

# National Hub Leader Conference 2017

## Logan Community Hubs

Community Hub Coordinator: Grainne Taia

Hub leader Presenters: Naomi Mills, Marlo Bronzi, Penny Dearlove,  
Michelle Sorohan, Maribel Marquez Escobar and Shelly Yip



# ESL at Logan Community Hubs

**PRESENTER: PENNY DEARLOVE**

Hub leader at Marsden State School



- ▶ Logan is one of the most multicultural cities in the world!
- ▶ This means that there is a great need for English programs at the hubs at Logan
- ▶ There are four community hubs out of the six that have successful and growing English programs at their hubs:
  1. Marsden State School
  2. Woodridge State School
  3. Woodridge North State School
  4. St Paul's Catholic School





PENNY TALKING ABOUT LOGAN AND HER NEED FOR  
ENGLISH CLASS





Spanish 101

Teacher: Maribel  
Marquez



HABLA  
ESPAÑOL?

# ESL at Woodridge State School



## HUB LEADER: MARIBEL MARQUEZ ESCOBAR

- ▶ This example of a Spanish class is the perfect way to showcase how important it is to learn English at the hubs
- ▶ English classes as main priority for the area: Base on practical experiences: -Process-
  - ▶ Facilitate the English Class
  - ▶ Pay teacher: lack of budget – comeback to facilitate the class
  - ▶ Access WOW (women of worth) learning program: Student in placement and volunteers
  - ▶ Volunteers : change every term - facilitate the class
  - ▶ Needs for more English classes- one on one – needs for volunteers - facilitate the class
- ▶ Challenges: Continuity, commitment, experience, resources, quality, space, attendances, number of children, different English levels.
- ▶ Options: Flexible AMEP – Partnership with PCYC – ESL Teacher



A group of people are seated around a table in a workshop setting. In the background, a whiteboard displays mathematical diagrams, including a tree diagram for a probability problem involving a car's color (red, blue, green) and a gender (male, female). The text on the whiteboard includes: "Prob of a red car = 0.25", "Prob of a blue car = 0.35", "Prob of a green car = 0.40", "Prob of a male = 0.50", "Prob of a female = 0.50", and a table of joint probabilities: 

	Male	Female
Red	0.125	0.125
Blue	0.175	0.175
Green	0.200	0.200

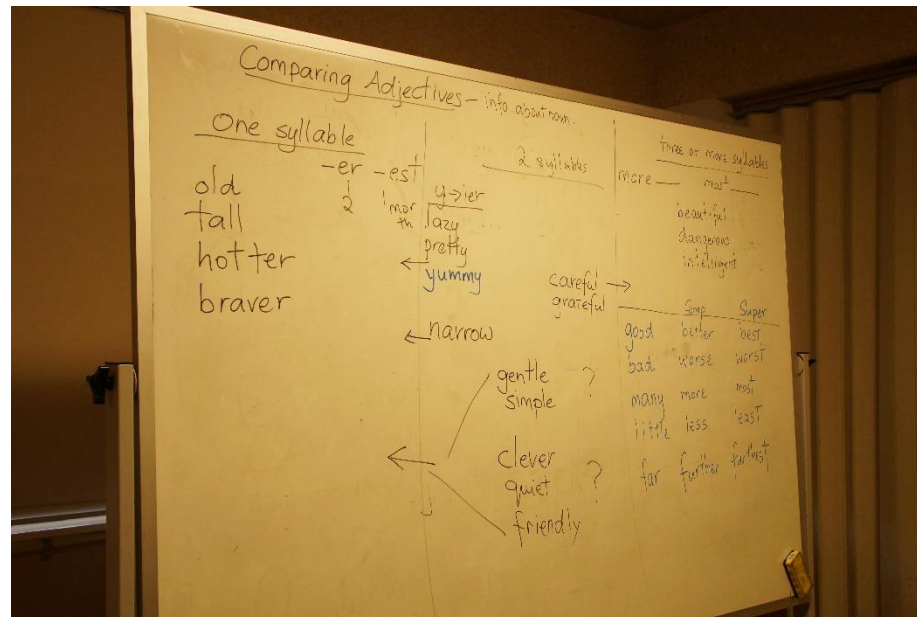
 The participants are engaged in discussion, with one person pointing at the whiteboard. A red fire extinguisher is visible on the wall to the left.

- Unit 2: Describing and comparing**
- 1. Adjectives**
- We use adjectives to describe people, places, animals or things.
- Adjectives can come after the verb 'to be' e.g. The flower is **pink**.
- Adjectives can come before nouns e.g. a **small** house.
- Some adjectives are the same with singular and plural nouns, e.g. **small** houses.
- A big country**
- Australia is a big country, but it has a small population. In the north, it is hot and dry. In the south, it is cooler and wetter. Sydney is the biggest city and Melbourne is the second biggest. There are a lot of big cities in Australia. There are also a lot of small cities and towns. The capital is Canberra. There are a lot of big cities in Australia. There are also a lot of small cities and towns. The capital is Canberra. There are a lot of big cities in Australia. There are also a lot of small cities and towns. The capital is Canberra.
- Practice 1a**
- Underline all the adjectives in the paragraph about Australia. The first one is done for you.
- Practice 1b**
- Write the words in the correct order to make sentences.
1. and / hot / in / is / north, / the / the / weather / wet.  
In the north, the weather is hot and wet.
2. / Australia / has / a / big / population.  
Australia has a big population.
3. / is / the / capital / of / Australia.  
Canberra is the capital of Australia.
4. / is / the / second / biggest / city / in / Australia.  
Melbourne is the second biggest city in Australia.
5. / is / the / biggest / city / in / Australia.  
Sydney is the biggest city in Australia.

# English Class at St Paul's



**MICHELLE**



# ESL at Woodridge North State School

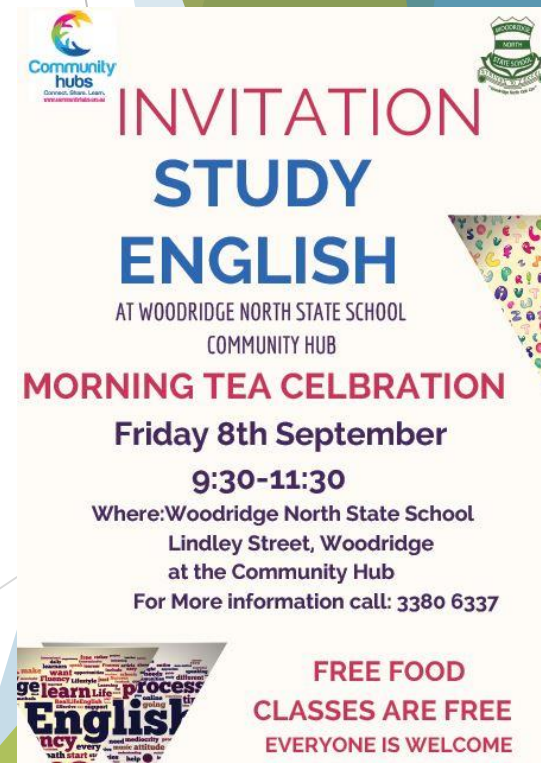
HUB LEADER: NAOMI MILLS

## ► Family Challenges:

- ESL Important: Families are not eligible for TAFE English classes as they are on Bridging Visa's or unable to attend classes with children. However, learning English importance for independence; employment; higher-education; self-esteem; cross- cultural awareness.

## ► Hub Leaders Challenges:

- Hub leaders/Volunteers are not qualified for ESL
- Limited capacity for numbers due to childminding or running class/child-minding same time.
- Limited access to ESL resources and planning time.
- Limited time to network, e.g. sustainable volunteers; outside agencies to support class.
- Being sensitive of topics discussed with families of who have experienced trauma.



# What does the future hold for English at the hubs?

## CONCLUDING: PENNY DEARLOVE

- ▶ All the hub leaders have expressed a need for teachers, especially for ESL that they aren't qualified for.
- ▶ Funding **NEEDS TO BE SECURED** for an ESL teacher to teach classes at the hubs to maximise the learning capacity for families at the Hubs.
- ▶ This could be a similar model to how children are being supported in their language development in Logan Hubs thanks to DET pilot.
- ▶ Explore partnerships further

