

## **Misty Adoniou**

University of Canberra

Canberra, Australian Capital Territory (ACT), Australia

### **Education**

- PhD, Literacy Education, University of Canberra
- MEd (Hons), TESL, University of Canberra
- BEd, Elementary Education, University of Canberra
- Diploma of Teaching, Elementary Education, Canberra College of Advanced Education

### **Professional Work Experience**

- Principal Fellow, Melbourne Graduate School of Education, Uni of Melbourne, Melbourne, Australia, (2018–present)
- Associate Professor Language, Literacy and TESOL, Faculty of Education, Uni of Canberra, Canberra, Australia (2002 –present)
- TEFL Private consultancy, Halkida, Greece (1995–2002)
- TESL Lecturer, Faculty of Education, Uni of Canberra, Canberra, Australia (1993–1995)
- Classroom K – 6 ESL teacher Intensive English Centres, ACT Directorate of Education, Canberra Australia (1986–1993)
- Classroom K – 6 Mainstream, ACT Directorate of Education, Canberra Australia (1984–1986)
- Classroom EFL teacher, Roberts School, Athens, Greece (1982–1984)

### **Professional Affiliation**

- TESOL: Board of Directors (2015–2018); Governance Review Task Force (2012–2014); Affiliate Leadership Council (2008–2011)
- Australian Council of TESOL Associations: President (2005–2007); Council member (2003–2004); Public Officer (2008–present)
- TESOL Greece: Chair (2000–2002); Board member (1999–2000)
- Australian Capital Territory TESOL: Inaugural life member (2014–present), Council member (2002 – 2008), member (2002 – present)
- Australian Literacy Educators Association: member (2006 – present)

### **Research and Publications**

- .Lead researcher, The Impact of using Mentor texts to improve student writing outcomes, Melbourne Catholic Diocese, Melbourne, Australia, 2019
- Lead researcher, Developing a sustainable Professional Learning model for Teaching Language Across the Disciplines in Secondary Schools, Parramatta Catholic Diocese Sydney, Australia, 2019
- Lead researcher, Teaching Language Across the Disciplines in Secondary Schools, ACT Education Directorate, Canberra, Australia, 2018
- Lead Researcher, An evaluation of the on-shore Australian Cultural Orientation program for humanitarian refugee entrants, Australian Department of Social Services 2016
- Lead Researcher, An evaluation of the off-shore Australian Cultural Orientation program for humanitarian refugee entrants, International Organisation for Migration, 2015
- Lead Researcher, An evaluation of Language and Literacy in the International Baccalaureate PYP and MYP, International Baccalaureate Organisation, 2014
- Co-author, Book - Refugee Background Students Transitioning into Higher Education, Springer Education, 2018

- Author, Book - Spelling it out – How words work and how to teach them. Cambridge Uni Press, 2016
- Author, Chapter - Monolingualism in multicultural Australia in The Routledge International Handbook of Multicultural Education Research in Asia Pacific, 2018
- Author, Chapter – English Additional Language learners, multimodality, multilingualism and writing. Looking back to look forward: Teaching writing in today's classrooms, 2015
- Author, more than a dozen peer-reviewed international journal articles on Teacher Standards, Teacher Motivation, Teacher Voice and Teacher Knowledge, 2011 - present
- Author, Federal Government Policy - [National English as an Additional Language or Dialect document Standards and implementation guidelines](#), Australian Curriculum Assessment and Reporting Authority, 2011
- Column writer, The School House, The Conversation website, 2015 - 2018

### **Candidate's Statement**

I am running for President-Elect of TESOL International because I am excited by the association's mission moving forward. I want to lead an association that proudly promotes the linguistic and cultural assets of the educators and students it represents. I believe we are living in times when diversity is being undervalued, and too often demonized. Diversity is strength, and TESOL is an association that epitomizes this strength. It's time we stepped more boldly in the world of education and spoke more loudly. I have the energy, commitment, vision - and skillset - to guide our association to be big, bold and ambitious with its future plans.

Beyond the crucial tasks of ensuring the association remains economically healthy, and responsive to its members' needs, a presidency should be marked by a clear narrative. And my presidential story thread will be to communicate to the world the value and the power of a great teacher, and the wonderful assets of our students. I will give TESOL professionals voice – I will speak *with* you, and, when needed, I will speak *for* you and all at times I will stand *by* you.

TESOL's strategic assets are its people – and I believe our people are our untapped resource. We are already an association of committed individuals, and dynamic groups providing professional knowledge and support to one another as we pursue the most important job in the world – teaching. TESOL's new strategic plan seeks to actively build upon this – to make more of its global presence and to increase connectivity among members, partners, and other stakeholders across regions, and sectors.

To achieve this, I want to raise the profile of our communities within TESOL- our Interest Sections, our Professional Learning Networks and our Affiliates around the globe. I want to make use of their expertise, and to give them more autonomy to take on projects that will advance our shared aim of improving the learning experiences of our students.

I am excited by the prospect of harnessing the expertise of our members to not only raise the profile of the profession globally, but to share our collective wisdom and resources to the benefit of both our members and the students we work with.