



The English Teachers
Association of Queensland Inc.

Providing professional support
and advocacy for English teachers

Writing *your* future

Early Career Conference

Saturday 22 October 2022
Wynnum State High School
25 Peel Street, MANLY

Registrations close
Saturday 15 October

EARLY CAREER CONFERENCE

Saturday, 22 October 2022

Context

Now in its twelfth year, the Early Career Teachers Conference provides high quality professional development specifically tailored to the needs of English teachers in their first five years of practice and those who may be experienced teachers but are new to teaching English. One of the secondary aims of the day is to provide beginning teachers with the opportunity to boost their professional profile through seminar presentations. As such, this year's program features sessions covering a range of professional and curriculum-related issues, presented by beginning teachers, and experienced English teachers.

This professional development opportunity offers new-to-English, beginning and pre-service teachers the chance to extend their professional network, whilst attending workshops that offer practical strategies and ideas relating to the teaching of English

Keynote: How can we harness the cultural forces in in our English classroom to enhance our classroom practice?



Abstract

Much of the advice that pre-service and early career teachers receive focuses on these core ideas: content (what to teach), pedagogy (how to teach) and classroom management (how to control those who you teach).

Curiously absent from this list (or at least, obscured from focus) are our students: what they are learning and how we are supporting their thinking. Culture is a unifying lens that brings these disparate pieces together, and helps to make sense of our role as educators. Our classrooms are unique

ecosystems, each with their own distinct culture (shared norms and expectations), and teachers have immense power to shape the culture of these learning environments.

Informed by the research of Ron Ritchhart, this keynote will explore how teachers can purposefully shape classroom culture. Participants will be invited to see how cultural forces can be used as a reflective tool, and they will leave with a suite of strategies that they can experiment with in their own contexts.

Jeffrey Lewis is Acting Assistant Head of English at Brisbane Grammar School and Director of Professional Learning for The English Teachers Association of Queensland (ETAQ). He likes to think that he maintains a childlike sense of joy and wonder but recognises that he may just be saying this to explain why he still plays Pokemon.

FOLLOW US!
@etaqld | #etaqpd



Program

Time	Activity	Presenter
8:30 – 9:00	Registration	
9:00 am	Introduction and welcome	Lindsay Williams, President
9:10 – 10:00am	Keynote: How can we harness the cultural forces in our English classroom to enhance our classroom practice?	Jeffrey Lewis, Acting Assistant Head of English, Brisbane Grammar School
10:00 – 10:30	Morning tea + book sales, networking	
10:30 – 11:15am	Session 2: 2A: A culture of text analysis: Using questioning and thinking strategies to get students to do the work 2B: Creating Classroom Culture: Teach More, Manage Less 2C: The 4 Keys to a Kind Classroom: A Culture of Interaction	Melanie Bowe Natalie Dean Geo Toner
11:20-12:15	Session 3: 3A: Leveraging Language to Create Classroom Culture 3B: Creating Classroom Culture: Teach More, Manage Less (repeat of 2B) 3C: Formative Assessment: Effectively Engaging with Feedback	Bridget Pearce Natalie Dean Blake Johnson
12:15 – 12:40	Session 4: Give One, Get One Learn three (hopefully) new visible thinking routines	Naomi Russell & ETAQ friends
12:40 – 1:10	Lunch + Networking	
1:15 – 2:00pm	Session 5: 5A: The Analysis Detective Framework: making cognitive skills tangible 5B: Engaging Bing Bong: Putting Neurodivergence at the centre of classroom culture 5C: Utilising Science of Learning Strategies to support Writing Instruction	Geena White & Beth Flint Jo Tooley Melissa Pilcher
2:05-2:50	Session 6: Writing <i>your</i> future Q&A Panel – ask your questions of our teaching panel	Julie Arnold, Melanie Bowe, Jeffrey Lewis Cate Wilson
2:50-3:00	Close	Naomi Russell

This program constitutes 5.5 hours of CPD

Registration

Register at www.etaq.org.au

Cost: members of ETAQ and pre-service teachers \$50, non-members \$75

1. **Change of persons registered** Sometimes schools may need to substitute one teacher for another on their registrations. This is fine but please notify the change to the Administration



Officer so that we can prepare the appropriate Certificate of Participation, name tag and Individual program.

2. Many schools prefer to receive an invoice for registrations and pay on that rather than pay at the time of registration. We are happy to offer this convenience but it must be recognised that **registration commits you to payment.**
3. **Cancellation Policy** If you register and later have to cancel, the following will apply:
 - a. Cancel your registration by 15 October, you will receive a full refund of your registration fee
 - b. Cancel between 16 October and 19 October, you will receive a refund of 50% of your registration fee
 - c. From 19 October no refund is possible.

Details of Workshops

Session 2

A. A culture of text analysis: Using questioning and thinking strategies to get students to do the work

Abstract

In English, we do texts. Students need to understand and analyse a lot of complex texts including poetry, media articles, novels, plays and more. It can be easy as teachers to fall into the trap of giving students the information they need from texts instead of letting them discover and explore texts themselves. This workshop will draw on the work of Fisher & Frey and Harvard Project Zero to demonstrate some very practical questioning and thinking strategies that can have your students analysing texts for themselves.

Presenter

Melanie Bowe currently the Teacher Librarian and a Senior English Teacher at The Gap SHS. She has a MEd in Literacy and is completing a MEd in Teacher Librarianship. She was a member of the ETAQ Management Committee from 2013-2018 and now spends her spare time wrangling two small children.

B. Creating Classroom Culture: Teach More, Manage Less

Abstract

How do we create a positive classroom culture? For early career teachers, managing student behaviour can be a challenge. This workshop is designed to give teachers practical, common sense behaviour management skills that can be used to develop and improve the classroom culture. Based on Christine Richmond's Ten Microskills and delivered by a classroom teacher with over 25 years' teaching experience, participants will walk out with a grab bag of useful skills.

Presenter

Natalie Dean has been a classroom teacher for over 25 years. She has taught in North Queensland and Brisbane, in both the State and Catholic sectors. She is an experienced Middle Leader, but her love will always be the classroom and building a rapport with the young people she engages with. She is passionate about reading and literacy.

C. The 4 Keys to a Kind Classroom: A Culture of Interaction

Abstract

"We carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness." —R.J. Palacio, Wonder

Whether its post-COVID principles, social media pressures or "woke" culture resistances, students are potentially losing the motivation to use 21st century skills, and in turn, losing the motivation to choose kindness. As early career teachers, we are developing our professional identity, and in that, creating a classroom culture. This culture is responsible for shaping young people's capacity for compassion, patience and kindness. But what is kindness? And how do we explicitly teach young people, in an English setting, to choose to interact using kindness?

There are 4 keys to crafting a kind and empowering space for positive interactions, which can be implemented into routine and curriculum: Kindness, Communication, Connection and Curiosity.

Participants will learn that these strategies are more than just being a "warm fuzzy" role model, but ways to improve 21st century capabilities. This workshop will focus on how to integrate these 4 keys into your personal pedagogy to foster meaningful student collaboration, inspire a movement of kindness and enhance your own confidence to craft a classroom culture.

Presenter

Geo Toner is an early career teacher at Atherton State High School in Far North Queensland. She teaches across the faculties of English, Drama and Humanities and loves how stories reflect and inspire us. Geo is passionate about all things creative and strongly believes that establishing and building rapport/ relationships is essential to a successful and safe learning environment. In her free time Geo likes to play Dungeons and Dragons, binge Netflix shows and cosy up with a cup of tea and a good book.

Session 3

A. Leveraging Language to Create Classroom Culture

Abstract

"Words - so innocent and powerless as they are, as standing in a dictionary, how potent for good and evil they become in the hands of one who knows how to combine them." - Nathaniel Hawthorne

As English Teachers, you know the power of language. In this workshop, you will consider how to leverage language to create the culture that you want to teach in, and your students want to learn in. You will get practical examples of how to use the Language of Thinking in your classes to engage students, strengthen metacognition and build the capacity of your students to take ownership of their learning.

Presenter

Bridget Pearce graduated as a Drama Teacher over a decade ago and hasn't stepped foot in a Drama room since. Instead, she embraced her bridesmaid subject: English. In addition to classroom teaching, Bridget has served as a QCAA English Panellist, Head of Year, and Head of Senior School. Bridget currently works as a Senior English Teacher and Diversity and Inclusion Specialist at Brisbane Grammar School and is undertaking a Master Degree in Inclusive Education at QUT.

B. Creating Classroom Culture: Teach More, Manage Less

This is a repeat of Session 2B

C. Formative Assessment: Effectively Engaging with Feedback

Abstract

In any unit of work, completing a summative assessment should not be a surprise for students. Writing skills should be developed throughout the unit and meaningful feedback needs to be given for students to improve their written work. Formative assessment, and the feedback associated with it, is invaluable to the

improvement of student writing; but only if it is used effectively. If formative assessment is undertaken, and no feedback is given, then what is the point?

Education academic Dylan William claims that teachers need to provide feedback that moves student learning forward. If feedback does not focus on improvement, students cannot write effectively and may not achieve desired academic success.

I will share resources that I use in my Junior English classroom, based on research by William, that provides meaningful feedback to students on their written work. These resources put the cognitive load back on the student and not the teacher.

Presenter

Blake Johnson is an early career English teacher in Far North Queensland. After completing his Bachelor of Education (Secondary) from the University of Queensland, Blake made the move from Brisbane to Tully State High School to take on junior and senior secondary English teaching. Blake also teaches Drama and Humanities. In 2022, Blake began to use the research of Dylan William to improve formative assessment practices in his own classroom

Session 5

A. The Analysis Detective

Framework: making cognitive skills tangible

Abstract

This is a pedagogy we created to help students understand different cognitive skills in concrete ways. We found when we asked students to analyse, they didn't know where to begin. They could find the evidence and make a claim but struggled with unpacking inferential meaning to support their conclusions.

Research suggested that when learning new skills, especially abstract new skills, students perform with efficacy when they can apply these skills in a familiar and engaging context.

So, we developed an analytical framework that asked students to see analysis as a crime

scene where they are the detectives uncovering clues in order to solve the case. We broke down the skills of analysis into four sequential steps (Literal, Clues, Connection, and Conclusion). We applied this to a number of different text types – such as memes, poems, paintings or films – and found that in all scenarios students were able to draw more insightful and justified conclusions.

Presenters

Geena White and Beth Flint are both beginning years English teachers working together at Stuartholme School. They have a keen interest in understanding how students, especially Gen Z students, like to learn. Both advocate for explicit teaching of cognitive skills, so that all students, regardless of ability level, have the potential for success in their classrooms.

B. Engaging Bing Bong: Putting Neurodivergence at the centre of classroom culture

Abstract

The rise of the identification of neurodivergent learners is creating a need for educators to consider more innovative teaching methodologies and move away from the creation of inflexible classroom cultures. Contemporary research suggests that creating classrooms that centre on strategies to engage neurodivergent learners are beneficial for all students, so it is time to revisit the 'adjustment' model to an 'inclusive' model? This presentation will discuss classroom practices that are at odds with ASD, ADHD, and SED students and how and why English teachers need to pivot their practice so neurodivergent learners, many of whom do not have a formal diagnosis, can achieve their academic potential. By the end of this session, you will have practical strategies to counter neurodivergent disengagement and celebrate the creativity and perspective these learners can bring to the English classroom.

Presenter

Jo Tooley has been teaching English and Drama for 17 years. She has taught English in the Secondary phase of learning in the ACT

College system, the International Baccalaureate program, and in Queensland Catholic schools. Jo is currently working for the Toowoomba Catholic Education Office as an Education Officer, tasked with coaching schools around reading and writing strategies. Jo is passionate about consolidating teacher literacy strategies, student and teacher wellbeing, using the Arts to create community in schools, and fostering an understanding of how schools can engage with, and support, neurodivergent and LGBTQIA+ students.

C. Utilising Science of Learning Strategies to support Writing Instruction

Abstract

Teaching writing is becoming increasingly difficult due to the evolution of language (McKeown, 2019). There are many programs and pedagogical approaches teachers can utilise to enhance the skills of teachers. Educators must be provided with the skills to deliver quality differentiated learning. This workshop will provide an overview of evidence-based practices which are centred on scientifically proven methods. Participants will learn the essentials of cognitive load theory, attention control, and memory retention. In addition to this, a brief introduction to Fisher & Frey's *Visible Learning* will also be provided. Participants will be provided with strategies on how to design lessons specifically for the teaching of writing utilising explicit instruction; a pedagogy that is

increasingly recognised as having the fundamental components of good teaching.

Presenter

Melissa Pilcher specialises in the implementation of programs designed to support differentiation, intervention, and explicit instruction. Melissa's career in education includes the following roles:

Secondary English & Humanities Teacher, Primary School Classroom Teacher, Head of Junior Secondary, Head of English, Pedagogy Coach, Head of Curriculum, Executive Teacher Coach for Good to Great Schools Australia, Head of Literacy and Numeracy.

Melissa worked as an Executive Teaching Coach with *Good to Great Schools Australia*, advising different schools around the country on how to implement Direct and Explicit Instruction models focusing on student-based outcomes. Additionally, Melissa has worked with the National Institute for Direct Instruction in the capacity of supporting leadership, managing DI and supporting educators as a trainer, specialising in interventions in literacy and numeracy. Melissa has previously presented at the *Learning Difficulties Australia* conference on how to successfully implement whole-school pedagogies to maximise student outcomes. Presently, as part of her role as Head - Literacy and Numeracy, Melissa is collaborating with educators from both Australia and the United States as part of the ACARA NAPLAN Standards setting panel. Melissa is also currently working towards further qualification with Latrobe University with a focus on *The Science of Learning*.

