2018 New Arrivals Program Professional Learning Conference
FRIDAY, 1 JUNE 2018 FROM 8:00 AM - 3:30 PM
MELBOURNE CONVENTION AND EXHIBITION CENTRE

KEYNOTE PRESENTATIONS

English as an Additional Language Learners: (Re)thinking how we think of their resources, their needs, and our roles
Associate Professor Russell Cross, Associate Professor in language and literacy education
Melbourne Graduate School of Education, University of Melbourne
The mantra for much of our EAL professional training has been to maximise opportunities for English use as much as possible. Indeed, every opportunity that students don’t use it is seen as an opportunity missed! This presentation walks through recent research to consider the extent to which this traditional focus on “English only” might need to be rethought, and why. It is coupled with a workshop presentation that follows later in the NAP program for those wishing to know more (led by Dr Yvette Slaughter, Melbourne Graduate School of Education), for what it might mean to work with the ideas from this presentation in the classroom. Associate Professor Cross leads teaching and research initiatives with a focus on content and language integrated learning, and teachers’ practice in languages education.

How do we learn to read?
Associate Professor Misty Adoniou, Associate Professor in Language, Literacy and TESOL
University of Canberra
How do we learn to read? What are the skills and experiences we need to become effective readers? And how can we use the considerable linguistic assets of our newly arrived students to help them learn to read in English? These are the questions Associate Professor Misty Adoniou will explore in her keynote presentation. Associate Professor Adoniou was a lead writer for the national English as an Additional Language Teachers Resource which accompanies the Australian Curriculum and has served on ACARA’s Equity and Diversity Advisory Group and the Orientation Consultative Committee advising the Federal government on the settlement needs of refugees.

MORNING WORKSHOPS (11:40am - 12:55pm)
Participants can register for one morning workshop and one afternoon workshop.

MORNING Workshop 1: Optimising the use of MEAs in the classroom
Ruth Giffard, Assistant Principal and Alex Perry, Assistant Principal
Blackburn English Language School
MEA’s provide invaluable support to student learning in the classroom. This workshop is for Teachers and MEA’s and will address the MEA role as defined by the Department of Education and Training Guidelines and Work Arrangements for Education Support. Participants will learn how Blackburn ELS has responded to these guidelines and examine the school’s document Classroom Collaboration Guide for Teachers and MEA Staff. The workshop will have a practical focus on advice for MEA’s working in classrooms, suggestions on how teachers can best support the classroom work of the MEA’s and advice specific to teachers on how to include MEA’s to optimise the classroom learning environment for students.

MORNING Workshop 2: Scaffolding Reading using the Intensive Strategies
Sarah Culican, EAL Regional Program Officer
Department of Education and Training, North Western Victoria Region
The Intensive Strategies represent the highest scaffolding level from a literacy pedagogy called Reading to Learn. These highly-supported reading strategies include identifying key vocabulary, language patterns and structures of English in a variety of meaningful factual, narrative, and persuasive texts. In the process, students focus on syntax, vocabulary, grammar, spelling and punctuation. The strategies are highly supportive of EAL students and also students underachieving in literacy. This workshop will focus on a factual text to model the strategies.
MORNING Workshop 3: A language based approach to building a New Arrival student’s capacity to comprehend the complex texts of the secondary curriculum
Brian Dare, International Consultant in Language and Literacy
Lexis Education

As students engage in learning across the curriculum in mainstream schooling, they are expected to comprehend and compose a range of complex texts. Texts can vary from the spoken texts of the teacher to the multimodal texts of their textbooks to the multiplicity of texts they have to produce in response to the tasks set. One of the great challenges for teachers in new arrival settings is how to build their students’ capacity to comprehend the formidable range of texts they will encounter across the mainstream curriculum so they will be better prepared to take on this formidable challenge when they move into mainstream settings. In this session, in focusing on the comprehending side of meaning making, Brian will outline a language based approach that will build our students’ capacity to ‘read’ texts that draw on both language and visuals. A number of language based strategies aimed at building students’ repertoire of meaning-making resources will be introduced using various texts from across the curriculum. Crucially, these strategies will be considered within the framework of an explicit teaching and learning cycle.

MORNING Workshop 4: So, what do I do about reading?
Jackie Coleman, English as an Additional Language and Literacy Consultant

This interactive workshop will look at some of the key theories and research findings which support approaches to teaching reading to different types of EAL students, such as those who are learning how to read through English and those who are already literate in other languages. There will be a strong emphasis on the practical application of theory to daily teaching practices in Intensive and mainstream contexts. Participants will have opportunities to discuss their own contexts, students and current practices and to relate these to theory, with the aim of consolidating existing good practice and/or developing new approaches to teaching reading. This presentation is suitable for teachers new to working with the EAL students, particularly those working in regional or rural contexts, and can also serve as a refresher for more experienced teachers.

MORNING Workshop 5: Reading Comprehension in the New Arrivals Program
Toula Arkoudis and David Djukic
English Language Centre

This workshop will look at strategies for improving reading comprehension in the New Arrivals Program and is targeted at new teachers to the program. Toula and David will cover ways of tackling reading comprehension, looking at themes and character analysis. Some sample assessment tasks and ways of tackling reading across S1 to beginning S2 levels will be presented. Participants will have opportunities to practise strategies and activities which can be applied to their own units of work.

MORNING Workshop 6: Making Reading Strategies Visible
Sandra San Martin, Assistant Principal, Noble Park ELS, Casey Campus
Kay Rothstadt, Campus Coordinator, Noble Park ELS, Stonnington Glen Eira Campus

This workshop is for teachers new to the profession or new to EAL and will address the specific needs of EAL learners in a New Arrivals primary classroom with a focus on the development of reading skills and strategies within a balanced Primary classroom reading program. Participants will engage in Before, During and After Reading activities that can be used to develop students’ knowledge, skills and strategies in their own classrooms.
MORNING Workshop 7: Teaching pronunciation through dialogues
John Ingamells
Blackburn English Language School
This is a practical workshop focusing on teaching pronunciation through meaningful exchanges. The short dialogues reveal significant communication problems, allowing teacher intervention that is targeted and in context. The main focus is on intelligibility, through clear enunciation and voice projection, with a lesser focus on accuracy. Using the WIT method (Whatever It Takes) teachers will find they can make a big difference to their students’ speech without a detailed knowledge of sound production.

MORNING Workshop 8: The importance of Pronunciation and how to approach it in the classroom
Margaret Corrigan and Liz Keenan
Carringbush Adult Education
Margaret and Liz from Carringbush Adult Education will explore some theory behind pronunciation teaching and have lots of opportunities for hands-on activities which can be readily used in the classroom. Carringbush Adult Education has delivered EAL programs in Melbourne’s City of Yarra since 1984 and aims to empower Richmond and Collingwood’s most high-need adult learners, with a focus on migrant-background residents at the beginning of their education and vocational pathways.

MORNING Workshop 9: Understanding the four resources for meaning making
Dr Christine Edwards-Groves
Charles Stuart University
This workshop provides participants with an overview of the Four Resources Model and the related pedagogies required to support literacy learners. Using practical classroom examples, this session will enable participants to explore the utility of the model for teaching diverse learners. Dr Edwards-Groves is currently a leading national literacy scholar in the specialised field of dialogic pedagogies, explicit literacy teaching.

MORNING Workshop 10: Phonics – the political hot spot
Dr Anne Keary
Faculty of Education, Monash University
This workshop will provide background to the political debate that surrounds the teaching of phonics and discuss what is out there in terms of phonics programs. Phonological acquisition by EAL learners and the importance first language plays will be considered; in particular, in terms of stress and rhythm. A brief overview will be given of some of the technical language around phonological awareness. Participants will work in small groups to develop activities that focus on teaching phonics in a context.

MORNING Workshop 11: Phonological Awareness and Synthetic Phonics: Reading and spelling instruction for ELL
Kristin Anthi, Educational and Developmental Consultant; Learning Difficulties Australia Consultant
English is a morphophonemic language, with a deep and complex orthography. It uses the modern Latin alphabet with its 26 letters to represent 44 speech sounds, with more than 250 common spelling patterns. It is a rich but challenging language. Kristin will address the essential role that tuning into the phonemes (speech sounds) of English and mapping these onto graphemes (letter combinations) has on proficient reading and spelling acquisition. Participants will learn how phonological processing and phonemic awareness impacts on reading/spelling and will engage in hands on learning to support the principles presented. For ELL, dialectal differences in phoneme pronunciation need to be accounted for and the production of English speech sounds, and their graphemic representations, should be taught explicitly through a systematic and sequential phonics approach. Kristin will address this process and the research surrounding effective reading instruction for all learners, including non-native English speakers or learning English as an additional language.
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MORNING Workshop 12: What’s so hard about reading in the Maths classroom?
Associate Professor Misty Adoniou, Associate Professor in Language, Literacy and TESOL
University of Canberra
In this workshop we will look closely at the kinds of texts that students come across in the maths classroom to discover just how challenging the language of maths can be. Strategies for working with new arrivals – and their maths teachers – are provided. Associate Professor Adoniou was a lead writer for the national English as an Additional Language Teachers Resource which accompanies the Australian Curriculum and has served on ACARA’s Equity and Diversity Advisory Group and the Orientation Consultative Committee advising the Federal government on the settlement needs of refugees.

AFTERNOON WORKSHOPS (1:55pm - 3:25pm)
Participants can register for one afternoon workshop.

AFTERNOON Workshop 1: Speaking out against Racism
Dr Mandy Truong, Centre for Social Research and Methods
Australian National University (ANU)
Racial bullying and racism can have severe and long-lasting impacts on the health and wellbeing of children. Dr Mandy Truong will discuss the science of why we need to address racism in schools, and the preliminary findings of Speak Out Against Racism (SOAR) study. SOAR is a Department funded research project designed to examine student’s experiences with racial bullying and help them stand up against racism. The intervention seeks to promote bystander action and examine the effects of racial bullying on student outcomes using data from primary schools in Victoria and New South Wales.

AFTERNOON Workshop 2: Building new arrivals students’ capacity to understand metaphor
Brian Dare, International Consultant in Language and Literacy
Lexis Education
One of the most difficult things any learner of a new language faces is how that language construes a meaning in a more congruent, typical form in contrast to a more abstract, metaphorical form. An obvious example would be something like ‘I was very nervous’ compared to ‘I had butterflies in my stomach’ or even more metaphorical ‘My nerves were jangling’. The texts students have to comprehend, including the teacher texts students listen to, draw extensively on metaphor (there’s another metaphor using ‘draw’) and as such it is a crucial and underestimated resource in meaning making in schooling contexts. In this session, Brian will explore ways of opening up the world of metaphor to our students and in doing so build their capacity to both recognise it and take it up as a crucial meaning making resource of their own.

AFTERNOON Workshop 3: TEAL Revealed
Giuliana Mecoli and Sarah Culican, EAL Regional Program Officers
Department of Education and Training, North Western Victoria Region
Bring your own wifi-enabled device (e.g. ipad, laptop)
This interactive workshop is designed to provide participants with an introduction to the structure and components of the online resource, Tools for Enhancing Assessment Literacy for Teachers of EAL (TEAL). The TEAL website brings together a range of tools, strategies and assessment advice for teachers of EAL learners in F - 10. Participants will have the opportunity to explore the resources on the website, as well as consider its application to a new arrivals setting. The website has the capacity to be updated and to incorporate additional resources. With this in mind, feedback will be collected in respect to additional ideas and resources which could be added to strengthen applicability to the new arrivals context. It is recommended that participants bring a fully charged laptop, ipad/tablet or mobile phone with internet access as some time will be provided in the workshop for exploration of the website.
AFTERNOON Workshop 4: Understanding the four resources for meaning making
(Repeat of Morning Workshop 9)
Dr Christine Edwards-Groves
Charles Stuart University
This workshop provides participants with an overview of the Four Resources Model and the related pedagogies required to support literacy learners. Using practical classroom examples the session will enable participants to explore the utility of the model for teaching diverse learners.

AFTERNOON Workshop 5: So, what do I do about reading? (Repeat of Morning Workshop 4)
Jackie Coleman, English as an Additional Language and Literacy Consultant
This interactive workshop will look at some of the key theories and research findings which support approaches to teaching reading to different types of EAL students, such as those who are learning how to read through English and those who are already literate in other languages. There will be a strong emphasis on the practical application of theory to daily teaching practices in Intensive and mainstream contexts. Participants will have opportunities to discuss their own contexts, students and current practices and to relate these to theory, with the aim of consolidating existing good practice and/or developing new approaches to teaching reading. This session is suitable for teachers new to working with the EAL students, particularly those working in regional or rural contexts, and can also serve as a refresher for more experienced teachers.

AFTERNOON Workshop 6: Meeting the health needs of refugee children
Dr Georgie Paxton
Royal Children’s Hospital
Dr Georgie Paxton is the Head of the Royal Children’s Hospital Immigrant Health Service, which provides a multidisciplinary assessment service for recently arrived children of a refugee background, including medical and education/developmental assessment, oral health assessment, health promotion, and immunisations. In 2011, Dr Paxton led the Victorian Government Refugee Status Report. In 2014, she assisted the Human Rights Commission Inquiry into Children in Immigration Detention. Join Dr Paxton as she discusses how to meet the health needs of refugee children.

AFTERNOON Workshop 7: Is translanguaging a pedagogy? Revisiting the use of L1 in the language learning classroom
Associate Professor Russell Cross and Dr Yvette Slaughter
Melbourne Graduate School of Education, University of Melbourne
This workshop will provide an overview of current and evolving arguments around the use of L1 in the language learning classroom. Findings will be presented from a recent research project which used language mapping to reflect on teacher stance towards the use of L1, their current practices in their EAL classrooms and how knowledge of students’ language repertoires interacts with both. Participants will then have the opportunity to explore the potential of language mapping in their classrooms; to reflect on their stance towards the use of L1; what informs this dynamic concept, as well as sharing practices with teachers in similar contexts. Languages students have always drawn on multiple language resources to develop additional languages. What changes is what is considered allowable or feasible by language teachers and curriculum frameworks. This workshop will enable teachers to revisit and reframe their approach in the light of recent research and the shared experiences of colleagues.
AFTERNOON Workshop 8: Phonological Awareness and Synthetic Phonics: Reading and spelling instruction for ELL (Repeat of Morning Workshop 11)
Kristin Anthian, Educational and Developmental Consultant; Learning Difficulties Australia Consultant

English is a morphophonemic language, with a deep and complex orthography. It uses the modern Latin alphabet with its 26 letters to represent 44 speech sounds, with more than 250 common spelling patterns. It is a rich but challenging language. Kristin will address the essential role that tuning into the phonemes (speech sounds) of English and mapping these onto graphemes (letter combinations) has on proficient reading and spelling acquisition. Participants will learn how phonological processing and phonemic awareness impacts on reading/spelling and will engage in hands on learning to support the principles presented. For ELL, dialectal differences in phoneme pronunciation need to be accounted for and the production of English speech sounds, and their graphemic representations, should be taught explicitly through a systematic and sequential phonics approach. Kristin will address this process and the research surrounding effective reading instruction for all learners, including non-native English speakers or learning English as an additional language.

AFTERNOON Workshop 9: Making use of professional standards in the New Arrivals Program
Jenny Barnett
School of Education, University of South Australia

This workshop will actively engage participants with the potential uses of professional standards in the New Arrivals Program. There will be a brief review of the strengths and limitations of the Australian Professional Standards for Teachers (APST) and an introduction to the Elaborations of the APST for teachers working with EALD learners. Participants will then explore, apply and expand particular aspects of the EALD Elaborations with reference to their own settings and teaching priorities.

AFTERNOON Workshop 10: Delivering Reading Online
Victoria Butterfield and Heena Sharma
Virtual EAL New Arrivals Program, Victorian School of Languages

This session will identify the key technology and resources used by teachers within the Virtual EAL New Arrivals Program. This presentation explores some of the challenges and advantages in teaching reading online. Through video extracts, we will demonstrate and reflect on how we teach reading in a blended learning setting.

AFTERNOON Workshop 11: Trauma informed practice in the Classroom
Rebecca Harris, Student and Family Wellbeing
Carlton Primary School

Carlton Primary School is a small inner city school with 98% of students with Language Backgrounds other than English, and about 70% with a refugee background. Rebecca works in Student Wellbeing and has a focus on supporting families as well as students. She has great interest in trauma informed practice in schools, and the benefit of this practice to all students. Rebecca is creating a practice manual for Trauma Informed Practice in education. This workshop will explore the neuroscience of trauma, what trauma looks like in a classroom setting, impacts on learning, and what educators can do to mitigate some of the impacts of trauma on our students.
AFTERNOON Workshop 12: Teaching digital literacies and language through Transmedia Storytelling
Dr Katrina Tour, Dr Maria Gindidis, Dr Anne Newton
Faculty of Education, Monash University
Bring your own wifi-enabled device (e.g. ipad, laptop)
Transmedia Storytelling is an innovative approach to teaching digital literacies in EAL contexts in which different parts of a narrative are delivered across multiple physical and digital platforms. This approach will be introduced to participants who will then be immersed and scaffolded into creating their own resource. This practical workshop designed for primary and secondary EAL/D teachers will provide opportunities for participants to plan and design transmedia storytelling units with the help of a flexible framework, relevant examples and facilitators’ support. Participants will discuss how the Transmedia Storytelling units can be linked to their own and the Australian Curriculum (ICT capability), include EAL texts, use available technologies, and connect with a wider community. The workshop will conclude with a collective sharing so that participants can access other Transmedia Storytelling units that they can customise to meet the needs of their own students and contexts. The approach and resources have been developed as an outcome of a research project funded by VicTESOL “Improving Refugee Students’ Access to Digital Literacies: Integrating Transmedia Storytelling in an EAL (Year 7) Classroom” in 2017.

AFTERNOON Workshop 13: Understanding the neurobiology of complex trauma in the context of war and relocation
Alexa Duke, Acting Team Leader, School Services Program
Australian Childhood Foundation
Experiences of war and relocation trauma significantly impact the developing brain, affecting children and young people’s experience of education. Underpinned by a model of neurobiology, this session assists professionals to add a trauma overlay to their understanding of children and young people, to view their challenging behaviours through a trauma informed lens and consequently respond to their students more appropriately and effectively.
Areas to be explored in this workshop include:
- How trauma impacts the developing brain
- How an understanding of the neurobiology of trauma and creating safety can hold the key to transforming classroom behaviour and engaging in the learning process.
- Why relationships are so important