



The English Teachers
Association of Queensland Inc.
Providing professional support
and advocacy for English teachers

SEASONS OF LEARNING **STATE CONFERENCE**

Spring awakenings: Entering a New
Era of Education and Innovation

Saturday 19 August 2023
Lourdes Hill College, Hawthorne



Early bird registrations close Wednesday 2 August

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Spring awakenings: Entering a New Era of Education and Innovation

The theme of this year's conference is “Awakenings” where we will explore innovative approaches to making English a rich and rewarding experience in the classroom. The conference will focus on the concept of growth, both personal and professional, and how it can positively impact students and their learning outcomes.

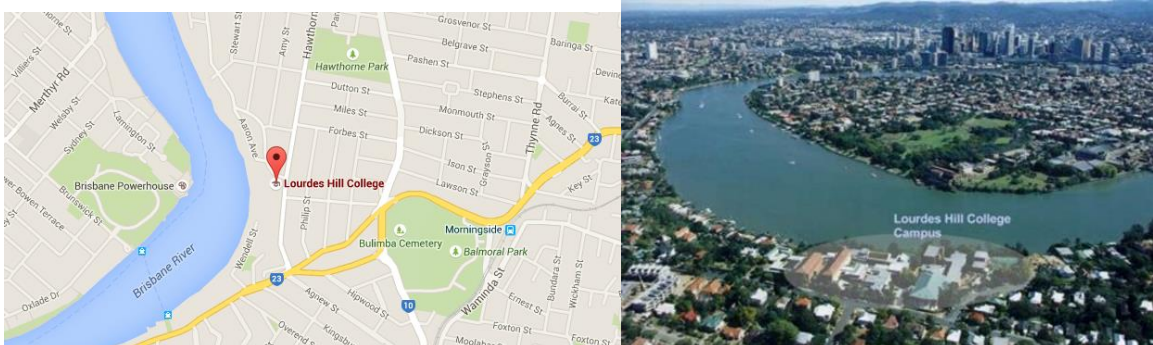
Social Media

ETAQ’s handle on Instagram and Twitter is @ETAQLD

You can follow along with the ETAQ conference hashtag on Twitter using the hashtag **#etaq23**.

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).

Lourdes Hill College Campus



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.

Conference Schedule

Time	Activity	Room
8:15	Registration	Bernadette Centre
8:45 – 10:30	Welcome – Dr Lindsay Williams, ETAQ President Handover of History of ETAQ 1967 – 2000 Dr Lenore Ferguson Keynote 1 – Dr Kelli McGraw	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	Balcony
2:05–2:25 2:25 – 3:35	Recognition of Botsman Award Patrice Honnef Keynote 2 – Matthew Condon OAM	Polding Theatre (Bernadette Centre)
3:40 – 4:40	Workshops Session 3	Various

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

2023 Peter Botsman Award

Patrice Honnef

in school category



Patrice Honnef, Head of English at Cairns State High School, has been described by her colleagues as a powerhouse, a pocket rocket and an eternal well of inspiration. She has long instigated, organised, contributed to and driven the teaching of English in Far North Queensland through her various positions in teaching and leadership roles at Gordonvale State High, Innisfail State College and Cairns State High.

Patrice creates stimulating and motivational learning environments for a wide range of students, builds staff capacity relentlessly, nurtures relationships with stakeholders (often at a national level) and optimises success for student learning outcomes.

A foundational member of the informal English Head of Department network in Far North Queensland (FNQ), she can always be relied upon for action, energy and ideas. For example, she has organised four-day writer in residences for cluster schools and high schools to meet published authors and optimise engagement.

The regional *Aspirations Day* forum, *FNQ Literary Competition* and *Navigating our Narratives* public speaking competition in conjunction with the *Business Liaison Association* were instigated and organised by Patrice. These initiatives included the involvement of notable Australians such as Johnny Weiss (CEO Sydney and son of Holocaust parents), Sir Peter Cosgrove AK, CVO, MC (former Governor General), Brigadier George Mansford AM, Major General Chris Field, DSC, AM, CSC and Dr Nimisha Aithal.

In addition, in collaboration with the Australian Army and the involvement of a range of other community organisations, Patrice initiated the *We Will Remember* forum, gaining the support of many regional and Townsville private and state schools to register their students as competitors. There were twenty-six school teams involved and winners across three categories were flown to Canberra to deliver their prepared speeches at the Royal Military College.

Patrice is also actively involved in state-wide, senior assessment initiatives and lead assessor roles with the Queensland Curriculum and Assessment Authority in English and Literature. In an earlier iteration of senior assessment, she was a QCS Writing Task marker, and a long-serving panel member. Patrice has also been involved in quality assurance events for Essential English and a vocational education network and communities of practice for English and Literature. Clearly, she has a passion for ensuring that all students have the best chance in life.

A regular contributor to local, regional, state and occasional national presenter at AATE seminars and conferences, Patrice always has time to grow the profession and shares in her humble and supportive way. She is a functional grammar tutor, a pedagogical coach, a Bell Shakespeare Regional mentor, and a truly inspirational teacher of English and Literature.

This citation merely scratches the surface of Patrice's contributions to the profession over many years; her full curriculum vitae is extensive and wide-ranging, encompassing academic, cultural and community-based activities.

As can be seen, Patrice has made a substantial contribution to English at the local, state and national level. In addition, Patrice is a passionate person with an infectious joyful personality and is a worthy winner of the 2023 Peter Botsman Award.

Keynote 1 – No fate but what we make: ChatGPT and the work of English teachers.

Dr Kelli McGraw

Queensland University of Technology



Abstract

The release of ChatGPT, less than a year ago, was a 'cannot unsee' moment for many. Our curiosities – and our concerns – were awakened. Yet, many teachers and students so far seem to be expected to pretend as though nothing has changed. Across the profession there seems to be a great breath-holding, while we wait to ascertain whether

increased accessibility of generative artificial intelligence (GAI) tools such as ChatGPT will change everything ... or nothing.

In this keynote address I will explore some predictions and metaphors about ChatGPT, GAI, and artificial intelligence more broadly, as well as explain the key terms and concepts that English teachers need to know. I will also discuss potential costs of restricting teacher experimentation with GAI in Queensland as we head into this new technological era and the ethical dilemmas that may be yet to come.

Presenter

Dr Kelli McGraw is a senior lecturer in the Faculty of Creative Industries, Education and Social Justice at QUT. Currently teaching secondary English curriculum, her prior experience includes teaching high school English and debating in Southwest Sydney, NSW. Kelli researches the fields of secondary school curriculum, teacher identity and digital literacy, presently focusing on the teaching and assessment of poetry.

Keynote 2 – Unleashing the Power of Words: The Vital Role of Journalistic Writing and Research in an Age of Spin and Artificial Intelligence

Matthew Condon, OAM

Journalist, writer and podcaster



Abstract

In a world of spin, where opinions dominate and the threat of artificial intelligence looms over the realm of writing, it has become increasingly vital to emphasize the value and importance of journalistic writing and research. Matthew Condon is passionate about the value and importance of rigour in writing. He believes it is imperative that we emphasise the fundamental principles of truth-seeking, ethical reporting, and accountability. He believes these principles, will empower our students to

be discerning consumers of information, capable of distinguishing fact from fiction and navigating the overwhelming abundance of opinions. This keynote session will provoke our thinking as to how we can incorporate journalistic writing and research into the curriculum effectively, and shape a generation of critical thinkers, informed citizens, and compassionate storytellers.

Presenter

Matthew Condon is an award-winning journalist, writer and podcaster. The author of over 10 acclaimed books, his first book, *The Motorcycle Cafe*, was widely reviewed and praised. *Usher and The Ancient Guild of Tycoons* were both shortlisted for the NBC Banjo Award for Fiction. *A Night at the Pink Poodle* and *The Lulu Magnet* won back-to-back Steele Rudd Awards for Short Fiction and his bestseller, *The Trout Opera* was shortlisted for the Qld Premier's Prize for Fiction. He is also the author of the bestselling *Three Crooked Kings* trilogy, an investigation into Queensland police and political corruption. In 2019 he was awarded an OAM for services to the community. He is a senior writer for *The Australian*.

Registration and Workshop information

Key Dates

Early Bird Registration opens	Monday 3 July
Early Bird Registration closes	Wednesday 2 August
Registration CLOSES	Wednesday 9 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 below.
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 1 August 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 15 August, you will receive a refund of the face-to-face component of your registration fee and be transferred to online registration.
 - c. From 16 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 and many of these may run only once.**

You are asked to choose two workshops for each session. As there are 15/15/16 options for each workshop session, please read the options carefully before registering.

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.

Session 1: Workshops 11:00 – 12:00

No	Title	Presenter
1A	The Washback Effect: What happens when 'they' raise the assessment stakes and what you can do about it.	Julie Arnold and Louise Habermehl
1B	Grabbing the Firehose: Making the most of generative A.I	Andrew Duval
1C	Teaching writing: No expensive program required!	Dr Lindsay Williams
1D	I've finished writing my speech – What now?	Adrian Pauley and Kevin Ryan
1E	Awakening to the possibilities of teaching grammar in context: Activities with part of an academic journal article about 'Pride and Prejudice.'	Garry Collins
1F	Empowering Student Agency: Strategies for Inquiry-Based Learning with Multiple Choice Texts.	Alice Elwell and Cara Gleeson
1G	Opportunities and Threats: Ways to create a unit for Year 9 V9.	Jasmine Knox
1H	Poetics Anonymous	Jarred Adams
1I	Beginning an Ending: Australian Speculative Fiction and the FIA3.	Kristin Hannaford
1J	Teaching the mechanics of writing.	Hayley Harrison
1K	Conjuring Creativity in the Classroom: Peer teaching to pass on the techniques needed to excavate the extinct imagination.	Belinda Perry
1L	Awaken your (English Teacher) Well-Being.	June Balfour
1M	The Crucible: Turning a canonical text into a personal experience.	Deanne Seigle-Buyat
1N	Spring into Superheroes	Peter Dayus

Workshop 1A

The Washback Effect: What happens when 'they' raise the assessment stakes and what you can do about it.

Abstract

*Don't it always seem to go
That you don't know what you've got 'til it's gone?*

Joni Mitchell

Four years on from the introduction of a mix of school-based and external examinations, it's time to reflect on how English teaching in Queensland has changed and what that's meant for students. Drawing on data from a current research project in the Centre for Inclusive Education at QUT, this workshop will

first present a view of the mechanics and potential impacts of the washback effects of the new QCE syllabus and assessment suite. Then, we will consider together a range of school, faculty, and classroom responses you can use to help you: prioritise the entitlement of students to access the curriculum at their age-appropriate level; understand how assessment practices, including the things we do in class to prepare students for the future, are experienced by students; reclaim the joy and the point of learning in English. The ideas presented in this workshop are part of an ongoing Australian Research Council Linkage Project: Improving outcomes through accessible assessment and inclusive practice (LP1800100830) conducted in partnership with three large Queensland state secondary schools together with the Queensland Curriculum Assessment Authority (QCAA), the Queensland Secondary Principals Association

(QSPA) and Speech Pathology Australia (SPA).

This workshop is a companion to ‘Students with language and/or attentional difficulties: Who are these students and what responsive teaching practices work for them in English classrooms?’ presented by Haley Tancredi in 2C.

Presenters

Julie Arnold is a PhD candidate on the Australian Research Council's Linkage research project: Improving outcomes through accessible assessment and inclusive practice. Other research and teaching interests are in English Curriculum, especially building teacher linguistic subject knowledge for writing instruction. In her life outside higher degree research, Julie is an English Head of Faculty, sessional educator of pre-service teachers, and co-author of Cambridge's *Essential English for Queensland Schools* with Rhiannon French, Enoch Byrne, and Lynda Wall. In her roles with The English Teachers Association of Queensland, she coordinates and presents professional learning, and takes an active interest in curriculum development.

Louise Habermehl is currently Acting HOD at Kedron SHS. Kedron is one of the contributing schools to QUT's Accessible Assessment ARC Linkage Project. Louise is passionate about developing inclusive practices in her own classroom and across her faculty.

Workshop 1B

Grabbing the Firehose: Making the most of generative AI

Abstract

I went to the godlike superintelligence and all I got was this lousy Shakespearean sonnet about a cat who owns and operates a small patisserie in Cleveland: A workshop about generative AI.

Obviously, everything's gotten a bit weird, so let's put on some overalls, descend into the prompt mines, and see what we can currently get from generative models such as GPT and Midjourney. I'll share some examples of how I

use these tools in my own work (for feedback, writing, illustration, and research) and where I've experienced frustrations and limitations.

I'd encourage you to bring your own examples to share (both successes and failures) so we can swap practical tips, discuss useful foundational concepts, and get a collective reality check on our new hyperintelligent assistants/pets/overlords.

Presenter

Andrew Duval is one of the creators of Writelike and Frankenstories. He has an MA in Scriptwriting from AFTRS, won an AWGIE award, taught middle school, spent 10 years as a creative director, and is a 2x Bill & Melinda Gates Foundation grantee.

Workshop 1C

Teaching writing: No expensive program required!

Abstract

The seeds for a great writing program are in the Australian Curriculum: English v9.0. But, they are sprinkled throughout the curriculum, across strands and year levels.

In this workshop, we will see how a coherent writing program can be constructed from the various elements of the latest version of the curriculum. In doing so, we will look back to the original ACARA Shaping Paper for English (over a decade old now) to consider the Hallidayan model of language that underpins English. Then, we'll investigate how we can use the recursive and cumulative nature of the curriculum to develop students' use of the writing process (and, along the way, their grammar, spelling/vocabulary and punctuation).

In the final part of the workshop, we'll explore how best to pair these curriculum elements with evidence-based teaching and learning to support students to become effective writers. This will be a practical workshop with strategies you can use on return to school after the weekend.

Presenter

Dr Lindsay Williams is the current President of ETAQ. Over his forty years in education, he has developed expertise in teaching writing and has deep knowledge of the curriculum. Lindsay co-wrote the Oxford University Press series, *English for Queensland*, and wrote a chapter for the AATE publication, *The Artful English Teacher*. He has been an English teacher and HoD in both state and independent schools.

Workshop 1D

I've finished writing my Speech ... What Now?

Abstract

Few assignments test a student's confidence like the English oral whether this is in Essential English, or The Persuasive Oral in English or the Monologue in Literature. Decades of observing students have allowed us to identify the most significant 'gap' in those tasks which has then made it possible to develop strategies to close it.

When? The first clue came with identifying the time that most students experience greatest stress. This is in the process of moving from task setting to assessment. Here is what we've observed:

1. Most students experience greatest stress when the time comes to turn the words they've written into an oral delivery.
2. Many students arrive at this point too late in the process, so they don't have time to effectively use the non-verbal components which can mean the difference between an engaging presentation and a boring recital (or, worse still, reading).

How? Asking a class to nominate the components of voice and body language will always get the obvious answers (tonality, rate, emphasis, gestures, stance and eye contact); but, just because they can name them, it's easy to assume that they know how to use them. Unfortunately, this is a false assumption.

Giving students practical tips and classroom activities to take them across this gap will help them deliver with the confidence they deserve.

This session will describe the important micro steps and strategies to achieve success together with proven classroom activities that allow students to use peer support to build their confidence.

Presenters

Kevin Ryan and **Adrian Pauley** have over 25 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 books and online resources: *Speaking Out*, *Speak Well*, *Essential English*, *Impromptu Speaking*, *The Seven Deadly Slides* and *Teaching the Persuasive Oral*.

Workshop 1E

Awakening to the possibilities of teaching grammar in context: Activities with part of an academic journal article about 'Pride and Prejudice'.

Abstract

A session at the ETAQ seminar held at Iona College in March aimed to demonstrate how useful grammar concepts could be taught in context using the famous opening sentence of Jane Austen's classic novel "Pride and Prejudice".

This workshop has a similar aim but, on this occasion, the focus text will be a short paragraph from an academic essay about the novel, a journal article entitled "Laughing at Mr Darcy: Wit and Sexuality in 'Pride and Prejudice'". Relevant content descriptions in the Language Strand of Version 9 of the Australian Curriculum: English will be highlighted.

Although Jane Austen's novel and an academic journal article suggest the senior years of secondary school, some of the grammar understandings come from content descriptions specified for the primary school years of the Australian Curriculum: English.

Attendees will be guided in an analysis of the grammatical structures deployed in the text with the aim being to illustrate how different choices from the grammar system of the language will construct different sorts of meanings.

This session will mainly explore grammar as a system of choice rather than in terms of correctness and the avoidance of errors. There will be some mention of grammatical errors but that will not be the main thrust of the activities.

A version of this workshop will have been conducted at the AATE/ALEA national conference in Canberra in early July.

Presenter

Garry Collins worked in Queensland state high schools for 35 years, mainly as an English department head. In the 1990s he also had two separate, year-long teaching exchanges to the USA and Canada. After retiring from the secondary sector, 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 1F

Empowering Student Agency: Strategies for Inquiry-Based Learning with Multiple Choice Texts.

Abstract

In promoting student-centred education, incorporating student voice and agency is essential. It fosters critical and creative thinking, empowering students to take ownership of their learning and become active participants in their educational journey. However, traditional classroom methods of instruction may undermine the effectiveness of critical literacy, which is ideologically antithetical to the aim of promoting critical thinking (Keddie, 2008). To create conditions for critical and creative thinking to thrive, we argue that is necessary to adopt instructional

approaches that prioritize inquiry-based learning and student agency.

One way to achieve this is through multiple-choice units, in which students choose from a list of texts and work with their peers to study that text through inquiry approaches. Rather than the traditional model of whole-class instruction with a single text, teachers can group texts around a theme or genre which gives students the opportunity to choose a text that aligns with their interests and provides an appropriate challenge. In this practical workshop, we will explore how inquiry-based learning can be a powerful tool to engage students in the learning process, promoting their voices and enabling their agency, and creating a more inclusive classroom. We will discuss the rationale for using multiple choice texts in a Year 10 English unit and offer practical strategies for educators wishing to engage with inquiry-based learning, including how to scaffold the inquiry process to facilitate differentiated group activities; provide opportunities for creative and analytical responses to texts; and promote student voice.

Presenters

Cara Gleeson has been an English teacher for over a decade and has taught in a range of educational settings. She is currently studying a Master of Applied Linguistics and is passionate about finding innovative ways to ignite a love of language within her students. A keen fan of Shakespeare and Margaret Atwood, Cara brings warmth, enthusiasm and knowledge to all her classes.

Alice Elwell is Head of English at QACI and is currently undertaking a PhD exploring critical literacy in the English classroom. She is passionate about critical pedagogies, student agency, and finding ways to talk about Kate Bush in class (totally legit).

Workshop 1G

Opportunities and Threats: Ways to create a unit for Year 9 V9.

Abstract

The new curriculum is a chance for change and improvement, but it can also be daunting

to those who have been teaching the same unit (or adapting the same unit) for years. If it ain't broke, why fix it? This workshop is designed for English teachers who want to align their Year 9 curriculum with the Australian Curriculum, Assessment and Reporting Authority (ACARA) version 9. The focus of this workshop is to help teachers incorporate as many texts as possible to teach skills, while also creating routines for writing, analysing, and literacy. Additionally, we will work on creating understandable learning intentions and success criteria from the achievement standard. Within this workshop there will be practical skills, abundant resources and some coaching on implementing change within your subject area. Participants are encouraged to bring any units they are currently planning or want to re-vamp.

Presenter

Jasmine Knox is an experienced educator with 10 years of teaching under her belt. She has taught in a variety of schools with different socioeconomic backgrounds and priorities, giving her a broad understanding of the education landscape. Jasmine has experience as a Pastoral and curriculum leader and has a passion for mentoring early career teachers. Her expertise lies in curriculum alignment and creating engaging units for middle school students. Jasmine's commitment to her students' learning and her ability to connect with them on a personal level has made her a highly respected and effective educator.

Workshop 1H

Poetics Anonymous

Abstract

For many, poetry is seen as either a necessary evil to get through, or a text that elicits so many groans it sounds like a Gregorian choir. This workshop is by a reformed poetry hater, for those teetering on the reforming or fellow reformed poetry haters. Hello, my name is Jarred and I used to hate poetry. We'll be talking about different ways to help students learn to love poetry (or at least tolerate it), and workshop through ways to find, deconstruct, and engage with poems in meaningful ways.

Presenter

Jarred Adams is a teacher of the moderately-sized humans at Kedron State High. He has taught poetry in a variety of contexts, from generic structures and writing, to analytical commentary in IB, to how it can help tackle real-world issues via conversational essays, to its use as inspiration for creative writing. He has been known to hoard poetry books, and definitely does not have an alarming collection overflowing the cabinet in his classroom. He has presented on a variety of topics for ETAQ previously and is always happy to speak *ad nauseum* about all things English.

Workshop 1I

Beginning an Ending: Australian Speculative Fiction and the FIA3.

Abstract

This presentation will unpack a unit of work that senior English teachers at Emmaus College, Rockhampton, have developed for Year 11 General English students. Using a range of short texts from writers such as Else Fitzgerald, *Everything Feels Like the End of the World* and Mykaela Saunders' (ed) *This All Come Back Now*, the unit explores speculative fiction in an Australian context. Students engage with indigenous and non-indigenous perspectives and texts, consider contemporary issues in Australian society and write creatively about our future. The presentation will walk through our ideas for designing the new unit and discuss learning activities and pedagogy.

Presenter

Kristin Hannaford currently teaches English at Emmaus College, Rockhampton, and has been a teacher of senior English students since 2008. In her other life, Kristin is also a poet and short fiction writer who often writes about the natural world. She lives in Yeppoon, Central Queensland and has four collections of poetry published; the most recent is *Curio* (Walleah Press, 2014).

Workshop 1J

Teaching the mechanics of writing

Abstract

Writing is one of the most complex skills we can learn and teaching it can often feel even more complex! During this workshop, we will explore ways to explicitly teach, scaffold and provide actionable feedback on the mechanical elements of writing: grammar and expression, spelling and vocabulary, punctuation and handwriting. We will work through sample scope and sequences for teaching, experiment with a variety of activities and actively provide feedback to sample student writing. If you've ever written "awkward expression" on a piece of student writing or found it frustrating that students don't transfer their grammar, punctuation and spelling tests into their writing; this session will provide insight into ways of embedding the mechanics of writing purposefully and effectively.

Presenter

Hayley Harrison has worked as a classroom teacher, coach, leading teacher and educational consultant for almost 20 years. She has extensive experience working with schools across Australia, facilitating whole-school literacy practices, building resources and supporting leading teachers. Hayley is a seasoned presenter on the topics of whole-school literacy, curriculum development and English-specific content. She authored the Connecting Literacy series and co-authored the VCE English and EAL series from Matilda Education.

Workshop 1K

Conjuring Creativity in the Classroom: Peer teaching to pass on the techniques needed to excavate the extinct imagination.

Abstract

One of the most common concerns raised by teachers, even experienced ones, is that creative writing is the hardest to master and the most complex to teach. With a key secret discovered, after much experimentation and experience on a range of students, these

workshops are sure to awaken the imagination of dormant and or extinct minds. Using the hands-on approach of peer teaching, teachers will participate directly in creative writing workshops engaging the five senses, exploring descriptive vocabulary and word wizardry. By engaging hands on in the process of "being the student" and experimenting with your own creative writing skills, you can best equip yourself to teach those tricky teens who, for a myriad of reasons, have lost the once vivid imagination which exists in youth and quickly fades as the pressures and complexities of life take over. In this workshop, teachers will be taken on a wild sensorial ride having their sight, sound, taste, touch and smell ignited with left of field techniques and ways to get that pen burning up the page. They will also get to experience ways they can fully immerse their students in the process of creating writing that will engage, excite and activate the all-important emotions of their audience. This workshop will unlock skills that teachers never knew they had and restore confidence where there was once doubt when it comes to the art of creative writing in the classroom.

Presenter

Born and raised in North Queensland, and living and teaching abroad, **Belinda Perry** is an experienced Senior English teacher, currently based at Southern Cross Catholic College, Townsville, and a QCAA Drama Confirmer who has been teaching for 24 years. As a trained performer and passionate advocate of the arts, she prides herself on making teaching a collaborative and supportive experience, empowering her colleagues to feel confident and competent in the classroom. Belinda has many years of experience in the classroom, in acting administration roles, directing and producing school productions and community events as well as being a mentor for beginning and experienced teachers.

Workshop 1L

Awaken your (English Teacher) Well-Being

Abstract

As more and more demands are placed on teachers, this workshop will explore the

importance of well-being and self-care, not just as teachers but as English teachers. Participants will explore practical ways to identify their particular stress factors, develop ways to manage these and create a self-care plan to support their teaching practice for the long-term. In addition, participants will explore how to support their well-being through exploring their English Teacher identity.

Presenter

June Balfour is a teacher with more than 30 years' experience in the English classroom, in executive leadership roles and in research. She is passionate about teacher well-being and developing practices for maintaining longevity in a demanding profession. She currently teaches Language and Literature at QASMT, where she also serves as the Early Career Teacher Mentor and is a member of the ETAQ Management Committee.

Workshop 1M

The Crucible: Turning a canonical text into a personal experience.

Abstract

This term-long 'game' is a hands-on, practical, interpersonal way for students to 'live the era' of Arthur Miller's classic, *The Crucible*. They will experience the consequences of both high and low reputation among their classmates, and in turns, dole out or suffer unfair accusations.

The prospect of a 'game' draws students in by its very nature, the strict rules (that the teacher controls) clarify the boundaries of safety, justice, 'reputation' and 'punishment'. Published in the Metaphor magazine, this game has been successfully played for more than a decade by multiple teachers, and (barring your students being unusually nice to each other) has safely and effectively worked every single time.

The game runs parallel to the delivery of the unit's content, using on average 5 minutes at the start of the lesson and 5 minutes at the end. This a safe, highly structured game which

will have your students running to get to class, wearing their uniform correctly, in an uproar about the injustice of false accusations and making real life connections to the characters and themes in Arthur Miller's classic.

In this workshop, the parameters of the game will be explained; including the simple resources needed, the set-up to ensure student safety, the stages of knowledge acquisition witnessed over the years of implementing the game, and the signs of when to draw the game to a close (usually somewhere between Week 5 and Week 7 after commencement).

Presenter

Deanne Seigle-Buyat is an English and Drama teacher with 28 years' experience working in schools across Queensland, the UK and France. She was part of a team that made a highly successful 15-year focus of engaging boys in the Arts. She brought together these disciplines to invent the game, after years of trying to find a way for her English students to 'live the era' and keep (particularly) male students engaged in classic texts like *Pride and Prejudice*, *The Crucible* and *The Great Gatsby*. Rest assured though; female students have loved it too!

Workshop 1N

Spring into Superheroes

Abstract

Follow the development of a unit that compares Western and Asian superheroes. See how flipped learning, gamification and PBL have been utilised to develop a unit to engage students in a self-directed comparison of texts from across cultures.

Presenter

Peter Dayus is an experienced Senior teacher at Harristown State High School lucky enough to teach Literature and gifted academic academy students.

Session 2 Workshops: 12:10 – 1:10

No	Title	Presenter
2A	AERO's Secondary Writing Instruction Framework Research Project.	Christine Jackson
2B	Let Them Speak - Holocaust voices and stories of survival.	Patrice Honnef
2C Comp to 1A	Students with language and/or attentional difficulties: Who are these students and what responsive teaching practices work for them in English classrooms?	Haley Tancredi
2D	Fractured Fables: Hare raising tails promoting interpretation and creativity.	shake & stir
2E	Using Texts to Explore AI, Ethics and the Human Condition in the Senior Classroom.	Meg Kerr
2F	Springing into creative pedagogies: innovative approaches to Senior English curriculum delivery.	Dr Megan Schroder
2G	Become a sentence stalker to develop students' capacity to write a variety of powerful sentences.	Nancy Grainger
2H	Creative & collaborative writing in Frankenstories.	Andrew Duval
2I	English Extension Master Class: Commodity Fetishism.	Chris Boerdam
2J	Conjuring Creativity in the Classroom: Peer teaching to pass on the techniques needed to excavate the extinct imagination.	Belinda Perry
2K	Teaching spelling in the secondary context.	Hayley Harrison
2L	Seeing culture blossom: finding fertile ground for diversity,	Jody Spear & Chelsea Thomas
2M	I've finished writing my Speech ... What Now?	Adrian Pauley & Kevin Ryan
2N	Poetry is to literature what words are to ...	Lisa Yallamas

Workshop 2A

AERO's Secondary Writing Instruction Framework Research Project.

Abstract

Students' ability to write "and write well" across school subjects is critical for their school success. This is because writing is how students learn to synthesise knowledge, critically analyse information, and develop

sophisticated logical relationships between ideas to express opinions. The skill of writing is crucial not only to success in school but also for students' further education and careers. While the teaching of writing in school is often situated with English teachers, the reality is that writing is critical to many learning areas. It is a skill that needs to be embedded across subject areas through explicit teaching and assessment tasks.

AERO has established a working research partnership with 4 schools across Australia, to pilot a Secondary Writing Instruction Framework (SWIF). Through the framework,

we are collaborating with schools and teachers, and drawing from past and current research. We will produce a suite of evidence-based professional learning resources and practical guides, to inform a school-wide approach to teaching writing. AERO will team up with schools to develop guidance on:

- how best to teach grammar in the context of a subject area
- explicit activities for implementing grammar and writing instruction in the classroom
- professional learning sessions and resources demonstrating how to identify and assess features of quality writing
- how to align the National Literacy Learning Progressions to subject programs, in order to effectively target student writing improvement
- the teaching of writing in English and other subject areas, as part of a whole-school approach to writing.

This presentation will discuss the framework, how schools have approached the implementation of the SWIF and the impact it is having on teacher practice and student learning.

Presenter

Christine Jackson is currently working as a Principal Researcher at the Australian Education Research Organisation (AERO). Christine's professional career started as a Secondary English teacher in central west New South Wales before teaching internationally and in Sydney. She has worked at ACU's Institute for Learning Sciences and Teacher Education where she was involved in several government consultancy projects in Queensland that specifically look at the teaching of writing and also on the purpose, impact, and use of NAPLAN in the context of policy, schools, and the community. Christine's work focuses on the teaching and assessment of writing, and she is passionate about working with teachers to find pathways to integrate the teaching of writing in both programmes and practice.

Workshop 2B

Let Them Speak - Holocaust voices and stories of survival.

Abstract

Holocaust literature features incredible tales of sacrifice, beauty, determination, and resilience shrouded under a veil of evil. Children of survivors demonstrate strength, servitude, subservience and sometimes silencing. Many texts stimulate debate and intellectual dissonance through the representation of secondary trauma. Second generation survivors may experience a legacy of complicated recollections. Reinterpreted accounts and reimagining the unimaginable, underpin layers of complexity in post memory. Secondary victims often construct their identity in relation to the Holocaust, and they traverse from past and present. When young readers interact with the Holocaust literature, resources must be discerningly selected. This workshop will provide information on teaching fact through fiction, unpacking language and the examination of texts that include *The Pianist*, *Jojo Rabbit*, *Rose Blanche*, *Then, My Two Lives*, *The Words to Remember it*, *A Wagon of Shoes*, and *The Complete Maus*. Universal histories and literature are inexorably linked to the resolution of moral and ethical dilemmas. Brief first-hand accounts and testimonies from survivors and their children will be integrated into this session as they resonate with students. A moved synopsis, thirty-two second version of *The Complete Maus*, close reading of last letters, and reflections will be broken down into learning sprints during this workshop.

Presenter

Patrice Honnef is Head of the English Department at Cairns State High. She initiated regional public speaking and writing competitions in Far North Queensland. Patrice was selected for the Bell Shakespeare Regional Teacher Mentorship in 2017 and has presented at *ETAQ*, *Shakespeare Reloaded*, *Ecological Shakespeare in Performance Symposium* and written blogs for *Bell Shakespeare*. She works closely with the *Sydney* and *Melbourne Jewish Museums*.

Workshop 2C

Students with language and/or attentional difficulties: Who are these students and what responsive teaching practices work for them in English classrooms?

Abstract

Language is at the heart of literacy, literature, and learning. Attending to the right information at the right time helps us process and remember information. Language and attention are the foundation from which students and their teachers share dialogues, co-construct texts, build content knowledge, give and receive feedback, understand and plan tasks, describe, rebut, and much more. By secondary school, it is often assumed that all students can manage the language and attention demands of the Australian Curriculum. However, around four students in every regular classroom experience language and/or attentional difficulties. Many of these students and their difficulties are unidentified, meaning they face barriers to learning, which can impact engagement, classroom experiences, and outcomes.

In this workshop, I will discuss what language and/or attentional difficulties are, how they impact learning, and what English teachers can do in regular English classrooms to support these students. I will share findings from my doctoral research, conducted in Queensland within the Australian Research Council Linkage Project Improving outcomes through accessible assessment and inclusive practice. Using data from interviews with 59 Grade 10 students with language and/or attentional difficulties, I will discuss (i) the barriers that exist in English classrooms for these students, (ii) students' self-reported experiences in English, and (iii) the whole-class, inclusive teaching practices these students say help them to learn. **This workshop is a companion to 'The Washback Effect: What happens when "they" raise the assessment stakes and what you can do about it?' presented by Julie Arnold in 1A.**

Presenter

Haley Tancredi is a certified practicing speech pathologist who has practised in education since the early 2000s. She is also an early career researcher with expertise in the field of inclusive education and is currently in the final year of her PhD research as part of the Accessible Assessment ARC Linkage project. Haley is investigating the impact of a reduction in instructional language complexity and cognitive load in English classrooms for Grade 10 students with language and/or attentional difficulties. For this work, she was awarded the 2022 Learning Difficulties Australia Tertiary Student Award.

Workshop 2D

Fractured Fables: Hare raising tails promoting interpretation and creativity.

Abstract

Aesop wrote 725 fables way back in the 6th century BCE. A lot has changed since Aesop was around: but can his iconic messages remain as pertinent as ever? How can the fable genre and the accessible nature of these pithy narratives offer strategies for students to engage in creative writing but also develop their ability to interpret attitudes, values and/or beliefs across more complex texts? Consider how moral story telling has existed across culture and time, including First Nations approaches to storytelling. Taking inspiration from shake & stir's 2023 in-school production of 'Fractured Fables', unpack how deciphering, writing and adapting fables can set students up for rich literary critiquing and creating.

Presenters

shake & stir are a theatre company specialising in re-contextualising classic work and developing original content for the stage for over 15 years. **Katie Gentle** is their Education Liaison Officer with a decade of experience as an English and Drama teacher. Loving nothing more than seeing other teachers succeed in engaging and inspiring

their students, Katie is also a QCAA Confirmer and External Marker, and works to establish the connections between shake & stir's program and the curriculum. **Uncle Lafe Charlton** is a proud Goenpal and Yagarabul man from Minjerribal (Stradbroke Island) and Elder in Residence for shake & stir. He has contributed extensively to the performing arts industry, creating and promoting Indigenous theatrical work across the state.

Workshop 2E

Using Texts to Explore AI, Ethics and the Human Condition in the Senior Classroom

Abstract

"Poor creatures. What did we do to you? With all our schemes and plans?
- *Never Let Me Go*.

The emergence of ChatGTP and similar Artificial Intelligence Programs has seen debate over the ethical implications of technological advancement brought into classrooms like never before. As such, it has arguably never been more important to include texts in our curriculum which enable students to think deeply about these concepts. And as anyone planning their work programs will attest, it is also a boon if some of these materials appear on the prescribed text list!

This session will focus on how three such texts can be used in the senior English space: Kazuo Ishiguro's unnerving dystopian novel *Never Let Me Go*, Ridley Scott's neo-noir sci-fi film *Blade Runner* and Kenneth Branagh's bold gothic horror picture *Mary Shelley's Frankenstein*. Specifically, ideas will be shared regarding how these texts can be used for the IA1, as well as general teaching activities that allow students to explore the concepts of Playing God, The Indiscriminate use of Technology and The Human Condition.

Presenter

Since 2005, **Meg Kerr** has taught English in regional and metropolitan schools in Queensland. She relocated to Rockhampton in 2020 and has since been working in the senior English sphere at The Rockhampton Grammar School. Holding a masters degree in Cognitive Psychology and Educational Practice, Meg is particularly interested in designing learning experiences which promote diverse ways of thinking and learning, without foregoing academic rigour.

Workshop 2F

Springing into creative pedagogies: innovative approaches to Senior English curriculum delivery.

Abstract

The Senior English Learning Area aspires to incorporate creativity into curriculum delivery, empowering young people as critically literate, adaptable citizens and possibility thinkers in learning and in life (QCAA, 2018). While English teachers already integrate creativity into classroom learning, finding new creative approaches and resources can be problematic. This workshop explores pedagogies familiar to Drama and demonstrates how they can be adopted and adapted to engage senior school learners in deep critical and creative thinking about texts from a range of genres. These approaches are useful when preparing students for both Internal and External Assessment Tasks. The workshop also considers opportunities to utilise the expertise of colleagues from other learning areas for building creative capacity in students as successful and innovative lifelong learners and citizens.

Presenter

Dr Megan Schroder is currently lecturing in the Faculty of Creative Industries, Education and Social Justice at QUT. Prior to this position, she had an extensive career in English and Drama, as a teacher and Head of

Faculty, in both state and independent schools in Queensland. Her belief in the importance of creativity in learning to foster students to thrive in life underpins her work as an educator and a researcher.

Workshop 2G

Become a sentence stalker to develop students' capacity to write a variety of powerful sentences.

Abstract

How can we use short writing activities to develop students' writing skills? Faced with students who struggled to write correctly structured and interesting sentences, particularly over longer tasks, I have taken the approach of explicitly teaching sentence patterns. Subsequently, students develop short texts. Lengths of tasks are extended over time, dependent on student ability. They submit a folio of work, choosing the writing that they are most proud of, as an assessment piece. The process has improved both engagement and writing skills; it has progressed to students hunting for powerful sentences and emulating their patterns.

Presenter

Nancy Grainger has taught English and History from Longreach to the UK and in several Far North High schools, predominantly Tully High, for well over thirty years. Known for her eye for detail and continuous improvement in curriculum implementation, she is always trying something new to lift student outcomes.

Workshop 2H

Creative & collaborative writing in *Frankenstories*.

Abstract

This workshop explores an online writing game called *Frankenstories*. In *Frankenstories*, players write simultaneously in quick, timed

rounds; they adapt to each other's writing; and they collectively construct a unique, surprising, and satisfying shared text. It's like Theatresports for writing in that it not only trains narrative and persuasive craft skills, but it can also develop creative and collaborative capability.

This workshop will outline the learning theory behind *Frankenstories*: a combination of genre-based pedagogy, social learning, cognitive load theory, and behavioural psychology. It will also provide opportunities for teachers to play the game as a group and explore how it might engage students, build enthusiasm for writing, target specific writing skills, and create a collaborative class culture. Participants will leave with a ready-to-use classroom activity that will excite and challenge their students, as well as practical insights into the mechanics of creativity, collaboration, and narrative writing that can transfer to other contexts.

Presenter

Andrew Duval is one of the creators of Writelike and Frankenstories. He has an MA in Scriptwriting from AFTRS, won an AWGIE award, taught middle school, spent 10 years as a creative director, and is a 2x Bill & Melinda Gates Foundation grantee.

Workshop 2I

English Extension Master Class: Commodity Fetishism

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 Marx's term commodity fetishism, a theoretical concept that can be useful for

students when completing the IA2, IA3 and the EA in English & Literature Extension. We will develop our understanding of this concept by engaging in a close reading of excerpts from Marx's *Capital*, and then consider how this concept has been interpreted by thinkers like Slavoj Zizek to reconceptualize the nature of ideology and how it reproduces itself.

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 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 Zizek's dialectical materialism. Christopher currently works as Head of English Faculty at St Laurence's College in South Brisbane, where he teaches English, Literature, English & Literature Extension, and Philosophy & Reason.

Workshop 2J

Conjuring Creativity in the Classroom: Peer teaching to pass on the techniques needed to excavate the extinct imagination.

This is a repeat of session 1K.

Workshop 2K

Teaching spelling in the secondary context

Abstract

By the time students arrive at secondary school, there is an expectation they have consolidated the basic skills of reading and writing. But as secondary teachers, we understand all too well how often students arrive, missing significant foundational elements - such as spelling. The problem

escalates as not every student requires the explicit teaching of spelling, so how do you support the development of students struggling to spell in your 7-12 classes? This session will look at why students struggle to spell, how you can embed positive spelling strategies in your classes and how to provide spelling feedback and activities to support spelling development in the students that need it the most.

Presenter

Hayley Harrison has worked as a classroom teacher, coach, leading teacher and educational consultant for almost 20 years. She has extensive experience working with schools to facilitate and build whole-school literacy approaches. Hayley is a seasoned presenter on the topics of teaching reading and writing skills, curriculum development and English-specific content. She has authored the Connecting Literacy series and co-authored the VCE English and EAL series through Matilda Education.

Workshop 2L

Seeing culture blossom: finding fertile ground for diversity

Abstract

How does an educator - who doesn't identify as a marginalised demographic - respectfully integrate culturally responsive learning in their pedagogy? The purpose of this session is for educators to explore strategies which provide opportunities for culturally inclusive practice. The upcoming change to the Australian Curriculum places an emphasis on the nuanced integration of various historical, social and / or cultural contexts. Participants in this session will: - Understand the significance of sequenced learning experiences in integrating culturally responsive practices; - Engage with practical strategies targeting the development / refinement of pedagogical practices which support the integration of culturally responsive teaching; and - Recognise the value of engaging with and responding to authentic voice in understanding various historical, social and / or cultural contexts. Continuing the support of student development and engagement requires intersectional

understanding of an everchanging political and social landscape. As educators, it is our responsibility to ensure that the development of authentic learning experiences gives them the opportunity to become culturally responsive. Through modelling, active and respectful discussions, teaching of contextual knowledge, and willingness to listen, teachers can instil in learners the ability to become culturally respectful citizens of our global society. Our pedagogical approach has seen our students become active social justice advocates, educating not only themselves, but those around them.

Presenters

With over 15 years' shared experience teaching across different countries, **Jody Spear** and **Chelsea Thomas** aspire to inspire a new generation of learners through enriching literary experiences both in and out of the classroom. Currently teaching at Brigidine College, Indooroopilly, both Chelsea and Jody have an expansive understanding of Middle and Senior School curriculum as active English / Drama / Humanities teachers, currently both undertaking Middle Leadership opportunities to further refine and enhance their professional knowledge. With a love of the English subject, they have developed skills and strategies to actively engage students' life-long love of learning and literature.

Workshop 2M

I've finished writing my Speech ... What Now?

Abstract

This is a repeat of session 1D.

Workshop 2N

Poetry is to literature what words are to ...

Abstract

Creativity is an expression of the human soul yearning to understand and be understood. In

a class full of very individual souls, how does a teacher draw them out into the light to make their mark upon a page? Creative writing is a daring feat of the imagination. To my amazement, many students have grown up without story in their lives - just media and often for boys, just sport.

So, showing them the connection between fact and fiction and letting them predict the climax or write the resolution, while reading some of the best short fiction ever written, worked for my Year 10s. By seesawing between logos and pathos, with ethos running up and down the board, they played with ideas. But see saws don't exist in our world anymore, do they? Does that mean see saws must be banned from the curriculum?

Let's predict the reasons see saws do not exist. Here is how the see saw works. What potential problems could occur?

Creativity requires a safe place, some stable ground and familiarity with all those nasty things: prepositional phrases, conjunctions, analogies, metaphors and, in the case of short stories, characters and story arcs.

Using poems about nature as a starting point (modelled on the Senior Syllabus), students reviewed their understanding of figurative speech - while content was delivered explicitly about abstract concepts such as Arcadia, sustainability, values, attitudes, beliefs and assumptions. Then, students exploited the rich landscapes of stories from *Only the Animals* and *Tales of Outer Suburbia*, in writing experiments: here an intro: there a conclusion. And now let's see what the author did and when you're done let's count the conjunctions and prepositions (sentence construction). After six weeks, students acquired content knowledge and understanding of abstract concepts. Everyone passed and many excelled themselves.

Presenter

The study of creativity, and the practice of it in writing and visual arts, has been a lifelong passion. Before becoming a teacher, **Lisa Yallamas** embarked on a quest to write film and ended up in digital journalism producing educational videos. Before that, she was an Arts Writer for 10 years. and has been teaching English and Humanities for 10 years.

Session 3 Workshops: 3:30 – 4:30

No	Title	Presenter
3A	Grabbing the Firehose: Making the most of generative AI.	Andrew Duval
3B	Let Them Speak - Holocaust voices and stories of survival.	Patrice Honnef
3C	AERO's Secondary Writing Instruction Framework Research Project.	Christine Jackson
3D	Teaching writing: No expensive program required!	Lindsay Williams
3E	Poetics Anonymous.	Jarred Adams
3F	Awakening to the possibilities of teaching grammar in context: Activities with part of an academic journal article about 'Pride and Prejudice'.	Garry Collins
3G	Using Texts to Explore AI, Ethics and the Human Condition in the Senior Classroom.	Meg Kerr
3H	Opportunities and Threats: Ways to create a unit for Year 9 V9.	Jasmine Knox
3I	Awaken your (English Teacher) Well-Being.	June Balfour
3J	English Extension Master Class: Commodity Fetishism.	Chris Boerdam
3K	Become a sentence stalker to develop students' capacity to write a variety of powerful sentences.	Nancy Grainger
3L	Spring into Superheroes.	Peter Dayus
3M	Seeing culture blossom: finding fertile ground for diversity.	Jody Spear & Chelsea Thomas
3N	Springing into creative pedagogies: innovative approaches to Senior English curriculum delivery.	Megan Schroder
3O	The Crucible: Turning a canonical text into a personal experience.	Deanne Seigle-Buyat
3P	Poetry is to literature what words are to ...	Lisa Yallamas

Workshop 3A

Grabbing the Firehose: Making the most of generative AI.

This is a repeat of session 1B.

Workshop 3B

Let Them Speak - Holocaust voices and stories of survival.

This is a repeat of session 2B.

Workshop 3C

AERO's Secondary Writing Instruction Framework Research Project

This is a repeat of session 2A.

Workshop 3D

Teaching writing: No expensive program required!

This is a repeat of session 1C.

Workshop 3E

Poetics Anonymous.

This is a repeat of session 1H

Workshop 3F

Awakening to the possibilities of teaching grammar in context: Activities with part of an academic journal article about 'Pride and Prejudice'.

This is a repeat of session 1E.

Workshop 3G

Using Texts to Explore AI, Ethics and the Human Condition in the Senior Classroom.

This is a repeat of session 2E.

Workshop 3H

Opportunities and Threats: Ways to create a unit for Year 9 V9.

This is a repeat of session 1G.

Workshop 3I

Awaken your (English Teacher) Well-Being.

This is a repeat of session 1L.

Workshop 3J

English Extension Master Class: Commodity Fetishism.

This is a repeat of session 2I.

Workshop 3K

Become a sentence stalker to develop students' capacity to write a variety of powerful sentences.

This is a repeat of session 2G.

Workshop 3L

Spring into Superheroes

This is a repeat of session 1N.

Workshop 3M

Seeing culture blossom: finding fertile ground for diversity.

This is a repeat of session 2L.

Workshop 3N

Springing into creative pedagogies: innovative approaches to Senior English curriculum delivery.

This is a repeat of session 2F

Workshop 3O

The Crucible: Turning a canonical text into a personal experience.

This is a repeat of session 2M.

Workshop 3P

Poetry is to literature what words are to ...

This is a repeat of session 2N.

