

**Date:** Thursday, 11 April 2013 9:42:02 AM

---

Dear Parliamentary committee,

I am a teacher and have been involved in NSW public education for over 30 years. This has been in primary school teaching, but more recently in TAFE education. I retrained as an ESOL teacher and have been teaching in this capacity for the last 8 years. In my position at Hornsby TAFE, I have been involved in both entry and exit interviewing for our ESL students and in teaching English to all levels, from beginner to the more advanced levels. I am writing this submission because I'm concerned about the impact of these proposed funding cuts on both ESL students, but also the disabled students and also the young students ( 15-19 year olds ) that I see studying at my TAFE college.

As I live in the community in which I teach, I regularly see many of my former students out and about in the community. I could give you countless examples of students who have come to Australia with very little English skills and later have studied mainstream TAFE or even university courses and who have been successful in gaining meaningful paid employment. In addition, many of my former students have been confident enough in their English skills learnt at TAFE to volunteer in many areas of our community, such as community gardening, working in local schools as canteen helpers and in assisting with the disabled and elderly with the Meals on Wheels programs.

I have had feedback from some of my former students who were learning English in some of the private providers of English courses in the northern Sydney area. They returned to TAFE because the classes were up to 40 students and there was no flexibility in the lesson delivery. It would seem that one way was to fit all. They were also most dissatisfied with the lack of professionalism and teaching ability of many of their teachers/tutors.

At Hornsby TAFE, I'm a member of a dedicated and experienced teaching section. We are all highly qualified and are continually upgrading our skills to be the best teachers we can be to our students. Many of us, including myself are involved in Working Parties to develop assessment tools and to validate these tools. This is on both a college basis and an institute basis. Many of us, including myself also act as mentors and supervisors for student ESOL teachers from Macquarie University and UTS Sydney.

In conclusion, my biggest concern is : where will these vulnerable members of our community – the migrants, the disabled and the young go to gain skills to enable them to gain meaningful employment and participate in their local community if these proposed funding cuts are implemented?

Yours faithfully,  
Lyndall Fountain.