****

**BEGINNING TEACHERS’ DAY**

**Saturday, 6 May, 2017**

**Citipointe Christian College, 322 Wecker Road, Mansfield**

|  |
| --- |
| **The Context**Now in its seventh year, the Beginning Teachers’ Day provides high quality professional development specifically tailored to the needs of English teachers in their first five years of practice and those who may be experienced teachers but are new to teaching English. One of the secondary aims of the day is to provide beginning teachers with the opportunity to boost their professional profile through seminar presentations. As such, this year’s program features workshops covering a range of professional and curriculum-related issues, presented by beginning teachers, experienced English teachers and teacher-educators. This professional development opportunity offers new-to-English, beginning and pre-service teachers the chance to extend their professional network, whilst attending workshops that offer practical strategies and ideas relating to the teaching of English. |

**Joining the Profession**

**Abstract:**

A profession is more than an occupation. It is more than something you do – it is something that requires you to keep learning and continually give back. A profession is defined as something that arises from a shared purpose, a body of knowledge, actual behaviour, and societal expectations. So what does this mean for joining the profession of English teaching? As beginning English teachers, it is easy to feel lost, overwhelmed, uncertain and uninformed. But it is how you respond to these feelings that determines your experience of the profession. This keynote explores the path that every new teacher follows when joining the profession and looks at how this helps us grow; how we become part of a history trodden by so many before us; and how we can and need to contribute back to ensure the work we give so much to continues to be held in high regard by ourselves and those around us.

**Presenter**

**Melanie Wild** is currently in her 6th year of teaching (which somehow feels like a lot longer) and is currently the Head of Curriculum – Literacy at Corinda State High School. She is a proud member of the ETAQ Management Committee and has been the convenor of the Beginning Teachers’ Day for the past three years. Last year she was the recipient of the Australian Professional Teachers’ Association Early Career Teacher Award for her work with ETAQ. She has a Masters of Education in Literacy from QUT and in 2016 completed a secondment with the QCAA as a Principal Project Officer (English and Literacy) supporting teachers around Queensland with their implementation of the Australian Curriculum.

|  |
| --- |
| **Beginning Teachers’ Day Program**  |
| **Time**  | **Activity** | **Presenter** |
| From 8:30 am | **Registration** and tea/coffee |  |
| 8:50 am | **Welcome** | Fiona Laing**,**ETAQ President |
| 9:00 am  | **Keynote Address:** Joining the Profession  | Melanie Wild |
| 9:40 am | **Session 1A:** Developing a balanced writing program across Years 7 to 12 English | Matt Rigby |
| 10:40am  | Morning Tea  |  |
| 11.10am | **Session 2:****2A**: Fun with ICT**OR****2B:** Shakespeare  | Lisa SmithDylan Mead |
| 12:15 pm | **Session 3:****3A:** Keeping control in your first year**OR****3B:** Going Rural | Juliette BentleyNatasha Pather |
| 1:15pm  | Lunch  |  |
| 1:45 pm  | **Session 4**:**4A:** “All things are ready, if our minds be so.”**OR****4B:** Deconstructing Assessment for the Junior Classroom | Cara Gleeson and Rhiannon French Sarah Wilkinson |
| 2:50 - 3:00 pm | Closing Remarks | Fiona Laing**,**ETAQ President |

**Session 1**

**Developing a balanced writing program across Years 7 to 12 English – Matt Rigby**

**Abstract**

Based on my 30 years as an educator, including 20 years of teaching English in rural, regional and metropolitan state and independent schools and five years teaching secondary English and History students at QUT Kelvin Grove, here is a practical workshop on developing a balanced writing program. In these times of high stakes testing, you need to understand the writing process, how to develop different types of writing lessons into a balanced program and how to use graphic organisers and icons to help your students brainstorm and refine their writing, especially of narratives. This workshop draws on the evidence-based research of Professor Doug Fisher and Dr Nancy Frey (San Diego State University, USA) and the internationally famous New Zealand literacy gurus, Sheena Cameron and Louise Dempsey.

**Presenter**
**Matt Rigby** is an independent literacy consultant (Go Grammar Consulting) who works as an external change agent to facilitate improvement in Year 12 QCS Test, persuasive writing and reading outcomes in 40 EQ, Catholic and independent schools and colleges throughout Queensland. He taught secondary English, Modern History, Geography and QCS Test Preparation for 20 years in rural, regional and metropolitan state and independent schools in Queensland. He also lectured part time in secondary History curriculum and tutored in secondary English curriculum, reading, grammar, EAL/D, educational sociology and Indigenous studies units at Queensland University of Technology for five years. Since 2009 he has regularly presented at ETAQ state conferences and PD days.

**Session 2**

**Session 2A: Fun with ICT – Lisa Smith**

**Abstract**We all know that bored students in a classroom quickly become disruptive and disengaged, so providing them with worthwhile tasks using platforms they already enjoy using is worthy of experimentation and investigation. The 21st century not only requires flexible learners, but provides us with opportunities to explore and create texts in ways never before imagined, making this century perhaps not “the worst of times” but “the best of times”. This workshop will share several ICT strategies that have already been used successfully in the classroom to increase student engagement, spark creativity and improve writing skills, including that much-needed precision in analysis. Combining ICT with learning can deepen and strengthen motivation to engage in classroom work because it is not only dynamic, but offers the benefits of immediate, relevant and precise feedback. ICT activities in this session involve simple but effective ways of developing writing and thinking skills in a way that is meaningful to students so that they are working together to learn how to interrogate texts and improve written communication. Bringing your own device to experiment with these platforms and activities is recommended — doing so will enable you to take practical, authentic, enjoyable learning experiences into your next lesson. Being a computer whizz is not a pre-requisite.

**Presenter
Lisa Smith** is a secondary English teacher who has worked in state and independent schools as a teacher and a Curriculum Leader Assistant, and is now a Senior Education Officer at the Queensland Curriculum and Assessment Authority. She completed a double degree in Arts and Education at QUT with First Class Honours. Passionate about authentic learning, engaging students in the thinking process and facilitating the sharing of student work in a way that guarantees everyone a voice, she has conducted action research on flipped classrooms and is constantly experimenting with the use of ICT in teaching and learning. Her priority is creating high energy, workshop-typelessons where students actively work together to practise their skills, share their ideas and extend their knowledges.

**Session 2B: Making Shakespeare Great Again – Dylan Mead**

**Abstract**“I burn, I pine, I perish!” English Teacher, 2017… (Also Lucentio in The Taming of the Shrew.)

It has been nearly 430 years since Shakespeare published his first play. As every year passes, students (and teachers, too) continue to feel larger and larger dissonance with his plays. You only have to compare a Snapchat to a soliloquy to see why. Yet, as we gear up for incoming external assessment, and a revamped English syllabus, it is looking likely that Shakespeare will remain prominent in the curriculums of many schools. Now, more than ever, we must ask the question: how can we make Shakespeare great again?

This workshop compares and contrasts the teaching of a semester-long unit of Macbeth over two years, with two separate groups of students. Tracking pedagogical development from my first year to my second year of teaching, the workshop will distil the most important reflections, modifications and improvements that were made, with a focus on improving student engagement, encouraging unique avenues of independent inquiry, and an increase in average levels of achievement. On offer will be overall unit planning, valuable resources, and lesson ideas that have had a proven impact on these key performance indicators, as well as a frank and honest exposition of strategies and approaches that have not worked.

**Presenter**
**Dylan Mead** is a second-year English teacher from John Paul College. In his time at JPC, he has been fortunate to teach English, Senior English, and ESL English for years 8-12, and has recently joined the team of planning facilitators within the college’s English faculty. He also likes Pina Coladas and getting caught in the rain.

**Session 3**

**Session 3A: Keeping control in your first year - Juliette Bentley**

**Abstract**Getting your teaching qualifications is one part of becoming a teacher; the rest is an adventure with twists and turns and surprises. Your courses teach you many things but the experience of entering the workplace can sometimes feel a bit daunting. This session aims to equip you with a professional learning network (PLN) that will help to sustain you, continue your professional learning and help to keep you focused on your own wellbeing in addition to the wellbeing of your students. We will look at Twitter as a place to build your PLN. You will learn some of the self-care tips that many teachers use but forget to share with new teachers and we will look at some digital tools that can help you differentiate in your classroom. You will be provided with links to a number of resources and can ask questions that may be concerning you about this new vocation. Finally we will look at the place of reflective practice. You will leave with practical tools to help you both in and outside the classroom.

**Presenter**
**Juliette Bentley** has been teaching since 1989. She is a published author and has run a successful writers’ club for sixty student members who voluntarily gather for two hours after school each Friday. She piloted the Write The World platform and has enjoyed the wealth of opportunity it provides her young writers. Like Professor Robyn Ewing, she advocates a practice of teachers as writers to leverage the affordances it provides in engagement, empathy and creative dialogue between colleagues and students. Juliette has a great interest in mentoring new teachers, helping them to build the skills that will allow them to enjoy their vocation.

<https://spark.adobe.com/page/wTBFm/>

**Session 3B: Going Rural - Natasha Pather**

**Abstract**In this presentation you will learn about what it is like to begin your teaching career by relocating to a rural community as well as a variety of engaging lesson activities, behaviour management strategies and survival tips for your first year.

As a beginning teacher, it can seem daunting trying to work out where you want to work (or where to find it). I will be providing you with suggestions on how to do this and will share with you why I highly recommend rural service as your first placement.

Having recently completed my first year on the job as an English and Humanities teacher, it is important that we understand the significance of English as a subject in order to teach it effectively. You will be provided with practical strategies on ways to engage junior secondary students in English and other subject areas.

**Presenter**
**Natasha Pather** is an English and Humanities teacher who has recently completed her first year as a teacher at Tully State High School in Far North Queensland. Originally from Brisbane, Natasha sought to take a step out of her comfort zone and challenge herself.

**Session 4**

**Session 4A: “All things are ready, if our minds be so.” – Cara Gleeson and Rhiannon French**

**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.

**Session 4B: Deconstructing Assessment for the Junior Classroom - Sarah Wilkinson**

**Abstract**Know that you need to explain the assessment, task sheet and criteria to your class, but want to make it engaging and informative? This session will showcase the deconstruction of a Year 10 English assessment task as a demonstration of how to explain assessment in an engaging way that ensures understanding. The presentation will reflect on the importance of deconstructing assessment (for both students and teachers) and how to engage students with the assessment process.

 The session will include the following:

* A reflection on the importance of deconstructing assessment (for both students and teachers)
* An example of an assessment task that has been deconstructed and delivered to students.
* A translation of English standard elaborations aimed at Year 10 students
* Resources for the delivery of assessment tasks in a way that is engaging for learners
* Tips:
* How to breakdown a task and criteria for students
* Activities to enhance engagement with the task.

**Presenter**
**Sarah Wilkinson** spent her first two years of teaching at Kirwan State High and St Margaret Mary’s College in Townsville. Now in her fourth year of teaching, Sarah works at St Thomas More College, Sunnybank. She has taught English from years 7-11 and particularly enjoys teaching Year 7, as it gives her the opportunity to help them adapt to the academic rigour of high school.