

ACTA Advocacy Audit 2015

State/ Territory Assoc	Sector	Issue	Current situation, implications/ constraints/considerations	Action so far	Possible further action ACTA support required?
<p>ATESOL ACT</p> <p>(updated March 2016)</p>	SCHOOLS	Identity and status of EAL/D teachers and the IEC	<p>With the introduction of school based management in ACT schools there is no longer a need to use previously targeted funding for EAL/D learners. ATESOL ACT members report concerns about a lack of specialist support for EAL/D learners, difficulties sourcing qualified EALD teachers, limited access to funds for interpreter services and professional learning targeted to literacy rather than language acquisition. Of greatest concern is the lack of EAL/D specialist in the intensive language programs offer in the Primary Introductory English Centres.</p> <p>While schools have a range of performance measures to indicate student progress, there are no requirements to disaggregate EAL/D data at the school or system level. Accountability and transparency around the use of EAL/D funding does not appear to be a priority. Questions with answers in the ACT Legislative Assembly in July 2015 are as follows:</p> <p><i>Q: Are all teachers delivering specialist English language support classes professionally qualified to do so?</i> <i>A: All Canberra public school teachers have, as a minimum, a bachelor level qualification, and are registered with the ACT Teacher Quality Institute. Specialist qualifications are not required as all classroom teachers are required to differentiate the curriculum to cater for individual learning needs of all students. Ongoing professional learning and specialist resources support teachers to meet individual needs. Canberra public school teachers are not required to have additional postgraduate qualifications, although a number of teachers with these qualifications elect to work in IECs and mainstream schools.</i></p> <p><i>Q: What performance measures are used to assess the efficacy and standards of EAL/D education in ACT schools?</i> <i>A: The achievement of students with Language Backgrounds Other Than English (LBOTE) is measured annually via NAPLAN data. Annual EAL/D Census assessment procedures provide a Language Performance Rating for each student that enables schools to track</i></p>	<p>Providing EAL/D professional learning</p> <p>Promoting <i>ACTA State of EAL/D survey</i></p>	<p>Considering Meeting with Education Minister</p> <p>Professional learning targeted to different sectors</p>

			<i>student growth against this measure from year to year.</i>		
	ADULT	<p>1. Cuts in VET/TAFE</p> <p>2. Embedding of foundation skills into all areas of VET affecting resourcing of ESL (and literacy & numeracy)</p> <p>3. AMEP contracts & SEE contracts</p> <p>4. Asylum seekers & TPVs & SHEVs</p>	<p>Increasing cuts of public funding for TAFE particularly is having repercussions in support (academic learning support and other) for students from CALD backgrounds). This usually seems to be the first area slated for cuts.</p> <p>LLN is now increasingly 'embedded' into mainstream programs putting strain on teachers in those programs, and also lowering the status of LLN specialists. The Victorian Purchasing Guide (VPG) hours allocated for units in the Foundation Skills training package (FSK) do not seem to have any relation to the time required to teach those skills, thus leading to them being viewed as add-ons rather than discrete skills needing adequate funding and support. Compare especially the hours allocated in the 'VPG' against the hours allocated in the new 'CSWE IV Employment' for the same units, eg, 10 vs 90! ACT Govt uses the VPG hours for funding. http://www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx</p> <p>Implications of recent AMEP and SEE Evaluations. The old thorny issue of competitive tendering:</p> <ul style="list-style-type: none"> • Impact on teachers: casualisation, job insecurity, competition between providers driving salaries downwards • Impact on students: changing providers - new rules, • see ACTA submission to Evaluations for more <p>Asylum seekers on bridging visas who are not eligible for government funded programs. TPVs & SHEVs eligible for AMEP, but no govt funded study beyond this. ACT offers one semester of free English classes for ASs on bridging visas, but beyond that they face full commercial fees (lower than International student fees, but much higher than government subsidised places). Also an issue for study in mainstream programs - TAFE (other RTOs?) and University. (In the ACT they are allowed to complete Year 12)</p>	<p>ATESOL ACT members participated in a local forum last August on Transitions and Careers: What are the barriers for multicultural young people? and a national teleconference in November: Barriers to Education for People Seeking Asylum and Refugees on Temporary Visas (December 2015). There was another teleconference scheduled for March.</p>	<p>Interested to know what is happening in other states, and if there is something ACTA can advocate for nationally?</p> <p>Needs addressing urgently. What is happening in other states? Which state/territory govts are using the VPG hours for funding? How are you managing discrepancies such as the CSWE4 vs FSK hours? Is this something ACTA can advocate for nationally?</p> <p>Adult ESOL Interest Group forum planned for 2016 Conference</p> <p>Watch this space - may need ACTA advocacy nationally.</p> <p>Is this something ACTA can advocate for nationally?</p>
	ALL SECTORS	Refugee support and advocacy			What can ACTA do in this space nationally?

<p>ATESOL NSW</p>	<p>SCHOOLS</p>	<p>1. Policy neglect of ESL teacher recognition, qualifications and standards</p> <p>2. Displacement of state ESL program by <i>Local Schools, Local Decisions</i> school-based management reform</p> <p>3. Chronic underfunding of ESL teaching and backlog of unmet ESL needs in schools</p>	<p>The National Teaching Standards do not require specialisation. NSW BOSTES, the body responsible for teacher standards, continues to avoid responsibility for qualifications and standards for ESL teaching specialism, leaving it to an outdated administrative process to DEC as the employer body.</p> <p>This policy vacuum appears to be impacting on the demand for TESOL courses at the tertiary level.</p> <p>Staff casualisation and fractional appointments to ESL positions, encouraged by local decision-making is eroding the qualifications base of ESL teaching, especially in primary schools. Analysis of teacher qualification data from Annual ESL Survey of Departmental (DEC) schools shows only 40% of DEC teachers have recognised TESOL qualifications.</p> <p>A shift to local school management of funds (<i>Local Schools, Local Decisions</i>) has had a major impact on the ESL program in NSW government schools. All 32 regional multicultural education positions including ESL consultants, specialist refugee officers and community information officers (LBOTE) were abolished at end of 2013.</p> <p>For the first time, as part of its new Resource Allocation Model, NSW DEC applied 'Gonski' English language proficiency loadings within the EAL/D Learning Progression to 2014 ESL annual survey data to determine 2015 ESL allocations to schools.</p> <p>The concept and language of a specific-purpose 'program' with specialised teachers dedicated to assisting the EAL target group has vanished from DEC policy. State office has shifted all responsibility for EAL/D to principals. No transparency or state wide accountability reporting of how ESL positions or funds are used. Principal local decision-making powers undiminished.</p> <p>Government's default policy of responding to any growth in ESL need 'within existing resources' has established a long-term structural inequity in the resourcing of the ESL program. In 2014, some 47,086 LBOTE students were identified from the ESL annual survey as needing but unable to receive ESL support. Similar numbers every year.</p> <p>Increasing numbers of International fee-paying students accessing ESL programs are a case in point. Schools enrolling these students</p>	<p>Continuing lobbying with BOSTES (formerly NSW Institute of Teachers) to recognise and assess ESL teacher qualifications and standards. Establishment of a BOSTES working group.</p> <p>Identification of providers of TESOL tertiary courses across NSW and mapping of course content.</p> <p>As a result of sustained campaign by NSW ESL and Refugee Education Working Party, NSW Teachers Federation and ATESOL, the state pool of 896 ESL teaching positions was not monetarized as originally planned, but retained as staffing positions for allocation to schools.</p> <p>Campaign has involved teacher and community fora; Ministerial correspondence; questions in Parliament; petition; research report; media coverage, opinion articles, open (pre-election) letter to the Premier, policy advice to opposition education spokesperson.</p> <p>questions in Parliament; Parliamentary financial estimates committee; research reports; press releases, media coverage; policy advice to opposition education.</p> <p>Research needs to identify the total quantum of (new) ESL funds generated by 'Gonski' English Language proficiency needs-based formula and where it has been directed, as</p>	<p>Persuade BOSTES to adopt and implement National Elaborations to the Australian Professional Standards</p> <p>Mapping of provision of TESOL tertiary courses across Australia and what each state/territory accepts as a minimum TESOL qualification. Negotiate core common content that would be desirable in TESOL qualification.</p> <p>More teacher and community fora; Ministerial correspondence; questions in Parliament; informing opposition education policy Auditor-General report on ESL program; topical press releases, opinion articles.</p> <p>Take up of these strategies by state and territory associations as appropriate?</p> <p>Take up of these strategies by state and territory associations as appropriate?</p>
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SATESOL (From 2014)	SCHOOLS	<p>1. Numeracy & Literacy Strategy (DECD) 2. Teacher qualifications in schools</p> <p>ATAR</p> <p>SACE</p>	<p>At the end of 2014, SATAC released a new bonus points scheme for Year 12 subjects, which removed ESL Studies from the bonus points list, while retaining bonus points for English Studies and English Communications. Although SATAC claims that this decision was made by a joint working party which 'examined' options for the scheme, key stakeholders in EAL learning and teaching were not consulted, and these changes were only apparent upon the publication of the 2015 SATAC guide. This change has significant impacts on senior secondary EAL learners, their teachers and on future university enrolments. SA TESOL enquired to SATAC about the reasons for the change. It was clear to SA TESOL that their decision was based on assumptions made without knowledge of the ESL Studies curriculum.</p> <p>With the release of the Senior Secondary Australian Curriculum from ACARA, the SACE Board has released draft subject outlines for EAL subjects</p>	<p>responded to Strategy Paper, waiting for next draft/policy</p> <p>ongoing chipping away over 30 years , in the process of being implemented</p> <p>We wrote to the Vice Chancellors and Heads of Schools of Education at each of the South Australian universities voicing our concerns and recommending that the universities understand the ESL Studies curriculum and reverse their decision. The responses from the universities referred SA TESOL back to SATAC</p> <p>Stage 2 ESL Studies is the only dedicated academic English language course for South Australian secondary students. SA TESOL will be pursuing this issue in order to address the equity and access issues for our EAL students applying to South Australian universities.</p> <p>SA TESOL members met during March and April to develop responses to three subjects relevant to our EAL teachers and students, Stage 1 EAL, Stage 2 EAL and Stage 2 Essential English. Waiting for final (official) version of documents to be made available. Anecdotal feedback not positive.</p>	<p>not at the moment</p> <p>yes - what is the situation in other states?</p> <p>These are state issues which may have wider ramifications. What's happening in other states?</p> <p>These are state issues which may have wider ramifications. What's happening in other states?</p>

	ADULT	<p>3. Pre-literate students in VET Students who are not eligible for LLNP are now restricted to 360 hours of (curriculum) hours of training at each qualification level</p> <p>FTL</p>	<p>Situation has changed under Skills for All Previously we were able to keep a student at a particular level for as long as they needed to be there. Students will now have to be moved up or out at the end of the allowed time (they are allowed 2 attempts at each unit at the S4A rate - thereafter they would have to pay full fee for their classes, which effectively prices them out of study). This affects other students as well, including those who have been in Australia for some time and whose language has fossilised, or who are on a disability pension, etc</p> <p>Currently under Skills for All, language classes are free for a large number of PR and some other visa holders. Students can enrol three times in the one unit for free, unless they pass; they cannot do more units than the qual allows (for free). Effective 31/3/16, there will be no more new enrolments for the English language curriculum currently used by TAFE (developed in SA) and a small number of other providers. At the moment CSWE remains on the list but we feel that will change. Students who wish to study language will be pushed in SEE at Cert I and II level (if they can do it), and others will have to be taught using FSK!!!! Providers can of course offer courses at a cost, in which case we can use the SA curriculum.</p>	<p>nothing started as yet</p> <p>SA TESOL has written to the Minister and Dept CEO - as have SACAL (it's also affecting the lit/num SA-developed curriculum).</p>	<p>what is the situation in other states?</p> <p>This may be something which becomes more widespread as money becomes tighter.</p>
TASTESOL	SCHOOLS	Threat to the professional role of EAL teachers in schools	Reports of teacher assistants being used as EAL teachers in schools. This practice may become more widespread in the context of devolved school based and budgets and management.	Issue raised with ACTA executive	Need to find out more about instances, their contexts, and causal factors.
	ADULT				
(From 2014) VicTESOL	SCHOOLS	<p>1. Currently funding to mainstream schools is not tagged and can therefore be spent on any area of the school budget</p> <p>2. Lack of TESOL trained staff in EALD positions</p>	<p>It will be hard to ever advance this issue in the context of self-managed and under-funded schools system. We failed to address it effectively over the past 20 years and getting harder.</p> <p>?</p>	<p>This has been raised in the Ministerial Advisory Committee for a Multilingual and Multicultural Victoria (MACMMV), EAL working group – changing context and lack of EAL staff at DEECD at present means it's hard to follow through. EAL dept of DEECD is aware that schools don't spend funds on EAL</p> <p>AEU not at all interested in this issue.</p>	<p>Unsure – may need to wait for tipping point or a campaign to tap into</p>

		<p>3. AITSL standards need to articulate what it is to be an EALD teacher and to be used in performance appraisals</p> <p>4. National Curriculum and VELs are both in use.</p> <p>5. Nomenclature – EAL, EALD, ESL, TESOL etc</p>	<p>Standards are used for appraisals – urgency if want EALD specific standards to be implemented</p> <p>It is unclear which standards are to be used when assessing students - those linked to English or the ESL Companion. AusVELs is being rolled out now. Software in use. EALD staff are very few in number and not sure if there is anyone to work on this.</p> <p>Adult sector uses ESL; schools use EAL; ACARA uses EALD Multicultural education, intercultural understanding</p>	<p>This has been raised with DEECD and it appears the adult sector may be considering the ESL/EAL issue.</p> <p>This has been raised in the Ministerial Advisory Committee for a Multilingual and Multicultural Victoria, EAL working group. VCAA and DEECD propose to continue with the ESL Companion but it needs alignment with the AusVELs and software to support its use</p> <p>EALD and intercultural understanding were raised at MACMMV but DEECD elected to go with EAL and Multicultural education despite ACARA</p>	<p>Lobby for a nationwide approach to introduction of AITSL standards specific to EALD</p> <p>Lobby for a nationwide approach to introduction of National Curriculum and its interface with existing ESL/EALD scales/frameworks</p> <p>Issue a statement to all govt, catholic and independent schools stating the preferred nomenclatures and reasons behind them. Statement also on website</p>
	ADULT				
<p>WATESOL</p> <p>(From 2014)</p>	SCHOOLS	<p>1. DoE Non-Recognition of ESL Qualifications</p> <p>2. WACE Reforms 2016</p>	<p>While DoE still “strongly recommend” the contracting of EAL/D trained staff for EAL/D positions, they have discontinued the recording of ESL qualifications.</p> <p>This means non-ESL trained staff can be employed for ESL positions. This has been practice in a number of cases, but the non-recognition of qualifications reflects an under-estimation of the needs of students and the profession.</p> <p>SCSA has proposed it will introduce a ‘literacy and numeracy’ test for all Secondary students, starting from Yr. 10. Students need to pass this test in order to receive their WACE certificate. This is a SCSA initiative and only affects WA students.</p> <p>Questions arise over whether the test is going to assess the students’ English language levels, or whether it’s a test of their cultural knowledge. Also, it raises the issue of whether the test will disadvantage those newly arrived students who are not as familiar with mainstream Australian culture as Australian nationals? Also, the decision to implement this test online disadvantages those newly arrived students who are not computer literate as they will</p>	<ul style="list-style-type: none"> - Data gathering: <ul style="list-style-type: none"> o Number of teachers (DoE) o Number of ESL grads (unis) - Drafting letter - Looking for support: Languages, Special Education, State teachers Union, AITSL? <p>Concerns raised at recent EAL/D Course Advisory Committee (CAC) meeting with the manager of the Australian Curriculum in WA.</p>	<p>Yes, advocacy High priority</p> <p>Yes, advocacy High priority</p>

		3.WACE Plain English	<p>not be able to even attempt the test if they don't know how to use a computer.</p> <p>The issue is: dense syntax, confusing word choices and culturally specific contexts used in questions in exams (especially in Maths and Science).</p> <p>WATESOL encourages SCSA to add in another step in their exam writing process, to have an EALD specialist check the wording and assist with the use of Plain English</p>	<ul style="list-style-type: none"> - Letters sent to SCSA in in Sem.1 2012 asking for dictionaries to be allowed for EALD learners in their other WACE exams (or glossaries available to all students) but this was declined - Letters sent to Sem.2 2012 modifying our call based on their response, expressing alternatives that would make exams more accessible / less inequitable (eg more time allowed, EALD input into exam question writing/ editing) - data collected re dictionaries interstate (Adriano from ACTA) - Analysis of 2011 WACE exams made by Committee members and of 2012 exams by mainstream colleagues - position statement created and sent to SCSA -endorsement sought from Doe (declined) and AISWA (given), as well as EALD teachers being urged to speak with their principals and encourage attendance at SCSA feedback seminars Feb 2013 and specifically to reiterate this issue 	On-going
	ADULT				

NATIONAL	SCHOOLS	AAAE Forum	AAAE provides a national forum on Australian curriculum issues for professional associations.	ACTA representative participation at 25th July Adelaide meeting. Report to executive.	Future collaboration on national curriculum issues?
	ADULT	Community consultations on AMEP and SEE evaluations	In 2014 Commonwealth Government commissioned an evaluation of AMEP and SEE programs on funding arrangements, program outcomes, appropriateness, effectiveness and efficiency. ACTA provided a submission. Reports released in May. Consultations conducted in July/August.	ACTA representatives participated in an August webinar forum? Report to executive?	Adult ESL Working group to reconvene, and consider impact of ACTA submission and further opportunities for advice?