



VATME News

September 2008

Victorian Association
of TESOL and
Multicultural
Education

VATME News is the official publication of the Victorian Association of TESOL and Multicultural Education Inc. (ABN 21 237 277 032)
It is a forum for VATME members, and unless otherwise indicated as VATME policy, views expressed in this newsletter do not necessarily reflect the views of the Association.

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Contributions from members are very welcome. To contribute or subscribe to the VATME News, go to www.vatme.vic.edu.au

A few words from the President

Welcome to the September issue of VATME News.

In order to meet the needs of all sectors across our membership, member contributions are very important. Good things are happening out there and we would like to hear about them, so please send anything that you believe to be of interest to: newsletter@vatme.vic.edu.au.

For institutional members, please send your individual email addresses to vatme@vatme.vic.edu.au if you would like to be added to our distribution list. This will allow us to send updates directly to you.

We thank each and every person who has contributed to this issue. It has very much been a team effort by Debra Ives, Selina Lucy and myself.

Michele de Courcy,
VATME President

Join us on facebook by searching for
Victorian Association of TESOL and
Multicultural Education

New resources

Resources for teaching about Aboriginal and Torres Strait Islander History, Society & Culture

The Australian Human Rights and Equal Opportunity Commission (HREOC) have recently expanded their range of resources to assist in teaching about issues affecting Aboriginal and Torres Strait Islander peoples. These include:

- Bringing them home education module (CD ROM)
- Bringing them home DVD
- Us taken-away Kids Magazine
- Track the history timeline

These resources are available for free at: <http://www.humanrights.gov.au/education/resources/index.html>

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VATME

VATME is a professional body committed to promoting excellence in teaching English to speakers of other languages and to fostering and supporting cultural and linguistic diversity.

VATME assists teachers in schools and pre-schools, ELI-COS, adult, community and industry settings. Its members also include managers, students, teacher educators, policy makers and academics. Membership is open to individuals and institutions.

To join VATME visit
www.vatme.vic.edu.au

Advocacy

In recent months, the federal government has requested responses to consultation papers related to the development of the National Curriculum and National Professional Standards for Advanced Teaching and for Principals, in addition to the review of the AMEP (Adult Migrant English Program). In consultation with ACTA (Australian Council of TESOL Associations), VATME has responded to these requests. Such opportunities to voice our distinctive linguistic and culturally based concerns do not often arise and VATME/ACTA sees this as important time for advocacy on behalf of Australia's English language learners.

An additional opportunity for advocacy also exists in the lead-up to the October 2 meeting of the Council of Australian Governments (COAG). Education will be prioritised at this meeting as the quadrennial funding arrangements for schools are due to expire on December 31. Media attention is now steadily increasing and further information and a summary of the issues discussed at the previous COAG meeting (July 3) are available on the COAG website: <http://www.coag.gov.au/>.

Concerned that the changes currently proposed by COAG will see ESL specific funding buried in very large general grants to the states and territories, VATME/ACTA has sent letters to federal and state ministers drawing their attention to the importance of retaining specific purpose payments for ESL in a nation that is reliant on immigration for continued economic growth. We will keep you informed of progress.

Debra Ives

VATE Student Revision day

VATME will not be able to run a VCE student day this year but ESL students will be eligible to attend the VATE student day at the University of Melbourne Parkville on Saturday 11 October. One of the four sessions, language analysis, will include specific workshops for ESL students.

Note that Registrations closed on September 10 but places may still be available.

Workshop on Units 3&4 Language Analysis at Ross House

On August 6, Liz Buckley from Taylors College presented a well received VCE workshop on Using Language to Persuade. Included in her talk was a clarification on the VCAA expectations of the language analysis and the large audience (over 80) raised concerns that the clarification needed to be made more available. VCAA has added some sample ESL material to their website ... <http://www.vcaa.vic.edu.au/vce/studies/english/index.html> ... and further comments from the ESL chief examiner, Glynis Rose, to VATME provided below should help clarify the concerns.

A careful reading of the tasks as set out in the sample exam paper (which uses the chicken material for the task) will help. After reading the material students are expected to do two tasks:

1. Make a note form summary of the material. This task and the assessment method is the same as in previous years – including 5 marks for extracting the main points from the passage. Students should look for the overriding argument/message of the passage and can expect that the content will provide four supporting points.

2. Analysis of the language and visual features used to persuade the reader about three of the main points in the material (i.e. 3 of the 5 things identified for the summary). The analysis would consist of three paragraphs – one on each point. A suggested approach is to use the first sentence to indicate the point of argument the writer is making and then look at how language and/or visual material are used to make this point. It will be possible to find at least 2 or 3 ways in which the writer doing this for each point. It depends on how deeply the student probes the persuasive strategies of the writer – but they should expect there'll be more than one strategy used by the writer in relation to each point. Reading the chicken responses with this back ground in mind will help clarify the task.

VCE reference Group

VATME is forming a VCE Reference Group whose function will be to provide advice on professional development needs and current issues affecting ESL provision in the VCE. The group will meet up to three times a year with additional meetings called should an important issue arise. A list of the reference group members will be provided in the next bulletin.

John Ingamells

Report on ACTA 2008 Conference



The inaugural ACTA International TESOL conference was hosted by the Australian Council of TESOL Associations (ACTA) from 10 -12 July this year, at the Alice Springs Convention Centre, in the Northern Territory. The convention centre is attached to Lasseter's Hotel and Casino, made famous in the film, Priscilla, Queen of the Desert. The convention centre is in a stunning location, with the changing colours of the MacDonnell ranges (Yeperenye) forming a spectacular backdrop.

The theme of the conference was "Pedagogies of Connection: Developing Individual and Community Identities." ACTA has held many national conferences in the past, but this one, according to the President, Misty Adoniou's welcome in the program, aimed to "[showcase] Australia's expertise in TESOL, whilst also opening the doors to TESOL professionals from all over the world to share their expertise with local educators." The conference was attended by 260 speakers and delegates from Japan, New Zealand, Sierra Leone,

Papua New Guinea, Italy, the United States, and every Australian State and Territory. There was a good mix of academics, people in positions of responsibility and classroom teachers. As seen below, valuable networking opportunities were afforded by lunches taken in the sunny warmth of the convention centre's courtyard.



Continued...

Keynote presentations were wide ranging and challenging in their content and brief summaries are organised beneath headings below.

Prioritising interpersonal relationships in language classrooms

The conference began with a heart-felt plenary delivered by Dr Kate Cadman (University of Adelaide), a strong advocate of culturally and spiritually connected language classrooms. She argued that love and acceptance are at the heart of every subject that we teach and language classrooms that honour this ethos allow “students’ agency and ownership of their own learning to increase”. In expanding on this idea, Kate drew on the work of Ashcroft (2001) to emphasise that “it is the situation of discourse and not the linguistic system in the users’ mind in which the obligatory turns of language are learnt.” While few of us would argue against such a position, we suspect that Kate’s proposal that relationships should be prioritised over content and curriculum will present significant challenges for many. This will very much depend on your own experiences as teachers and learners.

Kate’s article “From correcting to connecting: A personal story of changing priorities in teaching English as an Additional Language” appears in the February 2008 edition of TESOL in Context.

The English language, cultural experiences and identity

Professors Vaidehi Ramanathan (University of California, Davis) and Alastair Pennycook (University of Technology, Sydney) broke convention (once again) with a paper called “Shifting identities: Shifting languages”. They read letters and displayed photographs that set out their two families’ colonial and post-colonial relationships with India and English. Their aim was to challenge history’s unquestioning acceptance of the Englishness of the culture experienced and the English spoken by those whose lives had largely been spent on Indian soil – those for whom England was in reality the distant place and India was “home”. This format therefore gave life to the notion of cultural hybridity and the interaction between an individual’s experiences and identity.

While in an increasingly globalised world this is of great interest to researchers, Vaidehi and Alistair proposed that the space between experiences and identity appears to be impossible to theorise for although the interrelationship is “felt” by an individual, it cannot be fully articulated through language and much remains inaccessible. The paper moved also into the area of metro-ethnicity, showing how, according to one self-styled “Abodigital” MC from Redfern, hip hop has become part of Aboriginal culture today, emerging as a modern-day corroboree.

Indigenous education

Throughout the conference, a set of papers focused explicitly on the education of Australia’s Indigenous students many of whom speak a number of Aboriginal languages with English learnt as their fourth or fifth language. This strand was introduced by Professor Marcia Langton (University of Melbourne) in a keynote address that highlighted Indigenous students’ bi- or multilingualism as a central feature of their cultural identity – a feature that has however received very little attention in education policy.

Marcia proposed that Indigenous students and communities have become disengaged by educational practices that privilege the belief that education only occurs inside classrooms for this ignores students’ links with their “country”, culture and community languages. Importantly, such disengagement has not lessened over time and she asked the audience to consider why it is that today’s children are struggling when their parents and grandparents were often literate in both an Aboriginal language and English.

She emphasised that answers must be urgently sought as the number of young Indigenous students is rapidly increasing and governments have not yet demonstrated their ability to meet the distinctive needs of these learners. As an example of a successful approach to indigenous education, Marcia introduced the two principals of the Northern Territory’s only completely independent Aboriginal school, Yipirinya, first officially registered as a school in September 1983. “Yipirinya means ‘caterpillar’ and the School takes its name and ethos from the Caterpillar Dreamtime of the Arrernte people of Mparntwe (Alice Springs)” (accessed 12 August, 2008 from <http://www.yipirinya.com.au/yipirinya/>)

[yipirinya.phtml](#)).

Described as a two-way school, Yipirinya is managed by the Indigenous Elders of the Town Camps of Alice Springs and follows the NT curriculum while also providing a cultural curriculum, thus the two principals. Four local languages are taught and while initially a primary school, Yipirinya has recently expanded to cater for Years P-10. Tours of the school were offered and although it was school holidays and the children were not there, many delegates went out to inspect the facilities and resources.

Post script: Professor Marcia Langton's response to Germaine Greer's recently published essay, *On Rage*, has received significant media coverage.

Teaching the tools for writing reviews: "Summer Heights High" and internet reviews

In a lively and visually engaging presentation, Professor Beverley Derewianka (University of Wollongong) used three types of internet reviews (responses to YouTube videos, blogs and professional reviews) of the ABC series, *Summer Heights High* to demonstrate how appraisal theory can be meaningfully taught to and utilised by secondary students. Her thesis was that if English language learners are to successfully engage in learning communities, they need to acquire a rich repertoire of interpersonal resources. She proposed that writing response genres is a productive site for developing interpersonal language, but emphasised that immersion in model texts and teaching the organization of reviews is not sufficient. Students need a toolbox and Beverley proposed that appraisal theory's construction of attitude, graduation and engagement can be successfully used to explicitly focus attention on the development of such tools. In this presentation, she specifically focussed on teaching the language of evaluation.

In the context of the three types of *Summer Heights High* reviews, attitude refers the ways in which: feelings are expressed; human behaviour judged; and the program evaluated. Graduation identifies the expressive tools used by the three different types of reviewers in boosting or lowering their evaluation and the evaluation of others. Beverley emphasised the importance of drawing students' attention to "gradable lexis" and noted the importance of drawing attention to language that

downscales an evaluation (e.g. it was a bit sad, it was concerning that ...) as the tendency is to pay greater attention to upscalers (e.g. it was the best, the funniest). Engagement refers to the techniques used by the three levels of writers (i.e. YouTubers, bloggers, professional reviewers) to engage with their readers and their discourse community as well as the ways in which they consider alternative perspectives and possibilities. This presentation brought life to what might otherwise present as a highly technical approach to writing and gave teachers cause to seriously consider its use in their classrooms.

Inclusiveness and connections: a U.S. perspective

Dr Shelley Wong (George Mason University), the new President of TESOL in the U.S., titled her presentation "Cultures of Peace – Connecting Individuals and Communities through Dialogic Pedagogy". She noted that we all have privileged and marginalised roles within multiple hierarchies, and that we work from both privileged and marginalised positions. This is certainly not unfamiliar to ESL teachers who often struggle for status and a voice in regard to whole school priorities. However, Shelley's paper highlighted some striking differences in the language and terminology used in the U.S. and Australia when discussing the education of English language learners. For example, we do not explicitly use the labels, "minority student" and "students of colour" while in the U.S. they do. Moreover, in many U.S. states there are related educational mandates enshrined in legislation. It is however important to try and get past these differences in order to learn from each other as we are in fact united in our aim to ensure that all children experience equitable access to a high quality education. Shelley pointed conference participants to a new TESOL electronic resource centre – join at <http://www.tesol.org> and write her name as the person who referred you. She noted that Australians have set the tone in doing teacher-research, and invited delegates whose work involves advocacy to send her a copy of their work.

Continued...

Disjuncture between the languages associated with public transport and the languages of education in Africa

The final of the keynote presentations, by Dr Sinfree Makoni (Pennsylvania State University), was called “Multilingualism on Wheels”. In the presentation, he explored the use of English and other languages in inscriptions on and in public transport vehicles in Africa. This use of language in a public space reflects what is happening in languages and creolisation. He used the frame of “vagues linguistiques” (linguistic waves), a combination of linguistics and demography, to explore the phenomenon. He noted that “Africa is a blunt instrument, and diversity writ large”. The implication of his explorations of these texts was how do we align school-legitimated discourses with the ones they see every day? If we try to align with pedagogy it doesn’t work, as pedagogical change moves too slowly.

Concurrent sessions

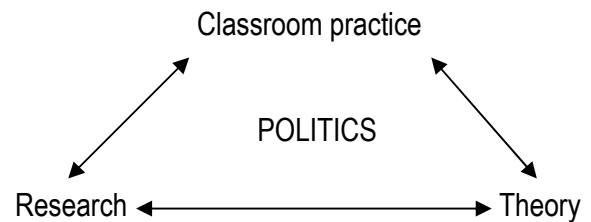
In addition to the keynote presentations, 55 concurrent sessions included attention to: Indigenous education; training and professional development for language teachers; improving the literacy skills of ESL/ESD (English as a second dialect) students; increasing interpersonal and intercultural communication; human rights education; and the internationalisation of the English language. However, the largest proportion of sessions focussed on the pedagogies of specialist language classrooms. While such settings are crucially important in meeting the needs of recent adult entrants, international university students who are enrolled in tertiary preparation or support programs and school-aged learners who are still in the early stages of English language learning, language classrooms are not the ones where most ESL children are found. We hope that at the next conference, increased priority will be given to an exploration of ways in which mainstream teachers can be assisted in meeting the distinctive long term educational needs of the language learners in their classrooms.

A final word

The conference closed with a panel consisting of the keynote speakers. The most vigorous discussion centred on the development of the National Curriculum, and

delegates’ concerns that ESL would be once again pushed into the margins.

Beverley Derewianka used a diagram to sum up her impressions of what the conference had been about. The items on the outside of the diagram represent the official program, which she saw as being weighted to classroom practice, whereas the unofficial program of the corridor conversations was political.



That such an outlet was sought is not surprising as the overarching concerns of the TESOL field require constant attention to the politics that inform immigration and education policies. And yet, policy was not listed as a strand on the submission form for abstracts. Helen Moore’s presentation was the only concurrent session in which policy issues were explicitly addressed.

Misty Adoniou closed by noting that TESOL practitioners had had these three days to enjoy not having to justify our existences, but that we needed to take our renewed energy back to the mainstream.

Cultural tours and activities

A number of cultural tours and activities were available throughout the conference and included opportunities to: learn about and attempt dot painting; experience the art of playing the didgeridoo (men only); and tour Yipirinya School. We both accepted the opportunity to visit significant sites in Alice Springs, or Mparntwe, led by a local Arrernte guide. Although a number of us had visited these sites before with a balanda (Western) guide, it was very interesting to hear the history told from an indigenous perspective. In the top picture on the facing page our guide is telling the Arrernte’s story of how the head of a giant caterpillar was cut off to form what is now known as Heavitree Gap. Sadly however, modern man has only recently destroyed the tail which was flattened to make way for the road on which the casino and convention centre now stand.



In the above photo, our guide is pointing out the town's namesake, Alice's Spring. This is only a few metres from the Old Telegraph Station.

On a crystal clear night, the conference dinner was held outdoors below a floodlit red rock escarpment at Ooraminna Homestead. Fires burned in big drums around the perimeter and although white satin tablecloths and chair covers were a very surprising touch given the desert scenery, they certainly added to the sense of magic. Following a roast beef and apple crumble dinner, many danced the night away to a live band that was truly lost in the 60s.

ACTA Council Meeting

The conference was followed by the ACTA council meeting, on the afternoon of 12 July and morning of 13 July. Michele attended this meeting as the representative from Victoria and her report was sent to members by email on August 21. If you did not receive this, it can be viewed at:

www.vatme.vic.edu.au/members/restricted/articles/
 Michèle de Courcy and Debra Ives

The ESL for Refugees VCAL* initiative

(*VCAL or the Victorian Certificate of Applied Learning is based on a vocational curriculum)

Recently arrived refugees aged sixteen and over who have little or no former education and are at risk of not reaching their educational potential are the focus of The English Language Support (VCAL) in Schools Initiative. It aims to address the needs of these young people through access to specialist English as a Second Language (ESL) programs based on a vocational curriculum. The Department of Education and Early Childhood Development took over the funding of these programs from AMES (Adult Multicultural Education Services) in 2007.

In 2007/08 there were programs running in three schools: Debney Park Secondary College, Cleeland Campus of Dandenong High School and Mt Clear Secondary College. The programs were implemented within the framework of the Victorian Certificate of Applied Learning (VCAL) at a Foundation Level.

The 2008 review of the program found:

- a specialised program provides measurable, beneficial learning outcomes for students with low literacy and disrupted schooling new arrivals
- benefits of the program extend beyond the development and application of literacy skills. All schools reported marked increases in the social competency of participating students.

Common challenges for the students included:

- ongoing welfare issues such as family instability; combining work with schooling and caring for dependents
- lack of awareness of workforce and employment opportunities
- maintaining school connectedness.

Key aspects of the program that improved the education outcomes of students were:

- having a small number of teachers

working with students to promote positive relationships

- having smaller classes enabling explicit instruction
- using experienced ESL teachers to facilitate instruction
- having collaboration across education sectors allowed flexibility to address individual students' interests and needs
- planning for hands-on learning relating to real life situations e.g. community partnerships.

All schools reported that the majority of students are continuing their learning or have gained employment on completing their VCAL. The English Language Support (VCAL) in Schools initiative has provided an effective support for groups of students from a refugee background, with low literacy levels, to have continuing success to and participation in learning.

Description of the programs

Debney Park Secondary College

Debney Park Secondary College is located in Melbourne's inner city. The majority of new arrivals since 1998 have been from the Horn of Africa. Other countries of origin are Burma, Thailand, Vietnam and Liberia.

The VCAL for Refugees program is conducted by the school in partnership with AMES. AMES is responsible for the coordination of the entire refugee VCAL Foundation program within the school and delivers the literacy strand of the literacy and numeracy skills strand and industry specific skills. The school delivers the numeracy strand, personal development/work related skills, general studies (this includes units from ICT, sport, history, geography and/or music) and a whole school literacy program. In Year 11, the school selects the industry specific skills that students study, viz. retail and desktop publishing;

in Year 12, students select their own areas for study to suit their specific interests, an indicator of their increasing confidence and self-awareness.

Students commence at VCAL Foundation certificate level and the majority complete this over two years. Their progress is documented through quality assurance portfolios and regular assessments. Certification is provided in the form of the VCAL Foundation Certificate, the VCAL Intermediate Certificate (where applicable) and a Work Experience Certificate.

To meet the requirements of the VCAL, the school has developed partnerships with several community groups and agencies such as the Western Local Community Partnership.

Cleeland Campus of Dandenong High School

Dandenong High School is a year 7 - 12 coeducational secondary school comprising three campuses located in Dandenong, an outer south eastern suburb of Melbourne.

The VCAL for Refugees program at the Cleeland campus is designed to engage recently arrived refugees in educational programs that will prepare them for work and further education. The students participating in the program come from language backgrounds that include Arabic, Samoan, Portuguese, Serbian, Nuer, Acholi, Dari, Swahili, Albanian, and other.

The campus has run ESL Foundation, ESL Intermediate and Senior VCAL courses in 2008 for small classes to provide intensive literacy instruction and to cater for individual needs. Students are supported by a small team of teachers that implement an integrated curriculum. This small team approach encourages the development of strong relationships with students. The Foundation level class has fourteen students, supported by a team of five teachers which provides instruction in five subjects, and includes

one AMES trainer who delivers the literacy component. Foundation level students complete literacy, numeracy, work related skills, personal development and design and development.

Cleeland has developed a number of community partnerships that assist students participating in this initiative to develop their skills, apply these to real projects and become increasingly familiar with their new environment. These partnerships, which are an integral part of a VCAL course, link the school with the wider community and include the Adult Multicultural Education Service, Asylum Seekers Centre, the Migrant Resource Centre, Migrant Youth for Sustainability, South East Local Learning and Employment Network, South East Water, the Gould League, the Toolangi Education Unit, Oasis Gym and Dandenong Police.

Mt Clear Secondary College

Mount Clear College is a coeducational school situated six kilometres from the centre of Ballarat which offers a broad range of VCE studies including Vocational Education and Training (VET) units and a VCAL course.

Mt Clear was selected to participate in the English Language Support (VCAL) in Schools initiative as a result of changing demographics in the area. Over the past three years, the Ballarat LGA (Local Government Area) has been host to a locally significant rise in new arrivals including a group of students with disrupted schooling, some significant emotional issues and a lack of English language skills.

TAFE and ACE (Adult Community Education) providers in Ballarat have been providing programs catering to older members of the former refugee community who do not fit into a normal school environment. These programs work closely with other employer and community support groups to provide a safety net in most areas for their participants and thus they presented the opportunity to create a pathway for the transition from school to work through non-VCE programs.



The proposed VCAL for Refugees program was planned to link into these existing programs to provide specific school programs, and to place students into targeted and appropriate courses as required to meet individual participant as well as industry needs of the region.

The VCAL class began at the end of August 2007 and ran for approximately fourteen weeks. Mt Clear subcontracted BEST (Ballarat Employment Services and Training) to work with the school's VCAL/ESL teacher to provide components of the course. These were Foundation level numeracy, personal development and industry specific skills. Mt Clear developed activities that monitored each student's achievement and progress and maintained attendance records. The students were supported by a range of people and agencies in the area including church communities, local cultural groups and employment agencies.

Future directions

The initiative is funded until 2010 with schools in the program receiving annual funding to support implementation of Foundation VCAL. Changing demographics have resulted in insufficient students to conduct a program in 2008. Therefore funding has been reallocated to support programs at Noble Park Secondary College and Geelong North Secondary College for Semester 2, 2008.

Due to unforeseen circumstances the Shepparton program was delayed and will begin in Semester 2, 2008.

The initiative is providing positive education outcomes for the refugee students participating in the programs.

Ruth Crilly,
Manager ESL Unit,
Targeted Programs Branch,
DEECD

Books for Review

The following books are available for review from Cambridge University Press. If you would like a copy to review, please email newsletter@vatme.vic.edu.au. Books are sent out on a first-come basis and reviewers may keep their review copy for their personal library or the library of their organisation. Possible conflicts of interest must be disclosed before printing.

Reviewers are asked to critically evaluate the publication in 400 to 600 words. It would be particularly helpful to members if you could discuss the book's usefulness in respect to your own practice before briefly commenting on its value to the stated target audience. This will bring the reviews to life.

As this term is about to end and these books are activity-based with lesson suggestions you may wish to try out in your classrooms, reviews will in this instance be expected within 7 weeks of receiving the publication. These books are expected to be of interest to teachers in secondary and adult education settings.

Laughing matters: Humour in the classroom

Peter Medgyes

Lessons from nothing: Activities for language teaching with limited time and resources

Bruce Marsland

Once upon a time: Using stories in the language classroom

John Morgan and Mario Rinvolucri

Using folktales

Eric K. Taylor

A special offer from Cambridge University Press

The third edition of the Cambridge Advanced Learner's Dictionary has just been released and a full description can be viewed at:

http://www.cambridge.org/elt/elt_projectpage.asp?id=2501082

Individual paperback copies currently retail at \$57.95 with CD ROM and \$ 55.95 book only.

To celebrate this release, Cambridge University Press has a Spring promotion of buy 10 get 2 free. For further details contact Michele Benson, the ELT consultant at Cambridge on (03) 8671 1469 or email her at: mbenson@cambridge.org.

LMERC Update

LMERC News

LMERC has installed a computer for LMERC members and visitors to use to access our online catalogue. This will enable users to search the collection, plus making available vetted links and downloads of relevant online resources such as: e-journals, e-newsletters, websites, articles and units of work.

New Web Link for LMERC

The LMERC website has a new address and a new look. The website provides information on the resources and services offered by LMERC. The on-line catalogue is also accessible from the website.

The new address is: www.education.vic.gov.au/studentlearning/programs/lmerc

New Web Link for Multicultural Education

Multicultural Education permeates all aspects of school practices and policy and aims to ensure all Victorian students contribute to and benefit from cultural and linguistic diversity and a shared social cohesion. The new Multicultural Education website provides a range of useful information and resources for school leaders, teachers and parents regarding multicultural education in Victorian government schools. The new address is: <http://www.education.vic.gov.au/studentlearning/programs/multicultural/default.htm>

Articles of Interest in Recent Journals Held at LMERC

Australian Journal of Language and Literacy, 31:2, June 2008.

Hammond, Jennifer. Intellectual challenge and ESL students: Implications of quality teaching initiatives.

This article features information gained from recent research in which teachers related their experience of working with quality teaching frameworks in NSW schools with high proportions of ESL students.

Teachers' views towards quality teaching frameworks

were sought via questionnaires, responses, and case studies, and the findings are discussed in this paper. The paper also details elements that contribute to intellectual quality and challenge.

Gibbons, Pauline. "It was taught good and I learned a lot": Intellectual practices and ESL learners in the middle years.

This article reports on some of the findings from research into how the notion of 'intellectual quality' is conveyed to schools with large numbers of ESL students. It aims to discuss and explore what constitutes intellectually challenging learning in the enacted curriculum. Some key intellectual practices, ideas, and concepts are also examined.

Migration Action, Issue 1, May 2008.

Focus: Social inclusion: economic imperative.

Issue focuses on the social and economic inclusion of refugee and humanitarian communities as a social/moral concern and an economic imperative. Various figures from communities present the issues from both academic and practical perspectives.

New Internationalist

No. 411, May 2008.

Focus: Burma: Ripe for change.

Issue features articles about the issues surrounding the Burmese military dictatorship and the push for change in Burma. Several first-hand accounts and conversations with political prisoners and activists are also featured.

Copies of articles or information about these and other journals held by LMERC are available on request. (Copyright provisions apply).

Judy Blyton,

Librarian,

Language and Multicultural Resource Centre (LMERC)

Nominations Now Open for the Victorian Multicultural Education Awards

Nominations are now open for the Victorian Multicultural Education Awards. The Awards form part of the Victorian Multicultural Commission's Awards for Excellence in Multicultural Affairs.

The awards recognise outstanding practices in education that raise awareness and support the implementation of multicultural initiatives.

Assessment criteria

These could include but are not limited to:

- Learning and teaching programs that incorporate multicultural perspectives across the years of schooling;
- Programs/initiatives that raise awareness and support education and settlement needs of migrants and refugees;
- Programs/initiatives which promote cultural diversity across the school community;

Programs/initiatives that build the capacity of educators to facilitate multicultural education.

Who is eligible

Individuals, schools and not for profit community education organisations. Self-nomination will not be accepted for individuals but schools and not for profit community education organisations may self-nominate.

Critical dates

Nominations for the award close on 29 September 2008.

Recipients will be acknowledged at an awards ceremony planned for December 2008.

Further information

For further entry criteria information and nomination forms, see www.multicultural.vic.gov.au. All nominations for this award will be assessed by the Department of Education and Early Childhood Development.



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The editors would like to thank the following people for their contribution to this edition of VATME News:

Judy Blyton

Ruth Crilly

Michèle de Courcy and Debra Ives

John Ingamells

VATME

PO Box 123
Moreland 3058

E-mail: vatme@vatme.vic.edu.au

Web: www.vatme.vic.edu.au

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