



The English Teachers
Association of Queensland Inc.

Providing professional support
and advocacy for English teachers

Writing your future FOR THE EXTERNAL ASSESSMENT

Teacher videos from Saturday 23 July

Student videos available from Wednesday 27 July

Student Zoom meetings Wednesday 7 & Saturday 10 September

Program



About the event

We are excited to announce the program for the External Assessment Preparation Event. Our third annual event draws on our learning from 2020 and 2021 to deliver just what teachers and students need to help you feel motivated and confident. With the very generous assistance of academics across the university sector, our student and teacher events will provide expert support for General English, EAL/D and Literature.

The program this year will consist of three segments:

- A. Teacher Segment:** recorded materials available **from Saturday 23 July**
- B. Student segment** will cover 2 areas: Writing the Analytical Essay and individual text webinars based on the EA texts from the Prescribed Text List. These will be available **from Wednesday 27 July.**
- C. Live student and teacher discussions** on **Wednesday 7** (at 4, 4:30 and 5pm) **and Saturday 10 September** (at 9, 9:30 and 10am). These 30-minute Zoom sessions will primarily relate to Writing the Analytical Essay, but students will be free to ask questions about their selected texts. These discussions will not be recorded.

The link to the live discussion is intended for the use of the registered class teacher, or for students who have individually registered. We expect that a class teacher is the supervisor for a class event and they will monitor appropriate conduct of their students, either at school with them or in remote learning. The link to the pre-recorded student sessions on Vimeo **can and should be shared with students.**

Segment A: Teacher segment

The script for these videos has been revised and re-written in accordance with the latest advice from QCAA. Topics will cover:

- a. Writing the analytical essay: summary of advice to students
- b. Power words: teaching evaluative language for confident, analytic writing
- c. Exploding quotes.



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Segment B: Student segment

The Student Segment comprises two main parts: writing the analytical essay and a guided exploration of their text.

Our aim is that students and their teachers will use what they learn to help plan their preparation for those crucial weeks before the exam. Our carefully crafted script for this session brings together the combined thinking of experienced ETAQ representatives, incorporating lessons from the 2020 and 2021 external exam experiences. The four session videos can be viewed continuously, or teachers can add opportunities to pause and think, discuss, or write.



Here is an overview of the topics:

- a. Get into the shoes of the examiners
- b. How to unpack the question and how to cope with the unexpected
- c. Using your planning time in the exam – from question analysis to detailed planning, including constructing and refining a clear thesis to guide your argument
- d. Writing evidence-rich paragraphs.

The second component of the student segment is the 30-minute prescribed text webinars, which are presented by schools and university academics. These are passionate experts who will pose interesting questions, offer deeper and less predictable insights on central concepts or themes, make suggestions that might not have been covered in the classroom, and provide some strong examples of aesthetic features and stylistic/structural devices that link to a range of ideas.

Segment C: Live Discussions

These Zoom sessions will primarily relate to Writing the Analytical Essay, but students will be free to ask questions about their selected texts. These discussions will not be recorded. The registration form asks for an indication of which zoom meeting you are likely to attend. This is indicative for planning purposes but it not considered binding. Links to the zoom meetings will be emailed in the week before the event.



MACBETH

Dr Claire Hansen

Dr Claire Hansen is a Lecturer in English and Writing at James Cook University (JCU). Claire co-coordinates the English Major program at JCU. She completed her PhD at the University of Sydney, where her research focused on the use of complexity theory in Shakespeare studies and in education. She has previously taught at the University of Sydney, University of Wollongong and University of New England. Claire is a member of the Shakespeare Reloaded project, an ongoing collaborative project exploring innovative approaches to teaching and learning at secondary and tertiary institutions. Her first book, *Shakespeare and Complexity Theory*, was published by Routledge in 2017. Claire has also published on Shakespeare, Christopher Marlowe, education, early modern dance, and female characters in renaissance literature. She is currently working on a place-based Shakespeare project. Her interests include Shakespeare studies and early modern drama, pedagogy, ecocriticism and the health humanities.



NINETEEN EIGHTY-FOUR

Karen Yager

Karen Yager is the Deputy Head Student and Teaching Excellence K-12 at Knox Grammar School, Sydney, president and life member of ETANSW and vice president of the Professional Teachers' Council NSW (PTC). She is an experienced HSC marker and was a Supervisor of Marking (SOM) for five years. Karen was awarded the first International Teaching Fellowship by the Singapore Ministry of Education in 2011 and has been invited to present papers at numerous international conferences. She was awarded the NSW Professional Teachers' Council Award in 2009 and the Australian Professional Teachers Association Award in 2014 for her contribution to the teaching profession. In 2003, she was awarded the NSW Premier's Literary Scholarship to research how to connect students with Shakespeare. In 2016, she was awarded the NSW State Library Fellowship.

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HAMLET and KING LEAR

Laurie Johnson

Laurie Johnson is Professor of English and Cultural Studies at the University of Southern Queensland, with a research focus on Shakespeare and early modern literature and culture. He has published three academic monographs, with the most recent being *Shakespeare's Lost Playhouse: Eleven Days at Newington Butts* (Routledge Studies in Shakespeare, 2018). Laurie has also co-edited two international essay collections, as well as publishing more than 45 articles and book chapters.

He has received an ALTC National Citation for Excellence in Teaching (2014), and is the current President of the Australian and New Zealand Shakespeare Association (2016-2020) and Chair of the Bruce Dawe National Poetry Prize (2015-2020).



THE WHITE EARTH

Erin Geddes

Erin Geddes (BEd, MEd) has worn many hats, including HOD of English, teacher coordinator of school reading and writing projects, Teacher Librarian, Head of IT, guest lecturer and editor of *Words'Worth*, the journal of The English Teachers Association of Queensland. Her most recent project has been creating a study guide for *The White Earth*, to be published by Insight Publications later in 2020. She enjoys creative writing and is currently the Head of English at her school.



JANE EYRE

Lesley Hawkes

Associate Professor Lesley Hawkes (PhD, MA, BA Hons UQ, SFHEA) is Higher Degree Research Coordinator in the School of Communication, Creative Industries Faculty QUT. Lesley has supervised over 25 Higher Degree Research students (including 4 university medallists) to successful completion. She is a Senior Fellow in the Higher Education Academy and a level three mentoring supervisor. Lesley has designed, lectured and tutored in over 25 Literary and Professional Communication units and has been awarded 5 Teaching Awards (3 Vice-Chancellor's Performance Awards for Excellence in Teaching and 2 Dean's Awards for Teaching Excellence). Lesley has published widely in Literary and Cultural Studies. Her areas of research include the connection between literature, spatial belonging and the environment. Her most recent chapters and articles include: "Creating sustainability through creativity: using creative writing to reframe and build connections" (2020), "Walking the Australian Beach: Mapping Footprints in the Sand" (2020), "Structural Boundaries that effect the representations of gender and disability in works of fiction from the United States and United Kingdom" (2019), "Baz Luhrmann's The Great Gatsby: Telling a national story through a transnational lens" (2019), and "Double trouble: The teacher/satirist duality in Thea Astley's critical writing" (2019).



THE TEMPEST

Dr Glen Thomas

Dr Glen Thomas is a Senior Lecturer in the School of Communication, QUT, where he teaches professional communication and literature. A graduate of the universities of Oxford and Queensland, he is a Senior Fellow of the Higher Education Academy, and a Member of the Australian College of Educators. He has received numerous awards for teaching, including an Australian Award for University Teaching for outstanding contribution to student learning.

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THE QUIET AMERICAN

Kari Gíslason

Kari Gíslason is a writer and academic who lectures in Creative Writing at QUT. Kari was awarded a doctorate in 2003 for his thesis on medieval Icelandic literature. He is the author of *The Promise of Iceland* (2011), *The Ash Burner* (2015) and co-author with Richard Fidler of *Saga Land: The Island of Stories at the Edge of the World* (2017). As well as memoir and fiction, he also publishes scholarly articles, travel writing and reviews.



BURIAL RITES

Mark Piccini

Mark Piccini completed his PhD at the Queensland University of Technology in 2016 in the field of cultural studies, focussing on narrative strategies of resistance to stereotyping and global cultural complexities. His specialist areas of interest include representations of violence in the Global South, gender violence and psychoanalytic cultural theory.



IN COLD BLOOD

Allison Craven

Allison Craven is Associate Professor of Screen Studies and English at James Cook University in Townsville. Her research interests are in Gothic narrative and global fairy tale, and in Australian cinema. She is the author of *Fairy Tale Interrupted: Feminisms, Masculinities and Wonder Cinema* (2017); and *Finding Queensland in Australian Cinema: Poetics and Screen Geographies* (2016). She is currently the Colin and Margaret Roderick Scholar in Comparative Literature at JCU with a research project on Australian Gothic in literature and cinema. She also serves as an elected (academic staff member) of the 17th Council of James Cook University.



THE POISONWOOD BIBLE

Samantha Doig

Samantha is the Head of English at St Aidan's Anglican Girls' School. She has been teaching for 19 years, both in the state and private sector. She is passionate about collaboration in curriculum design, creating authentic learning experiences for her students and promoting student voice and choice. When she is not in her classroom, or at the coffee machine, she can be found cleaning up after her two adorable but messy children, Grace and Alex.

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THAT DEADMAN DANCE

Dr Kristi Giselsson

Dr Kristi Giselsson has a First Class Honours Degree in English Literature – with a particular focus on Australian Aboriginal and Torres Strait Islander literature – and a PhD within the discipline of Philosophy. Her research has explored the concept of a common humanity and she has published work within the fields of education, human rights, and moral and political philosophy, including the book *Grounds for Respect: Universalism, Particularism and Communal Accountability*. She is particularly interested in the intersection between literature and philosophy and is currently writing a book on Australian Aboriginal and Torres Strait Islander literature. Kristi is Coordinator of the Pathways Program at James Cook University, Cairns campus.



WE ARE ALL COMPLETELY BESIDE OURSELVES

Jo Bickerstaff

Jo Bickerstaff is an English Head of Department at North Lakes State College. She teaches students how to use language to communicate confidently in English and English Communication classes, and has done so in schools in both metropolitan and regional Queensland. Jo has also presented English workshops for Senior students and pre-service teachers at the Australian Catholic University

Since the early 2000s, she has worked with the QCAA, initially as a QCS Writing Task Marker, then as a Panellist for English and an advisor and panellist for the English QCATs for Years 4, 6 and 9. In 2016, Jo was selected as a member of the Expert Writing Team for the 2019 English syllabus and has continued working with QCAA to support the implementation of the 2019 English syllabuses.

Thomas Bristow

MRS DALLOWAY

Thomas Bristow is an editor, researcher, and writer. Since taking on the role of President of the Association for Study of Literature, Environment, and Culture (Australia and New Zealand) in 2014, he has been a contributing editor to the journal *Philosophy Activism Nature (PAN)*; he was elected editor-in-chief in 2018. Thomas is the environmental humanities series editor at Routledge (*Literature, Media, and Culture*).

For his work in Australian and British literary studies, Thomas has received scholarships and fellowships at University of Leicester, University of Edinburgh, Australian National University, University of Melbourne, and Durham University. In addition to his status as a participating member of a Royal Society of Edinburgh network, Thomas holds the positions of Honorary Fellow at University of Western Australia, Fellow of the Institute of Advanced Studies at University of London, and is the Roderick Research Fellow at James Cook University.

Thomas has written a monograph on poetry in the Anthropocene, co-edited *The Cultural History of Climate Change* and published thirty items (articles and book chapters for academic journals and presses) on the relationship between literature and the environment. He is currently engaged on two monograph projects (elegy, the novel as a genre), a poetry pamphlet on the Great Barrier Reef and islands close to the Queensland coast, and two podcast series on Australian literature.

Registration information

As is usual for ETAQ events, registration is for teachers. An individual student may register and pay independently for the student segment if his/her school is **not** registering a teacher. The cost for an individual student is \$10 each.

*Registrations at www.etaq.org.au by **Monday 18 July** are appreciated but registrations will be accepted until end of September. For further information, email Trish at adminofficer@etaq.org.au or call 0455 464 000.*

Registration opens on Monday 20 June. Links to recorded material for the teacher segment will be emailed out on the afternoon of Wednesday 20 July to those who are registered by Monday 18 July.

Note you will need the following information to complete the registration for this event:

1. Name and email address of each teacher
2. Name of school
3. Selected novel or play for each class

Each teacher is asked to be responsible for distributing password information to their class for the Student segment.

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