

# Australian Schools

## Professional Development Webinar Series

24 March 2021 – 2.00-3.15pm



# Agenda

1. Professor Ly Tran, School of Education, Deakin University
2. David Ferguson, Deputy Head of International Operations, John Paul College, Qld
3. AEAS events and marketing – what has happened and what is planned

# Professor Ly Tran

## School of Education, Deakin University



# Engaging with international secondary students: empathy, mutual adaptation and reciprocal learning

Professor Ly Tran

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*AEAS Australia Webinar: 24/03/2021*



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- ❖ Connection, understanding & empathy
  - ❖ Patterns of international student (IS) adaptation
  - ❖ Reciprocal learning and inclusive teaching for IS
- This presentation draws on data from several projects, including the Australian Research Council Discovery Project: International students in secondary schools. (ARC DP160103181). The research team comprises Chief Investigators J. Blackmore, L. Tran, C. Beavis, L. Rowan; Partner Investigator C. Halse, Research Fellows T. Mccandless, H. Bui, C. Mahoney and C. Moore. Doctoral candidates T. Hoang, M. Chou-Lee and A. Hurem.

Type in the chat space: One word each



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- What did you find rewarding/challenging in engaging with international students pre COVID-19?
- Has this changed during COVID-19?



# Labelling international students and its impacts



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- ❖ Secondary schools: ‘ESL student’ label contributes to the stereotype among local students that international students “cannot speak English, and are hard to communicate or make friends with” (Cheng and Yang, 2019, p.565).
- ❖ Universities and VET: ‘IS’/‘PR hunter’ label (Tran & Vu, 2016; Tran & Nyland, 2011)
- ❖ IS positioned as ‘the other’ in ‘our’ system: marginalization and one-way adaptation rather than reciprocal adaptation



# Policy dissonance across federal, state/territorial and institutional



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- Federal government: "unashamedly" focused on Australians and domestic students first
- Focus on Australians and domestic students 'first' and us/them policy responses have triggered a rising tide of racism against IS and Australians of Asian backgrounds: "go back to your country"
- Victorian government media release of emergency support for Vic's IS: "Many have also fallen through the cracks of Federal Government programs – unable to access the support they need to support themselves."
- Tasmanian Premier's announcement of support for Temporary Visa Holders, including IS: "The Tasmanian Government's number one priority is to keep Tasmanians safe from coronavirus and we will also not turn our back on temporary visa holders in our State."
- Most education providers expressed their disappointment with the federal government approach to treating IS in the early state of COVID-19



# Student engagement in both formal curriculum and domains



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- ♣ Engagement with the teaching/learning content and process: curriculum and pedagogy
- ♣ Bonding between teachers, staff, school community and IS
- ♣ Interaction between domestic and international students and among IS
- ♣ Integration into the local community and the broader society

## People-to-people connection: mutual understandings and empathy



- Language barriers can be broken, and people are less judgemental (Reference 118)
- Not applicable to me personally, but if people had more tolerance for language barriers. (Reference 157)
- They can understand that it is hard to talk to them in my second language (Reference 211)
- If English teachers weren't frustrated when I don't understand a topic. (Reference 154)
- We want school to listen to us and give us more help on the subject and we want teacher can know us well. (Reference 223)
- People around me tried to make me feel more comfortable, considering I am in a different country. It would be great to talk to people without feeling judged about where I come from. (Reference 162)
- More Australians willing to communicate with me (Reference 129)
- Local students can try to understand our difficulties and learn about our backgrounds. Be respectful. (Reference 123)

# Four patterns of international student adaptation:



- ❖ **Surface adaptation:** the new ways IS follow are sometimes not what they believe and feel positive about
- ❖ **Committed adaptation:** IS' response and efforts to accommodate what is required of them are in harmony with what they value
- ❖ **Hybrid adaptation:** IS engage critically and creatively with the disciplinary requirements and treat their first language and culture as a resource rather than a problem
- ❖ **Reciprocal adaptation** (Tran, 2011)

# Agency in Mobility (Tran & Vu, 2017)



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**Needs-response agency:** international students' intention and action in response to the structural and social context around them to realize specific needs in transnational social spaces.

**Agency as struggle and resistance:** international students' capacity to resist and reconstruct in response to challenging situations facing them in the host country.

**Agency for becoming:** international student self-transformation and future aspirations associated with mobility.

# Teachers' efforts to internationalize teaching and learning



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Thinking about one of the application assignments that we've just completed at year 10 that ask them to create their own situation where they could use this idea of simultaneous equations to solve two concepts, to solve variables for... yeah for two variables and I think that kind of thinking... that they the flexibility to put it into their own culture cause they're creating their own situation but then it also relies on their current English skills and whether they can form an idea and a concept that allows for two variables to be explored. (Year 10 teacher)

# What do we learn from the teacher's pedagogy here?



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I notice our business management teacher year 11 and 12 has started to say why don't you look at China rather than looking at say QANTAS. What's a big company in China. Or what's a big company in Japan, cause we have a Japanese student and I thought it was fantastic...But I think in the higher levels it's limited because they're teaching curriculum which is VCE. In the lower levels I think there's that opportunity (School staff)

When I'm delivering.., I familiarise myself with how it's done in another country and then give an analysis and say, well, we do it in Australia this way. This is how it might be adapted from your country. Not to then pass judgement as to which one's more appropriate, but to say how one is applied in the other context. So I think it's crucial in teaching practice that you go beyond respecting and recognising diversity and actually contribute to diversity by saying, I may not be Chinese or Vietnamese or Indian, but I've taken my time to at least familiarise myself with the practices in [these] different countries. (VET teacher)

# Field of Ignorance



- ❖ drawing on Bourdieu's notion of cultural capital
- ❖ taking our own ignorance as teachers as a stimulus for learning and for students to use their different languages and resources to further the learning for all (Singh, 2011)
- ❖ Teacher's effort to fill out his and his students' field of 'ignorance'
- ❖ **Passive ignorance vs creative ignorance (Tran, 2015)**





# Condition for productive connectedness



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- Reciprocal learning: learning from the encounters of differences (Tran & Nguyen, 2015)
- productive connectedness is not simply providing the mere condition for interaction between domestic and international peers
- productive connectedness depends on how to establish the real opportunities for international students to share, negotiate and contribute to building knowledge, cultural experiences & practical hands-on skills on a more equal basis
- productive connectedness can't be achieved without mutual understanding and re-examination of the taken-for-granted practices
- a coherent whole-school approach: supported by school's core goal and leadership
- Good practices shared more widely

➤ **Role of champion**  
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➤ (Tran & Pham, 2015)

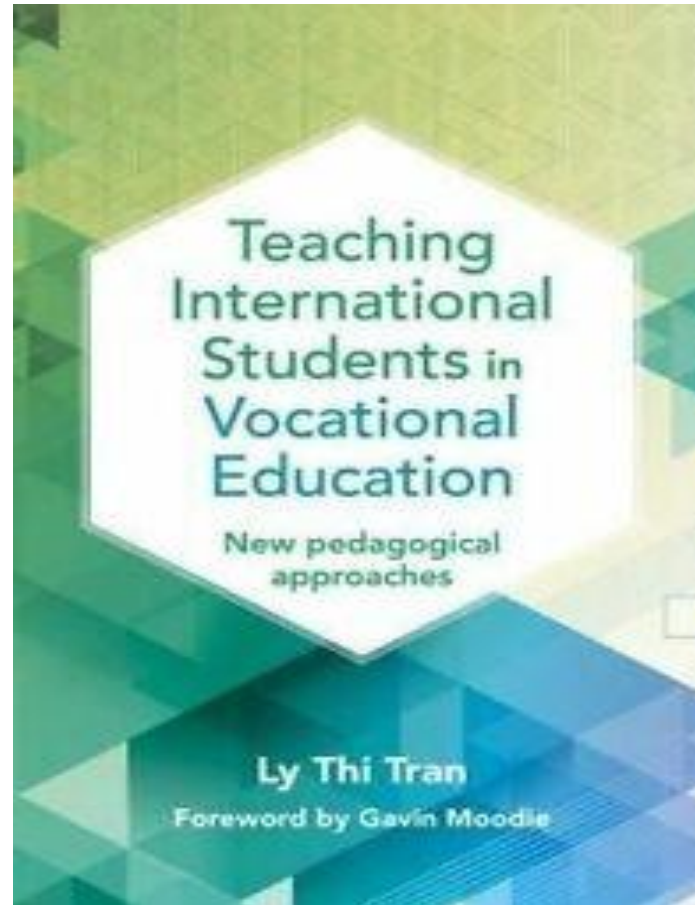
# Book on good practices: Distinctive pedagogies to teaching and engaging international students (Tran 2014)



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- Perspective transformation pedagogy
- Value-added approach
- Intercultural pedagogy
- English language and vocational learning integration approach
- Work-integrated learning
- Ubuntu pedagogy
- Flexible divergent pedagogy
- International vocational pedagogy



# Selected References



- Australian Research Council Discovery Project: International students in secondary schools. (ARC DP160103181). The research team comprises Chief Investigators J. Blackmore, L. Tran, C. Beavis, L. Rowan; Partner Investigator C. Halse, Research Fellows T. Mccandless, H. Bui, C. Mahoney and C. Moore. Doctoral candidates T. Hoang, M. Chou-Lee and A. Hurem.
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*Thank you*

# David Ferguson

Deputy Head of International Operations

John Paul College, Queensland







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**LANGUAGE TESTING IN THE WILD: FROM THEORY TO PRACTICE**

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# About Me



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- 10+ years in the delightful world of international education and TESOL
- Deputy Head of International Operations at John Paul College, Queensland, overseeing:
  - Enrolments and Marketing
  - Accommodation and Welfare
  - ELICOS academic programs in Primary and High School
  - Study Tours
  - Ultimate attainment of FFPOS in ‘main school’ courses.
  - All the wonderful compliance the ESOS act can throw at us
- A strong interest in asking questions of ‘best practice’ and how theory translates in the classroom
- Favourite words currently: ‘That sounds great, now go away and prove it!’



# Language testing in the wild: from theory to practice

## What I will speak about:

- My snow globe and the sociocognitive perspective
- Young learners and attainment in main school
- How this connects with language testing non-negotiables
- Language tests in the wild and on-going development

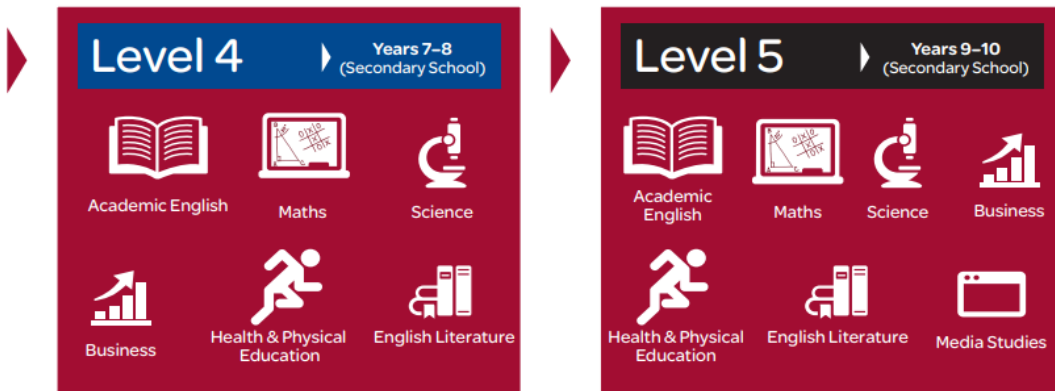
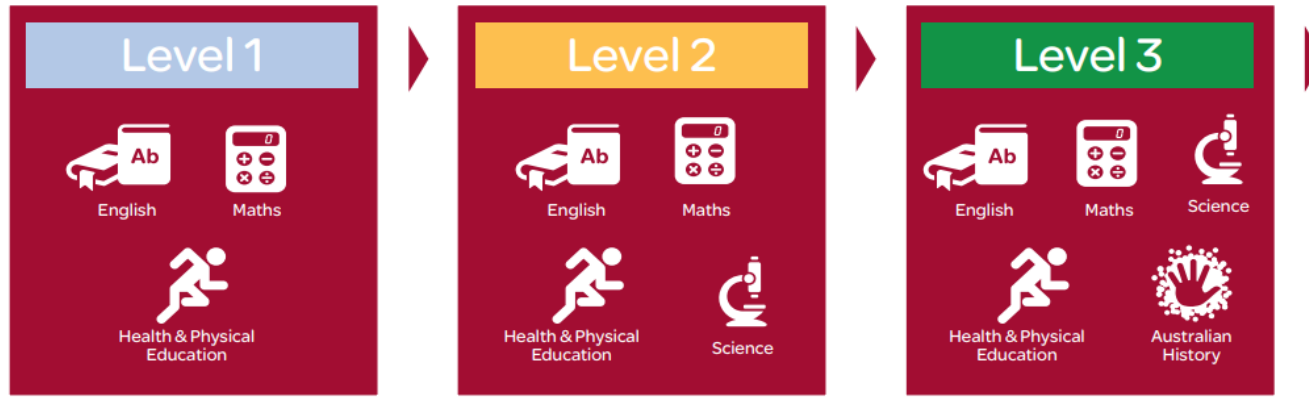
## What I won't speak about:

- Conversations around types of assessment e.g. formative, summative, continuous
- Pedagogical Procedures and in-class teacher observations
- Educator knowledge – a given



## High School Preparation

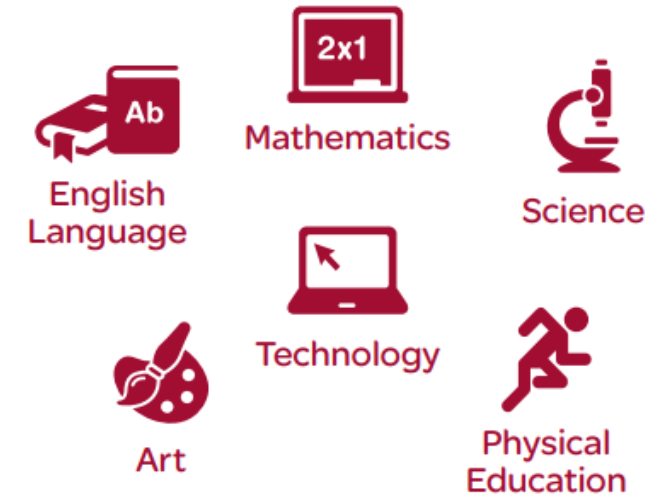
### INTENSIVE ENGLISH



High Stakes Assessment

PREPARATION FOR ENTRY INTO SECONDARY SCHOOL

## Primary School Preparation



STAGE 1:  
10 weeks

STAGE 2:  
10 weeks

High Stakes Assessment

# Why I think what I think



## Sociocognitive Approach

(Atkinson, 2011)

*Learning is about discovering how to **align** to the world*

*Learning exists to support **adaptive** action, not detach the world and internalize it*

*Learners don't compute – they discover value and meaning and cognize by doing*

The argument is that learning is sociocognitive in nature and requires simultaneous interactions between mind, body and world, which are all inseparable.

## Embodied and Extended Cognition

(Lakoff, 2012) (Atkinson, 2010) (Churchill, Okada, Nishino, & Atkinson, 2010) (Hart, 2017)

*The mind as “inextricably tied to the external environment” and “grounded in bodily states and action”*

***Embodied cognition** proposes that human cognitive processes are connected to action and perception within the body*

***Extended cognition** proposes that human cognition is not restricted, but extends into the world and environment with people able to off-load some cognitive processes*

“mind and body, gut and brain, hand and head exist not as separate..., but as a complex interactive unity”

## Task Based Language Teaching

(Long, 2015a, 2015b) (Tomlinson, 2011) (Hutto & Myin, 2013)

*Takes root in L' education integrale, which is education involving the “whole person, mind-and-body”*

*Radical Active Cognition model that argues that “the hand [is]...an organ of cognition”*

*Give the learners experience of using the language in ways in which it is used in the ‘real-world’*

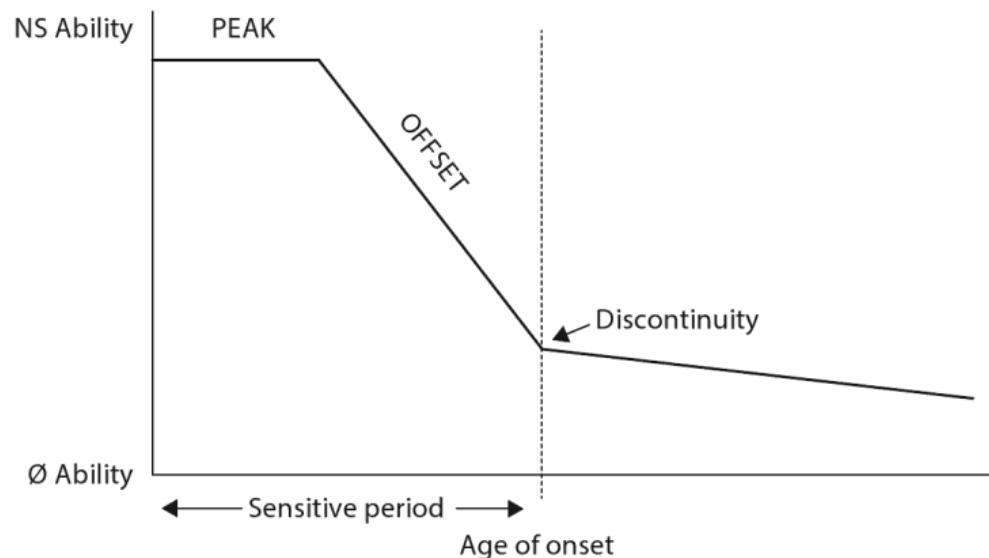
Whether educators like it or not, students must be assessment/exam capable, literate and ready. Exams are a ‘task’ of schooling.

# So, what might this mean for language assessment and children?

- A Critical Social Science perspective is useful when considering language assessments. That is, students have a fundamental **need** to access goods and services (education) to achieve their goals in life. Therefore, language assessments must accurately reflect tasks (or domains) language learners need to achieve.
- Rote learning for language assessments is not beneficial and neither is repetitive test taking within short periods of time. Second Language Development simply does not happen this way.
- Humans use 'artifacts' in the real world to off-load cognition. For example, para-linguistic features involved in face-to-face interactions help portray meaning for both L1 and L2 users. We encourage students to take notes in exams.
- If learning is, in part, about discovering how to align and adapt in real-time to the world, where does AI or online testing fit?

- What about our young learners up to Year 3 of Primary School?

“There is now broad agreement that AO (Age of Onset) is the most reliable predictor of success in second language learning, but disagreement persists as to why.”(Long, 2013)

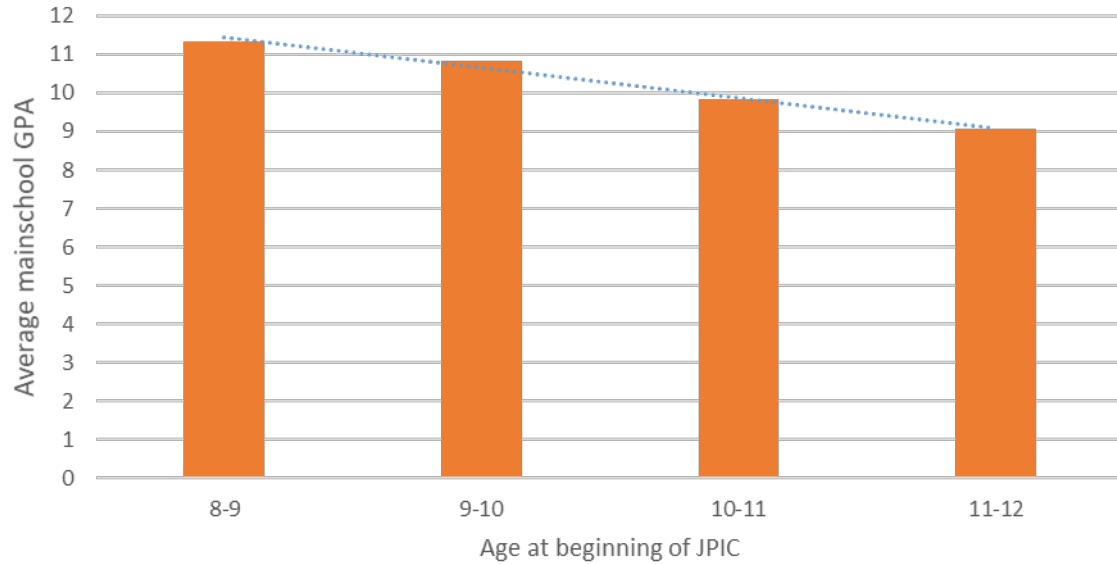


Mass exposure to L2 at a young age can result in rapid development of language.

Figure 1. The stretched Z

# Some data around this (loosely beginners)

Primary Preparation Starters



Level 1 starters (high school)

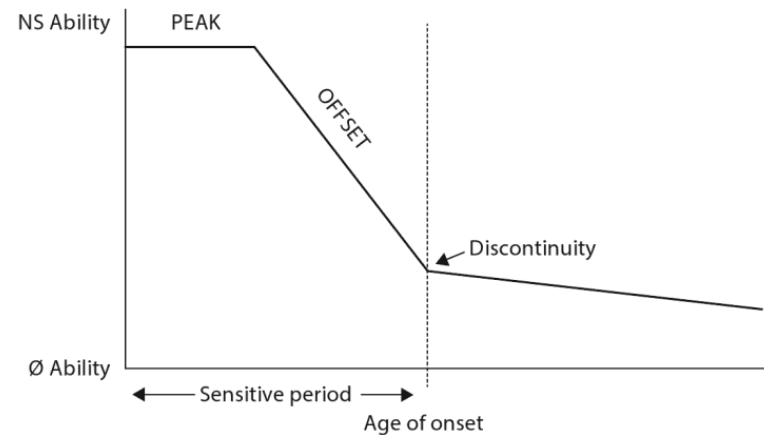
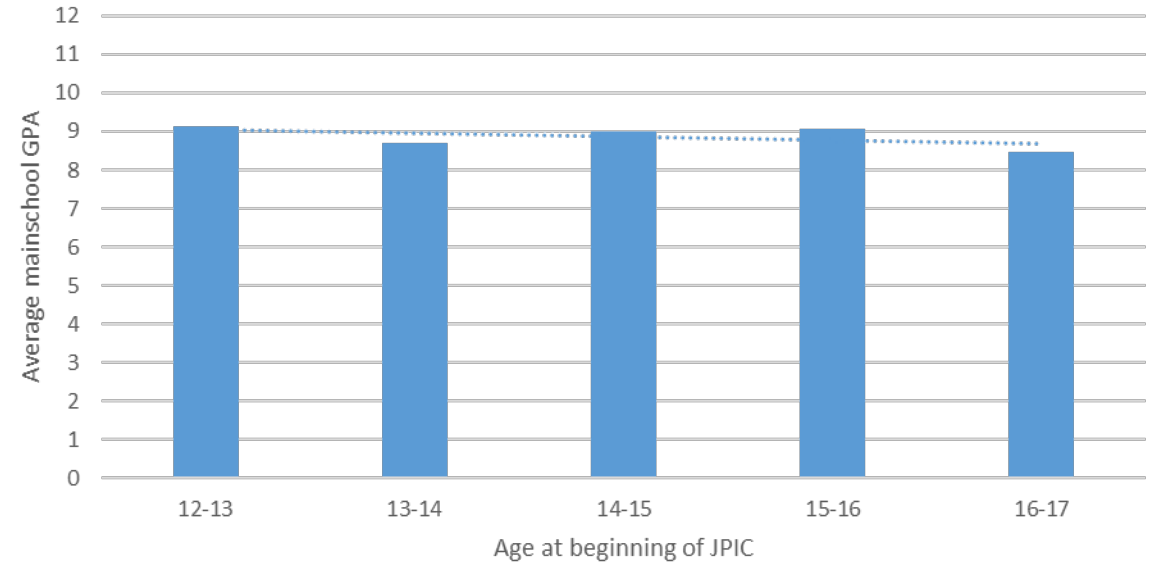


Figure 1. The stretched Z

# So, what might this mean for language assessment and children?

What about our young learners (up to Year 3 of Primary School?)

Assessment Use Argument (Bachman & Palmer, 2010)?

1. How can we ensure that the consequences of the decisions made from a point-in-time test will be beneficial to the school, teacher, student and parent?
2. How can we ensure interpretations of point-in-time tests are meaningful?
3. How can we ensure that our interpretation about test takers' language ability provides sufficient information to make decisions?
4. How will we ensure that these assessment records are comparable across different groups of test takers?

Can point-in-time testing for young learners be:

- Valid
- Reliable
- Authentic?



## Language Assessment Non-Negotiables

- Require alignment to a task, e.g. specific genre of writing or register of speaking
- Require the need to be adaptive to a changing environment, e.g. speaking dialogue
- Not separate the learner's world and their cognition as much as possible. The brain does not exist in a vat ready to be stimulated.
- Be relevant to the student. Older students typically sit exams, whereas younger students are typically assessed through formative observation and continuous assessment. (Job to be done and alignment to real world)
- Use a reliable test that can provide accurate results and be reliable across a range of students over time.

## Negotiables

- Use point-in-time language assessments for your context, e.g. enrolments, during a course, exit criterion
- If you have the time / capability to conduct point-in-time testing face-to-face, then do it.

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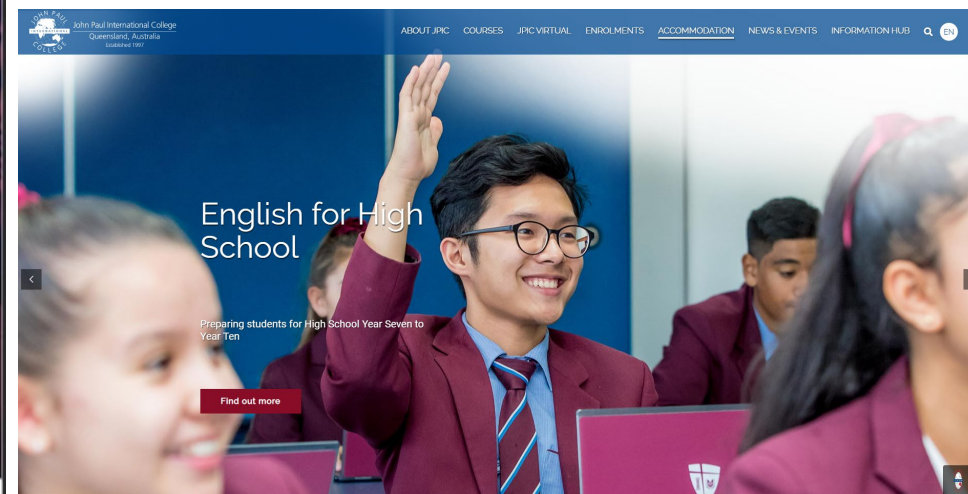
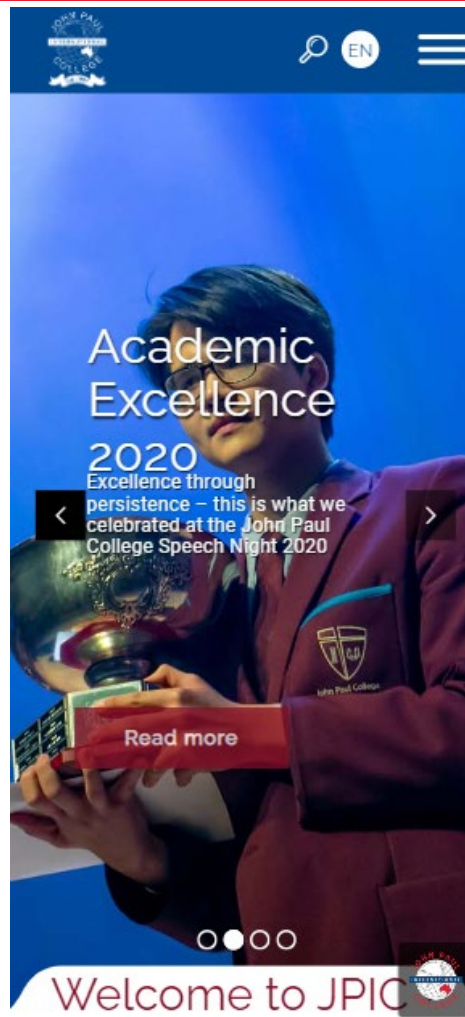
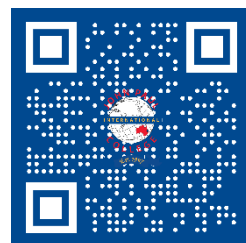
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# Marketing – where to from here?

- International marketing is key to recovery
- Allocate budget for events and digital marketing (when possible)
- AEAS finalising a marketing package with options for schools to select
- Remember....
  - Families plan ahead – often several years in advance – focus on 2022, 2023 and beyond
  - Parents source information from education agents – strengthen these relationships
  - Maintain regular online communication with alumni, past parents and current families
  - Digital marketing is critically important to reach markets as travel not possible
- **Australian Schools Information System**
  - [australianschools.aeas.com.au](http://australianschools.aeas.com.au)
  - AEAS promotion is increasing the reach of this site in key markets



# AEAS events – what is planned for 2021?

- China and Hong Kong events held in March
  - [exhibitions.aeas.com.au](https://exhibitions.aeas.com.au)
  - Live stream opportunity for schools that participated in China Online Fair
- 2021 Event Program – being revised ....again!
  - **Education Agent Workshops** – Hong Kong; Vietnam/Cambodia; Thailand; North Asia; South East Asia
  - **Online Fairs for parents** – Vietnam and possible 2<sup>nd</sup> China fair – TBC
  - **Agent Training Webinars** to focus on key school markets
  - **School webinars** – professional development topics specific to international education
    - Next webinar early May 2021 – TBC
  - **School seminars** – in person
    - 1<sup>st</sup> seminar in Victoria on Friday 21 May at St Leonard's College
    - Dates for other states TBC





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