



## FROM THE PRESIDENT

### **Happy New Year!!**

Your Committee sends warm greetings for 2024. We hope your summer break is proving happy, restful and renewing!

### **Early Bird memberships and renewal**

Now open, closing on **29 February 2024**. Just two advantages in joining ATESOL ACT are members' rates for ATESOL ACT events and on-line events hosted by our State and Territory colleagues.

Remember that your membership fee will be waived if you recruit two new members!

To join or renew, click [here](#).

### **Professional Learning events**

We have planned a fabulous line-up for 2024.

#### **TERM 1: Using Drama Techniques to Teach English**

**Jodie Whitehurst** will return to offer another (and different) brilliant workshop, as requested by those who attended and those who missed her last year. Don't miss this opportunity – participants just loved her first workshop! Encourage your mainstream colleagues to come too. You'll be inspired no matter what level or age of student you teach.

#### **TQI accredited.**

This event will be combined with the **2024 AGM**.

**WHEN:** Saturday 24 February, 2 – 4.30 pm.

**WHERE:** TBC.

More information and the registration link can be found [here](#).

#### **TERM 2: Enhancing Your Assessment Literacy**

**Emeritus Professor Chris Davison**, currently ACTA President, will introduce you to **Teaching to Enhance Assessment Literacy for Teachers of English as an Additional Language (TEAL)**, which she initiated, developed and managed for its first few years of operation.

**TEAL** is an outstanding assessment 'toolkit' consisting of an extensive range of tools and resources to guide your assessment of EAL students in speaking, listening, reading and writing the English language.

Although TEAL was specifically designed for use in Victorian schools, Chris will demonstrate how it can be used and adapted in both school and adult settings in the ACT.

**TEAL is on-line and free.**

For more details about TEAL, click [here](#).

**WHEN:** Saturday 11 May, 2 – 4 pm. **WHERE:** TBA

More information and the registration link can be found [here](#).

### In planning TBC:

- **Saturday 10 August:** Translanguaging.
- **Saturday 2 November:** Grammar Workshop

## **AGM and your 2024 Committee – Nominations Needed!**

The **ATESOL ACT AGM** is on **Saturday 24 February from 3:10 – 3:30pm** following the tea-break in the Jodi Whitehurst workshop – see above.

As required by our Constitution, all Executive and Committee positions will be declared vacant. For descriptions of Executive roles, see our [Constitution](#).

Your current Committee consists of dedicated and interesting people. *Please* consider joining this lively group. You'll enjoy getting to know them. The more people on the Committee, the less work for everyone and the easier it is to offer more events to enhance your work and professionalism.

If you'd like to find out more and/or are interested in joining the Committee or nominating for an Executive position, please write to me at [president@atesolact.org.au](mailto:president@atesolact.org.au)

For more details, including the agenda and a nomination form, click [here](#).

## **Recent ACTA Advocacy**

### **Schools**

The ACTA President and a representative group of ACTA Councillors met with Dan Skehan, Senior Advisor to Federal Minister for Education Jason Clare, on Wednesday 20 December to discuss the report ***Improving Outcomes for All: The Report of the Independent Expert Panel's Review to Inform a Better and Fairer Education System***.

This report contains recommendations for the next **National Schools Reform Agreement (NSRA)**, which is the contract between the Commonwealth and the States/Territories that specifies the funding framework for schools over the next 10 years.

Recommendation 5C of the report is that Commonwealth and State/Territory Governments commit to revising the **Measurement Framework for Schooling in Australia** to include ***“identifying and defining priority equity cohorts clearly, by replacing ‘language background other than English’ (LBOTE) with ‘English as an additional language or dialect’ (EAL/D).”*** This recommendation accords with ACTA advocacy for more than two decades. If implemented, it will require nationally consistent collection and reporting on English language proficiency based on a common English language proficiency measure. If coupled with effective accountability requirements, this data collection and reporting will greatly improve use of Commonwealth EAL/D funding in targeting EAL/D learners.

In the meeting with Minister Clare's advisor, ACTA representatives stressed the importance of accepting this recommendation regarding:

- **consistent identification of EAL/D learners**, including Aboriginal and Torres Strait Islander EAL/D learners
- the urgent need for **effective system and school accountability** for EAL/D funding
- the **distinctiveness of EAL/D learning needs**, and the importance of not conflating these with learning literacy
- **the EAL/D learning needs of Indigenous speakers** of traditional languages, including the importance of bilingual/biliteracy programs, and the different learning needs of speakers of existing and emerging dialects of these Indigenous languages and English
- issues in **recruiting Indigenous teachers**, especially in remote schools, and ACTA's capacity to offer advice based on experience in working with these teachers
- the need to restore **substantive EAL/D teacher education** for specialist and mainstream teachers and to support on-going EAL/D professional development.

At the conclusion of this meeting, Minister Clare's advisor undertook to facilitate a mid-January meeting between ACTA representatives and the Commonwealth officials leading the NSRA negotiations. ***This is a significant development.***

ACTA representatives will also meet with **ACARA officials** on 8 February to follow up on the implications of Recommendation 5C.

Plans will be developed to lobby State and Territory Ministers as appropriate.

Click [here](#) to sign up to receive ACTA news and to find links to the Expert Panel Report and ACTA submissions.

## Adult ESOL

### *VET Workforce Consultation*

Through ACTA's representation in the **Foundation Skills Advisory Group** set up in 2022 by the Department of Employment and Workplace Relations (DEWR), ACTA was nominated as a key stakeholder in an important consultation on developing a **VET Workforce Blueprint**. The Blueprint will recommend strategies and actions that will create stability and quality in the VET workforce.

The ACTA Adult ESOL Consultancy Group sponsored the participation of 20 AMEP, SEE Program and LLN teachers and managers across Australia in an on-line meeting on 11 December 2023. The meeting was chaired by Claire Baldwin, Director, VET Student Policy Section, DEWR. To access slides she presented, click [here](#).

If you have questions or any additional information you would like to provide to support this work, please contact the team at the department via [VETWorkforce@dewr.gov.au](mailto:VETWorkforce@dewr.gov.au)

You can also keep up to date with what's happening through the department's website [here](#).

Following consultations, a draft Blueprint will be developed for the consideration of Skills Ministers in early 2024.

To see membership of the VET Workforce Steering group for this project, click [here](#).

To see the organisations represented in the Foundation Skills Advisory Group, click [here](#).

## Redesigned SEE Program

The SEE Program has been redesigned to offer greater scope for flexibility and increased access by creating two streams of funding:

- Stream 1 – foundation skills training delivery to individuals by SEE Providers, including through place-based project delivery - for example to workers and their employers, unions or industry associations who may want tailored training for their workplace.
- Stream 2 – foundation skills training delivery to First Nations peoples by First Nation community organisations in partnership with Registered Training Organisations or Adult and Community Education sector providers to deliver whole of community language, literacy, numeracy and digital literacy skills (LLND) training through place-based grants.

Tenders were called for Stream 1 in November 2023 with a closing date of 14 December. To see details, go to: [Closed ATM View - SEE 2024-28: AusTender \(tenders.gov.au\)](https://www.tenders.gov.au/SEE-2024-28)

**If you're interested in finding out about and contributing to ACTA advocacy**, please consider joining one or more of the following ACTA Consultancy Groups:

- Early Childhood Education
- Schools
- Indigenous EAL/D in Schools
- Adult ESOL
- Digital Literacy
- Teacher Education.

For more information, write to [president@atesolact.org.au](mailto:president@atesolact.org.au)

## Some Great PL Events from VicTESOL

*ATESOL ACT member rates apply*

<b>Teaching in English in Multilingual Classrooms</b> (9 modules)	On-line Start 28 January, 2024 End 25 July, 2024
<b>Multilingual authors 'standing taller' in arts-rich translanguaging spaces</b>	On-line 15 February 2024 4:30 - 5:30pm
<b>Language and Play: An Australian Intergenerational Family Study</b>	On-line 7 March 2024 4:30 - 5:30pm

For more details, go to: [Upcoming Events – VicTESOL](#)

## Your Journal - TESOL in Context

**TESOL in Context** is the peer-reviewed publication of the Australian Council for TESOL Associations (ACTA) for teachers, researchers and others interested in TESOL within Australia and internationally. Normally two issues are produced each year.

The journal is **open access online** at <http://tesolincontext.org.au/>

**CURRENT ISSUE: Vol. 32 No. 1 (2023): *Teaching English Language Learners Across the Curriculum***

This Special Issue has two primary goals. Firstly, we aimed to bring together diverse perspectives and voices from across Australia that showcase the remarkable efforts that teachers and educators are already doing to cater for the needs of EAL/D learners in schools and mainstream environments.

Secondly, and while acknowledging these commendable efforts by educators, we argue that more work is needed to address the persistent challenges in providing tailored support that addresses the diverse linguistic and cultural backgrounds of EAL/D students. We acknowledge that catering for EAL/D learners' needs in schools and mainstream classes involves more than just structural adjustments. It necessitates a paradigm shift in educational perspectives.

Beyond the accommodation of linguistic diversity, there is a crucial need to challenge and disrupt dominant deficit views that may prevail in educational settings. The insights gathered from these articles illuminate the multifaceted and dynamic landscape of EAL/D education in Australia. They collectively underscore the necessity for an integrated approach that encompasses not only specialized pedagogies but also a deep understanding of the cultural and linguistic diversity present in our classrooms.

**OTHER TIC ISSUES:**

Volume 31, No 2 (2023) Digital technology in language teaching and learning

Volume 30, No 1 (November 2021) Languages in Early Childhood Education

Volume 29 No. 1 (2020): Growing TESOL in Aboriginal and/or Torres Strait Islander contexts.

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***Please share this newsletter with your colleagues and encourage them to sign up as ATESOL ACT members at <http://www.atesolact.org.au/join/>***

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