

**TasTESOL 2017
Conference & AGM**

Saturday 1st April 2017
Sacred Heart College, 2 Cross Street, New Town, Hobart

TEACHING MATTERS: HEARTS & MINDS

PROGRAM

- 9.00am – 9.30 Registration for conference & workshops; and membership payments
- 9.30 – 9.40 Welcome: **Marlene Chesney** President, TasTESOL
- 9.40 – 11.15 Keynote address: **Bronwyn Custance** EALD & Literacy Ed. consultant & author
- 'Developing meta-linguistic understandings through functional grammar:
a possible fast-track to language learning'**

11.15 – 11.45 MORNING TEA BREAK

11.45 – 1.00pm Four Workshops (- choose one):

- 'A song a day for my EAL students' **Urban Lyrebirds** (*Carmel Davies & Sharon Duff*)
- 'Teaching Speaking and Writing Using Pictures' **Anna Kingston** (*TasTAFE South*)
- 'Paragraph analysis' **Dr Giovanna MacFarlane** (*UTAS ELC*)
- 'How Cognitive Behavioural Therapy and Mindfulness can boost your students' self-confidence and self-esteem' **Dr Barbara Rose** (*Global Business Col. of Australia, Melb*)

1.00 – 1.45 (*approx*) Annual General Meeting (- all welcome, but only members may vote)

1.45 – 2.15 LUNCH

2.15 – 3.30 Three Workshops (- choose one):

- 'Partnerships that work: pathways to Wellbeing' **Dr Suzanne Rezske & Samantha Kerr-Smile** (*TasTAFE Nth*) with **Kelli Charles** (*Phoenix Centre*)
- 'Social learning through collaborative community partnerships' **Ryna Dwyer & Jennifer Williamson** (*TasTAFE North*) with **Jess Panday** (*Launceston LINC*)
- 'Expanding students' vocabulary and having fun too!' **Marlene Chesney** (*Freelance EAL teacher*)

3.45 – 4.15 Conference close: raffle announcements & farewell
Collection of feedback forms & name tags

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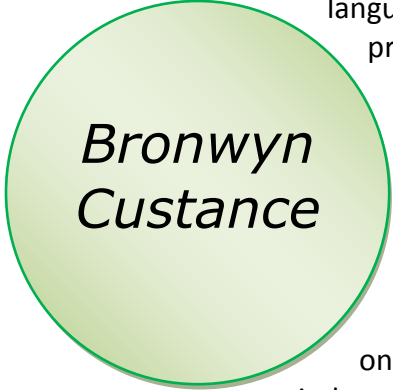
9.45am – 11.15am

Keynote address

'Developing meta-linguistic understandings through functional grammar: a possible fast-track to language learning'

Overview

The introduction of Australian Curriculum: English put grammar and knowing about language centre stage, stating that students should develop 'a consistent way of understanding and talking about language so they can reflect on ... speaking and writing, and discuss these productively'. TESOL teachers have long known the value of knowing about language and the ability to explicitly talk about the differences between everyday, spoken language and academic, written language. This keynote will illustrate the ways in which teachers across a variety of settings are using a genre-pedagogy to develop their EAL students' understandings of sentence, clause and word level grammar within a functional model of language as they inquire into patterns and meanings in texts. It will explore the impact that such an approach has on learners, the possibility of fast-tracking learning, developing independent learners and 'the potential to address linguistic and social inequality' (White, Mammone & Caldwell, 2015).



**Bronwyn
Custance**

About the presenter

Bronwyn Custance has worked in education for over 30 years, initially as a primary teacher, and then as an ESL teacher in both primary and secondary schools. Here, she became passionate about the explicit teaching of language and grammar, and the difference it can make for students across all curriculum areas at all levels of schooling, and in their lives beyond school. She has worked as a curriculum officer in DECD, an ESL/Literacy Consultant for Catholic Education, SA, and since 2005, as a freelance education consultant. This has included: project work with schools in SA and overseas to help lead change by facilitating a broad range of professional development sessions; materials and course development; and training SA markers of the NAPLAN writing test.

Bronwyn is one of the co-writers of the internationally recognised *How Language Works* and *Teaching ESL Students in Mainstream Classrooms* courses, and was the lead writer of the *Language and Literacy Levels across the Australian Curriculum: EALD Students*.

**TasTESOL 2017
Conference & AGM**

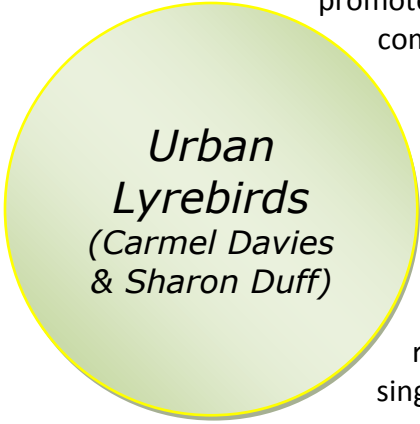
11.45am – 1.00pm

Workshop 1

‘A song a day for my EAL students’

Overview

Including music in the curriculum results in numerous cognitive, academic and social benefits. Music reflects the rhythm and intonation of a language and is an essential part of all cultures, while song promotes class bonding and provides valuable insights into new cultures and communities.

A circular logo with a light green background and a thin yellow border. The text inside the circle is centered and reads:

**Urban
Lyrebirds**
(Carmel Davies
& Sharon Duff)

This workshop will focus on innovative and interactive ways to teach topics and all the macro-skills through song. It will use songs from our *Sing with me! English grammar, conversation and song* series, and demonstrate how you can engage your students and liven up your classes by teaching songs at beginner through to advanced levels. It will also give teachers strategies to write their own songs that are relevant to their students’ needs. So come to the workshop and start singing in class every day!

About the presenters

Carmel Davies has over 20 years’ experience teaching English language skills in Australia and internationally. She has worked in refugee camps in Thailand developing EAL curricula and cultural awareness programs, and has directed and co-written student performances for EAL students on language and cultural themes. Her ESL resources include: ‘What’s the law? Australian law for new arrivals’ and ‘Pictures to Words’ Book 1 and the ‘Sing with me! English grammar, conversation and song’ series. In 2008 she was awarded a Churchill Fellowship to travel and research ‘ESL through Performance’.

Sharon Duff has many years’ experience teaching, delivering workshops, and developing EAL resources for new migrants, including writing materials for the AMEP Distance Learning course ‘Your Call’. She recently co-founded Urban Lyrebirds, and co-wrote the Highly Commended *Sing with me! English grammar, conversation and song* series. She is currently writing, teaching and presenting EAL workshops.

Carmel and Sharon have presented their workshops to teachers at VICTESOL, QATESOL, ATESOL (ACT & NT), TasTESOL, ACTA & CamTESOL conferences, as well as at universities, schools and AMEP centres.

**TasTESOL 2017
Conference & AGM**

11.45am – 1.00pm

Workshop 2

'Teaching Speaking and Writing Using Pictures'

Overview

This session will especially suit volunteers, beginning teachers and anyone who would like to swap ideas about using pictures to generate language practice. Anna will share plenty of resources and give advice about how to source images and get the most out of them with adult students of all levels.



**Anna
Kingston**

About the presenter

Anna Kingston has been a teacher with the Adult Migrant English Program (AMEP) at TasTAFE in Hobart for over 20 years. She delivers the training for prospective volunteer tutors and provides support for volunteer Home Tutors. She teaches a low-intensity, slow-paced Community English Class for pre-beginner AMEP learners who are also home tutored. Among Anna's other interests are orientation/settlement English programs for newly-arrived migrants and refugees, cross-cultural communication and phonics.

11.45am – 1.00pm

Workshop 3

'Paragraph analysis'

Overview

Do your students need to learn about clear paragraph writing? Paragraph analysis can be useful for teachers to help students to understand various aspects of paragraphing to make their writing more effective and interesting. Teach your students to recognise anaphoric, cataphoric and exophoric referencing within paragraphs as well as analysing paragraphs at (i) paragraph level, (ii) sentence level and (iii) word level.



**Dr Giovanna
MacFarlane**

About the presenter

Dr Giovanna MacFarlane has been a language teacher for 40 years. The first half of her teaching career was devoted to LOTE and other humanities subjects; however, the second half has been entirely taken up by the teaching of English language. Giovanna has extensive experience as an interpreter and translator and as an IELTS examiner. She has lectured in the former UTAS Department of English and European Languages and Literatures, has been involved in the setting of final Year 12 language examination papers for 25 years and has conducted professional development sessions for language teachers. She now teaches English at the UTAS English Language Centre.

**TasTESOL 2017
Conference & AGM**

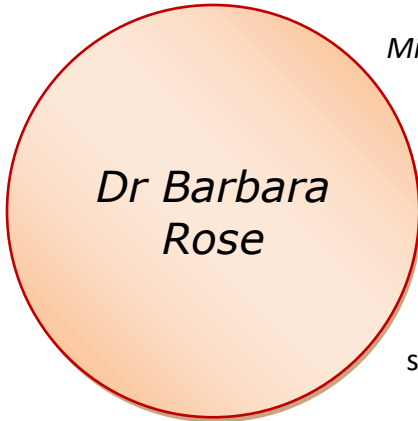
11.45am – 1.00pm

Workshop 4

‘How Cognitive Behavioural Therapy and Mindfulness can boost your students’ self-confidence and self-esteem’

Overview

Cognitive Behavioural Therapy is a short-term, goal-oriented psychotherapy treatment that takes a hands-on, practical approach to problem-solving. Its goal is to change patterns of thinking or behaviour that are behind people's difficulties, and so change the way they feel.



Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment. Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a ‘right’ or ‘wrong’ way to think or feel in a given moment.

Do they work? Absolutely! This session will describe and discuss successful examples.

About the presenter

Barbara Rose graduated as an English/Business Studies teacher from the Edith Cowan University in Perth, Western Australia. She has more than 20 years' experience in teaching and tutoring the English language to non-native speaker. Barbara has worked both in Australia and overseas, notably China and Indonesia, at all levels from beginners to post-graduates preparing for IELTS.

Over the years she has embarked on non-traditional studies as a way of assisting her students to be the best they can be and as a consequence, holds a Doctorate in Metaphysical Healing and a Masters in Metaphysics. In addition she holds diplomas in Cognitive Behaviour Therapy (CBT) and Mindfulness.

Barbara is currently involved in teacher training, syllabus and resource development. She recently structured the CSWE Cert 4 (Further Study) course (as delivered by Global Business College of Australia) which has been accepted by the University of Canberra (UC) as being of an acceptable standard to meet the English entry requirements to study at UC.



**TasTESOL 2017
Conference & AGM**


2.15pm – 3.30pm

Workshop 5

'Partnerships that work: Pathways to Wellbeing'

Overview

In recent years teachers from TasTAFE English Language Services have been working in conjunction with the Phoenix Centre in the north of the state to develop a Wellbeing series that can be embedded in their language program. Aims of the series include: developing a vocabulary with which learners can express complex emotions in the target language; creating a wellbeing toolkit in English; and to encourage advocacy for wellbeing in their own communities. Learner feedback from the series has indicated the value of and the need for the program. The series includes elements of narrative therapy and suicide prevention.



***Dr Suzanne
Reszke,
Kelli Charles,
& Samantha
Kerr-Smiley***

This workshop will include opportunities to discuss implementation in various contexts and address concerns.

About the presenters

Kelli Charles works as a Trauma Counsellor and Suicide Prevention Officer for the Phoenix Centre, part of the Migrant Resource Centre South, and is based in Launceston. She works mainly with Humanitarian Entrant Refugees, across all ages and backgrounds and focuses on minimising the impact of their past trauma experiences on their life in Australia. Kelli holds a Master of Counselling from the University of Queensland, and has worked across many roles within Lifeline in Queensland, before moving down to Tasmania early 2016. Kelli has a keen interest in the neurobiology of trauma, specifically the way that trauma changes the brain and the many ways these changes can impact a person's learning, social connectedness and feelings of safety throughout their lives.

Dr Suzanne Reszke works as an Advanced Skills Teacher and Enrolment Counsellor with English Language Services North, TasTAFE, and has been teaching in the AMEP since 2009. She completed her PhD with UTAS in 2011 (thesis entitled *Training and Transitions: The Lived Experience of Adult Learners of English as a Second Language*). Her professional interests include transformative learning in the English language classroom and current research project involves collecting the narratives of elders in the Bhutanese community under the auspices of Migrant Resource Centre North with funding through a Launceston City Council Community grant. Suzanne has completed SafeTalk training.

Samantha Kerr-Smiley works as a teacher with English Language Services North, TasTAFE. She has been involved with the AMEP since 2004 and completed a Post Graduate Certificate in TESOL in 2008. Samantha has worked in various education roles, including research into the difference between Aboriginal English and Standard Australian English and the implications of this difference for learning in a mainstream classroom. Her professional interests include the impact of trauma on learning with particular reference to creating a safe learning environment. Samantha has completed SafeTALK training.

**TasTESOL 2017
Conference & AGM**

2.15pm – 3.30pm

Workshop 6

‘Social learning through collaborative community partnerships’

Overview

The presenters will describe a pedagogical model in which English language acquisition is facilitated through a social learning approach involving significant partnerships with local community groups and organizations.



***Ryna Dwyer,
Jennifer
Williamson &
Jess Panday***

This workshop style presentation will allow participants to discuss the advantages of community involvement for learners and it will describe the most successful of these programs. For example, Jess Panday (LINC, Launceston) will provide information about one of the TasTAFE AMEP community projects with the Launceston LINC. She will highlight the benefits both for TasTAFE students and for her organization.

About the presenters

Ryna Dwyer has been teaching for over 20 years, teaching History, Sociology and English in a variety of secondary and adult institutions in Europe and Tasmania. She has a BA in History and Sociology, a Post-Graduate Certificate in Education from UTAS and an MEd (TESOL) from the University of Wollongong. Since 2012 she has been teaching English in the Adult Migrant English Program at TasTAFE, Launceston. As her student cohort consists of young people from the age of 18 to 25, Ryna has developed a special program with consideration to these students' interest in studying Maths and Science. As an Advanced Skills Teacher, Ryna enjoys the creative process of tailoring learning programs to the needs of particular student cohorts and sharing her experience with colleagues.

Jennifer Williamson began her career in TESOL in 1996 and taught in a number of contexts in Asia and South America. She worked in private English colleges and several multinational organisations as a language coach. In 2008 she returned to Australia to complete her MEd (TESOL) at UTAS. At this time she became involved in the Adult Migrant English Program at TasTAFE in Launceston as a teacher to newly arrived migrants. She developed an interest in using applied and project-based learning to foster the skills development of students with low levels of prior education. In 2015 Jennifer became the state representative on the Adult Migrant English Program Task Bank Working Group. Part of this role involves developing and validating numeracy related tasks.

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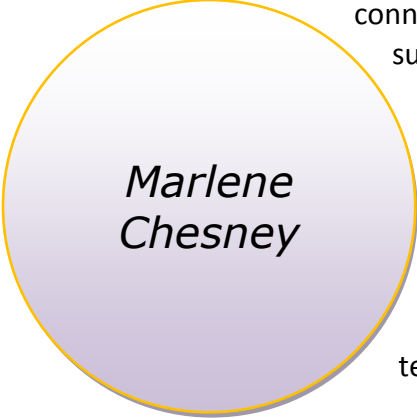
2.15pm – 3.30pm

Workshop 7

'Expanding students' vocabulary and having fun too!'

Overview

How can we help EAL/English learners remember all those new words? If students can link the words they know already to new words, then their learning is improved. To accomplish these connections, students need to become familiar with common prefixes, suffixes and Latin and Greek roots. This knowledge not only increases the students' vocabulary, but also improves their decoding and spelling skills. Also, as most words pertaining to Science, Mathematics, Social Studies and other complex content areas are of Latin and Greek origin, this gives further support to the incorporation of their instruction in schools.



**Marlene
Chesney**

This interactive and practical session is applicable to teachers teaching EAL/English at all levels and in any sector.

About the presenter

Marlene Chesney was a Maths/Science teacher in the high school system in Melbourne for many years. After several years of teaching Maths/Numeracy to migrants and refugees at TAFE and in Colleges in Hobart, she decided to retrain and after completing her CELTA, continued on to do a Graduate Certificate in Literacy and Numeracy and then did a Masters in TESOL. Also, her learning experiences while studying a little German made her realise the difficulties students face and the importance of being explicitly shown some suffixes. She remembers the day she was told that "chen" was a suffix to create a diminutive form; Hund ("dog") + *-chen* → *Hündchen* ("little dog"). Ah! Now I know!

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THANK YOU VERY MUCH ...

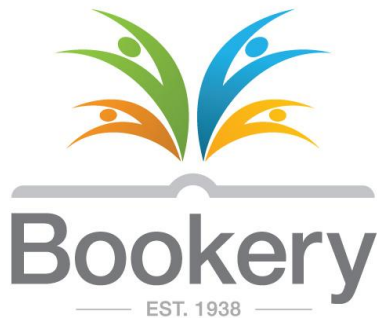
Craig Deayton, Principal of Sacred Heart College, for the very generous use of the college
& **Kandy Parker** (SHC teacher) for arranging this

Officeworks for donating pens and exercise books

Woolworths for donating groceries

Jacob Miceli & Jennifer Paschal
from the Bookery
for the donation of EAL books
for our raffle

9-11 Victoria St, Fitzroy, Victoria
www.bookeryeducation.com.au



Dean Shegog from the
UTAS Co-op Bookshop
for the donation of a \$50 gift voucher
www.coop.com.au



Thank you all for attending the 2017 TasTESOL Conference.

TasTESOL will be holding **THREE FORUMS** in Hobart throughout 2017
at the Derwent Sailing Club, Marievilla Esplanade, Sandy Bay

5 – 7pm Thu 18th May, Thu 10th August & Thu 2nd November

Please write these dates in your diaries now.

Topics & speakers to be announced closer to the dates.
Let the committee know if you have any ideas or requests for topics.