Teaching asylum seeker boat arrivals: A TEACHER’S REFLECTIONS

Alex McClintock

A teacher at a Sydney college reports on a year’s experience delivering an ESL program for adult asylum seekers, and provides an overview of the unfolding policy context.

Most of the asylum seekers I taught had been in detention centres for about 3–5 months, usually in Christmas Island and then being transferred to about two other mainland immigration detention centres (IDCs).... They were finding it very liberating to be able to live without the daily experience of persecution that they suffered in their countries. One student wrote:

I came to Australia to have a better life and I hope that whatever happens to me here in the future will be good. … I respect Australians because we are the same. We are brothers so we can live together happily.

Background
Asylum seekers who arrive by boat, often referred to as ‘boat people’ or ‘boat arrivals’, are classified as Illegal Maritime Arrivals (IMAs) by the Department of Immigration and Border Protection (DIBP), formerly the Department of Immigration and Citizenship (DIAC) before September 2013.

ATESOL Professional Learning

Teachers try out their A/V recording techniques with a roleplay of a job interview, upload the video to computer and then to a website.

Pronunciation Skills Workshop
Teachers from secondary schools, TAFEs as far afield as Wollongong and Wyong, community and independent colleges, got together on two Saturdays in May, to exchange and develop their skills for teaching pronunciation.

REFUGEE WEEK 2014 – Restoring Hope

Kim Cootes: Winner of Refugee Council Humanitarian Award for Education
Kim is a teacher at Fairfield Public School. Until recently she was Regional Refugee Student Support Officer for South Western Sydney, and a teacher of refugee students for many years before that. As an ESL teacher Kim worked hard to ensure that refugee students were able to learn English effectively, but her commitment went further, as the relationships she built with children and parents played a huge role in their successful settlement. As Refugee Student Support Officer she was outstanding as a communicator, guide and teacher mentor, with the ability to inspire teachers to deliver high quality programs within their schools and an extraordinary willingness to take on any new initiative which might benefit refugee students and their families.

ESL Campaign: What can you do?

• Sign the petition with your school community
• Give us your stories about great ESL programs & success stories that will be lost
• Attend the ESL Advocacy Forum, NSW Teachers Federation House 23–33 Mary St, Surry Hills, NSW on Tuesday July 22nd from 4.00pm.
Restoring Hope, the theme selected by the Refugee Council of Australia for Refugee week, June 14 to 21, has particular relevance for us as teachers, since education, and specifically English language education, provides one of the most important keys to the future. Schools and colleges provide places where children and adults who have suffered unmentionable trauma can find safety and begin to rebuild lives. The Refugee Council Humanitarian Award for Education, given to Kim Cootes, ex ESL consultant, recognises the critical role played by teachers in restoring hope (page 1). Continuing this theme, the article, Teaching asylum seekers (pages 1 & 5) provides a brief historical outline of government policies and offers a personal account of one teacher’s experiences in the classroom.

As we read the newspapers and listen to television and radio, it is obvious that both politicians and media use discourse that increasingly depersonalises and presents asylum seekers as a threat to Australia’s security. Asylum seekers become ‘illegal boat arrivals’. Government is involved in ‘border protection’ through a military ‘Operation Sovereign Borders’ and a ‘Pacific solution’ of ‘detention centres’ involved in ‘offshore processing’ of ‘transferees’.

The Refugee Council press release of May (page 16) refers to the withdrawal of all Government funding. Surely this is not just the result of budgetary cost cutting but also an attempt to reduce the effectiveness of the Council as an advocate for asylum seekers and refugees. While this creates a financial problem for the Council, it is no longer beholden to the Government. It is now the Community, those who disagree with the current policies, who must step up and support the Council.

The flyer from the Edmund Rice Center refers to an excellent education resource which engages students’ interest and compassion through individual stories. The resource is free online, aligned to the national Curriculum and readily adaptable for a variety of classroom settings.

In the State Budget, delivered June 17, Premier Mike Baird and Education Minister Adrian Piccoli affirmed their previous commitment to allocate in full, the state’s share of Gonski funding. The federal Coalition’s May budget had announced an abandonment of the final two years of Gonski funding which for NSW amounted to a $2.1 billion cut including $1.81 billion in additional funding for schools with disproportionate numbers of disadvantaged students including Aboriginal and EAL/D students.

ESL Campaign and what you can do: We draw your attention to the update from the ESL and Refugee Education Working Party (pages 1 & 4) on which ATESOL is represented. ATESOL members and supporters in the community are urged to continue their support for signing the petition with their school community and all supporters and attend the forum on July 22.

We hope you find the Newsletter interesting. We look forward to hearing from you.

Kim Cootes, Humanitarian award winner for Education, receiving her award from A/Prof. Roger Gurr Chair of STARTTS Service for the treatment of survivors of torture and trauma.
### Inside this issue

- Teaching asylum seeker boat arrivals: A teacher’s reflections [1 & 5]
- Refugee Week 2014 – Restoring Hope [1]
- Pronunciation Skills Workshop [1 & 14]
- ESL Campaign: What can you do? [1 & 4]
- From the Editors [2]
- From the Vice-Presidents’ Desk [4]
- K–6 Corner: Confused about clauses? [8]
- ELICOS Update – June 2014 [10]
- ACTA Adult EAL/D Working Group Update [12]
- AGMET Update [13]
- Review: Improving kids’ literacy – a little knowledge can go a long way [15]
- Refugee Council of Australia press release: Government removes core funding [16]
- Real Stories, Real Achievements. Award recipient Ros Bauer [18]
- ATESOL Professional Learning Events in 2014 [20]
- International Conferences and Events 2014 [23]
- Education Resources – Edmund Rice Centre [24]

### ATESOL NSW INC – COUNCIL MEMBERS 2014

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
<th>PHONE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice-president</td>
<td>Lori Ou</td>
<td></td>
<td><a href="mailto:lori.ou@det.nsw.edu.au">lori.ou@det.nsw.edu.au</a></td>
</tr>
<tr>
<td>Vice-president</td>
<td>Gill Pennington</td>
<td>0402 104141</td>
<td><a href="mailto:gill.pennington@gmail.com">gill.pennington@gmail.com</a></td>
</tr>
<tr>
<td>Vice-president</td>
<td>Bess Wassman</td>
<td></td>
<td><a href="mailto:besswassman@yahoo.com">besswassman@yahoo.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Janet Freeman</td>
<td></td>
<td><a href="mailto:aljan12@bigpond.net.au">aljan12@bigpond.net.au</a></td>
</tr>
<tr>
<td>Treasurer &amp; Public Officer</td>
<td>Connie Mudge</td>
<td></td>
<td><a href="mailto:connie.mudge@gmail.com">connie.mudge@gmail.com</a></td>
</tr>
<tr>
<td>PD Coordinator</td>
<td>Bess Wassman</td>
<td></td>
<td><a href="mailto:besswassman@yahoo.com">besswassman@yahoo.com</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>Position vacant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Executive Officer</td>
<td>Marcel Garraud</td>
<td></td>
<td><a href="mailto:marcelpg84@gmail.com">marcelpg84@gmail.com</a></td>
</tr>
<tr>
<td>ATESOL News editor</td>
<td>Glencie Aiken</td>
<td></td>
<td><a href="mailto:aiken.nielsen1@bigpond.com">aiken.nielsen1@bigpond.com</a></td>
</tr>
<tr>
<td>ATESOL News editor</td>
<td>Maya Cranitch</td>
<td>0418 404 382</td>
<td><a href="mailto:maya.cranitch@gmail.com">maya.cranitch@gmail.com</a></td>
</tr>
<tr>
<td>Council Members</td>
<td>Caterina Baitieri</td>
<td></td>
<td><a href="mailto:caterina.baitieri@det.nsw.edu.au">caterina.baitieri@det.nsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Katherine Brandon</td>
<td>9264 4700</td>
<td><a href="mailto:kathbrandon@englishaustralia.com.au">kathbrandon@englishaustralia.com.au</a></td>
</tr>
<tr>
<td>Sue Bremer</td>
<td></td>
<td></td>
<td><a href="mailto:SBremer@aisnsw.edu.au">SBremer@aisnsw.edu.au</a></td>
</tr>
<tr>
<td>Margery Hertzberg</td>
<td></td>
<td></td>
<td><a href="mailto:margeryhertzberg@gmail.com">margeryhertzberg@gmail.com</a></td>
</tr>
<tr>
<td>Elizabeth Hotop</td>
<td></td>
<td></td>
<td><a href="mailto:elizabeth.hotop@bigpond.com">elizabeth.hotop@bigpond.com</a></td>
</tr>
<tr>
<td>Marina Pearce</td>
<td></td>
<td></td>
<td><a href="mailto:pearcemarina@gmail.com">pearcemarina@gmail.com</a></td>
</tr>
<tr>
<td>Kathy Rushton</td>
<td></td>
<td></td>
<td><a href="mailto:kathy.rushton@sydney.edu.au">kathy.rushton@sydney.edu.au</a></td>
</tr>
<tr>
<td>Margaret Turnbull</td>
<td></td>
<td></td>
<td><a href="mailto:margaret.turnbull@det.nsw.edu.au">margaret.turnbull@det.nsw.edu.au</a></td>
</tr>
<tr>
<td>Jacqueline Widin</td>
<td></td>
<td></td>
<td><a href="mailto:Jacqueline.Widin@uts.edu.au">Jacqueline.Widin@uts.edu.au</a></td>
</tr>
</tbody>
</table>

### PROFESSIONAL TEACHERS’ COUNCIL NSW

| Administration (ATESOL)         | Bernadette Motulalo      | 9716 0378       | atesol.admin@ptc.nsw.edu.au                |
| Publications – ATESOL News      | Jill Sillar              | 9716 0378       | jill.sillar@ptc.nsw.edu.au                 |
| Accounts                        | Mai Mai Lin              | 9716 0378       | mai.mai@ptc.nsw.edu.au                     |
| Executive Officer               | Kim Tsolaklis            | 9716 0378       | kim.tsolaklis@ptc.nsw.edu.au               |
I am thrilled to take on the role of co-Vice President with Gill Pennington and Bess Wassman. I have been a member of ATESOL Council since 2013 and have enjoyed the collaborative model of the council. This includes the opportunity to engage in professional learning and dialogue in the world of ESL teaching and learning.

I am a secondary high school teacher trained in English and ESL. For the past eight years, I have worked in a high school in South Western Sydney teaching ESL students from a wide range of backgrounds including students with a refugee background. This year, I have taken on the role of Head Teacher Focus on Reading as well as teaching Year 10, 11 and 12 English and ESL classes.

I am interested in ESL and Refugee student welfare and education, including developing pathways for students beyond the high school setting. In my capacity as Head Teacher, I have also developed an interest in teacher professional learning.

I am honoured to be a part of the ATESOL Council and look forward to working with such an experienced and generous group of teachers.

In this issue, I would like to draw your attention to the NSW Teachers Federation ESL Community Forum at Federation House on Tuesday 22 July, 2014 (see page 9 for more details). I would like to encourage all ESL teachers to attend the forum to gain an insight into the changes to ESL provision for migrants and refugee students in NSW government schools and understand its potential impact for students, teachers and the wider community. The forum will provide an overview of the campaign, outline current academic research and hear from a principal and a student about the importance of ESL provision in public schools. To get involved, you can get your school community to complete the petition, attend the ESL Community Forum and send us your stories about great ESL programs and success stories.

If you are interested in more intensive professional development, the ACTA Council is offering ATESOL members a Super Early Bird registration rate of $720 to attend the four day 2014 International TESOL Conference at the Melbourne Convention & Exhibition Centre. This is an opportunity for TESOL teachers to hear from experts from around the world and engage in professional dialogue to enhance and transform the educational experience of ESL students. To register, please visit the ACTA 2014 Conference registration page http://acta.ncsonline.com.au/home.
Teaching boat arrival asylum seekers: a teacher’s reflections

In 2001 the LNP Coalition Government introduced the Pacific Solution to try to reduce the number of asylum seekers arriving by boat to Australia. This policy meant that the Australian Defence Forces (ADF) would intercept boats coming from SE Asia, especially Indonesia, and transfer them to detention centres in Nauru and Papua New Guinea (PNG).

Figure one
These statistics reveal that the Pacific Solution succeeded in dramatically reducing the number of asylum seekers arriving by boat between 2002 and 2008, even taking into account the fact that following large Taliban casualties and their retreat to Pakistan in December 2001, there was not only a dramatic decline in asylum seekers coming from Afghanistan but also many Afghani refugees returned to Afghanistan from a large number of overseas countries.

It should be noted that the bulk of Afghan asylum seekers are from the minority Hazara ethnic group who are a Shia Muslim, Turkic-Mongol people, speaking a Persian language who live mostly in the rugged mountainous region of Central Afghanistan. The Shia Hazara have suffered persecution for centuries at the hands of Sunni Muslims and in recent years the Taliban have waged ethnic cleansing against them in Pakistan as well as in Afghanistan.

The ALP Government, 2007–2013, dismantled the Pacific Solution Policy in 2008 and opened the Christmas Island Detention Centre which later expanded its accommodation and facilities to meet the increasing numbers of boat arrival asylum seekers.

In May 2011, the government proposed sending 800 asylum seekers to Malaysia in exchange for 4000 already-processed refugees. The Asylum Seeker Malaysia Swap Deal, was determined “invalid” by the High Court of Australia under s 198A of the Migration Act 1958 requirements for processing claims and providing protection. By August 2012 boat arrival numbers had been increasing significantly so the ALP Government resurrected the Pacific Solution under which asylum seekers were transferred from Australia to an offshore processing country such as PNG or Nauru for their protection claims to be assessed. Fact Sheet 65 Bridging visas for IMAs.

The ‘no advantage’ principle:
Asylum seekers released into the community had the right to seek work until 13 August 2012 when the ‘no advantage’ principle was introduced. This new policy meant that asylum seekers could be subject to offshore processing (the Pacific Solution) and those in the community could not seek work.

Operation Sovereign Borders. The LNP Government’s new IMA policy, announced in September 2013, prevents asylum seekers from gaining Australian settlement rights. If boat arrival asylum seekers are successful in gaining refugee status they must wait for resettlement offshore, possibly in PNG, a country with systemic gang violence and law and order issues. If they are determined to be non-genuine refugees then they are to be repatriated to their countries of origin or sent to safe third countries. Following the recent brutal attacks on asylum seekers allegedly by the local security guards employed by the...
Teaching boat arrival asylum seekers: a teacher’s reflections

Manus Island G4S contractor resulting in serious injuries and the death of an Iranian man aged 23, Malcolm Fraser, ex-PM made the following comments:

‘Offshore processing should be put aside and they should be shut… when you contract out the management of this kind of centre to private enterprise companies these companies naturally attract people who are pretty tough, who can be pretty ruthless. Contracting out… means the government has very little control over what’s happened.’
(Source: Transcript from World News Radio 21/02/2014)

It turned out that the G4S contract ended on 28/02/2014 very soon after these violent events and the Sydney Morning Herald 21 March 2014 stated that ‘Transfield Services, which has been awarded a $1.2 billion contract to run the Manus Island and Nauru immigration centres, confirmed it would hire local security staff, as required by the deal between Australia and Papua New Guinea’. (Source: http://www.smh.com.au/federal-politics/political-news/)

My own experience teaching asylum seekers from Jan 2013 until Feb 2014

Most of the asylum seekers I taught had been in detention centres for about 3–5 months, usually starting in Christmas Island and then being transferred to about two other mainland immigration detention centres (IDCs) such as the Northern IDC and Wickham Pt IDC in Darwin, Scherger IDC and Brisbane ITA in Queensland, and detention centres in the other states. However, once they passed health, identity, and security checks, they were granted protection visas and released into the community. Most who decided to settle in Sydney did so because their ethnic community was in Sydney and a few had family/relatives in Sydney as well.

The more independent and able boat arrival asylum seekers, particularly males, were given Bridging Visas which entitles them to a caseworker and community services support as well as 45 hours English classes over six weeks; while the more vulnerable asylum seekers, especially families and children, were offered similar community detention services and English classes.

The boat arrival asylum seekers I taught included Afghani (mainly Hazara), Bangladeshis, Burmese (mainly Rohingya), Egyptians, Indians, Indonesians, Iranians, Iraqis, Lebanese, Pakistanis, Palestinian from Syria and Gaza and Cyprus, Sri Lankans (mainly Tamils), Syrians and Turks. The majority of them left their countries to escape persecution and had experienced some degree of trauma as a result. I found that they never complained about their placement in detention centres in Christmas Island and mainland Australia which though unpleasant would have been preferable to their treatment as persecuted ethnic minorities or political dissidents, etc., in their countries of origin.

Services including English classes for boat arrival asylum seekers living in Australia

Across Victoria and NSW, consortiums consisting of government and private companies, hold the contracts to provide humanitarian settlement services to refugees and assistance for asylum seekers. In addition to providing English language classes, these services, which also involve NGOs, include casework provision, help in finding and furnishing accommodation, arranging financial support from Centrelink, Medicare registration, learning about Australian culture and arranging counselling support. (Fact Sheets 62, 64 Assistance for Asylum Seekers in Australia; Settlement services for refugees – www.immi.gov.au)
‘Economic Migrants’

The minority deemed by DIBT to be non-genuine refugees and referred to as ‘economic migrants’, had usually experienced dire poverty and/or long term unemployment or semi-slavery exploitation pay and conditions in their country, e.g. a number of Bangladeshi asylum seekers reported they had worked about 60 hours a week in clothing factories for around 60 cents an hour and after paying the rent they scarcely had enough money for food and other necessities. Poverty had forced some Afghani and Pakistani farm workers (bonded?) to leave their farms for urban areas. Instead of being criticised for being ‘economic migrants’ these asylum seekers should be commended for their ‘rational behaviour’ and initiative.

The asylum seekers bring a range of skills with them including welding, plumbing, electrical, mechanical and other trade skills such as farming skills. Some of the political dissidents are professionals including accountants, engineers, teachers. Refusing them working rights not only means Australia is missing out on their skills and abilities but also keeps them poor and demoralised. In fact some of the students I taught until February had to walk long distances to class or skip some classes because they could not afford the train fares and they also had to appeal to charities such as Vinnies to provide free clothing and household items.

The total English entitlement of 45 hours for students in Community Detention/Bridging Visa classes is less than 10% of the 510 hours entitlement provided to migrants. As a result many of them were disappointed about having to leave with insufficient English and expressed the hope that they would eventually get residency rights so that they could access more English in the future.

The typical class size was around 12 students comprising about 5 different countries of origin. Most students were in the 23 to 33 age range. The focus is very much on survival English given the entitlement of only 45 hours of English instruction over six weeks. Topics included health, accommodation, personal ID/information, public transport, Sydney/Australia, and socialising. There were usually about 2 levels in the one class, typically level 1 and level 2. Some of the students had left school early and had some basic literacy problems. I used activities from the AMES Literacy Workbook and the classes also had access to laptops and a range of multimedia CALL programs. They found The Alphabet program useful for listening, reading and pronunciation practice which they could audio-record and check. The higher level students accessed CALL programs like Issues in English, That’s Life and English language learning websites on the internet. While it was possible to run whole-class activities, there was also plenty of opportunity to do group work according to level of English proficiency.

Aware of the harmful effects of long term detention, the Labor Government Department of Immigration and Citizenship (DIAC) introduced the desirable goal of a 90 day detention to community release turnover but some asylum seekers without adequate documentation or unfavourable security checks were spending much longer periods of time in detention. Now DIBP’s much harsher offshore placement policies in unsafe countries like PNG means that Australia is shunting its care and protection responsibilities to vulnerable asylum seekers on to third countries. Although this is likely to be a breach of the UNHCR convention, the Australian Government can argue that asylum seekers are not refugees until proven to be so. However, according to the Refugee Council of Australia, in ‘2012-13, 88% of asylum seekers who arrived by boat were found to be refugees.’ The Australian Government does not seem willing to understand the obvious point that seeking protection from persecution is not a crime so speedy onshore processing is needed rather than using unsafe and more expensive offshore ‘solutions’ to deter asylum seekers.

The boat arrivals I taught were mostly very happy to be in Australia and despite having spent time in detention facilities tended to have positive attitudes to the Australian Government for the support they received. They were finding it very liberating to be able to live without the daily experience of persecution that they suffered in their countries. I will conclude with the final draft of what one of my students wrote in a class exercise;

_I came to Australia to have a better life and I hope that whatever happens to me here in the future will be good. I am very happy because I can get the same food that I had in Afghanistan and I respect Australians because we are the same. We are brothers so we can live together happily._
A significant part of my mid-80s training as a specialist ESL teacher was learning about English grammar. I enjoyed my grammar courses, first at University of Technology, Sydney and then at the University of Sydney, because the grammar we were taught focussed on representations of meaning. It was not the parsing exercises that was part of my own schooling – but this new-to-me grammar was a way of helping my students make their intended meanings in a way that helped them see not just how English grammar “works” but how every writer makes choices to represent their intended meanings. The need for a meaning-based grammar was more and more apparent throughout my teaching career. My students needed to learn to write correctly, but they also had to learn what choices were appropriate and effective for the various written tasks they were given.

The new NSW English K-6 Syllabus (also called the NSW syllabus for the Australian Curriculum) has explicit outcomes addressing the teaching of grammar and outcomes linked to the Objective worded as follows: Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context.

In order to meet this objective, many teachers, who may have missed out on grammar learning in their own education and perhaps even in their pre-service training, were going to need some to support to build up their own knowledge-base and their confidence in teaching grammar.

Source: https://www.aisnsw.edu.au
A course developed by AIS NSW is a suite of materials, offered free of charge to ALL teachers, students or whoever might need a brush up on grammar – to support teachers in teaching and learning about grammar. The focus right now is on the primary years – but it will be further developed to include secondary. My original idea was to develop an on-line, non-linear course so users could dip in and out. There are definitions of grammatical terms, sites where teachers can do drill and practice exercises to test their own understanding of, for example, subordinating conjunctions, ideas for teaching grammar in the classroom, utube clips explaining the complexities of defining relative clauses and so on.

It will come as no surprise that I have used a number of ESL sites as they are often the best places to learn grammar “rules”, but my intention was to focus on teachers helping their students to use language appropriately and effectively themselves and see how writers and composers constructed their texts.

Anyone who wants to do the course can register here: https://www.aisnsw.edu.au/CoursesEvents/Pages/default.aspx?t.span=next&crit=delicacy

It is open to all users, but the registration questions are intended to give us an idea of who is accessing the course. Answer as best you can. Teachers of adults who are learning English as a Second or additional language might enjoy aspects of the course, as well as pre-service teachers.

ATESOL NSW Councillor Sue Bremner is the AIS NSW Consultant for ESL, English K–6, Literacy.

ESL and Refugee Education Working Party addressing advocacy for EAL/D teaching and consultancy positions

The ESL and Refugee Education Working Party, a group of tertiary educators and community representatives, are concerned that no information is available for schools or communities about the changes to ESL under Local Schools, Local Decisions.

Under Local Schools, Local Decisions, ESL funding is devolved to schools. Already 32 Multicultural/ESL/refugee support positions (K–12) and community information officer (CIO) positions have been abolished. This means a loss of support to schools and a loss professional development to both ESL teachers and class teachers alike.

The policy will also mean the disappearance of specialist ESL positions as principals address the very real issues of managing a school budget and maintaining standards with their current expenditure.

Advocacy for EAL/D teaching positions and the continuation of CIO and consultancy positions is supported by principals who have signed a letter that was sent to the

Source: https://www.aisnsw.edu.au/CoursesEvents/Pages/default.aspx?t.span=next&crit=delicacy

NSW Minister for Education Adrian Piccoli.

An ESL Advocacy Forum is proposed at Teachers Federation House on 22nd July for teachers, parents, current and former students and community members to attend.

For more information go to the website – http://www.esl-refugee-education.com/

What can you do?

• Get your school community to complete the petition available at: http://www.esl-refugee-education.com/category/what-to-do/

• Give us your stories about great ESL programs and success stories that will be lost; contact us on contact@esl-refugee-education.com

• Attend the ESL Advocacy Forum – Teachers Federation House, 23–33 Mary Street, Surry Hills, NSW 2010, on Tuesday July 22nd at 4.00pm
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

There are several issues currently on the regulatory table that may have an impact on ELICOS delivery.

Australia is one of the few countries to have national legislation designed to protect international students and to protect the brand of Australian international education. The Education Services for Overseas Students (ESOS) Act outlines a framework for all aspects of delivery across all sectors of international education to students holding Student visas. The ESOS framework is currently under review with a focus on improvements that will ensure it is flexible across the education industry, supports the different needs of each sector offering international education to overseas students and does not create unnecessary obstacles to growth for education providers.

The ELICOS National Standards were developed to provide particular standards of operation for ELICOS that complement those covered by the ESOS framework and these will also be reviewed as part of the overall ESOS review.

English Australia, together with other peak bodies, will be working closely with the ESOS review team to ensure that the ELICOS perspective is taken into account.

The Tertiary Education Quality Skills Agency (TEQSA) and the Australian Skills Quality Authority (ASQA), set up to accredit and regulate higher education and vocational education providers respectively but each with responsibility for regulating ELICOS colleges, are also under review and subject to legislative changes to their operational focus.

English Australia Conference

All plenary speakers for the 2014 English Australia Conference, 17–19 September in Melbourne, have been announced and we are looking forward to seeing teachers from around Australia take advantage of this terrific opportunity to learn and grow professionally through workshops and presentations as well as through making connections with others. Registration is now open at www.eaconference.com.au – the Earlybird rate ends on 1 July.

Online communities

Anyone is most welcome to join #AusELT, an online community set up by staff from English Australia member colleges and the Classroom Talk Editor of the English Australia Journal and supported by English Australia. People can join in monthly Twitter conversations; access a resources wiki; or participate in – or just look at the wealth of great ideas and resources on – the #AusELT Facebook page.

Go to http://auselt.com/ if you’d like to know more.

2013 student snapshot

Analysis of ELICOS student data¹ shows that almost 150,000 international students commenced English language programs in 2013; 62% of these were on Student visas, 19% on Visitor visas and the remaining 19% utilised Working Holiday and other visas. Our top five source countries last year were China, Japan, South Korea, Brazil and Thailand. It is estimated that around 42% of all ELICOS students will follow a pathway to other education sectors. You can find out more in the Executive Summary available at no charge from www.englishaustralia.com.au/understanding-the-industry.

Teach on an ELICOS program

International students are once again looking to Australia in large numbers for their further education as enrolments look as though they may reach 2009’s record. This boom in student numbers is presenting challenges for colleges who wish to maintain standards of quality, and many are looking to recruit skilled and experienced English for Academic Purposes teachers in particular. The English Australia website identifies job opportunities within the sector and you can find details at www.englishaustralia.com.au/employment.

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

¹ English Australia Survey of Major Regional Markets for ELICOS Institutions 2013
UPDATE: ACTA 2014 Conference 30 September – 3 October

In addition, a symposium at the Melbourne Immigration Museum is scheduled for Tuesday 30 September. Entitled Can we talk? Well, can we? Language: the great divide, the symposium will be opened by Prof Joe Lo Bianco. For further information go to http://museumvictoria.com.au/immigrationmuseum/whatsont/symposium-can-we-talk-well-can-we/ It is all shaping up to be an event not to be missed!!

NAPLAN Report released
Please direct members to the ACTA website for more information – http://www.tesol.org.au/Advocacy/EALD-ISSUES-SCHOOLS/NAPLAN

ACTA Submission – Inquiry into School Funding
ACTA recently submitted a response to the Australian Parliament ‘Senate Select Committee on School Funding’ inquiry. To read the submission which draws on the recent ACTA survey into school EAL visit the website http://www.aph.gov.au/Parliamentary_Business/Committees/Senate/School_Funding/School_Funding/Submissions The ACTA Submission is number #74 Please note: Once a committee has authorised the release of a submission, subsequent publication of it is protected by parliamentary privilege. Please do not download and forward the submission to others but refer them to the above website.
VictESOL ACTA Councillors Mark Melican and Mairead Hannan represented ACTA at Senate Inquiry hearing in Melbourne on 3 April 2014.

Resources and Links
TESOL English Language Bulletin (tesol@multibriefs.com)
This weekly email bulletin from TESOL International is available as a subscription – http://multibriefs.com/optin.php?tesol
To read this week’s bulletin and the archive – http://www.multibriefs.com/briefs/tesol/

Survey on teachers’ language knowledge
Anyone interested can participate in an online survey titled: Grammaticus Survey.

It is a national survey that forms part of a project that looks at English teacher knowledge of their field and how to build upon it. It is completely anonymous. To read more and take the survey – http://tesol.org.au/Other-events-Conferences,-Symposiums,-etc./Surveys

Foundation Skills Assessment Tool (FSAT) – Adult sector
The Department of Industry has contracted the Australian Council for Educational Research (ACER) to develop a free online Foundation Skills Assessment Tool (FSAT) (using the Australian Core Skills Framework and the Core Skills For Work Framework) – http://www.acer.edu.au/tests/fsat/overview-fsat to identify and assess an individual’s foundation skill levels. LLN providers who are interested in participating in trials in order to provide feedback about the assessment system can visit the ACER website to register their interest – http://www.acer.edu.au/tests/fsat/fsat-latest-news

Excellence in Language, Literacy and Numeracy (LLN) Practice Award – Adult sector
The Australian Training Awards are the peak, national awards for the vocational education and training (VET) sector, recognising individuals, businesses and registered training organisations for their contribution to skilling Australia.

The Excellence in Language, Literacy and Numeracy (LLN) Practice Award recognises innovation and excellence by an individual involved in improving LLN skills in an educational, community or workplace context.


What Works for LLN: Free Online library – Adult sector
Need to run a session explaining the ACSF to colleagues, or to explain the importance of LLN for learners in your organisation? What Works for LLN is an online library of free language, literacy and numeracy training and professional development videos. 18 videos are now available to view or download for free – http://www.ideasthatwork.com.au/what-works-for-lln
Commonwealth Programs

Budget
The latest budget provides continuing funding for the AMEP and SEE programs but WELL (Workplace English Language and Literacy) funding will cease. All agreements and contracts already in place will be honoured.

Contracts
As discussed at the latest council teleconference the AMEP and SEE will be reviewed before the next tender is announced. In the review the ACSF, ISLPR and CSWE are being looked at. This could bring big changes for the next contract.

Foundation Skills
ACTA has been invited to continue its involvement in the FS Workforce Development project which has had its funding extended.

2014 ACTA Conference in Melbourne Thursday 30 Sept – Friday 3 October
The ACTA 2014 conference program is now available, with many presentations relevant to the adult sector: http://tesol.org.au/ACTA-Conference/ACTA-International-Conference-2014/Conference-Program

Hopefully this will be an opportunity for people in the adult sector to network. If you are coming to the conference we hope to organise a gathering of interested people during the conference to discuss issues (possibly a breakfast or lunchtime). Please let us know if you can participate.

ACAL 2014 conference

This is unfortunate as ACTA and ACAL members/practitioners share common concerns and often go to both conferences. Some of us belong to both organisations.

Resources
Free ISC foundation skills resources now in one place
On behalf of the WELL/Foundation Skills network, IBSA has compiled into a single repository all the free foundation skills resources developed by each of the Industry Skills Councils to support VET practitioners. IBSA hopes you find it useful, and looks forward to receiving feedback.

Visit the IBSA website https://ibsa.org.au/industry-skills-councils-fsk-resources-and-information for more information and to access the resources.

EARLY BIRD RATES EXTENDED UNTIL 31 AUGUST 2014
The world is globalising. Populations are on the move. Digital technologies are linking us all. The challenge for all societies is to embrace pluralism. In the long run, this challenge will be met only through an education that equips everyone to participate in a multicultural and multilingual society.

Embracing plurality is currently made all the more difficult by the uniform prescriptions of education systems. There is a growing emphasis on performance against standardized assessment outcomes, rather than an appreciation of diversity and learning in context. This obscures holistic views of the needs of learners in language and literacy, which we know are vital for successful learning.

At the 2014 ACTA International TESOL Conference, experts from around the world will gather to celebrate the ways practitioners meet this great challenge of our times. We will explore how theory, research and practice can continue to contribute to leading, enhancing and transforming the educational experiences of learners of English as an additional language and contribute to a more genuinely intercultural world.

TESOL professionals have always been concerned with empowering learners through education and by actively supporting diversity. This we have done very successfully in many contexts. We know that linguistic and cultural diversity in classrooms enhances the education of all by opening minds to new perspectives. This transforms our schools, communities and societies.

Melbourne is one of the world’s great multicultural cities. Visitors will see this every day in the streets and cafes. Conference goers will also be able to join tours of institutions, such as museums and discussion centres, that celebrate Melbourne’s history and the reality of multiculturalism.
AGMET update
(The NSW Education Secretary’s Multicultural Education Advisory Group)

ATESOL NSW is a member of the The NSW Education Secretary’s Multicultural Education Advisory Group (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. Other agencies and organisations represented on AGMET include:

- Board of Vocational Education and Training (BVET),
- Ethnic Minorities Committee,
- Community Languages Schools Board,
- Community Relations Commission for a Multicultural NSW (CRC),
- Department of Immigration and Citizenship Multicultural Affairs and Settlement Branch,
- Ethnic Communities Council of NSW,
- Federation of Parents and Citizens’ Associations of NSW (P&C),
- NSW Teachers Federation,
- Primary Principals’ Association and Secondary Principals’ Council
- Adult Migrant English Service (AMES)

The last AGMET meeting on 14 May 2014 discussed the following items:

- Reform of NSW vocational education and training - an update
- Enrolment of asylum seekers
- Review of Languages
- Collection of EAL/D data and survey

ATESOL NSW requested an agenda item for on the implications of the recent Local Schools Local Decisions policy for the EAL/D tertiary teacher training sector.

ATESOL NSW will present a discussion paper at the next AGMET meeting to follow up on this.

Marina is the ATESOL NSW rep on AGMET.

PROFESSIONAL LEARNING

Enhancing Inferential Comprehension *

This practical workshop will explore what interpretive and inferential comprehension requires and then demonstrate a range of strategies that enhance students’ comprehension.

TARGET AUDIENCE:
Primary, middle years and secondary educators

DATE:
Saturday 9 August 2014 from 9.30am to 3.30pm

PRESENTER:
Dr Margery Hertzberg has many years of experience as a researcher and EAL/D educator.

COST:
$150 ATESOL members

A registration form is enclosed with this newsletter
ATESOL PROFESSIONAL LEARNING

Pronunciation Skills Workshop

Glenice Aiken & Marina Pearce

Teachers from secondary schools, TAFEs, community and independent colleges, met up on two bright autumn Saturdays to exchange and develop their skills for teaching pronunciation.

A toolkit for integrating pronunciation on the run

On the second day, teachers explored a range of resources and activities for teaching the prosody and the sounds of English. Participants tried out a toolkit (mirror, gloves, sock, etc.), and reviewed multimedia resources all of which can be used to integrate pronunciation teaching into the day-to-day language class.

Pronunciation skills exchange network

Following the workshop, the participants have continued to discuss issues online and seek each other’s advice, including posting videos of their current class for feedback.

Using media technology

Participants reviewed and assessed A/V recordings of student performances and then brainstormed assessment tasks for spoken outcomes relevant to a range of secondary and post-secondary curricula. They then had the opportunity to try out hands-on techniques and software programs for A/V recording, capture and distribution of student videos which could be used for evaluation and objective-setting by both teachers and students.

Workshop evaluation

Teachers rated the workshop as practical and highly useful with a wealth of excellent classroom resources for continued reference including a course handbook with activities and exercises, a Dropbox resources site with audio, video, texts and website links, and a second Dropbox site for discussion and resources exchange.

See page 20 of this issue for the Semester Two calendar of ATESOL NSW Professional Learning events.
Follow the link to read her article – https://theconversation.com/improving-kids-literacy-a-little-knowledge-can-go-a-long-way-26838

NSW Education Minister Adrian Piccoli recently announced that separate literacy and numeracy trial tests for teacher education students at NSW universities will be trialled in August and rolled out from the middle of 2015. Mr Piccoli has identified community concerns over some teachers’ current knowledge of mathematical and grammar concepts, and describes these tests as part of the government’s plan to lift teaching standards in the state.

Whether these measures will achieve this end remains to be seen, but the recognition of the significance of grammatical knowledge within the classroom is certainly welcome. As TESOL practitioners, an understanding of language and how it works is an essential part of our skill-set as we support our learners to use the English language effectively across the curriculum. Our knowledge of grammatical structures and vocabulary helps us to address the language demands of the different subject areas and is valued by the classroom teachers with whom we work.

This article by Misty Adoniou outlines the difference a little grammatical knowledge can make to the quality of children’s writing – in this case, familiarity with verbs and their functions. The article outlines the nature of verbs, including the changes in meaning that ensue by varying the tense or adding an auxiliary. We are invited to enliven our students’ awareness of grammar in creative and memorable ways which will arouse their interest in language and improve their writing.

Misty is well placed to give advice, having been an ESL teacher in primary schools before taking up her position at the University of Canberra. It was my great good fortune to meet Misty in the early days of relief teaching in Canberra back in the 1990s. She was teacher in charge of a Primary Introductory English Centre and gave me work – and the encouragement to embark on the retraining necessary to become an ESL teacher myself. 25 years on and I’ve never looked back!

Follow the link to access this article – you’ll also find links to some of her previous articles which look interesting too! And if you’re looking for a handy reference guide to grammar, I recommend A Grammar Companion by Beverly Derewianka. It’s a PETAA publication and was recently republished in a second edition.

Gill Pennington is a vice-president of ATESOL NSW.

**PROFESSIONAL LEARNING**

**K–3 Grammar Workshop**

**PRESENTERS:**

Ms Amenah Mourad & Stage One teachers, Haberfield Public School
Unpacking the NSW English Syllabus
Improving pedagogy through mentoring and critical reflection

Gill Pennington ATESOL Vice President
Supporting EAL/D learners through our stories
Explore the creative use of stories and storytelling as an effective way of nurturing students and encouraging their emotional, cognitive and linguistic development.

**DATE:**

Saturday 16 August, 9.30am – 12.00noon

**COST:**

$50.00 member and $80.00 non-member, includes GST & refreshments.

**A registration form is enclosed with this newsletter**
Government removes Refugee Council's core funding

The Australian Government has completely cut core funding to the Refugee Council of Australia (RCOA) despite allocating $140,000 just two weeks ago in its 2014-15 Budget.

RCOA chief executive officer Paul Power said he had been informed, in a phone call from the Department of Immigration and Border Protection, that the decision to remove the funding from 2014-15 had been taken by Immigration Minister Scott Morrison.

“We are surprised that funding that was allocated in the Budget and allowed for in the Government’s forward estimates to 2018 would be removed without explanation,” Mr Power said.

“This decision is petty and vindictive and is symbolic of the Minister’s very poor relationship with the non-government sector. While we and other agencies maintain constructive dialogue with other members of the Government, it is clear that Mr Morrison has little interest in the ideas and concerns of non-government agencies which support refugees and asylum seekers.”

RCOA was founded by Major-General Paul Cullen in November 1981, just a month after he received UNHCR’s global Nansen Medal for his support of refugees through Austcare and Australian Jewish community organisations. Since then, RCOA has grown to a network of 185 organisations, 800 individual members and thousands of supporters. Much of this growth has occurred in the past eight years, during which time organisational membership has more than doubled and individual membership has increased ten-fold.

“Our organisation has broad national and international respect as an authentic voice of Australian organisations involved in supporting refugees and asylum seekers.

“The ideas we put forward in reports, submissions, letters, public statements and direct lobbying of governments and inter-governmental bodies are based on wide consultation with refugee communities and our member organisations. The feedback I get from our members is that we are fair in the way we represent the community sector’s views on refugee policy, giving a balanced critique of government policies and putting forward constructive alternatives.

“Our relationship with government has always waxed and waned, depending on the preparedness of the government of the day to listen to and engage with non-government organisations on matters of refugee policy. However, never has the communication between a government and our network been poorer than it is now and never has there been more despair about a government’s demonisation of people seeking asylum.”

Mr Power said RCOA would respond to the withdrawal of government funding by seeking more support from Australians who see the need for a strong and credible community voice on refugee policy.

“The withdrawal of our core funding represents a tiny cost saving for the Government – less than half of the annual salary of a Minister – but is close to one quarter of our organisational budget. It will hurt us but we have no intention of reducing our small staff team or allowing this cut to distract us from raising a voice for justice and compassion for refugees.
Date – Monday 22 September 2014, 9am to 3.30pm  
Venue – Smith Auditorium, Shore School, William St, North Sydney  
(short walk from North Sydney railway station)

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!

Mail the completed form along with payment to  
ATESOL NSW Inc., PO Box 223 Leichhardt 2040  
or fax to 02 9564 2342 with credit card details completed  
Phone enquiries (02) 9716 0378

Cost $25 students $55 teachers  
* BOOK BY 12 SEPTEMBER 2014

School/Institution ........................................................................................................................................
Address .....................................................................................................................................................
Postcode ............................................................
Contact person ...........................................................
Phone (mob) ...........................................................
Email ...........................................................................................................................................................
Fax ...............................................................................................................................................................

Total attending ..............................................
No. of students ..............
No. of teachers ..............

@ $25 ea
@ $55 ea

To ensure accurate photocopying, please select the electives you will be attending:

Module A
☐ Elective 1: Australian Voices
☐ Elective 2: Australian Visions
Module B
☐ Elective 1: Living and Working in the Community
☐ Elective 2: Academic English

Note: Please attach a sheet providing the names of all students and teachers attending together with the name of the organising teacher.

Payment Amount .........................
Method of payment: Cash / Cheque / Credit card

MAKE CHEQUES PAYABLE TO ATESOL (NSW) INC. AND ATTACH TO THIS FORM

CREDIT CARD DETAILS
Credit card type  Visa / Mastercard (circle one)
Cardholder’s Name .................................................................
Credit Card no. ________ ________ ________ ________
Signature .................................................................
Expiry date ..................

ATESOL NSW Inc.
*ABN 45 769 925 602  *PO Box 223 Leichhardt NSW 2040  *
Phone (02) 9716 0378  *Fax (02) 9564 2342
ON RECEIPT OF FULL PAYMENT THIS FORM BECOMES A TAX INVOICE. PRICES INCLUDES GST
Northern Territory-based Ros Bauer is passionate about implementing programs to support people with the development of their language, literacy and numeracy skills. Ros’ clients have ranged from initial engagement learners to university graduates in specialist fields and she now runs her own business Ros Bauer Adult Literacy Services.

With a Masters of Education, specialising in literacy and teaching English to speakers of other languages, and with more than 17 years’ experience in the field, Ros is currently working with Indigenous and culturally and linguistically diverse learners in the remote Northern Territory community of Yuendumu. In collaboration with the Warlpiri Youth Development Aboriginal Corporation and the former Warlpiri-patu kurlangu Jaru College, Ros has been involved in the delivery of a Workplace English Language and Literacy program and has also established an adult learning centre in the community. This has created training and job opportunities for Warlpiri people in the human services, community services, building and construction, training and education sectors.

Rewarded for her outstanding achievements in this field, Ros won the Excellence in Language, Literacy and Numeracy Practice Award at the 2013 Australian Training Awards.

“In a broader sense, this award acknowledges the achievements of Warlpiri people in the Yuendumu community and the way they have embraced a learning culture. “Adult literacy underpins everything we do, in our personal lives, community or civic lives or our work lives. By winning an Australian Training Award I hope I can raise the profile of adult language, literacy and numeracy at a national level.”

Ros has been involved with both the New South Wales and Northern Territory Council of Adult Literacy and Numeracy Network and a member of the Australian Council for Adult Literacy, the Workplace English Language and Literacy Practitioners Network and other professional bodies.

www.australiantrainingawards.gov.au  13 38 73  australiantrainingawards@industry.gov.au
ABOUT THE AUSTRALIAN TRAINING AWARDS

Each year, the Australian Training Awards recognise and celebrate the outstanding achievements of Australian Apprentices, vocational students, training practitioners, businesses, secondary schools, industry and registered training organisations for their contribution to skilling Australia.

The majority of the awards are the culmination of the state and territory awards programs with winners from each state and territory eligible to compete at the national level in aligned categories.

There are also seven award categories are available by entering directly to the Australian Training Awards.

**Individual**
- Lifetime Achievement Award (direct entry)
- Australian School-based Apprentice of the Year Award
- Vocational Student of the Year Award
- Aboriginal and Torres Strait Islander Student of the Year Award
- Australian Apprentice (Trainee) of the Year Award
- Australian Apprentice of the Year Award
- VET Teacher/Trainer of the Year Award
- National Leadership Award (direct entry)
- Excellence in Language, Literacy and Numeracy Practice Award (direct entry)

**Business**
- Small Employer of the Year Award
- Employer of the Year Award
- Industry Collaboration Award
- Australian Apprenticeships - Employer Award (direct entry)
- Disability Training Initiative Award (direct entry)

**Registered Training Organisation**
- Small Training Provider of the Year Award
- Large Training Provider of the Year Award
- International Training Provider of the Year Award* (direct entry)
- School Pathways to VET Award (direct entry)

* Applications for this award are made directly to the Australian Training Awards in all states and territories except Western Australia where applications must be made direct to the WA Training Awards.

**WHY APPLY?**

The awards offer its participants Australia-wide recognition for exceptional training outcomes and an opportunity to become known as the best-of-the-best, nationally.

For individuals, the awards can open up networks and career opportunities within the business sector and provide you with the opportunity to become a national ambassador for skills to promote the vocational education and training sector at a national level.

For businesses and registered training organisations, the awards can propel you into the national spotlight positioning you as a front runner in skills and workforce development and leader in best practice which sets you apart from the competition and makes you an employer, or registered training organisation, of choice.

www.australiantrainingawards.gov.au  13 38 73  australiantrainingawards@industry.gov.au
ATESOL NSW Inc. is the professional association for people working in the field of TESOL (Teaching English to Speakers of Other Languages) and related areas. Our main focus is to our members so we are providing a discount to any member or to anyone who becomes a member when enrolling in one of our courses. (Please see the enclosed registration forms for advertised Professional Learning Events) The workshops and courses are being presented by experts in the field and range from pronunciation to drama, grammar and developing familiarity with the latest syllabus documents. We also respect and value the expertise of all our members some of whom also share their own work in some of our workshops.

We look forward to seeing you at one of our workshops in Semester 2 2014.

To enrol in any of these professional learning courses please contact ATESOL NSW – Phone 02 9716 0378 Fax 02 9564 2342 or atesol.admin@ptc.nsw.edu.au

Target Audience: Primary (P)   Middle Years (MY)   Secondary (S)   Adult (A)

<table>
<thead>
<tr>
<th>Presenter/s</th>
<th>Course</th>
<th>Date &amp; Venue</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced teachers share their work – Ms Amenah Mourad &amp; Stage 1 teachers Haberfield Public School</td>
<td>K–3 Grammar Workshop: Language, Literacy and Literature</td>
<td>9.30 –12.00 Date: Sat 6 August Venue: Arncliffe Conference Room 1 Segenhoe Street Arncliffe NSW 2205</td>
<td>$80 (</td>
</tr>
<tr>
<td>Gill Pennington</td>
<td>Unpacking the NSW English Syllabus: Improving pedagogy through mentoring and critical reflection and exploring the creative use of stories and storytelling.</td>
<td>9.30–12.00</td>
<td>$80 (</td>
</tr>
<tr>
<td>Joanne Rossbridge &amp; Kathy Rushton</td>
<td>4–8 Grammar Workshop: Implementing the English K–10 syllabus: Language, Literacy and Literature</td>
<td>9.30–12.00 Date: Sat 6 September Venue: Croydon PS 39 Young St, Croydon</td>
<td>P MY S</td>
</tr>
<tr>
<td>Dr Margery Hertzberg</td>
<td>Enhancing Inferential Comprehension *</td>
<td>9.30 – 3.30 Date: Sat 9 August Venue: Camdenville Public School, Laura St, Newtown</td>
<td>$150.00 members $180.00 non member $90.00 student Years 2 to 10 P MY S</td>
</tr>
<tr>
<td></td>
<td>This practical workshop will explore what interpretive and inferential comprehension requires and then demonstrate a range of strategies that enhance students’ comprehension.</td>
<td>4.00 – 6.00 Date: Mon 11 August Venue:TBA</td>
<td>$150.00 members $180.00 non member $90.00 student Years 2 to 10 P MY S</td>
</tr>
<tr>
<td></td>
<td>Why might drama assist EAL/D students to unpack literary texts? *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Professional Learning Events

### Semester 2 2014

<table>
<thead>
<tr>
<th>Presenter(s)</th>
<th>Course</th>
<th>Date</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Margaret Turnbull</td>
<td><strong>The English Syllabus and the EAL/D learner</strong> *</td>
<td>4.00–6.00</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>In this practical workshop participants will examine and be supported to use the English K-10 Syllabus; the ESL scales, the EAL/D Progression and the ACARA Annotated Content Descriptions to support EAL/D learners.</td>
<td>Date: Tues 5 August Venue: The library Villawood North PS, Bligh Street, Villawood.</td>
<td>P MY S</td>
</tr>
<tr>
<td>Planning purposeful talk in the classroom *</td>
<td>This workshop will explore a model for differentiating teaching and learning for EAL/D learners and develop understanding of the importance of purposeful talk in the classroom.</td>
<td>4.00–6.00</td>
<td>$100</td>
</tr>
<tr>
<td></td>
<td>Date: Wed 27 August Venue: The library Villawood North PS, Bligh Street, Villawood.</td>
<td>P MY S</td>
<td></td>
</tr>
</tbody>
</table>

### Terms and Conditions:

Member discount applies for all existing members or new memberships with registration.

**Cancellations:** ATESOL NSW reserves the right to cancel a course if the minimum number of registrations is not reached within five working days of the event. If this occurs a full refund will be made. Cancellations will not be received less than 5 working days before the course but places are transferable.

We are happy to negotiate the cost of these professional learning courses depending on the numbers of participants and the membership status of the participants or the institution hosting the course. The advertised costs are based on 20 participants who are not members of ATESOL NSW. If you or your community of schools would like to host one of these professional learning courses please contact: Margaret Turnbull at ATESOL Council – margaret.turnbull@det.nsw.edu.au

## How to Host a Professional Learning Workshop in Your School Community

The 2014 Professional Learning Program is for TESOL teachers and classroom teachers of students speaking English as a second language or dialect (EAL/D).

If you or your community of schools would like to host one of these professional learning courses * (min. number 20 participants) please contact: Margaret Turnbull at ATESOL Council – margaret.turnbull@det.nsw.edu.au
LED 2015 Call for Papers is now open!
Professor Stephen May, the Conference Convenor, invites submissions of abstracts for presentations at the 4th International Conference on Language, Education and Diversity (LED 2015). The conference is to be held 23-26 November 2015 in the Owen G. Glenn Building, University of Auckland, New Zealand.
As with its predecessors, the LED 2015 conference will focus on language and education, with particular reference to addressing/accommodating diversity. Within this broad focus, there will be specific conference streams on:
- Bilingual/immersion education
- English language education
- Language education planning and policy
- Literacy education (both school and adult literacy)

Keynote Speakers for the LED 2015 conference include:
- Professor Jasone Cenoz, Professor of Research Methods in Education at the University of the Basque Country, UPV/EHU.
- Galumalemana Alfred Hunkin, a prominent New Zealand Pacific academic and leader of Samoan ancestry.
- Professor Ryuko Kubota, Professor in the Department of Language and Literacy Education in the Faculty of Education at the University of British Columbia, Canada.
- Professor Alastair Pennycook, Professor of Language in Education at the University of Technology Sydney.
- Professor Elana Shohamy, Professor of Language Education at the School of Education, Tel Aviv University.
- Professor Steven L. Thorne, Associate Professor of Second Language Acquisition in the Department of World Languages and Literatures at Portland State University (USA), with a secondary appointment in the Department of Applied Linguistics at the University of Groningen (The Netherlands).

We welcome proposals for symposia, papers and poster sessions.

Presentation Formats
- Symposium (short) 1.5 hours with 3 contributors.
- Symposium (long) 3 hours with a minimum of 5-6 contributors.
- Symposia provide an opportunity for several presenters with a related theme or topic to present together in a supportive environment. At least 15 minutes should be left for questions and audience interaction. It is the responsibility of the symposium chair to organise their group.
- Papers 25 minutes, including 5 minutes for questions/responses. This is a lecture style presentation supported with visual material.
- Posters (to be displayed at designated times throughout the conference). This is a display of material on a poster (no more than A0 sheet) with scheduled opportunities to discuss the material with interested individuals.

How to Submit
Abstracts are to be submitted online. Please read the guidelines on how to make your submission before you start the submission process.

Full details can be found on the conference website – https://led.education.auckland.ac.nz/

Final date for submission of abstracts is 1 February 2015.

Refereed Conference Proceedings
Conference proceedings will be produced after the conference. Further details on how to submit full papers for peer review for publication in the conference proceedings will be emailed to presenters following the conference.
International Conferences 2014 Events

August

1 (North America) 2014 TExTESOL State Fall Conference, “Deep in the Heart of TExTESOL,” San Marcos, Texas, USA. Email: mhernandez186@gmail.com.

10-15 (Australia) 17th World Congress of the International Association of Applied Linguistics, Brisbane, Australia. Email: info@aila2014.com

September

4-5 (Europe and Eurasia) 7th National Ficher International Conference, Bucharest, Romania. Email: fedu@fedu.ro

12 (Europe and Eurasia): PARLAY 2014, “Linguistics/ Education/ Psychology/ All language Related Research,” Yorkshire, United Kingdom. Email: parlayconference2014@gmail.com

12 (Asia and Oceania) CamTESOL Conference, “English: Building Skills for Regional Cooperation and Mobility,” Cambodia. Email: Wanna.Net@idp.com.


19-21 (Central and South America) Panama TESOL Annual Congress, Renewing and Exploring New Practical Trends in ELT, Panama, Panama. Email: panamatesol@gmail.com.

30-3 October (Asia and Oceania) ACTA 2014 International TESOL Conference, “TESOL: Meeting the Challenge,” Melbourne, Australia. Email kristi.sheldon@ncsonline.com.au.

October

12-15 (Europe and Eurasia) Oxford Summit of Leaders, “Science and Education,” Oxfordshire, United Kingdom. E-mail: coordinator@eboxford.co.uk.

16-19 (North America) MEXTESOL, “Mindful Teaching: Transforming Lives and Achieving Goals,” Puebla, Mexico. E-mail: mariatraperom@hotmail.com.

17-18 (North America) Intermountain TESOL, “Helping Students Succeed Through Learning Strategies,” Orem, Utah, USA. E-mail: ben.mcmurry@uvu.com.

17-18 (North America) 2014 Michigan TESOL Conference, “Expanding our Perspectives: From the Classroom to the Community,” Michigan, USA. Email: briccc@gvsu.edu.

November

13-14 (North America) 2014 TExTESOL State Fall Conference, “Deep in the Heart of TExTESOL,” San Marcos, Texas, USA. Email: mhernandez186@gmail.com.

13-14 (North America) Symposium on Second Language Writing, Professionalizing Second Language Writing, Tempe, Arizona, USA. Email: sslw@asu.edu

14-15 (Central and South America) 41st Puerto Rico TESOL Annual Convention, “No One Left Behind: Integrating Multicultural Perspectives in the English Classroom,” Puerto Rico, USA. Email: prtesol2014@gmail.com.

14-15 (Europe and Eurasia) TESOL Italy’s 39th National Convention, Learning Communities, “Learning Communities, Content and Language: Perspectives and Practice, Fostering Inclusive Education, Competencies for New Generations,” Rome, Italy. Email: tesolitaly@gmail.com.

13-14 (North America) Colorado TESOL 38th Annual Fall Convention, “Riding the Rails of Engine-uity,” Colorado, USA. Email: fisherl@colorado.edu.

ASYLUM SEEKERS AND REFUGEES
Education Resource
Activities for Students

THE FOCUS IS ON REAL PEOPLE AND THEIR STORIES
THE ACTIVITIES ENCOURAGE STUDENTS TO THINK ABOUT ASYLUM SEEKERS AND REFUGEES WITH COMPASSION TO MOVE THEIR UNDERSTANDING FROM THE HEAD TO THE HEART

• 35 cross-curricular activities, adaptable to all year levels in secondary school. Some activities can also be used with primary classes and students with special needs.

• Practical, engaging and focused on increasing awareness about human rights and advocacy.

• Many activities in this resource support studies in the English theme Belonging. Great ideas for Social Justice Days/World Refugee Day. Can be used as individual lessons or as a unit of work.

• Related to the framework of the recently introduced National Curriculum.

• Teachers can add their own particular focus to link it with specific subject areas or topics of study.

Edmund Rice Centre
for Justice and
Community Education
15 Henley Road Homebush West  NSW  2140
PO Box 2219  Homebush West  NSW  2140
Phone: (02) 8762 4200  Fax: (02) 8762 4220

Go to www.erc.org.au/Resources_for_Schools/Asylum_Seekers_and_Refugees