

# **vicTESOL**

Supporting English language teaching,  
learning and multicultural education

## **VicTESOL ESL Conference 2011:**

***Reclaiming the Territory: Language and Learning***

**Melbourne Convention and Exhibition Centre  
1 Convention Centre Place, South Wharf**

Themes:

- assessment
- inclusion and multicultural education
- innovation and ESL teaching and learning

**Principal Sponsor**

**Department of Education and Early Childhood  
Development (DEECD)**

**Sponsor**

**Catholic Education Office, Melbourne**

<b>Program Contents</b>	<b>Page</b>
<b>VicTESOL staff and Conference organisers</b>	<b>3</b>
<b>Venue Map</b>	<b>4</b>
<b>Venue Details</b>	<b>4</b>
<b>Program Schedule</b>	<b>6</b>
<b>Keynote Friday 26 August: Professor Chris Davison</b>	<b>7</b>
<b>Workshop and Seminar Sessions (WF01-08) Friday 26 August</b>	<b>8</b>
<b>Paper Presentations (PF) Friday 26 August</b>	<b>12</b>
<b>Keynote Friday 26 August: Professor Kristina Love</b>	<b>16</b>
<b>Workshop and Seminar Sessions (WF09-16) Friday 26 August</b>	<b>17</b>
<b>Keynote Saturday 27 August: Dr Jennifer Hammond</b>	<b>22</b>
<b>Workshop and Seminar Sessions (WS01-08) Saturday 27 August</b>	<b>23</b>
<b>Paper Presentations (PS) Saturday 27 August</b>	<b>28</b>
<b>Keynote Saturday 27 August: Dr Russell Cross</b>	<b>33</b>
<b>Workshop and Seminar Sessions (WS09-15) Saturday 27 August</b>	<b>34</b>
<b>Exhibitors and Sponsors</b>	<b>39</b>
<b>Speaker Index</b>	<b>40</b>

## **VicTESOL Executive and Committee:**

President Mairead Hannan

Vice President – Liz Davidson

Secretary – Mark Melican

Treasurer – Debra Ives

General Committee – Ros Beaton, Daina Coles, Russell Cross, Inna Gvozdenko, Megan Rawlins, Clare Sansom and Antoinette Tabe

## **VicTESOL Administration Officer:**

Stanley Wang

## **ESL Conference Planning Committee:**

Ros Beaton (Chair), Daina Coles, Robert Colla, Liz Davidson, Inna Gvozdenko, Debra Ives, Margaret Nutbean, Madeline Parker, Antoinette Tabe

## **Conference Organiser:**

Victorian Association for the Teaching of English (VATE)

## Venue Map



Melbourne Convention and Exhibition Centre  
1 Convention Centre Place, South Wharf

The registration desk is located in Foyer 1 on Level 1.  
Morning tea and lunch are also served in this area, and trade displays are located here.

## Venue Details

### *Public transport*

The superb central location of the Melbourne Convention and Exhibition Centre (MCEC) means it is easily accessed by the city's roadways, freeways, public transport and on foot. The City Link automated tollway connects the MCEC to the airport in just 20 minutes. The Centre is also serviced by six parking areas suitable for public, exhibitor and bus parking with additional parking available within walking distance of the centre.

### **Trams**

Route 96 - St Kilda to East Brunswick  
Route 109 - Port Melbourne to Box Hill  
Route 112 - West Preston to St Kilda

### **Trains**

Southern Cross and Flinders Street stations are both a short stroll from the Melbourne Convention and Exhibition Centre. These stations are major hubs for suburban, regional and interstate rail services. Directions and ticketing information is available from Centre staff.

For tram and train timetables see [www.metlinkmelbourne.com.au](http://www.metlinkmelbourne.com.au).

### **Taxis**

Taxi ranks are right on the doorstep:  
Melbourne Exhibition Centre  
Melbourne Convention Centre  
Crown Entertainment Complex  
Southern Cross station

## **Car parking**

There are three car parks available for visitors to the Melbourne Convention and Exhibition Centre. Please visit <http://www.mcec.com.au/Attend/Visitor-Info/Parking.html> for rates, access and directions.

## **Accommodation**

For suggestions on accommodation close to the conference venue, please visit the VicTESOL website: [www.victesol.vic.edu.au](http://www.victesol.vic.edu.au).

## **Catering**

Catering is provided by MCEC's in-house catering team. If you have dietary requirements, please indicate these when you register for the conference. Morning tea and lunch are served in Foyer 1 on Level 1.

## **Wireless internet**

Delegates will have access to free wireless internet at the MCEC. You will be required to subscribe (free of charge) to the service via a login page agreeing to a set of terms and conditions. You will need to re-subscribe (free of charge) to the service after 12 hours or once the 100MB download limit is reached. The service is suitable for web based email, Facebook, Twitter and basic internet browsing. This service does not support applications such as Skype, streaming video, VPN connections and peer-to-peer file sharing. Please visit the registration desk for more information.

## **Trade exhibits and bookshop**

The exhibitors and the VATE bookshop will be in Foyer 1, Level 1, on Friday 26 and Saturday 27 August.

## **Cost**

Category	Early Bird One Day (closes 16 June)	Early Bird Two Days (closes 16 June)	Early Bird One Day (closes 1 July)	Early Bird Two Days (closes 1 July)
Member	\$245	\$320	\$245	\$320
Non-member	N/A	N/A	\$340	\$400

Category	Regular One Day (closes 23 August)	Regular Two Days (closes 23 August)		
Member	\$260	\$370		
Non-member	\$360	\$450		

### Program Schedule

Friday 26 August 2011

Time	Event	Page
8:00 am – 8:45 am	Registration	
9:00 am – 9:15 am	Welcome to Country, Opening	
9:15 am – 10:15 am	Keynote Address: Professor Chris Davison	7
10:15 am – 10:45 am	Morning tea and trade displays	
10:45 am – 12:15 pm	Workshop and Seminar Sessions (WF01-08)	8
12:20 pm – 1:05 pm	Paper Presentations (PF)	12
1:05 pm – 1:45 pm	Lunch and trade displays	
1:45 pm – 2:45 pm	Keynote Address: Professor Kristina Love	16
2:50 pm – 4:20 pm	Workshop and Seminar Sessions (WF09-16)	17

Saturday 27 August

Time	Event	Page
8:00 am – 8:45 am	Registration	
9:00 am – 9:15 am	Welcome and Housekeeping	
9:15 am – 10:15 am	Keynote Address: Dr Jennifer Hammond	22
10:15 am – 10:45 am	Morning tea and trade displays	
10:45 am – 12:15 pm	Workshop and Seminar Sessions (WS01-08)	23
12:20 pm – 1:05 pm	Paper Presentations (PS)	28
1:05 pm – 1:45 pm	Lunch and trade displays	
1:45 pm – 2:45 pm	Keynote Address: Dr Russell Cross	33
2:50 pm – 4:20 pm	Workshop and Seminar Sessions (WS09-15)	34

## SCHOOLS' PROGRAM 2011 - 29 AUGUST TO 1 SEPTEMBER

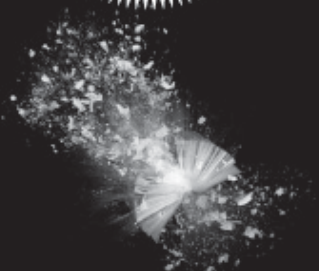
[mwf.com.au](http://mwf.com.au) MELBOURNE  
WRITERS  
FESTIVAL



*Melbourne Writers Festival 2011 Schools' Program is jam-packed with more than 60 exciting events for young people from upper primary to VCE.*

*New this year are storytelling sessions designed specifically for ESL students. Join us for these fantastic free events, celebrating stories in Chinese, Sudanese and Indigenous languages.*

*For bookings call 03 9999 1199, or visit [www.mwf.com.au](http://www.mwf.com.au) to book or find out more.*



MAJOR PARTNERS



EDUCATION PARTNER

## Professor Chris Davison



### Reclaiming Assessment: Assessment for Learning in TESOL

Assessment for learning (AfL), a concept first used in the UK in the late 1980s, and widely promoted through the work of the Assessment Reform Group (Assessment Reform Group, 1999, 2001; Black & Wiliam, 1998), commonly refers to any assessment in which the primary purpose of the information being collected is to improve learning. Black & Wiliam (1998) convincingly demonstrate the learning gains that can be achieved through well-focused teacher-based formative assessment, claiming no other strategy has such potential for enhancing student learning across age levels and in different contexts. Increasingly, ESL teachers are being called upon to plan and/or implement appropriate assessment procedures to monitor and evaluate student progress in their own classroom, including designing and implementing their own classroom-based assessment tasks, actively engaging learners in self and peer assessment and incorporating critical but constructive feedback into the assessment cycle. However, there are a number of complexities within the classroom practice of AfL which are particularly challenging for ESL teachers and their students. Drawing on a number of recent research and development studies, this presentation will identify, describe and critically evaluate the key assumptions underlying assessment for learning in second language teaching in Australia and internationally, and show how this knowledge and understanding can be used to enhance learning, teaching and assessment in child and adult English language classrooms. The implications of AfL for policy and professional development will also be discussed.

#### Biodata

**Professor Chris Davison**, a specialist in language education and school-based assessment, is Professor of Education and Head of the School of Education. She was previously Associate Dean (Research) in the Faculty of Education at Hong Kong University, where she remains an Honorary Professor. Before going to Hong Kong in 1999, she worked in teacher education at the University of Melbourne and La Trobe University for fifteen years and before that, as an ESL teacher and consultant in AMES, TAFE, secondary schools and English language centres in Melbourne. Chris has researched and published extensively on the interface between English as a mother tongue and ESL development, integrating language and content curriculum, and English language assessment. Her latest books include a two volume handbook of teaching English internationally (Springer, with Jim Cummins) and a co-authored book on English language teaching innovation in China (HKU Press, with Xinmin Zheng). With colleagues at the University of Hong Kong, she has recently completed the research and development of a range of oral school-based assessment initiatives for the Hong Kong Examinations and Assessment Authority, and has also been working with the Ministries of Education in Singapore and in Brunei on integrating assessment for learning into their new curricula. With Michael Michell she has just completed cross-sector parallel projects in NSW and Victoria on the design options for an assessment framework for ESL learners in schools. Chris has had a long history of involvement in TESOL professional associations, including 15 years as a member of VATME (the precursor of VicTESOL) and three years as President of the Australian Council of TESOL Associations.

WF01: **Anne Keary**

***Assessing and teaching writing to low literacy ESL students***

This workshop will present reading and writing data from an ARC/DEECD linkage project on literacy strategies for low literacy (transition) ESL students in Years 7-9. Much research establishes that reading and oral language are both important in scaffolding writing. However, early writing appears very much like oral language. To succeed in mainstream content areas, students have to acquire the lexis, grammar and structure of academic school texts, which are very different from oral language. The workshop has three parts. First, the presenters will compare reading and writing samples from three students of different levels on the ESL developmental continuum, focusing on the disparity in the achievement in these macro skills. The implications of this disparity will also be discussed. Second, we will then ask participants as a whole group to do a joint analysis of one piece of writing, and then a further analysis of two other samples in small groups. These analyses will use a condensed list of criteria from the ESL developmental continuum. In the third and final phase of the workshop and based on the analyses, we will ask participants to identify specific teaching strategies to support these students in their language and literacy development. These strategies will be shared and discussed.

**Biodata**

Anne Keary is a Research Fellow in the Faculty of Education at Monash University where she is working on an ARC funded linkage research project that concerns low literacy refugee-background students in high school. She has taught from preschool to high school in a diverse range of socio-cultural contexts.

**Target audience:** Secondary

WF02: **Daphne Budisavljevic**

***Engaging adult migrants and refugees in the ESL classroom***

This workshop aims to share the experiences of an adult ESL class, the new approaches taken to improve the attendance and retention of new migrants and refugees and the conclusions which have helped to shape future planning and delivery. While the presenter will share her own experiences of teaching a diverse class, it will also involve the audience participating in a few practical activities. This workshop will be of particular interest to those delivering the AMEP under the new funding model.

**Biodata**

Daphne has over 20 years experience in the ESL/EFL field, most of which has been with AMES in a variety of programs and capacities. She is currently teaching at St Albans AMES, with additional responsibilities for e-learning support of teachers and coordination of work experience for students.

**Target audience:** Adult

WF03: **Jane Grant**

***Promoting connectedness and wellbeing in the culturally diverse classroom***

This workshop will include information about the refugee experience, lots of activities and links to resources that promote inclusion of children, young people and families of refugee

background in the classroom and in the broader school community. Many of these strategies and activities will be beneficial for all students.

Participants will explore topics such as 'culture in the classroom', the refugee experience, how does the experience of trauma impact on students learning and wellbeing and what do we need to do to make sure children, young people and families of refugee background are 'included' and can participate in school life.

#### **Biodata**

Jane Grant is responsible for Professional Development and Resources within the School Support Program at the Victorian Foundation for Survivors of Torture. Jane has been writing training content and resources for teachers for the last 8 years, having previously taught as a secondary school teacher for many years.

**Target audience:** General

### **WF04: Brenda Lawson and Amanda Rassmussen-Huang**

#### ***Debating in the ESL classroom***

In this presentation, the presenters will provide a step by step guide on how to structure a debating program for ESL students. Through a variety of activities involving audience participation, teachers will be provided with the skills to enhance their students' speaking and listening skills in this enjoyable and highly popular learning activity. Teachers will be able to view ESL students at Noble Park English Language School (NPELS) engaged in the program, which, although it was designed primarily for older students with a reasonable proficiency in the English language, can be easily adapted to cater for the needs of most students.

#### **Biodata**

Brenda Lawson is a secondary Professional Learning Team leader at NPELS. She taught Indonesian at Lyndale High School, and then moved to Brighton Secondary College where she taught senior English and was English Coordinator for many years. Her passion is debating. At Brighton she established a very highly regarded debating program and coached numerous teams to Grand Final victory in the Debaters Association of Victoria competition. She now enjoys introducing the skills of debating to students in the New Arrivals Program at NPELS.

Amanda Rassmussen-Huang has been teaching ESL at NPELS for a number of years. She introduced the debating program to senior students about five years ago and has presented to the staff on a number of occasions. She has recently completed the Debaters Association of Victoria training program for adjudicators.

**Target audience:** Adult/Secondary

### **WF05: Rose Buhagiar, Malathi Ferdinando, Margaret Nutbean, and Antoniette Stasi**

#### ***Using Dynamic Assessment Processes to differentiate between ESL or Severe Language Disorder***

Schools are often faced with the complex task of determining why a student from a non-English speaking background is not making expected progress. Distinguishing between a student who has difficulties with language due to a language background other than English (LBOTE) and a student who has a specific language disorder is a complex process. This workshop will explore two case studies (Junior and Middle Primary) in which two teachers

implemented a Dynamic Assessment Process to assist in differentiating between ESL or Severe Language Disorder. The teacher initially plotted the student's progress on the ESL Developmental Continuum and provided explicit, targeted teaching and learning opportunities within the Topic/Inquiry context being implemented in the classroom. This demonstrated whether the student had capacity to learn with appropriate scaffolds and intensive teaching or if further referral was required.

## **Biodata**

Rose Buhagiar is currently a grade 1/2 teacher at a small primary school in the North West of Melbourne. She has 7 years experience in education, teaching grades 1 through to 6. The children who are enrolled at the school come from a variety of backgrounds and 96% of the children are ESL students. She has completed her Masters in Education, specialising in TESOL.

Malathi Ferdinando is the Senior Speech pathologist at the Northern Region of the Catholic Education Office in Melbourne. She has teaching and speech pathology qualifications. Malathi has worked as a speech pathologist for the Catholic Education Office for over 15 years. She works closely with schools to determine SLD diagnosis ruling out ESL factors and works alongside the ESL New Arrival team to ensure students have the appropriate supports in place.

Margaret Nutbean is currently the coordinator of the ESL/New Arrivals with the Catholic Education Office Melbourne. She has over thirty years experience in education. She has been a classroom teacher, ESL teacher, New Arrivals teacher and Literacy Education Officer. In her current role she works alongside classroom teachers facilitating Professional Learning sessions to support them with ESL/ Refugee students in mainstream classrooms. She also works alongside Speech Pathologists and is currently completing her Masters of Education with a focus on the ESL learner.

Antoniette Stasi is an experienced Classroom Teacher. She is currently a Year 3 Level Leader and classroom teacher at Good Samaritan Primary School, Roxburgh Park. The school has over 740 enrolments with 90% students speaking English as a second language. She has experience in using the Teaching and Learning Cycle to plan units of work to meet the needs of ESL/EAL learners. Antoniette has previously been a Literacy and Numeracy Leader. She has also been an Early Childhood Educator and Coordinator. She is currently completing units towards her Masters of Education with a focus on the ESL/EAL learner at the University of Melbourne.

**Target audience:** Junior and Middle Primary

## **WF06: Lynn Pickles and Clare Hardy**

### ***Preparing students for global and multicultural citizenship in an ESL context***

This workshop session will provide an overview of approaches to preparing students for global and multicultural citizenship in an ESL context. It will explore the multiple approaches to this work including multicultural, global education, civics and citizenship and Asia, together with ways to evaluate both teacher and student progress. The *All of Us* Resource Kit for Teachers will be distributed at the workshop.

## **Biodata**

Lynn Pickles is the manager, Multicultural Education, Targeted Programs Branch Office for Government School Education Department of Education and Early Childhood Development.

Clare Hardy is a senior project officer, Multicultural Education, Targeted Programs Branch Office for Government School Education Department of Education and Early Childhood Development

**Target audience:** General

## WF07: Glynis Rose

### *Teaching language through text in VCE*

The English as a Second Language Study Design uses a range of texts – including some on a prescribed list. This seminar will focus on how texts are used differently in different parts of the Study. It will include areas such as preparing students to enter VCE, choosing texts, and using texts to fulfil the aims of the Study.

#### **Biodata**

Glynis Rose is an experienced teacher and coordinator of English and English as a Second Language. She also has a wide range of experience over 25 years in curriculum development and assessment for ESL students in VCE years. She has taught in a number of schools, mostly in public education in Victoria.

**Target audience:** Upper Secondary/VCE

## WF08: Sandra San Martin, Rebecca Learmoth and Carmel Conroy

### *Catering for refugee students in a primary classroom*

Refugee learners with disrupted schooling often have particular needs above and beyond the needs of ESL learners. This is a practical and interactive workshop bringing together experienced teachers currently working as part of Southern Metropolitan Region's Primary Refugee Bridging Program. The focus will be on sharing strategies effective in working with refugee students in mainstream primary settings.

#### **Biodata**

Carmel Conroy and Rebecca Learmonth are experienced and exemplary ESL teachers who have both worked in mainstream and ESL contexts. They have been teaching in Southern Metropolitan Regions Primary Refugee Bridging Program (PRBP) in a range of different Primary schools over a number of years.

Sandra San Martin is a Program Officer in Southern Metropolitan Region. She has also worked as a teacher in the PRBP and continues to work closely with teachers and schools in this program.

**Target audience:** Primary ESL teachers

## PF1: Dr Alan Williams

### ***Approaches to meeting the needs of low L1 literacy ESL learners***

The paper will report on the ways in which the needs of low L1 literacy ESL learners are perceived and the strategies advocated and used to meet those needs. This is based on analysis of three sets of data: the national and international literature on these learners; a document analysis of published teaching materials designed for these learners; and an empirical investigation of Australian ESL teachers working with low L1 literacy learners. The analysis will address issues related to the learning needs and experiences of these learners, including the English language learning needs, literacy learning needs, and other learning needs, as well as how these learners are dealt with in assessment and curriculum frameworks. The strategies used in teaching materials and by teachers will also be reported.

The paper will identify issues and themes that arise from the analysis of the data, and report on the way the investigation can inform teaching practice and course design, as well as TESOL teacher education and professional development.

### **Biodata**

Dr Alan Williams is a lecturer in TESOL in the Melbourne Graduate School of Education at the University of Melbourne. He has extensive experience in TESOL and TESOL teacher education, and has been involved in teaching and researching classrooms and classroom practices that include secondary and adult ESL learners with low first language literacy. He has been involved in projects that have developed teaching materials for low L1 literacy ESL learners, including being content manager for the *Get Wise* series of teaching materials for young adult low literacy ESL learners in the AMEP. He has participated in and presented at international symposia on Low Educated Second Language and Literacy Acquisition.

**Target audience:** Adult/Secondary/Upper Primary

## PF2: Amanda Homewood

### ***Warming to global issues: An Education for Sustainability program for students in Certificate III in Spoken and Written English***

This paper reports on the implementation, monitoring and evaluation of an Education for Sustainability (EfS) teaching and learning program delivered at Swinburne TAFE (Croydon Campus).

In my program for EfS, I have:

- focused on activities incorporating these EfS principles
- focused on the possibility of positive action, rather than dwelling on gloomy environmental forecasts
- incorporated the 'triple bottom line' of sustainability– that is, include themes connected with economic, social and environmental factors

Firstly, a brief context for Education for Sustainability (EfS) is established. This is followed by a consideration of the organisational requirements of such a program, with particular reference to the VET sector.

Next, following a short description of this class cohort, 10 EfS activities are presented. These are suitable to use with a Certificate in Spoken and Written English (CSWE III) class: they have been matched to Learning Outcomes of the CSWE and also aligned with the Australian Core Skills Framework (ACSF).

The session will conclude with a discussion of the implementation of these activities and an evaluation of the EfS program.

## **Biodata**

Amanda (Mandy) Homewood (B.A Hons, Dip Ed, M.Ed) began her professional working life as a secondary school teacher with a passion for teaching French. However, after a few years in various state high schools and a four-year stint in a remote Victorian country town of 800 inhabitants, it soon became apparent that not all students shared Mandy's interests in French culture and language! Mandy thought the time had come to turn to her other teaching method, TESOL, and has subsequently spent more than 20 years teaching English to migrant and refugee students. She has almost completed a Vocational Graduate Certificate in Education and Training for Sustainability.

**Target audience:** Adult

## **PF3: Catherine Smith**

### ***Out of school hours learning support for ESL students in Victoria***

Out of School Hours Learning Support Programs (OSHLSPs), or homework clubs, provide additional learning support to disadvantaged students in schools, libraries and community centres throughout Victoria. These programs have been demonstrated to be particularly effective in providing extra support to students from refugee and migrant backgrounds, who may be learning English as a second language, have had disrupted schooling before arriving in Australia and may have limited study support at home. OSHLSPs provide individualised learning support to students, as well as provide a safe place to study, and have been shown to build confidence and improve students' attitudes to school and learning. OSHLSPs also provide valuable social support and are important in improving community engagement and decreasing social isolation by building friendship groups among students.

The *Learning Beyond the Bell* program, funded by the ESL Unit of the Department of Education and Early Childhood Development and administered by the Centre for Multicultural Youth, provides support and resources to around 250 Out of School Hours Learning Support Programs in Victoria.

In this presentation participants will have the opportunity to hear about:

- how OSHLSPs support ESL students
- OSHLSPs in Victoria
- current trends in the OSHLSP sector
- effective OSHLSP models in supporting ESL students and their families, and
- different perspectives on the benefits of OSHLSPs – students, program coordinators, volunteer tutors, parents, teachers (via video)

## **Biodata**

Catherine has 20 years experience teaching and learning with refugee and disadvantaged communities in Africa, Europe, North America and Australia. As a program officer for *Learning Beyond the Bell*, she supports Out of School Hours Learning Support Programs in rural and regional Victoria. She is a strong advocate for the positive, individualised, complementary support OSHLSPs provide students who have had disrupted education and may have experienced trauma.

**Target audience:** Primary/Secondary

**PF4: Jane Curry**

***Polls, surveys, cartoons, ESL online teaching strategies: Webnetting your students with online learning***

Using free online tools and spending a bit of time to upskill yourself, (teacher/student challenge with edublogs) Jane will show you how to create a funky blog for your classroom. Students can go online to create their own learning through the use of free web2 tools such as, animoto, polldaddy, voki, voicethread, Dvolver, xtranormal, photostory, mystudiyo (Quiz revolution), wallwisher, and more – all great tools with such exciting potential for classroom learners. It really jazzes up your blog and makes classroom learning funky and cool.

**Biodata**

Jane has been in ESL teaching for many years, now focusing on youth at Swinburne TAFE. Jane teaches mostly Burmese students enrolled in the Certificates in Spoken and Written English (CSWE) curriculum with the Adult Migrant English Program (AMEP), and co-teaches the Ucan2 program with Foundation House and CMY (Centre for Multicultural Youth).

Jane has had a long background in teaching ESL in primary, secondary and adult education in the Northern Territory and Victoria.

**Target audience:** General

**PF5: Kate McAll**

***Teaching reading strategies to ESL students using the Gradual Release of Responsibility Model of teaching and learning***

Reading strategies help students to think about reading and think about thinking. This paper will demonstrate some useful, practical strategies students can use. Knowledge of reading strategies helps students become, more aware, more thoughtful readers. Students can develop a repertoire of strategies to use when they choose to read texts for pleasure and when they have to read texts as part of their studies. The Gradual Release of Responsibility model of teaching and learning will also be discussed as it provides a useful framework for planning and for teaching reading strategies.

**Biodata**

Kate McAll has worked with newly arrived migrant and refugee teenagers for many years. She is currently a teacher and literacy coach at Western English Language School. She is also studying for a Master of Education (TESOL) at Wollongong University.

**Target audience:** Secondary

**PF6: Marion Simmelmann**

***Incorporating online video for English language learners in the classroom and as take away (on portable devices)***

AMES (Adult Multicultural Education Services) provides short downloadable portable videos on issues relating to everyday life. *Watch this - Life Stories* contains videos licensed from Australia's SBS television, along with tape scripts and accompanying activities to mediate the ESL learner's understanding of the content and the language.

*Watch this – Getting to know the law in my new country* was produced by Footscray Community Legal Centre Inc. and AMES. The videos contain information and advice about the

most common legal issues experienced by recently arrived migrants and refugees. The videos are provided on the Virtual Independent Learning Centre (VILC) site at [www.virtualilc.com](http://www.virtualilc.com) and can be downloaded onto mobile devices such as phones and ipods so that our students can be introduced to and make use of mobile learning technologies.

The difference between these videos and free sites such as You Tube (which is blocked by many educational providers) is that the videos have been carefully selected for relevance and interest for language and literacy learners.

The innovative use of these videos, and accompanying language activities and teacher notes is designed to save teachers research and preparation time and addresses students' varying learning styles. They are also suitable for use in classrooms equipped with data projectors or electronic whiteboards.

This workshop will look at how these resources promote independent learning as well as providing resources for stimulating classroom discussion and language learning.

### **Biodata**

Marion Simmelmann has been involved with online learning since 1998 through her work on VILC or the Virtual ILC. In 2010 she worked on a project to add downloadable video resources for independent learners to the site. In 2011 new resources are being added.

**Target audience:** Adult/Secondary

### **PF7: Paola Bertozzi**

#### ***Community and cultural engagement: Learning in the Workplace and Community (LiWC)***

A review of a Victoria University (VU) LiWC project will be presented. The project primarily aimed to give VU students in ESL Further Study courses an opportunity to further develop their language skills through community and workplace engagement. The project remained as flexible as possible allowing host schools, both primary and secondary, and community organisations together with VU ESL students to negotiate a wide variety of activities and involvement. Information sessions, relevant documentation and resources to support the students and staff involved in the volunteer placements were organised. Project outcomes were documented, including the production of a DVD that recounts the experiences of participants and the development of the project. The project broke through cultural and communication barriers that may ordinarily preclude ESL students from organising such placements themselves. It also empowered students with greater self-confidence and knowledge of mainstream work culture in their preferred areas of interest.

### **Biodata**

Paola Bertozzi is a native Italian speaker who migrated to Australia in her early years of schooling. She has a strong affinity and understanding of living between two cultures, of migrant issues and experience. Passionate about exploring new cultures, she has travelled extensively around the world. She is a fully qualified LOTE (Italian), ESL and Literacy teacher working predominantly within the English Language Intensive Courses for Overseas Students (ELICOS) and Adult Migrant ESL tertiary sectors for over 25 years. Currently, she works at Victoria University in Foundation courses across two departments. She teaches and coordinates the Certificate III in ESL for Further Studies courses for the School of Foundation, Community and Indigenous Programs. Her areas of study and interests include Fine Arts, History, Languages, Literature, Philosophy and Holistic medicine.

**Target audience:** Adult/Upper Secondary

**PF8: Arnold Zable**

***The power of story in multicultural Australia***

Stories humanise. Stories traverse cultural boundaries. Stories empower. It is not only the story, but also the way it is told that defines its uniqueness. Arnold will draw on his novels, stories, and works of non-fiction to illustrate the role of story in contemporary Australia, multicultural communities, and in documenting the journeys of refugees, past and present. On a practical level, he will discuss the techniques he uses in writing workshops with asylum seekers, immigrants and refugees and other groups seeking to give voice to their stories.

**Biodata**

Arnold Zable is a writer, educator and human rights advocate. His books include 'Jewels and Ashes', 'Wanderers and Dreamers', 'The Fig Tree', and three novels, 'Café Scheherazade', 'Scraps of Heaven', and 'Sea of Many Returns'. His new book 'Violin Lessons' continues his exploration of refugee journeys, and themes of exile and displacement. Zable is the author of numerous stories, columns, features and essays. He is co-author of 'Kan Yama Kan' a play in which asylum seekers tell their stories, and his novel 'Cafe Scheherazade' has been adapted for stage and performed at Forty-five Downstairs in 2011. He has conducted writing workshops throughout Australia, and worked with refugees, immigrants, the homeless, the profoundly deaf, Black Saturday bushfire survivors, and other groups using writing as a means of self-understanding and healing. He has been a visiting lecturer in creative writing at Deakin, Melbourne, Monash, RMIT, La Trobe and Victoria universities. He has previously lectured in political science and worked in adult migrant education. Zable is president of the Melbourne Centre of International PEN, a former member of the Victorian Immigration Museum advisory board, and has a doctorate from the School of Creative Arts, Melbourne University.

**Target audience:** General

## Professor Kristina Love



### ***A Grammar for Rhetoric in the Australian Curriculum for English: the potential***

In its Language strand, the Australian Curriculum for English refers to the importance of students learning to describe language as a system, paying attention to both structure (syntax) and meaning (semantics) at word, sentence and text levels. Yet the challenge remains for English teachers about how to make principled connections between language as system and language as text. In this presentation I will explore what it means to see language as a resource that can inform the literature and literacy strands of the Australian curriculum for English. Focusing on persuasive texts, we will explore the ways in which grammatical meanings are patterned at different levels to achieve powerful rhetorical purposes. I will use the lenses provided by the National Curriculum for English to focus on: the purposes and structures of various types of persuasive texts; the language resources at word and sentence level used to express and develop ideas; the language resources that enable us to interact with others persuasively; and the language resources that enable us to comprehend and create coherent texts. In so doing, I hope to illustrate how teachers' grammatically informed knowledge contributes to developing the 'dynamic and evolving' body of knowledge about language required by the new curriculum.

### **Biodata**

**Kristina Love** is Professor and Head of School of Education (Victoria) at Australian Catholic University. She is passionate about supporting teachers to develop their Knowledge About Language (KAL) in ways that are appropriate to 21<sup>st</sup> century demands and is currently working on an ARC grant exploring the impact of Teacher's KAL on student writing outcomes. She has been an Advisor on the Australian Curriculum for English, Chief Examiner and member of the exam setting panel for VCE English Language and has designed many books and multimedia materials for teachers on language and literacy, the most recent one being *Working Grammar: an introduction for secondary English teachers* (Pearson).

## WF09: Inna Gvozdenko and Nune Jordaan

### ***Using digital portfolios with ESL learners as a means of data collection to inform teaching and learning***

This presentation is focused on digital portfolios as a vehicle for developing speaking and writing skills and continuous reflection. Presenters will demonstrate how they created learning opportunities that support a “pedagogy of promise” and teaching that is oriented towards developing students’ future potential in the 21st century (Aida Walqui & Leo van Lier, 2010).

Presenters will also report on the results of an ICT research project and show how through the process of planning, researching, writing, editing, and preparing presentations, students were involved in the ongoing development of their English learning. They will illustrate how they provided students with a high level of challenge along with high levels of support (Gibbons, 2009). The self, peer and teacher assessment data, based on collaboratively developed rubrics, revealed that students made significant progress in building their oral, written and metacognitive skills. In addition, students improved their learning behaviour and increased their level of motivation for independent learning.

For the interactive component, participants will be provided with a template and instructions on how to insert text, pictures, posters, writing genres, sound and video recordings, digital stories and reflections into an electronic suitcase.

#### **Biodata**

Dr Inna Gvozdenko is a Curriculum Coordinator and Professional Learning Team Leader at Noble Park English Language School. She has taught EFL/ESL and German in secondary schools and universities for over twenty years in Russia, the USA, and Australia. Inna’s research, teaching and publications centre on second language acquisition with an emphasis on teacher education, the role of individual differences in language learning, the use of ICT to improve student learning, and collaboration and innovation in the provision of LOTE. At present Inna is teaching ESL and ICT to secondary students.

Nune Jordaan is the Southern Metropolitan Region New Arrivals Program Outreach Services Coordinator. Nune was Head of an ESL Department P-12 school and later a large secondary school, in South Africa. She was also a state examiner of Year 12 ESL for three years before moving to Australia. Nune’s areas of interests include assessment and incorporating ICT in language teaching and learning.

**Target audience:** Secondary/Primary

## WF10: Anna Bury and Kelly Clifford

### ***Performance: Building capacity in ESL teachers - a case study***

In 2011, nine new arrival ESL students, in years 1 – 6, were selected by the Geelong English Language Centre (GELC) to participate in a program developed by the Geelong Performing Arts Centre, to build performance capacity in teachers and students.

Kelly Clifford a Drama teacher from the Geelong Performing Arts Centre, coached Anna Bury an ESL teacher, to give the students the skills and confidence to perform the ‘The Magic Beanstalk’, at the Geelong Performing Arts Centre.

Through a thematic approach, these students from Liberia, the Democratic Republic of Congo and Thailand were supported to develop a script, props and costumes. They learnt the importance of teamwork and encouragement to have the performance succeed.

This presentation is about the journey. The highs the lows and the risks it took to be involved. It describes how the talents of the students in performance and song were slowly uncovered. It highlights the motivation of students and the collaboration of staff and students.

This project is part of the Geelong English Language Centre's Positive Well-Being program aimed at building self-esteem and a sense of belonging in the Geelong community.

## **Biodata**

Anna Bury has dual roles at the Geelong English Language Centre (GELC). She is the Primary Welfare Coordinator and also teaches English to primary school 'New Arrivals'. Anna has taught for ten years in both the primary and TAFE settings. Throughout her career she has always had an interest in student welfare, and has been a volunteer crisis telephone counsellor for 18 months. Her current role covers all areas of welfare and has a strong focus on positive well-being initiatives.

Kelly Clifford is currently the Youth and Education Program Coordinator at the Geelong Performing Arts Centre. In this role she coordinates a number of youth festivals, VCE sessions and drama workshops for students from preschool to VCE. Kelly has taught drama for the last 13 years in a number of schools across Victoria and overseas. She has been an active participant within the Geelong Arts Community. For nine years she was President of Geelong Repertory Theatre Company and during this time she directed a number of plays as well as coordinating The Write Stuff playwriting competition and tour. For Lyric Youth Theatre she co-directed The Pirates of Penzance and A Funny Thing Happened on the Way to the Forum and was Assistant Director on Les Misérables in 2005.

**Target audience:** Primary/Secondary

## **WF11: Jagdish K. Mahinder Singh**

### ***Multiculturalism: Raising self-awareness***

This workshop will draw on research and past experiences of participants. It is to build self-awareness in order to promote inclusiveness. Participants will reflect on their own beliefs and look at how those beliefs shape their outlook in life. Consequently, this will help them to work in harmony with their students and/or people from diverse backgrounds.

## **Biodata**

Jagdish K Mahinder Singh is the CALD Leading Teacher at McGuire College, Shepparton, Victoria. Previously she worked in the New Arrivals Program at the Shepparton English Language Centre. She holds an MA in ESL/Applied Linguistics from Iowa State University, USA. Jagdish has taught ESL for more than 20 years and in a range of educational settings in Malaysia and the USA.

**Target audience:** General

## **WF12: Rosaly McNamara and Mardi Holland**

### ***Practical ESL activities and games for students with disrupted schooling and low literacy***

A large number of disrupted schooling students are refugees and the impact of their experiences and need for supportive teaching can continue long after they have arrived in Australia. The first section of this workshop will look at the refugee experience and implications for classroom practice.

The focus of this workshop will be on activities and strategies that will support English language development for low literacy background ESL learners in the classroom.

ESL students with disrupted schooling and low literacy skills have educational needs and characteristics that differ from those with intact schooling. Teachers are always looking for new

ways to engage their students in inclusive practice – this session will explore ways to do just that! Participants will walk away with a pack of activities that can be implemented immediately in their classrooms.

## **Biodata**

Rosaly McNamara is the ESL Regional Project Officer for the Loddon Mallee Region. She has 30 years of ESL experience. Her initial interest in ESL pedagogy began when she had a large number of ESL learners in her class. Rosaly was involved in the development of 'The Literacy Strategy' for Aboriginal students in the Kimberly WA. She has taught English and provided ESL Professional Learning in Hong Kong. She became the ESL School Advisor for the Catholic Education Office, Southern Region Victoria which involved the setting up of school based programs for schools that were enrolling African Refugee background students. Rosaly's work now involves working with schools on ESL 'Whole School Programs,' provision of professional learning looking at ESL teaching and learning practices and 'The Refugee Experience' and the implications for classroom practice.

Mardi Holland started her career in Federal Politics but moved into ESL after working in Japan for 2 years and China for 6 months. She began teaching at a private girls' school in Melbourne to support the specific needs of the growing number of international students at the school. There were eight international students when Mardi commenced in 2004 and all were in mainstream classes. By 2008, 55 international students were accommodated in separate English (ESL), Foundation English and ESL Support classes. Mardi was appointed as the school's first International Student Coordinator. She then moved on to coordinate a language centre for New Arrival students, which is where her love of working with students from a refugee-background began. After relocating to Bendigo, Mardi is loving her new position as ESL Specialist Coach.

**Target audience:** General

## **WF13: Trevor Harrison**

### ***Classroom libraries for ESL students***

Under two broad areas I will demonstrate the practical application of ESL specific classroom libraries.

#### *Setting up and administering the libraries*

Firstly, I will tackle issues of seeking funding for the purchase of resources and materials. I will address: i) how classroom libraries work within the context of the individual school; ii) costs and logistics; and iii) ways to increase student participation and involvement. This discussion will lead into selection of texts and genres.

#### *Uses of effective classroom libraries in the context of ESL curriculum*

Secondly, the workshop will allow teachers the opportunity to categorise texts by reading level. It will consider how the classroom library will link to and support the ESL curriculum. Teachers will be encouraged to consider the priorities when setting up their own libraries for things such as literature circles and class texts, fiction and non-fiction.

## **Biodata**

Trevor is currently teaching year 7/8 and 12 ESL and coordinating ESL at Victoria University Secondary College (0.6). He also works as an ESL/Refugee Transition Coordinator for Hobsons Bay with a secondary and pathways focus (0.4). He is undertaking a Masters in TESOL at Victoria University and is greatly enjoying the continued learning experience. He has a passion for helping the ESL student in the mainstream setting and spreading the word about the needs and capabilities of ESL students. In his

teaching career he has found that a little bit of moderation goes a long way when teaching mixed ability classes in all subject areas. Awareness is key!

**Target audience:** Lower Secondary

## **WF14: David Gallagher, Anita Calore, Lawrence Jordan, Janne Dempster and Sandra Nicolacopoulos**

### ***Discovering new territory – VCAL supporting ESL learning***

The five speakers with different expertise will combine to provide an overview of ESL programs for senior secondary students. Themes covered will include:

- Overview of the DEECD's ESL VCAL for Refugees Program evaluation findings (Anita Calore, DEECD, ESL Senior Project Officer)
- The Victorian Certificate of Applied Learning (VCAL) and how the flexibility in VCAL can support ESL students. Sample ESL VCAL programs will be highlighted in the presentation. (David Gallagher, VCAL Manager VCAA)
- A case study from North Geelong Secondary College. North Geelong was one of the schools involved in the DEECD research. Lawrence Jordan will outline the North Geelong S.C. ESL program including the challenges and positive outcomes associated with running an ESL VCAL program (Lawrence Jordan, ESL teacher North Geelong S.C.)
- A regional perspective on ESL programs. This will include discussion of a range of approaches with ESL in the VCAL and where to start if you wish to develop an ESL VCAL program, (Southern Metropolitan Region (SMR) Dempster coordinator of the Youth Commitment Strategy in SMR and Sandra Nicolacopoulos ESL Coach.

Participants will leave with a completed fact sheet that will either support their existing program or help to establish a new program in their school.

#### **Biodata**

David Gallagher has over 40 years experience in education. He is the VCAL Manager at the Victorian Curriculum and Assessment Authority. David also lectures to undergraduate and post-graduate education students at a number of universities.

Anita Calore has worked in schools, regional office and currently manages projects specific to refugee students in the ESL Unit in DEECD.

Lawrence Jordan has had many years of teaching experience in multicultural secondary schools. In July 2008, Lawrence was employed by the Geelong English Language Centre (GELC) to implement and develop an integrated ESL/VCAL Program, at North Geelong Secondary College, addressing the unmet needs of ESL refugee students with periods of interrupted schooling. The program continues to flourish with an enrolment of twelve students (of varying language levels) from the Karen culture, from Liberia, and from Sudan.

Janne Dempster is Youth Transitions Officer in the Southern Metropolitan Region. She has supported a number of schools in SMR with VCAL programs for ESL students.

Sandra Nicolacopoulos is an ESL coach, an ESL teacher of 20 years experience and was previously a co-founder and co-teacher of the ESL VCAL program at Westall SC.

**Target audience:** Secondary

## WF15: Jan Molloy

### ***Onsite and online resources to support teaching and learning for the ESL classroom – exploring learning opportunities at the Immigration Museum***

Special Location: Immigration Museum, 400 Flinders St, Melbourne

Melbourne's Immigration Museum offers an extensive range of onsite education programs for ESL students of all ages. Hands on learning activities in the museum classrooms use objects and artefacts to connect students to stories of migration. Museum Victoria's web sites provide immediate classroom access to collections and personal stories of migration and settlement.

This session, at the Immigration museum, will offer participants the opportunity to participate in an onsite learning activity and view the online resources.

A special guided visit to the new exhibition *Identity: yours, mine, ours* will also be included in this session.

#### **Biodata**

Jan Molloy is responsible for the development and delivery of the Immigration Museum's education programs. Prior to joining Museum Victoria in 2006, Jan enjoyed a long and successful teaching career in Victorian Government Secondary Schools. Jan is a humanities teacher with a strong commitment to social justice. Her passionate belief in the power of education to assist in building strong communities has found a new focus since she began working at the Immigration Museum. Jan holds a Bachelor of Arts degree with a major in History and a Diploma of Education.

**Target audience:** General

## WF16: Carmel Davies and Sharon Duff

### ***Sing It! Conversation and grammar through songs***

Learning English through songs is a creative way to assist students with their language development. Learning songs can help students retain information they have learnt in class, as well as improve pronunciation and grammar. This workshop demonstrates how you can liven up your classes by teaching songs at beginner and intermediate level. The workshop will also give teachers strategies to write songs relevant to their students' needs, linking them to settlement themes.

#### **Biodata**

Sharon Duff and Carmel Davies have both worked with AMES for many years.

Sharon has given workshops and papers on numerous ESL subjects including disparate learners, games in the ESL classroom and drama.

Carmel has written ESL texts – *One World*, co-written *Pictures to Words*, and has directed several plays dealing with settlement issues and toured them in ESL centres.

**Target audience:** Adult/Secondary

## Dr Jennifer Hammond



### ***ESL education, inclusion and the new Australian Curriculum***

Current work towards the new Australian curriculum provides opportunities to revisit questions about needs and challenges of ESL students and their teachers. It also provides opportunities to revisit the issue of inclusion of ESL students and to rethink the place of language and literacy teaching across the curriculum.

In the context of such questions, my paper focuses on ESL students in mainstream classes. In particular it focuses on needs of ESL students who are beyond the initial stages of second language learning ('second phase' learners), but who continue to struggle with the conceptual challenges and the demands of academic language and literacy of specific curriculum subjects. My major argument is that to enable 'second phase' ESL students to participate fully and equitably in the mainstream curriculum (i.e. for inclusion of ESL students), we need to aim high. Rather than modifying the curriculum to accommodate specific language and literacy challenges experienced by ESL students, we need to respond by raising the level of intellectual challenge, while at the same time providing targeted and necessary levels of high support.

To elaborate this argument, I draw on data from Year 6 and Year 7 Science programs to illustrate ways in which teachers in these programs worked to provide support to ensure the engagement of students in intellectually challenging concepts, and how they embedded teaching of language and literacy with the teaching of science.

Although my paper is located in the context of school education, I believe the principles of high challenge and high support are also relevant to those working in the adult context, and that inclusive education, whether at school or beyond, must aim for equitable access for all students.

### **Biodata**

**Dr Jennifer Hammond** is an associate professor and honorary associate in the Faculty of Arts and Social Sciences (Education), University of Technology, Sydney. She has taught for many years in the fields of language and literacy education, ESL education and research design. Her research interests are in literacy development; classroom interaction, and the implications of socio-cultural and systemic theories of language and learning in ESL education. She has published widely in these areas. She is currently involved in research that addresses the needs of refugee students in Australian schools.

## WS01: Siobhan Hannan

### *Is it playtime? What ESL and kindergarten might offer each other*

Can kindergarten offer useful ideas for ESL teaching? Or vice versa?

At the end of each year, kindergarten teachers must now provide a Transition Statement for each of their students. This is the concrete expression of a desire to build connection between the sectors. Beyond the needs of the child and family for a more seamless transition, there is also potential for rich exchange between preschool and compulsory school about how to teach.

We will look first at the Transition Statement itself, which is arguably the preschool equivalent of Assessment. Beyond the formal paperwork, if we take up the challenge of building closer relationships between preschool and primary, what do these sectors have to offer each other that affects ESL teaching?

ESL teachers obviously have expertise in language acquisition. This is something few kindergarten teachers have, though most have practical experience. Kindergarten is often the place where children start to learn English. Yet kindergarten teacher training does not include formation as an ESL teacher and there is no professional specialization in preschool ESL. Kindergarten teachers potentially have much to gain from support and guidance in understanding language acquisition. The area of expertise of kindergarten teachers is play-based learning. In our bilingual preschool program, we find play-based learning has strengths as an approach to language teaching. Is there potential for ESL teachers to transfer a play-based approach to school learning?

For this question we will also draw on the experience of some teachers who have used a play-based approach in a primary setting, then open the idea up for discussion.

#### **Biodata**

Siobhan Hannan is the founder and teacher for over 10 years of an Italian-English bilingual kindergarten program in Melbourne. She has a Masters in Linguistics from the University of York, and is currently studying for a PhD in Language Education at the University of Melbourne.

**Target audience:** Primary and early years

## WS02: John Ingamells

### *A timely look at grammar in the English as an Additional Language (EAL) classroom*

The Draft Australian Curriculum for English includes a significant emphasis on a functional approach to English grammar and this will have implications for the EAL classroom as well. But what is the role of traditional grammar in a functional paradigm, especially for EAL learners?

This will be an interactive, practical workshop that looks at the intersection between traditional and functional grammar in a secondary school EAL context and how the two can combine to help the EAL learners make and interpret meaning in English.

#### **Biodata**

John Ingamells is an ESL Regional Project Officer in Southern Metropolitan Region and is an International English Language Testing System (IELTS) examiner. He has taught TESOL in the secondary, tertiary and adult sectors, has taught EFL overseas and lectured in TESOL at the University of Melbourne. He is one of the Victorian representatives reviewing the Draft Senior Secondary EAL course for the Australian Curriculum.

**Target audience:** Secondary

## WS03: Giuliana Mecoli and Trish Fattor

### ***How to include ESL students in mainstream classrooms: A framework for differentiation***

All students require quality teaching, this is especially critical for ESL learners who have specific language and learning needs. Many primary and secondary teachers are uncertain of 'how to differentiate' their teaching and learning programs to cater for these needs within their mainstream context.

This interactive workshop will provide participants with the opportunity to:

- identify the characteristics of the range of ESL learners within their classrooms
- explore definitions of differentiation
- introduce a framework for additional assistance and differentiation
- apply the framework to planning for ESL learners
- consider and discuss additional resources

The presenters believe these tools can be applied across Domains and are particularly useful in assisting mainstream teachers to easily differentiate their planning for their ESL students.

#### **Biodata**

Giuliana is the ESL Programs Officer for the Western Metropolitan Region, DEECD. She has many years experience as a teacher in primary, secondary and adult education, working as a classroom specialist and teacher educator across private and public sectors at both primary and secondary levels. Her field of expertise is English as a Second Language [ESL] and literacy education. Giuliana has completed post-compulsory studies and a Master in Educational Leadership.

Trish Fattor is currently employed by the Catholic Education Office as the School Adviser, New Arrivals/ESL for the Western Region. She has extensive experience in primary and secondary education as well as lecturing undergraduate teachers. She has worked as a mainstream teacher but also as an ESL/EFL specialist teacher in primary, secondary and the adult sector. Trish has completed post graduate studies and a Master in Education.

**Target audience:** Primary/Secondary

## WS04: Peter Russell

### ***Building leadership into ESL programs for high schools or ESL language centres***

English is the starting point, not the finishing point for ESL students. How can your school better grow leadership and personal development among your students both on and off campus? Peter will present his school programs which take high school and adult ESL students out of class every week and on 5 day leadership camps every 10 weeks. Using photos and student comments, he will show how to build leadership and personal development into English programs. He will also provide tips on cost effectiveness.

Workshop participants will also consider an example of a faulty leadership program and discuss how it could be improved. Quality checklists will be provided as part of the workshop. It will finish with an open forum where people can ask questions about anything from the workshop or their own programs.

#### **Biodata**

Peter Russell has a Master of TESOL and Master of Teaching from the University of Melbourne. He is currently Director of Studies of Hays International College's English program. He brings ten years of experience as a people and experience facilitator having worked with more than 20,000 international students. He was previously Managing Director of Culture Link Tours, a company specialising in tours and study tours

for international students and has been a guest speaker in the area of out of class programs for international students.

**Target audience:** Young Adult/Secondary

## WS05: Rita Mesiano

### ***A stronger approach to guided reading for the ESL student***

This hands-on workshop on comprehension for ESL learners will focus on stronger ways to support students into text. The workshop will explore how authors make meaning in narrative text and the implications this has for the ESL learner's understanding of the text. The workshop will offer strategies to guide students to deeper levels of comprehension when engaging them in guided reading sessions.

#### **Biodata**

Rita Mesiano is an education consultant with extensive experience in the fields of literacy, ESL and learning. She has been a literacy and ESL consultant with Independent Schools Victoria, Catholic Education Office Melbourne and school districts in the USA. Rita has also worked as a classroom teacher and an ESL specialist in primary schools, and has supported ESL new arrival students in secondary settings.

**Target audience:** Primary

## WS06: Arpad Mihaly

### ***Creating digital narratives via the intersection between drama and video in ESL***

This workshop presents a demonstration of how the drama and video production processes can be used with short texts from Shakespeare to improve pronunciation, word use and recognition and the use of spontaneous language in low level English learners. It also addresses how role play, simulation and improvisation engage participants with the wider stories of our culture when exploring key concepts or ideas.

This presentation shows the use of basic high definition video cameras and audio in vocal work on Shakespeare's texts, short scenes, and short videos for playback and reinforcement. Some participants will be asked to take part in demonstrations or readings. Handouts will provide a basic description of the program with examples of texts, exercises, and shot lists when shooting video exercises. Short videos will be shown to demonstrate aspects of the program.

#### **Biodata**

Arpad Mihaly is Artistic Director of Shakespeare in Community, a student initiative from the University of Melbourne. The program uses drama and video to explore Shakespeare with refugee and immigrant young people to improve their English. Arpad has worked professionally in the film, TV and theatre industries as a producer or trainer. Latterly he has developed holiday programs in filmmaking and directing for the national film school's teen program. He has worked as a drama/media/English teacher in northern suburban high schools and experienced the difficulty of trying to teach students who are not yet proficient in English, in a mainstream classroom. Arpad is currently a Masters of Education student in the Graduate School of Education, University of Melbourne.

**Target audience:** Young Adult/Secondary

## WS07: Dr Pauline Gibbons

***Learning through a second language: Implications for talk across the curriculum***

This workshop will begin by introducing some of the key research in second language development. It will then suggest implications for classroom practice, focusing on a range of ways that classroom talk can facilitate second language learning. Central to this is the need to offer students increased opportunities for language use, through modifying or extending the typical 'initiation/response/feedback' exchange between teacher and students. Examples of effective talk will be discussed by participants using transcripts of teachers talking with second language learners, and participants' own reflections of what makes talk effective for both learning and language development.

**Biodata**

Associate Professor Pauline Gibbons taught postgraduate and undergraduate TESOL courses at the University of Technology Sydney, Australia for many years, prior to which she worked as an ESL advisor in the CEO Sydney. She has also worked in teacher development in Sweden, Hong Kong, Laos, Singapore, South Africa, Marshall Islands, Iran, Germany, UK, and USA, among other locations. She has published extensively in the area of ESL education, including *Bridging Discourses in the ESL Classroom: students, teachers and researchers* (Continuum, 2006), and three books published by Heinemann for teachers: *Learning to Learn in a Second Language* (1993); *Scaffolding Language, Scaffolding Learning: teaching ESL students in the mainstream classroom* (2002); and her most recent book *English Learners, Academic Literacy and Thinking: Learning in the Challenge Zone* (2009). Most recently she has been working with teachers in remote aboriginal communities.

**Target audience:** General

## WS08: Nancy Sugarman &amp; Michele Gierck

***A is for Aunty and Z is for Zigni, an alphabet book that inspires creativity, a sense of community, conversation, classroom activities, and cultural and personal responses***

This seminar will give insight into the creation of the book, *A is for Aunty and Z is for Zigni* — one of the outcomes of a 2010 Jesuit Social Services project in Flemington. The book is an A-Z anthology of stories about traditions and experiences of a group of 20 Horn of Africa women, living in the Flemington Flats. They gathered for weekly conversation and writing over eight months, to build confidence and to more actively engage in their community.

When Nancy Sugarman began the *Sharing Women's Lives* project, she knew she needed a focus, and decided upon a book. What she may not have anticipated, however, is the power of the stories.

We will look at how this beautifully bright, easy to read book is inspiring other adult ESL learners to reflect on their own personal stories, to write, and to create their own edition. When Michele Gierck saw the book she was so thrilled about it, she took it in to show her adult ESL class at NMIT, and now they are in the process of writing their own book. "We are adapting the idea. And the students love it. They brainstorm around a letter. Yesterday when we did the letter B, 'born, blood, bicycle, brother, beach, barbecue, baby, birth, beer, bath, beans' and twenty other words were on the board within a few minutes. Then the students choose two words they would like to write a paragraph about in their journal. Their writing is so alive, very reflective, and often emotional."

**Biodata**

Nancy Sugarman has lived in Australia for 23 years. She presently teaches ESL at NMIT (Northern Melbourne Institute of TAFE) and has worked as an oral historian, a community artist, film lecturer and writing teacher. She has written stories and essays for a range of publications including: *The Age*, *Fine Print* magazine and

RMIT Publishing, as well as for community, TAFE and welfare organisations. Her collective memoir, *Mrs Ticker's Shangri-la*, is in progress.

Michele Gierck is a passionate ESL teacher (at NMIT), an author and a freelance writer. Michele has been immersed in cultures and communities across the globe. Her stories—including war in El Salvador, the toll HIV/AIDS has taken on communities in Africa, reconciliation in Rwanda and the plight of refugee communities—have featured in Australian newspapers and magazines. Her first book, *700 Days in El Salvador*, was published in 2006. She is also co-author of *Peter Kennedy, The Man Who Threatened Rome*.

**Target audience:** General

## PS1: Helen Ryan

### ***Curriculum sans frontieres***

This paper will document the metaphorical journey one primary school in the Goulburn Valley has taken towards an inclusive literacy program that values diversity and demonstrates it by embedding cultural practices into our whole school curriculum.

Our school rejects a superficial 'lifestyles' approach to multicultural education and focus on structural issues. We think beyond the integrationist, assimilationist and culturally imperialist models of the past that attempted to fit all students into the uncompromising hegemony of the mainstream.

We have developed a literacy program based upon a belief that there is a relationship between social disadvantage and literacy – if a society does not value the language group or sub culture that a family belongs to, the students are at risk. It is not a reduced routine of food, song and dance nor is it a LAYER that is applied to traditional curriculum just to create temporary interest. For example, bush tucker has a real place in a food theme, not just an interesting layer in Aboriginal studies once every two years.

I will outline particular concerns about literacy skills that are not recognised in the classroom although they are potentially powerful and useful. I will describe the 'change processes' we have established so that the results are clearly evident.

### **Biodata**

My first teaching position in 1972 as a teacher on Ngiui (Tiwi Island) was an inspirational year that led to the next 30 years of passionate interest in the influence of cultural diversity. I hold a Master of Education (TESOL) and as a Cultural and Linguistic Diversity (CALD) teacher in regional Victoria since 2000, I have developed a celebration of identity and cultural diversity culminating with a colourful, distinctive dramatisation of Australia's Migration Story for Harmony Day. As Coordinator of our CALD program, I have piloted a whole school inclusive literacy program in which affective and cognitive factors are never separated. I have initiated mentoring and collaborative projects in post-tsunami Sri Lanka, Timor Leste and Papua New Guinea

**Target audience:** Primary

## PS2: Johneen Keir

### ***Panda, vampire, tiger: Creating an inclusive and meaningful learning environment for adult ESL learners in order to enhance and facilitate language acquisition***

*Panda, Vampire, Tiger* are three student-generated team names within their CSWE III (Certificate in Spoken and Written English) ESL classroom at Swinburne TAFE Croydon. As an intrinsic element to enhance language acquisition in the adult ESL classroom, this presentation considers a number of strategies to create an inclusive and meaningful learning environment for a culturally diverse clientele.

Many adult ESL students lose a sense of their own value and identity in their journey to a new country. They embark on a journey of challenge as they grapple with a language dominant to their new home. Learners can forsake their ability to express thought and desire clearly.

Strategies of the inclusive classroom address this issue in order to assist learners to regain self worth to feel sufficiently empowered so they can incorporate the transfer of learnt skills and experience to enable their ESL learning.

This presentation looks at the use of recording software that allows students to discuss, listen, share and respond live to each other. It also looks at deliberate team building activities and

how these and technology can be used to facilitate the meaningful teaching and assessment of CSWE as well as sustainable language acquisition.

These strategies address achieving core learning principles as well as breaking new ground.

## **Biodata**

Johneen Keir works at Swinburne University TAFE at the Croydon Campus. As well as being a CSWE III ESL teacher and coordinator she is also as an AMEP Vocational Counsellor and Coordinator. In 2010 she was closely involved in Employment Pathways Programs as a teacher, coordinator and administrator. Consequently, Johneen has been able to apply notions of building inclusive environments to a range of class activities. She is a recipient of a 2010 Vice Chancellor's Award for Equity and Diversity. In 2010 she was also an E Learning leader for CALD, preparing for the transition of all ESL modules into Blackboard 9.9 and presented at the 2010 ACAL Conference in Darwin where she explored themes of creating inclusive environments for adult ESL learners.

**Target audience:** Adult

## **PS3: Michael Atkinson**

### ***Reframing adult second language literacy programs: Making the case for the inclusion of identity***

Arguably *all* definitions of literacy are ideologically based and framed by people's beliefs, attitudes and practices to literacy and literacy delivery. In practice it may be seen as a functional attribute, a social practice and a critical skill. It may also be seen as a combination of these factors, and more, which impact on the manner in which people construct their identity. This latter point, I would argue, is particularly pertinent in the case of learners of literacy within an ESL context where historical, social, cultural and economic factors have previously restricted the opportunity and the meaning, broadly speaking, for such people to acquire and practice literacy. This is more especially the case for refugee learners. Participating in literacy for such learners is especially problematic when the context for learning is culturally different from that of the learners' first language. It involves not just learning a technical skill but also constructing a new sense of identity. This paper reports on a research project which explored the factors which impacted on the personal meaningfulness of the participation of learners within an Adult ESL Program. The literacy program was delivered within a tertiary educational setting in Australia. Research participants were humanitarian entrants from Africa who had acquired at best minimal literacy skills in their own vernacular or in the official language of the state.

## **Biodata**

Michael teaches English as a Second Language to adult refugees and migrants at Victoria University-Sunshine Campus. He is also studying a PhD exploring the factors which enhance intercultural dialogue. He currently lives with his wife and three children in Ballarat, Victoria.

**Target audience:** Adult

## **PS4: Michael Mifsud**

### ***Integrated assessment***

The Victorian Adult ESL Framework Further Study curriculum requires a great degree of unit integration, in order to adequately meet and assess learning objectives within limited delivery hours. This presentation outlines the development of an Assessment Task Guide at Victoria

University for the Certificate III in ESL (Further Study) program. The focus of the project was to create a model set of assessment tasks that interprets and integrates the complex layers of Elements, Performance Criteria and Required Skills and Knowledge into a systematic and efficient process of learning.

The guide contains student materials for a number of integrated tasks and supporting resources for teachers. Task design embeds assessment for learning principles and addresses the need for consistent standards of delivery across multiple campuses, in a predominantly individualistic teaching culture. The materials promote a student-centred approach, which supports the development of independent learning and academic skills amongst a very diverse body of students.

### **Biodata**

Michael Mifsud has taught ESL and Humanities in the primary, secondary and adult sectors. His range of experience includes specialist teaching, working with new arrival, Indigenous and special education students in the public system. As a practitioner, Michael has been instrumental in introducing innovative teaching and assessment practices into the delivery of ESL programs at Victoria University and offshore partner universities. His materials have been adapted for use in a variety of program areas including Youth Studies, Women's Studies, Access Education, Liberal Arts and ELICOS (English Language Intensive Courses for Overseas Students).

**Target audience:** Adult

### **PS5: Renee Schipp**

#### ***Trauma, trust and turnover – the unique experience of teaching refugee students on Christmas Island***

Christmas Island is a topical political issue at present, often for all the wrong reasons. I would like to attempt to bring a balanced view of what occurs on the island and what the implications are for the ESL teachers working here. I would like to share our challenges and successes for both the way it may inform the practice of others and the way it may give background information to ESL teachers who enrol students who have been in detention on the island.

### **Biodata**

Renee Schipp is a fully qualified ESL teacher with over ten years teaching experience both in Australia and Indonesia. In 2007 she was awarded the Fremantle-Peel Teaching Excellence and Innovation Award. She achieved Level Three status in 2008. She has run seminars for the Western Australia Department of Education (EDWA) mentoring other aspirant Level Three teachers as well as seminars to graduate teachers. She presently teaches new arrival students on Christmas Island.

**Target audience:** General

### **PS6: Valerie Astbury, Paola Bertozzi, Martyn Brogan**

#### ***TESL students supporting ESL students***

A Victoria University (VU) cross-sectoral English as a Second Language (ESL) peer mentoring partnership program is now in its sixth year. This ESL mentoring program continues to address the multiple learning needs of students in both the Higher Education (HE) and Further Education (FE) sectors at VU. Pre-service student teachers in the Graduate Diploma of Secondary Education (GDSE) 'TESL Methodology' unit are given the choice of completing traditional assessment tasks (eg. research essays, exemplars of units of work) or to participate

as mentors in a peer mentoring program for FE students. The FE students are from the VU College's School of Foundation, Community and Indigenous Programs. They are completing either an ESL Framework Certificate III 'English for Further Studies' course or a preliminary level 'Certificate in Spoken and Written English' course designed especially for women. These mentors and mentees complete ten peer mentoring sessions across two semesters. The mentors work with mentees from a range of social, cultural, linguistic, economic and educational backgrounds. Evaluative feedback has indicated that this assessment option is particularly relevant for the mentors for their future employment and provides them with insights into the rewards and demands of teaching ESL. The mentees have reported that the opportunity to have personal contact with native speakers and to receive individualised attention is important for them. A teacher of each of these groups will outline the benefits for their students of this 'Students Supporting Student Learning' (SSSL) ESL peer mentoring program.

## **Biodata**

Valerie Astbury has taught ESL and literacy across all levels in Women's Programs in the School of Foundation, Community and Indigenous Programs at Victoria University since 2000. She has also developed curriculum resources to support these programs. She has worked with mentors and mentees in the 'Students Supporting Student Learning' ESL peer mentoring program since 2007. Valerie has also worked as an ESL Project Officer for the Victorian Department of Education and has taught ESL in AMES Programs, New Arrivals Programs and in schools.

Paola Bertozzi is a native Italian speaker who migrated to Australia in her early years of schooling. She has a strong affinity and understanding of living between two cultures, of migrant issues and experience. Passionate about exploring new cultures, she has travelled extensively around the world. She is a fully qualified LOTE (Italian), ESL and Literacy teacher working predominantly within the ELICOS and Adult Migrant ESL tertiary sectors for over 25 years. Currently, she works at Victoria University in Foundation courses across two departments. She teaches and coordinates the Certificate III in ESL for Further Studies courses for the School of Foundation, Community and Indigenous Programs. Her areas of study and interests include Fine Arts, History, Languages, Literature, Philosophy and Holistic medicine.

Martyn Brogan has taught English language skills in Australia and internationally for more than thirty years, including English language teaching and teacher training in Vietnam, Japan and Thailand. Martyn has taught graduate certificate, graduate diploma and MA (Applied Linguistics) / MTESOL candidates since 1995 in Australia and Vietnam. He has had positions teaching and coordinating certificate and non-certificate English as a Foreign Language teacher training programs in Vietnam since 1991. He lived in Vietnam in 1998 and 1999 where he coordinated and taught on an English language teacher training program in Hanoi and in provincial centres throughout Vietnam. Currently he is coordinating the Victoria University (VU) and Hanoi University (HANU) Master in Teaching English to Speakers of Other Languages (MTESOL) Partnership Program. This program celebrated its 10th year in September, 2009. Martyn's areas of research interest include critical sociolinguistics, inter-cultural evaluation and appropriate research methodologies.

**Target audience:** Adult

## **PS7: Wesa Chau**

### ***Settlement issues for international students living in Melbourne***

The presentation will focus on the social engagement of international students and issues experienced by international students outside the classroom. The ambassador program for a Culture Card is one initiative being implemented in conjunction with the Committee for Melbourne. The card will help introduce foreign students to Melbourne's lifestyle - theatre, cuisine, even AFL football. The presentation will also explore differences between international students and migrants.

## **Biodata**

Wesa Chau is the Culture Card Ambassador program coordinator at the Australian Federation of International Students (AFIS). The program inspires international students to become leaders on their campus, helping other students integrate to Melbourne. The Culture Card program is run in partnership with the Committee for Melbourne.

Wesa was awarded Young Victorian of the Year in 2010 for her efforts in assisting international students and she is the founder of AFIS. She was also former Direct Services Manager at ADEC – Advocacy, Disability, Ethnicity, Community - managing a team of direct service staff to help people with disabilities from ethnic communities.

Wesa is currently Assistant Secretary at the Ethnic Communities Council of Victoria; board member of InTouch (formally the Immigrant Women Domestic Violence Service) and Deputy President of the Chinese Community Council of Australia's Victorian Chapter.

**Target audience:** General

## Dr Russell Cross



### ***Multilingual learners in a monolingual system: Reclaiming literacy for the needs of ESL***

This presentation aims to (re)engage ESL with the broader literacy debate, by calling for a better recognition of what literacy means for second language learners within contemporary Australian education systems, and acknowledging the specialist professional knowledge that ESL teachers bring to the mainstream. While recognizing Australia's proud and accomplished history in teaching English as a second language, the literacy debate that has shaped so much of the educational reform we have seen in the last 10-15 years has assumed an almost exclusively monolingual, mother-tongue orientation about what it means to be a user and learner of English. The result has been a muddying of the specialist needs of those learning the same skills in English a second or additional language. The presentation highlights how this has happened through the successive curriculum and assessment initiatives leading up to the new Australian Curriculum and changes more broadly across sectors, such as adult education, and concludes by turning to what recent research suggests is important for literacy needs of second language learners to map possibilities for new curriculum territory for ESL in the future

### **Biodata**

**Dr Russell Cross** is a lecturer in language and literacy education at the Melbourne Graduate School of Education, where he coordinates the University of Melbourne's newly developed postgraduate programs in Teaching Content Through English using content and language integrated learning (CLIL) pedagogies. With a background in bilingual education, his teaching and research focuses on teachers' work and the sociocultural, historical, and political nature of the knowledge base that underpins second language teacher education. Russell is current co-editor of *TESOL in Context*, the peer-reviewed journal of the Australian Association of TESOL Associations, and convenor for the Australian Association for Research in Education's Special Interest Group in Sociocultural Theory. His work has appeared in leading international journals in language, education, and policy, including *Teachers & Teaching*, *Language & Education*, *Modern Language Journal*, *Language Problems & Language Planning*, and the *Australian Journal of Language & Literacy*.

## WS09: Inna Gvozdenko and Beverley Berger

### *Exploring second language reading through the lens of the e<sup>5</sup> Instructional Model*

In recent years, teacher professional development has been considered to be central to improving student learning. The Victorian government is committed to providing teachers with significant opportunities for professional renewal and development (DEECD). Since 2004, approximately 10 percent of Victorian teachers participated in Teacher Professional Leave (TPL) that has provided time to generate, evaluate and share professional knowledge.

As a result of the TPL 2010, a classroom based research project was designed which focused on how teachers can support ESL learners in developing reading proficiency and in becoming more independent readers. The theoretical framework underpinning this project links together the teaching and learning cycle and the e<sup>5</sup> Instructional Model, which was used to frame teaching and learning sequences.

In this presentation, teachers will address the issues of collaborative teaching and learning which lead to developing appropriate approaches to teaching reading based on understanding of their own classrooms. They also will demonstrate how theoretical knowledge of scaffolding ESL learners' reading and using a variety of activities and strategies (Gibbons, 2009) contributed to improved learning outcomes in reading, in particular, fluency, summarising, comprehension, and self-correction. The teachers will present the artefacts that were developed during the life of the TPL and which were uploaded on the Ultraset. The artefacts include units of work, a calendar and template, and e<sup>5</sup> informed teacher and student reflective tools that can guide teachers of ESL students to enhance their classroom practice. The presenters will then facilitate a discussion and conduct activities around reading and the e<sup>5</sup> Instructional Model.

#### **Biodata**

Dr Inna Gvozdenko is a Curriculum Coordinator and Professional Learning Team Leader (PLT) at Noble Park English Language School (NPELS). She taught EFL/ESL and German in secondary schools and universities for over twenty years in Russia, the USA, and Australia. Inna's research, teaching and publications centre on second language acquisition with an emphasis on teacher education, the role of individual differences in language learning, the use of ICT to improve student learning, and collaboration and innovation in the provision of LOTE. At present Inna is teaching ESL and ICT to secondary students.

Beverley Berger is a Curriculum Coordinator and Professional Learning Team leader at NPELS. She has a double Masters in English and Philosophy. Beverley taught in university and secondary schools in India and Dubai for over 20 years. Being passionate about second language learning and acquisition, she decided to do her Diploma in TESOL and is currently teaching ESL and ICT to new arrivals.

**Target audience:** Secondary

## WS10: Steven Quinn

### *Non-imitative approaches to language teaching and learning*

Based on the work of Dr. Roslyn Young and the late Dr. Caleb Gattegno, this workshop explores techniques and materials that engage students and help them to explore the English language, making their own discoveries about meaning, pronunciation, structures and spelling. In order to understand the approach from the perspective of the students, participants will themselves become language learners for 90 minutes, learning to count to 1,000 in German. Participants will enjoy an active lesson in which the teacher guides them using hand signals, charts, and questions. During the workshop, teachers will be introduced to several techniques

for teaching pronunciation, word stress, sentence stress, juncture, word order, and other aspects of spoken language. Initially, participants will work on the Sound/Colour chart to develop a direct association with the sounds of the language. Then the transition from the spoken language to the written will be performed with the aid of the Fidel chart, which helps students to deal with ambiguous spellings. The workshop will conclude with 20 minutes of open discussion and a viewing of the recently published British-Australian English charts.

#### **Biodata**

Steven Quinn works with upper-secondary beginner students with low literacy backgrounds at Noble Park English Language School.

**Target audience:** Adult/Secondary

#### **WS11: Chris Pierson**

##### ***Ucan2: Young people of refugee backgrounds 16 years+***

Ucan2 is an integrated approach to increasing the support provided to young men and women from refugee backgrounds (aged 16 to 24) to establish and maintain education, training and employment pathways post completion of on-arrival ESL programs e.g. AMEP and English Language Centres.

Developed through a partnership between Foundation House, the Centre for Multicultural Youth (CMY) and Adult Multicultural Education Services (AMES) Ucan2 has successfully integrated a mental health and peer support program into the ESL classroom.

Evaluated by the McCaughey Centre (Melbourne University) over a three year period, Ucan2 has established a broad evidence base for the approach developed by the program and the educational advantages for refugee background students undertaking on-arrival ESL programs.

This workshop will explore the challenges facing ESL classrooms and programs in meeting the needs of students from refugee backgrounds who arrive in Australia in the post compulsory age group and a number of the transferable strategies developed by Ucan2 over a 3-year period.

#### **Biodata**

Chris Pierson is employed as the manager of the Service Innovation Program at Foundation House. The Service Innovation Program undertakes long-term system change and capacity building programs in mainstream services systems in relation to service delivery to people from refugee backgrounds.

**Target audience:** Upper Secondary/Young Adult

#### **WS12: Robert Hillman (Chair) and Marie Munkara, Amra Pajalic, Oliver Phommavanh (panel)**

##### ***Literature perspectives: Growing up multicultural- Australians writing from many backgrounds***

A small panel of inspiring Australian writers led by Robert Hillman reflect upon the stimulus for their story telling drawing on their particular backgrounds and cultural values and what it means to be included or excluded from Australian-ness. The panel will also talk about why it is important for young readers to be presented with a range of literature that reflects the diversity of Victoria.

## Biodata

Robert Hillman is a Melbourne-based writer of fiction and biography. His 2007 biography *My Life as a Traitor* (written with Zarah Ghahramani) appeared in numerous overseas editions and was shortlisted for the 2008 Prime Minister's Literary Award for Non-Fiction. His autobiography *The Boy in the Green Suit* won the Australian National Biography Award for 2005. His collaboration with Najaf Mazari on *The Rugmaker of Mazar-e-Sharif* grew out of an abiding interest in the hardships and triumphs of refugees. He has a particular empathy for Middle Eastern and Central Asian peoples and cultures, having travelled and worked in numerous countries in that region. A new collaboration with Najaf Mazari, *The Honey Thief*, was published by Wild Dingo Press in July of this year.

Oliver Phommavanh is a fresh and positive voice for multiculturalism. He is Aussie born and bred, but comes from a Thai/Laotian background. But don't let that picture fool you. He is actually a little kid, living in a slightly bigger adult's body. He loves video games, comic books and collecting toys. *Sonic The Hedgehog* is his hero, with *Mario* a close second.

Amra Pajalic is born and bred in Melbourne's Western suburbs and this is the inspiration for her debut novel *The Good Daughter*. *The Good Daughter* won the 2009 Melbourne Prize for Literature's Civic Choice Award. It was also a finalist in the 2009 Melbourne Prize for Literature Best Writing Award and was shortlisted in the 2007 Victorian Premier's Awards for Best Unpublished Manuscript. She lives in St Albans, Melbourne, with her husband, daughter and three cats where she is writing the sequel to *The Good Daughter*.

**Target audience: General**

## WS13: Sue Crookes, Karen Hargreaves, Thamay Naysay and Anita Calore

### ***Learning in two languages – Prep Karen Bilingual Program***

Participants will learn about the rationale behind establishing the Karen Bilingual Pilot Program, DEECD has funded in Wyndham City in 2010 and at Wyndham Park Primary School in 2011-2013. Participants will hear about the expected and unexpected outcomes of the program and the future direction. The community partnership connections and the many community benefits of the program will be explored. There will be an opportunity to view and discuss the teaching and learning materials which have been created as a result of the prep bilingual program and the community collaboration. Participants will have opportunities to ask questions about the project and the community partnerships and also discuss strategies on how to establish similar community collaboration to support improved outcomes for children in the early years.

## Biodata

Sue is a DEECD employee with 30 years experience, predominately in Early Years classrooms. For the past 8 years Sue has been teaching Grade Prep. In addition to classroom teaching she has held the roles of Learning Community and Early Years Numeracy Coordinators for 10 years. Sue is currently Team Leader of the Wyndham Park Primary School Prep Bilingual Program.

Karen is a DEECD employee with 30 years teaching experience, mainly in P-2 classrooms. She is a Reading Recovery trained teacher and has also held the position of Early Years Literacy Coordinator for a number of years. Karen has worked in various specialist roles across all primary school levels. She is one of the prep team involved in implementing the Karen/English Bilingual Program at Wyndham Park PS.

Thamay is a qualified primary school teacher and is currently employed by DEECD as a bilingual teacher in Karen language. She is employed by the Victorian Schools of Languages as a Karen

Language Coordinator and teacher for Saturday LOTE classes. She taught for 5 years in Karen schools (mainly as an ESL teacher in the refugee camps) and schools in Australia. She is also a para-professional NAATI accredited interpreter. She worked as Karen Education Field Officer for 2 years where she was involved with a teacher training program for the refugee teachers, developing local teaching resources and supporting schools' needs. Thamay volunteers with the Australian Karen Organisation as a secretary and within the education sector to support the Karen community's education needs.

Anita is a NAATI level 3 accredited interpreter and translator, a qualified secondary teacher of ESL, Humanities and Italian with 10 years teaching experience. She has worked for DEECD as an Italian Consultant and has worked in western regional office of DEECD as a LOTE program officer and as an ESL program officer. In her roles, Anita has developed curriculum for primary and secondary LOTE and ESL teachers and developed and delivered ESL and LOTE professional learning opportunities for teachers and leadership teams. In her current role she has coordinated the development of the Karen Bilingual Pilot Program in partnership with Wyndham City Council and more recently with Wyndham Park Primary School.

**Target audience:** General/Primary Early Years

## WS14: Susan La Marca

### ***Rich Texts Create Readers***

Literary texts for children, whether picture books, verse novels, short stories or narratives, play a central role in engaging students in reading, in widening knowledge about language and the world, in representing individual, community and cultural identities and – significant to students' academic success – in developing recreational reading outside school (Nodelman & Reimer, 2003; Krashen, 2004, 2008 ; Guthrie, 2008).

Texts presented will support identities, foster intercultural understanding, and engage, entertain and enrich. Ebooks will be explored. Brief reference will be made to the research that underpins how important motivation, access and choice are to engagement in all kinds of reading and the relationship between reading and student academic success.

### **Biodata**

Dr Susan La Marca is a consultant in the areas of young adult literature and school libraries and currently Head of Library Services at Genazzano FCJ College. Susan is also the editor of *Synergy* for the School Library Association of Victoria, associate editor of the journal *Viewpoint: on books for young adults* and an adjunct lecturer in the School of Information Studies at Charles Sturt University.

Susan is a regular reviewer and presenter in the areas of youth literature and library design and has edited a number of texts in the field of teacher-librarianship including *Rethink: Ideas for Inspiring School Library Design* and wrote, with Dr Pam Macintyre, *Knowing Readers: Unlocking the Pleasures of Reading*.

**Target audience:** Upper Primary/Lower Secondary/Middle years

## WS15: Kieran O'Loughlin

### ***Assessing speaking skills communicatively***

In recent times, teachers are attempting to make their assessments of speaking learners more communicative in line with changes to language teaching and learning. This workshop will focus on the assessment of speaking skills which many teachers find challenging as they involve creating complex tasks, designing criteria and then managing and scoring student performances. These assessment activities may be performed by individual students, one or

more students with a teacher, pairs of students or groups of students. Workshop participants will engage in several different kinds of speaking activities as students, teachers and observers who will score the students' performances. There will be opportunity to reflect on the nature of the tasks, the scoring criteria, student performances and the scores assigned to them. Key issues in assessing speaking skills will then be discussed including validity, reliability, practicality and washback including how to provide beneficial feedback to students.

### **Biodata**

Kieran co-ordinates the Master of TESOL at the University of Melbourne. He specialises in second language assessment and has a particular interest in the assessment of speaking. He is the author of *The Equivalence of Direct and Semi-direct Speaking Tests* published by Cambridge University Press as well as a number of articles in leading international journals in this area. He teaches a range of subjects in the Master of TESOL including Second Language Assessment, Teaching English Internationally, Teaching EAP and Literature in Second Language Education.

**Target audience:** General

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Melbourne Writers Festival (page 6)

## Sponsors

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## Speaker Index

Surname	Page no.		
Astbury, Valerie	31		
Atkinson, Michael	30	La Marca, Susan	38
		Lawson, Brenda	9
Berger, Beverley	35	Learmoth, Rebecca	11
Bertozzi, Paola	15, 31	Love, Kristina	17
Brogan, Martyn	31		
Budisavljevic, Daphne	8	Mahinder Singh, Jagdish K.	19
Buhagiar, Rose	9	McAll, Kate	14
Bury, Anna	18	McNamara, Rosaly	19
		Mecoli, Giuliana	25
Calore, Anita	21, 37	Mesiano, Rita	26
Chau, Wesa	32	Mifsud, Michael	30
Clifford, Kelly	18	Mihaly, Arpad	26
Conroy, Carmel	11	Molloy, Jan	22
Crookes, Sue	37		
Cross, Russell	34	Naysay, Thamay	37
Curry, Jane	14	Nicolacopoulos, Sandra	22
		Nutbean, Margaret	9
Davies, Carmel	22		
Davison, Chris	7	O'Loughlin, Kieran	38
Dempster, Jane	21		
Duff, Sharon	22	Pajalic, Amra	36
		Phommavanh, Oliver	36
Fattor, Trish	25	Pickles, Lynne	10
Ferdinando, Malathi	9	Pierson, Chris	36
Gallagher, David	21	Quinn, Steven	35
Gibbons, Pauline	27		
Gierck, Michele	27	Rasmussen-Huang, Amanda	9
Grant, Jane	8	Rose, Glynis	11
Gvozdenko, Inna	18, 35	Russell, Peter	25
		Ryan, Helen	29
Hammond, Jennifer	23		
Hannan, Siobhan	24	San Martin, Sandra	11
Hardy, Clare	10	Schipp, Renee	31
Hargreaves, Karen	37	Simmelmann, Marion	14
Harrison, Trevor	20	Smith, Catherine	13
Hillman, Robert	36	Stasi, Antoniette	9
Holland, Mardi	19	Sugarman, Nancy	27
Homewood, Amanda	12		
		Williams, Alan	12
Ingamells, John	24		
		Zable, Arnold	16
Jordaan, Nune	18		
Jordan, Lawrence	21		
Keary, Anne	8		
Keir, Johneen	29		