The ATESOL NSW Annual General Meeting for 2011 was held on Saturday 12 March. It was followed by a special presentation by Hanya Stefaniuk, Manager, Multicultural Programs Unit, NSW DET. This article summarises some of the key aspects of her 90 minute presentation.

Curriculum development and implementation should start with the child

The presentation began with a short video from YouTube entitled A Vision of K-12 Students Today (www.youtube.com/watch?v=_A-ZVCjW18). The video is part of a project designed to inspire teachers to use technology in order to help students develop higher level thinking skills “in collaborative inquiry-based learning environments”.

The video appeals to educators to provide students with opportunities to think, create, analyse, evaluate and apply their skills, knowledge and understandings in new and engaging ways. An effective curriculum should promote engagement in content material in order to give all students the skills necessary to participate in Australian society.

Why do we need an Australian curriculum?

For Australia to maintain its quality of life and presence at an international level, education is the key driver to productivity and competitiveness on the world stage. For this to be achieved the curriculum students partake in must be focused on higher order thinking and lifting the achievement of all Australian students. Through combining the efforts of all states and territories greater attention can be given to skills, knowledge and capabilities necessary for students to participate in a globalised and information-rich world and a greater sharing of high-quality resources.

A curriculum entitlement for all can be assured.

The blueprint for a national curriculum is outlined in the Melbourne Declaration on Educational Goals for Young Australians. The Declaration defines the broad areas on what should be valued and taught in schools across Australia. It has two clear goals:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians will become:

- successful learners
- confident and creative individuals
- active and informed citizens.

...continued page 7
Welcome to the first Newsletter of 2011.

Our Annual General Meeting for 2011 was held on Saturday 12 March. Despite the low attendance we are pleased to announce that all executive positions on Council have been filled and that Robert Jackson has been re-elected as President.

This issue features highlights from the presentation given immediately after the AGM by Hanya Stefaniuk, Manager of the Multicultural Programs Unit within NSW DET. Hanya gave a comprehensive lecture on the relationship between ESL and the new Australian Curriculum. The topic is significant for all teachers within the school sector, but all TESOL practitioners will welcome ACARA’s recognition of the needs of English as an Additional Language/Dialect (EAL/D) learners. I hope you enjoy the opportunity to learn more about the Australian Curriculum and to reflect on its impact for all involved in TESOL.

Our professional learning program has commenced for 2011 with an HSC English (ESL) workshop in February and Our Favourite Lessons, the popular sharing session for teachers, in March. Information and ideas from our workshops will be reported in future Newsletters; please feel free to send in any of your own favourite ideas, lessons and strategies to share with other ATESOL members.

From the Editor’s Desk
Gill Pennington

ATESOL NSW INC – COUNCIL MEMBERS 2011

<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
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<th>FAX</th>
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<tbody>
<tr>
<td>President</td>
<td>Robert Jackson</td>
<td>0414 554 216</td>
<td></td>
<td><a href="mailto:robert.jackson44@hotmail.com">robert.jackson44@hotmail.com</a></td>
</tr>
<tr>
<td>Vice-president</td>
<td>Gill Pennington</td>
<td>0402 104141</td>
<td></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>0422 989 838</td>
<td></td>
<td><a href="mailto:besswassman@yahoo.com">besswassman@yahoo.com</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Kathy Rushton</td>
<td>0437 135 128</td>
<td></td>
<td><a href="mailto:krushton@tpg.com.au">krushton@tpg.com.au</a></td>
</tr>
<tr>
<td>Treasurer and Public Officer</td>
<td>Connie Mudge</td>
<td>0419 232 662</td>
<td>9793 4938</td>
<td><a href="mailto:connie.mudge@optusnet.com.au">connie.mudge@optusnet.com.au</a></td>
</tr>
<tr>
<td>PD Coordinator</td>
<td>Bess Wassman</td>
<td>0422 989 838</td>
<td></td>
<td><a href="mailto:besswassman@yahoo.com">besswassman@yahoo.com</a></td>
</tr>
<tr>
<td>Council Members</td>
<td>Katherine Brandon</td>
<td>9264 4700</td>
<td></td>
<td><a href="mailto:kathbrandon@englishaustralia.com.au">kathbrandon@englishaustralia.com.au</a></td>
</tr>
<tr>
<td></td>
<td>Sue Bremner</td>
<td>0408 868 638</td>
<td></td>
<td><a href="mailto:SBremner@aisnsw.edu.au">SBremner@aisnsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Maya Cranitch</td>
<td></td>
<td></td>
<td><a href="mailto:m.cranitch@mary.acu.edu.au">m.cranitch@mary.acu.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Elizabeth Hotop</td>
<td>9217 3440</td>
<td>9850 7849</td>
<td><a href="mailto:elizabeth.hotop@det.nsw.edu.au">elizabeth.hotop@det.nsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Marolyn Ninness</td>
<td></td>
<td></td>
<td><a href="mailto:marolyn.ninness@det.nsw.edu.au">marolyn.ninness@det.nsw.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Marina Pearce</td>
<td></td>
<td></td>
<td><a href="mailto:mpearce@optusnet.com.au">mpearce@optusnet.com.au</a></td>
</tr>
</tbody>
</table>

Professional Teachers’ Council NSW

| General enquiries              | 9564 3322 | 9564 2342 | admin@ptc.nsw.edu.au |
| Administration (ATESOL)        | Shreela Pradhan | 9564 3322 | shreela.pradhan@ptc.nsw.edu.au |
| Publications (ATESOL Newsletter) | Jill Sillar | 9564 3322 | jill.sillar@ptc.nsw.edu.au |
| Accounts                       | Mai Mai Lin     | 9564 3322 | maimailin@ptc.nsw.edu.au     |
| Executive Officer              | Kim Tsolakis    | 9564 3322 | kim.tsolakis@ptc.nsw.edu.au  |
| Administration (general)       | Carmel Logalbo  | 9564 3322 | carmel.logalbo@ptc.nsw.edu.au |
Annual General Meeting – 12 March 2011

2010 President’s Report
Welcome and thank you all for your attendance this morning.

In lieu of a guest speaker at last year’s AGM we repeated an EAP workshop which was well received.

We’ve adopted a similar model this year. To follow this meeting we have a presentation from Hanya Stefaniuk, Manager of DET Multicultural Programs Unit, on ‘ESL and the Australian Curriculum’, which promises to be both topical and informative.

In 2009 we also honoured Pat Spring with a Life Membership. I’d like to take this opportunity to recommend a Life Membership for long-serving ATESOL past president Judith Mee who has joined us here today, in recognition of her many years of service to our association, to ACTA, and to our profession.

Professional Development
Our 2010 PD program comprised the following:
• an EAP workshop on 9 March presented by Cintia Agosti and convened by Eva Bernat
• an Adult Grammar workshop on 7 August presented by Marie Stevenson and convened by Marolyn Ninness and Eva Bernat
• a Grammar Workshop for the Early Years (K–3) on 21 August convened by Kathy Rushton
• a Grammar Workshop for the Middle Years (4–8) on 1 September convened by Kathy Rushton
• the HSC English (ESL) Revision Day for students held at the Shore School on 27 September.

2010 ACTA International Conference
ATESOL NSW also made a significant contribution to the second biennial ACTA International Conference held in Surfers Paradise in July. We provided a $15,000 loan to QATESOL, the hosting association, to enable the conference to go ahead, and these monies have been recouped fully along with a share of the conference surplus.

The conference itself was highly successful. The conference title, theme and venue were as follows:


Over 340 delegates attended across the three days, including many ATESOL NSW members, and the conference program included a variety of excellent presentations and workshops from our councillors and members also.

During the first part of 2010, ATESOL NSW had volunteered to host ACTA’s 2012 Conference, and the announcement of the conference venue and theme was made at the conference closing ceremony. Preparations for the 2012 conference are well under way and a detailed conference report will be included in an upcoming edition of our Newsletter.

Events
I had the pleasure of attending the 16th Annual Presidents’ Dinner hosted by the Professional Teachers’ Council NSW at Ryde TAFE on 12 May.

ATESOL NSW was also very pleased to host a book launch on Thursday 22 July. The book, Conversations about Text: Teaching Grammar using Literary Texts, was written by Kathy Rushton and Joanne Rossbridge and published by e:lit, and we congratulate Kathy on this outstanding ESL resource.
Affiliations
During 2010, ATESOL NSW secured a new international affiliation with IATEFL, and we are presently negotiating a mutual arrangement with ThaiTESOL. We maintained and consolidated our other affiliations with the PTC NSW, ACTA, AsiaTEFL and TESOL International (the latter through ACTA).

We also negotiated for reciprocal advertising and conference promotion with English Australia.

External Committees and Consultations
During 2010, ATESOL NSW was represented at AGMET meetings by various councillors. Our ACTA representatives for the year were Kathy Rushton, Bess Wassman and myself. I was also fortunate enough to attend the 35th anniversary celebration of the Ethnic Communities Council of NSW held at Governor Macquarie Tower in Sydney on 24 November at the invitation of NSW Premier, The Hon. Kristina Keneally, MP.

An ATESOL NSW submission to ACARA on the Australian Curriculum K–10 was prepared by Gill Pennington and Connie Mudge. Our councillors also provided substantial input and support for other ACTA consultations, submissions and advocacy initiatives. At a recent meeting the ATESOL council reasserted its commitment to advocate on relevant educational issues – in a forceful and timely manner and without fear or favour – on behalf of our profession and stakeholders.

Resource Production
The ATESOL NSW English (ESL) HSC Trial Examination Paper was again prepared by Judith Mee, Lesley Fitzpatrick and Patricia McMullan.

Newsletter
Four issues of our Newsletter at 20-plus pages each were published, one per school term.

Throughout the year the Newsletter provided an outstanding range of feature articles, conference reports, teaching and online resources, grammar tips, research and academic monographs, conference listings and PD notices, a ‘K-6 Corner’ contributed by Bess Wassman, ELICOS updates provided by Kath Brandon, media releases, TESOL Position Statements, consultation submissions, information about industrial campaigns, Council reports and information, profiles of new council members, correspondence, book and resource notices and reviews, and advertisements.

Congratulations and thanks go to editor Gill Pennington for the high quality of our Newsletter.

Communications
2010 also saw the launch of our new website. The website is updated regularly with current PD information, correspondence, information about advocacy and affiliations, national and international conference listings and links, details of relevant events and celebrations, advertisements, and reports and information from the Newsletter.

We also sent regular e-bulletin to our members throughout the year with notices, reminders and flyers, and we took advantage of the all-schools mailout, PD calendar and faxstream facilities provided by the Professional Teachers’ Council NSW.

Personal thanks
Finally, I would like to express my gratitude to our councillors, PD presenters and helpers. These volunteers are the lifeblood of a professional association and it has been a privilege and a pleasure to work with such a supportive and generous group of people during 2010.

Robert Jackson

The Use of Games in the English Language Classroom
I’m an English teacher with a passion for materials development including the development of language learning games (both on and offline). I’ve come up with a survey to foster greater insight into how games are used in the ESL/EFL classroom. I’d like to invite you to fill out the survey. It’s completely anonymous and takes only a few minutes to complete.

You can view the survey here:
http://neko.ca/survey/index.php?sid=33662

Results will be posted on my website for the curious at – www.neko.ca

Thanks
Brian Grover
Senator the Hon Christopher Evans  
Minister for Tertiary Education  
Minister for Skills  
Minister for Jobs and Workplace Relations  

20 October, 2010

Media release

Language and numeracy skills key to job success

The positive impact of improving literacy and numeracy skills on employment outcomes is highlighted in a report welcomed today by the Minister for Skills, Senator Chris Evans.

The Productivity Commission’s report Links Between Literacy and Numeracy Skills and Labour Market Outcomes confirms previous research findings that improving the English language, literacy and numeracy skills of working age Australians can have a positive impact on an individual’s participation in the labour market and their wage rates.

“This report highlights the importance of the action the Australian Government is taking across all sectors to improve the language, literacy and numeracy skills of Australians,” Senator Evans said.

The report concludes that ‘people with higher skills are more likely to participate in the labour force, be employed in higher-skilled occupations, and earn more, compared to people with lower skills.’

(p 57 Links Between Literacy and Numeracy Skills and Labour Market Outcomes)

“The Gillard Government is committed to economic reform that will drive increases in productivity across the economy. By increasing productivity and workforce participation we will fuel the drivers of sustainable long term economic growth,” Senator Evans said.

“Improving the literacy and numeracy skills of Australians is an important part of that agenda.

“The Gillard Government has also committed funding of $540 million over four years to facilitate and reward the implementation of evidence based strategies that lead to improvements in literacy and numeracy outcomes through the Smarter Schools – National Partnership Agreement on Literacy and Numeracy.

We are also investing $490 million over the next four years to improve the language, literacy and numeracy skills of working age Australians, an increase of around $250 million over the last four years of the previous Government.

Underpinning our commitment to improving foundation skills for working age Australians the Government is developing a National Foundation Skills Strategy for adults in consultation with state and territory governments and other key stakeholders,” Senator Evans said.

Media contact:  
Rhys Davies 0411 138 572  
Karen Brown 0413 080 956
Opening of a new Cambridge CELTA & DELTA centre in Strasbourg, France

Dear IATEFL Associate,

May I draw your attention to the opening of a new centre offering Cambridge CELTA & DELTA teaching qualifications in France. There is a lack of qualified ELT trainers in this part of France and I am trying to encourage people from outside the area to come and train and work here.

We have nearly finished the accreditation procedures with Cambridge ESOL and will be offering the first CELTA in July this year as an intensive four week course. DELTA Module One will be available as a distance learning collaborative wiki as of April. Module Two will be held in Strasbourg and Module Three will, again, be a distance learning option.

I am on the executive committee of the French IATEFL associate, TESOL France, which is why I’m looking to other IATEFL associates to spread the word. If you think your members might be interested could you possibly forward them this email with the attachment?

I hope to meet you in person at the conference in Brighton this year. I will be giving a talk on Teacher Development and I would be more than happy to be able to tell you more about the job possibilities in this region.

Many thanks for your help,

Kind regards,

Jane Ryder
Director
ESOL Strasbourg
Phone internationally through Skype: janeryder67
Phone in France: 0637 43 33 35
jane.ryder@esolstrasbourg.com

An invitation to participate in research – the role of emotional intelligence in the ELT workplace

Denise Murray, former Executive Director of NCELTR and now based in the US, is carrying out research into the role of emotional intelligence in the ELT workplace. Denise writes: ‘Researchers and practitioners in a variety of fields recognize the importance of the human element in the workplace, sometimes referred to as ‘soft skills’, in contrast to more technical or ‘hard skills’. Goleman (1998) defined these soft skills as EI and found this ability critical to effective performance in the workplace. In fact, he found that emotional competence (EI) is twice as important as purely cognitive abilities; consequently, we believe it is important for ELT professionals to know about EI and for researchers who are interested in the topic, such as ourselves, to better understand how the model applies across cultures.’

If you would like to participate in an online survey that will contribute to this research, please go to – www.surveymonkey.com/s/RYTBXP6

Common European Framework of Reference for Languages (CEFR)

As part of the English Profile Project the Centre for Research in English Language Learning and Assessment (CRELLA) at the University of Bedfordshire, UK is conducting research to determine how a new set of ‘Can Do’ statements specifically designed for higher level learners of English should be linked to the levels of the Common European Framework of Reference for Languages. CRELRA is particularly keen to involve those from outside Europe in the study, which you can access at www.surveymonkey.com/s/EPCanDo1
The Australian Curriculum, Assessment and Reporting Authority (ACARA)

ACARA has been charged with responsibility for:

• Developing a national curriculum from Kindergarten to Year 12 in specified learning areas.
• Conducting a national assessment program aligned to the national curriculum that measures students’ progress.
• Ensuring a national data collection and reporting program that supports: analysis, evaluation, research and resource allocation; and accountability and reporting on schools and broader national achievement.


This is the first time a national body independent of states and territories but owned by Federal Government has been given such a role. The ACARA Board membership comprises nominees from each state and territory and is chaired by Professor Barry McGaw. The CEO is Peter Hill.

ESL and the Australian curriculum – politics and history

There is no distinct curriculum within Australia for the teaching of ESL, language learning traditionally placed as part of a broader program of literacy learning. Historically school curriculum has been the platform for both learning and using English as a second language, so the delivery of programs across the states and territories has varied according to local contexts. Furthermore, funding arrangements at a local, state and Commonwealth level have largely determined who is an ESL Learner, who is eligible to receive support, the ways in which ESL has been taught and ways in which school programs which address ESL have been organised.

The variation in ESL delivery is also reflected in the area of assessment. The 1990s saw the development of national statements and profiles across the learning areas. While this broader development was occurring two separate projects were completed which mapped ESL student progress and provided teachers with tools to report on second language learners’ progress in learning English. These two projects resulted in the publication in The ESL Scales and the NLLIA ESL Bandscales.

The ESL scales now inform teaching in NSW, the ACT and Tasmania but are not mandatory; while states such as Queensland have adopted the Bandscales and states such as Victoria and Western Australia have gone on to further develop and map ESL learner progress against their state based syllabuses. What has become evident is that despite the similarity in assessment frameworks there is no national consistency in use, definition of who is an ESL learner or how to assess and report progress ESL student achievement against the curriculum.

New terminology has been introduced in the Australian Curriculum that will have implications for ESL teachers in NSW. English as an Additional Language/Dialect (EAL/D) is used throughout the first four learning areas to refer to “students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency...EAL/D students come from diverse backgrounds and may include:

• Overseas- and Australian-born children 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.”

ACARA has indicated that a “a national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the English learning area for all.”

Evidence based research must be made available to policy makers in order to inform their decisions; at present there is limited research undertaken in Australia on ESL student performance in schools. Collaboration with universities to promote high quality pre-service teacher training and to encourage relevant research in schools should be a priority.
Time frame: Learning areas

Each of the learning areas of the Australian Curriculum will be developed in three phases.

**Phase 1**

English, Mathematics, Science and History. The first phase is complete. For more details – [www.acara.edu.au/phase_1__the_australian_curriculum.html](http://www.acara.edu.au/phase_1__the_australian_curriculum.html)

**Phase 2**


**Phase 3**


Scope of the Australian curriculum

The Australian Curriculum will be implemented across the years of schooling: Years K–2, Years 3–8, Years 9–10, Senior secondary years of schooling. The curriculum seeks to meet the needs of all students, including students with special education needs and students for whom English is another language or dialect.

Structure of the Australian Curriculum

Space does not permit a full description of the structure of the curriculum. It can be accessed through the ACARA website at [www.australiancurriculum.edu.au/Home](http://www.australiancurriculum.edu.au/Home)

Implementation of the Australian Curriculum

Each state will determine the implementation schedule provided the K–10 curriculum is implemented by 2013. The implementation depends on:

- the extent of difference with existing curriculum
- alignment with existing credentialing arrangements.

In NSW, a joint Memorandum to Principals and Stakeholders in November 2010 described substantial implementation from 2013.

Catering for students learning EAL/D in the Australian Curriculum

Standard Australian English is essential for success in Australian schools. Many students in Australian schools are learners of English as an additional language or dialect (EAL/D) whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D students do well in school, there is a significant group of these learners who are performing well below the national average and who leave school without having achieved their potential.

The objectives of the Australian Curriculum are ultimately the same for all students. However, EAL/D learners must reach these objectives while simultaneously learning a new language and learning content and skills through that new language. The Australian Curriculum: English does not describe either the process of language development as it occurs for EAL/D learners, or pay attention to the parts of language that second language learners find challenging.
This will be addressed through a national EAL/D document. A working group has been established to provide advice on what additional actions ACARA should take to ensure that the Australian curriculum meets the needs of every student for whom English is an additional language or dialect. It comprises ten people with two nominees from ACTA and experts from around the country who can represent the views of stakeholders and needs of EAL/D learners.

The working group will aim to:

• Review all learning areas F–10 to ensure needs of EAL/D learners are being met
• Write clear statements about language needs of students with an EAL/D background for inclusion in the Australian Curriculum
• Identify the language skills and literacy demands at each year level for each learning area via on-line annotations to curriculum documents
• Demonstrate responses of EAL/D students to curriculum tasks via work samples
• Strengthen the general capability of Intercultural Understanding
• Prepare a national EAL/D support document for a mainstream audience that enables a shared understanding of the language progression of EAL/D learners and demonstrates how this bridges to the Australian Curriculum in all learning areas.

Conclusion – What does this mean for ATESOL?

The creation of an Australian Curriculum provides an opportunity for ATESOL organisations to:

• renew the profession and lead the country
• position ESL teachers as experts, coaches and mentors of classroom teachers
• influence pre-service TESOL courses provided by universities
• play a role in designing standards for recognition as ESL experts
• continue to refine the nature of the professional learning program provided to ESL and classroom teachers
• play a key advisory role on the future direction of Australian Curriculum with particular reference to learning, assessment and reporting needs of EAL/D students.

>You are important to us!

If you have not yet renewed your membership for 2011, please do so now. You will find a membership renewal form on the back cover of this issue.

You will continue to receive:

- Discounts on all professional development workshops
- Discounted conference registration fees
- Four informative newsletters annually
- Eight e-bulletins a year
- Two issues of TESOL in Context journal
- Good fellowship and collegial support.

All enquiries to PTC NSW on (02) 9564 3322 or admin@ptc.nsw.edu.au
2010 was a year of rebuilding and making links for our Council. The second biennial ACTA international conference was held in July 2010, and a number of detailed and important consultation documents were compiled and published. We continued to provide input and advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA), the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), the Australian Institute for Teaching and School Leadership (AITSL), the National Education Forum (NEF) and TESOL International. A considerable effort was made during the year to maintain ACTA’s financial solvency and to assure the budgetary viability of the Council for the future.

2010 ACTA International Conference

ACTA convened its second international TESOL conference at the Surfers Paradise Holiday Inn on Queensland’s Gold Coast from 8-10 July. Entitled ‘Redefining “TESOL” for the 21st Century: Language learning and teaching for the future’, the conference was hosted by QATESOL and underwritten financially by ATESOL NSW and QATESOL. Laraine Goldman was the conference chair. The keynote speakers were Professor Chris Davison, Professor B Kumaravadivelu, Associate Professor Angel Mei Yi Lin, Professor Allan Luke and Professor Martin Nakata.

The conference was well received with approximately 350 delegates in attendance over the three days, 45 high-quality conference sessions presented including keynote and plenary addresses, lectures, workshops and colloquia, and the participation of a range of exhibitors and sponsored trade displays. The conference budget realised a surplus of in excess of $41,000.

Building on an initiative of its inaugural international conference held in Alice Springs in 2008, ACTA also hosted a meeting of state and territory ESL program and curriculum managers at the conference and reasserted its role in providing a conduit for all states, territories and sectors to address issues of concern at the federal level.

A reciprocal complimentary registration arrangement was negotiated with English Australia. Katherine Brandon, the Professional Support and Development Officer for English Australia, attended the ACTA Conference as our guest, and Helen Byrne, President of QATESOL, attended the English Australia conference at the Gold Coast on 16–18 September as the ACTA representative.

2012 ACTA International Conference

Continuing a tradition established at Alice Springs in 2008, the date, venue and theme for the 2012 ACTA International Conference were unveiled on the final day of the 2010 conference. To be hosted by ATESOL NSW at Cairns Convention Centre from 2–5 July 2012, the conference title is ‘TESOL as a Global Trade: Ethics, Equity and Ecology’ and it will feature a one-day pre-conference Pronunciation Symposium.

Preparations and publicity for the 2012 conference and symposium are already well under way, and a number of high profile international keynote speakers have been confirmed.

Communications

Our Executive Officer, Sophia Sabatier, announced her resignation prior to the 2010 AGM on 11 February and a decision not to readvertise the position was subsequently taken by councillors in acknowledgement of ACTA’s ongoing budgetary constraints. This vacancy necessitated that members of the ACTA Executive and the state and territory councillors undertake the administrative duties previously carried out by the Executive Officer. To this end, the efforts of our office bearers in particular – vice president Helen Moore, treasurer Jennifer Mayers and secretary Adriano Truscott – have been greatly appreciated. Sophia continued to support the Executive during the transitional period and has been able to assume her place as an active and valued member of our Council in 2010.

National teleconferences were held on 25 March and 27 May to facilitate the work of the Council. A face-to-face councillors’ meeting addressing strategic planning, advocacy initiatives, and budgetary and administrative matters was held after the close of the ACTA conference in Surfers Paradise on 10 July. Following this, and in light of the abovementioned financial considerations in particular, a move to the free webconferencing system Elluminate was trialled for our Council meetings on 23 September and 25 November.
VicTESOL president Mairead Hannan coordinated and moderated those two meetings, and councillors have agreed to persevere with web-based conferencing for our general meetings in 2011.

Working groups were established during the year in order to ensure that consultations and other initiatives of the Council were truly representative and transparent, and planning, discussion and drafting of responses was carried out via email. Care was taken to consult widely and seek endorsement from representatives from all state and territory associations prior to the submission or publication of any document or response under ACTA letterhead.

In order to streamline communications within the Council, an occasional e-bulletin comprising messages and notices, relevant news reports and press releases, correspondence, conference announcements and other items of interest was compiled and sent to councillors throughout the year for their information and distribution more widely through local and regional networks. The exchange of newsletters and current editorial and administrative contacts has resulted in a sharing of articles, resources, professional development ideas and other information between the state and territory associations. Regular updates were made to the ACTA website throughout the year, and all of the consultation documents produced by the Council in 2010 were made publicly available on our website in pdf format.

An additional email database of the ESL program and curriculum managers who attended the ACTA meeting in Surfers Paradise was created through which ACTA was able to disseminate information and meeting notes from the ACARA EAL/D Advisory Group and other relevant information.

Liaison between ACTA and our sister organisations the Applied Linguistics Association of Australia (ALAA), the Australian Linguistic Society (ALS) and English Australia resulted in several significant collaborations and mutually beneficial partnerships. ACTA was also invited to provide information and advice to TESOL International during the year on relevant local and regional issues and initiatives. In her role as Chair of the TESOL International Affiliate Leadership Council, former president Misty Adoniou has been ACTA’s representative at the annual TESOL Convention over a number of years, and her support and diligence have been invaluable in promoting our Council and its initiatives, and in keeping our members apprised of issues, initiatives and opportunities arising at the international level.

Finally, following an invitation from ISA Media Ltd to contribute, ACTA produced a 1500-word feature article promoting the benefits of studying English in Australia to be included in i-studentadvisor: The Subject Guide 2011/2012. This hard cover book has been designed as a comprehensive guide to different study options around the world and the print run will extend to 10,000 copies. It will be distributed widely to tertiary advisors and counsellors, leading educationalists and at international conferences and conventions.

**TESOL in Context**

Two issues of ACTA’s refereed journal *TESOL in Context* were presented to our members during 2010 and agreements were finalised with ERIC and EBSCO to have our journal made available through their online databases.

Issue 19.2 of *TiC* was edited by Toni Dobinson and Katie Dunworth from Curtin University in Western Australia and published in December 2009, while issue 20.1 was edited by Russell Cross, Mairead Hannan (guest co-editor) and Jenny Miller in Victoria and published in September 2010. Samantha Hornby from Curtin University continued in her role as editorial and administrative assistant to the journal.

Discussions about the feasibility of and processes for transforming *TiC* into an online publication, either wholly or partially, have been inconclusive. Continued copyright payments for the reprinting of *TiC* articles have been welcome, and the profile and high quality of our journal should not be underestimated as a significant source of membership revenue to ACTA.

In 2011 the editors and ACTA councillors will continue to promote and market *TiC* both nationally and internationally. This impetus will help to sustain and expand ACTA’s academic profile, increase both the quantity and quality of scholarly contributions to the journal, and guarantee ongoing copyright income.

**Australian Curriculum**

Much of the Council’s energy in 2010 was again devoted to commenting on and participating in the development of the Australian Curriculum. ACTA and its constituent state and territory associations were active in compiling and submitting written consultation responses to both the K–10 and Senior Secondary drafts and have been represented at various ACARA forums and meetings throughout the year.

Comprehensive responses were prepared and submitted by ACTA to ACARA on the draft K–10 Australian
Curriculum in English, history, mathematics and science (30 May) and the draft senior years English Curriculum (5 August).

As a direct result of ACTA’s work in consulting and collaborating with ACARA (and its previous incarnation as the National Curriculum Board) over a number of years, an EAL/D Advisory Group was formed in January 2010 to oversee the inclusion of statements relating to the needs and diversity of EAL/D learners in each of the Australian Curriculum documents, and the development of additional EAL/D support materials to be provided on the ACARA website. ACTA was invited to nominate two representatives to this EAL/D Advisory Group and has taken a prominent role in the development and review of these curriculum resources. During the year, ACTA councillors Misty Adoniou and Sophia Sabatier were appointed by ACARA as the chief writers of the EAL/D support documents for the Australian Curriculum.

National Professional Standards for Teachers

Throughout 2010 ACTA continued to provide input and advice to AITSL (formerly Teaching Australia) on the National Professional Standards for Teachers. Vice president Helen Moore attended the Professional Association Consultation Meeting in Canberra on 21 April and a detailed ACTA response to the draft paper was submitted on 21 May. Subsequently, Helen attended the Key Stakeholder Forum in Melbourne on 21 June; Khalin Driver attended the Validation Focus Group in Western Australia on 16 September; and Misty Adoniou from the ACT and Wayne Bariolo from Western Australia attended the National Validation Forum in Brisbane on 30 November as ACTA’s representatives.

ACTA’s continued participation in the consultation and validation phases has ensured that the specific needs and interests of our key stakeholders – learners of English as an Additional Language or Dialect (EAL/D) and their teachers, families and communities – are adequately represented and catered to by the National Professional Standards.

Other advocacy initiatives

ACTA vice president Helen Moore coordinated the preparation and writing of responses to the Stage 2 Consultation Draft of the Indigenous Education Action Plan 2010–2014 (3 March) and the Senate Education, Employment and Workplace Relations Committee inquiry into the administration and reporting of NAPLAN testing (28 June). Both responses were presented as joint submissions from ACTA, ALAA and ALS. The joint response to the Draft Indigenous Education Action Plan was also accompanied by a letter of support from Professor Joseph Lo Bianco, President of the Australian Academy of Humanities (AAH).

ACTA provided feedback on the draft National Plan for Languages Education in Australian Schools 2009–2012 (22 March). ACTA secretary Adriano Truscott attended a consultation meeting on the Languages Plan in Sydney on 25 October.

Immediate past president Rosie Antenucci attended the NEF forum in Adelaide on 27 February as ACTA’s representative.

Concluding comments

Looking ahead to 2011 and beyond, it will be essential for us to sustain and capitalise on the positive momentum which the Council has been able to achieve during 2010. However, we must be careful to exercise our vigilance and our prudence in equal share – in terms of the duty we have to advocate on behalf of our stakeholders and the necessity to work in respectful collaboration with government agencies and officials in order to do so. It is in a similar vein that we should look towards ACTA’s fiscal obligations also and, indeed, to all of our collegial relationships and interactions.

I take this opportunity to thank our office bearers, councillors, working party members and all the friends of our Council and our profession who have assisted ACTA in its work during the year. I would also like to pay special tribute to my predecessors in this position – Andrea Harms, Misty Adoniou and Rosie Antenucci – whose efforts and enthusiasm have ensured that our Council has remained a strong and vibrant organisation, and a force to be reckoned with for many years to come.

Robert Jackson, ACTA President
9 February 2011

2011 ACTA Executive

Congratulations to the ACTA Executive members elected at the 2011 AGM held on 10 February:

President – Robert Jackson (NSW)
Vice president – Helen Moore (ACT)
Treasurer – Jennifer Mayers (ACT)
Secretary – Adriano Truscott and Sophia Sabatier (WA)
ELICOS Update – March 2011

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.

English Australia Conference – Call for Papers now open

The Call for Papers is now open for the 2011 English Australia Conference, to be held in Adelaide from 22 – 24 September. English Australia is planning a program that will benefit all those who work in ELICOS: teachers, teacher trainers, managers, marketers and student support staff.

The Call for Papers closes on 29 April, so go to www.eaconference.com.au for details on how to submit your abstract online. Conference registration will open shortly.

NEAS ELT Management Conference

The National ELT Accreditation Scheme (NEAS), the independent body responsible for accrediting all ELICOS providers, is holding its annual ELT Management Conference at the Swissotel in Sydney in May. Teachers, managers, independent experts and representatives of peak bodies and government organisations join Rob Lawrence, Simon Marginson and Adrian Doff as speakers in a program that covers regulatory requirements; performance management and professional development; curriculum development; using technology; marketing; and much more. Go to www.neas.org.au for more information.

Action Research in ELICOS

Following a successful pilot program in 2010 eight teachers from ELICOS colleges in Perth, Melbourne and Sydney have been selected to participate in this year’s English Australia/Cambridge ESOL Action Research in ELICOS program. The teachers will attend an introductory workshop with Professor Anne Burns in early April to learn more about what’s involved in action research and to focus on their areas of interest, which include investigating Arabic students’ reading skills; raising learners’ awareness of pronunciation; using assessment rubric as an explicit teaching tool; developing independent learning skills and using blogs in assessment.

Information about action research and about the 2010 program can be found at the English Australia website, www.englishaustralia.com.au.

NSW International Student Festival

Sunday 6 March was the date of the inaugural NSW International Student Festival, held at Darling Harbour, Sydney. The festival was an initiative of the Premier’s Council on International Education, set up in 2010 in response to the need to provide a safe and secure environment for international students in NSW and to enhance their experiences.

The festival featured music and an international food fair, and awards were presented in four categories of NSW International Student of the Year. Winner of the English language category was Guilhemina (Amina) de Araujo, who came from East Timor to study at Navitas City Centre last year. Amina is committed to helping East Timor become a better place by strengthening education and employment opportunities for women. She intends to enrol in a business degree at an Australian university in the near future.

ELICOS student numbers

ELICOS numbers declined in 2010 compared with the 2009 peak which followed five years of strong growth. All other international education sectors also showed declining numbers apart from higher education, which is holding on with just 1% growth. English Australia is working collaboratively with other international education peak bodies and government departments to develop strategies that will address this decline and ensure all is being done to promote Australia as a safe, accessible country with high quality English language programs and services.

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

English Australia is the national peak body and professional association of institutions offering ELICOS. For more information on ELICOS, including details of professional development workshops, go to www.englishaustralia.com.au.
Australia’s Multicultural Policy

The Australian Government has released a new multicultural policy document entitled *Australia’s Multicultural Policy*. The new publication draws on the Australian Multicultural Advisory Council’s advice and recommendations to government of April 2010. It covers such topics as:

- Australia’s Multicultural Policy Principles
- Rights and Responsibilities
- Australia’s Multicultural Future
- Key Initiatives:
  - Establishment of the Australian Multicultural Council
  - National Anti-Racism Partnership and Strategy
  - Strengthening Access and Equity
  - Multicultural Arts and Festivals Grants
  - Multicultural Youth Sports Partnership Program.


Australia’s Multicultural Policy Principles

Principle 1: The Australian Government celebrates and values the benefits of cultural diversity for all Australians, within the broader aims of national unity, community harmony and maintenance of our democratic values.

Diverse cultural expression enriches all Australians and makes our multicultural nation more vibrant and creative. An enduring theme of Australia’s multicultural policy is that everyone belongs. We celebrate diversity and recognise that expressions of diversity sit within Australia’s national legal framework.

Principle 2: The Australian Government is committed to a just, inclusive and socially cohesive society where everyone can participate in the opportunities that Australia offers and where government services are responsive to the needs of Australians from culturally and linguistically diverse backgrounds.

Australians from all backgrounds will be given every opportunity to participate in and contribute to Australia and its social, economic and cultural life. Australians from all backgrounds are also entitled to receive equitable access to government services. The Government will strengthen its access and equity policies to ensure that government programs and services are responsive to the needs of Australia’s culturally and linguistically diverse communities. Australia’s multicultural policy aligns with the Government’s Social Inclusion Agenda where Australians of all backgrounds feel valued and can participate in our society.

Principle 3: The Australian Government welcomes the economic, trade and investment benefits which arise from our successful multicultural nation.

Immigration brings much needed skills and labour. It has also given us energy, ingenuity and enterprise. Immigration and cultural diversity have created economic renewal and prosperity in our communities. Our trade relations have been strengthened, our business horizons broadened and we have become more open to the world. Our diversity of cultures and our multilingual workforce give Australia a distinct competitive advantage in the global economy.

Principle 4: The Australian Government will act to promote understanding and acceptance while responding to expressions of intolerance and discrimination with strength, and where necessary, with the force of the law.

Racism and discrimination affects people’s health and wellbeing and denies people fair access to opportunities and services. The Australian Government opposes all forms of racism, discrimination, intolerance and prejudice. The Government has in place anti-discrimination laws and is committed to measures which counter racism and discrimination.
This addition of K–6 Corner looks at several different strategies that I have found useful in developing vocabulary. Word choices can set the tone of a text. It is important to provide students with opportunities to learn and explore these choices while also experimenting with and evaluating their own word choices. The following activities can be adapted for different subjects and years.

**Prediction Cloze**

Students are provided with a text where specific words have been omitted. Teachers can choose a specific focus, for example modality or evaluative vocabulary in a persuasive text. In pairs or small groups, students must read the given text and predict possible words that will complete the sentences or phrases. In some cases, it may be necessary to provide clues to the type of words that will fill in the blank. Completing the activity with other students allows discussion and negotiation about possible answers. Once the original words are displayed, students can also discuss the author’s word choices, their effect on the reader and make comparisons with their own words.

**Synonym Cloze**

The synonym cloze also encourages students to expand their vocabulary. In pairs or small groups, students are again given a text where specific words (for example, descriptive words or new vocabulary) are omitted. Instead of predicting, they are given a word with the same meaning as the word that completes the sentence or phrase. Students must then choose a synonym that will also complete the sentence or phrase. These synonyms can either be provided and students must successfully match them, or students can come up with their own.

**Cline**

Clines explore word relationships as well as again, encouraging student discussion about word choices. Here, students in small groups place words along a continuum and order them. For example, in the example below, students can explore different words for speed of movement. Provide students with the cline and the different words to place along the continuum. Discuss as a class the different choices and ask students to justify their placements.

**Reading**

For further reading on a range of ideas on how to encourage vocabulary development, Paul Dufficy’s *Designing learning for diverse classrooms* (2005) is a great resource.

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**Fastest**

- shuffle
- run
- march
- dart
- scamper
- walk
- dawdle

**Slowest**
The Australasian Education Directory is now available online, FREE of charge

Launched in December 2010, the new online AED was developed by librarians at Cunningham Library, Australian Council for Educational Research (ACER) in cooperation with colleagues from the New Zealand Council for Educational Research (NZCER). It replaces the print version of AED, which is no longer being produced.

This free directory identifies and groups, by category, educational organisations throughout Australia and New Zealand. It contains links to the websites of educational organisations in a broad range of categories listed below.

AED Features:
- Ministries, education departments and government education authorities
- Non-government authorities
- Universities/higher education institutions
- TAFEs, polytechnics and training institutes
- Aboriginal and Torres Strait Islander education
- Maori education
- Early childhood education
- Religious education authorities
- Adult, community and migrant education
- Associations in education

The online version of AED is easy to navigate and features a number of search options to target results. You will also find a number of useful links listed on the AED homepage.

To search AED, please visit: http://opac.acer.edu.au:8080/aed/index.html

To contact AED email: aed@acer.edu.au

Katie McDowell (Mondays and Thursdays). Telephone: +61 3 9277 5405

ACER’s Cunningham Library encourages you to experience AED online and welcomes your feedback.
METEN

METEN is an English training organisation with over 17 schools in operation throughout China. We are constantly expanding our organisation and we are always looking for talented and experienced Native English speakers to come join our organisation as Native English Teachers.

Our English website contains information on our schools. Outlined below are the requirements for teachers and the salary packages that we offer.

Requirements:

- Native English speaker from (US, UK, Canada, Australia, New Zealand and South Africa)
- Degree holder
- TEFL/TESOL/CELTA certificate
- Criminal record free
- Healthy condition
- Have graduated at least two years before the actual signing of the contract with METEN.

Salary package:

- 5000–7000 RMB per month depending on work location. This is internship period salary (6 months). An increase of 30–40% on the salary can be expected after the internship period.
- 1000–2000 RMB per month accommodation allowance depending on work location.
- 500 RMB per month airfare reimbursement
- Medical and Accidental Insurance provided
- Salary increase scheme per half year
- Internal training

Please let me know if you need any other information. Thank you for your time.

Kind regards,
Stanley Wen
Foreign affairs supervisor METEN
Chinese website: www.meteni.com
English website: www.meteni.com/english
Mobile: 86 134 80813686, Tel: 86 755 23963215
Fax: 86 755 23963606, Email: Stanley_wlz@meteni.com

TutorABC

TutorABC, the largest online ESL organisation in Asia, is looking for TEFL/TESOL qualified English teachers to teach students of English as a second language.


Jane Wu
Academic Coordinator, Global Teaching Resources
TutorABC Inc.
Tel: +886 4 22610126 ext 204/301
Fax: +886 4 22610109
www.tutorabc.com/-index.asp?language=en
www.columbia.com.tw
www.tutorming.com
www.tutorabcjr.com
CONFRONTING 21ST CENTURY INEQUALITIES: TOWARDS MORE JUST SCHOOLS AND SOCIAL SERVICES

Opening Address: The Hon Tanya Plibersek MP

Keynote: Reaewyn Connell, The University of Sydney

SCHOOLS AND SOCIAL JUSTICE IN THE 21ST CENTURY

As long as we live in an unequal society, there will be questions about the connection between schools and social justice. Social science has gathered a wealth of knowledge about this issue, but the knowledge is not always used. At this moment, social justice seems to be an inconvenient question. Yet the major structures of social inequality – class, gender, colonization – are still present. These are not static, but living structures that constantly produce new effects in economy, culture, and social power – and all are intertwined with education. So are the processes that marginalize people on grounds of disability, sexuality, or ethnicity. In the 21st century we see inequalities produced in new social arenas. These include the trans-national arenas of the world economy, the effects of the neoliberal dominance of politics, new communication technologies and networks of social relations, and arenas of environmental injustice. Questions for teachers (and educational policy makers) arise across this spectrum. What would a socially just curriculum look like? How can we abolish institutional hierarchies in education? What is socially just practice in the contemporary classroom? Australian education will be profoundly shaped by the answers we give to these questions – or our failure to answer them.

Keynote: Ross Homel AO, Griffith University

THE PATHWAYS TO PREVENTION PROJECT

Children’s development is influenced by many contexts and institutional settings, including families, schools, childcare centres, churches, and ethnic community groups. Positive development is more likely when the developmental system that shapes these settings and their interconnections works in a manner that enriches children’s environments and their access to resources. The capacity to work across contexts and maintain integrated systems of support for development is particularly important for children who experience family adversity and various forms of social and economic disadvantage that are known risk factors for healthy development. The Pathways Project has evolved since 2001 as a comprehensive service offered through a partnership between national community service agency Mission Australia, seven local primary schools and Griffith University, in several ethnically diverse, socially disadvantaged, and high crime Brisbane suburbs. Within its universal focus, the Pathways model emphasises comprehensive and integrated practice that supports development in a holistic way.

Keynote: Peter Freebody, The University of Sydney

NOT BY SCHOOLLING ALONE: SERVICE COLLABORATION IN INEQUITABLE TIMES

Current economic conditions and political forces have intensified economic inequalities and access to quality services and supports in Australia. At the same time fragile status of agenda relating to equality, equity and social justice in the service and education sectors has existed over the last three decades in Australia. This means that only highly proactive and coordinated efforts on the parts of researchers, policy makers and practitioners can re-establish a sense of the significance and value of equity as a set of public discourses, commitments and activities. Professor Freebody will use this backdrop to summarise and draw out the major themes arising from the day’s discussions. He will also draw on the extended, on-going OECD future-of-schooling scenarios to put the argument for a widespread, cross-agency, cross-community movement around equity, inclusion, and social justice. Such a movement is crucial at a time when social divisions seem to be intensifying, when young Australians, particularly those in poor, migrant, Indigenous and remote communities, face increasingly complex, uncertain and challenging circumstances.

Concurrent workshops and papers:

Dorothy Bottrell, Kelly Freebody & Susan Goodwin, The University of Sydney

SCHOOL–COMMUNITY ENGAGEMENT FOR EQUITY

Jon Callow, University of Sydney & Geoff Munns, University of Western Sydney

TEACHERS FOR A FAIR GO – ENGAGING STUDENTS IN POVERTY

Margaret Clark, Australian College of Educators

RECLAIMING THE LANGUAGE OF THE NEO-LIBERAL EDUCATION AGENDA

Denise Lynch, The University of Sydney

REFUGEE CHILDREN IN THE AUSTRALIAN CONTEXT
April
8–10 (Central and South America) URUTESOL, “Redesigning Teaching for the 21st Century,” Montevideo, Uruguay. Email: urutesol@gmail.com Web: www.urutesol.org
12–15 (Asia and Oceania) Penang English Language Learning & Teaching Association (PELLTA), “Going Global: Teaching & Learning English in the 21st Century,” Bayview Hotel, Georgetown, Penang, Malaysia. Email: pelletpenang@yahoo.com Web: www.elton.webs.com
18–20 (Asia and Oceania) 23rd Argentina TESOL, “Celebrating Professionalism in TESOL,” Buenos Aires, Argentina. Email: alwarlock2000@yahoo.fr Web: www.matsol.org
27 (Europe and Eurasia) 1st International Conference in TESOL “Combining Theory and Practice; the Search for New Perspectives”. Yasar University School of Foreign Languages, Izmir, Turkey. Email: ipiek.tanik@yasar.edu.tr Web: http://elt2011.yasar.edu.tr
May
5–7 (North America) 2011 MATSOL Spring Conference “One Size Doesn’t Fit All: Meeting the Needs of Diverse Learners” Four Points Sheraton, Leominster, Massachusetts. Web: www.matsol.org
6–7 (Central and South America) 23rd Argentina TESOL “Celebrating Professionalism in TESOL,” Buenos Aires, Argentina. Web: www.artesol.org.ar
June
23–24 (Central & South America) MATE-TESOL “Lessons Learned from Teaching: Challenges and Rewards,” Haitian-American Institute, Port-au-Prince, Haiti. Email: alwarlock2000@yahoo.fr
July
8–9 (Asia and Oceania) TESOL Symposium, “Sustainable Teacher Development Through Innovative Teaching and Research,” Beijing University, Beijing, China. Email: edprograms@tesol.org Web: www.tesol.org/s_tesol/sec
ATESOL (NSW) Inc is a professional Teachers Association formed in 1970. It has a membership from early childhood to tertiary, adult, community and ELICOS. It also caters for colleagues in the related areas of Aboriginal and Maori education, bilingualism, linguistics, community and foreign language teaching.

ATESOL (NSW) Inc is affiliated with the Australian Council for TESOL Associations (ACTA) and TESOL International. It aims to strengthen the effective teaching and learning of English while respecting individuals’ language rights.

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
The Editor, ATESOL (NSW) Inc
PO Box 223, Leichhardt NSW 2040
Phone: 02 9564 3322
Fax: 02 9564 2342

Deadline for Issue 2 2011
Friday 20 May

Advertising rates for 2011 – 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

Website: www.atesolnsw.org