



# **Fifty and Fabulous**

## **A narrative of English teaching in Queensland**

### **Annual State Conference**

**LOURDES HILL COLLEGE**  
**18 – 19 August 2017**

#### **Epistle**

For fifty years ETAQ has been a voice for English teachers. Through its channels we have been exposed to theories, practice, ways research informs our teaching. Let us see the narrative of English. Dartmouth led to Dixon's 'Growth through English'. Then the change to syllabuses meant that students learned through use of language in its contexts - range of audience and purpose were the norm. And down the decades further change was wrought with questions posed. Which genres and what skills, which grammar and whose canon should be taught?

So, *English Matters, Words'Worth, E I A*  
we thank you on this special conference day.

Esmé Robinson



**The English Teachers  
Association of Queensland Inc.**

Providing professional support  
and advocacy for English teachers

# Fifty and fabulous: a narrative of English teaching in Queensland

Fifty years ago, The English Teachers Association of Queensland was born, and has since matured into a vibrant professional organisation that has nurtured and revitalised generations of English teachers. We are privileged to be able to work with young learners as they grapple with the difficult delights of mastering language, literacy and literature, and, as the Bard says, 'to business that we love we rise betimes and go to't with delight.' For this very special anniversary conference, we are interested in engaging and practical workshops, as well as sharing narratives that remind us of important practice from the past, share best practice of the present, and push us to think about the possibilities for teaching English in the future.

## Social media

You can follow ETAQ's 50<sup>th</sup> Anniversary events on Twitter using the hashtag **#etaq50**.

ETAQ's Twitter handle is **@ETAQld**.

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

## Event partner

Teachers Mutual Bank has agreed to partner with ETAQ to bring you this year's conference and associated social activities. ETAQ is most appreciative of this very generous support.



**ETAQ also appreciates the generous support of our gold sponsor**



## Conference Schedule

<b>Time</b>	<b>Activity</b>	<b>Room</b>
8:15	Registration	Entrance foyer Bernadette Centre
8:45 – 10:45	Welcome – Fiona Laing, ETAQ President  Presentation of life membership to Garry Collins  Recognition of life members, past presidents and patrons  Keynote 1 – Larissa McLean Davies	Polding Theatre (Bernadette Centre)
10:45 – 11:15	Morning tea, informal networking and perusal of resources and 50 <sup>th</sup> anniversary displays	Balcony Bernadette Centre
11:15 – 12:05	Workshops Session 1	Various
12:10 – 1:00	Workshops Session 2	Various
1:00 – 2:00	Lunch, informal networking and perusal of resources and 50 <sup>th</sup> anniversary displays	Balcony Bernadette Centre
1:20 – 1:50	Performance by shake & stir theatre co	Riverside Balcony
2:00 – 3:40	Presentation of Peter Botsman Award to Kathleen Macdonald  Recognition of Peter Botsman Award winners  Keynote 2 – Markus Zusak	Polding Theatre (Bernadette Centre)
3:40 – 4:00	Afternoon tea	Balcony Bernadette Centre
4:05 – 4:55	Workshops Session 3	Various

This activity constitutes 7.25 hours of Continuing Professional Development (CPD)

# Social Program

## Pre-Conference Birthday Celebration

Come and join us for a pre-conference celebration. Enjoy a drink or two and finger food as you watch the sun set and the city light up.

All those illustrious English teachers who have been recognised with a Peter Botsman Award over the years will be honoured on this occasion.

Later Nick Earls will entertain us with stories of **Writing (From) Queensland – 1980s to Now.**



**Abstract:** It was a different world and a different time when Nick Earls set out to become a writer in Queensland in the 1980s. Queensland was a place novelists left and then wrote about at long range. In the 90s that changed, and he was a part of it. Queensland found its place in his writing, and he found his feet as a writer – a stop-start journey with plenty of entertaining tangents that he's ready to share with delegates at our conference opening.

**Bio:** Nick Earls is the author of 26 books for adults, teenagers and children. His books have won awards in Australia, the UK and US, and appeared on bestseller lists in all those countries. Five of his novels have been adapted into stage plays and two into feature films. His latest project, the *Wisdom Tree* novella series, recently won gold medals at the Independent Publisher Book Awards and eLit Awards (both US) and the People's Choice Award at the NSW Premier's Literary Awards.

We will be selling copies of Nick's *Wisdom Tree* novella series which Nick has agreed to autograph.

**Where:** Rooftop (Marion Centre) at Lourdes Hill College, Hawthorne

**When:** 5:30 to 7:30 pm on Friday 18 August

**Cost:** \$30

**Dress:** Smart Casual



*View of the city from Lourdes Hill College*

# 50<sup>th</sup> Anniversary Dinner



United Service Club

The *grand finale* is the 50<sup>th</sup> Anniversary Dinner where we will pay tribute to our life members, past presidents and patrons and be entertained by Glyn Davies and Frances Whiting.

**Where:** United Service Club, 183 Wickham Terrace, Spring Hill

**When:** Saturday 19 August, from 6:30 pm

**Cost:** \$85

**Dress: Men:** Long or short-sleeved buttoned shirt with collar, tailored trousers and business shoes. **Women:** Dress or jacket/blouse with skirt or tailored trousers

**Glyn Davies** was, in a former life, a teacher at Kelvin Grove State High School, and later Senior Lecturer in Education at Mt Gravatt CAE and Griffith University, responsible for a range of courses in the B Ed and Grad Dip Ed Programs. At one time or another, he has held virtually every position available on the ETAQ Committee, from Publicity Officer to Patron. He succeeded Gilbert Case as Chair of the QSA's English Subject Advisory Committee in the late 80s, and was Chair of its State Review Panel for English (1999 - 2004).



He has had numerous other irons in the fire. Even though he maintains he is retired, he taught Academic and Short Story Writing Courses at JCU in Cairns, and French at the Alliance Française in Atherton. In 2011, he became Foundation President of the Atherton Tablelands Branch of the U3A, where he developed and taught a course for Seniors entitled, 'The Language We Speak'. It ran for two consecutive semesters with peak attendances from people who marvelled at the fact that they had never before in their lives been taught anything at all about the rudiments of linguistics — such as phonology, morphology or even grammar. The idea of a phonetic script was totally foreign to them, as was the history of English. Amazing!

Glyn's experience of Subject English goes back to his introduction to it at Brisbane Grammar School in 1952, and he finds it interesting that some elements of the current English syllabuses remind him of what he was required to learn as a school student back in 1952. The fact that we now have NAPLAN testing as early as Year 3, and a new Senior Public Examination in the offing also reminds him of the boring weeks spent being coached for the former Scholarship and Junior examinations. So, have we come full circle? Well, not really – but the point is that there are various Englishes, and varying forms of testing, and Glyn has had something to do with most of them at one time or another.

**Abstract** In 1967, the English teaching world seemed to be settled in long-standing tradition, if not set in stone. It was very different from today's arena of contested theories and political influences. Yet, under the surface, strong currents were at work, dragging the subject towards new and exciting possibilities. I will spend a little time exploring the ambiance of 1967, and then move on to recount some of the more amusing incidents in a career of teaching and lecturing that is (believe me) still an enduring passion. A passion, moreover, that pushes me to state that if an ETAQ was needed in 1967, it is needed now more than ever - in spades, as the saying goes



**Frances Whiting** is one of Australia's most respected and popular writers. An award winning, senior feature writer for Queensland's premier weekend magazine, *Q Weekend* in the *Courier Mail*, Frances is also a much loved columnist for the *Sunday Mail*, and other Sunday newspapers around Australia, with her weekly column now in its 20<sup>th</sup> year. Her debut novel, *Walking on Trampolines* was released in 2013, to critical and popular acclaim, and was released in the United States, Germany, Italy and Spain in February 2015. Two best selling collections of her columns have been published *Oh to Be a Marching Girl* (2003), and *That's a Home Run, Tiger!* (2006). Frances is the Queensland Patron of Hummingbird House, the Queensland Ambassador for Kids Help Line and a Queensland Ambassador for The Pyjama Foundation.

Frances's topic is **Word nerd: confessions of a columnist, journalist and author**. She will give us a glimpse into the life of a writer, from confessions of a columnist, to chasing hard hitting news stories, to the agonies of novel writing, book tours and beyond. A light hearted look at the world through the lens of a wordsmith, using humour, anecdotes and true life tales to explore what it is to be human.

## Life members

Pam Brennan	James Buckley*	John Carr
Des Carroll*	Gilbert Case	Garry Collins
Dr Glyn Davies	Beverley Farley	Dr Lenore Ferguson
Jane Greenwood	Br Daniel Mooney*	Margaret Ramsay
Esmé Robinson	Jeannette Ryan*	Paul Sherman*
Dr Nea Stewart-Dore*		

## Presidents

Harry Allsop*	Merv Grayson*	Gilbert Case
Dr Pat Diamond	Brigid Felsman (nee Gaffney)	John Carr
Esmé Robinson	Dr Lenore Ferguson	Jane Greenwood
Assoc Prof Karen Moni	Garry Collins	Fiona Laing (current)

## Patrons

Prof Ken Hamilton*	C R Roberts*	Dr Peter Botsman*
Dr Glyn Davies	Dr Nea Stewart-Dore*	Prof Peter Freebody
Dr Wendy Morgan	Prof Catherine Beavis	Dr Anita Jetnikoff (current)

## Peter Botsman Award winners

Ray McGuire	Pam Brennan	Esmé Robinson
Leesa Jeffcoat	Annette Curnow	Dr Patsy Norton
Ed Morris	Dr Pam Gilbert*	Heather Fraser
Sam Power*	Lindsay Williams	Mary Swayne
Kay Elsdon	John Thomas	Rachael Christopherson
Dr Lenore Ferguson	Helen Rivers	Margaret Miller
Ted Kent	Dr Karen Moni	Jennyfer Bullen
Dr Judith Kearney	Lea Harrison	Prof Nola Alloway
Leone McKeehan	Paul Sherman*	Michelle Ragen
John Acutt	Dr Anita Jetnikoff	Katie Lipka
Kathleen Hannant	Simon Kindt	Grace Loyden

Kathleen Macdonald

\*deceased

## Life membership presentation to Garry Collins



Garry's life has centred on his commitment to teaching, to English teaching and to the subject English. He was appointed to Gladstone SHS in 1969 and relocated to Ferny Grove in 1982 where he remained until he retired from Education Queensland in 2009. Garry was HOD English for over 30 years. ETAQ was fortunate enough then to become one of Garry's prime foci for a few years before he headed off into academia, teaching English method and grammar first at the Australian Catholic University and later at the University of Queensland.

Garry first joined ETAQ in the early 1970s and joined the management committee in the 1990's. He assumed the presidency of ETAQ after the 2005 Gold Coast national conference and brought to the committee his eye for detail and military precision.

He has supported the professional development of English teachers at all stages of their career by offering a workshop at virtually **every** ETAQ seminar or conference, local, state or national as well as his recent Grammar Days. Those not able to attend face to face PD have not been forgotten – Garry is and has been a prolific contributor to *Words'Worth* over many years and he also has been very active in mentoring and coaching the talent and contributions of beginning teachers as well as being very supportive of rural and regional members. Many of those on the committee over the years recognise that they have connected with ETAQ due to his personal encouragement. He is a 'gatherer' of people around common interests and causes. His knowledge of the English teaching network is enormous; more importantly, his personal interest in individuals' stories is sincere and infectious. He has also initiated numerous social gatherings to support, share and build a sense of community for this professional group.

During challenging times around the Australian Curriculum, NAPLAN, draft Senior Syllabuses and external assessment, Garry has remained the steady voice of progress. He has always made the time to contribute to the debate on these issues and is an articulate advocate for quality English teaching despite the clamouring criticism from the media.

Garry has a very particular passion for the mechanics of our language. He has long been an enthusiastic advocate for promoting how a thorough knowledge of functional grammar can empower students and has lived this commitment through his workshops, as well as contributing strongly to the organisation of numerous national conferences for ASFLA.

For the 2013 AATE/ALEA national conference in Brisbane, Garry assumed the key role of co-convener. He kept the ship sailing confidently as we pulled together an enormous team to create a wonderful conference which, due to Garry's careful stewardship of the budget, made a very sizeable profit. We can also thank Garry for the health and vigour of our relationship with our sister organisation, ALEA. What characterises Garry's approach is an absolute passion for making the community of our organisation a genuine community with shared commitment.

Garry has also played a major role in supporting the literary competition which ETAQ runs jointly with the Independent Education Union – he has been organiser, judge and strong supporter since the early 2000s.

Finally, Garry has played a very significant role in the national and international sphere. He took on the role of ETAQ delegate for AATE in 2005, ascending to the four-year role of AATE president, finishing at the end of 2016. His contributions have helped to lead the state and national associations through changing times for all educators. In an era in which there has been an unprecedented level of emotional interest by the community in student 'outcomes', Garry has helped to protect the integrity of what is most important in our work: how we can best support students' confidence with literacy, and to nurture their love of literature and learning.

Garry is a very worthy recipient of life membership because of his commitment to ETAQ, to English and to English teaching.

# 2017 Peter Botsman Award

## Kathleen Macdonald, in school category



Kathleen Macdonald has committed to more than 30 years in state schools in north Queensland and has played a significant role in supporting curriculum and pedagogy in her region, having been HOD English at Tully State High School for the past 21 years.

Kathleen has played a leading role in her region, beginning with her Master of Education in rural education. She contributes to the development of English in Queensland through writing of new syllabus documents, doing the QCAA syllabus PD rollout, writing sample units, assessment tasks and resources for the use of English teachers as well as being a senior marker for the last two external exam trials. Her sharing nature and generous spirit are evident in the way she thinks nothing of spending a day, or driving a four-hour round trip, to guide new HODs through the Queensland system as well as generously sharing her resources around the state.

Kathleen's curriculum leadership skills are impressive. She clearly demonstrates the belief that the weakest students need the strongest teachers by regularly taking the most challenging classes in her own school. She shares her infectious passion for classic literature, inspiring her teachers and students to 'catch' the love of English. Her achievements, as HOD, include the championing of innovative pedagogical approaches such as LTLTR, Anita Archer's explicit teaching and a wide range of structured approaches to spelling and reading. Under her direction, Tully High hits well above its weight in terms of English, NAPLAN results and reading improvement.

Kathleen's influence is wide. Her regional organisation and leadership of professional development of English teachers is highly regarded. Kathleen has co-organised an extensive range of PD in Cairns for English teachers at Student Free Days and ETAQ events. She also takes opportunities to connect with researchers. Kathleen literally goes the extra 300 km or more to absorb, and later apply, a wide range of research in person. A pedagogical coach, she leads staff capacity building sessions in literacy to upskill teachers from all subject areas. In her district cluster, Kathleen has also built strong networks of support for primary teachers, as well as mentoring countless teachers who have gone on to take up leadership roles.

Kathleen has also developed strong relationships with local Jirrbal elders by, in the 1990s, enabling the teaching of local language in Year 8 English units, engendering a deep understanding of and empathy with the local indigenous community.

With an incisive, analytical mind, balanced by compassion, humour and humility, Kathleen is a talented educator who is a most worthy recipient of the Peter Botsman Award.

# Keynote 1 – What forces shape us? Telling the stories of English: past, present and future

**Larissa McLean Davies**

Associate Professor – Language and Literacy Education  
Associate Dean – Teacher Education Research at the  
Graduate School of Education at the University of Melbourne.



Unlike any other group of secondary teachers in Australia or internationally, English teachers regularly find themselves on the ‘front page’ of media commentary and reportage. Whether it be as a result of declining literacy scores in high stakes tests, the selection of ‘questionable’ literature for study, the critical ways in which texts are studied, or the capacity of students to write a resume, English teachers - the knowledge they have, and the work they do - are never far from public discourse.

At a time when a variety of forces seek to shape us as a profession, it is timely to reconsider the rich and diverse knowledges experienced by students in subject English, and the ‘generic promiscuity’ (Boomer 1984) that English teachers across the decades have enacted. In response to media and policy discourses about English teachers and teaching, this address will draw on current research investigating the

making of English teachers to consider the various ways in which English teachers are formed and reformed.

Through an exploration of ‘the stories of English’, rich accounts of learning in English from the past and the present, I will explore the forces that have and continue to shape us, and suggest ways in which, through understanding and building on our professional knowledge, we can imagine English for the future and enter productively into current policy debate.

## Presenter

**Associate Professor Larissa McLean Davies** is a leading Australian academic in literary education, with her research spanning the fields of literary studies and English education. Larissa is currently Associate Professor – Language and Literacy Education and Associate Dean – Teacher Education Research at the Graduate School of Education at the University of Melbourne. Larissa is also the lead Chief Investigator of the ARC Discovery Project [\*Investigating Literary Knowledge in the Making of English Teachers\*](#).

Larissa’s international profile in clinical teacher education is rapidly developing as she challenges traditional disciplinary and institutional boundaries to offer innovative, collaborative and interdisciplinary solutions (e.g. between education and literary studies, or teacher education and medicine) to complex learning and teaching problems to improve student outcomes. In her previous role as Deputy Director – Learning and Teaching, she had oversight over the Master of Teaching Early Childhood, Primary, Secondary and Secondary Internship, and led the re-development of the Master of Teaching for re-accreditation in 2016. Larissa is a Senior Researcher in the International Teacher Education Effectiveness Hub, where she leads research at the interface of pre-service curriculum development and teacher education effectiveness research.

## Keynote 2 – Another keynote about an alarm clock, a jewellery box, and the board game she smashed him over the head with (or we're all just made of stories)

**Markus Zusak**  
Author



### Abstract

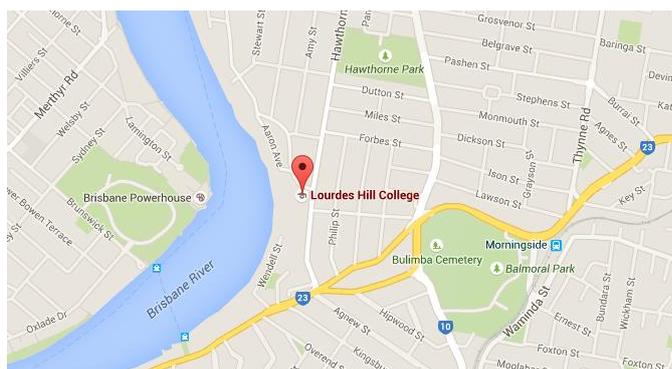
In this keynote, Markus will (hopefully) celebrate one of the great weapons in the English teacher's kitbag – the fact that the most interesting thing about all of us (teachers and students and even other people in the world) – is simply our stories. He'll tell a few of the stories that led him to become a writer and show how the stories work. He will also read from his work-in-progress and share the process of work, failure and revelation that has led to the end result.

### Presenter

**Markus Zusak** is the author of five novels, including *The Messenger* and *The Book Thief*, one of the most successful and widely read books to come out of Australia.

### Autographed copies

We plan to sell copies of *The Book Thief* on Saturday at the ETAQ book stall. Markus will autograph copies during lunch time and the afternoon tea break.



### Lourdes Hill College

#### Parking

At Lourdes Hill College, there is no off-street parking.

Participants are reminded to allow plenty of time to park and walk to the venue



## Session 1: Workshops 11:15 – 12:05

No	Title	Presenter
1A	Three Level Guides and Detailed Reading: the past meets the future	Lindsay Williams
1B	Equity and excellence: meeting students where they are using differentiated writing practices	Jackie Newman
1C	Popular or pulp?	Rohan Davis
1D	The Professor and Mary Ann: ripening the writing fruit	John Acutt
1E	Crash course: the short story	Erin Geddes
1F	Mind the gap	shake & stir
1G	Re-imagining Senior English through the Bard	Bernadette Hawker & Sherilyn Lennon
1H	SlammED! Queensland's biggest interschool poetry slam	Simon Kindt
1I	Some approaches to teaching an Australian war poem	Garry Collins
1J	Myth busting: what exactly do English teachers look for when marking an analytical exposition?	Grace Loyden
1K	So your data 'sucks'. Where to from here? Tips for aligning goals with student success	Leticia Dwyer & Donna Penner
1L	Practical exercises to help even your most reluctant students become better speakers	Kevin Ryan & Adrian Pauley
1M	Digital tools and technologies in English teaching	Marnie Ward
1N	Speaking, thinking, writing	Sharon Sweeney & Carla Wells
1O	What knowledge counts? Using Literary Knowledge to enhance the teaching of texts	Larissa McLean Davies

### Workshop 1A

#### Three Level Guides and Detailed Reading: the past meets the future

##### Abstract

In the 1980s, the Three Level Guide strategy was popularised by Nea Stewart-Dore and Bert Morris in their ground-breaking approach to teaching reading comprehension, *Learning to Learn Through Reading*. This teaching-learning strategy was a vehicle for helping students move from the literal to interpretive to applied meanings of texts (literary and non-literary). At various points over the last thirty years or so, the strategy has faded in and out of our collective, English-teacher consciousness. More recently, David Rose (University of Sydney) has developed the *Reading to Learn* pedagogy which fully integrates reading, note-making and writing, as well as the intensive study of spelling and grammar. One of his major innovations is the Detailed Reading strategy, which involves the

teacher in preparing students to read, cueing attention to content words, and then elaborating on their meaning. Like the Three Level Guide, this strategy extends students' understanding of texts in three levels, which Rose has named literal, inferred and interpretive. In this workshop, we will explore some of the connections between past and present approaches to reading comprehension through a practical demonstration of Detailed Reading. Come prepared with a highlighter and an open mind!

##### Presenter

**Lindsay Williams** has been teaching English for 34 years and is currently a workshop presenter and professional development provider. In addition, he coordinates and teaches three English Curriculum courses at the University of Queensland and is himself completing a PhD through the University of New England. Lindsay also produces curriculum resources, most recently contributing a chapter to the 2016 AATE publication, *The Artful English Teacher* and content for the AustLit website.

## Workshop 1B

### Equity and excellence: meeting students where they are using differentiated writing practices

#### Abstract

Carol Ann Tomlinson, a leader in differentiation scholarship, suggests that 'it is feasible to develop classrooms where the reality of the learner variance can be addressed along with curricular realities' (2017). As English teachers, we know that all students come with a variety of interests, motivation and levels of writing. This interactive workshop is designed to offer practical strategies to develop a community of writers in classrooms. Specifically, the workshop will outline the importance of student goal-setting and reflective learning journals as a way to develop authentic, relevant tasks for students.

#### Presenter

**Jackie Newman** has been teaching English for 20 years in the United States and Queensland and is currently Head of English in Central Queensland. In addition, she has been a Deputy Principal and Coordinator for Gifted and Talented for an urban school district in the U.S. Jackie holds a Bachelor of Arts in English, Master of Liberal Studies, Graduate Certificate in Gifted and Talented, and a Post-Master Degree in Educational Leadership from the University of Virginia, U.S.A.

## Workshop 1C

### Popular or pulp?

#### Abstract

The focus of this exemplar unit is a novel study and narrative response. It is a unit of work for Year 10 based on the novel *Light Between Oceans*. Aspects of popular culture are explored in this unit before a close study of the novel foregrounding elements of the literature strand from the National Curriculum is undertaken with a view to interrogating the text for gaps and silences. We explore representations of individuals in historical and social contexts, examine how text structures and language features influence readers, evaluate moral and

ethical positions, and analyse and evaluate narrative features in the novel. Students then create literature and write a narrative response to the text. Models of student responses will be shared. An additional focus is the language strand of the curriculum and how we embed and contextualise work with sentences, clause structures and the craft of writing in the unit.

We are very motivated to ensure the teaching of the language strand and grammar is done explicitly, continually and in contextualised ways, and both the teachers and students have thoroughly enjoyed working with a novel that is both current and has literary worth.

#### Presenter

**Rohan Davis** has taught English for over 25 years in Queensland at a variety of schools. For the past 15 years he has been HOD English at Fairholme College in Toowoomba. Rohan has been District Panel Chair, Toowoomba for the past 12 years and has recently been involved with the QCAA's Learning Area Review Group for the current English suite of senior syllabuses.

## Workshop 1D

### The Professor and Mary Ann: ripening the writing fruit

#### Abstract

Many students find the hardest genre to master is creative writing. A kind of paralysis can grip a student when they are asked to 'Write an original story about ... or ... Imagine you are ... or ... Take on the role of ...'. Let's attempt to demystify the process by shedding light into the dark corners of the genre revealing the structures and processes that make for good narrative/reflective writing. What are the core techniques that will transform 90lb writing weaklings into buff and brawny literary giants? Structuring and modelling are at the heart of the process. Another key ingredient is the teacher's immersion in the writing process. We learn that by experiencing firsthand the obstacles in the writer's journey, we can help students navigate the same perilous waters. As for the *Gilligan's Island* reference in the title ... For the Professors out there, there'll be the 'scientific' formula for creative, narrative writing, and for the Mary Anns, there'll be the

'one part sunshine, two parts water and three parts prayer' approach.

### Presenter

**John Acutt** is the Head of English and Languages at Ipswich Grammar School. He has worked in both the public and private sectors and has always been a strong believer in teachers sharing their ideas and expertise. He has presented at numerous conferences and his ideas have been published in a variety of English and educational journals. John advocates that all teachers need to be active practitioners of what they teach – 'Do what you ask the students to do.' In 2012, he was the winner of The English Teachers Association of Queensland's Peter Botsman Award (school category). As Head of Department, John is recognised by past and present colleagues as a mentor who provides support for beginning English teachers.

## Workshop 1E

### Crash course: the short story

#### Abstract

Sometimes we teach topics or genres outside of our comfort zone or preference. Perhaps we simply dislike them altogether. This workshop aims to build on your resources list, discuss different ideas and approaches to pedagogy, cover reading strategies, warm ups, rules and rule breaking for short stories and discuss finer points of creative writing. We will also look at some junior and senior high school student work and discuss suggestions for feedback to the students.

#### Presenter

**Erin Geddes** is a teacher at Forest Lake State High School. She has worked in school libraries and just finished time as Head of Information Technology, which taught her just how much she missed the English classroom. She adores almost every facet of teaching English, from grammar to Gatsby.

## Workshop 1F

### Mind the gap

#### Abstract

Exploring gaps and silences is an extremely useful and in-depth way of understanding a variety of texts. Come and refresh your teaching with a practical workshop created and presented by the award-winning team at shake & stir theatre co. Together we'll unpack simple drama techniques which can be utilised in an English classroom to help deepen a student's understanding of a text and allow them to get inside a character's head by considering the reasons behind a gap or silence. You'll leave with a suite of practical and analytical activities that can be adapted for different age groups, texts and ability levels.

#### Presenters

Established in 2006, **shake & stir** is one of Australia's leading contemporary theatre companies specialising in the creation of new work. Shake & stir produces an annual season of in-school and mainstage productions and a suite of in-school master-classes and in-residencies for primary and secondary students.

**Naomi Russell** is the full time Education Manager at shake & stir theatre co. She is passionate about creating engaging arts experiences for students of all ages. During her six years with the company, Naomi has been responsible for managing shake & stir's thriving after-school primary drama program, developing and facilitating workshops, masterclasses, tutorials and teacher professional development sessions for delivery in schools, creating extensive teacher resource kits for in-school and mainstage productions and coordinating the annual Queensland Youth Shakespeare Festival. Naomi also sits on the Drama Australia board, and teaches drama education at the University of Queensland. Prior to working with shake & stir, Naomi was a full-time English and drama teacher with experience teaching in both Queensland and United Kingdom schools.

## Workshop 1G

### Re-imagining Senior English through the Bard

#### Abstract

I will never forget the collective groan from the student body when, as a first year teacher, I announced that, 'Next semester we will be doing Shakespeare'. Fortunately, by the end of the year, Shakespeare had managed to weave his wordy magic on all but the most recalcitrant students and most had developed a begrudging love of the Bard. Unfortunately, the same could not be said for the associated assessment tasks. This presentation tells the story of how two Senior English teachers, using pedagogies of connection and engagement, were able to develop an innovative and flexible approach to assessing Shakespeare in the Senior English classroom: an approach that was rigorous, inclusive of students' divergent needs and interests, and aligned with Queensland's curriculum requirements. The unit has now become so popular that, instead of groaning at the mention of Shakespeare's name, students are asking, 'When do we get to do the Shakespeare unit?' This session is packed full of practical ideas for teaching Shakespeare to upper Secondary English students and provides multiple examples of students' work. The two presenters are experienced Senior English teachers with a long history of working/innovating together in rural Queensland.

#### Presenters

**Bernadette Hawker** is a Master teacher/ Head of Department at Goondiwindi State High School. She has over twenty years' experience in the field and is particularly interested in innovative pedagogical approaches incorporating the use of ICTs.

**Dr Sherilyn Lennon** convenes the Junior and Senior Secondary English curriculum courses at Griffith University. Prior to her commencement at the university, she was an English Head of Department at Goondiwindi State High School. She is particularly interested in pedagogies of connection and engagement.

## Workshop 1H

### SlammED! Queensland's biggest interschool poetry slam

#### Abstract

SlammED! took flight at the Queensland Poetry Festival in 2015 and has grown into Queensland's biggest interschool poetry slam, empowering young poets and helping to foster a renewed interest in performance poetry. In this workshop, teacher, poet and SlammED! project officer Simon Kindt will introduce you to poetry slams, outline the SlammED! project as it sits within the Queensland Poetry Festival and tell you all you need to know about getting involved. He will be joined by SlammED! student poets who'll shake all your ghosts loose. SlammED! is presented by the Queensland Poetry Festival in partnership with the State Library of Queensland.

#### Presenters

**Simon Kindt** is Queensland Poetry Festival and SlammED! project officer, a poet and teacher at Kelvin Grove State College. He was awarded the Peter Botsman award in 2015.

## Workshop 1I

### Some approaches to teaching an Australian war poem

#### Abstract

This session will outline some approaches to teaching John Manifold's poem *The Tomb of Lieutenant John Learmonth AIF*.

Manifold (1915-1985) was born in Melbourne to a well-off Victorian grazing family and, while growing up, spent considerable time on country properties. He attended Geelong Grammar School and then studied at Cambridge University, graduating with a B.A. in 1937. During the Second World War he served as an officer in the British Army's Intelligence Corps. Following the war, he returned to Australia and settled in the Brisbane suburb of Wynnum.

The Wikipedia entry on the poem includes this quote from a review originally published in *The Canberra Times*: '*John Learmonth* is a wonderful

poem which manages the difficult task of being patriotic without being chauvinistic, of praising courage in war without praising war.' In the opening stanza, the poet describes it as 'a cairn of words over a silent man, my friend John Learmonth whom the Germans killed'.

John Learmonth was the poet's school friend who died during World War 2 while serving in the Second AIF (Australian Imperial Force). He fought on Crete with the 2/3 Field Regiment (an artillery unit) during the unsuccessful defence against a German airborne invasion launched after the conquest of Greece. A possible reading of the poem suggests that he was killed on Crete but apparently he was captured and later committed suicide whilst a POW in Germany.

Given the record of this presenter, the session is sure to include some mention of functional grammar.

### **Presenter**

Now a part-time teacher educator at the University of Queensland, **Garry Collins** taught secondary English for 35 years, mainly at Gladstone and Ferny Grove State High Schools, but also on year-long exchanges in Oregon in the US and Ontario in Canada. He is past president of both ETAQ and the national English teacher body, AATE. Garry joined ETAQ some time in the 1970s and has been active on the committee since the turn of the current century.

## **Workshop 1J**

### **Myth busting: what exactly do English teachers look for when marking an analytical exposition?**

#### **Abstract**

For the past forty years, Year 11 and 12 students in Queensland have been assessed largely using school-based, externally-moderated instruments using defined 'exit' standards. Shortly we will move to a Senior Assessment and Tertiary Entrance system that includes a new procedure for marking and confirming teacher judgements. The purpose of this workshop is to illuminate and explore the kind of information teachers draw on to make judgements about student work. This information is called 'tacit knowledge'. Tacit knowledge is the

expertise that teachers 'carry around with them, mostly in their heads'. When a teacher is employing their tacit knowledge, they are able to recognise more than just superficial differences in individual student work and they make judgements using subtle and abstract evidence. A skilled teacher will be able to inherently recognise the salience of a particular standard to a particular judgement, and this skill is demonstrative of a teacher's tacit knowledge.

What are the unstated rules that you draw on when you mark an analytical exposition? Which rules do you wish you knew more about?

Come along to this interactive workshop where you will engage with your peers to explore, unpack, discover and validate your own tacit knowledge of the analytical exposition. You might find it helpful to bring a photocopy of a student's analytical exposition for your own reference only.

### **Presenter**

**Grace Loyden** is the Head of English at Townsville Grammar School. She has a Master of Educational Leadership (QUT), during which she explored the evolution of the art of being an English teacher, and the way in which English teachers apply their tacit knowledge to making assessment judgements.

## **Workshop 1K**

### **So your data 'sucks'. Where to from here? Tips for aligning goals with student success**

#### **Abstract**

In response to poor NAPLAN and senior assessment results, the Browns Plains State High School English Faculty have embedded key strategies targeting a lack of student achievement in comprehension and writing skills. Creating a deeper understanding of Senior English criteria has also enabled students to truly comprehend and engage meaningfully with specific task expectations.

### **Presenters**

**Leticia Dwyer** is currently the acting Head of English at Browns Plains State High School who

leads her faculty in ensuring students gain not only an appreciation but a passion for the power of the written word. Throughout her five years of teaching she has worn many hats including musical director, literacy coordinator and panel member.

**Donna Penner** is a passionate teacher of English who is dedicated to students achieving their potential. Her dynamic delivery of content encourages students to engage on a deeper level. With over six years' experience in the classroom, Donna also brings to her teaching 20 years of experience working with young people in alternate educational settings.

## Workshop 1L

### Practical exercises to help even your most reluctant students become better speakers

#### Abstract

This workshop will demonstrate to teachers practical ways to improve a student's speaking skills. Using the three key areas of Vocal, Visual and Writing, these activities are student centred and relevant to many of the oral tasks students are asked to perform.

You will find out:

- how to introduce classroom activities such as Impromptu Speaking
- how to use Descriptive Speaking to enhance the oral presentations of your students
- how to use Readers Theatre and Choral Reading to create opportunities for students to practise the skills of speaking in a non-threatening manner.

Teachers will take away relevant and useful exercises that can be used immediately.

#### Presenters

**Kevin Ryan** and **Adrian Pauley** have over 20 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: *Speaking Out*, *Speaking and*

*Debating with Style*, *Primary Speaking and Listening* and on-line resources such as *Speak Well* the video series and *Teaching the Persuasive Oral*.

## Workshop 1M

### Digital tools and technologies in English teaching

#### Abstract

Do students constantly repeat the same questions and queries over and over? Do you wish you had more time to work with students on assessment and activities?

There are many different digital tools that teachers can use to make their lives easier, and free themselves up to work with students in the classroom.

In this workshop teachers will learn to use PowerPoint Office Mix for the delivery of lessons and marking. Teachers will also be introduced to the use of a document camera for recording draft feedback for students. This is a practical session where teachers can bring along their laptops and a learning resource (PowerPoint presentation, Word document) and create their own 'video' to use in the classroom.

#### Presenter

**Marnie Ward** started teaching later in life and has worked with teachers developing their digital capabilities since she started teaching 10 years ago. Marnie is an accredited facilitator with EQ's Smart Classrooms Initiative and started a Tech Club at Spinifex State College to support teachers' use of in-house software and EQ's online resources. She is currently a teacher at Ferny Grove State High School and is working to develop the digital capacity of teachers in the English Department.

# Workshop 1N

## Speaking, thinking, writing

### Abstract

In the busy English classroom, the synergetic relationship between speaking, thinking and writing can be overlooked in response to the drive to lift isolated reading comprehension and writing skills. As English teachers, we understand the importance of these interrelatedness skills, but how do we structure explicit opportunities for our students to develop them in a more balanced way? At St Columban's College, we have seen a gradual decline in our students' abilities to verbalise what they know and understand. At the same time, we have noticed their reluctance to engage in critical and creative thinking at an independent level, and this has translated into students struggling to write about issues and texts in analytical and evaluative ways. In response, we have implemented a variety of evidence-based strategies that aim to more explicitly engage students with higher-order thinking skills across the modes, including a Speaking and Listening Tool Box, embedding Big Writing and VCOP strategies and varying our approach to assessment design. The aim of our presentation is to share these strategies, as well as our successes and next steps.

### Presenters

**Sharon Sweeney** is the Curriculum leader of English and Literacy at St Columban's College in Caboolture. Her teaching career began in Scotland teaching Senior English and middle years English for seven years before moving to Australia to teach for the past seven years. In her various teaching and leadership roles, Sharon has implemented Big Writing Literacy projects and Seven Steps to Writing Success and has become a qualified Seven Steps coach. Sharon completed a Bachelor of Arts in English at the University of Bath, England and Postgraduate Certificate of Secondary Education at the University of Strathclyde, Scotland.

**Carla Wells** currently teaches Senior English and middle years English at St Columban's College in Caboolture. She has been a teacher of English for 24 years in both state and Catholic sectors, in various roles including Head of Department (English), Literacy Coordinator and

Coach and Deputy Principal. Carla has completed a Master of Education (Middle Years, QUT), Bachelor of Education (JCU) and Graduate Certificate of Education (QUT), focusing on literacy.

# Workshop 1O

## What knowledge counts? Using Literary Knowledge to enhance the teaching of texts

### Abstract

Concerns about student knowledge in literacy and English are prevalent in the mainstream media, and English is sometimes erroneously presented as a subject without a content or knowledge base. Of course English teachers can (and do!) draw on different knowledges – aesthetic, cultural, linguistic – to guide text selection practices and inspire rich learning in their classrooms. Literary study in English may involve an experience of canonical literature, an instruction in literacy skills, an opportunity for personal growth or an occasion for critical and cultural analysis (Locke, 2007). These 'models' or discourses of subject English position the reader and the text in specific ways activating specific meaning making practices. This workshop explores the ways teachers draw on different knowledges to achieve different acts of textual engagement with and for their students. The presenter will work with a range of texts and provide frameworks, examples and activities designed to address different forms of literary knowledge.

### Presenter

**Larissa McLean Davies** is a leading Australian academic in literary education, with her research spanning the fields of literary studies and English education. Larissa is currently Associate Professor – Language and Literacy Education and Associate Dean – Teacher Education Research at the Graduate School of Education at the University of Melbourne. Larissa is also the lead Chief Investigator of the ARC Discovery Project *Investigating Literary Knowledge in the Making of English Teachers*.

See Larissa's full biography on page 9

## Session 2 Workshops: 12:10 – 1:00

No	Title	Presenter
2A	The power of reading	John Thomas
2B	A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore	Patsy Norton
2C	Three Level Guides and Detailed Reading: the past meets the future	Lindsay Williams
2D	Crash course: the short story	Erin Geddes
2E	Mind the gap	shake & stir
2F	Re-imagining Senior English through the Bard	Bernadette Hawker & Sherilyn Lennon
2G	All things are ready, if our minds be so	Cara Gleeson & Rhiannon French
2H	Re-imagining the teaching of poetry in Queensland	Anne Wood
2I	SlammED! Queensland's biggest interschool poetry slam	Simon Kindt
2J	Access success	Kathleen Macdonald
2K	Practical exercises to help even your most reluctant students become better speakers	Kevin Ryan & Adrian Pauley
2L	AdAPpting to the new English classroom: APPLy yourself to formative assessment	Virginia Ayliffe
2M	Digital tools and technologies in English teaching	Marnie Ward
2N	Designing senior assessment: exploring curriculum 'permission points'	Jill Willis & Kelli McGraw

### Workshop 2A

#### The power of reading

##### Abstract

In this session, the presenter will talk to the unit that he wrote for the AATE in response to Charlotte Wood's 2016 novel *The Natural Way of Things* which won the Stella prize, was shortlisted for the Miles Franklin award and won the Prime Minister's Prize for Fiction.

This unit is now featured on the Reading Australia website in the Secondary section. (Reading Australia is a joint venture of the AATE and Copyright Agency.)

The presentation will take the form of an oral annotation of the unit and will range from contextualising the novel to the techniques and theories used for a close reading of the novel to locating the novel in the world of Western literature. The presenter will also talk about the rich tasks that he devised to prompt constructive

responses to the novel from students. The presenter suggests that those who attend his presentation will derive benefit from reading the novel in advance.

##### Presenter

**John Thomas** has taught English in Queensland for a very long time. He has been a Head of Department, a District Review panel chair for the various Curriculum and Assessment authorities and was an awardee of the Peter Botsman Award in 2004.

### Workshop 2B

#### A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore

##### Abstract

This teacher's practice as teacher-consultant, HOD and teacher in the English classroom has

been dominated by what was originally the ERICA model – a conceptual framework for reading in the content areas, currently being revised as the I-PLAN model – a literacy learning model aligned with learning strategies.

Both are the legacy of Nea Stewart-Dore, now deceased, an ex-patron of ETAQ.

This workshop gives evidence of the value of a strong conceptual framework aligned with purposeful learning strategies to the construction of a meaningful unit of work within the national Junior Secondary English syllabus. Three stages of the workshop will be experienced. The first is a brief overview of the historical, theoretical and contextual details of the ERICA/I-Plan plan model and its evolution since 1984 to the present. The second is a brief exploration of a sample unit framed by the I-Plan model and strategies to be retained by participants. Some emphasis will be given to the challenge of developing more sophisticated learning strategies such as the Three Level Guide or Concept Map, which are invaluable for conceptual thinking. The third and main focus is the joint construction by workshop leader and participants of a unit within the identified conceptual framework. It will be a skeleton Year 8 English unit with learning strategies not fully developed, but aligned purposefully with either the I-Link, I-Think, I-Know or I-Show stages of the conceptual model.

### Presenter

Currently **Patsy Norton** is Master Teacher at Craigslea State High School, utilising her extensive experience in curriculum design, literacy learning, school-based action research and doctoral research in teacher learning. Her 48 years of teaching align almost fully with the 50 years of ETAQ existence and she is both a Peter Botsman Award winner and a regular contributor to *Words'Worth*, often in collaboration with colleagues. Roles over the years have included Head of Department, Dean of Studies (P-12), Panel Chair and tertiary lecturer.

## Workshop 2C

This workshop is a repeat of 1A.

## Workshop 2D

This workshop is a repeat of 1E.

## Workshop 2E

This workshop is a repeat of 1F.

## Workshop 2F

This workshop is a repeat of 1G.

## Workshop 2G

### All things are ready, if our minds be so

#### Abstract

We bonded over a mutual love of Shakespeare and a willingness to experiment with new learning activities in our classrooms. Between us, we have experienced a diverse range of learners with their own unique quirks and challenges.

This session is designed to build your teaching repertoire with transferable strategies for the English classroom, which have been gleaned from experience, unexpected sources and happy accidents. This is a practical session where participants will have the opportunity to engage in take-home strategies. Yes, there will be a booklet!

We have carefully curated a range of easy-to-organise activities for engaging students, having fun in the classroom and encouraging critical thinking. Activities include: lesson openers, warm-ups, settling tasks and ways to gauge student understanding.

#### Presenters

Currently in her sixth year of teaching at Forest Lake State High School, **Cara Gleeson** enjoys finding new and interesting ways to teach Shakespeare, to encourage critical thinking and lively classroom discussions.

**Rhiannon French** is a third year teacher, also at Forest Lake SHS, who is passionate about tea, cake and literature (particularly Shakespeare). She is particularly interested in seeing old texts in new ways and inviting students along for the ride.

## Workshop 2H

### Re-imagining the teaching of poetry in Queensland

#### Abstract

My interest in poetry writing began when I was a school student. I went to high school in Queensland in the 1980s and was given the opportunity to write poetry in my final year of schooling and I have held onto my precious poems from my adolescence. As an English teacher, I have gazed upon these whimsical pieces nostalgically and been curious as to why the teachers who taught me provided me with the opportunity to write poetry and why I have not afforded the students in my own English classes the same opportunity? I have wondered why as a teacher I have not taken students on what Dymocke (2003) describes as 'meaning making journeys'. Teacher knowledge and attitudes to the genre of poetry have been linked to the success and failure of poetry teaching. Researchers have found teachers' apprehension about teaching the genre stems from their own insufficient knowledge and a belief that students do not understand poetry. Teachers who believe they can teach poetry will enable all students to engage in the genre and their students are more likely to be successful in reading and writing poetry. This practical session will increase your confidence in teaching poetry. You will learn how to create poetry units of work and assessments for all year levels that can lead your students to a poetic heart rather than away from it.

#### Presenter

**Anne Wood** has 20 years' experience as an English Teacher. She has taught in both New South Wales and Queensland, in the state, independent and Catholic systems. At her current school, Aquinas College, Ashmore, she is the English Curriculum Leader. Her passion is literature, in particular poetry. She is currently studying a Doctorate of Education at Griffith University.

## Workshop 2I

This workshop is a repeat of 1H.

## Workshop 2J

### Access success

#### Abstract

With the growing number of struggling junior high students in English classes, and the pressure to have all students succeed, how can we re-arrange the classroom environment, teaching and learning, and assessment to re-engage and rapidly grow their confidence and English skills without burning out teachers? Our school has thoroughly embedded explicit teaching over the past five years, we have targeted intervention such as Basic Key Skills Builder for those below National Benchmarks, and still we were having difficulty getting traction with failing students. The primary reason for me as Head of English taking responsibility for individual curriculum plans in English was one of equity. The HOSSES creates plans only for students with a disability and only for their withdrawal lessons. This leaves many struggling students without support or specific opportunities to develop. It leaves the classroom teacher in a situation where they may be unaware of the specific reasons for the student failing or disengaging, and at a loss as to how to deal with the situation.

This presentation traces our three year journey with individualising curriculum for success and engagement. I will share with you the process of educating staff, and incrementally building teachers' skills. The use of readily accessible documents and resources available in ACARA such as the standard elaborations for each year level, and the 'satisfactory' and 'above satisfactory' annotated examples, made this final stage of the implementation of Individual Curriculum plans by the teacher in the classroom possible. This presentation would be most suited to English Heads of Department.

#### Presenter

**Kathleen Macdonald** has taught English in Queensland for the past 30 years and is Head of English at Tully State High. She is passionate about enabling students to experience success,

and enjoys mentoring teachers and Heads of Department. Her sense of humour and presentation style make seemingly bland topics engaging. Through a long stint as panel chair, and her contributions to QCAA over 25 years in trials, QCS marking, syllabus writing and lead marking, Kathleen has developed a deep understanding about how to get the most out of the system to benefit students and teachers.

## Workshop 2K

This workshop is a repeat of 1L.

## Workshop 2L

### AdAPpting to the new English classroom: APply yourself to formative assessment

#### Abstract

The classroom teacher is like a tardigrade. The tardigrade, a microscopic creature, also known as the space bear, is an 'extremophile', able to survive in intense environments because it evolves quickly. Its adaptability is unparalleled and it is the most resistant animal ever known. As equally adaptable teachers, we face the evolving classroom and are able to transform quickly and thrive in a new environment. Teachers are able to see what is needed and create a successful learning environment. The changing technological landscape is a changing environment too and English teachers know that using technology can make the classroom more effective for learners. The purpose of this presentation is to show teachers how to use a couple of practical, online 'adAPptation' strategies to make engaging in learning English and formative assessment of what is learnt, efficient and most importantly complementary to the study of English.

#### Presenter

**Virginia Ayliffe** is an experienced secondary English teacher at Somerville House in Brisbane. She has worked on coaching projects and inquiry-based projects with ISQ and piloted and edited 'How to Teach' programs written and published by Education Queensland. She has

also co-authored text books for National Literacy Tests and the *Shakespeare Unplugged* series.

## Workshop 2M

This workshop is a repeat of 1M.

## Workshop 2N

### Designing senior assessment: exploring curriculum 'permission points'

#### Abstract

New systems of senior assessment, including the introduction of prescriptive curriculum, high stakes external assessment, and the removal of a longstanding system of social moderation will commence in 2019 in Queensland. In this presentation, we use materials and report preliminary findings of a project funded by the 2016 Queensland Government Horizon Grant Scheme. With a focus on designing valid and ethical assessment, we share some lessons about the processes undertaken by senior English teachers to constructively align their assessment tasks with syllabus content and objectives. As English teachers approach the redesign of their senior programs to reflect changes in senior assessment, making such instances of assessment literacy visible is vital.

In this presentation, we explore select areas of the new senior syllabuses for *English*, *Literature*, *EAL/D* and *Essential English*. The common architecture of these syllabuses allows us to read across the documents to compare information about the different course structures, syllabus objectives and subject matter. Our focus will be on highlighting potential 'permission points' in the syllabus – places where teachers could reasonably assume a great deal of creative and critical agency. The broad question 'what is critical for me to factor in to my future senior assessment designs?' will drive the Q&A sessions throughout this session.

#### Presenters

**Jill Willis** is a senior lecturer in the Faculty of Education at QUT. Prior to her work at QUT, Jill

had twenty years of teaching experience in Queensland state and independent schools as a teacher, Head of Department and Director of Studies. Jill contributes to professional learning communities and partnerships and is engaged in research projects investigating the impact of physical and digital learning environments on learner agency. She is also engaged in research work with schools seeking to understand how assessment within the Australian Curriculum can enhance learning in schools.

**Kelli McGraw** is a lecturer in the Faculty of Education at Queensland University of Technology. 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, digital literacy and children's literature, presently focusing on the use of project based learning in secondary English. She is the Vice President of The English Teachers Association of Queensland.

## Session 3 Workshops: 4:05 – 4:55

No	Title	Presenter
3A	Panel - The past meets the present: wise reflections on English teaching	John Carr, Esmé Robinson, Ray McGuire, Mary Swayne & Garry Collins
3B	Popular or pulp?	Rohan Davis
3C	A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore	Patsy Norton
3D	Scaffolding students' analysis: applying a three-level reading to literary texts	Grace Loyden
3E	Ten things you need to put on your cheeseburger: a fast food approach to the short story	Dean Andric
3F	The Professor and Mary Ann: ripening the writing fruit	John Acutt
3G	'We know what we are but know not what we want to be': teaching Shakespeare in contemporary classrooms	Patrice Honnef
3H	Re-imagining the teaching of poetry in Queensland	Anne Wood
3I	Taking the textbook online with Education Perfect	Jess Mikecz
3J	Coming to terms with data	Tamara Broughton
3K	Finding the lost treasure that is your motivation to teach English	Peter Algate
3L	Teaching students from the Torres Strait	Mette Morrison & Amy LaBan
3M	Tes: for teaching	Lenore Rodrigues

### Workshop 3A

#### The past meets the present: wise reflections on English teaching

##### Abstract

In English teaching, as in other areas of human endeavour, the past influences both the present and the future. We bring together people who have been prominent in ETAQ's affairs, three former presidents and three Peter Botsman Award winners to reflect on various trends over the past several decades.

They will reflect on key issues related to English teaching – as it was in the past; how it is now; and how it is likely to develop into the future. The panel's collective experience covers most of ETAQ's 50 fabulous years so there should be much to talk about.

##### Presenters

**John Carr** spent 14 years in the Queensland Education System as pupil and student; 21 years as a classroom teacher, primary and secondary; and 24 years as a curriculum developer and teacher educator. This 59 year sentence was much longer than that served by his convict ancestor – but he enjoyed every year and would be a teacher again next time round. He gained a great deal from his long involvement in ETAQ, including his time as president, 1980–1982.

Now a part-time teacher educator at UQ, **Garry Collins** taught secondary English for 35 years (most of it as a HOD), mainly at Gladstone and Ferny Grove State High Schools, but also on year-long exchanges in the US and Canada. He is past president of both ETAQ and the national English teacher body, AATE. Garry joined ETAQ sometime in the 1970s and has been active on the committee since the turn of the current century.

**Ray McGuire** worked as an English HOD for 40 years. After retiring, he lectured part time (2002-2007) to post graduate students at Griffith University. As a District Panel Chair and English Subject Advisory Committee member, he developed deep insights into curriculum development, assessment and in-service. Crucial to this work were links forged with Queensland Curriculum Branch personnel. Experiences as a literacy consultant (1984-1992) deepened his knowledge of literacy and language-in-use (genre). In later years, he has spent time researching and helping teachers extend their knowledge of Context-text Interpersonal (Appraisal) resources.

**Esmé Robinson** joined ETAQ in 1970 and taught for 39 years. She has been a Head of Department, District Moderator for English, Assistant Examiner External Senior English, member of the English Subject Advisory Committee, teacher representative on the syllabus committee for the development of Speech and Drama, and State Consultant for English. She was president of ETAQ for ten years, is a life member and a recipient of a Peter Botsman Award.

**Mary Swayne** retired as English HOD at Kelvin Grove State College in 2010. She has served on the English Subject Advisory Committee, the State Panels for Senior English and English Extension, and the Management Committee of ETAQ. She also was a Senior Education Officer at the QCAA, a Project Officer for the QCT and a lecturer in English curriculum at Griffith University. In 2003 she was a recipient of the Peter Botsman Award for excellence in English teaching in Queensland.

## Workshop 3B

This workshop is a repeat of 1C.

## Workshop 3C

This workshop is a repeat of 2B.

## Workshop 3D

### Scaffolding students' analysis: applying a three-level reading to literary texts

#### Abstract

The English (2017) Syllabus excludes the cognition of 'evaluating' from its objectives, which accentuates the importance of 'analysing' in the subject of English. The process of analysing in English is markedly different to other disciplines and involves students breaking down texts, inferring meaning, applying inquiry questions and making connections. This process is complex and requires careful modelling and scaffolding to ensure that students can ultimately produce a sophisticated analytical exposition. This workshop is designed to provide teachers with a straightforward strategy to deconstruct and analyse literary texts. Using *The Great Gatsby* as an example text, teachers will be able to develop and validate their own skills to analyse the representations of place and architecture in response to the inquiry question: how does symbolism enhance meaning? Teachers who attend this workshop will gain a valuable, compact and versatile strategy to support students in developing their analysis skills.

#### Presenter

**Grace Loyden** is the Head of English at Townsville Grammar School. She has a Master of Educational Leadership (QUT), during which she explored the evolution of the art of being an English teacher, and the way in which English teachers apply their tacit knowledge to making assessment judgements.

## Workshop 3E

### Ten things you need to put on your cheeseburger: a fast food approach to the short story

#### Abstract

As English educators, we know imaginative writing, particularly the short story, is one of the most widely used assessment instruments in

schools. From NAPLAN to QCS, a sound knowledge of this genre for students is a must. This workshop is designed to improve teacher and student engagement and competency by focusing explicitly on the elements and structural components of a short story. This workshop covers ten aspects of imaginative writing including: setting, characterisation, point of view, theme, orientation, complication, climax, resolution, showing and not telling, and dealing with time.

### **Presenter**

**Dean Andric** is a Brisbane born actor, writer and educator. After completing his studies in Performing Arts at the Queensland College of Art in 2001, Dean began training with a number of theatre companies including Zen Zo Physical Theatre and became a mainstay on the Brisbane stage. In 2009 he finished a Bachelor of Arts and Education through the University of Queensland. He then relocated to Mackay where he is now the Head of English and Drama at St Patrick's College. Dean is currently studying for his Master in Applied Theatre.

## **Workshop 3F**

This workshop is a repeat of 1D.

## **Workshop 3G**

**'We know what we are but know not what we want to be': teaching Shakespeare in contemporary classrooms**

### **Abstract**

In 2016, Bell Shakespeare launched the Regional Teacher Mentorship Program to commemorate the 400th anniversary of Shakespeare's death. This incentive was designed to provide intensive workshops to regional Australian teachers and provide them with a strategic though quite unconventional approach to teaching Shakespeare. Fast forward to March 2017 and I found myself at Bell Shakespeare HQ with fourteen teachers from varied corners of the nation. While distance separated us, all participants were motivated and united by a desire to use Shakespeare as a

vehicle in transformative learning. Early discussions and introductions revealed that, despite differing geographical locations, our circumstances were quite similar. Many teachers were challenged with high populations of students from non-English backgrounds, negative perceptions of Shakespeare, low literacy and poor attendance as well as teaching in isolated regions. This session will encompass workshop activities, including Shakespearean insults, compliments, motivations and a moved synopsis of Hamlet.

### **Presenter**

**Patrice Honnef** is currently Head of the English Faculty at Innisfail State College. Despite being an English teacher for many years, she had a short sabbatical in the humanities and transitioned to the Modern History panel for several years before transferring back to English. She is delighted to return to the world of language, literature and Shakespeare. Patrice is heavily involved in Lions Youth of the Year, Aspirations Day, Rostrum Voice of Youth, Cassowary Coast Junior Public Speaking Competition and the We Will Remember forum. She regularly attends Holocaust literature forums and panels at the Sydney Jewish Museum.

## **Workshop 3H**

This workshop is a repeat of 2H.

## **Workshop 3I**

**Taking the textbook online with Education Perfect**

### **Abstract**

What kind of resource engages your students the most? At Education Perfect we know that the answer to this question is you. Their teacher. Your stories, your interaction, your care and your understanding is what will have the biggest impact on your students' progress. That is why we have created a platform that manages the work that often reduces your student interaction time.

Our world class reporting gives you the meaningful insights into students' learning

journeys and the latest in Direct Integration with LMS, live monitoring and customisable content (aligned with the Australian curriculum). Our online textbook instruction is interactive and fun. We offer highly engaging auto-marked material, which allows you to pinpoint areas of need and facilitate students who are capable of working and progressing independently.

This system is also a network of collaboration. All of our users have the ability to customise their content library, create custom lessons, lists and assessments. These can be kept private to your school or shared for others to use. Education Perfect is a dynamic, responsive and co-constructed resource. Our team is always ready to listen to your feedback and continuously support you in getting the most out of our world-class, time-saving technology.

Come along to our session today and learn how you can join the EP community and make the most of this exciting and engaging program today!

### **Presenter**

**Jess Mikecz** has worked as an Indonesian and English teacher for the past 7 years. She has worked as LOTE Co-ordinator at two rural Victorian schools, Casterton Secondary College and Monivae College, implementing Language Perfect at both of them. After moving back to Melbourne this year, she is looking forward to a different challenge and is excited to be working as an Implementation Expert for Education Perfect.

## **Workshop 3J**

### **Coming to terms with data**

#### **Abstract**

From personal experience, the term data generally elicits reactions of cringing and nausea from teachers who are already stretched, time poor and all the while trying to maintain passion and enthusiasm for the subjects they love. After working closely with data over the past two years, and after completing professional learning courses, I understand that it is one challenge to comprehend the data given to us and it is quite another to interpret and apply the information in practical ways – especially within a classroom

full of learners who are at completely different levels along their personal quests for mastering English. My aim is to alleviate the grievances felt by teachers who are being asked to do more with data. This workshop will offer foundational and practical strategies for teachers to develop their expertise in using and interpreting different types of data for their classes.

### **Presenter**

**Tamara Broughton** graduated from QUT in 2011 and has since taught English and History in North Queensland and the Darling Downs. Her passion and love for teaching English has enabled her to work in various positions – from teaching in regular classrooms to working one-on-one with disengaged students struggling with literacy. Tamara is particularly interested in the use and interpretation of data within schools. She is motivated towards building solid and shared understandings of how data can be used by teachers to improve student learning.

## **Workshop 3K**

### **Finding the lost treasure that is your motivation to teach English**

#### **Abstract**

Whether you have been teaching for 10 years or 10 weeks, it can be difficult to find the motivation you once had as a bright eyed and bushy tailed university student. The profession of teaching English in 2017 requires the utmost of professionalism from all of us, whether it's in preparation for class, thoroughness in marking drafts and assessment, logging and decoding data or dealing with students and parents. It can be easy to feel overwhelmed and undervalued. However this doesn't have to be the life of a teacher.

This workshop aims to provide participants with skills and techniques that can help ease the stress of the job and invigorate us before work each day. Topics include: relaxation techniques, practices that can help you get more done in the staffroom in less time, pinpointing the original spark you had for teaching and finding a way to bring that back as well as tips to help cope with stressful students and parents.

This workshop doesn't aim to be a cure-all as different methods work for different people. The presenter will be sharing techniques that have either worked for him directly or have been beneficial to other teachers and these should be treated as a guide only. It's hoped that with a range of helpful tools, the pressure of working in a high stakes environment can be eased. Be aware that this workshop will include participation in activities such as breathing exercises.

### Presenter

**Peter Algate** has been a teacher in Queensland state schools for over 10 years and has been a member of the ETAQ Management Committee since 2015. He is currently teaching English at Marsden State High School and enjoys learning about and practising self-reflection, self-improvement, goal setting and improving workplace performance.

## Workshop 3L

### Teaching students from the Torres Strait

#### Abstract

People in the Torres Strait often travel away from home for education, health, training and employment. Some return, while others live away from their island homes. Children from the Torres Strait speak English as their second, third or fourth language. This presents multiple challenges in a classroom – in remote and urban settings.

This workshop will help English teachers consider the unique language situation in the Torres Strait and discuss how it shapes the cultural contexts in which Torres Strait people live. The workshop will provide an awareness of how traditional Torres Strait languages have shifted through time and will provide English teachers with perspectives to better facilitate student engagement. The distance travelled in education in the Torres Strait in the last 50 years will also be discussed.

The workshop will also provide practical applications using Torres Strait texts in an English classroom. This workshop aims to excite

you about the uniqueness of Torres Strait culture.

### Presenters

**Mette Morrison** is a Torres Strait Islander woman from Cairns. She has 19 years' experience working and living in the Cape, Gulf and Torres Straits in various educational settings including curriculum implementation, RATEP, teacher in-service, parent and community engagement, social justice (HOD), learning engagement and TAFE. She has also worked in family services.

**Amy LaBan** is English Coordinator at Tagai State College Thursday Island Secondary Campus. She is in her 12th year of teaching: ten years in Logan City and now in her second year of teaching in the Torres Strait. Her training is in English and Drama (secondary). She has a variety of experiences including complex classrooms, behavior management, Learning Support and Special Education.

## Workshop 3M

### Tes: for teaching

#### Abstract

Tes has been behind teaching for well over 100 years. In that time, while education and the role of the teacher has changed, Tes has always been for community, for opportunity, for support and for inspiration. We strive to constantly meet the need of teachers at home and across the world and improve the lives of those who change lives. This workshop will look at the ways Tes can liberate education professionals from some of the burdens of education and its administration, connecting a global community of English teachers, supporting the role of English in the classroom and providing tools, platforms and products that enable English teachers to:

- deliver a rich and interesting learning environment with supporting resources
- find inspiration and insight from peers and educational experts
- be up to date with education news and pedagogical innovation
- find their next role within education.

Participants are welcome to create a free account and there will be an opportunity to explore the site during the workshop.

### **Presenter**

After teaching in high schools as an English teacher for several years, **Lenore Rodrigues**

moved to the United Kingdom and continued teaching. In the United Kingdom, she specialised in literacy intervention classes, a role that led her to join Tes. Lenore has been with Tes for two years, most currently working to create bespoke content and services for Australian and New Zealand teachers

## Workshop Selection

Maximums apply to some workshops; not all sessions/workshops will necessarily run. Places will be allocated as registrations are received.

Number	Title	Select 1 & 2
<b>Workshop Session 1</b>		
1A	Three Level Guides and Detailed Reading: the past meets the future	
1B	Equity and excellence: meeting students where they are using differentiated writing practices	
1C	Popular or pulp?	
1D	The Professor and Mary Ann: ripening the writing fruit	
1E	Crash course: the short story	
1F	Mind the gap	
1G	Re-imagining Senior English through the Bard	
1H	SlammED! Queensland's biggest interschool poetry slam	
1I	Some approaches to teaching an Australian war poem	
1J	Myth busting: what exactly do English teachers look for when marking an analytical exposition?	
1K	So your data sucks. Where to from here? Tips for aligning goals with student success	
1L	Practical exercises to help even your most reluctant students become better speakers	
1M	Digital tools and technologies in English teaching	
1N	Speaking, thinking, writing	
1O	What knowledge counts? Using Literary Knowledge to enhance the teaching of texts	
<b>Workshop Session 2</b>		
2A	The power of reading	
2B	A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore	
2C	Three Level Guides and Detailed Reading: the past meets the future	
2D	Crash course: the short story	
2E	Mind the gap	
2F	Re-imagining Senior English through the Bard	
2G	'All things are ready, if our minds be so'	
2H	Re-imagining the teaching of poetry in Queensland	
2I	SlammED! Queensland's biggest interschool poetry slam	
2J	Access success	
2K	Practical exercises to help even your most reluctant students become better speakers	
2L	AdAPPting to the new English classroom: APPLY yourself to formative assessment	
2M	Digital tools and technologies in English teaching	
2N	Designing senior assessment: exploring curriculum 'permission points'	
<b>Workshop Session 3</b>		
3A	The past meets the present: wise reflections on English Teaching	
3B	Popular or Pulp?	
3C	A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore	
3D	Scaffolding students' analysis: applying a three-level reading to literary texts	
3E	Ten things you need to put on your cheeseburger: a fast food approach to the short story	
3F	The Professor and Mary Ann: ripening the writing fruit	
3G	'We know what we are but know not what we want to be': teaching Shakespeare in contemporary classrooms	
3H	Re-imagining the teaching of poetry in Queensland	
3I	Taking the textbook online with Education Perfect	
3J	Coming to terms with data	
3K	Finding the lost treasure that is your motivation to teach English	
3L	Teaching students from the Torres Strait	
3M	Tes: for teaching	