

For the Love of Language and Literature



The English Teachers
Association of Queensland
2015 State Conference
August 15 Lourdes Hill College



The English Teachers
Association of Queensland Inc.

Providing professional support
and advocacy for English teachers

ETAQ State Conference

15 August 2015, Lourdes Hill College

For the Love of Language and Literature

In the busy lives of English teachers, there seem to be few opportunities to pause and reflect on our collective love of literature and appreciate the beauty of language. However, this lies at the heart of our classroom labours, whether we are connecting learners to quality literature or helping them to form well-crafted written, spoken and multimodal responses.

Twitter

Twitter seems to have become the tool of choice for teachers wanting to build an online professional learning network. If you have always wanted to use Twitter but were too afraid to start, this year's state conference may be just the nudge you need to get tweeting.

Kathleen Morris, a teacher from Victoria, has written a comprehensive guide to using Twitter:
<http://teacherchallenge.edublogs.org/2011/06/21/pln-challenge-3-using-twitter-to-build-your-pln/>

The guide doesn't specifically mention hashtags (which can be a little confusing to new users). A hashtag (#) followed by a word or acronym is created by a twitter user to identify topics of particular interest to a group. It is important to note that these tags are not created by Twitter itself. Hashtags are frequently used by conference participants to tweet conference proceedings. All you need to do is put this hashtag in the body of your tweet and all comments will be grouped together. The hashtag for the conference as a whole is **#etaq15**.

The ETAQ challenge to new Twitter users is to join up and follow **@ETAQId**.

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Conference Schedule

Time	Activity	Room
8:15	Registration	Entrance foyer Bernadette Centre
8:45 – 10:30	Welcome – Fiona Laing, ETAQ President Presentation of Botsman Awards to Simon Kindt & Kathleen Hannant Keynote 1 – Professor Bev Derewianka	Auditorium in Bernadette Centre
10:30 – 11:00	Morning tea, informal networking and perusal of resources Guerrilla Poets roving performance*	Balcony Bernadette Centre
11:00 – 12:00	Workshops Session 1	Various
12:10 – 1:10	Workshops Session 2	Various
1:10 – 2:10	Lunch, informal networking and perusal of resources	Balcony Bernadette Centre
1:30 – 2:00	Performance by shake and stir theatre co	Drama Room
2:10 – 3:30	Keynote 2 – John Marsden	Auditorium Bernadette Centre
3:30 – 3:50	Afternoon tea Launch of Anita Jetnikoff's poetry book and poetry reading	Balcony Bernadette Centre
3:50 – 4:50	Workshops Session 3	Various
5:00 – 6:00	Post-conference networking Complimentary drinks and canapés	Bernadette Centre Balcony

This activity constitutes 7.25 hours of Continuing Professional Development (CPD)

*This year, Queensland Poetry Festival hosts *SlammED!* - an interschool poetry slam featuring Queensland's freshest high school poets. To give you a taste of what you can expect, a team of guerrilla poets will present roaming performances during the morning tea break, spitting fire and breaking hearts wherever they find them. Queensland Poetry Festival is on from the 28th - 30th August at Judith Wright Centre. Check out the program at www.queenslandpoetryfestival.com. For more info contact QPF's SlammED! Project Officer Simon Kindt skind4@gmail.com. *SlammED!* is presented by the Queensland Poetry Festival and State Library of Queensland.

2015 Botsman Award Winners

Simon Kindt



Simon is an English teacher who, on every level of his practice, leads by example. His relationship with imaginative literary expression is wide ranging and authentic. In school, Simon has helped to develop innovative curriculum opportunities for students to develop their literary voice (both written and performative), and facilitated regular collaboration with artists from across Australia and overseas. He has orchestrated environments in which students share their creative enterprises, and he has developed ways to publicly celebrate the worth of the student voice. In our school, he has brought his teaching colleagues along with him on this journey and a shared enthusiasm for poetry has been a most welcome outcome.

Beyond the school, Simon is the MC of Speedpoets, Brisbane's longest running performance poetry event, and he has published three poetry collections in the last two years. Simon has shared his passion at English teacher conferences at both state and national levels, and routinely works to support young writers as they transition from the schooling context into the broader arts community.

In 2014, Simon negotiated and delivered the Queensland Poetry Festival's first showcase of student poetry and in 2015 is coordinating Brisbane's first inter-school youth poetry slam, involving schools across the public and private schooling sectors, and across education districts.

In these ways and many more, Simon is routinely integrating his teaching of English into the broader arts community, and helping students to further appreciate the real-world value of the literary arts. His innovative practices, deep commitment to the literary art of poetry, and professional initiative are having a significant impact on the education landscape, and as such he is a worthy candidate for this award.

Kathleen Hannant

Kathleen Hannant is Head of Department English and International Studies at Centenary Heights State High School, Toowoomba. Over the past 10 years in particular, Kathleen has contributed enormously to improving the quality of English and Literacy teaching on the Darling Downs and beyond. She is a regular contributor at local ETAQ and ALEA events but has also presented high quality workshops at state level. Her proposal has been accepted to present on the Teacher Day at the International conference of ASFLA this year. She has served on the Darling Downs executive committee of ETAQ. She is a trained tutor in the language programs *Language and Literacy – Classroom Applications of Functional Grammar* and has regularly given her time to present this course in her school and to the Darling Downs teaching fraternity, the latter at weekends. Her training as a tutor in *How Language Works* and *First Steps Reading* is also reflected in her practice. Centenary Heights performs highly in both QCS and NAPLAN despite its significant ESL enrolment. This is due in no small part to Kathleen's leadership in the area of literacy teaching.

One of the marks of Kathleen's teaching is that she has been able to take challenging concepts about language, literature and literacy teaching and develop teaching resources to assist students and teachers to grasp these concepts. This ability comes in part from her wide professional reading and her frequent attendance at state and national English conferences. She is also able to engage teachers, using her dry sense of humour and her gracious approach. Kathleen has also championed the cause of both language and literacy teaching by steering her school's literacy program which has seen all staff trained in teaching the literacy demands of their subject and supported in the teaching of the literacies of their subject. Films of her English teaching and her literacy work across the curriculum were used in the recent EQ Literacy Training. In subject English, she has ensured that the school's English program is appropriate and challenging for her students. She is a valued member of the Downs District English Review panel. All of the above have been achieved while working for a Masters from QUT and being a wife to Paul and mother to 4 school aged children.



Keynote 1 – Literature Meets Grammar

Professor Bev Derewianka, UOW

Abstract

Literature and grammar are rarely thought of as happy bedfellows. In this presentation, however, we will look at how authors exploit the resources provided by grammar to build characters, develop the setting, and create the mood in literary texts. An explicit awareness of how language works can enable students to identify, appreciate and evaluate the aesthetic qualities of literary texts.

Presenter

Beverly Derewianka is a Professorial Fellow at the University of Wollongong, Australia. Beverly has worked as a teacher in primary, secondary and adult contexts and has been a teacher educator for nearly thirty years. She has played a key role in syllabus development both in Australia and internationally. Her research interests include the relationship between research, policy and practice as well as genre theory, and a functional approach to grammar and literacy development. Her best known teacher publications are *Exploring How Texts Work* and *A Grammar Companion for Primary Teachers*, both published by the Primary English Teachers Association of Australia. More recently she has written *Teaching Language in Context* with Pauline Jones (OUP) and *School Discourse (Continuum)* with Frances Christie, tracing the development of writing from childhood to late adolescence in the areas of English, History and Science.



Keynote 2 – Way beyond Zebra

John Marsden

Abstract

The way we understand language is wrong, and the way we teach it is counter-productive. It's not surprising that so many teenagers end up communicating with monosyllabic responses or primordial grunts. John will suggest a different approach to teaching language that can help students become fluent and confident speakers and writers. He will also propose some practical classroom exercises designed to enhance young people's communication skills.

Presenter

Australian author **John Marsden** has written more than 40 books, mostly for teenagers and children, including *Tomorrow When the War Began*, *So Much to Tell You*, and *Letters from the Inside*. In Australia alone he has sold three million books, and has won every major writing award for young people's fiction. John's passionate interest in education led him to start his own P-10 school, Candlebark, on a vast forested estate near Romsey Victoria. The school's motto is "take risks", and every day students are to be found riding bikes and skateboards, climbing trees, rolling down hills and playing stick wars. The school is in its tenth year, and has 160 students, with long waiting lists. In late 2014 John published his first adult novel *South of Darkness*, and in January 2015 he purchased Macedon Grammar School, with the intention of adding a 7-12 performing arts school in 2016, to complement Candlebark.

Session 1: Workshops 11:00 – 12:00

No	Title	Presenter
1A	Creative writing rescue: achieving success in student short stories	Rachael Christopherson
1B	Developing the speaking skills of your junior students	Adrian Pauley
1C	Engaging 21st century learners in the writing process	Karen Eyre & Melodie Nelson
1D	The character's mind: enter at your own risk	shake & stir
1E	Persuasion texts for global citizenship: active engagement with multimodal literacy	Rod Yule
1F	Explicit teaching of literacy comprehension	Lindsay Williams
1G	Literature in English 7-10: continuity and change	Catherine Beavis
1H	Writing well: building creative capacity in the middle years	Georgina Barton
1I	Themes, metaphors and motifs in narrative writing	John Acutt

Workshop 1A

Creative writing rescue: achieving success in student short stories

Abstract

Oh the joys of marking students' short stories: the clichés; the over-writing; the never-ending dialogue; the first person narrator; the time-slipping tenses... Ah the agony! Never fear. I'm here to rescue you!

In response to what I found to be a pattern of poor writing in the creative writing of my students, for my professional appraisal, I chose to focus on developing creative writing skills in my classes. After more than a year of research, experimenting and refining, I have developed a number of strategies that have helped my students (both junior and senior) move from that first idea and first draft, to a more engaging story that is written with flair. The improvement in my students' marks for their creative writing has been an added bonus.

In this workshop I will share with you many of the lessons that I have used to develop writing skills. We will look at how to achieve rhythm and pattern in narratives; sentence variation; exploitation (to effect!) of punctuation; fine-tuning figurative language; and developing atmosphere and character. I will also examine some great samples of published work that demonstrate the skills that I

am teaching. Finally, we will review student work, from draft to editing, to finished piece.

So suffer no longer. Grab on to my lifeline...

Presenter

Rachael Christopherson currently teaches English at Brisbane Girls Grammar School. She has also taught English and Art in both co-education and single-sex schools, in both regional and urban settings. Rachael has presented workshops in local, state and national forums since 2003, and was the recipient of the ETAQ Peter Botsman Award in 2005. Her teaching is used as 'model practice' in the QUT Education degree course.

Workshop 1B

Developing the speaking skills of your junior students

Abstract

This workshop will provide practical ways you can help your students become more confident speakers. It will cover such topics as Oral Assessment Pieces (Informative, Narrative and Persuasive) Impromptu Speaking and Story Telling using innovative techniques such as Readers Theatre, Interpretive Reading (and Choral Reading). You will learn a different approach that addresses the confidence issues many students

face with public speaking as well as proven classroom activities that will help them develop their speaking skills.

Presenter

Adrian Pauley has over 15 years' experience teaching students the skills and techniques for successful oral presentations. He has distilled this experience into strategies that can be used in the classroom - by any teacher. He has co-authored the following books: *Speak Well, Speaking Out, Speaking and Debating with Style, Primary Speaking and Listening* and CDs *Speak Well* and *Teaching the Persuasive Oral*.

Workshop 1C

Engaging 21st century learners in the writing process

Abstract

As English teachers, how can we engage digital natives in the classroom and also improve student engagement in the writing process?

The rationale for this unit is to improve student engagement in the writing process and also to create a "Hero's Journey" storytelling unit for Year 8 that aligned with ACARA outcomes, 21st Century learning skills and also the Dimensions of Learning pedagogical framework.

This workshop will look at how to engage students in the writer's craft by creating collaboratively planned and written enhanced ebooks.

Presenters

Karen Eyre is a Secondary English teacher at Ormiston College in Brisbane's Bayside area. With a double degree from the University of New England in English and Geography, Karen's interest lay in how to merge the aesthetics, history and traditions of literature studies with the values of sustainability, technological evolution and skills that students need to take their place in the 21st century.

Melodie Nelson is a Secondary English teacher at Ormiston College in Brisbane's Bayside area.

Graduating with a Bachelor of Arts (Literature and History) and a Bachelor of Education from Griffith University in 2009, Melodie began her teaching career in the United Kingdom. While in the UK, Melodie was rated as an Outstanding teacher by HMI OFSTED for her innovative and engaging learning experiences. Since returning to Australia, Melodie has begun her Masters of Education (Leadership) and aspires to be at the forefront of 21st century educational learning design.

Workshop 1D

The character's mind: enter at your own risk

Abstract

Monologues are an excellent way for students to explore characters, themes and to fill the gaps in a text. Learn helpful methods to engage students in the process of monologue writing, analysing and performing, as well as tips on presenting for assessment. Presented by shake & stir's Education Manager (and ex English / drama teacher) Naomi Russell, along with a team of shake & stir actors who perform in schools every day, this workshop will equip you with the tools for teaching monologues with your students, allowing them to get inside a character's head and have a look around. You'll leave with fresh ideas, script excerpts and worksheets for use in your own classroom.

Presenters

Established in 2006, shake & stir is one of Australia's leading contemporary theatre companies specialising in the creation of new work. shake & stir produces an annual season of in-school and Mainstage productions focusing on Shakespeare, classic and new work, and a suite of in-school masterclasses and in-residencies for primary and secondary students.

www.shakeandstir.com.au

Workshop 1E

Persuasion texts for global citizenship: active engagement with multimodal literacy

Abstract

This workshop explores the deconstruction and construction of persuasion texts in the classroom. Using short multi-modal digital texts, cartoons, posters and speeches, the session integrates real world issues (e.g. child labour, fair trade) with critical literacy skills and opportunities for informed and active global citizenship. Students from Year 5-10 find the material engaging and challenging. The workshop addresses cross curriculum perspectives including 'Australia's engagement with Asia' and 'Sustainability' as well as a range of general capabilities including 'Intercultural understanding' and 'Ethical behaviour'. Participants enjoy free fair trade chocolate and receive a copy of the latest issue of *Get Connected*.

Presenter

Rod Yule is the Manager Global Education with World Vision Australia. A teacher for 12 years, Rod has written and produced a range of curriculum aligned classroom resources including *Global Words: English for Global Education* and *Get Connected*. He also conducts professional development sessions for teachers and pre-service teachers across Australia.

Workshop 1F

Explicit teaching of literacy comprehension

Abstract

Research has shown that students achieve best with explicit teaching. While there are good, general models around (e.g. Art and Science of Teaching), reading comprehension development requires special applications of these models. One excellent approach currently being introduced into numerous Queensland high schools is David Rose's Reading to Learn. However, for a range of

reasons, including its complexity, this model does not suit every context. During whole-school literacy work in North Queensland, key staff and I have been developing an alternative approach that is relatively easy to introduce, but incorporates key findings into adolescent literacy development. In this workshop, the focus will be on one key aspect of the approach, a reading comprehension lesson-planning tool. While the workshop will focus on its use in improving the reading of literature in English, it is being used successfully across all subject areas, including Science, HPE, and the Arts.

Presenter

Lindsay Williams has been teaching English for over thirty years and was a classroom teacher and Head of English in both state and private schools for many of those years. In that time, he was also extensively involved in syllabus development at a state and national level. Currently, he is undertaking his PhD through the University of New England, coordinates and teaches English curriculum to pre-service teachers at the University of Queensland, and runs his own consultancy providing professional development in literacy and English. In addition, he works freelance producing curriculum resource materials. He has produced numerous Teachers' Notes, including for the Reading Australia website. He can be followed on twitter: @Lindsayguru.

Workshop 1G

Literature in English 7-10: continuity and change

Abstract

What is the place of Literature within English under ACARA? How are the ways in which we teach Literature in English 7-10 today the same or different from what we have done previously?

Historically, English in Australia has taken diverse forms in different states, with significantly different orientations, structures and emphases. In its organization into three key strands: language, literacy and literature, the Australian Curriculum English provides a unifying structure across English nationally, while also challenging states to identify or build commonalities between the new

curriculum and their existing cultures, configurations and ideologies. While a great deal of complementarity exists between past and current practice in each state, it is nonetheless the case that the new curriculum often means teachers are faced with the requirement to do things differently.

In this workshop, we will look at how Literature is approached within English under ACARA, in official ACARA documents (*The Australian Curriculum English F-10*), in the observations of teachers in states other than Queensland, and in our own experience and practice. The workshop will be in four parts:

1. An overview of the place of Literature in English in Australia, and the pressures, tensions and possibilities the shift from State to National curriculum has entailed
2. Discussion of expectations and experience in Queensland about the ways in which Literature in English is taught
3. Analysis and discussion of transcripts of Victorian teachers' reflections on the ways they approach Literature under ACARA
4. Sharing and analysis of examples and units of work brought by participants*

* Participants are requested to bring 6 copies of an example of their current work teaching Literature in English, preferably no more than 1-2 pages, for sharing.

Presenter

Catherine Beavis is a Professor of Education at Griffith University. She teaches and researches in the areas of English and Literature Education, the changing nature of text, young people and digital culture and the implications of young people's engagement with the online world for contemporary English and literacy curriculum.

Workshop 1H

Writing well: building creative capacity in the middle years

Abstract

The notion of creativity, and what it means to be able to write and think creatively in the 21st century, presents a unique and exciting challenge for the middle school. How do we teach students to write well? How do we prepare them for the creative demands of the senior school? Indeed, how do we prepare them with the creative and critical skills to produce contemporary texts unprecedented in their diversity and multimodal complexity in their worlds beyond school?

This workshop will share one school's approach to developing writing assessment and learning experiences. It will also value the way in which a school can work with a critical friend and partner at the tertiary level to maintain a culture of continuous improvement. Such a relationship can assist the English faculty to prioritise creativity and multimodal expression, which are valued in our national curriculum but not always provided with the necessary time in the high-stakes standardised testing environment that characterises the middle school. We intend to share our rationale for task design - what we think it takes for middle years learners to become skilful creative writers who can critically and creatively engage their intended audiences. We will also share and discuss samples of assessment tasks and student work, so that we can together examine evidence of student performance and development.

Presenter

Dr Georgina Barton is a lecturer in the School of Education and Professional Studies at Griffith University, Brisbane, Queensland, Australia. She has been a teacher in both primary and secondary schools for over twenty years. In this role she has been responsible for whole school literacy design and programs and lead teacher in literacy intervention. Her experience has been mainly in socio-disadvantaged areas and aims to improve student outcomes using an arts-based approach for literacy learning. Georgina's research focuses on English and literacy education, music and arts education.

Workshop 1I

Themes, metaphors and motifs in narrative writing

This workshop is a Repeat of 2C

Session 2 Workshops: 12:10 – 1:10

No	Title	Presenter
2A	Reading-for-Beauty through Reading-to-Learn	Daniel Fallon
2B	Visual literacy: how Photoshop can enhance the English classroom	Camilla Meyers
2C	Themes, metaphors and motifs in narrative writing	John Acutt
2D	Inventing Year 7	Sue McPherson, Di Bendall & Di Walduck
2E	<i>Slammed</i> : A new Australian play	Stefanie Harper & John Peek
2F	Persuasion texts for global citizenship: active engagement with multimodal literacy (Repeat of 1E)	Rod Yule
2G	A beginning teacher's perspective: designing focused learning experiences to enhance community within the classroom	Melissa Blacklock & Kirra Gold
2H	Boosting brainpower through multisensory teaching	Laura Cooke & Jackie Rutter
2I	Creative writing rescue: achieving success in student short stories	Rachael Christopherson

Workshop 2A

Reading-for-Beauty through Reading-to-Learn

Abstract

Disclaimer – this is not a Reading to Learn workshop. Rather, it is a review of the journey undertaken by one state high school in learning, implementing and adapting Reading-to-Learn strategies. It is not officially endorsed by R2L, but the vibe is all good and I'm not trying to sell anything, so we shouldn't get sued!

Reading-to-Learn is not rocket science, but it just may be revolutionary. What it does is try to go back to basics and make explicit the strategies to help students build success in reading comprehension and subsequently in their own writing. Almost hidden amidst the science and techniques of reading, it also provides opportunity to explore the richness and beauty of language.

This session will reflect on attempts to implement these very functional strategies in a Senior English context where we strive to appreciate and evaluate literary texts. Specifically, it will model the strategies as applied to reading comprehension & note making in a novel study unit, analysing sentences and generic structure in creative writing,

and teaching both content and structure for an analytical comparison (novel & film).

It is intended that the uninitiated will get a taste of Reading-to-Learn and the opportunities it brings, while fellow travellers can share the critical reflection of one attempt at implementation and this specific curriculum content.

Presenter

Daniel Fallon is a Senior Teacher in English at Corinda SHS. A sceptic by nature, he has endured years of mediocre, irrelevant or poorly presented professional development. Just when he was ready to abandon all hope, he is experiencing a year of revelation and was easily persuaded to share some of his evangelical reflections on reading, writing and pedagogy.

Workshop 2B

Visual literacy: how Photoshop can enhance the English classroom

Abstract

With students becoming more engaged with visual media than ever before, it is imperative that educators have tools to help students craft graphic, pictorial and symbolic texts that are both

creative and professional. In the English classroom, students are often asked to construct advertisements, feature articles, board games, graphic novels and the like, and quite often, Word is the processor of choice, which can be limiting. Using Photoshop in the classroom allows students and teachers to manipulate images and text in a real word context to produce authentic documents, engaging anchor charts and professional teaching resources. This session will provide teachers with a basic tool kit for using Photoshop in the English classroom. An array of exemplars for engaging the students in creating authentic visual texts will also be discussed.

Presenter

Camilla Meyers is a 5th year English teacher from Fraser Coast Anglican College in Hervey Bay. As a digital native and retro videogame enthusiast, Camilla enjoys engaging students in her classes through the use of Adobe Photoshop, Premiere and social networking platforms.

Workshop 2C

Themes, metaphors and motifs in narrative writing

Abstract

In this practical workshop, teachers will engage with a number of tried and true narrative writing strategies. These strategies, developed over a number of years, get students to draw on their own experiences and to reflect on these important moments in their lives. Writing structures and techniques will also be shared that demonstrate how students can successfully capture these themes in colourfully-written and interesting vignettes. These same ideas can also be used to write creative, narrative pieces of fiction.

Presenter

John Acutt is the Head of English at Ipswich Grammar School. He is a believer in teachers sharing their ideas and expertise. John is also a writer of musicals and advocates that all teachers need to be active practitioners of what they teach – “Do what you ask the students to do.” In 2012 he was the winner of The English Teachers Association of Queensland’s Peter Botsman

Memorial Award (school category). He has presented at numerous conferences and his ideas have been published in a variety of English and educational journals.

Workshop 2D

Inventing Year 7

Abstract

The move of Year 7 to secondary school has presented a once-in-a-career opportunity to shape a year of English curriculum which can respond to the demands of a school context without the ‘baggage’ of previous incarnations. As well as implementing a program which is relevant and interesting for our students, at Ferny Grove SHS we wanted to incorporate the explicit teaching of reading and spelling, and provide a foundation for other key priorities such as debating and wide reading. The first half of this workshop will outline how, in a school with 15 classes of Year 7 English, we are meeting the challenge of delivering a program that meets these requirements and in which teams of teachers lead the planning and implementation of the units of work. The second half of the workshop will provide activities and insights from classroom teachers about what’s working and what we’ve learned along the way.

Presenters

Sue McPherson is Head of English at Ferny Grove SHS, and has taught in both country and city state high schools for over 20 years.

Di Bendall is an English teacher who is in her final year of teaching prior to retirement. Before teaching at Ferny Grove and other Brisbane high schools she taught in senior colleges in Canberra.

Di Walduck is an English teacher who especially enjoys the challenge of teaching junior secondary students. She has previously taught in far north Queensland.

Workshop 2E

Slammed: A new Australian play

Abstract

This session will allow teachers a unique opportunity to get inside the new Australian play *Slammed* through a detailed overview delivered by the playwright and original director. With support from the One Punch Can Kill campaign, and endorsement from industry experts such as mental health professional Susan De Campo and bullying expert Mr Brett Lee, *Slammed* is the new educational text designed specifically for Yr 10-12 secondary school students that is gaining great momentum across Queensland with some extremely positive results.

As a former senior English and Drama teacher, playwright Stefanie Brooke Harper offers English teachers insight not only into the dramatic meaning and elements within the play, but practical applications specific to the English classroom. As well as being a contemporary and relevant new Australian play, *Slammed* includes both poetry and intertextual reference to the work of Shakespeare which allow students to develop appreciation and understanding of these important elements of classic literature through their study of this new text. As an established performance poet, Stefanie gives performance examples of slam poetry and the performance poetry present within the text.

The articles and resources available in the Educator's Guide to *Slammed* will be explored in depth and detail to empower teachers to deliver this text to their students, and offer assessment options and examples for both oral and written assessment. This book contains work from a range of industry experts on a wide range of themes and topics relevant to the text.

Director John Peek will discuss the journey from themes to theatrics and conduct an analysis of character, narrative, meaning and symbol as the work's original dramaturge.

Presenters

After 13 years in the Arts and Education industries, it was with passion and purpose that writer **Stefanie Brooke Harper** conceived and created *Slammed*. Stefanie began her career by completing a Bachelor of Drama and a Bachelor of Secondary Education. After loving classroom teaching for seven years, she left education to channel her creative skills into more specific artistic ventures. An avid poet, Stefanie performs slam and spoken word poetry and writes contemporary free verse. She has also written and

performed stand-up comedy internationally and throughout Australia for over a decade. This confluence of pursuits has all led to the thematic, theatrical, and educational passion with which Stefanie has written *Slammed*.

John Peek has been working as a performer, producer, director, and educator for eighteen years. Having worked with many of the best performers and creatives our industry offers, John's professional performance history has encompassed over 70 productions of theatre, musical theatre, opera, and oratorio, as well as vast commercial and concert engagements. Since completing four degrees, including a masters, John has also been in demand as a singing and musical theatre educator. For the past four years, he has been teaching in the wonderful Musical Theatre course at the Queensland Conservatorium Griffith University.

Workshop 2F

Persuasion texts for global citizenship: active engagement with multimodal literacy

This workshop is a repeat of 1E.

Workshop 2G

A beginning teacher's perspective: designing focused learning experiences to enhance community within the classroom

Abstract

The Community within the English Classroom workshop will outline the importance of student powered learning communities, from the perspective of beginning teachers. Integral to the success of student powered learning is collaboration between educators at different stages of their careers. This workshop will present realistic and practical applications of current theories and pedagogies which will promote teacher collaboration and professional development. These modern innovative ideas will

be explored through teaching guides which will allow for direct classroom implementation.

With an emphasis on designing focused learning experiences suitable for a range of primary and secondary classes, this workshop will explore the use of appraisal techniques, ICTs, and problem-based learning. By creating learning experiences which incorporate these practices, the classroom community will be more inclusive to diverse learners while meeting national standards for Australian education. Specifically, by implementing appraisal techniques, ICTs, and problem-based learning, students' conceptual understandings will be deepened, and literacy and language learning through a range of text types will be enhanced.

Presenters

Melissa Blacklock and **Kirra Gold** are pre-service teachers from the Queensland University of Technology studying a Bachelor of Education (Secondary). They are amongst a new wave of teachers bringing modern theories and pedagogies of learning and community from the university into the classroom. Australian teacher education and schooling are constantly evolving systems, and currently there is a great need for these modern ideas and technologies, both of which Melissa and Kirra are excited to implement in their future teaching careers.

Workshop 2H

Boosting brainpower through multisensory teaching

Abstract

Multisensory teaching can be every English teacher's secret weapon! Due to the wide ranging learning styles of our students, the activation of senses within the classroom can be an invaluable teaching tool. This workshop will look at how to use senses in the English classroom to assist students in two particular areas.

1) Using multisensory teaching to assist with creating writing

Students often struggle to write creatively and to craft realistic setting and characters. By activating their senses, we can encourage students to use sensory imagery in their own writing, improving both their results, and engagement, in this crucial area of the curriculum.

2) Using multisensory teaching to assist in analysis of language

Senior students struggle with meaningful analysis of vocabulary in evaluative tasks, in particular, teasing out the connotations of individual words. By using sensory imagery as a springboard, we can encourage students to engage in a more sophisticated analysis of vocabulary.

Practical ideas and resources for both of these areas will be shared.

Presenters

Laura Cooke is currently Assistant Head of Faculty for English at St Aidan's Anglican Girls' School. She was previously Head of Faculty for Middle School English and Humanities at Faith Lutheran College, Redlands. She completed her MA (honours) in English Literature at Aberdeen University, followed by her PGDE in Secondary Education at The University of Strathclyde. She taught in Scottish schools for 3 years before moving to Australia in 2008.

Jackie Rutter has taught English and French for 10 years and is currently teaching at St Aidan's Anglican Girls' School. She completed her undergraduate studies and Honours degree at the University of Cape Town. She also studied in France at Sciences-Po University, Paris. On arrival in Australia, she completed her B.ED at the University of Queensland. At present she is undertaking her Master's degree through USQ

Workshop 2I

Creative writing rescue: achieving success in student short stories

This workshop is a Repeat of 1A

Session 3 Workshops: 3:50 – 4:50

No	Title	Presenter
3A	Using digital literacy to bridge the communication divide	Juliette Bentley
3B	Engaging 21st century learners in the writing process (Repeat of 1C)	Karen Eyre & Melodie Nelson
3C	The Character's mind: enter at your own risk (Repeat of 1D)	shake & stir
3D	Big Write and VCOP: raising standards in writing	Andrell Education
3E	<i>Slammed</i> : A new Australian play (Repeat of 2E)	Stefanie Harper & John Peek
3F	For the love of poetry and grammar: Some ideas for teaching Robert Browning's poem <i>My Last Duchess</i>	Garry Collins
3G	How to build the muscles for writing feature articles	Fiona Laing
3H	Developing the speaking skills of your junior students (repeat of 1B)	Adrian Pauley
3I	Explicit teaching of literacy comprehension	Lindsay Williams

Workshop 3A

Using digital literacy to bridge the communication divide

Abstract

Whilst the assumption that our clientele are digital natives may be a questionable generalization, the majority of our students are quite proficient or at least willing to engage in digital literacy. Using a growth mindset, both teachers and students can be encouraged to recognize that the unknown and unlearned is a wonderful starting point; what they don't know, they don't know YET. This presentation seeks to leverage free Web 2.0 tools to engage students in literacy practices that support classroom learning. The context of the film study "Celluloid Dreams" which sits in the Leisure strand of the syllabus, provides the framework for the material being presented. This presentation will provide an electronic and paper unit outline, with learning opportunities and links embedded so that colleagues may call upon the resources directly should they wish to transfer them to their own classroom applications.

Presenter

Juliette Bentley has been teaching English in Queensland high schools for over twenty five years and was awarded a position in the Excellence in English Teaching Summer School 2008 at Geelong University. She was the primary

contributor to four teacher English resource books *English Alive* series and several textbooks for Jacaranda Wiley as well as teaching materials for authors such as Simon Higgins and Felicity Pullman. Juliette has also contributed chapters to two Australian Curriculum text books produced by Pearson. Having just completed her Masters in Education; Learning Connections, she seeks to support colleagues in the implementation of digital tools within their classrooms. Juliette is a prodigious producer of teaching resources and is available to offer her services as a consultant in ICT integration, unit development and resource production out of school hours.

Workshop 3B

Engaging 21st century learners in the writing process

This workshop is a repeat of 1C

Workshop 3C

The Character's mind: enter at your own risk

This workshop is a repeat of 1D.

Workshop 3D

Big Write and VCOP: raising standards in writing

Abstract

Big Write and VCOP is a literacy program that provides immediate results, whilst addressing the need for long term strategies in delivering a successful writing program across all age and ability levels. If all recommendations are followed, schools will move towards, and beyond, national targets in writing. It is based on the premise, 'If they can't say it, they can't write it'. So with its fast fun oracy based approach to writing, we'll have you and your students begging you for more, especially your boys. Over the course of the workshop you'll be taken on an interactive and captivating journey into a Big Write and VCOP classroom from both the teacher and students' perspective, which will have you running back to the classroom excited to get started.

Presenter

The team at Andrell Education Australasia are all experienced Primary School teachers who have effectively and successfully used the program in their classrooms and now run Professional Learning sessions. Presented to teachers, by teachers so you can ensure you can be supported in your Big Write and VCOP journey.

Workshop 3E

Slammed: A new Australian play

This workshop is a repeat of 2E.

Workshop 3F

For the love of poetry and grammar: Some ideas for teaching Robert Browning's poem *My Last Duchess*

Abstract

This workshop is a re-run of one conducted at this year's March seminar and it will also be (has also been) presented at the AATE/ ALEA national conference in Canberra in early July. It will outline some activities for teaching Robert Browning's poem *My Last Duchess* in secondary school English classrooms. It will be suggested that, with this poem, it is useful for students to be encouraged to take on the role of literary sleuths or text detectives, capitalising on their curiosity (a reference to the theme of this year's AATE/ ALEA national conference) to make deductions from the incomplete evidence available in the text and to determine if a crime might have been committed. Integration of the Language, Literature and Literacy strands of the F-10 Australian English Curriculum will be modelled, in particular, the teaching of grammar, punctuation and spelling in the course of working with a canonical literary text. With minimal adaptation, the proposed activities could be suitable for Years 10, 11 or 12.

Presenter

Now a part-time teacher educator at the University of Queensland, **Garry Collins** taught secondary English for 35 years, mainly in the Queensland state system, but also on exchange in the US and Canada. Currently AATE President, he is keen on functional grammar and poetry and enjoys integrating them.

Workshop 3G

How to build the muscles for writing feature articles

Abstract

All students in senior English need to learn to write a 'reflective text for a public audience'. But it takes plenty of writer's muscle to manage this complex beast. Feature articles are the cream of the journalist's crop, a complex form of writing which calls for high levels of skill and allows great flexibility and choice. The other challenge for teachers is how to link the feature article with English texts in a way that respects the integrity of the text studied and the integrity of the feature article itself.

We will examine Forest Lake's journey to build student skills in writing feature articles. We begin

with the year 10 feature linked to their novel, move to a different style of feature in year 11 linked to the novel, *To Kill a Mockingbird* and finish with a feature reflecting on Romantic poetry.

The focus will be on how we build the skills for students such that they can understand their role as a journalist, as well as sharing some resources useful for teaching students to tame this wonderful beast.

Presenter

Currently HOD English at Forest Lake State High School, **Fiona Laing** enjoys working with passionate colleagues and with students hungry to learn. She enjoys the challenge of reimagining

English teaching to keep it alive and fresh and is president of ETAQ.

Workshop 3H

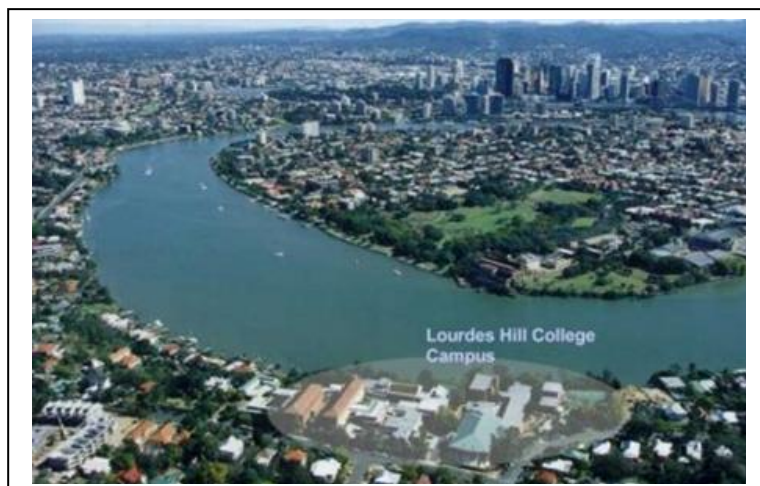
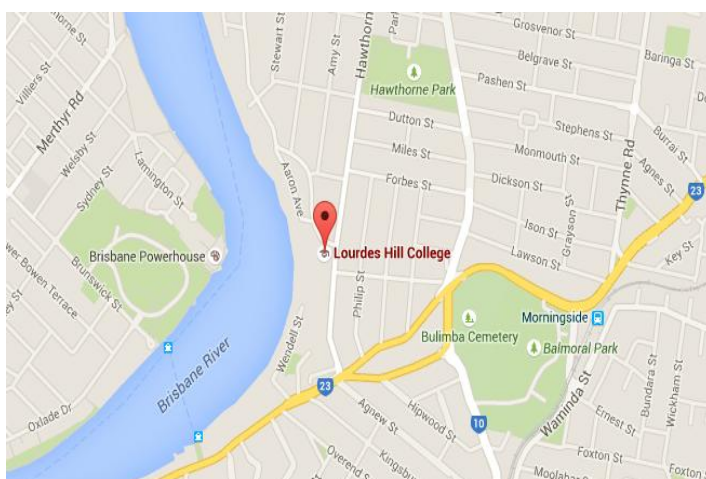
Developing the speaking skills of your junior students

This workshop is a repeat of 1B.

Workshop 3H

Explicit teaching of literacy comprehension

This workshop is a repeat of 1F



Workshop Selection

NameSchool

Intending registrants should note that maximums apply to some workshops. Places will be allocated as registrations are received. **Please select FIRST and SECOND choice for each session.**

Workshop Session 1		
1A	Creative writing rescue: achieving success in student short stories	
1B	Developing the speaking skills of your junior students	
1C	Engaging 21st century learners in the writing process	
1D	The character's mind: enter at your own risk	
1E	Persuasion texts for global citizenship: active engagement with multimodal literacy	
1F	Explicit teaching of literacy comprehension	
1G	Literature in English 7-10: continuity and change	
1H	Writing well: building creative capacity in the middle years	
1I	Themes, metaphors and motifs in narrative writing	
Workshop Session 2		
2A	Reading-for-Beauty through Reading-to-Learn	
2B	Visual literacy: how Photoshop can enhance the English classroom	
2C	Themes, metaphors and motifs in narrative writing	
2D	Inventing Year 7	
2E	<i>Slammed</i> : A new Australian play	
2F	Persuasion texts for global citizenship: active engagement with multimodal literacy (Repeat of 1E)	
2G	A beginning teacher's perspective: designing focused learning experiences to enhance community within the classroom	
2H	Boosting brainpower through multisensory teaching	
2I	Creative writing rescue: achieving success in student short stories	
Workshop Session 3		
3A	Using digital literacy to bridge the communication divide	
3B	Engaging 21st century learners in the writing process (Repeat of 1C)	
3C	The Character's mind: enter at your own risk (Repeat of 1D)	
3D	Big Write and VCOP: raising standards in writing	
3E	<i>Slammed</i> : A new Australian play (Repeat of 2E)	
3F	For the love of poetry and grammar: Some ideas for teaching Robert Browning's poem <i>My Last Duchess</i>	
3G	How to build the muscles for writing feature articles	
3H	Developing the speaking skills of your junior students (repeat of 1B)	
3I	Explicit teaching of literacy comprehension (repeat of 1F)	

For catering purposes, do you intend to stay for complimentary drinks from 5:00 to 6 pm? Yes...No