



The English Teachers
Association of Queensland Inc.

Providing professional support
and advocacy for English teachers

State Conference

JOURNEYS OF JOY AND JUSTICE



LOURDES HILL COLLEGE

Saturday 17th August, 2024

etaq.org.au

Journeys of Joy and Justice

This conference aims to provide a platform for teachers to share, discuss and ignite inspiration within the endlessly changing landscape of English curriculum and learning. The conference will focus on how texts, teachers and learning experiences can bring both joy and justice to all students, every day.

Conference Schedule

Time	Activity	Room
8:00	Registration	Bernadette Centre
8:45 – 10:30	Welcome – Anne Wood, ETAQ President Presentation of Botsman Award Keynote 1 – Prof. Mary Lou Rasmussen	Polding Theatre (Bernadette Centre)
10:30 – 11:00	Morning tea, informal networking and perusal of resources	Balcony
11:00 – 12:00	Workshops Session 1	Various
12:10 – 1:10	Workshops Session 2	Various
1:10 – 1:55	Lunch, informal networking and perusal of resources Book signing with Anna Funder	Balcony
2:05 – 3:30	Keynote 2 – Anna Funder	Polding Theatre (Bernadette Centre)
3:40 – 4:40	Workshops Session 3	Various

This activity constitutes 7.00 hours of Continuing Professional Development (CPD)

ETAQ will be filming several of the presentations during the day for uploading to the members only area of the website and images of some attendees may be captured in the process. If you want your image NOT to be captured, let us know when you register.

2024 Peter Botsman Award

May Christiansen

in school category



May Christiansen is the current Head of Department of English at Palm Beach Currumbin High School. She is one of the longest-serving faculty leaders for English on the Gold Coast, showcasing enduring leadership qualities. May has shown exemplary dedication to her students, the schools she has worked at, her colleagues and the art of teaching English

during her career, with over four decades of service to the South Coast region. May started her teaching career in 1977 and has taught at Bundaberg State High School, Southport State High School, Cairns district schools, Merrimac and Palm Beach Currumbin State High Schools and she was an inaugural staff member of Nerang State High,

May's commitment to the benefits of social moderation for improving English teachers' knowledge and skills and thereby increasing student outcomes, is inspiring. As a Panel Member for the Queensland Studies Authority and as a QCCA, Endorser and Confirmer she has played a pivotal role in shaping English teaching in Queensland. In addition, she continually encourages her own staff and English teachers from other schools to participate in ETAQ, QCAA and State Education events, fostering continuous learning.

May's career has been hallmarked by her facilitation of Inter-school engagement on the Gold Coast. She has established weekly professional learning groups to support teachers from State Education, Catholic Education, and the Independent sector to address curriculum challenges and support syllabus implementation over the past two decades, including the implementation of the QSA English Extension syllabus, the QSA English syllabus 2010, and the implementation of the General English and General Literature syllabus 2019. Her inter-school dedication extended to supporting students' academic endeavours. For instance, she organized weekly visits for Extension English students to attend other Gold Coast State and Private schools so they could access the new curriculum.

May has nurtured countless staff members in their development as English teachers and enabled many to progress into Head of Department and other leadership roles.

May does all this with humility and grace, making her a worthy recipient of the Peter Botsman Award.

Keynote 1 – Queer Public Pedagogies: Educating the Nation about Gender and Sexualities

Professor Mary Lou Rasmussen

Australian National University



Abstract

We frequently see coverage of many events and issues related to gender and sexualities in the Australian media and online. Through protests related to drag queens reading to children in public libraries, alongside banning of books on same sex parenting. From the queer utopia that

was the FIFA World Cup coverage through the Australian Bureau of Statistics mea culpa on the way in which they count LGBTIQ+ people in the Australian Census. A pattern of discrimination and exclusion related to gender and sexuality is gaining momentum globally. What are the implications of these conflicting public pedagogies for educating the nation about gender and sexualities? What lessons might Australia take away from these conflicting pedagogies? How might these be shaped by researchers and activists in education?

Presenter

Mary Lou Rasmussen is Professor, Research School of Social Sciences, The Australian National University. Their research focuses on building transdisciplinary understandings of reproduction, sexuality, and gender across diverse life worlds. Rasmussen is associate editor of the journal *Sex Education*. She/they is co-editor, with Louisa Allen, of the Palgrave *Handbook of Sexuality Education* and the *Encyclopedia of Sexuality Education* (Palgrave) and has co/authored/edited *Reproduction, Kin and Climate Crisis: Making Bushfire Babies* (Bristol, 2023); *Queer Generations: sexual citizenship and LGBTQ youth in Australia* (forthcoming, Bloomsbury); *Faiths, Freedoms and Futures: Teenage Australians on Religion, Sexuality and Diversity* (2021) Bloomsbury; *Progressive Sexuality Education: The Conceits of Secularism*, (2016) Routledge, and *Becoming Subjects: A Study of Sexualities and Secondary Schooling*, (2006) Routledge. They are currently a co-investigator on an Australian Research Council Discovery Grant researching 'Locating LGBTIQ+ youth in the Archive: Telling new stories for belonging'.

Keynote 2 – Anna Funder in conversation

Anna Funder

Acclaimed Australian Author



A Conversation with Anna Funder: Exploring journeys of joy and justice

Join us in a dialogue with acclaimed Australian author Anna Funder. Hosted by ETAQ Vice-President Julie Arnold, we will talk about *Stasiland*, which features on the QCAA Prescribed Text List for English. But we won't be able resist asking about *All That I Am* and the beautiful genre-bending memoir: *Wifedom*. Anna Funder's unique perspective on storytelling, language, and historical context will inspire our exploration of the conference theme: Journeys of joy and justice. Be part of this literary conversation—share your

own questions on social media and don't miss the chance to engage with an author whose contribution to Australian culture is remarkable.

Presenter

Anna Funder is one of Australia's most acclaimed and awarded writers. Her books *Stasiland* and *All that I am* are prize-winning international bestsellers, translated into many languages. *Wifedom*, hailed as a 'masterpiece', has been chosen as a Notable Book of 2023 by the New York Times and a Book of the Year by The Times, The Economist, the Financial Times, the Daily Telegraph and The Telegraph. Anna's novella *The Girl with the Dogs* reimagines love in the age of the tracking device.

Social Media

ETAQ's handle on Instagram and Twitter is @ETAQLD

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

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).

follow us! 

Registration and Workshop information

Key Dates

Early Bird Registration opens Monday 17 June

Early Bird Registration closes Wednesday 31 July

Registration CLOSES Wednesday 7 August

Conditions of registration

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 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.
3. **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 31 July 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 1 August to 12 August, you will receive a refund of the face-to-face component of your registration fee and be transferred to online registration.
 - c. From 13 August no refund is possible.

Workshop selections.

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

You are asked to choose two **different** workshops for each session. As there are 16/16/17 options for each workshop session, please read the options carefully before registering. Workshops in session 3 are all a repeat of offerings in session 1 or 2. Therefore descriptions have not been repeated.

Online Participation

To cater for our rural and regional members who are not able to be with us for this important event the Keynote addresses, Botsman presentation, and one workshop in each session will be livestreamed. A second workshop will be recorded and made available to teachers signing up for online attendance. You will be able to access the conference on your device at any time and wherever you are. We hope you can join us.

follow us!    

Session 1: Workshops 11:00 – 12:00

No	Title	Presenter
1A	Relationships really are everything: Relational pedagogy and the English classroom.	Stew Riddle
1B	No resources? No problem! Using online collaboration to teach Clare Coleman's <i>Terra Nullius</i> ,	Leisha Bradshaw
1C	The Sustainable English teacher	Melissa Kennedy
1D	AI in Oral Presentations	Adrian Pauley and Kevin Ryan
1E	Marrying grammar and poetry	Garry Collins
1F	The danger of a single story	Tara Towns
1G	Dancing about architecture: The secrets of truly creative teaching	Phil Beadle
1H	Poetry strategies that work!	Anne Wood
1I	Journeys of Justice - Novel study for social justice	Hakea Hustler
1J	Unlocking Powerful Interactions: A Case Study in Social Learning	Jasmine Knox
1K	Values and Videogames: A critical interpretive appreciation	Nathan Lowien
1L	'Prepare for mirth': Finding joy in Shakespeare.	Aidan Coleman
1M	Treasured thinking	Adele Sretenovic
1N	Craving creativity	Belinda Perry
1O	Less really is more: Accessible English assessment & pedagogy	Matthew Pickersgill, Anne Camiller, Louise Habermehl, Kathy McKenna, Adrian Hays
1P	Bringing the words of Shakespeare to life,	Andrew Snee

Workshop 1A

Relationships really are everything. Relational pedagogy and the English classroom

Abstract

Education is, at its heart, a relational activity, which brings together teachers, students and knowledge through shared curriculum work. Despite the centrality of the educational relation to teaching and learning, it has been washed out of contemporary schooling policy

and practice, in favour of standardised (dare one say joyless?) approaches to curriculum, pedagogy and assessment, which devalue the rich diversity of experiences that young people and their teachers bring to the classroom encounter. This presentation draws on research undertaken with Queensland secondary teachers on relational pedagogy, with an emphasis on how centring the educational relation can open up possibilities for joy and justice in the English classroom. The session includes the sharing of theoretical and empirical research findings, as well as implications for practical strategies that are relevant for all teachers.

Presenter

Stewart Riddle is a Professor (Curriculum and Pedagogy) in the School of Education at the University of Southern Queensland. His research examines the democratisation of schooling systems, increasing access and equity in education and how schooling can respond to critical social issues in complex contemporary times. He has published extensively on educational disadvantage and the connections between equity and access to quality educational outcomes for young Australians. Prior to joining academia, Stewart taught high school English in Queensland schools for eight years.

Workshop 1B

No resources? No problem! Using online collaboration to teach *Terra Nullius* (Claire G Coleman)

Abstract

Teachers are bombarded with products. Even though we are people who have undertaken years of study and continual professional development - there is the persistent idea that we need outside resources to teach a text. And this simply is not true. Actually, teaching a text where there is not a plethora of resources is liberating for the teacher and the student. Being free of other people's opinions and interpretations also refocused our attention on the simple joy of analysing and jointly experiencing the text. My presentation will show how we used online collaboration to analyse *Terra Nullius* for a year 11 Analytical response exam.

Presenter:

Leisha Bradshaw is Dean of English at Redlands College, Wellington Point. Leisha's passion in teaching is to challenge students and provoke them in terms of their thinking. She believes that our students need to be problem solvers and therefore need to be critical and independent thinkers. Leisha also wants them to enjoy and experience the vast array of thoughts and ideas and experiences that literature affords them.

Workshop 1C

The sustainable English teacher

Abstract

Time, energy and enthusiasm are three natural resources that must be protected for you to feel the joy of English teaching. Your work-life can feel like a constant juggle of writing programs, teaching, counselling, mediating, attending meetings, marking, creating resources, data analysis, professional learning and administration. What you can do is navigate these demands in sustainable ways which enable you to give your best. You can shape your teaching life with strategies that set boundaries, establish clear and consistent processes, use distributed expertise, avoid duplication of effort and help you to maintain focus on your students and their learning. This workshop is about sharing ideas and strategies for sustainable English teaching to feed our passion and joy for learning and teaching.

Presenter

Melissa Kennedy is the Head of English at Edmund Rice College in Wollongong, NSW. She is a sessional lecturer at University of Canberra in their online Master of Educational Leadership. She is enthusiastic about sustainable teaching practices, sharing her ideas and strategies in her new book *The Sustainable Teacher* (Amba Press, 2023). Melissa has presented at state, national and international conferences on topics as diverse as *How is Poetry like Coding?* and *Sustainable English Teaching*. Her research includes a Churchill Fellowship, NSW Premier's English Scholarship, and a Boise State Writing Project Fellowship.

Workshop 1D

AI in Oral Presentations

Abstract

While students use of chatbots in English has been an issue ever since they became available, their use in oral presentations often gives reason for concern.

When we recently asked a group of Year 10 students if you had to present an oral, how many would just feed the criteria into Chat GPT and deliver what it produces? Nearly half admitted they would.

As any English teacher knows, the oral presentation presents a greater challenge to some students than any other task.

Students' over-reliance on AI in oral presentations is more problematic than in written work because it actually makes their task harder; but trying to stop them is futile.

This session will start with the following assumptions:

- The unique nature of the oral presentation which requires a different written style and often involves performance anxiety means that the temptation to rely on AI will be irresistible.
- If used correctly, AI can significantly reduce their research time and, possibly, assist their practice.
- It will offer practical suggestions on how to have students positively use AI in oral presentations.

Presenters

Kevin Ryan and **Adrian Pauley** have over 30 years' experience teaching students the skills and techniques for successful oral presentations. They have distilled this experience into strategies that can be used in the classroom - by any teacher. They have co-authored the following resources: *Teaching the Oral in Senior English*, *Teaching the Oral in Essential English*, *Teaching the Persuasive Oral*, *Seven Deadly Slides* and *Speech Written What Now?*

Workshop 1E

Marrying grammar and poetry

Abstract:

I might be stretching the envelope on relevance to the conference theme, but marriages are supposed to be journeys of joy, and this workshop aims to explore the marriage of grammar and poetry. As to justice, in a just world, school students would learn

enough grammar to have a firm grasp of how the language works. And I would also argue that this helps develop both literacy and critical thinking skills.

The Language Strand of the Australian Curriculum: English contains useful concepts about grammar that go beyond a focus on correctness and adherence to rules. A more productive notion about grammar is to see it as a box of tools rather than just a set of rules. Texts could always have been worded otherwise and the choices made from the potential presented by the grammar system will construct particular sorts of meanings.

There was a time when grammar and poetry were seen as quite separate components of the school English program but this need not, and IMO should not, be the case. With the author's permission, this workshop will interactively engage attendees in a guided analysis of the grammatical patterns deployed in a poem by Kirli Saunders entitled *New Chapter*, which was used to partly express the theme of this year's national conference.

This session could be a new chapter in your understanding of grammar. A version of this workshop will have been previously presented at this year's AATE-ALEA national conference in Adelaide in early July.

Presenter

A self-confessed grammar tragic, **Garry Collins** taught English for 35 years, mainly in Queensland state high schools but also during two, year-long exchanges in the USA and Canada, and then spent 8 years as a part-time teacher educator at ACU and The University of Queensland. A former president of both ETAQ and AATE, he is now busily retired but maintains an interest in things English. He enjoys assisting teachers to appreciate the useful grammar in the Language Strand of the Australian Curriculum: English and how it can be taught in conjunction with the classroom consideration of literary texts.

Workshop 1F

The danger of a single story

Abstract:

The topic of the inclusion of authentic representation, the importance of amplifying diverse voices and the need to provide a platform for all stories to be shared has become an important one in literature. In her speech, *The Danger of a Single Story*, Chimamanda Ngozi Adichie discusses the ramifications she faced as an avid reader and aspiring writer, who only had access to stories about white characters. This powerful speech became the underpinning inspiration for the development of a grade 10 literature unit titled: *Marginalised Voices in Literature*. In this one-hour workshop, participants will explore how students can consider the way diverse representation in literature can empower underrepresented voices, enrich literary landscapes and build empathy for the experiences of marginalised groups through the analysis of *Tomorrow is too Far* (Adichie, 2006), *CODA* (Heder, 2021) and *Heartstopper* (Lyn & Newbery, 2022). The workshop will also walk participants through the engaging task that accompanies this unit, which allows students to choose their own text, allows teachers to assess the interacting with others achievement standard component (ACARA V.9) and furthers the conversation about marginalised voices in literature.

Presenter:

Tara Towns holds a Bachelor of Arts (Creative Writing) and has spent the first thirteen years of her career devoted to inspiring young minds to write passionately and read widely in order to hone their craft. In her role as English; Literature; and English and Literature Extension teacher at Toowoomba State High School, Tara, in consultation with her HOD, Kriss Menzies, has developed and written the three-year Literature program that has been running successfully since 2018 (first grade 10 cohort). Tara is also a confirmer and endorser for Literature and an external marker for English and Literature Extension.

Workshop 1G

Dancing about architecture: The secrets of truly creative teaching

Abstract:

This session has been developed from Phil's controversial, worst selling book of the same name. It examines an approach to teaching and learning that throws out the rulebook and attempts to create the kind of classroom environment that any child might want to inhabit. It looks at using the arts as methods of pedagogy and utilizing tenets from surrealism to create exciting learning experiences. This approach is a distance away from current orthodoxies and is the ideal palette cleanser for teachers or teams who feel that research based, and traditional methods are actually adding very little to the students experience of school.

Presenter

Phil Beadle is an award-winning English teacher, an award winning (former) broadcaster, an education consultant, teacher trainer, public speaker, author and broadsheet education columnist. Phil has a long history of delivering transformational English results in schools in challenging circumstances. Schools and academies he's worked in have been the most improved school in the country (in the year when he worked there), had the highest contextual value-added score in London and been the most improved school/academy in their borough time and time again.

Workshop 1H

Poetry strategies that work!

Abstract:

Do you feel apprehensive about teaching poetry? You are not alone! Teacher knowledge and attitudes to the genre of poetry have been linked to the success and failure of poetry teaching. This practical workshop will increase your confidence in poetry and introduce a fresh approach to teaching and encouraging student creativity. Using evidence-based research, Anne has created a simple poetry analysis framework appropriate for use in Middle and Senior Secondary school classrooms. You will learn strategies for creating activities, units of work and

assessments that can lead your students to a poetic heart rather than away from it.

Presenter:

Anne Wood has over 20 years of experience as an English teacher. She is the Head of English at A.B Paterson College, Arundel and the current 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 1I

Journeys of justice: Novel study for social justice

Abstract

In this workshop, Carl and Hakea explore First Nations social justice issues through the use of *Tracks of the Missing* a YA suspense novel for grades 8-10. This text raises many of the challenges, vulnerabilities but also opportunities and strengths that remote outback young people face. In this workshop, the presenters will model engaging hands-on ways to engage with challenging topics. Strategies in this workshop will also be useful to study of other texts.

Presenters

Carl Merrison is a Jaru/Gija Aboriginal Education Officer (AEO) from Halls Creek in the Kimberley with over 20 years' experience in the education system. **Hakea Hustler** is an experienced rural and remote English teacher. Both are published, award-winning authors: *My Deadly Boots*, *Backyard Footy*, *Backyard Tennis*, *Kimberley Kickers: Jy goes for gold*, *Black Cockatoo*, *Dirrarn and Tracks of the Missing*. They run 'The Remote Teacher' (blog, website, podcast), and Facebook Group 'Teachers in Remote Communities (Past, Present, Future)' as remote outback education advocates.

Workshop 1J

Unlocking powerful interactions: A case study in social learning.

Abstract:

With a history reaching back over 60,000 years, Indigenous Australian people were this country's very first storytellers.

Weaving First Nations perspectives into our learning curricula is one of the easiest, most effective ways English teachers can provide their students with a holistic understanding of the narrative tapestry that underpins Australia's social and cultural history.

In this workshop designed for teachers of Year 9 English, you'll explore how a folio of engaging tasks and media analysis can empower your students to build the crucial knowledge and skills they need to flourish as communicators and conscientious citizens.

This workshop offers:

- a step-by-step approach to Jasmine's innovative framework, applicable to Years 7 to 10 with a built-in skill progression
- an opportunity to spark ideas for incorporating interaction skills development into your own curriculum
- the chance to leave inspired with practical takeaways you can implement in your classroom next week!

This workshop is for educators who want to:

- foster stronger student interaction and communication skills
- integrate social justice themes seamlessly into their curriculum
- create engaging learning experiences that make a lasting impact.

Presenter

Jasmine Knox is an experienced English and Humanities teacher. She is always looking for innovative and engaging ways to align units to ACARA and QCAA requirements to help students achieve their best. She also has a strong sense of social justice and wants students to leave her class better than when they entered.

Workshop 1K

Values and Videogames: A critical interpretive appreciation

Abstract:

Videogames are popular forms of digital entertainment. Despite their ubiquity, concerns are expressed in the popular press and research literature about the values portrayed in videogames traditionally designed for male audiences, such as action-adventure games. Given the Australian Curriculum: English advocates the teaching of digital multimodal texts, the concerns about the represented values in these games and their use in school learning contexts are problematic for teachers. This presentation addresses this problem by describing a 10-week English Curriculum Plan implemented in two year 10 English classrooms using the action-adventure videogame *Batman Arkham Asylum*. The curriculum plan focused on explicitly teaching functional grammar resources of attitudinal language and accompanying visual evaluative meaning, point of view and gameplay elements. Findings from the case study revealed how students drew on the taught grammar resources to demonstrate their learning of how to critically interpret and transform a scene from *Arkham Asylum* to represent characters with mental illness more positively. Curriculum, pedagogy and assessment implications will be discussed concerning how teachers use videogames to support students to critically interpret and appreciate the values portrayed in videogames.

Presenter:

Nathan Lowien is a lecturer in English Curriculum and Pedagogy at the University of Southern Queensland. Nathan is interested in literacy education, multimodality and educational semiotics. His research investigates how digital texts convey values by communicating evaluative meanings. In 2023, Nathan was recognised as an ALEA Associate Fellow. He received an Excellence in Doctoral Research award for the highest possible results for a Higher Degree by Research thesis examination for the University of Southern Queensland. Before becoming an academic, Nathan worked in various teaching roles in Queensland and the Australian Capital Territory.

Workshop 1L

'Prepare for mirth': Finding joy in Shakespeare

Abstract:

The teaching of Shakespeare can be a joyous experience for both the student and teacher but too often it makes both parties miserable. The canonical weight of Shakespeare can be oppressive. His language can, at times, seem difficult, vague, verbose or beside-the-point, and his plots can seem unnecessarily complicated. In this workshop, which will also function as an introduction to the teaching of Shakespeare, we explore the pitfalls to avoid, and the teaching strategies most likely to bring pleasure. Drawing on classroom experience, this workshop will advocate an approach to teaching which involves creative engagement and a sense of fun.

Presenter:

Aidan Coleman is a Senior Lecturer in English Education and Creative Writing at Southern Cross University. He is the author of three books of poetry and the co-author of a series of Shakespeare textbooks (Insight). Aidan has received a NEiTA Excellence in teaching award and he has taught Shakespeare at a secondary and tertiary level for 25 years.

Workshop 1M

Treasured thinking

Abstract:

Embarking on a journey to encourage thinking in my classroom, the Project Zero thinking routines became my map and lifeline. In this workshop, I will share my odyssey of integrating these routines in my English classes and how I have seen my students thriving in uncharted waters as they develop their critical thinking skills. While it has at times felt like a journey through the wilderness, these routines have built their confidence to share and take risks as they engage more deeply with texts and writing. By the end, you'll have your own map of the Visible Thinking framework, a quiver full of innovative teaching strategies, and tales of triumph (and sorrow) to inspire your own journey for the illustrious

treasure of harnessing student thinking within the classroom.

Presenter:

Adele Sretenovic is the Curriculum Leader of English and Languages at St Saviours College, Toowoomba and has had a teaching career that spans nearly a decade and a half. She unites her passion for literature and pedagogy as she has just completed the Harvard Project Zero course.

Workshop 1N

Craving creativity

Abstract:

In a time when creativity - like other social norms - is slowly dying, it has never been more critical to foster the art of injecting creativity into the curriculum. In this workshop - *Craving Creativity*, teachers will learn the art of implementing creative techniques in their lessons through hands-on techniques and intriguingly interactive activities. Having only taught this workshop to REAL Year 8 students very recently, the evidence is valid and speaks for itself. Using *The Hunger Games*, by Suzanne Collins, teachers will encourage students to "crave creativity" and be able to use it in a natural and free-flowing way in their everyday English writing and speaking adventures.

Presenter:

After her appearance at ETAQ's State Conference in 2023, **Belinda Perry** is back to share more ideas for incorporating creativity into the classroom. Using world-wide smash hit phenomenon *The Hunger Games*, she will take teachers into the hands-on world of creative writing, using techniques that literally ignite imagination, the five senses and human emotions that were once uncharted. After nearly 25 years, Belinda has a wealth of knowledge and techniques up her sleeve and ready to go - just ask. This creative task was so successful that it is destined to be filmed as inspiration for upcoming graduate teachers embarking on future careers.

Workshop 1O

Less really is more: Accessible English assessment & pedagogy

Abstract:

This workshop will provide strategies to improve English assessment accessibility across year levels. When assessment tasks are rewritten with accessibility as the first and last priority, research has proven that student learning outcomes improve significantly. Participants in the workshop will hear about ways to revise tasks to prioritise linguistic, procedural, visual and developmental accessibility. They will leave the session with strategies that make English tasks better for students and teachers, reducing extraneous cognitive load and focusing on what matters. The workshop will also link to pedagogy in the classroom, by showing how the Steps for Success and Assessment for Learning strategies can create tight feedback loops that improve student understanding and even help alleviate teacher workload. The team of presenters comes with a wealth of strategies and tips from over 5 years of work in this area.

Presenters:

The presenting team from Kedron, MacGregor and Benowa State High Schools worked with QUT on an Accessible Assessment Research Project (2019-2023). This team has first-hand experience about how much a focus on accessibility can improve English teaching and learning. Each school has worked on school-wide rollouts that further implement the findings of the accessibility research. The presenting team:

- Kedron SHS: **Anne Camiller** (Deputy Principal, Student Enhancement & Support) and **Louise Habermehl** (HOD English)
- MacGregor SHS: **Kathy McKenna** (HOD English)
- Benowa SHS: **Matt Pickersgill** (HOD English & Accessibility) and **Adrian Hays** (HOD English & Enrichment).

Workshop 1P

Bringing the words of Shakespeare to life.

Abstract

The works of William Shakespeare are still very relevant in our English classrooms today. But how do we breathe life into the key scenes and get students up from behind their desks to interact with the words and really engage with what they're reading? With inspiration from the learnings at this year's National Teacher Mentorship program at Bell Shakespeare in Sydney, this workshop is for any teacher who wishes to incorporate active learning in their classroom, regardless of the text choice. You will develop your confidence to utilise a

number of practical and kinesthetic strategies which reinforce the theoretical study of the complex text which underpins your unit. Be prepared to be out of your seat and working with like-minded professionals who want to bring a little bit of theatre into the classroom!

Presenter

With 25 years of teaching experience in a number of learning areas, **Andrew Snee** is an English curriculum leader and teacher of English, Literature and English & Literature Extension. He was fortunate to be accepted into this year's Bell Shakespeare National Teacher Mentorship program and is eager to share some of the 'gold' unearthed during this wonderful professional development experience.

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Session 2 Workshops: 12:10 – 1:10

No	Title	Presenter
2A	Unlocking the power of the Language strand	Dr Lindsay Williams & Garry Collins
2B	English Extension master class: Žižek's Sublime Object of Ideology	Christopher Boerdam
2C	Discerning Analysis – How do I do that? Tips and tricks for teaching the Analytical genre	Cath Fergusson
2D	Less really is more: Accessible English assessment and pedagogy	Matthew Pickersgill Anne Camiller, Louise Habermehl, Kathy McKenna, Adrian Hays
2E	Bringing the words of Shakespeare to life	Andrew Snee
2F	Queering the Queensland senior English/EAL prescribed text list	Dr Kelli McGraw & A/Prof Lisa van Leent
2G	Enhancing writing using AI image generation: applications with ChatGPT 4o, Adobe Firefly and Canva Image Generators in English classrooms	Victoria Snell
2H	Unlocking creativity: Harnessing AI to enhance creative writing	Teagan Dare
2I	Curriculum connections with the State Library, Natasha Ratajczek	Natasha Ratajczek
2J	Finding joy in Shakespeare's justice	Katie Gentle
2K	Joyous First Nations picture book study	Hakea Hustler
2L	AI in oral presentations	Adrian Pauley & Kevin Ryan
2M	'Prepare for mirth': Finding joy in Shakespeare	Aidan Coleman
2N	Back to the future: Teaching short stories in Years 8 and 9	Debby Martens
2O	No resources? No problem! Using online collaboration to teach <i>Terra Nullius</i> (Claire G Coleman)	Leisha Bradshaw
2P	The danger of a single story	Tara Towns

Workshop 2A

Unlocking the power of the Language strand

Abstract

What is the model of language in the Australian Curriculum: English? How can it support students to read complex texts and write in a variety of forms?

These questions are explored in the new AATE and ETAQ resource for teachers, *Implementing language knowledge in the Australian Curriculum*. In this workshop, we will unpack the context-text model and show how it is represented in the curriculum. Then, we will exemplify its power to support students in the analysis of a complex text, specifically a classic poem that can be used as a springboard for writing. Participants will walk away with a deeper knowledge of language and how texts work, as well as practical strategies they can use in the classroom.

This workshop is especially relevant for teachers of students in Years 7-10, but also has relevance for senior pathways in English and literacy.

Presenters

Dr Lindsay Williams was an educator for 40 years, working as an English teacher and Head of Department, consultant, resource developer and author. While working for the Queensland Curriculum and Assessment Authority, during the review of the *Australian Curriculum: English* was a state representative on the Curriculum Review Group. He is a past president of ETAQ and wrote a chapter for AATE's *The Artful English Teacher*.

Prior to retirement, **Garry Collins** was an English department head in Queensland state high schools for 30 years. He also had two, separate, year-long exchanges to schools in the US and Canada, and was, for nearly a decade, a part-time teacher educator. A past president of both ETAQ and AATE, he regularly presents conference workshops on the teaching of useful grammar in the context of classroom work with literary texts.

Workshop 2B

English Extension Master Class: Žižek's Sublime Object of Ideology

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 Žižek's concept of the sublime object of ideology. We will unpack this concept, exploring its origins in German Idealism, Marxism, and Lacanian Psychoanalysis, and engage in a close reading of some excerpts from Žižek's book *The Sublime Object of Ideology*. In our group discussion, we will consider some different real-world examples of this concept, and how it

can be used by students in developing responses to the IA2, IA3 and EA in English Extension.

Presenter

Christopher Boerdam has been a Head of English in Queensland schools for sixteen years and has been teaching English & Literature Extension for over twenty years. He is currently a Lead Endorser (English), Lead 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 Learning Area Leader for English at St Aidan's Anglican Girls School, where he teaches English, Literature, and English & Literature Extension.

Workshop 2C

Discerning Analysis - How do I do that? Tips and tricks for teaching the Analytical genre

Abstract:

In English, students are required to examine how texts are constructed and how audiences are positioned - this requires analysis. This skill, however, can be difficult to master; it can also be difficult to teach. This workshop offers lessons, tips, and tricks to help students write insightful analysis that successfully interrogates the text studied. By the end of the workshop, attendees should feel more confident teaching the skill of analysis and have some practical ideas and resources for helping students from Year 7 to Year 12 master the genre.

Presenter

Cath Fergusson is an experienced senior English teacher and currently Head of Faculty at Lourdes Hill College. Her teaching career began in the early 90s in the South Australian steel town of Whyalla and has since taken her to schools across three Australian states and overseas where she worked in various schools in Glasgow and Belfast. She is happy to now call Brisbane home.

Workshop 2D

Repeat of 1O

Workshop 2E

Repeat of 1P

Workshop 2F

Queering the Queensland senior English/EAL prescribed text list

Abstract

Prescribed text lists contain varied representations of what counts as notable and important enough to be worthy of recommendation for use with young adult learners. In this presentation we share our recently completed analysis of the Prescribed text list: English/EAL that is used with QCAA senior syllabuses. Using queer understandings about the normalisation of cisgender and heterosexuality, this analysis of prescribed texts focusses on representations of queer subjectivities in texts listed for the External Assessment Examination.

In our previous scholarly paper on this topic, we addressed the onus of responsibility for creators of authorised text lists to take issue with the persistence of heteronormativity in Australian Curriculum resources, by listing texts that represent diverse sexualities. In this research we turn our attention to hetero-cisgender-normativity and explore the challenges faced by teachers, schools, and curriculum authorities in processes of text selection in Queensland. We hope to inspire teachers to use queer texts in their English classrooms with our findings and recommendations for possible new texts. By using texts that represent a range of sexualities and genders beyond binary genders, English classrooms can provide learning opportunities that are more equitable and just.

Presenters

Dr Kelli McGraw is a senior lecturer at QUT and a part-time secondary English teacher. Kelli specialises in curriculum and assessment, project-based learning, multiliteracies, digital learning and poetry education. She is the Editor of the AATE scholarly journal *Australian Journal of English Education* (previously titled *English in Australia*).

Associate Professor Lisa van Leent is an academic at QUT. Their research interests concern social justice in education with a focus on teachers' pedagogical practices, genders and sexualities, teacher attraction and retention, the purpose of schooling. Lisa has extensive experience as a primary classroom teacher and educator.

Workshop 2G

Enhancing writing using AI image generation: applications with ChatGPT 4o, Adobe Firefly and Canva Image Generators in English classrooms

Abstract

AI is rapidly advancing, with image and film creation emerging as a notable area of development. AI image generation stands out as a particularly powerful tool for fostering students' creativity and writing skills.

This presentation will explore the practical application of AI image generation in developing students' writing skills within Queensland Schools. The session will cover:

1. Fundamentals of AI image generation and its purpose in the classroom
2. How to use ChatGPT4o, Adobe Firefly and Canva AI image generation
3. Examples of student writing enhanced by AI image generation
4. Purposeful strategies for applying AI image generation to specific writing tasks

By the end of this presentation, educators will be equipped with the necessary knowledge to implement AI-image generation tasks which not only boost creativity but also add artistic flair and emotional depth to student writing.

Presenter:

Victoria Snell, the Deputy head of English at BBC, and founder of *Snelly's Innovation Lab* is

an enthusiastic educator and a passionate advocate for innovative educational practices. Dedicated to enhancing the learning experiences in writing for students, she eagerly explores pedagogies which purposefully and seamlessly integrate technology into the classroom. Victoria is excited to share her insights and the practical applications of AI image generation in the classroom at the ETAQ conference, aiming to empower other educators with tools which spark a passion for writing among students.

Workshop 2H

Unlocking creativity: Harnessing AI to enhance creative writing

Abstract

Explore the dynamic fusion of AI and creative writing in this session to discover how AI can serve as a creative partner for students, enhancing their process and broadening their storytelling capabilities. Tailored to meet Version 9 of the Australian Curriculum's emphasis on creating multimodal texts, this session will give practical insights into AI-powered tools and platforms designed to assist in refining prose, crafting compelling narratives, and adding multimodal elements.

We'll explore how using AI can help reimagine and reinterpret base texts such as Markus Zusak's *The Book Thief* and William Golding's *Lord of the Flies* in Year 9 and 10 units on unconventional narratives and power. Through unlocking the transformative power of AI, students are able to push the boundaries of their writing and craft captivating narratives that resonate in today's digital landscape.

Presenter

Teagan Dare is the Head of English and Languages at The Lakes College. She has a Master in Education (Leadership and Management) and is passionate about exploring the intersection of technology and creativity in education and creating critical and creative thinkers.

Workshop 2I

Curriculum connections with the State Library

Abstract

Join Natasha from the State Library of Queensland for an insightful exploration of the diverse online and in-person learning opportunities available to you and your students. Delve into State Library's extensive collections and educational resources crafted to bolster the Australian Curriculum, with Queensland perspectives and learn more about their new innovative Virtual Veterans AI chatbot, providing students and history enthusiasts an immersive gateway to the vast array of World War I resources from the State Library of Queensland, Trove (Queensland digitised newspapers), and the Australian War Memorial.

Presenter

With a wealth of experience as a former high school English and History teacher, **Natasha Ratajczek** has dedicated over a decade working at the State Library of Queensland in the delivery of programs for children and families. As a passionate advocate for education and literacy, she is now leading the charge in coordinating the delivery of both online and onsite engaging and dynamic schools' engagement opportunities for teachers and students across Queensland — and encouraging the incorporation of Queensland stories to classroom learning!

Workshop 2J

Finding joy in Shakespeare's justice

Abstract

Come and discover the many shades and colours of working with a Shakespearean text despite the sometimes-tragic plots and dubious conclusions. Whether wrestling through analysis for the EA or building reimagined responses, the Bard's characters have so much to offer but how can you capitalise on your students' creativity without getting swallowed up by thees and thous? Explore Shake & Stir Theatre Co's creative approaches to engaging students in the

complexity of these classics with adaptable activities for your teaching context.

Presenter

Katie Gentle is the Education Manager for Shake & Stir Theatre Co, with a decade of experience as a Senior Drama and English teacher. She works across the company including In-School Shows, Mainstage, Remote & Regional touring and producing the annual Qld Youth Shakespeare Festival. Katie has experience as a QCAA Confirmer and External Marker and works to establish the connections between Shake & Stir's program and the curriculum. Shake & Stir specialise in re-contextualising classic work, producing an annual season of in-school productions, including 50-minute Shakespeare adaptations and issue-based plays, as well as main stage productions and workshops.

Workshop 2K

Joyous First Nations picture book study

Abstract

In this workshop, experienced authors and educators, Carl Merrison and Hakea Hustler, explore picture books that are joyous while raising awareness of social justice issues. They will share Queensland Premier's Literacy award shortlisted *My Deadly Boots*, and Carl's Blak&Write Fellowship winning *Backyard Tennis and Backyard Footy* - as well as a range of other First Nations picture books. This workshop will explore strategies to create safety for students, the teaching of challenging topics through repeated exposure and layering, connecting texts to self and others, the place of books to promote empathy and understanding, and the importance of diverse texts in the classroom. This workshop will offer hands-on, and engaging ways to create joy while exploring some of the social justice issues that face our students and society today.

Presenters:

Carl Merrison is a Jaru/Gija Aboriginal Education Officer (AEO) from Halls Creek in the Kimberley with over 20 years' experience in the education system. **Hakea Hustler** is an experienced rural and remote English teacher.

Both are published, award-winning authors: *My Deadly Boots*, *Backyard Footy*, *Backyard Tennis*, *Kimberley Kickers: Jy goes for gold*, *Black Cockatoo*, *Dirrarn and Tracks of the Missing*. They run 'The Remote Teacher' (blog, website, podcast), and Facebook Group 'Teachers in Remote Communities (Past, Present, Future)' as remote outback education advocates.

Workshop 2L

This workshop is a repeat of 1D

Workshop 2M

This workshop is a repeat of 1L

Workshop 2N

Back to the future: teaching short stories in Years 8 and 9

Abstract

Version 9 of the ACARA English Curriculum Literature strand engages students in the study of literary texts of personal, cultural, social and aesthetic value. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of the breadth and complexity of human experience. Students appreciate, analyse, interpret and evaluate a range of literary texts. Specifically, Year 8 students learn to: create and edit literary texts that experiment with language features and literary devices for particular purposes and effects. (AC9E8LE06). Teachers have traditionally used Freytag's pyramid (narrative or story arc) to analyse and create short stories. This workshop will offer additional approaches to teaching narrative text types, such as story phases and functional grammar. It will also show how Generative AI (Co-pilot, ChatGPT, and Padlet) can be used to enhance students understanding of narratives. Thus, connecting the national curriculum to past practices to enrich English classrooms.

Presenter

Debby Martens has had a number of middle management roles but always she returns to her first love, the classroom. She has taught for over 30 years as both a teacher-librarian and teacher mainly in independent schools and is currently teaching part-time at All Hallows School.

Workshop 20

This workshop is a repeat of 1B

Workshop 2P

This workshop is a repeat of 1F

Session 3 Workshops: 3:40 – 4:40

All of these workshops are a repeat of ones offered earlier in the day. For descriptions, see the workshop when it was first offered as shown in the last column of this table.

No	Title	Presenter	Repeat W/shop
3A	Enhancing writing using AI image generation: applications with ChatGPT 4o, Adobe Firefly and Canva Image Generators in English classrooms	Victoria Snell	2G
3B	Unlocking powerful interactions: A case study in Social Learning	Jasmine Knox	1J
3C	Values and Videogames: A critical interpretive appreciation	Nathan Lowien	1K
3D	Discerning Analysis – How do I do that? Tips and tricks for teaching the Analytical genre	Cath Fergusson	2C
3E	Poetry strategies that work!	Anne Wood	1H
3F	Marrying grammar and poetry	Garry Collins	1E
3G	Curriculum connections with the State Library	Natasha Ratajczek	2I
3H	Craving creativity	Belinda Perry	1N
3I	The sustainable English teacher	Melissa Kennedy	1C
3J	Back to the future: Teaching short stories in Years 8 and 9	Debby Martens	2N
3K	Queering the Queensland senior English/EAL prescribed text list	Dr Kelli McGraw, A/Prof Lisa van Leent	2F
3L	Finding joy in Shakespeare's justice	Katie Gentle	2J
3M	Relationships really are everything: Relational pedagogy and the English classroom	Stew Riddle	1A
3N	Dancing about architecture: The secrets of truly creative teaching	Phil Beadle	1G
3O	Unlocking creativity: Harnessing AI to enhance creative writing	Teagan Dare	2H
3P	English Extension master class: Žižek's Sublime Object of Ideology	Christopher Boerdam	2B
3Q	Treasured thinking	Adele Sretenovic	1M