

2022

ACTA INTERNATIONAL CONFERENCE

PUSHING THE BOUNDARIES

26-28 September 2022 | Hilton Brisbane

Abstracts Booklet

ACTA 2022

Brisbane, Queensland, Australia

**Australian Council of TESOL Associations
International Conference 2022**

Pushing the Boundaries

26-28 September 2022

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ACTA 2022

Keynote Presentations

Keynote Address

Monday 26 September 2022, 8:55am – 10:00am

Professor Ee Ling Low

National Institute of Education (NIE), Nanyang Technological University (NTU)

Professor LOW Ee Ling is Dean, Academic and Faculty Affairs and is a Professor of Education (Applied Linguistics and Teacher Education) at the English Language & Literature Academic Group at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore. She obtained her BA (with Direct Honours) from the National University of Singapore (NUS), an M.Phil and a PhD in Linguistics (Acoustic Phonetics) from the University of Cambridge, UK under the NTU-NIE Overseas Graduate Scholarship. She is an internationally renowned expert in pronunciation research in relation to World Englishes and Applied Linguistics.

Presentation Title: Pushing the Boundaries Of EIL Pronunciation Research and Practice: The Need For A Third Praxis?

Research has seen a growing recognition of the crucial role that pronunciation plays in learning English as an International Language (EIL), in effective communication and its close link to other aspects of language learning such as listening, speaking and vocabulary development. EIL students also increasingly place a high priority on mastery of English pronunciation from which they can gain confidence and this helps them to learn other English competency skills. With the Fourth Industrial Revolution (4IR) along with the accompanying technological advancements, and our increasingly globalised and interconnected world, effective communication in EIL must take into account the multicultural identify of its users. Teachers of EIL may now take advantage of 4IR affordances and online multimedia, such as apps, songs (e.g., mp3s) and podcasts through iTunes or Play Store, online tutorials (e.g., YouTube), digital audiobooks, and many others. In fact, multicultural learning of EIL pronunciation on multimedia platforms would also include multidisciplinary content (e.g., listening to a highly effective Asian communicator speaking in English on a YouTube channel and teaching on finance). With 4IR, EIL instructors can now curate the environment to best help improve the communicative effectiveness of EIL students. The ramifications of the Pandemic include home-based and a much greater reliance on virtual learning platforms and EIL Instructors have been forced to reconsider how to redesign their online learning environments in order to keep learning uninterrupted amidst perennial border and school closures. This keynote presentation pushes the boundary of current EIL thinking by first arguing for a strong research-to-practice nexus. It discusses the current issues concerning EIL pronunciation modelling and theorising, and provides an articulation of the pertinent issues surrounding the global spread of English and its theoretical development. It will then consider EIL research issues and implications on pronunciation practice with evidence and insights provided from the Kachruvian outer and expanding circle varieties that promote the idea of learning EIL through the lens of multiculturalism. It then posits a third praxis which is the real world eduscape-research-practice nexus that must guide teaching and learning. This praxis is not linear and will necessitate non-linearity in applying real world realities to practice urgently. Finally, the keynote proposes how Gardner's (2008) Five Minds for the Future for EIL pronunciation teaching and postulates the necessity of a sixth and seventh mind to navigate EIL teaching and learning in the post-pandemic era.

Keynote Address

Tuesday 27 September 2022, 9:05am – 10:00am

Associate Professor Russell Cross

Melbourne Graduate School of Education, Australia

Russell is Associate Dean for Research at the Melbourne Graduate School of Education, where he previously co- led the MGSE Academic Group for Languages and Literacies Education. His own research focuses on the sociocultural and political nature of teachers' work from a Vygotskian perspective, particularly as it relates to teachers' professional knowledge, practical expertise, and learning in languages education. This sociocultural orientation to teacher knowledge and practice informed his work as a Chief Investigator with Trevor Gale and Carmen Mills on the Australian Research Council's national discovery project, Social justice dispositions informing teachers' pedagogy in advantaged and disadvantaged secondary schools and, with Kim Bower, Do Coyle, and Gary Chambers, he recently released *Content and Language Integrated Teaching: CLIL in Practice* through Cambridge University Press. His work has appeared in *Modern Language Journal*, *J Teacher Education*, and *Language Teaching Research*, among others, and is former co-editor of *TESOL in Context* where he remains on their Editorial Board.

Presentation Title: Pushing the pedagogical boundaries: New tools to forge new approaches to TESOL

One of the greatest challenges in any attempt to 'push new boundaries' in TESOL lies with limitations in the tools we have available to do so. In particular, the ways that we have had to understand and think about pedagogy for the last 20+ years on which the profession has had to rely, and especially the language for the pedagogical tools and frameworks we use to describe and explain our 'trade'.

Once innovative, the rise of 'communicative language teaching' since the 1980s, following Hymes' proposition in the early 1970s of 'communicative competence' being the ultimate goal for languages learning, has left us now too comfortable with fundamental assumptions that we now just accept as ways to understand, and 'do', language teaching. New technology, tools, and texts might come and go—and contexts for curriculum and policy can (and do!) constantly change—but the core of TESOL practice, and our focus on developing our students' "communicative competence" to become confident and proficient speakers, writers, readers, and listeners of English as an Additional Language—is an overriding constant. As EAL educators, that is the bread and butter of our profession. That bread and butter is, however, undermining possibilities to realise even greater success, I argue, and the potential for more effective gains: language learners who could become even competent, engaged, and invested.

To do so, I turn to innovative developments in pedagogy that shift our focus from having students learning to communicate in the target language—with the pedagogical imperative for students to read, write, speak, and listen—to approaches that instead lead with a focus on having students think in the target language. With reference to pedagogical tools and frameworks developed out of Content and Language Integrated Learning (CLIL), I highlight possibilities for new ways to approach TESOL, focused on concept-driven, cognitively-engaged languages learners and learning.

Keynote Address

Wednesday 28 September, 9:05am – 10:00am

Associate Professor Margaret Kettle

Queensland University of Technology, Brisbane, Australia

Margaret Kettle is an Associate Professor of TESOL and applied linguistics in the Faculty of Creative Industries, Education and Social Justice, Queensland University of Technology (QUT), Australia. Her teaching areas and research focus on second language pedagogies and their intersection with language and culture in schools, workplaces, and communities. She is interested in participatory research approaches and works actively with practitioners and researchers through her Higher Degree Research supervision and co-editorship of the Asia-Pacific Journal of Teacher Education.

Presentation Title: Creating EAL/D Student and Teacher Flourishing in a Time of Constraint: Pushing the Boundaries of Possibility

Prioritising the needs of diverse learners has been a central feature of communicative and humanistic approaches to second language teaching since the 1990s. As teachers we have recognised the role of first languages in students' identities and respected the diverse backgrounds of students in our classes. Australian statistics often celebrate the percentages of people born overseas and the array of languages spoken at home, e.g. the Federal Government claims Australia is built on migration and boasts more than 300 home languages (Commonwealth of Australia, 2018). Indeed, Australia is recognised as a destination country with a legacy of permanently settling migrants and refugees, although the policy landscape is changing and most of our migrant intake is now comprised of long-term temporary migrants on student, holiday-maker and skilled visas. The Australian education policy landscape has also changed dramatically with the introduction of standardised assessment and curricula, and the mandating of Standard Australian English (SAE). These priorities exist alongside statements about recognising EAL/D student diversity and respecting language and culture.

The conundrum for many teachers is how to address the needs of second language students through recognition of home language and learning needs while remaining within the constraints of standardised curricula and assessment frameworks. Further compounding the problem is the dissolution of school-based language support centres and the mainstreaming of EAL/D students into classes where content teachers are unfamiliar with second language pedagogies. This paper will examine how EAL/D students and teachers are responding to these conditions and carving out spaces of possibility to facilitate student academic engagement and improved pedagogical practice. The paper draws on the findings of two studies that I have led and offers new understandings that resonate with current interests in translanguaging, EAL/D student academic trajectories, and school-migrant family connections.

The key learnings from the presentation are:

1. Schools, EAL/D specialists and mainstream teachers can make a difference through their respective programs, recognition of individual students' language and learning needs, and upskilling in second language pedagogies.
2. Migrant and refugee parents bring valuable cultural, linguistic and intellectual resources to their children's learning that can be utilised in mainstream curriculum classes.
3. Home languages promote participation and knowledge-building for both EAL/D and non EAL/D students.

Abstracts

Monday 26 September 2022

Elephant in the classroom: school autonomy policies and the erosion of EAL/D education in Australia

Monday 26 September, 10:30am - 11:15am

Dr Michael Michell¹

1. *University Of NSW, Greenfield Park, Australia*

Biography:

Michael Michell is an honorary lecturer at the UNSW School of Education and previously language and literacy lecturer from 2008 until 2016. Before then, he worked as an ESL teacher and policy officer in the NSW Department of Education leading EAL policy, assessment, curriculum and research projects. He was a member of the national writing team for the ESL Scales and later the Victorian Tools to Enhance Assessment literacy for Teachers of English as an additional Language. (TEAL) online assessment project, and the Victorian Curriculum and Assessment Authority F-10 EAL Curriculum. Michael is immediate past president of ACTA.

Abstract:

English as an additional language or dialect (EAL/D) programs in schools are an essential educational access and equity provision responding to Australia's immigration and humanitarian programs and its linguistically diverse and Indigenous population. Over the last decade, however, school autonomy 'reforms' promoted by both Commonwealth and state and territory governments have systematically eroded school EAL/D programs by devolving key decision-making responsibilities about EAL/D provision and delivery to schools and non-specialist school personnel.

This paper examines the deregulatory nature of devolved school-based management reforms across state and territory education systems and how they impact on EAL/D programs at the school level. Impacts on EAL/D education will be considered with particular reference to a continuing New Public Management agenda, flexible resource management and school micro-politics.

The enchantments and failures of school autonomy policy affecting EAL/D education are highlighted in a case study of the NSW Government's 2012-2020 implementation of its school-based management reform, Local Schools, Local Decisions, with reference to key policy actors and discourses, in-school resource decision-making, and lack of systemic transparency and accountability for targeted funding allocations and outcomes.

The paper contributes to a growing critique and re-assessment of school autonomy policies currently underway through national research on school autonomy reform and social justice in Australian public education. In this context, it is hoped that new possibilities, directions or strategies for EAL/D policy and practice at local and system levels may be identified and undertaken.

Key learnings:

1. Understanding of the nature and appeal of the school autonomy policy agenda and its impact on state and territory EAL/D education policy and programs
2. Understanding of how these devolutionary policies affect school-based decision making to the detriment of EAL/D programs on the ground
3. Understanding how school autonomy policies have failed in relation to equity, effectiveness and accountability and the possibilities for a policy reset supportive of EAL/D programs.

Deadly Policy – Neoliberalism, EAL/D, Indigenous Language Learning and Racism in the NT

Monday 26 September, 11:15am – 12:00pm

Dr Janine Oldfield¹

1. *ATESOL NT, Darwin, Australia*

Biography:

Janine Oldfield is an early career researcher whose work has focused on English literacy education for Indigenous students in addition to bilingual education and language education policy in Indigenous contexts. She is also involved in pedagogy theory in relation to Indigenous students. She has worked in higher education since 1995 as an ESL, project manager, project writer, academic English instructor/lecturer and higher education lecturer and researcher in New South Wales Australia, Cambodia, Melbourne and the Northern Territory. For the past decade, Janine has been involved in language education and policy research project in the Northern Territory.

Abstract:

Deadly Policy – How neoliberalism has undermined first language learning and learning EAL/D in the Northern Territory and what to do about it.

Once lauded as “one of the most exciting educational events in the modern world” (O’Grady & Hale in McGrath, 1974: 8) bilingual education with strong EAL/D programming has all but disappeared in the Northern Territory of Australia. Beleaguered schools in remote and very remote Indigenous contexts now face falling attendance rates, accelerated loss of traditional languages and little academic or English success (Oldfield & Lo Bianco, 2019). Language policy in the NT is currently being oriented as other languages as a “problem” and there is an invisibility in policy of Indigenous language contexts (Ruiz, 1984). This has led to almost no support and professional development for EAL/D or Indigenous language teaching. This presentation outlines how neoliberalism has been used in the NT in the service of racial hierarchy and advocates a ‘back to the future’ approach to address the dire need for the reinstatement of quality education in the bush.

An Australian School-based Longitudinal Study of Academic Progress: Newly Arrived Migrant and Refugee Youth

Monday 26 September, 10:30am - 11:15am

Dr Sue Creagh¹

1. *School Of Education, University of Queensland, Annerley, Australia*

Biography:

Dr Sue Creagh is senior lecturer (honorary) in the School of Education at the University of Qld and a researcher at the Qld University of Technology. Sue's research interests are in the fields of EAL/D pedagogy, curriculum and policy, with a particular interest in the provision of education for refugee-background EAL/D learners. Sue's current research activities include an international study on the privatisation of English language services in government schools, learning pathways for EAL/D new arrivals, and teachers' experience of time poverty and work intensification. Sue also works in professional partnership with EAL/D teachers, exploring effective English language pedagogy.

Abstract:

Newly arrived migrant, and refugee young people are a category of interest in education because of the amplified language, social and cultural challenges associated with being newly resettled, at an age when schooling is characterised by high academic demand. This chapter presents a study of the academic English development of newly arrived English as an Additional Language (EAL) students in an intensive English secondary school in Queensland Australia for the duration of their engagement with this program before entering mainstream education settings. In essence, the study is addressing the question: given the circumstances of an intensive English secondary school program, what is the progress of newly arrived EAL students? The longitudinal analysis is concerned with the developing multilingual capacity of newly arrived young people as they engage with academic English, and in the comparative performance of these students, based on their migratory and educational background. Limited systemic processes of data collection in relation to migrant and refugee background students necessitated the creation of a bespoke school level statistical dataset of 235 migrant and refugee background students, combining a number of separate school datasets linking information on student academic progress and participation in programs aimed at supporting literacy development and resilience building. The analysis will identify associations between visa status, educational background, time needed in an intensive program and academic English language development with consideration of the role of additional supports and interventions. The findings provide base level data pertaining to the academic progress of newly arrived migrant and refugee background students, identifying factors that ameliorate or hinder progress. The project offers insight into how newly arrived young people of migrant and refugee background might be identified and counted in educational statistics, for the purposes of more equitable educational policy related to English language and education settlement services.

Learning, Interrupted: An investigation of the impact crisis-prompted online learning for low literate adult English learners

Monday 26 September, 11:15am – 12:00pm

Ms Jemima Rillera Kempster¹

1. *UQ School Of Education, St Lucia, Australia*

Biography:

Jemima Rillera Kempster has been involved in English language education for over 20 years in different learning communities in Japan, the USA, and Australia. Her doctoral research focuses on migrant education programs with a particular interest in language policies and practices impacting adult learners with little or interrupted formal education.

Abstract:

Online learning for the delivery of education has been placed at the forefront as many schools worldwide have been forced to close for extended periods due to COVID-19. Emerging literature tends to focus on how school administration, teachers, students, and their families handled crisis-prompted (online) learning at primary, secondary and tertiary education levels. This presentation considers the impact of COVID-19 interruptions in adult education, particularly in language learning for adults learning to read and write in English without basic literacy skills in their home language(s). A review of literature exploring the challenges adult learners faced in emergency remote instruction and the development of their digital literacy skills during extended and recurrent closures of educational institutions will be the focus. Based on this literature, the problems, and possibilities of mobile learning for low literate adult learners will be considered in the presentation. This research is part of a larger PhD project focused on understanding critical sociocultural factors that affect language learning and the development of literacy skills of low literate adult learners in migrant language programs. Globalisation and global movements have shifted the boundaries of time, place, and identity in both physical and virtual spaces. The global pandemic has only accelerated this process. Understanding adult learners' perspectives on the changes in learning tools, roles and environment during the global pandemic can provide opportunities to develop transformative learning practices in and beyond formal educational settings.

Towards a Model for a Hybrid Delivery of EAL in Adult Community-based Programs

Monday 26 September, 10:30am - 11:15am

Dr Edwin Creely¹, Dr Ekaterina Tour¹, and Dr Peter Waterhouse¹
Ms Margaret Corrigan², Ms Cathy Gill², and Ms Elizabeth Keenan²

1. *Monash University, Clayton, Australia*
2. *Carringbush Adult Education, Richmond, Australia*

Biography:

Edwin Creely is a lecturer in the Faculty of Education at Monash University. He is an educator, academic, and writer with an interest in literacy, creative writing, digital pedagogy and technology, and lifelong learning. He has wide ranging experience in education from primary and secondary to tertiary and adult education. His current projects include English language learning and technologies for migrants and refugees, creativity, risk and failure in policy and practice, leadership in education, and an ethnographic investigation of an older adult poetry class.

Margaret, current President of VicTESOL, is CEO of Carringbush Adult Education, a not-for-profit training provider in inner-city Melbourne. She has over 30 years' experience in a range of educational settings in Australia and the Asia – Pacific region. She is passionate about improving outcomes for learners through supporting teachers with professional learning.

Abstract:

COVID-19 has compelled all educational institutions to initiate or enhance the delivery of their teaching programs online, including English as an Additional Language (EAL) community-based programs for adults from migrant and refugee backgrounds. While this rapid shift was challenging, many institutions and practitioners were able to come up with innovative and effective practices utilising digital technologies which they plan to resource and further develop beyond the pandemic. Many educational providers, including those in the adult EAL sector, are now considering a 'hybrid' delivery of their programs. However, hybrid learning may be especially challenging in community-based EAL contexts where learners may have limited language proficiency, digital literacies and access to digital technologies. Furthermore, research-informed examples of such practices within EAL adult programs are limited. Additionally, there needs to be guidance for institutional leaders in implementing hybrid teaching approaches and providing professional learning for staff.

In response to this issue, this presentation explores how Carringbush Adult Education (Melbourne, Australia) approached hybrid learning during the pandemic and beyond, and offers a model for implementing a hybrid learning approach. The Carringbush leadership team and EAL teachers worked closely with researchers from Monash University to conceptualise, develop and enhance this model for hybrid delivery of EAL programs, drawing on the ideas of flipped learning, active learning and dialogic pedagogy. This model was developed through the collaboration and professional learning afforded by this Carringbush- Monash partnership. The presentation will provide examples of successful practices and explore how the model helps to address some of the key challenges and complexities of teaching and learning in EAL community-based contexts. It will conclude with discussion of implications for the use of a hybrid approach for learning, not only within the specific adult EAL organisation, but also across the wider EAL sector.

Challenging the boundaries of translanguaging pedagogy: Implementing translanguaging strategies with plurilingual learners and monolingual teachers.

Monday 26 September, 11:15am – 12:00pm

Dr Kelly Shoecraft¹

1. *Griffith University, Nathan, Australia*

Biography:

Dr Kelly Shoecraft is an Applied Linguist, currently lecturing in Linguistics and TESOL at Griffith University, Australia. She is a lifelong educator with a passion for languages and cultures. Having lived in Australia, Japan, England, France and Canada, Kelly has extensive experience teaching TESOL in a variety of educational contexts and to all ages. She has taught English to surfing instructors, hairdressers, scientists, CEO's, young children, as well as academic English in university settings. Recently, Kelly has been exploring the use of technologies to enhance TESOL classrooms. Her current research interests translanguaging pedagogies stem from a desire to improve language attitudes in Australia and provide inclusive spaces for all languages, cultures and identities to be valued.

Abstract:

Translanguaging strategies and pedagogies are growing in popularity within a variety of TESOL contexts. Many educators now understand the benefits of translanguaging in second language acquisition but are still challenged by the practical application of these strategies in the classroom.

Translanguaging refers to the unique linguistic repertoire of an individual in which there are no clear-cut boundaries to separate languages (Garcia, 2009; 2017). Translanguaging pedagogy, therefore, provides opportunities for learners to engage all their linguistic knowledge (metalinguistic and cultural) to participate in the classroom environment, enhance their language skills, and feel that their home languages are valued. This approach to teaching and learning considers additional languages as resources for learning a new language, rather than as a deficit or a hindrance. Recent research on translanguaging pedagogy (e.g Cole, 2019; Garcia & Kleyn, 2016; Robinson et al, 2018) highlights the positive impact translanguaging practices have on learning an additional language.

In this presentation I will draw on my 20 years experience teaching languages around the world, in different educational contexts, with different age groups, for different purposes. By sharing stories of these adventures, I will demonstrate how I incorporated translanguaging strategies into classroom practice for language learning. I will also draw on findings from my research in Early Childhood and Primary school contexts as well as suggestions from other researchers in the field of translanguaging (e.g. Garcia & Kleyn, 2016; Rowe, 2018) to provide a variety of ideas for implementing translanguaging activities in any language learning classroom.

This interactive presentation will demonstrate the possibilities of translanguaging pedagogies in ALL contexts. We will begin to break down the barriers and perceived challenges of implementing translanguaging pedagogy and take a fresh look at how translanguaging can happen in any classroom. I will provide concrete ideas and activities for participants to take away and apply directly to their classrooms.

Beyond the boundaries of English language binaries with(in) the QLD Bandscales

Monday 26 September, 1:00pm - 1:45pm

Dr. Gail Hager¹, Dr. Danielle H. Heinrichs², Dr. Brittany McCormack²

1. *School of Education and Professional Studies, Griffith University, Australia*
2. *Griffith Institute for Educational Research, Griffith University, Australia*

Biography:

Dr Gail Hager

Gail is a sessional academic at Griffith University. She has tutored and lectured in various post-graduate and undergraduate courses including those related to diversity and EAL/D learners. Gail has a vast experience in EAL/D teaching and learning, having worked as a teacher and in leadership in these areas for over 35 years. She has also consulted to schools and other groups offering support both to EAL/D students and training workshops for staff. Gail was involved in the early implementation and review of the ESL Bandscales for the Independent school sector in Queensland from 1997.

Dr. Danielle H. Heinrichs

Danielle is a Lecturer at Griffith University in the School of Education and Professional Studies/Griffith Institute for Educational Research. She specialises in multilingualism in society including the teaching and learning of EAL/D. She has extensive experience in the tertiary sector working with international students as well as teaching Spanish and German in Australian schools. She is currently researching the role of everyday language practices of language teachers in Australia, cross-cultural wellbeing, and language and affect using decolonial and new materialist approaches.

Dr. Brittany McCormack

Brittany is a Lecturer at Griffith University in the School of Education and Professional Studies/Griffith Institute for Educational Research. Her PhD research explored the potential of music in promoting oracy for EAL/D students. Her teaching, research and publications are in the field of Arts Education, specifically Music Education, and how principles of audiation can improve the English speaking and listening skills in students with English as an Additional Language or Dialect (EAL/D).

Abstract:

Australian teachers are expected to “demonstrate broad knowledge of teaching strategies that are responsive to the needs of students from diverse linguistic, cultural...backgrounds” (AISTL, 2022, p.1). This is difficult for teachers within the Australian schooling context for two key reasons: i) Standard Australian English, rather than multilingualism, is enshrined in key curriculum documents (e.g. ACARA EAL/D Learning Progressions (ACARA, 2015), Bandscales State Schools (Queensland) (Queensland Government, 2018) as the aim of working with EAL/D students, and ii) teachers are provided little to no preparation for working with EAL/D students. Only two Australian universities include mandatory EAL/D content in their Initial Teacher Education programs (ACTA, 2022), with no national teaching guidelines requiring knowledge of EAL/D students’ needs or appropriate pedagogy (QITE, 2022). In this presentation, we explore Australian teachers’ capacities to respond to their and their students’ multilingual resources and identities with(in) the context of key curriculum documents. We share examples from a pilot study including focus groups with school leaders and teachers. Drawing on Practice Architecture theory (Kemmis et al., 2014) this study utilises a reflexive content analysis (Braun & Clarke, 2019) to explore the pedagogical practices used to sustain EAL/D student’s multilingual resources considering key curriculum documents. In particular, the site-specific cultural-discursive, material-economic, and social-political arrangements that might have enabled or constrained multilingualism were analysed. These findings will offer novel insights into the EAL/D education policy and practice landscape in Australian schools by highlighting how they sustain the multilingual resources of EAL/D students.

Breaking Barriers or Building Walls? The English Language Support for Refugee-Background Students in Regional NSW

Monday 26 September, 1:45pm - 2:30pm

Miss Anna Xavier¹

1. *UNSW, Sydney, Australia*

Biography:

Anna Xavier is a third year PhD Candidate at the School of Education, UNSW, Sydney. Anna's research explores the English language & literacy education for refugee-background students in regional NSW. Her research interests include equity issues in secondary education, the educational experiences of students from culturally and linguistically diverse migrant and refugee (CALDMR) backgrounds, research in fragile contexts and qualitative research.

Abstract:

This study examines the current English language and literacy support provided for refugee-background students regional New South Wales (NSW) to facilitate their integration into mainstream academic classes. The successful integration of refugees into the NSW educational system is argued to be crucial to facilitate their integration into Australian society (NSW Department of Education, 2018). However, research indicates that significant language barriers hinder effective education for refugee-background students in Australia (Fozdar & Hartley, 2013; Naidoo, 2015; Naidoo et al., 2018), with studies suggesting that students' English language proficiency and literacy greatly influence their success in mainstream academic classes (Naidoo, 2015; Naidoo et al., 2018). Specifically, little is known about the provision of English language and literacy support in the classrooms of the public high schools in regional NSW, despite the crucial role that these schools play in developing the English language proficiency and literacy of students. This study therefore aims to investigate the multiple layers of context surrounding the current classroom-based English language and literacy support provided for refugee-background students in the public high schools in regional NSW. These layers of context, which are identified via Bronfenbrenner's ecological model (1979), include the following: state policies, school-based strategies, classroom-level practices and the lived experiences of refugee-background students. Data collection methods employed in the study include an analysis of state policies related to the provision of English language and literacy education in NSW, and semi-structured interviews with external stakeholders, high school teachers, school leaders, refugee-background students and their parents. By conducting a multi-layered investigation of the English language and literacy support provided, this study aims to identify ways to enhance the current provision of support in regional NSW. Consequently, this study aims to contribute towards the successful integration of refugee-background students into the mainstream classrooms of the public high schools of regional NSW.

Shifting mainstream teacher thinking to inform more inclusive EAL/D pedagogies

Monday 26 September, 2:30pm - 3:15pm

Miss April Edwards¹

1. *The University of Melbourne, Victoria, Australia*

Biography:

Following work as a tertiary Spanish lecturer and 14 years as a NAATI accredited translator and interpreter, April then moved into the secondary sector. She worked as an EAL and English teacher, EAL Coordinator and EAL specialist mentor to English teachers. She also promoted the implementation of EAL strategies across the curriculum. For the last 4 years she has worked in Initial Teacher Education and as an EAL consultant to both the Victorian Department of Education and Training and the Victorian Curriculum Assessment Authority. April currently works at the Melbourne Graduate School of Education as a Teacher Specialist in subject English, TESOL and literacy across the curriculum. Her current research interests include the impact of blended technologies on classroom dialogue and the role of plurilingual Communities of Practice to offer inclusive curriculum planning and enactment in teacher education.

Abstract:

TESOL specialists deeply understand that different interpretations of texts can arise based on EAL/D students' formal and informal language experiences. They also comprehend that such diversity in interpretations offers wonderful opportunities to implement culturally and linguistically inclusive teacher practices. But could mainstream teacher understandings of how to successfully implement the same inclusive pedagogies be affected by perceptual understandings of themselves as language learners?

Based on work inspired by Bourdieu (1977) and experiential learning theorists this presentation hopes to provoke discussion around what constitutes inclusive literacy education; especially when recommending EAL/D literacy practices to mainstream pre-service teachers. This workshop shares strategies designed to harness teacher trainees' existing linguistic resources as a vehicle through which to support them to personally understand, and reflect upon, inclusive literacy strategies. This with the hope of deconstructing existing ways of thinking and classifying that may ironically serve to further limit or exclude participation of their future linguistically diverse students.

Can't Find the Wood for the Trees? Substantive Outcomes versus Ticked Boxes

Monday 26 September, 1:00pm - 1:45pm

Dr Helen Moore¹

1. *ATESOL ACT, Canberra, Australia*

Biography:

Dr Helen Moore, AM, began her teaching career at Hutjena High School on Buka Island in PNG. In 1978, she set up first full postgraduate TESOL teacher education program in the School of Education at La Trobe University, Melbourne. She was also Acting Director of the La Trobe Language Centre from 1992-93, which included delivery of the AMEP and ELICOS. Her PhD from the Ontario Institute for Studies in Education (OISE) in Toronto, Canada, focussed on policy for English language learners in Australian schools. Returning to Australia in 2004, she did contracted research for the AMEP Research Centre and has also contributed to ACTA's advocacy work in drafting submissions about EAL/D in schools, the AMEP and SEE Program.

Abstract:

In the late 1980s policy discourse moved to a focus on "outcomes" across all areas of government-funded programs in Australia. My paper will explore how this focus has reshaped the governance and delivery of English as an Additional Language/Dialect programs in schools and for adult learners. It will suggest how governments might re-set their policies to promote substantive outcomes and meaningful accountability.

Exploring the Professional Identity of English for Academic Purposes (EAP) Practitioners

Monday 26 September, 1:45pm - 2:30pm

Ms Sharon Leslie¹

1. *Southern Cross University, Australia*

Biography:

Sharon Leslie is the Director of English Language Program at Southern Cross University, Australia. She has worked for almost two decades in English language education and assessment in Australia. Before joining Southern Cross University in 2015, Sharon worked as an advisory visiting teacher for Education Queensland and as a teacher and manager in TAFE and in private English Colleges. Sharon also worked for eight years with the Queensland University of Technology (QUT) as an IELTS Examiner. She holds a Master of Education (TESOL), a Bachelor of Education (Honours) a Graduate Diploma of Education and a Bachelor of Arts (Applied Linguistics). Sharon's research interests include language assessment, international student engagement, online learning and teacher professional identity and development. English for Academic Purposes (EAP) teacher identity is the focus of Sharon's current doctoral research. Sharon is active in the University English Centres of Australia (UECA) and on the management committee of the Queensland Association of TESOL (Qatesol). She has also served on the Australian Council of TESOL Associations (ACTA).

Abstract:

Most recent literature on English for Academic Purposes (EAP) focuses on curriculum or pedagogy (Hyland & Jiang, 2021; Hadley, 2015). However, there is little published research on EAP practitioners or the ways in which they conceptualise themselves as educators (Ding, & Bruce, 2017; Hadley, 2015). This presentation, and the doctoral research that it is based on, contend that understanding language teacher identity is significant because it impacts on teacher professional development (Kanno & Stuart, 2011), educators' relationships and collaborations with colleagues (Gray & Norton, 2018) and their classroom practice (Campion, 2016). EAP practitioner identity, like all forms of identity, is formed, developed and, sometimes, contested (Cheung, Said & Park, 2014)). This presentation explores the different conceptualisations of language teacher identity, both claimed by and imposed upon teachers, over the past three decades. It examines the professional role and status of EAP teachers in universities (Hyland & Jiang, 2021; MacDonald, 2016) and questions surrounding the professionalisation and professionalisation of this cohort of educators (Coombe, Anderson & Stephenson, 2020; Hamp-Lyons, 2011), focussing particularly on direct-entry teachers in Australian universities.

English Teachers' Design Work: Shifting Classroom Paradigms

Monday 26 September, 2:30pm - 3:15pm

Mrs Dewi Wahyu Mustikasari¹

1. *University of Technology Sydney, Australia*

Biography:

Dewi Wahyu Mustikasari works for the English Education Department of IAIN Salatiga, a public tertiary education in Central Java, Indonesia. Her research interests include technology-enhanced language learning, teachers' design work, and teacher practices. She is currently an HDR student at UTS.

Abstract:

This study investigates Indonesian university-based teachers of English and their design practice before and during COVID-19 with the aim of understanding the role that support tools, institutional policies and other strategies have in developing EFL pedagogies in an online environment. A multiple-case design was adopted to capture the complexities of the phenomenon. Participants were voluntarily recruited from four universities across Java Island, covering three provinces and located in the capital and outer cities. Data collection protocols were chosen to use a range of online technologies, including 1) Web search, retrieval and archiving to support policy document data collection; 2) Video and audio-based tools to support interview and design observation data collection; 3) Online forms used for design and teaching observation and teacher design diaries. The results indicate that teachers' design practices have shifted from blended approaches to learning to a model based on online distance learning. Teachers are required to be adaptable and redesign their subjects to adjust to the challenges they are facing and to do so they use a range of available support tools. In particular, the design of online assessments in both blended and online learning is discussed. Overall, the shifting classroom paradigms have been influenced by institutional and governmental guidelines and policies, the range of support tools available, and teachers' own beliefs, experiences and knowledge. Finally, this study comments on some of the challenges involved in online learning pedagogies. The scaffolding talk is used to engage students' understanding of the content-based knowledge; however, it turns out to be unsuccessful in several situations. The written productions as the productive skills are easily to be assessed compared to the spoken productions. The locus of control remains a slight challenge during online learning, although this challenge can be minimised in a face-to-face meeting in a blended learning approach.

Reflections of Language Learning Support Teachers on their Epistemic Beliefs during the COVID-19 Pandemic

Monday 26 September, 1:00pm - 1:45pm

Dr. Juliet Aleta R. Villanueva¹ and Dr. Douglas Eacersall²

1. *University of the Philippines Open University*
2. *University of Southern Queensland*

Biography:

Aleta loves working with all kinds of minds in face to face, blended and online learning environments. At the University of the Philippines Open University (UPOU), she is currently Assistant Professor and Program Chair of the Dip/MA Social Studies Education Program. Past engagements include teaching at IB World schools, community development work with NGO's & People's Orgs, full-time teacher volunteer work with the University of the Philippines Oblation Corps and co-founding The Builders' School, a small progressive school in the Philippines.

Aleta has published qualitative research on virtual communities, open schooling, teaching presence, inquiry and project-based learning, dual language, and curriculum integration. Post-PhD, Aleta is currently working on collaborative research projects in these areas: inquiry learning and the Community of Inquiry framework; teacher epistemic beliefs and identity studies; technology-enabled teaching and learning; collaborative auto-ethnographic research on academic identities and research journeys; and, qualitative studies on doctoral supervision, doctoral education programs, and pedagogies.

Abstract:

The ongoing learn and work from home scenario in the Philippines due to the COVID-19 pandemic is an opportune time for learning support teachers to reflect on their epistemic beliefs and their roles/actions in providing personalized teaching to students in need. Epistemic beliefs have been reported to bear influence on the work of pre-service and practising classroom teachers, little research has been undertaken among learning support teachers engaged in dialogic interactions with students. This qualitative study examined data collected from seven learning support teachers in the Philippines through an online survey, interview, and stored data of individualized teaching sessions. The study also utilized a self-reflection protocol highlighting sources of knowledge and ways of knowing. Through thematic analysis, the preliminary findings revealed epistemic aims, values, and virtues as teachers transitioned from face-to-face to fully online sessions. Their sources of knowledge include prior family and school experiences, mentoring and informal learning with fellow teachers, formal training and educational or inspirational literature. Their epistemic stances on teaching in relation to their roles as learning support teachers indicate common attitudes of patience, tolerance, and empathy. The study recommends the use of an epistemic structure to explore alternate measures in addressing gaps reported on epistemic belief research instruments. Further studies on ways epistemic beliefs may be integrated into professional development of language teachers are recommended. This is to equip a workforce ready to engage with K-20 students having language and learning difficulties, especially those who have suffered a learning loss due to the pandemic.

The Vowel Matrix: Enhancing Literacy Development Through an Innovative Approach to Teaching Pronunciation

Monday 26 September, 1:45pm - 2:30pm

Mrs Skye Playsted¹

1. *University Of Queensland, St Lucia, Australia*

Biography:

Skye Playsted is a teacher and PhD candidate who lives in Brisbane, Australia. She teaches in universities, schools and English language programs. Skye is particularly interested in working with preliterate adults who are learning English for the first time. She has been awarded an Australian government scholarship to research teachers' professional learning in English pronunciation teaching with beginner-level adult learners.

Abstract:

Teaching preliterate adult English language learners is a complex area of TESOL practice. Teachers are helping their students to develop confidence to communicate orally in English, as well as engage with literacy for the first time: both areas linked with phonological awareness and pronunciation. However, although pronunciation has received increasing attention in TESOL literature, teachers often lack training in effective pronunciation teaching approaches that can assist preliterate adult students. Additionally, teachers may be aware of differences in views and approaches to pronunciation instruction, and so they may be left in a quandary as to what they should teach or how they should teach it. In this session, I suggest one possible approach to pronunciation instruction, the Vowel Matrix, which I used with a class of beginner-level adult learners to foster oral-literacy connections. I will discuss how the Vowel Matrix supported learners' literacy development, by using gesture, movement, and touch to draw their awareness to short vowel sounds in newly-learned vocabulary. I will reflect on insights gained and challenges encountered as I used the Vowel Matrix, and offer practical teaching suggestions to help teachers who are interested in exploring pronunciation teaching approaches in their beginner-level English as an additional language classes.

Effective Practices for Identifying and Serving EAL/D Learners in Gifted Education

Monday 26 September, 2:30pm - 3:15pm

Mrs Mali Wijesundara¹

1. *Gungahlin College, ACT, Australia*

Biography:

Mali Wijesundara is a Senior Secondary EAL/D teacher and a School Leader in the ACT Public Education Sector. She is quite passionate about student achievement/ underachievement levels within Gifted minority groups including ethnically and linguistically diverse population, Aboriginal, Torres Strait Islander and rural Communities and students with learning difficulties. She is currently doing further research in this area as part of her PhD studies at University of Canberra. Mali has been teaching in primary, secondary and tertiary sector in Australia, Sri Lanka and the United Arab Emirates for eighteen years. She is a nationally accredited (AITSL) Highly Accomplished Teacher who is actively involved in collaborative teaching practices, advocacy and establishing international partnerships to enrich students with cross-cultural learning experiences.

Abstract:

Excellence and Equity have been the main focus of reforms in Australian educational landscape in recent decades. Irrespective of the priorities, the question is whether avenues to demonstrate excellence and equity are accessible to our gifted, talented and high potential English as an Additional Language or Dialect (EAL/D) student population or they are lost in translation in mainstream education. Even though EAL/D students in Australian schools are on the increase, this trend is not reflected in current educational programs for gifted, talented and high achieving students. Does this mean some of our EAL/D learners are underachieving in our classrooms?

For most of the programs across states and territories in Australia for gifted, talented and high potential learners, Gagne's (2009) Differentiated Model of Gifted and Talent provides the basic framework. According to this, talent development is facilitated through explicit teaching models which nurture raw gifts and turn them into exceptional levels of talents. Gagne (2009) suggests that academically high potential learners do not become outstanding achievers by themselves and the external catalysts such as teachers, schools and learning programs and internal factors as of level of motivation, effort and learning skills do impact their achievement levels. Unfortunately, EAL/D students in general are known to be disadvantaged in mainstream education due to varied levels of language proficiency and EAL/D students representing gifted and high potential minority groups are more likely to be deprived of the opportunities.

The proposed workshop intends to explore the notion of Gifted and high potential EAL/D students, effective practices and strategies to support their learning to reach their full potential in senior secondary context.

A blended approach to High School Preparation (HSP)

Monday 26 September, 3:45pm - 4:30pm

Miss Andrea Pugh¹

1. *White Hills State College, Camp Hill, Australia*

Biography:

Andrea holds a MA in Applied Linguistics and degree in Education. She has been teaching in Queensland for nearly 30 years. Her recent step into the world of online teaching and learning has been enjoyable and intense as it stretched her IT skills and created new opportunities for building rapport with students in an online space. She is passionate about ELT and takes pride in seeing her students gain confidence in both their digital and English language skills.

Abstract:

As we venture back to face-to-face instruction we explore the new opportunities our online teaching and learning experience has provided and identify skills and practices that we want to maintain. We identify the need to maintain virtual classes as we manage visa and flight delays as well as the need to find ways of bridging the gap between the two spaces to build connections and maintain consistency.

This presentation will focus on how to blend online classes with the traditional teaching and learning space. How to build rapport with students and facilitate student to student interaction. This adventure into blended spaces promotes an attitude of positivity and creativity that caters for all international students – both onshore and offshore. Finally, our pedagogical practice is strengthened as we prioritise getting to know our students and providing them with an excellent student experience.

An overview of the new Education Perfect EAL course and how it can support differentiated learning pathways for EAL learners

Monday 26 September, 4:30pm - 5:15pm

Bradley Hacker¹

1. Education Perfect

Biography:

Bradley has spent just under 10 years working in the HaSS education and education-technology fields, focusing on supporting teachers to become more efficient and create lifelong HaSS learners. Having utilised EdTech throughout his teaching career and as a keen advocate of making teachers' time more effective, Bradley now works closely with schools to embed their use of Education Perfect

Abstract:

In this presentation we will give an overview of the brand new Education Perfect EAL course which is designed to provide scaffolded level-appropriate practice of core English language learning skills. The course has been designed to empower students to take greater ownership over their own learning and to encourage students to develop a growth mindset with regards to their English language learning. We will demonstrate how this learning material can be used to implement differentiated learning pathways for EAL students from primary through to senior secondary school. We will also explore how the platform can be used to facilitate assessment for learning to better inform planning and instruction through the use of assessments and data generation.

Reforming EAL/D education in Australia through ACTA's National Roadmap for EAL/D education in schools

Monday 26 September, 3:45pm - 4:30pm

Dr Michael Michell¹ and Ms Margaret Turnbull²

1. *UNSW School of Education*
2. *NSW Department of Education, Centre for Educational Statistics and Evaluation*

Biography:

Michael Michell is an honorary lecturer at the UNSW School of Education and previously language and literacy lecturer from 2008 until 2016. Before then, he worked as an ESL teacher and policy officer in the NSW Department of Education leading EAL policy, assessment, curriculum and research projects. Michael was ACTA president from 2015-2020.

Margaret Turnbull is a Principal Policy Analyst for the NSW Department of Education, Centre for Educational Statistics and Evaluation. In this role she has initiated literacy and EAL/D research and has worked on the development of the ACARA National Literacy Learning Progressions. For most of her career she has worked in EAL/D education as an Instructional Leader and teacher at culturally and linguistically diverse schools in South Western Sydney and as the coordinator of the EAL/D program in NSW Department of Education. She is currently undertaking doctoral research at the University of Wollongong.

Abstract:

On the 6 May in the lead up to the Federal election, ACTA launched its national reform plan for English as an additional language or dialect – the National Roadmap for EAL/D Education in Schools – and commenced a national campaign advocating its support by key national policy actors. The plan at <https://tesol.org.au/advocacy/#advocacy-1> outlines and addresses longstanding and pressing national policy issues affecting over 600,000 English language learners in Australian schools through twelve key actions aligned to the national directions and initiatives of the National Schools Reform Agreement to be implemented over a three-year timeframe.

This paper reports on how the National Roadmap addresses the national policy issues, in particular, the invisibility of the EAL/D learner target group, the lack of accountability and transparency of Gonski English language funding to systems and schools, the devolution of responsibility for EAL/D to State and Territory governments and the disappearance of EAL/D programs and specialist teachers through state level school autonomy policies.

The paper will also report on the progress of ACTA's campaign, particularly, its advocacy with key national policy actors including Federal and state politicians, interest groups, professional associations, the Australian Curriculum and Assessment Authority (ACARA), Australian Institute of Teacher standards and Leadership (AITSL), the Australian Education Research Organization (AERO) and the Australian Council of Deans of Education (ACDE).

The paper will consider prospects of success in the context of the upcoming 2024 National School Reform Agreement and the Productivity Commission's recent review of the National School Reform Agreement.

Key learnings:

1. Understanding of the national policy context of EAL/D education in schools
2. Understanding of key EAL/D policy actors, agendas and advocacy strategies
3. Understanding of the national school reform agenda and its opportunities for reforming EAL/D education.

EAL/D managers meeting

Monday 26 September, 4:30pm - 5:15pm

Dr Michael Michell¹ and Dr Anne Keary²

1. *UNSW School of Education*
2. *Faculty of Education, Monash University, President of the Australian Council of TESOL Associations (ACTA)*

Biography:

Michael Michell is an honorary lecturer at the UNSW School of Education and previously language and literacy lecturer from 2008 until 2016. Before then, he worked as an ESL teacher and policy officer in the NSW Department of Education leading EAL policy, assessment, curriculum and research projects. Michael was ACTA president from 2015-2020.

Dr Anne Keary is a senior lecturer at the Faculty of Education, Monash University. Since 2012, Anne has been an active member of VicTESOL and was President of VicTESOL from 2016-2018. She is currently President of the Australian Council of TESOL Associations (ACTA). Anne has organised professional learning activities for teachers from the early childhood to adult sectors, initiated a research grant for partnerships between researchers and educators working in the TESOL field, provided consultancy to the Department of Education, Victoria and the Victorian Curriculum and Assessment Authority (VCAA) and has been an editor and contributor to the journal 'TESOL in Context'. Anne is an experienced educator who has taught across the early childhood, schools and higher education sectors. Her research teaching and engagement work enhances the provision of socially-just education in diverse linguistic and cultural settings.

Abstract:

At each national conference, ACTA hosts a round-table forum for state and territory education officers with responsibility for EAL/D programs across government, Catholic and Independent sectors to meet and discuss developments across Australia and address common issues of concern.

This year the forum provides an opportunity for states and territory representatives, along with state and territory TESOL association representatives, to hear about the use of ACTA's National Roadmap for EAL/D Education in Schools in policy advocacy and discuss system take-up of the Roadmap.

The forum follows after, and builds on, the paper 'Reforming EAL/D education in Australia through ACTA's National Roadmap for EAL/D education in schools.'

Telling Tales: Utilizing Digital Storytelling to Improve South Sudanese Women's Writing in English

Monday 26 September, 3:45pm - 4:30pm

Ms Jeanne Forbes Solity

1. *Penoestra Press, Phillip Island Cowes, Australia*

Biography:

Jeanne has over 35 years' experience, in Adult Literacy, TESOL and Schools Education, in both the UK and Australia, performing a variety of roles as a lecturer, teacher, researcher and national manager. Her work has primarily concentrated on innovating new pedagogy, curriculum and resources to better fit SLA/EAL migrants and refugee women's language learning needs. Nationally she has initiated and organised a national research project seeking to include gender in the Adult Literacy and numeracy Curriculum in 1999 She authored three publications outlining this new curriculum and the research undertaken. She has presented at numerous conferences both in the UK, and Australia, including in Thailand for UNESCO. Jeanne is also a publisher, short story writer and editor and has compiled and edited several compilations of stories written by Melbourne women on important social issues Her previous doctorate study investigated the potential of digital storytelling to assist indigenous, South Sudanese, women refugees, which aimed to develop their writing and reading skills.

Abstract:

This Qualitative, Feminist Narrative study, investigated the Victorian English as a Second language (ESL) system's response to South Sudanese, Humanitarian, Women Refugees and surveyed experiences of this system. Many arrived in Melbourne from 2004 onwards, with limited schooling and poor digital and written literacy skills, resulting from their need to escape the ongoing civil conflict, famine and poverty in the then, Sudan. Subsequently many failed to complete the necessary ESL courses to qualify for entrance to work retraining programs with 96% subsequently remaining unemployed (Losconz 2018, SS). This was largely attributed to AMEP (Australian Migrant Education Programs) resettlement, curricula policies and planning. Whilst highly motivated, the research identified their complex learning needs, indigenous oral language backgrounds and gender and cultural identity, were commonly misrepresented in Victorian, ESL curriculum, learning needs analysis, pedagogies and practices. To address these issues a Critical, Feminist, Indigenous Multiliteracy approach was employed, focusing upon women and 'the use of texts to analyse and transform relations of cultural, social and political power.' (Luke 2011)

I worked with six South Sudanese, women refugees to create a 3-5minute digital story, based on traditional, oral storytelling, it combined visual images, sound and multimedia tools to reflect the authors' identity, culture and experiences. The Qualitative Feminist Indigenous Narrative schema encouraged the recall of their traditional cultural stories in storytelling circles, these were recorded orally, often in first language, then translated. The data included their oral narratives, educational writings and traditional stories and children's books. Digital Storytelling was found to enhance both their ESL and digital literacy skills, reflecting their extensive storytelling aptitudes, where they created richer, more variegated narratives, contesting monolingual and 'native speaking' ESL approaches And in 'acts of resistance,' the women portrayed themselves, as clever resourceful heroines in 'winning the day,' challenging both their colonist and patriarchal oppression. In further creating new identities and pathways to learning, they became one of the first South Sudanese women's groups to publish their traditional children's stories in Australia. As authors their confidence, empowerment, self-esteem and standing in their own and the wider, Australian community, was enhanced. Whilst they also produced new ESL, print and digital resources, improving their knowledge of English writing, digital technologies, the book authoring, dissemination and publishing process.

Finding your Voice - weaving targeted songs and stories to develop fluency and pronunciation

Monday 26 September, 4:30pm – 5:15pm

Ms Sharon Duff and Ms Carmel Davies

1. *Urban Lyrebirds, Melbourne, Australia*

Biography:

Sharon Duff

Sharon has a passion for teaching and creating engaging EAL resources. She has wide experience teaching all levels from literacy students through to skilled migrants and delivered interactive workshops on a wide range of EAL topics. She has written numerous readers, text books and co-written e-learning resources for the AMEP Australia wide Distance Learning Course. She has published articles for Fine Print and the ECTA newsletter.

Carmel Davies

Carmel has written a range of resources including 'What's the Law? Australian Law for New Arrivals', 'Money Worries' and 'Pictures to Words' Book 1. She was awarded a Churchill Fellowship to travel and research 'EAL through Performance' and created small and large scale plays where EAL students of all ages, in particular refugees and asylum seekers, shared their stories. She has taught widely across the EAL sector from literacy to youth programs, refugee camps and professional job seeker classes.

Sharon Duff and Carmel Davies are co-founders of Urban Lyrebirds, one of Australia's leading independent EAL publishers. They have presented at conferences run by VICTESOL, QTESOL, TASTESOL, ACTA, VALBEC ECTA and CAMTESOL and have delivered PD workshops locally and internationally. They have collaborated on projects with Community Music Victoria, Multicultural Arts Victoria Melbourne Libraries and ALA (Adult Learners Australia). Their resources have been Highly Commended at the Educational Publishing Awards. 'Open Our Hearts' from Sing with Me! 3 was shortlisted in the Australian Song writing Competition.

Abstract:

This interactive, hands on workshop will introduce teachers to song and connected story as a means to develop fluency and improve pronunciation. It will include techniques to create connection, boost confidence and build speaking skills. We will also explore home language use to push boundaries and enhance learning.

The workshop will use contemporary resources that reflect our students' lives and concerns: songs from the Sing with me! English grammar, conversation and song series and dialogues from the newly published Sing with me stories.

We will begin with voice and physical warm ups followed by a song with group, pair and individual activities. Grammar games and pronunciation activities will be included. Teachers will then use a connected story/dialogue with the same target language features as the song. The focus will be on sentence stress, word stress and intonation to develop effective communication.

We will explore how to use first language to enhance class learning, as expressions in first language are used across the Sing with me stories. This values our students cultural and linguistic repertoire, and enables student connection through music and story telling.

Links to free activities, relevant resources and articles will be provided for workshop participants.

Abstracts

Tuesday 27 September 2022

Penny McKay Award: Participation and cultural and linguistic diversity: An in-depth qualitative inquiry of an Australian primary classroom

Tuesday 27 September, 9:45am – 10:00am

Dr Bonita Cabiles¹

1. Lecturer, Melbourne Graduate School of Education, The University of Melbourne, Australia

Biography:

Dr Bonita Cabiles is a lecturer at the Melbourne Graduate School of Education, The University of Melbourne. Her research interests include sociological understandings of educational practice, culturally and linguistically diverse education contexts, and qualitative methodological approaches to educational research.

Abstract:

Participation remains an eminent yet ambiguous 'buzzword' in the field of education. Researching this anew, the study explores how the problem of participation can be understood in a culturally and linguistically diverse (CALD) schooling context. It puts forward the research question: How is participation understood, practiced, and experienced in the context of a CALD primary classroom? Employing Bourdieusian sociological analysis, the study considers 'participation' as practice examined through the three conceptual tools: field, capital, and habitus. The study contributes to the discourse on participation by offering a conceptual framework referred to as the 'pedagogic triad of participation' to unpack participation as influenced by three interrelated factors: (i) 'positionality', or the ways CALD learners are positioned (or not) as co-authors of learning; (ii) 'resourcing', also the ways that the cultural and linguistic resources of learners are mobilised (or not) for teaching and learning; and (iii) 'sociality', referring to the social relationships that facilitate (or constrain) trust and inclusion in the classroom community. Undertaking an innovative methodological framework that attends to both the critical traditions and constructivist approaches, the study seeks to examine taken-for-granted classroom practices whilst foregrounding the subjectivities of CALD learners. Key findings reveal implications for teaching and learning in CALD schooling contexts that consider tacit relations of power as potentially facilitative or constraining of student participation.

Australian Universities Engaging International Students Amid COVID-19: A Study of Multimodal Public Communications with Students

Tuesday 27 September, 10:30am – 11:15am

Associate Professor Toni Dobinson¹, Dr Zuocheng Zhang², and Associate Professor Wei Wang³

1. Curtin University, Perth, Australia
2. University of New England, Armidale, Australia
3. University of Sydney, Sydney, Australia

Biography:

Dr Toni Dobinson is an Associate Professor/Discipline Lead in Applied Linguistics, TESOL and Languages in the School of Education at Curtin University, Australia and Co-Investigator on the project. She coordinates and teaches the Post Graduate Programs in Applied Linguistics and TESOL at the Curtin Bentley Campus and at a provider institution in Vietnam (SEAMEO RETRAC). She researches and publishes in the areas of language teacher education, language and identity, language and social justice, translanguaging practices, language in migrant communities, language and power, language and influence. She is the winner of multiple teaching awards at faculty, university and national level (Australian Awards for University Teaching (AAUT)) for her culturally and linguistically inclusive approach to teaching.

Dr Zuocheng Zhang is Senior Lecturer in TESOL Education at the School of Education, University of New England, Australia and Lead Investigator on the project. He teaches a range of literacy and language education units of study and supervises Higher Degree Research students. His current research centres around disciplinary literacies, ESP learning and teacher development, and multimodal construction of diversity and inclusivity in international student education. He has published in these areas, including a recent monograph *Learning Business English in China: The construction of professional identity* with Palgrave Macmillan (2017), research articles in journals such as *Ibérica* and *Discourse, Context and Media*, and an edited volume (co-editors Grimshaw and Shi) *International student education in tertiary settings: Interrogating programs and processes in diverse contexts* with Routledge (2021).

Dr Wei Wang is an Associate Professor in Chinese Studies at the University of Sydney and Co-Investigator on the project. He researches in the fields of discourse studies, sociolinguistics, translation studies and language education. His recent research concentrates on interdisciplinary studies of contemporary Chinese discourse. His book publications include *Analysing Chinese Language and Discourse across Layers and Genres* (2020), *Media Representation of Migrant Workers in China* (2017) and *Contemporary Chinese Discourse and Social Practice in China* (2015). His journal articles appear in *Discourse Studies*, *Applied Linguistics Review*, *Journal of Multicultural Discourses*, *Journal of Chinese Language and Discourse*, *Australian Review of Applied Linguistics*, and other international academic journals. He also published book chapters with Mouton, Bloomsbury, Routledge, Benjamins, the University of Michigan Press, *Multilingual Matters*, and Wiley-Blackwell.

Abstract:

University public communication channels are important for connecting with students, especially international students. Amidst the ongoing COVID-19 pandemic, where face to face contact can be limited, these channels have become unprecedentedly crucial. The project described in this presentation considers how three Australian universities engaged with students (Hyde, 2017; Kahu, 2013; Zepke, 2018), during the initial uncertainties of the COVID-19 disruptions, in order to showcase their understandings of, and responsiveness to, students' needs. The roles and responsibilities universities constructed for themselves and imagined for students were explored using close analysis of the multimodal means of engagement the universities provided through their public communication channels. We collected data from the University of New England, Curtin University and the University of Sydney This data included COVID information webpages, international student webpages, news/events webpages, and Vice Chancellor (VC)'s video and text messages and updates. Using a social semiotic approach (O'Halloran, Wignell & Tan, 2015) to analyse the multimodal data, we categorised university communications into the communicative acts of informing, requiring, advising or supporting while the responses that the university seemed to be expecting from students were categorised into behavioural, cognitive and emotional dimensions of engagement (Hyde, 2017). We identified common and unique constructions of roles and responsibilities at the three universities as the pandemic progressed. Common was an emphasis on engaging students emotionally but not necessarily cognitively in terms of critical thinking. We hope to engage participants in discussion of the implications of this for universities in an increasingly neoliberal context.

Understanding Pronunciation: How Teachers Teach and what Students Learn

Tuesday 27 September, 11:15am – 12:00pm

Dr Shem Macdonald¹, Ms Elizabeth Keenan², and Ms Margaret Corrigan³

1. *La Trobe University, Bundoora, Australia*
2. *Carringbush Adult Education, Richmond, Australia*

Biography:

Shem Macdonald is a lecturer in TESOL education at La Trobe University in Melbourne. His research interests include the roles of pronunciation as part of spoken communication.

Abstract:

An ongoing project that explores what teachers are saying in relation to teaching pronunciation reaches the six-year mark in 2022. Building on the understandings from earlier in-depth interviews, we further explore the experiences of these and other teachers and their experiences in developing their learners' pronunciation in English. We hear how these teachers each experience and reflect on their professional development. Experienced teachers reflect on their skills development since we last spoke with them, and newer teachers offer insights into what they find challenging and what makes sense to them and appears to work when teaching in this area. In prompting teachers to speak about developing spoken communication skills of their learners we were interested to find out whether and how they perceive their students' agency around learning and using English might have changed. Early findings suggest that a team approach to teaching pronunciation can provide teachers and their learners with a sense of coherence and consistency within a program. Additionally, the need to move learning online in the last couple of years has required major innovation and skills development on the part of both teachers and learners to maintain a focus on pronunciation. Teachers have varied experiences of how they have adapted to meet this need.

Reframing Early Childhood Educator Professional Learning Needs in Culturally and Linguistically Diverse Early Childhood Contexts

Tuesday 27 September, 10:30am – 11:15am

Dr Yvette Slaughter¹, Dr Renata Aliani¹, and Dr Anne Keary²

1. *The University of Melbourne, Parkville, Australia*
2. *Monash University, Clayton, Australia*

Biography:

Yvette Slaughter is Senior Lecturer in Language and Literacy Education within the Melbourne Graduate School of Education. She is co-editor of the Language Teaching Research journal special edition: Reframing language in teaching and learning: Leveraging students' meaning-making repertoires. Her research interests focus on plurilingual pedagogies, multilingualism in education and the use of digital technologies in both program delivery and teaching practices.

Abstract:

Australia's culturally and linguistically diverse profile is clearly represented in early childhood (EC) demographics, where 323 different languages are spoken by preschool children (AEDC, 2019). Policy, curriculum and academic discourses have shifted orientation in recent years, recognising the need to move from a monolingual perspective on language and diversity, to a multilingual stance. In the EC setting, such a view recognises that young, emerging multilinguals enter EC educational settings with richly diverse backgrounds, skill sets and cultural ways of being and knowing, and that the whole language ecology needs recognition in pedagogy and practice. While a teaching approach that embraces multilingual teaching strategies can facilitate the development of a strong sense of identity and belonging in children, and also assist in their development of English, as well as engaging children as confident multilingual communicators, only a small range of research is available on EC education and emerging multilingual learners.

It is critical therefore, that we develop a deeper understanding of EC educators' stance towards practices which position children's cultural and linguistic diversity as a resource for learning and this is enacted. This presentation presents research findings on the professional knowledge base and professional learning needs of EC educators working in culturally and linguistically diverse contexts in Victoria. Using a mixed methodology approach, Q methodology, this research identifies EC educators' beliefs in relation to engagement with the breadth of children's linguistic repertoires; how these beliefs manifest as practice or the impediments to enacting these beliefs, and what further professional learning could support EC educators in developing and employing appropriate approaches in EC settings. Working in collaboration with fka Children's Services, this research seeks to deepen pathways for knowledge generation and the relevancy, purposefulness and transferability of findings into ongoing, broader support for professional development.

Mainstreaming EAL/D – How we conceptualised a course for Pre-Service Primary School Teachers in an Initial Teacher Education Program

Tuesday 27 September, 11:15am – 12:00pm

Dr Simone Smala¹, Dr Sue Creagh¹, Ms Dina Nardone¹

1. *School of Education, The University of Queensland, Brisbane, Australia*

Biography:

Dr Simone Smala is a Senior Lecturer at the School of Education, The University of Queensland. Together with Dr Susan Creagh, she developed the course Multilingualism and Education, a core mandatory course for primary pre-service teachers. The course familiarises mainstream pre-service teachers with key concepts in EAL/D. Simone has published widely in areas such as language teaching, CLIL, and teacher development. Her interest in language, literacy and multiliteracies does now include a focus on the role of artificial intelligence in these educational areas.

Dr Sue Creagh is senior lecturer (honorary) in the School of Education at the University of Qld and a researcher at the Qld University of Technology. Sue's research interests are in the fields of EAL/D pedagogy, curriculum and policy, with a particular interest in the provision of education for refugee-background EAL/D learners. Sue's current research activities include an international study on the privatisation of English language services in government schools, learning pathways for EAL/D new arrivals, and teachers' experience of time poverty and work intensification. Sue also works in professional partnership with EAL/D teachers, exploring effective English language pedagogy.

Dina Nardone is an EAL/D teacher at both Saint Peter's Primary School at Rochedale and Saint Pius X Primary School at Salisbury, in Brisbane. Dina is also the key tutor in the Multilingualism and Education course for pre-service teachers at The University of Queensland. She has worked in a variety of roles within primary, secondary, TAFE and university settings.

Abstract:

ITE programs and the requirement that they align with AITSL standards as well as address mainstream literacy and numeracy pedagogy have almost completely eliminated capacity for specialist EAL/D studies at undergraduate level. This is part of the wider disruption to the EAL/D field and the refocussing of responsibilities to individual classroom teachers. While we are aware of the complications this entails for classroom teachers and for formerly distinct fields like EAL/D teaching, this paper aims to describe and critique the decisions we took to conceptualise a course for mainstream pre-service teachers under these new requirements. The presentation includes an engagement with theoretical positions we deliberately took to help pre-service teachers approach this topic with respect for the existing knowledge bases of EAL/D students. We will then present our curriculum and content choices, including readings and assessment items. We invite the audience to discuss and critique how these conceptualisations and choices might enable mainstream teachers to support the learning journeys of EAL/D students in their classrooms.

Scaffolding Language at the Macro- and the Micro-levels: Neither Recipe Nor Inventory of Activities

Tuesday 27 September, 10:30am – 11:15am

Dr Helen Harper¹ and Dr Susan Feez¹

1. *University Of New England, Armidale, Australia*

Biography:

Helen Harper lectures in English, Literacies and Language Education at the University of New England. She has previously worked as a researcher, lecturer and mentor in literacy education, as a linguist in remote Indigenous communities, and as an EAL/D teacher.

Susan Feez is Adjunct Associate Professor at the University of New England. She has worked as a classroom teacher, tertiary lecturer and researcher specialising in English language, literacy, EAL/D and Montessori education.

Abstract:

In the context of language teaching, the term 'scaffolding' is used to refer to two levels of planning and teaching. First, we must attend to the scope and sequence of learning, in a way which supports students to track the logic of a topic, and helps teacher and students negotiate new language and meanings cumulatively over a lesson or series of lessons. This 'designed-in' predictable format, or the macro-level scaffold, is an essential tool for embedding language teaching within the curriculum.

If, however, we rely solely on a sequence of activities when planning, we run the risk of teaching to a recipe. That is, we also need to consider the micro-level of scaffolding, or the moment-by-moment negotiation that occurs through dialogue with students. At this level, scaffolding means using pedagogic strategies at the right time, or contingently, to provide the appropriate level of support for each student. What we say, and at what point in the lesson or lesson sequence we say it, plays a vital role in supporting students' learning. Arguably, these contingent strategies are the mark of a skilled teacher, as they require close attention to individual students' needs in the moment, but they change over time as teacher and students develop new shared understandings.

In this presentation we will present examples from our classroom-based research, where we have worked with skilled teachers to better understand scaffolding at both the macro- and the micro-levels. We will propose a system for characterising contingent strategies. We will also explore how different levels of scaffolding are interrelated, and the importance of planning for both, so that language teaching is neither an 'add-on' to 'mainstream' teaching, nor a simple inventory of activities.

Language and literacy development: making sense with texts

Tuesday 27 September, 11:15am – 12:00pm

Dr Peter Mikan¹

1. *Director, Adelaide Research Institute, Visiting Research Fellow, University of Adelaide, Australia*

Biography:

Dr Peter Mikan is Visiting Research Fellow and formerly Head of Linguistics in the University of Adelaide. Systemic functional linguistics informs his research and publications on language education curriculum design (2020), text-based and literacy pedagogy (2017), textbook analysis (2013), and German heritage and bilingual program restoration in the Barossa Valley.

Abstract:

This paper examines the concept of language and literacy development as described in the South Australian Education Department curriculum document Learning English: Achievement and Proficiency (LEAP) from the perspective of functional grammar and 'reflection literacy pedagogy' (Hasan 2011). Taking into account language development as a core concept for languages teaching and assessment, it takes a critical review of curriculum designs in languages teaching with reference to language acquisition studies and research into text-based teaching.

Post-editing of machine translated text: an aid to academic writing for bi-/multilingual postgraduate students

Tuesday 27 September, 1:00pm – 1:45pm

Ms Li-Ching Chang¹

1. Centre for Research in Educational and Social Inclusion, University of South Australia

Biography:

Li-Ching Chang has been teaching Mandarin Chinese as an L2 in higher education since 2004. Her research focused on L2 acquisition and translation in language teaching and learning when she worked as a Chinese instructor at the International Chinese Language Program of National Taiwan University. Currently, she is a PhD candidate in applied linguistics at the University of South Australia. Her PhD research investigates the potential of machine translation (MT) and post-editing of machine translation (PEMT) to advance reading and writing capabilities of Chinese and English language learners in higher education.

Abstract:

Advances in machine translation (MT) has made it an indispensable online tool for many bi-/multilingual students in the process of understanding learning materials and assisting the production of assignments in the L2. Various authors indicate that MT falls under computer assisted language learning (CALL) tools that students use in L2 learning. However, few studies have investigated whether this technology can benefit bi-/multilingual students in English medium instruction (EMI) programs. The aim of this research is to investigate how bi-/multilingual postgraduate students use MT to assist their academic writing in English across the curriculum. Research participants included postgraduate Chinese-speaking students studying through EMI in an Australian university. Analysis of screen recordings and focus group discussions reveal that students use MT as a tool to check their academic writing in English for accuracy of meaning making, grammar and sentence structure, and to revise their written texts. When students encounter particularly complex texts, they use MT and post-editing as a strategy to assist with comprehension and paraphrasing. The sequences of MT and post-editing processes used by the students are analysed. The findings of this study have implications for pedagogical development in the context of English teaching for academic or specific purposes. They may also have implications for bi-/multilingual students studying through an L2 or additional language different from English.

"Just Like Sitting with the Teacher": Personalising Feedback to Students Using Screencasting Video

Tuesday 27 September, 1:45pm – 2:30pm

Ms Lesley Cioccarelli¹

1. *Canberra Institute Of Technology, Canberra, Australia*

Biography:

Lesley has been teaching English to adult migrants and refugees for over 15 years. She has also worked in e-learning, providing professional development and support for teachers at Canberra Institute of Technology (CIT - TAFE in the ACT), and running projects to trial and implement new technologies for teaching and learning. Now, as Education Advisor - Migrants and Refugees at CIT, she provides support of all kinds to migrant and refugee students in mainstream VET courses, and supports teachers in dealing with the diverse needs of their learners.

Abstract:

Video feedback can enhance and personalise the feedback you can provide to students on any written work. Students have told me it is "just like sitting with the teacher". A screencast is a video recording of what is on the computer screen, enhanced with audio narration. Lesley will explain the advantages of providing feedback using video and assist teachers to learn the techniques for screencasting. Using a mobile tablet app, you will capture a recording of yourself talking through the student's work, while writing directly on the screen, on the student's work. We will also look at other uses of screencasting in and out of the classroom, on tablets or PCs.

Motivating EFL students with gamification elements in remote English Conversation Practice

Tuesday 27 September, 2:30pm – 3:15pm

Mari Katori¹, Dr. Keiji Hirata², and Christofer Bullsmith³

1. *Aomori Public University, Japan*
2. *Future University Hakodate, Japan*
3. *Reallyenglish Ltd., New Zealand*

Biography:

Mari Katori is a professor at Aomori Public University whose current research areas are remote lessons and effective systems to sustain learners' motivation.

Dr. Keiji Hirata is a professor and the Vice President of Future University Hakodate. His current research areas are media information processing and mobility as a service.

Chris is Director of Academic Solutions at Reallyenglish UK. He has two decades experience as an EdTech operations manager, EFL learning services director, and Associate Professor of language education. His current focus is ESP and EFL STEM education.

Abstract:

Motivation is particularly important in remote learning, which can lack tension, a sense of presence, and relevant classroom features such as a set schedule, classmates, and so on. In this research, to promote learner motivation in remote learning, we designed a remote English conversation class speech evaluation system incorporating game elements.

The game elements followed the framework identified by McGonigal (2011) of goal (increasing scores session by session), rules (about how scores are generated), feedback system (centered on scores), and participation as a volunteer. In brief, after each weekly remote one-on-one session of 30 minutes, an automatically generated transcript of the session with an evaluation (showing the number of words used, the level of words, idioms, and an overall score, including tables and graphs showing progress across sessions) was sent to learners as feedback. Learners were encouraged to reflect and set their own goals, sending three self-regulation items to the instructor after each session ("about this class", "what I noticed," and "what I want to do next time / objectives").

This study was conducted in 2021 as a case study with six Japanese university students and an instructor. The lesson period was about one month, with four to five sessions per student. Effects were analyzed quantitatively (TOEIC Speaking Test pre- and post-test) and qualitatively (students' self-regulation sheets analyzed using MAXQDA). Despite the extremely short time-on-task, TOEIC scores showed a significant increase, and the qualitative analysis showed a shift from negative self-evaluations towards more positive self-evaluations and increased awareness about language learning.

Learning to write or writing to resist? Insights from a home writing intervention for a primary school child

Tuesday 27 September, 1:00pm – 1:45pm

Dr Obaidul Hamid¹

1. *The University of Queensland, School of Education, Brisbane Australia*

Biography:

Dr Obaidul Hamid is Senior Lecturer in TESOL Education at the University of Queensland, Australia. He researches policy and practice of TESOL in Asia. He is on the editorial boards of *Current Issues in Language Planning, Discourse, English Teaching Practice & Critique, Asiatic and Journal of Asia TEFL*. He has published in many journals including *TESOL Quarterly, ELT Journal* and *Australian Review of Applied Linguistics*.

Abstract:

This presentation will examine a primary-school child's response to a home-based writing intervention initiated by his parents. The informal writing program sought to address the child's reported writing deficiency as well as the discourses of 'crisis' about children's writing and writing development. While the child protested the writing routine considering it an imposition on his freedom and self-pursuit, he reluctantly continued the activity for 18 months and produced 205 texts of over 25,000 words. Analyses of the texts using the lens of 'subjectification' as a goal of education showed his resistance to learning to write as well as the writing intervention. While he capitalised his dislike of both as one of the topics for the writing, he also exploited genre choice, linguistic transgression, translanguaging and language play as vital mechanisms for linguistic resistance. The findings will provide one instance of "pushing the boundaries" of language and writing and suggest a promising rationale for applied linguists, educators, and researchers to reflect on school writing, children's writing development and their agency on the one hand and ethical issues in intervening in and researching children's writing life on the other.

Can You Teach Without a Teacher? How SBS Makes Multilingual Media to Enhance Language Learning

Tuesday 27 September, 1:45pm – 2:30pm

Janine Googan¹

1. *SBS – Special Broadcasting Service*

Biography:

Janine Googan is the program manager for a new free English language learning service created by SBS. Australia's Special Broadcasting Service (SBS) is one of the world's most diverse media organisations servicing more than 60 languages and providing vital information to assist new migrants to settle into everyday life.

Janine has been creating digital content and experiences for over 25 years. Her passions are music community and language. This has led her to launch triple j Unearthed (a game changer for the Australian music industry), ABC Listen, build multilingual services for ABC International and lead over 40 producers around regional Australia as the Executive Producer of ABC Open (a digital storytelling project). She's researched Chinese punks in Beijing, taught English in Yokohama, worked for the UN University in Tokyo and is nearing the completion of a Masters of Education (Learning and Leadership).

Abstract:

Learning English is an essential part of a migrant's settlement journey. Whether recently arrived or a resident for years, people with poor English face difficulties participating fully in Australian life and encounter additional barriers to full engagement in the economy. Despite several government and private service offerings, 872,000 people have self-reported that they 'do not speak English very well' or 'not at all'. This includes ~ 26% of Chinese speakers and ~15% of Arabic speakers. (ABC Census 2021)

Language learning is non-linear, dynamic, complex and takes place in a wide range of contexts, not just in a classroom. SBS is in a unique place to provide a distinctive Learning English service for these audiences. How can a national broadcaster work in tandem with the TESOL sector? How can embracing multilingualism also encourage social cohesion? What language support makes sense for different language proficiency levels?

In 8 months SBS has rapidly created and launched a wealth of content with language support. Our podcast is republished across 14 languages with translated transcripts in 5 languages. We've also produced an edu-tainment video series with subtitles in 12 languages, printable language learning worksheets and syllabus with alignment to the EAL framework.

We'll take you behind the scenes, talking through some of the challenges, successes, and learnings we've been through creating entertaining English language learning content from a multilingual perspective.

Rethinking Reading at Home – Connecting Families with Bilingual Texts

Tuesday 27 September, 2:30pm – 3:15pm

Ms Bernadette Barker¹ and Ms Susanna Di Mauro¹

1. *Brisbane Catholic Education, Woolloongabba, Australia*

Biography:

Bernadette Barker and Susanna Di Mauro work at Brisbane Catholic Education. Bernadette has worked as an EAL/D teacher since 1992 and for 14 years as Education Officer: EAL/D. Currently, Susanna is Acting Senior Education Officer for the Brisbane Catholic Education Library. She is a passionate advocate for strategic and sustainable resourcing of the curriculum and committed to building dynamic relationships with other colleagues and library and information resourcing professionals. Bernadette and Susanna have worked collaboratively and co-presented in the area of resourcing and multilingual students several times over the last few years.

Abstract:

Reporting a Brisbane Catholic Education project spanning 2018-2020, this presentation looks at what happened when early primary, multilingual students were given e-readers with bilingual texts to take home to read together with their families. The shift in pedagogy to view our learners as multilingual, from learning English to developing multicompetence, influenced our decision to make digital texts in community languages more readily available to our students. Although our increasingly digital world has led to improved access to information, texts in different languages and the opportunity for students to access learning in different ways, we realised that students at school, particularly those from a refugee background, have limited access to these resources.

Along with improved access for students, we also wanted parents to have access to reading materials in their home languages, so that they could read together with their young children. Our goal was not only to facilitate reading in both home languages and English but to create greater student engagement in reading, while strengthening home and English literacy. In the course of compiling the digital library, we also realised that we needed to find out more about what helps our multilingual students with reading and gain a greater understanding of family literacy practices in our school communities. Our learnings about the sustainability of libraries, student progress in reading, and family literacy practices in Brisbane Catholic Education school communities has important implications for how we teach multilingual learners to read today.

Science and EAL teachers' perspectives and practices in building word knowledge in implementing the new Victorian EAL curriculum

Tuesday 27 September, 1:00pm – 1:45pm

Dr Minh Hue Nguyen¹, Associate Professor Anna Filipi¹, and Professor Amanda Berry¹

1. *School of Curriculum, Teaching and Inclusive Education, Faculty of Education, Monash University*

Biography:

Minh Hue Nguyen is a Senior Lecturer in TESOL/EAL Education at Monash University. She has been involved in TESOL, TESOL teacher education, curriculum development and research in Asian and Australian institutions for around 20 years. Minh Hue has published in the areas of second language teachers' professional learning, focusing on EAL teachers' identity, emotion, agency, and collaboration with content area teachers. Her recent authored book is *English language teacher education: A sociocultural perspective on preservice teachers' learning in the professional experience*.

Abstract:

The recent implementation of The Victorian Curriculum F-10: EAL requires content teachers who teach EAL students to be familiar with the revised EAL curriculum for the purposes of planning and developing approaches to assist learners' development in English language. In the literature and curriculum frameworks, word knowledge is considered an important aspect of EAL students' learning. However, little is known about what pedagogical practices teachers across the curriculum perceive as being important, and use, in developing EAL students' vocabulary. In this paper, we investigated linguistically responsive vocabulary teaching in a Year 7 science class. Our aim was to elucidate teachers' perceptions and practices in teaching vocabulary in science, and to examine how these practices align with The Victorian Curriculum F-10: EAL. The qualitative case study drew on principles of linguistically responsive instruction (LRI). Analysis of interview and classroom data from an EAL teacher and a science teacher revealed a range of LRI practices for developing word knowledge based on understanding the distinction between conversational and academic language, language learning principles, responsive teacher talk, plurilingual awareness, and the importance of social interaction for learners. We offer recommendations for a whole school approach to LRI, adaptation to online LRI, and curriculum development.

Building EAL/D argumentation skills in secondary History through dialogic teaching

Tuesday 27 September, 1:45pm – 2:30pm

Ms Margaret Turnbull¹ and Ms Aleksandra Matic²

1. *NSW Department of Education, Centre for Educational Statistics and Evaluation*
2. *South Western Sydney High School, Sydney, Australia*

Biography:

Margaret Turnbull is a Principal Policy Analyst for the NSW Department of Education, Centre for Educational Statistics and Evaluation. In this role she has initiated literacy and EAL/D research and has worked on the development of the ACARA National Literacy Learning Progressions. For the majority of her career she has worked in EAL/D education as an Instructional Leader and teacher at culturally and linguistically diverse schools in South Western Sydney and as the coordinator of the EAL/D program in NSW Department of Education. She is currently undertaking doctoral research at the University of Wollongong.

Aleksandra Matic is currently the Head teacher, Teaching and Learning at a South Western Sydney High School where she has been teaching History, Studies of Religion and Philosophy for 7 years. At this school she has been instrumental in initiating the new Philosophy course and developing a Project Based Learning (PBL) course for year 10. Prior to teaching in school, she delivered curriculum-based programs for Sydney Living Museums and for the Houston Association for Space and Science Education (HASSE) where she worked with NASA to promote stem education.

Abstract:

In the broader world context, where debate on social issues can be distorted by polarising media and where quality evidence is hard to discern from passionate assertions, we need to equip students to reason critically and to develop argumentation skills.

This presentation reports on doctoral research, currently being conducted in a South Western Sydney High School exploring pedagogy that develops written argumentation skills for EAL/D learners in secondary History. The discipline of History provides a rich context for argumentation which involves critiquing evidence, exploring different perspectives and constructing, organising and justifying positions.

The researcher has worked alongside History teachers to co-design resources that develop the written language of argumentation through Dialogic Teaching. Dialogic teaching, which is described as a 'stance' towards collaborative knowledge building in an inclusive classroom culture, has a clear role to play in the development of EAL/D pedagogy (Alexander, 2020).

This presentation will share resources and show the results of our research to date. Drawing on lesson observations, interviews with teachers and focus students, and students' sample writings, the presenters reflect on their developing understandings about the relationship between argumentation, classroom interactions and improvements in discipline literacy and learning.

Key learnings:

1. Understanding of successful strategies for teaching argumentation for EAL/D learners
2. Understanding of Dialogic Teaching and its role in EAL/D pedagogy
3. Understanding of the relationship between argumentation, classroom interactions and discipline literacy and learning.

EAL/D Effective School Practices – Introducing the school resource

Tuesday 27 September, 2:30pm – 3:15pm

Ms Jodie Braiding¹ and Ms Elizabeth Campbell¹

1. *NSW Department of Education, Paramatta, Australia*

Biography:

Jodie Braiding is the EAL/D Education Advisor for rural and regional schools in the NSW Department of Education. Her long history of supporting teachers in rural and regional schools and her role in the development of policy and professional learning in EAL/D education for NSW schools, has enabled her to develop the EAL/D Effective School Practices - school resource. Jodie believes that every teacher can make a difference in supporting the learning needs of their EAL/D students given the skills and understandings needed to do so.

Abstract:

This EAL/D Effective School Practices - school resource is designed to support NSW Government schools to enable the findings from the EAL/D Effective School Practices research (NSW Department of Education 2020). The research identified the teaching, leadership and school organisational practices that were characteristic of schools which produced sustainable improvements in EAL/D student learning. The school resource provides practical strategies, reflection questions and resources to assist teachers and school leaders to develop a school and classroom environment where EAL/D learners are supported to achieve to their full potential.

Based on the research, five effective practices were identified for successful EAL/D education in schools and these five practices provide the framework for the school resource. Schools are encouraged to use the research and the school resource as evidence in their whole school planning for improved performance and to draw on the existing resources and strategies provided by Multicultural Education within the NSW Department of Education to guide their practice.

This workshop will introduce participants to the EAL/D Effective School Practices - school resource and provide an opportunity for them to engage with the resource through a practical workshop activity. For a deeper understanding of this resource, it is recommended that participants attend the EAL/D Effective School Practices oral presentation prior to attending this workshop.

Engage and empower EAL learners through drama

Tuesday 27 September, 3:45pm – 4:30pm

Ms Jodie Whitehurst¹

1. *The Language Scene, Melbourne Australia*

Biography:

Jodie Whitehurst is the creator of The Language Scene, an organisation offering professional development, empowering language educators to invigorate their lessons through drama. Formerly a secondary school Drama and English teacher, she also teaches both EAL and 'Drama for Language and Life' classes to adults at Williamstown Community and Education Centre in Melbourne. As an ISSI Fellowship recipient, Jodie has travelled internationally to research the benefits and best practice of teaching EAL through drama. Last year, she was honoured to be selected as a finalist for the Victorian Learn Local Pre-Accredited Trainer Award.

Abstract:

As EAL teachers, we want our students to gain a wealth of skills beyond simply learning the vocabulary and mechanics of the English language. Teaching a language through drama (also known as performative language teaching), is a holistic pedagogical approach which enables our students to develop an array of language and life skills as they learn with their "head, heart, hands and feet" (Schewe, 2019). By teaching performatively we can push the boundaries, empowering our learners to find stronger voices and become more expressive, confident communicators. Additionally, through the thoughtful implementation of drama into our EAL lessons, we provide our students with authentic contexts (Piazzoli 2018; Kao & O'Neill, 1998) in which to use the target language in meaningful and memorable ways.

In this interactive, energising workshop, participants will learn a series of accessible drama techniques to engage, motivate and empower their learners. Teachers will explore these performative strategies through hands-on participation, enabling them to gain a sense of how such learning will feel for their students. The activities will be fun-filled, non-threatening and adaptable to EAL learners of all ages and language levels. No previous drama experience is required; just bring your positive energy and adventurous spirit!

Creating a Podcast: Develop Engaging Resources for EALD Learners and Provide a Platform for Assessments

Tuesday 27 September, 4:30pm – 5:15pm

Ms Kimberly Law¹

1. *HP Education Ambassador, Grupo AE*

Biography:

Kimberley is an experienced TESOL teacher who has taught English to children, teens and adults in Europe and Australia since 2009. Coming from a start-up background, she is passionate about implementing technology in her lessons. Kimberley represented her bilingual school in Paris in 2013 when she spoke at the prestigious English Language Schools Association annual conference about innovatively using digital technology in her classroom. Kimberley has been teaching EALD students in Sydney since 2015. As of February 2022, she relocated back to France and is currently an HP Education Ambassador working on the RTCi project.

Abstract:

Listening to our students' wants can help form how we teach and engage them in our lessons. I launched my podcast inspired by students telling me that they struggled to understand the Australian accent. Most students have said to me that they thought they understood English until they moved here. I wanted EALD learners to feel confident when listening and speaking as this launched the idea for my podcast *Accented*, a program for English learners to enhance their listening skills.

With podcasts, we can create valuable resources based on the needs of our students, but we can also have students creating content in the classroom. At Masada College this year, I launched a school podcast where students created news stories and various entertainment segments. This platform was used to assess scripts written by students, test their listening skills and monitor their speech. Teachers from other subject areas also used the podcast to feature some of their own recorded assessments.

Podcasts continue to grow in popularity and the most downloaded content is from comedy and education. It doesn't matter if your idea is small, podcasting is for niche markets and your students will appreciate your content tailored to them. Whether you want to create resources or use this medium to assess your students, this presentation will give you the tools and confidence to start your own personal or even a classroom podcast. You will leave this session with a guide on how to start your podcast, assessment ideas tried and tested, and many websites that you will need to get you started. Bring a laptop or mobile phone as this session is interactive.

A framework to scaffold critical reading in Bhutanese middle secondary schools

Tuesday 27 September, 3:45pm – 4:30pm

Mr Ugyen Tshering¹ and Dr Kate Wilson¹

1. *University of Canberra, Australia*

Biography:

Ugyen Tshering is a PhD student in the Faculty of Education, University of Canberra. He has a BA (English) from the University of Pune, India, and an MA (TESL) from Flinders University, South Australia. He was formerly a lecturer in English at Sherubtse College, Royal University of Bhutan, where he developed and taught undergraduate and postgraduate English courses. His research interests are content-based language teaching, practical English usage, reading pedagogy and teacher professional development.

Dr Kate Wilson is an adjunct associate professor at the University of Canberra, where she lectures on TESOL methodology. She was formerly director of the University's Academic Skills Program and Head of the School of Languages and International Education. Her research centres around critical literacy, especially critical reading, and first-year transition to university. She has taught English and TESOL in numerous contexts across four continents.

Abstract:

The Bhutanese high school English curriculum states that students should engage in critical reading and interactive learning. However, the students' English competencies are limited, and critical thinking has not traditionally been a focus of education. Thus, teachers face considerable challenges in attempting to fulfil the curricular goal. This study tries to address these challenges by introducing teachers to a critical reading framework. This study proposes a critical reading framework based on Freebody and Luke's (1990) four reader resources model to scaffold students' critical reading through thinking before, during and after reading. The four resources empower readers as text decoders, text participants, text analysts and text users, while thinking skills help readers self-regulate their reading skills. The initial framework was used in three Bhutanese schools, where the teachers participated in revising the framework and implemented it in their English classrooms. Preliminary findings show that the teachers found the framework compelling and practical to address the reading problem. It provided them with insights into teaching critical reading and helped increase their teaching efficacy and cognition. It enabled them to meaningfully integrate language, literature and literacy and activate students' higher-order thinking. The study shows that the framework has positive implications for teaching critical reading and offering avenues for teacher professional development.

The challenges teacher's face in using multimodal approaches to teach ESL in Indian primary classrooms

Tuesday 27 September, 4:30pm – 5:15pm

Ms Geethu Baby¹

1. *University of Tasmania, Australia*

Biography:

Mrs Geethu Baby is a doctorate student at the University of Tasmania, Australia. She completed her Master's degree and Bachelor's Degree from the Mahatma University, India in English Language and literature. Prior to moving to Australia, she worked as an English language teacher at St. Kuriakose Public School in India. In Tasmania, she worked as a mentor for refugee and migrant students. She is currently researching on the multimodal approach in English language teaching in India at the University of Tasmania. She has authored four publications and been invited to give presentations on feminist studies and English language teaching at various international conferences in India.

Abstract:

Contemporary life has undergone radical change with the rise of technology, globalised social changes and societal needs. Since the turn of the 21st Century, an awareness the world has become ever more increasingly saturated with multimodal texts; texts that are comprised of a combination of the following modes: words, images, music, gesture and space. The field of multimodality has grown in prominence in literacy research in educational settings through the work of Kress and Van Leeuwen (Kress, 2009; Kress & Leeuwen, 2001; Mills, 2015). Furthermore, multimodal texts and the concept of multimodality plays a significant role in Western school curriculum.

Given India is a multicultural and multilingual country, bringing together people speaking over 121 major languages, English has been used as a bridging language to connect people nationally. Even though every state has its own language, English is the only language that is taught in most of the schools in all states across the country. Reports show that there are several deficiencies in teaching English at the primary level; the students lack the opportunities to listen and speak in English, they are unable neither to narrate their experiences nor exchange their ideas in English. Studies indicate that the quality of English teaching in India is deficient, due to the lack of technical assistance and teaching materials. There are many challenges teachers face ranging from lack of technical expertise to the non-inclusion of multimodal approach, in the curriculum for the teaching of English. My research focusses on the approaches of teaching multimodality in India and the challenges teachers face in the inclusion of multimodality in English teaching. In addition to that it also explains the difficulties the ESL teachers face in English teaching in India.

Implementing the EAL/D Hub in South Australia

Tuesday 27 September, 3:45pm – 4:30pm

Ms Bev White¹ and Ms Vanessa Allen¹

1. *Department for Education, South Australia*

Biography:

Bev is Assistant Director: Literacy and Numeracy Policy. Her roles have ranged from teaching/consulting in EALD and Literacy, and curriculum. Bev believes that students' first languages/dialects belong in the classroom, and teachers should have quality tools to support the acceleration of SAE, ensuring equitable access to the curriculum.

Vanessa is a Project Officer: EALD. She has worked as a teacher in remote, rural and metropolitan locations. Her interest in building teacher capacity led her to work in literacy coaching and leadership roles. Vanessa's current focus is on improving literacy outcomes for Aboriginal EALD learners.

Abstract:

The 'EAL/D Hub Teaching Aboriginal and Torres Strait Islander English as an Additional Language or Dialect Learners' is a national online professional learning course, comprising 29 e-Books. This course supports educators to develop the skills, knowledge and understanding required to successfully teach Aboriginal and Torres Strait Islander EAL/D learners. The EAL/D Hub online course was launched in SA in February 2020 as part of the department's Aboriginal Education Strategy 2019 to 2029.

Bev White and Vanessa Allan will unpack the South Australian Department for Education implementation model, which includes EAL/D Hub coaches working across schools. We will share our lessons learned as well as the initial positive impacts and promising practices we are seeing in schools and classrooms in remote, regional and metropolitan sites.

Professional Learning Teams - Creating a Supportive Community with Mainstream Teachers of EAL/D Students

Tuesday 27 September, 4:30pm – 5:15pm

Mrs Megan Huber

1. *St Laurence's College, Brisbane, Australia*

Biography:

Megan Huber is the Head of International Students at St Laurence's College, South Brisbane. She started her teaching career in the United Kingdom and has taught in a range of schooling institutions across London, Essex, Brisbane and Logan for the past 15 years. Megan holds a Masters in Education (TESOL) and has experience managing High School Preparation ELICOS courses and international student and EAL/D programs in secondary schools. She is the Chief Confirmer for English for EAL Learners for QCAA and enjoys sharing her passion for applied linguistics, English language curriculum design and assessment and the ongoing academic and pastoral support for EAL/D students in secondary schools with fellow teachers throughout Queensland. For Megan, collaboration is key when it comes to the advocacy of young English language learners in our Australian curriculum.

Abstract:

Within the hectic world of teaching and learning, supporting our mainstream teachers with EAL/D students in their classrooms can be problematic and the fear of the 'one sized fit all' model continues. EAL/D teachers, directors, and advocates in schools rarely get the time and space to assist mainstream teachers in the way they would like and the frustrations of both teacher and student continues. In my current school context, we are looking at a way to address these issues through the use of Professional Learning Teams (PLT) to:

- enhance teacher capabilities with EAL/D literacy practices
- allow ownership with EAL/D strategies being developed by mainstream staff
- providing practical and visual models provided to staff to allow the support to be recognised and certainly
- not forgotten.

My presentation will explore the project work of the EAL/D PLT in our schooling context that explores how the meetings processes, trials resources, lesson observations and reflections have increased EAL/D student performance in the classroom and how mainstream teachers are taking over as the advocates and promoting excellent practice in the classroom. I will explore how educators can establish a PLT in their school, establish an inquiry focus (e.g. Bridging the Gap" Cultural norms in EAL/D teaching – what does Reading, Writing, Speaking and Listening look like in our faulty?" – A focus on the macro-skills across the school" and developing a PLT action plan that states: the cycle's student- centred goal, the strategies that will be implemented to attain the goal, and the evidence that will be collected to help the team measure impact & evaluate progress.

Abstracts
Wednesday 28 September
2022

Pre-recorded International Presentation: The Racial and Linguistic Positioning of Black ESL Educators in the United States

Wednesday 28 September, 10:30am – 11:15am

Dr Olive Nabukeera¹

1. *University of Southern California, Los Angeles, United States*

Biography:

Dr. Olive Nabukeera has spent the past 12 years studying and teaching English as a second language in Uganda, Rwanda, the United Kingdom and the United States. Her research interests include native speakerism, race and racialization in English language education, Black teacher culture and identity as well as language ideologies in TESOL. She currently works as an ESL lecturer at the University of Southern California in Los Angeles.

Abstract:

Research on Black teachers of English suggests that whether native or nonnative, they are often thought of as less capable language educators because of their racial and linguistic identities. And while the perception of this minority status shapes teachers' identities in significant ways, only a handful of studies have explored the perspectives of those teaching English as a Second language (ESL) in the context of the United States where the conceptualization of race occupies a unique space in sociocultural discourse. The goal of this study was to highlight the professional experiences of Black native and nonnative English speaking teachers who have taught ESL in educational institutions within the United States. Drawing on the tenets of critical race theory for its theoretical underpinnings and using narrative inquiry as a methodological tool, interviews with seven classroom teachers and administrators were conducted in order to determine the extent to which teachers' race, language and cultural identities impacted their experiences within the ESL environment. Findings showed that while race is a salient feature in the professional lives of these teachers, their multicultural identities are more central to the way they understand their roles and position themselves as language educators, their pedagogical choices and interactions with students. However, it was also revealed that because of underrepresentation in the workplace, dominant stereotypical and societal perceptions of Blackness played a silent but impactful role in how teachers were racially and linguistically positioned by their peers, the subsequent racial microaggressions they encountered and overall impact on working identities. The major pedagogical conclusion was that the experiences of Black teachers, who are a racial minority in the field of TESOL, are a valuable resource for all educators seeking to incorporate race and diversity pedagogy in the curriculum.

Dreaming Big and Aiming High: Supporting Young People of Refugee-Background to Achieve Beyond Secondary School

Wednesday 28 September, 11:15am – 12:00pm

Ms Simone Cassidy¹ and Ms Bojana Popovic¹

1. *Refugee Minor Program, Melbourne, Australia*

Biography:

Bojana works as an Education and Training Advisor in the Refugee Minor Program. Prior to this, she held a number of roles relating to refugee research and policy, settlement services and education, while living in Australia, New Zealand and the UK. Most recently, Bojana taught at a Melbourne school with a high population of students from refugee backgrounds, and it was here that she strengthened her commitment to supporting refugee background students on their education journeys. In particular, Bojana is passionate about tertiary pathways for refugee-background students who have experienced a disrupted education. Bojana is keen to share her professional experience of working with young people in a classroom and one on one, as well as working with systems and stakeholders to improve outcomes.

Simone Cassidy is an Education and Training Advisor within the Refugee Minor Program (Department of Families, Fairness and Housing, Victoria). Simone has a background in teaching and has worked as a classroom teacher and as a facilitator of professional development for teachers in Australia, Japan and Papua New Guinea. Simone has conducted qualitative research which explored the lived experience of refugee-background learners and their families as they navigate the Australian education system. Simone is especially interested in pathways support for young people who have experienced a disrupted education and looks forward to the exchange of ideas and perspectives to strengthen outcomes for young people of refugee-background.

Abstract:

This workshop focuses on pathways support for young people of refugee background in Australian secondary schools. Referencing current research and their professional experience working across government and Catholic schools throughout Victoria, the presenters aim to:

- create space for participants to unpack the barriers that refugee-background students face in preparing for post-secondary school study
- encourage the sharing of insights, strategies and resources to strengthen participants' capacity to support refugee-background students with pathways planning

The content of this workshop will consider both the psycho-social and the academic (English as an Additional Language) needs of refugee-background students as they navigate pathways. An interactive activity will encourage participants to engage whether they work directly with young people, or at a systems/policy level.

Leaders as Learners

Wednesday 28 September, 10:30am – 11:15am

Cindy Valdez-Adams¹ and Caitlin Espinoza¹

1. *ATESOL NSW, Sydney, Australia*

Biography:

Cindy Valdez-Adams has been an EAL/D specialist for over 20 years. She has predominantly worked in south-west Sydney and is passionate about inclusion, developing others as leaders in the EAL/D space, and catering for the academic and wellbeing needs of EAL/D learners, including students from refugee backgrounds. Cindy led various action learning projects during her role as a Refugee Support Leader in 2017-2019. She is currently an EAL/D Education Leader at the NSW Department of Education, and President of the Association for Teaching English to Speakers of Other Languages (ATESOL) NSW.

Caitlin Espinoza is an experienced classroom teacher, EAL/D specialist teacher and leader. She is passionate about inclusive practice in the classroom, ensuring leaders and teachers are equipped with the confidence and skills needed to enable EAL/D learners to succeed. Caitlin is currently an EAL/D Education Leader at the NSW Department of Education, a casual academic at the University of Wollongong, and secretary of the Association for Teaching English to Speakers of Other Languages (ATESOL) NSW.

Abstract:

To challenge existing practices for EAL/D learners, leaders must engage in inquiries and investigations that explore the changes they desire to make (Timperley, 2011). Through this ongoing learning, leaders can develop a culture that encourages teachers and leaders to be continuous learners and share collective responsibility for EAL/D student learning (Cole, 2012).

Using an action learning approach, the presenters of this session are currently investigating the effectiveness of communities of practice for research-informed continuous improvement for EAL/D education, strengthening the equitable educational opportunities available to EAL/D learners. The communities of practice aim to enable widespread educational improvement by inspiring similar schools to explore the contextual applications of the EAL/D Effective School Practices research report (CESE, 2021).

The ongoing action learning is clearly uncovering that leadership in EAL/D education must go further than expertise in EAL/D pedagogy. For sustainable improvement in practice, EAL/D leaders must be learners themselves by engaging in ongoing action learning to continually develop themselves and others. This involves enacting and investigating current research within schools, guiding others to a deep understanding of contextualised whole-school effective practices for EAL/D learners.

This presentation will explore the described action learning approach, drawing on the presenters' ongoing reflections of effective leadership for EAL/D education. The presenters will explore the implications of this approach for school contexts and share strategies for making whole-school change for improved EAL/D learner outcomes.

EAL/D Elaborations of the Australian Professional Standards for Teachers: teachers' perceptions of their roles

Wednesday 28 September, 11:15am – 12:00pm

Dr Kathy Rushton¹

1. *University of Sydney, Sydney, Australia*

Biography:

Dr Kathy Rushton is an experienced TESOL and classroom teacher having worked in primary and secondary settings and with adults learning English. She is interested in the development of language and literacy in educational settings especially in culturally and linguistically diverse socio-economically disadvantaged communities. She is an honorary lecturer in the Faculty of Arts and Social Sciences (FASS) at the University of Sydney and she provides professional learning for teachers in the areas of literacy and language development. Her current research projects include a study of multilingual pre-service teachers and the impact that teacher professional learning has on the development of a creative pedagogical stance which incorporates translanguaging and supports student identity and wellbeing.

Abstract:

Many hundreds of languages are spoken in Australia today (Eades, 2013; Lo Bianco & Slaughter, 2017) and in urban areas, the population is increasingly becoming linguistically and culturally diverse with many students being multilingual (Chik, Benson & Maloney, 2019; D'warte, 2014). The elaborations of the Australian Professional Standards for Teachers (APST) were developed by The Australian Council of TESOL Associations (ACTA) in response to the recognised importance of providing a diverse range of opportunities for social learning, multicultural engagement and support for these learners (Dutton & Rushton, 2021). An ACTA volunteer working party of Australian educators developed the elaborations for use by all teachers working with students learning English as an Additional Language/Dialect (EAL/D). There are few studies which examine the experience and the work of teachers of EAL/D students (Cruickshank et al., 2003; Fan & Le, 2009; D'warte & Rushton, 2021) especially in the context of the framework provided by the APST. It is important to recognise and describe the roles of all language and literacy educators who are endeavouring to develop meaningful learning environments which embrace multicultural values and diverse linguistic and cultural heritages. Teachers' perceptions of their roles, with reference to the framework provided by both the APST and the elaborations of the APST, are examined in the research which has informed this workshop. By interrogating perceptions about teachers' work, it is hoped that the work and the professional learning needs of teachers working with EAL/D students, will be better understood.

Digital and Linguistic Resources of Beginner Adult English-language Learners: What are the Affordances and Limitations?

Wednesday 28 September, 10:30am – 11:15am

Dr Yvette Slaughter¹

1. *The University of Melbourne, Parkville, Australia*

Biography:

Yvette Slaughter is Senior Lecturer in Language and Literacy Education within the Melbourne Graduate School of Education. She is co-editor of the Language Teaching Research journal special edition: Reframing language in teaching and learning: Leveraging students' meaning-making repertoires. Her research interests focus on plurilingual pedagogies, multilingualism in education and the use of digital technologies in both program delivery and teaching practices.

Abstract:

Technology has opened up possibilities for language learners of all levels and age groups to participate in new learning communities. While a significant amount of research has looked at teaching low literacy adults' technology-related skills, in spaces of adult community language learning, it is less clear how learners, who have low education and literacy in the multiple languages they speak, engage with digital technologies in processes of language learning and meaning-making itself. In this presentation we focus on the digital and linguistic resources pre- and beginner-level adult English language learners activate during in-class language learning activities to highlight the affordances and limitations of digital technologies in second language acquisition.

Reporting on a participatory research project with teachers within an adult education context, we discuss the process of identifying and understanding how learners engage with technology for learning; the challenges learners with limited literacy skills encounter during these activities, and how teachers worked with students to engage with and better utilise multimodal supports to expand their meaning making repertoires.

Developing a close understanding of how learners' meaning making resources are activated (and de-activated) through their everyday use of technology can provide teachers with deeper insights into the knowledge and skills learners already possess, as well as deeper thinking around how to use technology more resourcefully for language learning purposes.

Targeted Strategies to Accelerate Learning English: Achievement and Proficiency (LEAP)

Wednesday 28 September, 11:15am – 12:00pm

Ms Bronwyn Custance¹ and Ms Bev White¹

1. *Department for Education, SA - Education Support Hub, Hindmarsh, Australia*

Biography:

Bronwyn is an education consultant in literacy and EALD. Her career spans 30 years, teaching and supporting teachers and leaders. Bronwyn is passionate about building teachers' capacity to explicitly scaffold students' language development, empowering students for success at school and beyond.

Bev is Assistant Director: Literacy and Numeracy Policy in the Department for Education, SA. Her roles have ranged from teaching and consulting in EALD and Literacy, to curriculum implementation. Bev believes that students' first languages and dialects belong in the classroom, and teachers should have relevant tools to support the acceleration of SAE, ensuring equitable access to the curriculum.

Abstract:

In 2019, as EALD Program Manager in the Department for Education, SA, Bev White commissioned and led a review of the tool used to assess EALD learner needs (the Language and Literacy Levels). Bronwyn Custance, as a preferred provider of expertise for the Department for Education, SA, and having been the lead writer of the Language and Literacy levels, worked closely with Bev and UniSA on the review.

Three key aims of the review were to improve the usability of the tool; to clarify its purpose in assessing development of Standard Australian English; and to refocus on using data for targeted teaching. The outcomes of the review are a refined and renamed tool: Learning English: Achievement and Proficiency (LEAP) Levels and a significant accompanying resource: Targeted strategies to accelerate SAE development that, together, have reinvigorated EALD in SA.

In this workshop, participants will have an opportunity to try out the assessment tool to assess student work samples, identify key teaching points and work with the targeted strategies to plan for accelerated learning that will help student push beyond their boundaries and LEAP through the levels.

Victorian Curriculum F-10: EAL – cross sectoral collaboration to implement standalone EAL Curriculum

Wednesday 28 September, 1:00pm – 1:45pm

Mollie Daphne^{1,2} and Kellie Heintz^{1,3}

1. *Department of Education and Training, EAL Unit, Melbourne, Australia*
2. *Catholic Education Commission Victoria*
3. *Victorian Curriculum Assessment Authority*

Biography:

The Department of Education and Training, EAL Unit, leads policy and reporting on the provision of English as an Additional Language programs in Victorian government schools, including in English language schools and centres, and the Virtual New Arrivals EAL program. The EAL Unit also provides resources and guidance to support teachers of EAL learners to implement the EAL curriculum in conjunction with other areas of the Department and key education stakeholders.

Abstract:

With the introduction of the new Victorian Curriculum F-10: EAL in the state of Victoria in 2021, this presentation will discuss the impact of system-wide changes to practice in relation to EAL learning across Victorian Curriculum and Assessment Authority, Victorian Department of Education and Catholic Education Commission Victoria.

Presenting evidence from practice, this presentation will discuss implications from the introduction of the new Victorian Curriculum F-10: EAL. This will include providing examples of resources created by all systems to support schools to implement the new curriculum.

The presentation will unpack how change occurs both within an education system and within schools themselves and explores the drivers of successful change within three main spheres of practice:

- System wide changes to support school level practice to support English as an Additional language learning in Victorian schools
- System wide resources
- School case study of change in practice

The presentation will summarize key actions, insights, challenges that arose from supporting schools to implement the new curriculum across Victorian education sectors. The presentation provides the reflections of those leading educational change within the state of Victoria.

Key Learnings:

- How inclusion of standalone EAL curriculum supports equity and access to education
- How system level resources and policies can support schools
- How cross sectoral collaboration can influence practice

Improving Teacher's Pedagogies to Work Effectively with Culturally Diverse Learners Through Cultural Competency Professional Learning

Wednesday 28 September, 1:45pm – 2:30pm

Dr Lisa Garrett¹

1. *James Cook University, Cairns, Australia*

Biography:

Lisa Garrett is an educator and worked as an EAL teacher, teacher educator and advisor in various culturally diverse contexts, such as Ethiopia, the Middle East and in Australia's Aboriginal and Torres Strait Islander communities. She is currently the EAL Coordinator of an Intensive English Centre in Cairns, Queensland. She is also an expert panel member for AITSL's national project, Indigenous cultural competency in the Australian workforce and a consultant in culturally responsive pedagogy for ACER's UNESCO project in developing Teacher Education in Myanmar. She is currently a PhD candidate at James Cook University in the final month of completion.

Abstract:

Teachers play a major part in the successful transition of newly arrived refugee students into Australian schools. Moreover, teachers are required to know, adjust, and respond to the culturally and linguistically diverse backgrounds of their students. In Australia, Standard 1.3 of the Australian Professional Standards for Teachers (APST), Students with diverse linguistic, cultural, religious, and socioeconomic backgrounds, speaks directly to the requirement for teachers to adjust and respond to their students' needs. However, there is little that prepares classroom teachers to understand the refugee experience, respond to cultural differences and help refugees' transition to Australian schooling. Consequently, teachers find themselves unprepared, not knowing how to effectively respond cross culturally, making it very difficult to enact Standard 1.3.

This presentation reports on the findings of a doctoral study that investigated how a school-based professional learning intervention, with a focus on cultural competency, assisted teachers to better enact Standard 1.3 of the APSTs. It also reports on the impact of the intervention on teachers' beliefs and assumptions towards students from a refugee background. This study was informed by a culturally responsive methodology (CRM), and adopted a qualitative single case study approach involving six classroom teachers from a school in regional Far North Queensland, with high enrolments of students from refugee backgrounds.

Findings identified that professional learning in cultural competency repositioned teachers' existing beliefs and assumptions towards students from culturally diverse backgrounds. This study established that teacher capability in Standard 1.3 of the APSTs can be achieved through targeted professional learning. An outcome of this study included a teacher co- created pedagogical framework. This framework assists teachers in: (i) recognising their own unconscious bias, (ii) providing strategies to establish cultural safety, and (iii) providing strategies to enact a culturally responsive pedagogy.

How wide can this GAP get?

Wednesday 28 September, 2:30pm – 3:15pm

Fran Murray¹

1. *Education Consultant, ACTA Councillor, Association of Teachers to Speakers of Other Languages, NT, Australia*

Biography:

Fran's career in education has spanned teaching, lecturing, curriculum writing and development, and professional authorship, in the fields of English-Additional-Language/Dialect Teaching and Bilingual Learning. She has been committed to the ongoing professional development of teachers, through Lecturing positions, Consultancies, Advisory and Curriculum Management positions in EAL/D teaching and learning. She began her career as a classroom teacher in a multi-racial Primary school in NSW and relocated to the NT to a remote Indigenous Bilingual school. Movements into school-based Senior Teacher and Middle Management roles, including that of Teacher-Linguist, before entering the Teacher Education field at Batchelor Institute of Indigenous Tertiary Education and Charles Darwin University have provided the insights she passes on to teachers in the field. Her passion remains the Professional Development of teachers working with EAL/D students. She is a passionate advocate of Bilingual Biliterate education for Indigenous Language speaking students. She re-established and managed the NT "Teaching Multilingual Learners" program 2006 – 2015. Currently she continues this work as an Education Consultant working with urban schools and remote Indigenous Schools in the NT. She has realized a high degree of professional satisfaction through authorship and curriculum development of ESL (EAL/D) programs and pedagogies in practice across many NT and QLD Indigenous Schools..... "a professional culture that enhances the professional knowledge and status of teachers through development in effective pedagogies sourced from authentic research is vital to the quality and integrity of EAL/D education delivery and a predictor of students' achievements" (F. Murray www.walktalkteach.com.au)

Abstract:

This presentation will address the questions above. The quest to 'Close the Gap' in EDUCATION contexts has become one of assimilationist teaching practices. In doing so, the role of First Language in learning an Additional Language has been ignored and overlooked in the quest for quick 'solutions'. The Gap has been positioned as a deficit to be 'fixed' and, by inference, this has meant that the students on the 'other side of the gap' are the ones who need to make the change/to be 'fixed'. The Gap won't be closed and it's getting too wide to jump!

ACTA early childhood consultancy group - Working Party

Wednesday 28 September, 3:15pm – 4:00pm

Dr Anne Keary¹

1. *Faculty of Education, Monash University, President of the Australian Council of TESOL Associations (ACTA)*

Biography:

Dr Anne Keary is a senior lecturer at the Faculty of Education, Monash University. Since 2012, Anne has been an active member of VicTESOL and was President of VicTESOL from 2016-2018. She is currently President of the Australian Council of TESOL Associations (ACTA). Anne has organised professional learning activities for teachers from the early childhood to adult sectors, initiated a research grant for partnerships between researchers and educators working in the TESOL field, provided consultancy to the Department of Education, Victoria and the Victorian Curriculum and Assessment Authority (VCAA) and has been an editor and contributor to the journal 'TESOL in Context'. Anne is an experienced educator who has taught across the early childhood, schools and higher education sectors. Her research teaching and engagement work enhances the provision of socially-just education in diverse linguistic and cultural settings.

Abstract:

The ACTA Early Childhood consultancy group has been developing a set of six Early Childhood Education Principles as a statement of ACTA's beliefs and values about home-language-based English as an Additional Language and/or dialect (EAL/D) approach in the Early Childhood years. The ECE Principles encompass all EAL/D learners: newly arrived, migrant and Australian born children, refugee and refugee-background children, and Aboriginal and Torres Strait Islander children functioning at all levels of home language and English language proficiency. The ECE Principles bring together the shared thinking of a large group of early childhood practitioners and researchers with EAL/D expertise from across Australia. The intention of the ECE Principles document is to raise awareness of critical issues in home language-based EAL/D education (approaches to ECE programs) for practitioners, researchers, policymakers, key-stakeholders and state, territory and federal governments. This session will provide an overview of this set of Principles.

Snorkelling with Sealions in Australia: Developing the spoken competence of Year 10 Korean students using i-VR

Wednesday 28 September, 1:00pm – 1:45pm

Dr Greg Restall¹, Ms Ada Yao¹, Ms Belle Niu¹

1. *UniSA Education Futures*

Biography:

Dr Restall is a Lecturer in Education Futures at UniSA. Dr Restall qualified as a secondary school teacher of foreign languages and ESL. He taught EAP to adult international students for 14 years before lecturing in TESOL at UniSA. He has extensive experience in using technologies to support language learning and has supervised doctoral students to completion in this field.

Abstract:

Immersive Virtual Reality (i-VR) environments that adopt high-fidelity photo-realistic contexts for authentic immersive situational language use have the capacity to develop communicative competence in foreign language learners when such opportunities are limited or unavailable in their school and societal contexts. This presentation reports on the design and implementation of such an i-VR environment for the development of communicative confidence and competence. Initially, fifty Year 10 students were recruited by their English teacher in Seoul to explore four i-VR modules designed to extend and enhance learning from a unit of work in their English textbook. The i-VR modules embedded multimodal learning resources to scaffold the development of spoken competence with a task-based output involving either an explanatory or procedural text. Students used supplied cardboard goggles with a smartphone in the home environment to immerse themselves in learning in an Australian setting over a two-week period. An online student survey and a teacher interview revealed perceptions of the experience and value of such learning environments. Students were also asked to produce a recorded spoken output. A second classroom-based teacher-directed cohort was recruited of similar size using higher quality plastic VR goggles for comparison. The same processes of data collection and analysis were used. The findings confirmed understandings of the use of such technologies for language learning, but some important insights were revealed in the small-scale study to inform the improvement of such low-cost solutions to the communicative challenges faced by foreign language learners.

Managing Religion/world Views Engagement in ESL/EAL Classroom a Key Issue for Australia's Social Cohesion?

Wednesday 28 September, 1:45pm – 2:30pm

Dr Susan Ennis¹

1. *ESL Teacher/ Researcher, Richmond, Australia*

Biography:

For 40 years Sue has coordinated or taught English to adult refugees/immigrants in Melbourne. She also taught English in Turkey, China, Cambodia & worked in Israel. She has written a Ph.D. & book on Religion/ Spirituality and the Refugee Experience.

The motivation for her research & voluntary work is that respecting and knowing religious/inter-religious/worldview patterns & sensitivities are key aspects of Australia's social & intercultural cohesion.

In her volunteer role in Religions for Peace Australia, she & others have lobbied Federal/ State governments to bring multifaith education more fully into the Australian professional training & educational agendas.

Abstract:

This presentation will briefly mention the presenter's background education as it is relevant to the topic. Then it will give some brief census statistics on the shifts in religious groupings in Australia over the last few decades.

Then the presentation will briefly raise some reasons why in the presenter's experience religious/ world views and social cohesion in the ESL/EAL classrooms and educational settings is becoming more complex & therefore more important for managing Australia's social cohesion. The speaker will then pose two questions one of which is to be briefly examined in the session.

A few case studies of some complex to surprising religious/ world view engagements found in her research, her classrooms (or participants classrooms) staffrooms or within an educational setting will be briefly discussed in small groups. The presenter will then respond to some of the case studies posing some patterns & ways of managing the situations.

The presentation will suggest Australia's social cohesion has much to gain from respectful learning from students/ teachers/ others who have different understandings, yet religious /world view bullying & manipulation needs to be managed.

The conclusion will suggest some simple steps forward at a Federal/State policy level, within ESL/EAL & adult education & training and its related curriculums, in professional development sessions & in staff rooms.

Am I a Trainer or a Teacher?

Wednesday 28 September, 1:45pm – 2:30pm

Ms Sue Elston¹

1. *GOTAFE Shepparton, Northeast Victoria, Australia*

Biography:

The constants in Sue's career are education and seeking best practice. As a TESOL teacher, Sue currently works at GOTAFE in Shepparton, Victoria and previously managed the ESL program at Yarraville Community Centre in Melbourne.

Initially Sue worked in schools in the Western Suburbs of Melbourne, then into a private RTO, Ausmusic Ltd. where she became the CEO. In this role, Sue developed Music Performance and Music Technology nationally accredited courses and resources which were offered across Australia to 2,000+ students undertaking VCE.

Sue then moved into Careers Education at The University of Melbourne as a career consultant and a WIL (Work Integrated Learning) Co-ordinator. To ascertain the benefits of WIL to a degree, Sue developed a measuring tool to confirm improved workplace skills as a result of a WIL experience. Sue presented a paper on this in Stockholm at the international NAGCAS Conference.

Sue is a member of AMEP's National Recovery Community for Practice, Chair of Regional Australians for Refugees (RAR) in the Strathbogie Shire. She is currently piloting a Volunteer Tutor Scheme at GOTAFE to build oracy and confidence in AMEP students and connection to the local community.

Abstract:

A trainer trains people for a particular job or profession (BBC) and a teacher helps others to learn (IGI Global).

Which function delivers the best outcome for our adult English As a Second Language (ESL) students and the best dollar return to the government?

Teaching English to adult new arrivals in Australia currently follows the Vocational Education and Training (VET) model which is based on an accredited curriculum and assessed unit by unit.

So learning English is treated the same as learning to be a plumber. We are trainers.

Is this the most efficient and effective way to teach adult ESL?

Language researchers such as Myers & Hilliard (1997) and Nunn (2006) promote holistic teaching as a more efficient way to learn English, involving concurrent teaching of all four language skills. Lee (2000) extends that to embracing technology as the key enabler. We are teachers in this model.

This workshop presentation will briefly look at current global research on holistic teaching and then together, explore recommendations to maximise our students' capacity to function in Australian society and work environments as soon they possibly can.

Issues and problems in EALD teacher employment

Wednesday 28 September, 3:15pm – 4:00pm

Dr Helen Moore¹ and Dr Michael Michell²

1. *ATESOL ACT, Canberra, Australia*
2. *UNSW School of Education*

Biography:

Dr Helen Moore, AM, began her teaching career at Hutjena High School on Buka Island in PNG. In 1978, she set up first full postgraduate TESOL teacher education program in the School of Education at La Trobe University, Melbourne. She was also Acting Director of the La Trobe Language Centre from 1992-93, which included delivery of the AMEP and ELICOS. Her PhD from the Ontario Institute for Studies in Education (OISE) in Toronto, Canada, focussed on policy for English language learners in Australian schools. Returning to Australia in 2004, she did contracted research for the AMEP Research Centre and has also contributed to ACTA's advocacy work in drafting submissions about EAL/D in schools, the AMEP and SEE Program.

Michael Michell is an honorary lecturer at the UNSW School of Education and previously language and literacy lecturer from 2008 until 2016. Before then, he worked as an ESL teacher and policy officer in the NSW Department of Education leading EAL policy, assessment, curriculum and research projects. He was a member of the national writing team for the ESL Scales and later the Victorian Tools to Enhance Assessment literacy for Teachers of English as an additional Language. (TEAL) online assessment project, and the Victorian Curriculum and Assessment Authority F-10 EAL Curriculum. Michael is immediate past president of ACTA.

Abstract:

Along with our students teachers of Indigenous, migrant, refugee and international English language learners are located on the periphery of educational programs in urban, rural and remote school, adult and tertiary classrooms. We are predominantly female, employed in insecure and low paid positions, have no career pathways in TESOL, are unsupported in gaining specialist TESOL qualifications, subject to demands for excessive paperwork, and generally not paid for all the hours required to adequately meet our students' needs. Representatives from the Australian Education Union (AEU) and Independent Education Union (IEU) will address these issues, their causes, and how education unions can support EAL/D educators and their learners.

Fostering pedagogical language knowledge. Preparing Australian teacher education students for multilingual classrooms

Wednesday 28 September, 1:00pm – 1:45pm

Dr Sue Ollerhead¹

1. *Macquarie University, Sydney, Australia*

Biography:

Dr Sue Ollerhead is a senior lecturer in Languages and Literacy Education and the Director of the Secondary Education Program at Macquarie University. Her expertise lies in English language and literacy learning and teaching in multicultural and multilingual education contexts. Much of her work centres on supporting students from multilingual backgrounds to navigate the monolingual Australian education system, and to train teachers how to use students' different home languages as resources for learning in the classroom. Her research interests include multilingual pedagogies, literacy across the curriculum and oracy development in schools. Sue is a founding member of Macquarie University's Multilingualism Research Centre.

Abstract:

This paper reports on an Australian university education program aimed at improving the ways in which teacher education students are prepared for cultural and linguistic diversity. The program was designed as a collaboration between the university researcher, who was also the course designer and co-instructor, a tutor and research assistant, 55 teacher education students and experienced teachers working at a school for multilingual students learning English as an additional language (EAL). The semester-long program involved a series of online exchanges between the researcher, the teacher education students and the expert EAL teachers, who provided targeted knowledge and insights into working with culturally and linguistically diverse learners. Teacher education students' pre- and post-course assessments and reflective forum posts revealed positive changes in their pedagogical language knowledge development, including the ways in which they were able to identify the English language demands of their subject areas, develop supportive teaching strategies for EAL learners and provide feedback to help EAL learners further their academic language development across all subject content areas.

Key learnings:

1. Understanding of pedagogical language knowledge as a key teaching capability.
2. Understanding of multilingual teaching strategies and their importance in culturally and linguistically diverse teaching contexts.
3. Understanding of the importance of harnessing students' diverse language resources for teaching and learning.

Negotiating the Integration of Critical Literacy in EFL Teacher Education Programs

Wednesday 28 September, 1:45pm – 2:30pm

Ms Nita Novianti¹

1. *University of Tasmania, Australia*

Biography:

Nita Novianti is a PhD candidate at the University of Tasmania. She was a Fulbright Master's Scholarship awardee at Texas State University (2010-2012) and has been serving as a faculty member at the English Department of Indonesia University of Education since 2013. Her research interests include English literature, fairy tales, critical literacies, feminism, and comparative studies.

Abstract:

Critical literacy has been increasingly welcomed in the Indonesian EFL classrooms, particularly at the secondary and tertiary levels. However, its integration into primary EFL classrooms and its introduction in teacher education programs remain unexplored. My ongoing PhD research has attempted to address this gap. Employing action research, the project involved an EFL teacher educator and her 35 pre-service teachers at a tertiary school in Indonesia. Data were collected in the forms of interviews, unit course documents, students' assignments of lesson plans and reflections, and researcher's notes. In this presentation, I will share the findings related to the negotiated spaces for critical literacy in the course unit taught by the teacher educator that is titled Practice of Teaching English to Young Learners. The teacher educator's perceptions of critical literacy and concerns with its integration into EFL classrooms will be discussed. How critical literacy was integrated into the unit and introduced to the pre-service teachers will also be discussed.

Maximising Engagement within our Culturally Diverse Community - The Ironside Way

Wednesday 28 September, 2:30pm -3:15pm

Ms Kylie Sommerfeld

1. *Ironside State School, St Lucia, Australia*

Biography:

Kylie has been actively teaching in the EAL/D area for 28 years. Her experience includes Primary, P-12 schools, Tertiary (Academic English, Study Tours, etc) and teaching English in Wuhan, China during the 1990's. Kylie has contributed to a number of Education Queensland projects such as Productive Pedagogies and Bandscales in Action. Currently EAL/D Coordinator at Ironside State School in St Lucia, Kylie supports both students and parents within an inner city multicultural school community to ensure that families feel welcomed and involved.

Abstract:

Ironside State School is a large multicultural school located in close proximity to University of Queensland. Currently our school community is 60% EAL with approximately 50 languages represented. Engaging our whole school community has been a priority area. Our current Strategic Plan 2021-2024, community engagement continues to be an important priority. Our belief is that "maximising engagement within our culturally diverse community is the most effective way to build a strong and forward thinking Ironside." (Ironside State School Strategic Plan 2021-2024 - www.ironsidess.eq.edu.au). This will be measured through both "broadening community access and engagement through 'Open Ironside' opportunities" and "increasing the proportion of parents actively engaged within the school". (Ironside State School Strategic Plan 2021-2024 - www.ironsidess.eq.edu.au).

Our signature community engagement events over the past 2 decades which have 'opened Ironside', have been our International Breakfast and Spring Fair. Our International Breakfast in 2019 featured stalls from 35 different countries and was organised jointly by our International Parent Group and EALD Team.

In response to both school leadership and community feedback, the purpose of the International Parent Group was reviewed in 2018. To better support our school strategic priorities, the group's role evolved into a weekly Chat and Cuppa group with structured sessions based on school priorities and parent requests. This formalisation of the International Parent Group has empowered our international parents and encouraged volunteering in classrooms, tuckshop and school events. Parents now provide assistance with our EALD Home Reading Club each week before school. Currently there is a visible increase in the proportion of parents engaged within the school which is further supporting our current school community priorities of 'Open Ironside opportunities'.

This presentation will provide a historical narrative, including practical tips and advice which other school communities may find valuable when considering ways to further engage their community.

Responsive Pastoral Care - Giving Students Agency

Wednesday 28 September, 3:15pm – 4:00pm

Ms Pippa Beetson¹

1. *WATESOL, Australia*

Biography:

Pippa has worked with EAL/D and international students in Australia, Ecuador, Vietnam and the Philippines since 1995. During this time, she has held leadership and teaching positions in adult, tertiary, early childhood and high school education contexts. She completed a Master of Education at UWA in 2008, with a research thesis titled "The Internationalisation of Higher Education - Perspectives from the Classroom." This study provided the foundation for subsequent program innovation to support learning for students, parents and teachers in school contexts. Since 2017, after returning from eight years at International School Manila as Program Leader for ESL (Primary) and International Baccalaureate (Diploma) Psychology teacher, she has worked at Mount Lawley SHS in Perth, WA. Here, she has been the EAL/D teacher and Coordinator for international (fee-paying) students, dual roles that have enabled her to support students while drawing upon on personal experience, pedagogical and curriculum expertise as well as social, cultural and cognitive psychology. She joined the committee of WATESOL in 2019, has been a WA representative on ACTA since 2020, and is currently the vice-president for WATESOL.

Abstract:

The impact of the pandemic was and is still being felt by every one of us, but what about the students who are school-aged and studying in a foreign culture and language, away from their families? This presentation will outline the typical transition phases experienced by students as they move from one cultural context to another, identify issues and challenges these students face, and give educators a model for assisting EAL/D and international students based on a successful responsive pastoral care program implemented over five years at a local government high school. The importance of involving students in the decision-making process and allowing their voices to be heard, particularly when the situation is changing so rapidly and unpredictably, will be highlighted. Personal stories from students themselves will be shared as well as details of a school-based support program that won the CISWA International Education Initiative award in 2021.