reports that

> "LBOTE students with limited English language proficiency experience twice the level of disadvantage as those who are refugees or who are Indigenous. However, by far the most disadvantaged group are refugee students who have limited English language proficiency and have been in an Australian school for more than one year (NSW DEC 2011a), p118 (Gonski 2011)"

The Australian Curriculum and Reporting Authority (ACARA) recognises the importance of identifying and supporting EAL/D learners and has created the EAL/D Learning Progression, a resource designed to assist TESOL specialists and schools to meet the needs of their EAL/D students. We believe that the provision of qualified TESOL specialists, providing sustained English language instruction for identified EAL/D learners, is essential for these students to attain equal access to the curriculum. Appropriately trained staff should be mandated as a separate and clearly identifiable component of school staffing on the basis of identified EAL/D learning needs.
A TESOL specialist is significantly different from a literacy specialist or a classroom/subject teacher. Professional standards have been documented by ACTA (Australian Council of TESOL Associations) (1999) (ACTA 2006) and ATESOL (2004) to identify those dispositions, skills and understandings that distinguish TESOL specialists from generalist classroom/content area practitioners and other specialists. In brief these relate to:

- knowledge about the processes of second and additional language acquisition and relevant evaluation and assessment tools for individual needs analysis
- skills in how to use TESOL pedagogy to integrate English language and literacy development within the delivery of mainstream curriculum content
- understandings about intercultural communication and social practices relevant to the classroom
- capacity to work as a specialist team member in supporting generalist teachers to cater for linguistic and cultural diversity

The Association for Teaching English to Speakers of Other Languages NSW Inc. (ATESOL, NSW) as a member of the Australian Council of TESOL Associations (ACTA) endorses ACTA’s position on the national curriculum which states that:

*Explicit language instruction in all subjects and for all students is essential for achieving and improving educational standards on national and international testing, such as PISA, TIMMS and IEA. This can be achieved through … retention and consolidation of existing state-based English language programs and resources such as those designed for bilingual education, literacy development and English as an Additional Language or Dialect.*


Whilst the final decision on funding for NSW schools has yet to be made, ATESOL seeks assurance that the current levels of EAL/D student funding will be maintained and that TESOL qualifications will continue to be a requirement for EAL/D teaching positions in all sectors of schooling.

References


An Open Letter to English Language Teachers in NSW Schools

from Dr Robert Jackson
Immediate Past President of the Australian Council of TESOL Associations (ACTA)
Immediate Past President of the Association for Teaching English to Speakers of Other Languages (ATESOL) NSW

31 May 2013

Dear colleagues

I write to you in response to a recent media campaign launched by a group of TESOL academics from several NSW universities regarding the employment of ESL teachers in NSW government schools. Their campaign is aligned with a NSW Teachers Federation industrial initiative protesting against the NSW Department of Education and Communities’ ‘Local Schools, Local Decisions’ reforms, and in particular the resource allocation model attached to those reforms.

The TESOL academics are lobbying the NSW government to preserve the existing system of “tied and tagged” ESL Staffing to NSW Public Schools, whereby ESL teaching positions are appointed by a central staffing authority, and principals and school communities have no say whatsoever in how those teaching positions and teachers are allocated. This system is inexorably flawed in that, for the vast majority of schools, it results in one or more ESL teachers appointed to the school on a fractional basis only. In other words, a portion of the ESL Staffing allocation to the school – or, indeed, the entire allocation – is for a two-day or three-day a week position.

There are obvious problems associated with this system of ESL Staffing, which I’m sure that many of you are familiar with, including the following:

- ESL teachers are often employed on a part-time basis, and so are not perceived or treated in the same way as other full-time members of staff.
- The ESL Program operates in the school only intermittently or sporadically, and is sometimes undermined by other day-to-day contingencies as a result.
- Access to targeted English Language Learners in different grades, according to their levels of English language proficiency and/or during appropriate mainstream lessons, is often difficult to timetable, and the continuity and meaningfulness of the ESL Program are severely compromised as a result.
- Fractionally-appointed ESL teachers do not have sufficient opportunity to engage with school syllabuses, and so ESL Programs in schools are often partially, primarily or wholly conducted through “ESL withdrawal” sessions that are divorced from curriculum. English Language Learners are thereby cruelly disadvantaged by being taken out of mainstream classrooms where their learning experiences, and their English Language Learning, are explicitly linked to curriculum.
Under the ‘Local Schools, Local Decisions’ policy there will be no decrease in the amount of funding from the NSW Department of Education and Communities to provide targeted, specialist educational support to those students who are identified as learners of English as an Additional Language or Dialect (EAL/D) in NSW Public Schools. Principals and school communities will now have the same flexibility to appoint specialist English Language Teachers on the basis of merit and their suitability to the specific school context as do their counterparts in other school sectors.

Teacher appointments to ESL positions in NSW Public Schools can still be made as they have been in the past. In many cases, however, it might be the case that the random appointment of a two-day or three-day a week “ESL teacher” is not the most efficacious use of the funding which is specifically provided to support the school’s EAL/D learners. With the new reforms in place, there will now be many other options available to principals and school communities. These include:

- the appointment of teachers with TESOL qualifications and expertise to generalist and subject teaching positions within the school;
- the appointment of short-term or long-term school-based ELT consultants with appropriate qualifications and experience in TESOL, Linguistics or English Language and Literacy education;
- the provision of in-school training and/or sponsored postgraduate study in TESOL, Linguistics or English Language and Literacy for subject area and generalist teachers;
- the strategic appointment of ethnic aides, refugee or Aboriginal education support personnel, and/or interpreters in schools.

Greg Prior, Deputy Director General, Schools, NSW Department of Education and Communities, has given an assurance (28/5) that there will be “accountability structures” in place to monitor how funding provided to NSW Public Schools for their EAL/D learners is spent under the new ‘Local Schools, Local Decisions’ resource allocation model, and that “principals will know, as part of their funding, the component that is coming through to be able to support the ESL learners in their school”.

English Language Learners in NSW schools include not only migrant and refugee students, but also students who are born in Australia. They include students who speak a non-standard dialect of English as their first or home language, including significant numbers of Aboriginal students and students from African and Pacific Island nations. Specialist English Language Teachers in schools are also extremely well placed to offer advice to their colleagues and programs which cater for a broader range of students who require additional English language and literacy teaching and learning support across the curriculum.

I would encourage all “ESL” teachers and consultants currently working in and with our schools in NSW – across all sectors – to liaise directly with their colleagues, supervisors and school principals to ensure that the English Language Learning needs of the school’s particular cohort of students are well understood and that the funding allocation to the school for New Arrivals and English Language Teaching support for EAL/D learners is used to meet those needs.

Yours Sincerely

Dr Robert Jackson
The Hon. Adrian Piccoli, MP  
Minister for Education  
Level 34 Governor Macquarie Tower  
1 Farrer Place  
SYDNEY NSW 2000

Dear Mr Piccoli,

We write regarding the impact of the NSW Government’s *Local Schools, Local Decisions* (LSLD) reform program on the provision of English as a Second Language (ESL) services to migrant and refugee children in NSW Government schools.

As you will be aware, the NSW Department of Education and Communities is moving to replace current state-wide targeted arrangements for allocating ESL teaching positions to schools and consultancy support positions to regions under a new Resource Allocation Model developed as part of its *Local Schools, Local Decisions* (LSLD) reform program. Under the Resource Allocation Model, funds supporting the salary costs of a state-wide pool of 896 ESL teacher positions and consultancy positions are to be amalgamated with other equity funds and dispersed to schools as untied and untagged funding. It is intended that, under the new arrangements, school principals will be able to make decisions about the flexible use of these resources, including “trading-off” teacher positions when determining a mix of staff within their school budgets.

This year, under its proposed, new model of support, the LSLD program has identified the following professional support to schools for disestablishment by Term 4, 2013:

- 13 Multicultural ESL consultants providing specialist professional support to schools in 5 regions with high ESL need;
- 1.4 Refugee support officers providing refugee student settlement, welfare and educational support to schools with high refugee enrolments in Western and South Western Sydney; and
- 17.2 Community Information Officers (CIO) facilitating school-parent and community liaison and participation in every region in NSW.

These changes are widely being interpreted as the beginning of a dismantling of the system-wide, targeted ESL program support infrastructure developed over the last four decades as part of a national and state response to the English language learning needs of migrant and refugee children entering NSW Government schools.

The ESL Program within the Department of Education and Communities, which began in 1969, provides direct, specific-purpose English language support to some 130,000 migrant and refugee children in NSW Government primary and secondary schools through 896 specialist ESL teaching positions, staffed by about 1600 specialist ESL teachers. In addition,
NSW ESL AND REFUGEE EDUCATION WORKING PARTY

each year some 6500 to 7500 newly arrived students are provided on-arrival, intensive English language instruction through the ESL New Arrivals Program. A crucial part of this ESL support infrastructure, and a key to its effectiveness, has been the frontline professional support provided to teachers and schools by regional teams of specialist ESL consultants and community information officers.

The current model of ESL service delivery in NSW Government schools has been developed in response to cumulative, local and system experience of the immediate and long-term English learning needs of migrant and refugee students throughout their schooling. Current ESL funding and service delivery arrangements are consistent with findings of successive large scale, international studies on the school-based learning outcomes of immigrant language minority students in OECD countries. These studies have confirmed that, while it may take about 2 years to achieve basic conversational fluency in spoken English, these students typically require a minimum of 5 to 7 years of English language and literacy support in order to close the gap in academic performance with their English speaking peers. For refugee and other students with disrupted education and limited literacy skills in their own language, a significantly longer period of support is usually required.

Given the State Government’s obligations under the Community Relations Commission and Principles of Multiculturalism Act, we seek your response to the following questions, as the Minister responsible for the effective implementation of the Principles of Multiculturalism within your agency.

1. What principles or criteria will be developed for school leaders under the LSLD to ensure that migrant and refugee students’ English language needs will be adequately and consistently addressed, and that schools will be held accountable for the effective, local provision of ESL services?

2. What guarantees concerning maintenance of ESL services will the Government provide in implementing its LSLD policy?

3. In the Department’s roll-out of the LSLD reform, what specific oversight mechanisms, risk assessment, consultation or evaluation processes have been conducted to ensure state’s Principles of Multiculturalism are being applied, and any adverse impacts on ESL services avoided? What oversight mechanisms will the Government institute to ensure future LSLD implementation complies with the NSW Community Relations Commission and Principles of Multiculturalism Act?

4. In implementing LSLD, how will the Department meet its agency obligations under the Act? How will the Department report the changes to ESL services in its multicultural service performance and plans under the Multicultural Policies and Services Program?

5. With the untying of specific-purpose, targeted ESL Program funding under LSLD, how will the Government ensure that the NSW public education system will be able to continue to provide for the immediate and long-term English learning needs of migrant and refugee school children as a state wide response to Australia’s immigration program now and into the future?
The NSW model of ESL program delivery has served the state well through its focused, flexible but systemic response to the complex and changing English learning needs of school-aged children from NSW’s linguistically diverse and vulnerable refugee communities. It can only continue to do so as an identified, state-wide, targeted provision underpinned by tied, specific-purpose funding.

We therefore seek your urgent assistance in ensuring that the Department of Education and Communities’ model of ESL program funding and delivery, with its network of professional consultancy and community liaison support to schools, is maintained and protected from any adverse impacts of LSLD policy implementation, in the interests of educational access and equity for NSW’s future citizens from non English speaking communities.

Yours sincerely,

Dr Kerri Crootshank
Associate Professor in Education, Faculty of Education and Social Work, University of Sydney
Tel 43816013
Email kerri.crootshank@sydney.edu.au

Dr Michel Michell
Research Fellow, School of Education, University of Sydney
Tel 02 9351 9566
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cc. Dr. Michel Michell, School of Education, University of NSW Sydney 2012

Dr. Jenny Hamburger
Associate Professor in Education, University of Technology, Sydney

Dr. Chris Davison
Professor of Education, University of NSW

Dr. Ross Forman
Director, Faculty of Humanities and Social Sciences, University of Technology Sydney

Dr. Megan Watkins
School of Education, University of Western Sydney

Dr. Rehka Moloney
School of Education, Macquarie University

Maya Cranitch
(formerly) School of Education, Australian Catholic University

Dr. Sally Humphreys
School of Education, Australian Catholic University

Dr. Craig Joseph Diaz
School of Education, University of NSW

Dr. Beth Bird
(formerly) Faculty of Education, University of Sydney

cc.

Minister for Citizenship and Communities
Federal Minister for Education and Training
NSW Primary Principals’ Association
Shadow Minister for Education and Training
Greens Spokesperson for Education
NSW Secondary Principals’ Council
NSW Public Schools Principals’ Forum
Federation of Parents and Citizens Association of NSW
Ethnic Communities Council of NSW
Federation of Ethnic Communities Councils
Refugee Council of Australia
Youth Action Policy Association
Foundation for Young Australians
NSW Teachers Federation
Australian Education Union
Professional Development report: Our Favourite Lessons

Gill Pennington

Our Favourite Lessons is one of ATESOL NSW’s most popular Professional Development events for primary and high school teachers. This year it was held at Beverly Hills North Public School on Saturday 6 April, and was attended by a large group of teachers from government and non-government schools. There were four presentations throughout the morning, all providing insights into the effective implementation of successful ESL strategies and initiatives.

The first presenters were Moy Ly (Lidcombe PS) and Carlene Barrett (formerly Lidcombe PS, now at Chullora PS), who described the language gains which have resulted from their students’ involvement in Activity Learning. Students work in groups on activities designed to enhance creative thinking and problem solving; participants in the workshop were able to sample several of these tasks, keeping them busy for some time!

This was followed by Kate Roberts (Homebush West PS) who introduced us to some of her puppet collection and outlined the many benefits of including puppetry in the ESL classroom. Participants were delighted by a variety of characters designed to encourage even the most reticent of students to verbalise their new language skills.

After the break Sascha Ogilvy (Concord HS) led us through her Stage 6 unit of work on Belonging. Sascha described how she engages in ‘field building’, developing her students’ language around the topic before assisting them to complete their written responses. Primary teachers were interested to hear a high school teacher’s perspective on how Year 7 students cope with their early days in a new school, and how they can best prepare for this transition.

The final presentation was led by Rana Straker (Busby West PS) who shared some of her many ipad apps. Through the wonders of modern technology we were able to see her examples on the interactive whiteboard and Rana demonstrated how easy it is to record student voices and artwork, creating individual movies for immediate viewing.

My thanks go to all the presenters who gave up their Saturday morning to share their expertise with their colleagues.
This edition of K-6 corner gives a brief overview of a few different web tools that could be used in the classroom to support ESL students.

I have included the following tools upon recommendation from Kerryn Chan from Beverly Hills North PS who has used several of these with her Year Four class. With an increased focus on technology in the new curriculum and in classrooms, I am excited to explore how these programs can be used and integrated into units to promote teaching and learning. In future editions of K-6 Corner, I hope to also explore and write about different i-Pad apps that can be used to support ESL learners in the classroom.

**Research**

**Wolfram Alpha**
http://www.wolframalpha.com

This tool allows students and teachers to research a specific topic by entering a word or phrase. Multiple facts about the topic are clearly listed. It is good for quick and accurate research.

**Visuwords** http://www.visuwords.com

Visuwords is a visual dictionary which not only finds the meaning of words, but creates links with a range of other words. It also functions as a thesaurus, providing multiple links as well as explaining the relationships between the words.

**Vocabulary**

**Wordle**
http://www.wordle.net

Wordle creates ‘word clouds’ using vocabulary or text that you enter. This tool can be used in a range of subjects to display vocabulary related to a specific topic, character, novel, etc.

**Mind Maps and Brainstorming**

**bubbl.us**
https://bubbl.us

This is an online brainstorming tool that can be used to organise ideas.

**padlet**
http://padlet.com

This is another online brainstorming tool. Multiple people can add ideas, pictures and videos to create a ‘wall’ about a specific topic.

**Writing**

**Comic Master**
http://www.comicmaster.org.uk

A great online tool that students can use to create graphic novels. It is very easy to use and engaging.
ELICOS Update –
June 2013

ELICOS (English Language Intensive Courses for Overseas Students) is the name given to programs for international students studying English in Australia. Other countries may refer to it as EFL. ELICOS is offered by government and private institutions around Australia.

ELICOS overview
The YTD March data shows numbers of student visa holders continuing a gentle upward trend for ELICOS, but we’re still exercising cautious optimism as the industry waits to find out how challenges such as the strong dollar, the global financial crisis and competition from the US and Canada impact on positive moves in the Australian arena that include streamlined visa processing (SVP) and post-study work rights for higher education graduates. The ‘new’ regulatory bodies, ASQA and TEQSA, are still bedding down and colleges are finding their way with the changed context. The English Australia Executive Director, Sue Blundell, is spending considerable time in discussion with Commonwealth government and other peak bodies in an attempt to ensure a workable and stable context for ELICOS.

English Australia Conference
The 2013 conference will be held in Perth on 25 & 27 September, with the theme ‘It’s still about the students...’. Scott Thornbury, Anne Burns, Jill Hadfield, Mike McCarthy are all confirmed as featured speakers, along with others, and we’re looking forward to putting a great program together. Scott Thornbury will be presenting a pre-conference workshop on teaching grammar, and Hanan Khalifa from Cambridge English Language Assessment will offer a Masterclass on assessing writing. Both Scott and Hanan will be presenting workshops in Sydney around the time of the conference; keep an eye on www.englishaustralia.com.au/professional-development-events for details shortly. Contact info@eaconference.com.au if you would like to receive updates.

Action Research in ELICOS
The ten participants in the 2013 Action Research in ELICOS Program are now well into their projects, this year focusing on teaching, learning and assessing speaking. The participants come from ELICOS colleges around Australia and are exploring challenges in assessing spoken presentations; teaching pronunciation; formative assessment; using technology; and more. Find out more about them and their projects at www.englishaustralia.com.au/2013_action_research_program.html.

Online communities of practice
English Australia is supporting the development of online communities of practice to enable ELICOS teachers, wherever they may work, to be part of a ‘national staffroom’.

As well as a learning technologies community only for staff at English Australia member colleges there is a Twitter chat group, #AusELT, which ‘meets’ on the first Thursday of every month to ‘discuss’ an agreed topic – in 140 characters or less. You can find summaries of past discussions on topics including motivating students; attitudes to teaching with technology; and helping students develop confidence when speaking, on their blog, http://auselt.com/. There is also an active Facebook community – just search for ‘#AusELT’. The Twitter group, the blog and the Facebook page are open to all. You can also follow English Australia on Twitter at @English_Aus for information updates, and ‘Like’ us on Facebook.

Annual Conference 2013
The conference for the English language sector of international education in Australia
‘It’s still about the students...’
25–27 September 2013
Perth Convention & Exhibition Centre, WA, Australia

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English Australia Journal update

Issue 28.2 of the English Australia Journal was published in April and features articles on setting up a professional learning program in a college; what Chinese students expect from English language teachers; ‘viewpoint’ in academic writing; ‘Ten questions for Scott Thornbury’; and much more, along with reviews of the latest teaching resources. All issues are now fully online and accessible by all at www.englishaustralia.com.au/journal-issues.

We have a new Editor. Following four excellent years at the helm by Paul Mercieca and team from Curtin University, Phil Chappell from the School of Linguistics at Macquarie University has taken over. Phil has a strong background in ELICOS and a keen interest in teacher professional development and we look forward to his contribution.

The Journal editors are always looking for material and if you would like to publish your ELT research, or you have a good teaching idea, or are interested in reviewing teaching resources, please go to www.englishaustralia.com.au/english-australia-journal for details of how you can contribute.

Become a Professional Affiliate member of English Australia

If you don’t teach for an English Australia member college and would like to receive regular updates on PD and resources available for ELICOS teachers PLUS two copies per year of the English Australia Journal you can join English Australia as a Professional Affiliate. Go to www.englishaustralia.com.au/professional-affiliate-program for more information.

Katherine Brandon
Professional Development & Support Officer
English Australia
kathbrandon@englishaustralia.com.au

English Australia is the national peak body and professional association for the ELICOS sector in Australia. English Australia represents over 100 member colleges throughout Australia that provide quality English language programs to students from around the world. For more information on ELICOS, including details of professional development initiatives, please visit www.englishaustralia.com.au.
NSW ATESOL is a member of the Director General’s Advisory Group on Multicultural Education and Training (AGMET), a forum for the Department of Education and Communities to consult with representatives of key stakeholder groups on significant matters relating to education and training in a culturally diverse society. Proposed changes to the composition and focus of the group, which includes the removal of post-secondary representation, are intended to “to better reflect the role and function of MECC and the Department’s new organisational structure” (AGMET Position Paper, May 2013).

Proposal to drop post-secondary sector representation on NSW Advisory Group on Multicultural Education and Training (AGMET)

ATESOL believes it has been most appropriate to consider schools and TAFE/VET education issues in the same forum and that this opportunity for shared understanding and policy input should continue.
ATTENTION: HSC ENGLISH (ESL) STUDENTS & TEACHERS

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Association for Teaching English to Speakers of Other Languages

2013 HSC ENGLISH (ESL) REVISION DAY

This annual highlight for Year 12 English (ESL) students attracts hundreds of students and teachers each year. All sessions are presented by experienced teachers and markers of the HSC English (ESL) course. This is the best value revision course around!

Date – Monday 23 September 2013, 9am to 3.30pm
Venue – Smith Auditorium, Shore School, William St, North Sydney (short walk from North Sydney railway station)

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August

8–9 (Central and South America) COPEI VI International Congress on Foreign Language Teaching, “Building a Collaborative Teaching and Learning Community,” Guayaquil, Ecuador. E-mail eortiz@copei.edu.ec

12 (Africa and the Middle East) TESOL Symposium on K-12 Teacher Development and Training, Université Catholique d’Afrique Centrale UCCASEkounou Yaoundé, Yaoundé, Cameroon. E-mail edprograms@tesol.org

21–22 (Asia and Oceania) islPAL 1st International Conference on TESP, “Improving TESOL: Pedagogies, Learning and Assessment,” Laleh Hotel, Tehran, Iran. E-mail infoME@pedagogy.org.au

22–23 (Central and South America) 9th Annual Affiliate Mate-TESOL Conference, “Teaching English as a Global Language: Constraints and Successes,” Haitian-American Institute, Haiti. E-mail vilmenay.jeanfrancois@gmail.com

22–23 (North America) 9th Annual Affiliate Mate-TESOL Conference, “Teaching English as a Global Language: Constraints and Successes,” Miragoane, Haiti. E-mail italien_jeanfrantzy@yahoo.com

27–29 (Asia and Oceania) 60th TEFLIN International Conference, “Achieving International Standards in Teacher Education,” Faculty of Humanities, University of Indonesia Kampus UI Depok Jawa, Indonesia. E-mail rizal@sampoernaeducation.ac.id

30–31 (Central and South America) TESOL Chile, “Heading north with TEFL in Chile,” Universidad Arturo Prat, Iquique, Chile. E-mail tesolchile@gmail.com

September

7 (Asia and Oceania) CUE ESP Symposium 2013, “Getting Published in English: Opportunities and Obstacles,” Japan Advanced Institute of Science and Technology, Japan. E-mail espsymposium@mail.com

13–15 (Asia and Oceania) Second World Congress in Extensive Reading, Yonsei University, Seoul, Korea. E-mail registration@erfoundation.org

18 (Worldwide) TESOL Virtual Seminar: “ESL is More Than Good Pedagogy: How to Forge Cultures of Recognition Within K-12 ESL School Settings.” E-mail edprograms@tesol.org

October

2 (Worldwide) TESOL Virtual Seminar: “Implications and Applications of the Latest Brain Research for English Language Learners and Teachers.” E-mail edprograms@tesol.org

3–5 (North America) Task-Based Language Teaching conference, Alberta, Canada. E-mail tblt2013@ualberta.ca

3–5 (North America) TBLT 3013, “Task-Based Language Teaching,” Banff, Alberta, Canada. E-mail tblt2013@ualberta.ca

11–12 (North America) MIDTESOL 2013 Annual Conference, “Engaging Learners, Building Community,” Lawrence, Kansas, USA. E-mail kim.kreicker@gmail.com

12–13 (Asia and Oceania) The 21st Annual Korea TESOL International Conference, “Exploring the Road Less Travelled: From Practice to Theory,” Seoul, South Korea. E-mail chosunu@yahoo.com

17–19 (North America) 2013 National Conference; “Language Learner Success: Building on Strengths” Milwaukee, Wisconsin, USA. E-mail info@widaconference.us

17–21 (Asia and Oceania) 12th Symposium on Second Language Writing, “L2 Writing in the Global Context: Represented, Underrepresented, and Unrepresented Voices,” Shandong University, Shandong, China. E-mail tony@purdue.edu
ATTENTION: HSC ENGLISH (ESL) TEACHERS

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Nominations are now open for the 2013 Australian Human Rights Awards

The award categories include business, print and online media, literature, radio, TV, law, community organisations, and young people.

“The Australian Human Rights Awards are a unique opportunity to celebrate the work of individuals and organisations who contribute to human rights in Australia,” said Australian Human Rights Commission president, Gillian Triggs.

The 2013 Australian Human Rights Awards will be presented during a cocktail event at the Museum of Contemporary Art in Sydney, 10 December 2013, from 5.30pm to 7.30pm.

There are ten award categories open for nominations. These include:

- The Human Rights Medal
- The Business Award
- The Community Organisations Award
- The Print and Online Media Award, the Radio Award, the Television Award
- The Young People’s Human Rights Medal
- The Literature Award
- The Law Award


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**Article 14**

**Convention Against Torture**

Australia has historically been a compassionate society, welcoming and assisting survivors of unimaginable circumstances from around the world. Australia has demonstrated a commitment to the United Nations Convention Against Torture (CAT).

The CAT is ratified by 153 countries. It is the only treaty at the international level exclusively concerned with the eradication of torture around the world.

**Article 14 - A Commitment to Rehabilitation.**

The UN Human Rights Council has called on States to provide redress to victims of torture, with a specific focus on the right to rehabilitation.

Article 14 of the CAT emphasises this right to rehabilitation. By ratifying the convention, Australia has committed to making torture a crime, ensuring accountability for perpetrators, and providing redress for torture victims.

Australia has also demonstrated a commitment to rehabilitative services through the Program of Assistance to Survivors of Torture, which partially funds the work of the Forum of Australian Services for Survivors of Torture and Trauma (FASSTT).

FASSTT is a network of eight support agencies specialising in rehabilitation services for survivors of torture and trauma. There is a FASSTT agency in each Australian state and territory. Some of these agencies have been providing their services for over 25 years. Australia receives up to 20,000 people each year under our national refugee and humanitarian programs.

In the past 12 months FASSTT Services have assisted more than 11,000 people from more than 72 countries.

40% of these people were female and 34% were children and young people.

We aim to minimise the impact of torture and trauma on the individual, their family, and the community in general, by providing:

- assessments and referrals
- information
- counselling and advocacy
- learning and professional development
- service innovation

- community capacity building
- advice to government on policies related to the recovery of survivors of torture and trauma.
- advocacy for the abolition of torture.

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“...and was granted Refugee status. [...] I am now able to live and work in Australia. Through the FASSTT Service I was able to build a new life for myself in Australia. Without the counselling I would not have been able to build a new life for myself in Australia.”

Evelyn, FASSTT Client

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FASSTT - The Forum of Australian Services for Survivors of Torture and Trauma
ATESOL offers:
- E-bulletin to update members on events
- Professional learning for teachers
- Regular seminars and workshops
- Reduced registration rates to the ACTA conference
- Reduced rates to ATESOL professional learning activities
- Regular newsletters
- TESOL in Context, journal of ACTA
- Affiliation with national and international associations
- Up-to-date information about TESOL opportunities

Contributions to the newsletter
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Deadline for issues in 2013
Issue 1: 13 February, Issue 2: 15 May
Issue 3: 14 August, Issue 4: 13 November

Advertising rates for 2013 – space only (including GST)
- Full page 182mm x 270mm $250
- 4 issues $750
- Half-page horizontal 182mm x 135mm $100
- 4 issues $325
- Quarter-page vertical 88.5mm x 135mm $65
- 4 issues $180
- Inserts $300

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