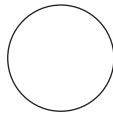


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Introduction

The ESL/ESD watermark that appears on this page combines symbols and represents meanings that are significant to the ESL/ESD program.



Inclusivity symbol

This includes recognising, accommodating and valuing previous experiences and knowledge of all individuals and groups.

Opportunities should be provided for all learners to evaluate how concepts and constructions such as culture and race are shaped.

(From: Inclusivity Principle 3 in the *Curriculum Framework*)

Iceberg symbol

This represents the linguistic and cultural identity of an individual or group. We carry our culture as part of our identity.

Language is a vehicle through which cultures are manifested. Language positions us within our own culture and across cultures.

Language includes ways of behaving, perceiving, interpreting, processing and expressing. Different languages have different codes for interactions with another and express meaning in different ways.

Waterline symbol

This separates specific language features and conventions. The division is largely artificial because these aspects of language cannot be truly separated. What lies below the surface is reflected in and expressed through the surface language features.

Overlapping icebergs

Our diverse ways of relating through language need not be seen as in competition but rather as functionally complementary. Using different language codes impact on the power of communication within the context. This varies according to audience, situation, content and purpose.

Individuals need their linguistic repertoires validated and enhanced so they can use this knowledge and experience to their advantage. Then they can make linguistic choices to meet their own needs rather than an imposed or standard code of language.



An ESL student arrives at your school

Before enrolling a newly arrived ESL student in your school, we suggest you contact an ESL Visiting Teacher or an ESL/ESD Consultant in your District Education Office (DEO). They can explain ESL service provision and discuss the options available for the student.

Metropolitan schools

When newly arrived ESL students make application to enrol at your school, the following personnel are able to advise of the educational options available:

- an ESL Visiting Teacher or an ESL/ESD Service Area Consultant at your DEO;
Canning Phone: 9311 0500
Fremantle-Peel Phone: 9336 9563
Swan Phone: 9442 6666
West Coast Phone: 9301 3000
- Deputy Principal of the appropriate Intensive English Centre (IEC) (contact numbers on p. 6)

Country schools

Contact:

- Curriculum Officer ESL, ESL Resource Centre, phone 9383 1122 or
- ESL/ESD Consultant in your District.

If an interpreter is required to assist school personnel and family members, communicate important information and complete enrolment details, phone *On-Call* on 9225 7700. (See p. 10 for further information).





An ESL Visiting Teacher or an ESL/ESD Consultant should be involved in the appropriate placement of ESL students.

Brochures translated into the community languages of Arabic, Burmese, Chinese, Croatian, Indonesian, Persian, Serbian and Vietnamese provide information for parents about ESL programs in the metropolitan area.

These brochures are available from the ESL Resource Centre.

Education of ESL students

It is recommended that ESL students' needs be met by integrated approaches within self-determining schools. However, some cost-effective central provisions remain to support those students requiring an ESL program.

Students who require specialist ESL assistance are classified into stages so that different programs can be provided to support their needs.

Stage One students include those who:

- have been in Australia less than a year and have enrolled within six months of arrival; or
- are entering their first year of compulsory schooling (this includes children who have attended Pre-primary).

Stage One students who are permanent residents are eligible to enrol in full-time English language instruction at an IEC. For students travelling from outside the host schools' intake areas to attend an IEC, school bus services or public transport cards are provided.

Stage Two students include those who:

- have had no more than two years primary or three years secondary education in an Australian school. (Although Limited Schooling students who have attended an IEC are entitled to extra support).

Stage Two students are eligible to attend an ESL Support program (p. 6 and 7).

Stage Three students include those who:

- have had more than two years primary or three years secondary education in an Australian school. (Although Limited Schooling students who have attended an IEC are entitled to extra support).

While Stage 3 students are ineligible for a staffing allocation, they are often included in ESL programs.

ESL Programs 2006

Types of programs

Intensive English Centre

An Intensive English Centre (IEC) provides specialist intensive English language instruction for new arrival students (Stage 1) for about 4 terms. Students are prepared for mainstream curriculum.

Limited Schooling

For students who have had less than 3 years of continuous education prior to arrival, a special limited schooling program is offered at some IECs.

Support

Support programs are designed to meet the needs of Stage 2 ESL students within a mainstream context.

Cell

Cell programs provide support for Stage 2 ESL students enrolled in larger schools or two/three neighbouring schools.

Intensive English Centres – Primary

Beaconsfield Primary School

Hale Street, Beaconsfield 6162
Phone: 9335 5806 Fax: 9336 4994
Courier Code: G 160

Highgate Primary School

Lincoln Street, Highgate 6003
Phone: 9328 3725 Fax: 9227 5939
Courier Code: C 10

Koondoola Primary School

Burbridge Avenue, Koondoola 6064
Phone: 9343 4617 Fax: 9343 4619
Courier Code: B 170

Mirrabooka Primary School

Laythorne Street, Mirrabooka 6059
Phone: 9440 7777 Fax: 9440 7788
Courier Code: B 290

Nollamara Primary School

101 Harrison Street, Nollamara 6061
Phone: 9349 5866 Fax: 9344 8084
Courier Code: B 310

North Mandurah Primary School

Park Road, Mandurah 6210
Phone: 9535 5800 Fax: 9581 3929

Parkwood Primary School

Zelkova Way, Parkwood 6147
Phone: 9354 3014 Fax: 9354 4790
Courier Code: F 450

Intensive English Centres – Secondary

Balga Senior High School

Markham Way, Balga 6061
Phone: 9343 6169 Fax: 9343 6180
Courier Code: B 210

Mandurah High School

35 Gibla Road, Mandurah 6210
Phone: 9535 3800 Fax: 9535 2966

Melville Senior High School

Potts Street, Melville 6156
Phone: 9330 0431 Fax: 9330 3598
Courier Code: G 220

Perth Modern School

Roberts Road, Subiaco 6008
Phone: 9380 0533 Fax: 9382 4507
Courier Code: D 20

Senior Schooling IECs

Cyril Jackson Senior Campus

Reid Street, Bassendean 6054
Phone: 9379 5156 Fax: 9379 5157
Courier Code: C 330

North Lake Senior Campus

188 Winterfold Rd, Kardinya 6163
Phone: 9314 0416 Fax: 9337 8498
Courier Code: H 300

ESL Support Programs by District

School	Phone
Canning	
Campbell Cell	
Campbell Primary School	9456 8300
Canning Cell	
Canning Vale Primary School	9455 4788
Ranford Primary School	9456 5255
Yale Primary School	9493 2088
Cannington Cell	
Canning Vale College	9334 9000
Cannington Community College	9351 2400
Curtin Cell	
Bentley Primary School	9351 8813
Manning Primary School	9450 4068
Wilson Primary School	9458 1757
Gibbs Street Cell	
Beckenham Primary School	9458 4666
Carlisle Primary School	9470 3800
Gibbs Street Primary School	9458 6899
Kent Street Senior High School*	9362 1277
Thornlie Cell	
Forest Crescent Primary School	9493 6922
South Thornlie Primary School	9459 4655
Thornlie Primary School	9459 4333

INFORMATION FOR SCHOOL PERSONNEL 2006

Fremantle/Peel

Applecross Cell

Applecross Primary School	9364 1792
Ardross Primary School	9364 2771
Mt Pleasant Primary School	9316 1045
Applecross Senior High School*	9314 9393

Atwell Cell

Atwell Primary School	9414 5017
Brookman Primary School	9458 5542

Burrendah Cell

Burrendah Primary School	9332 3700
Rossmoyne Primary School	9354 4290
John Curtin College of the Arts	9433 7200
Lynwood Senior High School*	9354 0600
Melville Senior High School	9330 3199
Parkwood Primary School	9457 4721
Rossmoyne Senior High School*	9354 2944
Rostrata Primary School	9457 9455
Willetton Senior High School*	9334 7200

Winthrop Cell

Winthrop Primary School	9310 6100
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Swan

Alinjarra Cell

Alinjarra Primary School	9342 3388
Illawarra Primary School	9249 1296

Ashdale Cell

Ashdale Primary School	9406 6999
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Balga Cell

Boyare Primary School	9249 3440
North Balga Primary School	9247 3599
Warriapendi Primary School	9349 7433

Ballajura Cell

South Ballajura Primary School	9249 8022
Ballajura Community College	9262 7777
Ballajura Primary School	9249 3766
Camboon Primary School	9276 5832
Cyril Jackson Senior Campus*	9378 2469

Dryandra Cell

Dryandra Primary School	9247 1499
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East Beechboro Cell

Beechboro Primary School	9377 5500
East Beechboro Primary School	9279 7299

Girrawheen Cell

Blackmore Primary School	9342 1558
Girrawheen Primary School	9342 4300
Montrose Primary School	9343 4033

Hampton Cell

Hampton Park Primary School	9276 3044
Noranda Primary School	9275 1833
West Morley Primary School	9375 2055

Highgate Primary School	9328 4201
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John Forrest Senior High School	9473 4000
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Koondoola Cell

Hainsworth Primary School	9247 3588
Koondoola Primary School	9343 1044

Marangaroo Cell

Marangaroo Primary School	9343 2055
Maylands Peninsula Primary School	9473 4100

Mirrabooka Cell

Balga Primary School	9344 2602
Mirrabooka Primary School	9344 8655
Mirrabooka Senior High School	9345 9200
Morley Primary School	9276 1153
Morley Senior High School*	9376 5555
Mt Lawley Senior High School*	9471 0300

Nollamara Cell

Nollamara Primary School	9349 1266
Westminster Junior Primary School	9349 4290
Yokine Primary School	9242 2726

Rawlinson Cell

Rawlinson Primary School	9247 9000
Sutherland-Dianella Primary School	9375 1133
Tuart Hill Primary School	9349 1799

West Beechboro Cell

Lockridge Primary School	9377 1110
West Beechboro Primary School	9377 6091

West Coast

Balcatta Cell

Balcatta Primary School	9345 8100
West Balcatta Primary School	9446 9211
Balcatta Senior High School*	9345 8200
Churchlands Senior High School*	9441 1700

Clarkson Cell

Clarkson Primary School	9305 1800
Merriwa Primary School	9305 9011
Clarkson Community High School	9400 1777

Osborne Cell

Lake Monger Primary School	9387 4536
Osborne Primary School	9349 2737
Takari Primary School	9349 5607
Perth Modern School*	9380 0555
Shenton College	6380 2188

Year 12 TEE English as a Second Language is also offered at the following locations:

Belmont Community College	9479 2200
Canning College	9458 9644
Como Secondary College	9450 5011
Tuart College	9444 9377

* These schools offer Year 11 and 12 TEE English as a Second Language.



Aboriginal ESL/ESD

Aboriginal English

The 'home talk' of many Aboriginal students is Aboriginal English. Aboriginal and Standard Australian English are both dialects of English which developed side by side but separately from each other. Both these dialects need to be recognised and valued equally. Despite the fact that Aboriginal English (AE) and Standard Australian English (SAE) overlap significantly in vocabulary and grammar there remain many non-corresponding forms, discourse patterns and concepts.

This means that for many Indigenous Australians, using English means managing two different Englishes: one which is learnt and used in home and community contexts and another which is used in school and in other contexts controlled by non-Indigenous Australians. In linguistic terms, we would describe most AE speakers as bidialectal.

This 'similar but not the same' relationship between AE and SAE gives rise to three educational imperatives:

- 1. Accepting and valuing Aboriginal English**
If the only dialect recognised at school is SAE, the communicative potential and educational achievement of students who speak AE will be hampered. It is therefore imperative that schools recognise the existing linguistic and learning competence of speakers of AE and accept and value AE and the world view that accompanies its use.
- 2. Broadening the linguistic repertoire of Aboriginal students**
While AE is tremendously important to Aboriginal people, facility with SAE is also important in terms of school achievement and self-determination. Accordingly, teachers need to explicitly and carefully teach Aboriginal students the features of SAE, and also teach them how and when to switch between the two dialects according to audience, purpose and context.
- 3. Providing all students with the opportunity to be exposed to a range of language systems**
This broadens students' abilities to interact with people and cultures other than their own.

The **ABC of Two-Way Literacy and Learning** initiated in 1998 aims to empower Aboriginal and non-Aboriginal education personnel to embed principles of two-way bidialectal education in the curriculum for all students.

ABC stands for:

- A** – Accepting Aboriginal English
- B** – Bridging to Standard Australian English
- C** – Cultivating Aboriginal ways of approaching experience and knowledge

Strategies that can be used to teach Aboriginal students SAE whilst honouring the linguistic and cultural importance of AE, have come to be known as two-way bidialectal teaching strategies.

Ongoing support is provided through district-based Two-Way Teams. For further information please contact your district-based ESL/ESD Consultant, the Curriculum or Aboriginal Education Manager, or the Central Office ESL/ESD Team.

Material resources include: *Two Way English*, *Solid English*, the *Deadly Ways to Learn* package (which includes *Deadly Ideas* and *Deadly Yarns*), the *Ways of Being*, *Ways of Talk* video package and the *Improving Understanding of Aboriginal Literacy: Factors in Text and Comprehension Report*.



ESL/ESD Services in the Goldfields, Kimberley, Mid West and Pilbara Education Districts

The purpose of the ESL/ESD services in the Goldfields, Kimberley, Mid West and Pilbara is to increase the proficiency of ESL/ESD students' use of SAE across the key learning areas through the implementation of culturally and linguistically sensitive curriculum.

The services are provided through:

- one ESL/ESD Consultant in the Goldfields Education District;
- one ESL/ESD Consultant in the Kimberley Education District;
- one ESL/ESD Consultant in the Mid West Education District; and
- one ESL/ESD Consultant in the Pilbara Education District.

These officers support school personnel with the development, implementation and evaluation of curriculum practices appropriate to the needs of ESL/ESD learners.

For further information, contact personnel at your DEO:

Goldfields DEO 9093 5600

Kimberley DEO 9193 6488

Mid West DEO 9956 1600

Pilbara DEO 9185 0111

ESL support for Indigenous Language Speaking Students (ILSS)

The ILSS program has been developed for Aboriginal students who commence compulsory age schooling speaking an Indigenous language or dialect. The program's objective is to facilitate the entry of Aboriginal students into education by providing intensive English language tuition to each eligible student.

Funding is provided for an Indigenous student entering formal schooling for the first time if they:

- are assessed locally as having a language barrier that prevents them from being able to participate in the classroom in English;
- have a home language that is an Aboriginal language Kriol or Torres Strait Creole;
- live in a community in which the predominant language is not SAE; and
- are commencing formal schooling for the first time and have not previously attracted a payment under this funding.

For further information contact the ESL/ESD Consultants in DEOs.



Why use interpreters?

- Interpreters can enhance communication between school staff and school community members.
- Schools have a responsibility to use interpreters as indicated by the *Curriculum Framework* and the *Anti-Racism Policy 1998*.
- Interpreters can assist in the collection of relevant student background information from parents/caregivers so that school communities can provide appropriate educational programs.

Use of Interpreters

Interpreting services

On-Call provides a 24 hours a day, seven days a week professional interpreting service. It is accessible by phoning 08 9225 7700.

It is recommended that only trained and qualified interpreters be used, as often information discussed is personal and confidential.

Information, advice and professional development on the use of interpreters is available through *On-Call* or the ESL/ESD team.

Translation services

Translation of important written material is also available through *On-Call*.

School staff should phone the Curriculum Officer ESL at the ESL Resource Centre on 9383 1122 for details of the procedure to have materials translated. The translation of written materials is expensive and it is often preferable to arrange an on-site interpreter for an interview to discuss a student's progress with the parents/caregivers rather than having a school report translated.

Telephone interpreting

The procedure for getting an interpreter on the telephone will usually take only a few minutes. Once contact is made, the operator will link you with the interpreter.

Establish the language/dialect of your client. For example, do not assume that a Chinese client speaks Cantonese – they may speak Mandarin, Teo Chiew or Hokkien. If you are having difficulty with this, ask the *On-Call* operator to identify it for you. Be aware of cultural/political issues that may be of importance to your client.

The cost of using *On-Call* over the phone is \$16.50 for a 15 minute call. Extra charges are added for longer or pre-booked calls. ***Costs are incurred by the Department and not by the individual school.***

When your client is present

Phone *On-Call* and explain your request. When the *On-Call* operator answers your call be prepared to give the following details:

- that you require an interpreter;
- where you are ringing from (the school and the school code);
- your contact phone number;
- the language your client speaks; and
- your client's name.

If you are using a handset, you will need to transfer the handset between yourself and your client to enable interpreting to take place.

Communication is more effective when using a "hands free" phone or a "dual handset".

When your client is to be contacted at home

Phone the client's number to confirm they are at home. Using plain English tell the person you will ring back with an interpreter.

Phone *On-Call* and explain your request. The *On-Call* operator will put you on hold and then call the interpreter and your client. Once all parties are on the line, a three-way conference link will be established. You will then be able to conduct your three-way conversation.

On-site interpreting

When telephone interpreting is not suitable, *On-Call* will arrange for an interpreter to go to whatever location you specify. On-site interpreting services can be arranged subject to interpreter availability. Make your request preferably 48 hours prior to the appointment. For emergency situations an interpreter will be assigned as soon as possible subject to interpreter availability. However, in such situations, it may be more appropriate to use a telephone interpreter.

Procedure

- Fax through your request to *On-Call* on 08 9225 7788 at least 48 hours prior to the appointment.
- Your request will be returned by fax with a job number to confirm that an interpreter has been arranged.
- Provide the following information:
 - name of the school and school code;
 - name of the person requesting an interpreter;
 - language/dialect required;
 - date and time of appointment;
 - name and gender of the client; and
 - address for the appointment.

The booking form on page 12 may assist with your request for an interpreter.

Cancellation

If you need to cancel an appointment, please advise *On-Call* in writing by faxing 08 9225 7788 giving at least 24 hours notice to avoid incurring the standard fee.

Guidelines for use of on-site interpreters in schools

- The cost is \$82.50 for the first hour or part thereof, and then \$13.75 for each additional 15 minutes.
- Confirm the appointment time with the client to avoid missed appointments and cancellations.
- *Schools do not incur a charge for this service.*

Points to consider

- Expect the interpreter to interpret everything you say during the conversation with your client.
- Allow plenty of time for the interview, as interviews can take twice as long with an interpreter.
- Introduce the interpreter to your client and explain the roles of people present.
- Sit facing your client if possible, without any barriers such as desks.
- Look at your client as you speak. Speak directly to your client as though the interpreter was not there.
- Speak in the first person. Avoid language such as, "Ask her if she has ...," instead use "Do you have ...".
- Speak slowly and present only one or two sentences at a time. Avoid using long sentences. Pause to allow time for translation.
- Watch your client and interpreter for cues that communication may be going astray. Beware of too many smiles and nods, as this may signal friendliness but not comprehension.

Avoid

- using family members (especially children) or friends as interpreters. These people may be emotionally involved and may not have the necessary vocabulary to interpret the information;
- talking about the client to the interpreter during the interview; and
- allowing the interpreter to take charge of the interview.

(Information adapted with permission from "Culture and Health Care", Multicultural Access. North Metropolitan Health Service)

Interpreter Service booking form

Fax to:

ON-CALL INTERPRETERS & TRANSLATORS AGENCY P/L
6th Floor, 231 Adelaide Terrace, Perth WA 6000
Tel: (08) 9225 7700 Fax: (08) 9225 7788

Fax from:

DEPARTMENT OF EDUCATION AND TRAINING WA

Code No: _____

School: _____

Tel: (08) _____ Fax: (08) _____

Telephone:

On-Site:

Requested by: _____ Direct Tel: _____

Language: _____

Date service required: _____

Start time: _____ am/pm. Expected duration of I/V __ hr(s)

Client's name: _____

Report to: _____

Location: _____

(if different from above)

Confirmation required: Yes No

Additional comments/messages: _____

Date faxed: _____

NOTE: account should be sent to Curriculum Officer ESL, ESL Resource Centre

Student Background Information

To assist in developing a learning program for your ESL student it is important that relevant background information and experiences are collected, maintained and updated by the school. Where appropriate, professional interpreters should be used to assist in the collection of this data. It is recommended that this data be collected at or soon after student enrolment.

The following form is a guide to the types of information that could be collected.

Family Name _____

First Name _____

Date of Birth _____ Country of Birth _____

Date of Arrival in Australia _____ Visa sub class number _____

Languages spoken by Father _____

Languages spoken by Mother _____

Languages spoken by Child _____

Languages spoken at home and by whom _____

Educational Background _____

Australia _____

Overseas _____

Refugee schooling experience _____

Can the student speak appropriately according to age in his/her first language? _____

Is the student able to read and write in his/her first language? _____

Other relevant information _____

ESL/ESD District Contacts

ESL/ESD Service Area Consultants

The ESL/ESD Service Area Consultant is responsible for the planning, implementation, coordination and evaluation of a variety of dedicated ESL/ESD programs and projects for students in Years K to 12 as well as for the provision of specialist curriculum services, advice and support to schools which do not have dedicated programs.

Contact Details

Canning Phone: 9311 0500
Fremantle-Peel Phone: 9336 9563
Swan Phone: 9442 6666
West Coast Phone: 9301 3000

ESL Visiting Teachers

The role

The ESL Visiting Teachers support and enhance the education of Stage 1 and Stage 2 ESL students in primary and secondary mainstream classrooms who are unable to attend a school with an ESL program.

Upon request, an ESL Visiting Teacher is able to:

- advise teachers on the development of programs, appropriate strategies and activities;
- provide cultural, educational and linguistic background information;

- provide parents and students with information regarding the Western Australian education system;
- provide information to school personnel to assist with enrolment procedures and appropriate placement, including transition from pre-primary to Year 1 and primary to secondary school;
- advise on, and provide teachers and parents with appropriate resources;
- support school personnel to foster active involvement of parents in the school community;
- liaise and consult with other agencies; and
- organise professional learning relevant to the needs of school personnel through the District, and upon request, at a specific school.

The ESL Visiting Teachers are located with the ESL/ESD Service Area Consultant at DEOs in the metropolitan area.

ESL Resource Centre

Resources

The Centre has a wide range of resources to support mainstream and specialist ESL teachers with students from culturally and linguistically diverse backgrounds. Resources include big books, book and tape kits, videos, CD-Roms, picture dictionaries, teacher reference materials, cultural notes, bilingual books, charts and picture sets as well as curriculum support material.

Location

The ESL Resource Centre is located in Jacaranda Ave, Mt Claremont WA 6010 (in the grounds of Graylands PS). *Courier code D181*

Opening hours

The ESL Resource Centre is open from 8:20am to 4:30pm, Monday to Friday, including school holidays, though may be closed between Christmas and New Year.

Borrowing

Items can be borrowed for one term. Bulk loans can be arranged by telephoning the Resource Centre staff. Patrons can collect loans personally or have them sent through the Department's school courier service. Loans can be returned via the courier (code D181) provided resources are packaged carefully to avoid damage.

Further enquiries

Phone: 9383 1122
Fax: 9384 8136
Email: eslrc@det.wa.edu.au
Net Opac: <http://gw.eslrc.wa.edu.au/amlibweb>



Professional Learning

The ESL/ESD personnel are able to assist in developing school-based expertise in the areas of:

- the education of ESL students in the mainstream context; and
- Aboriginal students whose home language is other than SAE.

Content

School personnel can access professional support to facilitate ESL/ESD students' achievement of optimum education outcomes.

Sessions can be held either during or after school hours.

Topics could relate to either general or more specific aspects of ESL/ESD education to build professional learning in schools.

Presentation information

Presenters: staff from ESL Resource Centre, District Education Offices (DEOs), Central Office and/or guest speakers.

Venue: as arranged or rooms are available at the ESL Resource Centre.

Dates/Times: as arranged to suit school and District needs.

Maximum Places: as arranged according to venue.

Costs: a contribution may be requested to cover cost of catering and workbooks /course materials/stationery.

Professional learning in ESL/ESD and Aboriginal English

ESL/ESD personnel are able to design and deliver professional support to meet the needs of teachers whose students are speakers of another language or dialect. Professional support in ESL, ESD and Bidialectal education can be provided as a single session, a group of workshops or as one of the courses described on this page. Workshops are developed within the context of the *Curriculum Framework* and outcomes focused education and are delivered through DEOs. Check your DEO Professional Learning calendar for further information.

Courses

The ESL in the Mainstream Teacher Development Course, ESL in Anangu Teacher Development Course, Early Literacy and the ESL Learner, ABC of Two-Way Literacy and Learning and the Language and Literacy Course are courses designed to support teachers of culturally and linguistically diverse students, which can be delivered at individual schools or across groups of schools.

The aims of the courses are to:

- develop teachers' understanding of the language related needs of students from other language backgrounds and ways of meeting these needs;
- develop awareness of the materials and teaching approaches which take account of the diverse cultural backgrounds and experiences of all students; and
- further develop the collaborative working relationships within teaching teams including ESL teachers and increase the awareness of teachers and other educators of the need for ESL programs.

Both ESL in the Mainstream and ESL in Anangu courses consist of ten workshops while Early Literacy and the ESL Learner and Language and Literacy courses consist of eight workshops. Courses are advertised in *School Matters* or contact the ESL/ESD Service Area Consultant in your DEO.

Other Services

Community Support

Migrant Resource Centres

These Centres provide a wide range of services and assistance to migrants particularly in the areas of employment, social work, advocacy and legal work.

South Metropolitan Migrant Resource Centre

241-243 High Street
Fremantle 6160
Phone: 9335 9588

Catholic Migrant Centre

25 Victoria Square
Perth 6000
Phone: 9221 1727

Metropolitan Migrant Resource Centre

1/14 Chesterfield Rd
Mirrabooka 6061
Phone: 9345 5755

Multicultural Services Centre of WA (Inc)

20 View St
North Perth 6006
Phone: 9328 2699

Association for Services to Torture & Trauma Survivors Inc. (ASeTTS)

ASeTTS provides counselling to torture and trauma survivors and their families living in WA. In addition ASeTTS promotes public awareness of the needs and difficulties faced by torture and trauma survivors and their families.

286 Beaufort Street, Perth 6000
Phone: 9227 2700

Ethnic Child Care Resource Unit Inc. (ECCRU)

ECCRU provides material, information and expertise to assist child care services in meeting the needs of their culturally and linguistically diverse clientele.

390 Oxford Street, Mt Hawthorn 6016
Phone: 9443 4323

Department of Education and Training

Adult Migrant English Program (AMEP)

This is a settlement program funded by the Department of Immigration and Multicultural Affairs. The two providers are the Adult Migrant Education Service (AMES), West Coast College of TAFE and Adult Migrant English Program (AMEP) Central TAFE. The program includes formal English classes in the city and suburbs, distance learning, community classes and the home tutor scheme. To check eligibility contact:

AMES

Level 6, The Victoria, 14-16 Victoria Avenue, Perth 6000
Phone: 9229 3600

AMEP

Central TAFE, Level 3, North Block, Perth Campus
25 Aberdeen Street, Northbridge 6865
Phone: 9427 1377

Students who are 18-20 years old can choose to enrol in either an IEC or an Adult English Program at AMEP. Students who attend an IEC first may later want to attend an adult program. Therefore they are advised to register with AMEP on arrival in Australia to keep this option open.