



The English Teachers
Association of Queensland Inc.

Providing professional support
and advocacy for English teachers

TEXTS IN CONTEXTS

March Seminar

Saturday 2 March, 2024

Iona College
85 North Road, Lindum

Registration closes Friday 23 February

In 2024, we face a new round of opportunities and challenges set to shape the landscape in English teaching. With the ongoing implementation of ACARA v9.0, and changes to the QCAA General and Applied syllabuses, an early check-in on how we are navigating these changes will be in order. With a focus on texts and contexts, the March seminar will explore the changing landscapes of texts, and the expanding contexts that our students may inhabit and respond to.

Schedule

Time	Activity	Room
8:00	Registration	IPC foyer
8:45- 9:15	AGM	theatre
9:20 – 10:30	Keynote – Cara Shipp	theatre
10:30 – 11:00	Morning tea, perusal of resources and networking	foyer
11:05 – 12:00	Workshop session A	various
12:05 – 1:00	Workshop session B	various

Online attendance

While the March seminar is principally a face-to-face event, ETAQ will be live streaming the keynote address and one workshop in each session. One other workshop in each session will be recorded and will be made available once editing of the recording is completed.

Social Media

You can follow along with the ETAQ hashtag on X using the hashtag **#etaq24**.

ETAQ's handle on Threads, X and Instagram is **@ETAQld**.

If you are on Facebook, you can join up to the ETAQ group (www.facebook.com/groups/ETAQLD) and/or like the official ETAQ page (www.facebook.com/ETAQLD).

Keynote: Listening from the heart

Cara Shipp



Abstract

Got a question about teaching First Nations perspectives and texts but too afraid to ask? Seeking affirmation that the work you are doing is on the right track? AATE's latest publication in the 'Theory to Practice' series, *Listening from the Heart: Re-writing the Teaching of English with First Nations Voices*, offers practical professional learning for teachers at any level of proficiency. Whether you are beginning your journey in this area, or you've been immersing yourself in it for some time, the conversations facilitated by this book will assist us all to move education forward toward true inclusion of authentic cultural perspectives. In this keynote, the key tenets of the book will be discussed, and some common questions and answers will be shared. Text recommendations will be included, and you will leave with an action plan for 2024.

Presenter

Cara Shipp is a Wiradjuri/Welsh woman (descending from the Lamb and Shipp families in Central Western NSW) and is currently Head of Senior School, Years 10-12, at Silkwood School on the Gold Coast, Qld. She has previously run alternative educational programs for Aboriginal and Torres Strait Islander students; held Head Teacher English/HASS/Languages positions; and served as President, Vice President and Editor with the ACT Association for the Teaching of English (ACTATE) and AATE National Council. Cara has completed a Master of Education focusing on Aboriginal literacy and regularly presents at local and national conferences on incorporating First Nations perspectives into the English curriculum. In 2013, Cara was part of the ACARA working party on incorporating the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority into the Civics and Citizenship curriculum. Cara writes teachers' notes for First Nations publications and maintains a blog where you can find her past workshop presentations, teachers' notes and musings: www.missshipp.wordpress.com.

Registration and Workshop selection

An array of workshops is on offer. Which ones actually run and in which session will be determined by your selections. **However, we do not expect all workshops listed for each session will actually run. Some of these may run once only.**

Workshops 1 and 14 are offered once only. Places will be filled in order of receipt of registrations.

Registration opens Monday 29 January

Registration CLOSES Friday 23 February

Cost: \$60 for member for in-person attendance. Other prices are on the website.

Conditions of registration

1. Change of persons registered - sometimes schools may need to substitute one teacher for another on their registrations. If so, please notify the change to the Administration Officer so that we can prepare the appropriate Certificate of Participation 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**. See also the Cancellation Policy below.
3. Many schools are now insisting on an **Order Number** on the invoice. If your school is one of these, please record it in your online registration.
4. **Cancellation Policy** – If you register for face-to-face attendance and have to cancel your physical attendance, the following will apply:
 - a. Cancel your registration by 23 February and receive a refund of your full registration fee OR transfer over to the online attendance group and receive a refund of the face-to-face component of your registration fee.
 - b. From 24 to 27 February, you will receive a refund of the face-to-face component of your registration fee.
 - c. From 28 February no refund is possible.
 - d. Cancellation to be by email to adminofficer@etaq.org.au .

We will be filming.

Some presentations during the day will be filmed for uploading to the members only area of the website and images of some attendees may be captured in the process.

Images of individuals and groups may also be captured at registration and at morning tea for posting on our website or on social media.

If you want your image NOT to be captured, let us know when you register.

Workshop selections.

You are asked to choose a **first and second choice** for each session.

No	Title and Presenter	Sess 1	Sess 2
1	Combatting misinformation in the English classroom, Dr Lindsay Williams	√	
2	Engagement in English classrooms through First Nations texts - <i>Black Cockatoo & Dirrarn</i> , and <i>Tracks of the Missing</i> , Hakea Hustler and Carl Merrison	√	√
3	Oodles of resources for teaching short stories, Deanne Seigle-Buyat	√	√
4	Voices beyond text: Integrating First Nations perspectives in English teaching, Bronwyn Cochrane and Deborah Belyea	√	√
5	Critical success! TTRPGs in the classroom, Oliver Macpherson and Thomas Moore	√	√
6	Year 8 film study of <i>Hunt for the Wilderpeople</i> , Adam Myers	√	√
7	Groping towards meaning: Reasoning aloud is difficult, but research and practice shows that it is vital to learning, Lisa Yallamas	√	√
8	Helping students extend and reflect using the IB Learner Portfolio, June Balfour	√	√
9	Transitioning to a new EA text: <i>The Yield</i> , Anne Wood	√	√
10	Teaching grammar in and out of context: Grammar teaching from the 1950s to the present, Garry Collins	√	√
11	Cultivating curiosity: How peeling an apple transformed analysis, Rachel Partridge and Sarah Gunn	√	√
12	Developing student agency in assessment and feedback, Jarred Adams	√	√
13	English Extension Master Class: Hegel's Master-Slave dialectic, Chris Boerdam	√	√
14	AI forum, Dr Kelli McGraw and Jeffrey Lewis		√

WORKSHOP 1

Combatting misinformation in the English classroom

Abstract

Misinformation is at the heart of many threats facing humans and our environment. It has been used over the decades to undermine evidence that smoking is dangerous, sow doubt about global heating, and, more recently, to help sink the Voice referendum. Social media (despite all that we might love about it) provides a context in which misinformation thrives and it is challenging to combat.

So, what difference can we make as English teachers? In this workshop, we will explore:

- What are the best ways to prevent misinformation, according to research?
- What opportunities does the Australian Curriculum v9.0 provide for investigating misinformation?
- As English teachers, how might we best prepare students to be active and well-informed citizens who resist misinformation?

There will be ample opportunity to share good ideas and discuss challenges.

Presenter

Dr Lindsay Williams has been an educator for 42 years and (until earlier today) was President of ETAQ. He has taught in both the state and independent sectors and spent most of the past five years working for the QCAA. This workshop extends aspects of his doctoral research which focussed in part on how performers avoid sanction even when presenting socially risky material.

WORKSHOP 2

Engagement in English classrooms through First Nations texts, specifically *Black Cockatoo* and *Tracks of the Missing*

Abstract

In this one-hour workshop, participants will explore engagement in English classrooms and the importance of strengths-based approaches, selection of First Nations texts, and specifically the study of *Black Cockatoo* (Magabala 2018) and *Tracks of the Missing* (Magabala 2022) with low literacy or disengaged students.

Presenters

Hakea Hustler is an experienced English teacher, remote outback teacher and HOD, and an award-winning author. Hakea owns the business 'The Remote Teacher' and admins the 10k strong Facebook group 'Teachers in Remote Communities (Past, Present, Future)'.
Carl Merrison is Jaru/Gija educator, author, mentor and coach from Halls Creek in the Kimberley WA. Carl grew up in remote outback communities, has mentored First Nations youth and is the other business owner and admin of 'The Remote Teacher' and 'Teachers in Remote Communities (Past, Present, Future)'

WORKSHOP 3

Oodles of resources for teaching short stories

Abstract

With an absolute passion for short form writing, I have gathered hundreds of short stories over the years that have engaged, impassioned and informed students' writing. I'd like to share a plethora of resources that showcase a wide variety of writing styles and skills. Once you've

got them, you can use them in any way that best suits your classes and your clientele.

Presenter

Deanne Seigle-Buyat is an English and Drama teacher with 28 years working in schools across Queensland, the UK and France. She is a published short story writer who loves reading short form writing.

Her teaching of short stories has always been predicated on three ideas:

- 1) Expose students to as many short stories as possible (preferably one every single lesson of the short story unit)
- 2) More than half of those stories should be purely for pleasure
- 3) Learn the rules before you break them.

WORKSHOP 4

Voices beyond text: Integrating First Nations perspectives in English teaching.

Abstract

This workshop, led by TIPIAC Pty Ltd, invites English educators on a transformative journey to integrate authentically rich First Nations perspectives into their teaching practices. Facilitated by Bronwyn Cochrane, the founder and executive director with over 25 years of experience and a proud Gamilaraay woman, and Deborah Belyea, a proud Samuawgadhgal woman and secondary educator from the Torres Strait Islands. The session explores practical tools for crafting lessons that honour the diverse narratives and cultures of First Nations Australians.

Key Themes:

Cultural authenticity: Emphasising the importance of presenting First Nations perspectives authentically.

Engaging pedagogies: Showcasing innovative teaching approaches, including the Aboriginal Education pedagogy '8 Ways', to captivate



students and foster a meaningful connection with First Nations literature.

Navigating curriculum changes: Addressing challenges and opportunities presented by curriculum changes, including insights on ACARA v9.0.

Practical applications: Providing tangible resources and lesson plan ideas for seamlessly integrating First Nations voices into English lessons.

Expected outcomes: Educators will gain a deeper understanding of First Nations perspectives, leaving with practical strategies for culturally inclusive and engaging lessons. The workshop contributes to a broader dialogue on creating a more inclusive and respectful educational environment.

Join us for this interactive and enriching session, bringing the diverse voices of First Nations cultures into the heart of English teaching.

Presenters

Bronwyn Cochrane, proud Gamilaraay woman and TIPIAC's founder, boasts 25+ years as a First Nations educator. With a primary teaching background, she aids Australian educators in embedding First Nations perspectives, fostering cultural responsiveness. Featured at conferences like QAMT and NSW state Catholic conference, Bronwyn passionately guides educators towards building inclusive and culturally enriched learning environments.

Deborah Belyea a proud Samuawgadhgal woman, dedicated Torres Strait Islander educator with over 25+ years of experience. Her secondary teaching background shapes culturally inclusive education. A seasoned professional, Deb enriches TIPIAC, fostering understanding and respect for Torres Strait Islander perspectives. Together, they elevate TIPIAC's mission to integrate First Nations knowledge into educational practices.

WORKSHOP 5

Critical success! TTRPGs in the classroom

Abstract

While our curriculum may be changing, our love for telling stories remains the same. The rise of tabletop roleplaying games (TTRPGs) in popular media has given us an opportunity to harness games such as Dungeons and Dragons, The Deep Forest and Powered by the Apocalypse to tap into students' storytelling potential from beyond the classroom. If you are interested in expanding your imaginative units (written, spoken or multimodal), pull up a seat at our gametable and let's dive into the action. This session will include a summary of TTRPGs to support both beginner and veteran gamers, identify where they may fit into existing units of work and provide examples for both complete units and assessment items.

Presenters

Oliver Macpherson and **Thomas Moore** have been teaching for a combined 16 years and running game tables for a combined 10. We're both passionate English teachers and seek to bring the excitement of interactive and collaborative storytelling into our classrooms.

WORKSHOP 6

Year 8 film study of *Hunt for the Wilderpeople*.

Abstract

Do you need an engaging film text for disengaged Year 8s? Then this workshop may be for you. For in it a practical unit of the film *Hunt for the Wilderpeople* will be offered. Students are prompted to consider the visual and stylistic features that invite the audience to adopt positions regarding culture, family, and identity.

A comprehensive resource booklet will be provided outlining: storyboarded key extracts,



links to the *Australian Curriculum V9*, and consideration of different pedagogical approaches - explicit instruction, group presentations, and Thinking Routines.

Presenter

Adam Myers has 25 years of experience teaching Years 7 - 12 English in Queensland and NSW. He has taught at Toowoomba Grammar School, Sydney Church of England Grammar School (Shore), Cranbrook, and Brisbane Boys' College. In NSW, he taught Year 12 English Extension I and II, as well as the Literature course of the International Baccalaureate (IB). He is a past marker of both the QSCT Writing Task, and the HSC English Advanced creative writing module. Currently, he is teaching at St Joseph's College Gregory Terrace, and is a member of the Management Committee of ETAQ.

WORKSHOP 7

Groping towards meaning: Reasoning aloud is difficult, but research and practice shows that it is vital to learning.

Abstract

The benefits of dialogic teaching (combined with Explicit Instruction) are: increased engagement, improved literacy, and improved behaviour. About 4% of teacher talk is about actual learning of content and skills. Did you know that 43% of teacher talk is about organising and managing students? (Anstey, 1993) Conversation amplifies learning by making reasoning visible and social: but dialogic teaching is not dialogue or chat, it's about informative, responsive feedback where the teacher deals with misconceptions and confusion without railroading or spoon feeding. The strange part is that some teachers (and some students) perceive it as spoon feeding, or only for rich schools - this perception is substantiated by research. It depends on school culture.

Lisa started expanding student-led strategies in her classroom in 2016. She has had a high degree of success, with a notable rebellion. A Year 8 class rejected Harvard's *Project Zero Visible Thinking Routines*: they wanted Explicit Instruction, with no talk. So, student reluctance to contribute to learning discussions is an issue. Lisa will draw on a Year 10 multimodal unit where students invented a YouTube channel for a literary review of *My Octopus Teacher*. Participants will workshop responses in groups for the sci-fi classic, *2001: A Space Odyssey*. Using *Multiliteracies and Inquiry: Implications for pedagogy, planning and practice*, by Geoff Bull and Michele Anstey, this workshop will allow teachers to audit their practice of dialogic talk.

Presenter

Lisa Yallamas has been teaching English and Humanities for 10 years.

WORKSHOP 8

Helping students extend and reflect using the IB Learner Portfolio

Abstract

Students studying the Diploma Program as part of the International Baccalaureate are required to submit a Learner Portfolio as part of their course work. This portfolio is a compilation of teacher-directed and student devised reflections on their in-class and independent learning. The portfolio acts as evidence of authentic student work and is another resource for student revision of content and extension. This practical workshop will explore the IB Learner Portfolio and how this can be implemented in both Junior and Senior English courses to assist students in utilising creativity, critical thinking and 21st century skills.

Presenter

June Balfour has been a teacher and leader in state and independent schools for more than

30 years. She is passionate about learning and supporting all teachers on their teaching journey and is an Early Career Teacher Mentor. She teaches IB Language and Literature at Diploma and Middle Years level at QASMT.

WORKSHOP 9

Transitioning to a new EA text: *The Yield*

Abstract

Are you searching for a new external assessment text? My faculty has been preparing for the inevitability of letting go of Macbeth. This presentation will offer guidance and strategies for transitioning to a new text, in particular *The Yield* by Tara June Winch; we will explore the themes, characters, representations, and perspectives of the novel. As *The Yield* is a recent addition to the Queensland prescribed text list, there are few resources readily available for creating a unit of work. This presentation highlights the trials and tribulations of designing a unit from scratch, making it an invaluable resource for those who struggle with this task. Whether you're unsure of what to do next for the external assessment or simply looking for new ideas, this presentation is sure to provide valuable insights and inspiration.

Presenter

Anne Wood is the Head of English at A.B Paterson College, Arundel and the current Vice President of The English Teachers Association of Queensland. Anne is strongly committed to elevating all English teachers' capabilities and advocating for the place of Australian literature within the curriculum. She is currently studying for a Doctor of Education at the Queensland University of Technology.

WORKSHOP 10

Teaching grammar in and out of context: Grammar teaching from the 1950s to the present

Abstract

Attempts at teaching grammar in subject English have not always been completely useful, but there certainly are very useful concepts about grammar to be found in the Language Strand of the *Australian Curriculum: English*, including the latest version, 9.0. The three sub-strands of the Language Strand in Version 9.0 derive from the texts-in-contexts social model of language that has underpinned English syllabus documents in Queensland since the early 1990s.

The workshop will outline what grammar teaching in English used to be like and provide participants with some suggestions about what it should be like today.

The first part of the session title was initially proposed to be *exploring erotic empowerment* but the organisers did not consider that to be entirely appropriate. Nevertheless, that wording from an authentic text will be considered during the workshop to illustrate some points about the history of grammar teaching and its contemporary implementation.

This will be a workshop rather than just a presentation, so be prepared to undertake some tasks - in context of course.

Presenter

Starting in 1969, **Garry Collins** worked in Queensland state high schools (Gladstone and Ferny Grove) for 35 years, mainly as an English department head. During the 1990s, he also had year-long exchanges to schools in the US and Canada. He then spent 8 years as a part-time teacher educator, first at ACU and then at The University of Queensland. A past president of both ETAQ and its affiliated national body, AATE, he is now busily retired but still serves

on the ETAQ Management Committee and regularly participates in professional development activities. He enjoys applying grammar concepts to literary texts.

WORKSHOP 11

Cultivating curiosity: How peeling an apple transformed analysis.

Abstract

As English teachers, we desire our students to develop an appreciation of literature and joy in analysing the creative choices of authors. Analysis, though, is a complex skill. Students can be confounded by the abstract, disorganised in their thinking, and lack confidence in their ideas.

At St Peters Lutheran College Springfield, the recent adoption of visible thinking routines has proven instrumental in empowering teachers to provoke genuine student passion for the creative synthesis of their critical thought. In the classroom, thinking routines act as “tools to prompt and promote thinking, structures that reveal & scaffold thinking, and routines that become patterns of behaviour” (Ritchhart & Church, 202, p. 28).

Through the employment of thinking routines, we’ve found out first-hand just how powerfully students are able to appreciate, enjoy, analyse, and evaluate the richness and power of the English language in all its variations to evoke feelings, form ideas and facilitate interaction with others (ACARA, 2023).

In this session, we will dive into a selection of thinking routines that support quality teaching of analysis in the English classroom. This isn't just theory, we're bringing practical insights supported by research, real examples, and student feedback. Expect interactive demonstration and collaborative exercises, guiding you to integrate these techniques into your pedagogical toolkit.

Presenters

Rachel Partridge, an experienced Middle and Senior years English teacher at St Peters Lutheran College Springfield, is dedicated to cultivating a passion for English in all her students. Actively seeking innovative teaching methods, Rachel enjoys sharing successful techniques she has trialed in her classroom.

Sarah Gunn is Director of Studies and Pedagogy at St Peters Lutheran College Springfield, ACEL Queensland branch executive member, and passionate Literature and English teacher. Sarah is a curious, reflective practitioner who finds great professional fulfilment in collaborating with her peers to discover impactful pedagogical practices.

WORKSHOP 12

Developing student agency in assessment and feedback

Abstract

I'm not sure about you, but I've always struggled with the notion of what feedback should look like over the years. On one hand, we want to make sure that students understand what their strengths and weaknesses are in English. This often leads many of us down the path of copy-editing. On the other hand, we want to make sure that students can identify their own strengths and weaknesses, which can lead to the feeling of the blind leading the blind.

One benefit of version 9.0 is that we can change the way we look at assessment, and by extension, experiment with how we utilise self, peer, and teacher feedback. This workshop aims to explore ways to experiment with both how we can provide more agency to students in the assessment and feedback processes.

Presenter

Jarred Adams is a teacher of the moderately sized humans at Kedron State High School. This year, he has the pleasure of teaching 9-12 English. He has a passion for ensuring students are assessment literate and are leaders in the development and processing of their own feedback.

WORKSHOP 13

English Extension Master Class: Hegel's Master-Slave dialectic.

Abstract

English Extension Master Classes are an opportunity for English teachers to deepen their understanding of literary theory by engaging in the critical reading and discussion of specific concepts or arguments. Each session will focus on a single concept or topic from the field of literary theory and will include consideration of a short reading. Each session will involve some background information regarding the set topic followed by a tutorial-style group discussion.

This session will focus on one of the most misunderstood concepts in the history of Western philosophy: Hegelian dialectics. We will explore this concept by considering the Master-Slave dialectic - the most influential example of dialectical thinking. We will engage in a close reading of excerpts from Hegel's *Phenomenology of Spirit* and review how this concept influenced Marxism, critical theory, psychoanalysis, feminism, and postcolonialism in the 20th century. We will then consider how Hegelian dialectics can be used to develop interpretations of - and interventions into - texts that deal with themes related to power imbalances and oppression.

Presenter

Christopher Boerdam has been a Head of English in Queensland schools for fifteen years and has been teaching English & Literature Extension for just over twenty years. He was

involved in the writing panel for the Literature syllabus and in 2023 was a Lead Endorser (English), Acting Chief Confirmer (Literature), and Lead Marker for External Assessment (English & Literature Extension). He is interested in literary studies, literary theory, and philosophy, and recently completed his PhD studies on Slavoj Žižek's dialectical materialism. Christopher currently works as Head of English Faculty at St Aidan's Anglican Girls School, where he teaches English, Literature, and English & Literature Extension.

WORKSHOP 14

AI forum

Abstract

Does the increasing use of AI encourage you toward digital transformation? Or perhaps you

would urge caution and consideration of digital 'degrowth'? In this forum on AI, we will explore both sides of the coin, share our tips and perspectives, and collect your current views to feed back to ETAQ. If artificial text generation and teacher-bots are to be part of the imminent education landscape, what might English teachers do in 2024 to further prepare for and engage AI technologies?

Presenters

Jeffrey Lewis and **Dr Kelli McGraw**, are practising teachers, curriculum leaders and researchers in secondary English teaching, who are past or present members of the ETAQ Management Committee. They are both interested in the implications of emerging technology on our profession, and optimistic about the ways this might influence a teacher's practice.

We will be filming...

Some presentations during the day will be filmed for uploading to the members only area of the website and images of some attendees may be captured in the process.

Images of individuals and groups may also be captured at registration and at morning tea for posting on our website or on social media.

If you want your image NOT to be captured, let us know when you register.