



# MARCH SEMINAR

Saturday 4 March 2023

Iona College

85 North Road, LINDUM



The English Teachers  
Association of Queensland Inc.

Providing professional support  
and advocacy for English teachers

Registration closes  
Friday 24 February

# March Seminar

*It is the supreme art of the teacher to awaken joy in creative expression and knowledge –  
Albert Einstein.*

We begin 2023's 'Seasons of Learning' program with a belated Summer shindig. So much of the recent discourse around and within education has focused (rightly) on highlighting issues with equity and outcomes for students, and conditions for teachers. This seminar seeks to put heart back at the centre of our professional conversations: to celebrate the bright and warm qualities that characterise Summer, our March Seminar will focus on what we find **joyous** about teaching English.

## Program

Time	Activity
8.45 -9.20	AGM
9:30 10:30	Keynote – Anisa Nandaula
10.30 – 11:00	Morning tea, perusal of resources and networking
11:05 – 12:00	Workshop session A
12:05 – 1:00	Workshop session B

## Online attendance

While the March seminar is principally a face to face event, ETAQ will be live streaming the keynote address and one workshop in each session. One other workshop in each session will be recorded and will be made available once editing of the recording is completed.

## Social Media

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

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

If you are on Facebook, you can join up to 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)).

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

# Keynote: Finding the heart through the spoken word

Anisa Nandaula



## Abstract

Anisa is an Ugandan Australian poet and comedian who will be sharing her journey from living in poverty to taking the courageous move to Australia. Her story is one of battling the difficulties of her new life like homelessness, racism, insecurity and finding the beauty of life through story telling. It was through the pen she gained entry into her power and that which weaves humanity together, honesty.

She will share her story using a combination of anecdotes, performance and stand up comedy. Personal experiences are the basis for learning. Through sharing our heart with others, it acts as a

door in which they can know us and also feel comfortable to get to know themselves. The keynote will offer a reminder of the place that spoken word has in our society. This is to remind us that vulnerability is the only universal language every human can understand.

## Presenter

**Anisa Nandaula** is a nationally recognised spoken word poet, playwright, educator and published author. She is the 2016 Queensland Poetry slam champion and runner up for the Australian poetry slam championships. She is the Sunshine Coast laughable comedy champion 2020 and won the crowd favourite prize at the good chat comedy club finals 2020.

In 2017 she published her first book *Melanin Garden* and won the XYZ Innovation in Spoken Word Prize. She has performed at the Sydney Opera house, Splendour in the Grass, Queensland Poetry festival, Women of the world festival and toured the country sharing stories of love and courage. Anisa is also the co-founder of the arts collective Voices of Colour which creates spaces for migrant, refugee and first nations artists to share their work.

## Registration and Workshop selection

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

**Some workshops (1, 4a, 4b, 11, and 12) are offered once only. Places will be filled in order of receipt of registrations.**

Registration opens    Wednesday 1 February

Registration CLOSES            Friday 24 February

**Cost:** \$60 for member for in-person attendance. Other prices are on the website.

### Conditions of registration

1. Change of persons registered- sometimes schools may need to substitute one teacher for another on their registrations. If so, please notify the change to the Administration Officer so that we can prepare the appropriate Certificate of Participation and Individual program.
2. Many schools prefer to receive an invoice for registrations and pay on that rather than pay at the time of registration. We are happy to offer this convenience but it must be recognised that **registration commits you to payment.** See also the Cancellation Policy below.
3. Many schools are now insisting on an **Order Number** on the invoice. If your school is one of these, please record it in your online registration.
4. **Cancellation Policy** – If you register for face-to-face attendance and have to cancel your physical attendance, the following will apply:
  - a. Cancel your registration by 26 February and receive a refund of your full registration fee OR transfer over to the online attendance group and receive a refund of the face-to-face component of your registration fee
  - b. From 26 to 28 February, you will receive a refund of the face-to-face component of your registration fee
  - c. From 1 March no refund is possible.
  - d. Cancellation should be by email to [adminofficer@etaq.org.au](mailto:adminofficer@etaq.org.au) .

If your school is paying your registration after you have registered, please read and note the document INVOICING AND PAYMENT PROCEDURES. Link is here [March seminar 2023 \(etaq.org.au\)](https://etaq.org.au)

## Workshop selections.

You are asked to choose **two** workshops for each session.

No	Title and Presenter	1 <sup>st</sup> sess	2 <sup>nd</sup> sess
1	My joyous journey with Will, Kathleen Macdonald		√
2	Confidence Tricks - Six Sneaky Ways to Build Confidence in Oral Presentations, Adrian Pauley and Tony Ryan	√	√
3	Physicalisation in the English Classroom: Engaging Students through Movement, Blake Johnson	√	√
4	Winanga-Li – Teach your subject in an Aboriginal Way, Erin O'Donoghue	√	√
5	“Educating the mind without educating the heart is no education at all.” Aristotle - Engagement Through Choice in the Middle School, Louise Heilbuth and Lisa Jenkin	√	√
6	Finding the Humanity in the Literature Classroom: An Approach to the IA3, Lacey Prpic	√	√
7	English Extension Master Class: The Undead Author, Christopher Boerdam	√	√
8	Joy in grammar teaching with <i>Pride and Prejudice</i> , Garry Collins	√	√
9	The Surprising Levers of Joy, Bridget Pearce	√	√
10	Making Learning Work for Students and Teachers in Essential English, Julie Arnold	√	√
11	Finding Joy in Middle School English Programs, Jeffrey Lewis and Michelle Ragen	√	
12	Chat GPT, Max Forbes, Jeffrey Lewis, Kelli McGraw		√
13	Intuitive Reading: Nurturing instinctive meaning-making strategies, Natalie Wilson	√	√
14	Thinking Chains: Fostering Independent Inquiry, Elyse Smallacombe	√	
15	Who says the IA1 can't be fun? Getting creative with text choices for EAL, Helena Abraham	√	√
16	<i>'I Drink to the general joy of the whole table'</i> : Finding joy in EA prep, Steven Clark and Fiona Laing	√	√

## WORKSHOP 1

### My joyous journey with Will

#### Abstract

When asked to present what brings me most joy in the teaching of English – it had to be igniting students' passion for the Bard. I fell in love in 1980, instigated by my year 10 teacher giving me the part of Shylock in our (all girls – commercial stream) class study of *Merchant of*

*Venice*. By contrast, in my first year of teaching, I had an (almost all boys) trade stream class who managed to fall in love (or at least understand and cope with) Shakespeare. I've always realised that plays are meant to be performed – not read (a real killer). With Shakespeare sitting very much as part of the cultural heritage model in the teaching of English, I have taken great joy in teaching Shakespeare to students of very different abilities. With the advent of external

assessment, I chose the shortest, easiest text for our cohort - *Macbeth*! My approach has led to a high level of success for our students. Join me, and I'll regale you with my favourite teaching moments, and a few activities that you can immediately take into your class.

### **Presenter**

**Kathleen Macdonald** M Ed. – Head of English, Tully State High A Peter Botsman Award recipient, 2017, Kathleen has over three and a half decades of teaching years 7 – 12, instilling a love of language and humanity. When she thought she knew a fair bit about Shakespeare (having read widely, visited The Globe, seen *Titus Andronicus* performed by the Royal Shakespeare company in Stratford-upon-Avon etc.), she participated in the best professional development ever, with Bell Shakespeare as a regional mentor. This led to presenting at the USNW Better Strangers project, many regional workshops and individual and joint statewide presentations with Dr Claire Hansen (ANU).

## WORKSHOP 2

### Confidence Tricks - Six Sneaky Ways to Build Confidence in Oral Presentations

#### **Abstract**

In 30 years of involvement in English Oral presentations, Adrian Pauley and Kevin Ryan have worked with hundreds of teachers and thousands of students in the area of English oral assignments. While they have seen many trends and topics go in and out of favour, they have also seen a number of constant factors. This has caused them to develop a presentation named 'Confidence Tricks' - a series of innovative classroom activities to overcome the six most common factors compromising students' success in orals. Adrian and Kevin have created and tested specific exercises and activities that improve students' performance in these areas. Designed with an awareness that self-consciousness and performance anxiety often play a part, these activities 'trick' students into success. They often realise what they have achieved only after they have done it! One teacher has said, "It's like tricking students into finding out that they are better than they think they are!" Adrian and Kevin will talk about the most common barriers to speaking confidence and describe classroom activities to address

each one. These activities cover: Body language (Metalanguage), Sounding confident, Overcoming the fear of 'mind blanks', Content they can have confidence in, Preparing effectively and The value of stories. The entire focus of this presentation is to provide teachers with proven classroom activities and techniques that can be applied in any secondary classroom to improve their students' confidence in any oral assignment.

### **Presenters**

**Kevin Ryan** and **Adrian Pauley** have over 30 years' experience teaching students the skills and techniques for successful oral presentations. They have distilled this experience into strategies that can be used in the classroom - by any teacher. They have co-authored the following books: *Speaking Out*, *Speaking and Debating with Style*, *Primary Speaking and Listening*. They also have Online resources *The Persuasive Oral Teaching Kit*, *Speak Well Workbook*, *Oral Presentation Skills for Secondary Students Impromptu Speaking* and *7 Deadly Slides Learning Module*.

## WORKSHOP 3

### Physicalisation in the English Classroom: Engaging Students through Movement

#### **Abstract**

Gone are the days of teaching through "death by PowerPoint" and using a "lecture style" of teaching. Students experience joy in the classroom by participating in a range of learning activities where they can tap into their creative side. Physicalising texts and bringing them to life through movement and creativity, rather than sitting down and simply reading it, allows for more meaningful engagement and deeper comprehension. Physicalisation in the English classroom is a beneficial way for students to engage with and comprehend the texts they are reading. This type of creative activity can be adapted to any type of English unit and assessment – whether it is an analytical essay, penning a short story to fill gaps and silences, or performing a monologue. My workshop will focus on how to engage students in the English classroom through physicalisation activities and movement. I will explore activities such as acting out Shakespearean plays, freeze framing parts of

poetry and short stories, and bringing to life characters in novels. Learning experiences covered in this workshop are designed to bring students joy by getting them to move around the classroom and engage in a non-traditional way of comprehending texts.

### Presenter

**Blake Johnson** is an English and Drama teacher at Tully State High School in Far North Queensland. In 2019, he graduated from the University of Queensland with a Bachelor of Education (Secondary) and Bachelor of Arts. COVID-19 hit in Blake's first year of teaching, so after a tumultuous time of online learning and isolation, he sought to incorporate a range of physical activities to get students actively back into the English classroom.

## WORKSHOP 4

### Winanga-Li – Teach your subject in an Aboriginal Way

#### Abstract

“It's not about teaching Aboriginal content, it's about teaching *through* Aboriginal ways.”

*Winanga-Li* is the Kamilaroi/Gamilaraay word for 'to listen/hear'. My father is a Kamilaroi man, and this country, and its relevant system of learning, is how I was raised. My Father and I both identify as Aboriginal.

This "framework" is of my own design, and outlines how I deliver and implement lessons within educational environments. What I have discovered is that all students, regardless of race, ethnicity or academic level, benefit from this system and its delivery of learning.

Proposed workshop agenda

1. Cultural capability – brief understanding of how this looks in an educational context
2. What you need to know about Indigenous culture in the classroom
3. Examples of modified lessons across various subjects
4. Adaptations
5. Teaching strategies and approaches

\*\*I ask that participants either have a specific lesson/unit plan in mind or bring it with them to the workshop – if possible

### Presenter

**Erin O'Donoghue** is a Kamilaroi woman from South West Queensland. Erin's passion and motto denotes, “education is for everyone.” Erin O'Donoghue is an Indigenous Secondary Educator and Educational Consultant She particularly enjoys working with the disadvantaged and disengaged, helping them achieve their academic goals. Erin has spent the last 7 years developing and delivering her course: *The Winanga-Li Teachers Program*. Her dream is to create a teaching world that is equal and prioritises Aboriginal culture at the forefront, achieving true reconciliation as a result. This will only occur when all educators are delivering all subjects, to all children through Aboriginal ways of learning.

Recently Erin has been a guest lecturer and presenter for the University of Southern Queensland, St Aidan's and St Margaret's Anglican Schools', Benarrawa Community Organisation and Berry Street (Trauma Informed Practices). She is actively helping these educational institutions embed Aboriginal Perspectives into specific frameworks and policies.

## WORKSHOP 5

### “Educating the mind without educating the heart is no education at all.” Aristotle - Engagement Through Choice in the Middle School

#### Abstract

Choice brings us joy! As students travel the road to the senior years, we, in the Middle School, wish to offer choice of learning experiences as well as texts to cater to diverse and challenging learners and the demands of teaching young adolescents. At our school we offer a learning environment that provides activity choice through an adaptation of Literature Circles, as well as 'Job Cards' which are a way to offer activity options to students who choose them. Further, we value diversity and choice of text, and this workshop will explore our Dystopian unit for Year 9 and our Picture Book unit for Year 7. Both offer students a range of texts to choose from and teachers are encouraged to 'let go' of teaching text and embrace teaching genre. This workshop promises a booklet of resources to kick start

your exploration of possibilities for your students.

### Presenters

**Louise Heilbuth** is the Head of English (Year 7 – 9,) Head of Drama and Teacher In Charge of Public Speaking at The Rockhampton Grammar School. She has enjoyed many years fulfilling various roles including Head of Year and Head of Learning Enrichment and holds a Master In Education as well as a Postgraduate Diploma in Student Welfare. She believes in High Impact Teaching Strategies, Harvard Thinking Routines and allowing Middle School students the time, space and tools to enhance their learning experiences. Louise encourages teachers to offer highly engaging opportunities to diverse learners.

**Lisa Jenkin** believes that life is one great ‘Choose Your Own Adventure’ and this philosophy guides not only the way she lives, but also the way she teaches. Lisa joined The Rockhampton Grammar School in 2021 after 12+ years teaching in various international schools and living abroad. Lisa has a Master in Education, a Postgraduate Diploma in Special Education and more than 20 years of teaching experience guiding her passion to ensure the needs of all learners are met in her English classroom.

## WORKSHOP 6

### Finding the Humanity in the Literature Classroom: An Approach to the IA3

#### Abstract

What key traits make us human? What separates humans from animals? What are the joys of being human? What are the struggles of being human? In short ... what does it mean to be human? The Literature syllabus outlines that the “experience of reading aesthetic texts and the experience of writing them are closely interrelated. The more students engage with the aesthetic dimension of texts, the more they learn to read with their own writing in mind, and write with their reader in mind.” (1.2.5) Using texts from the Literature prescribed text list such as *World War Z*, *Constellations*, short stories by Ursula K. Le Guin and poetry by Pablo Neruda and Kae Tempest, this Literature IA3 unit grapples with the human condition by asking students the question: what does it mean to be human? As our students begin to

close the chapter on their final year of school, this is the perfect task for them to more deeply consider themselves and their place in the world. This workshop will provide participants with an open-ended and exciting way to approach the Literature IA3, as well as a range of resources.

### Presenter

**Lacey Prpic** is currently an English teacher at John Paul College and has previously worked as a Head of Department at The Rockhampton Grammar School. A fan of literature and all things whimsical, Lacey values engaging her students and connecting their lives with the English classroom.

## WORKSHOP 7

### English Extension Master Class: The Undead Author

#### Abstract

English Extension Master Classes are an opportunity for English teachers to deepen their understanding of literary theory by engaging in the critical reading and discussion of specific concepts or arguments. This session will focus on a critical reading of an extract from Michelene Wandor’s book *The Author is not Dead, Merely Somewhere Else: Creative Writing After Theory* (2008). We will focus on Wandor’s criticism of Roland Barthes’ 1967 essay ‘The Death of the Author’. Barthes argued that to view the purpose of reading a literary work as reconstructing the author’s intention is to illegitimately place limitations on the interpretative freedom of the reader. Wandor claims that Barthes’ framing of the author as an authority who restricts possible interpretations is ‘one of the most ridiculously manipulative ideas in the literary postmodern lexicon’. Is she correct?

The session will involve a short presentation providing background information on the reading followed by a tutorial-style group discussion.

### Presenter

**Christopher Boerdam** has been a Head of English in Queensland schools for fifteen years and has been teaching English & Literature Extension for just over twenty years. He was involved in the writing panel for the Literature syllabus and is currently a Lead Endorser (English), Lead Confirmer (Literature), and

Lead Marker for External Assessment (English & Literature Extension). He is interested in literary studies, literary theory, and philosophy, and recently completed his Phd studies on Slavoj Žižek's dialectical materialism.

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

## WORKSHOP 8

### Joy in grammar teaching with *Pride and Prejudice*

#### Abstract

This workshop aims to demonstrate how useful grammar concepts can be taught in working with a classic literary text. Relevant content descriptions in the Language Strand of Version 9 of the *Australian Curriculum: English* will be highlighted. Concepts to be considered include: word classes, word "families", the grammar rank scale, nominalisation, noun group structure, clause components, modality, grammatical mood and theme. The main text used will be the famous opening sentence of Jane Austen's novel *Pride and Prejudice*: "It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife." While *Pride and Prejudice* is a text most commonly used in Years 11 and 12, many of the content descriptions considered come from the F-10 section of the Australian Curriculum: English. However, since the learnings detailed in the curriculum are meant to be cumulative, high school teachers should also understand this material. Perhaps I'm in need of therapy, but I derive joy from this sort of activity. A version of this workshop has been offered for this year's AATE-ALEA national conference.

#### Presenter

**Garry Collins** worked in Queensland state high schools for 35 years, mainly as an English department head. He then spent 8 years as a part-time teacher educator, first at ACU and then at The University of Queensland. A past president of both ETAQ and its affiliated national body, AATE, he is now busily retired but still serves on the ETAQ Management Committee and regularly participates in professional development activities. He enjoys applying grammar concepts to literary texts.

## WORKSHOP 9

### The Surprising Levers of Joy

#### Abstract

I've taught loads of joyless lessons.

Joyful ones too, but allow me to self-flagellate for a sec.

When I reflect on the joyless lessons, I realise that there are things I could have done better. I am coming to understand that cultivating joy in the classroom is more complicated than smiling, being nice, and having a sense of humour.

Not all lessons ought to be joyful, but all classes ought to have conditions that enable joy. As teachers, there are levers we can pull to activate these conditions.

Here's the thing.

They aren't what you think.

Join me to uncover three surprising precursors of joy in the study of English. By the end of this session, you will...

- learn from my mistakes
- understand the levers of joy
- imagine how you can activate the enabling conditions for joy in your classroom

Viewers are warned this session may contain mild coarse language.

#### Presenter

A decade of teaching and leading in an alternative education setting has laser-focused **Bridget Pearce's** vision for more inclusive schools, workplaces, and societies. Bridget studies Inclusive Education at Queensland University of Technology and serves as a Senior English Teacher and Inclusive Educator at Brisbane Grammar School. She is interested in diversity, neuroscience, psychology, universal design for learning, and relationships built on care and candour.

## WORKSHOP 10

### Making Learning Work for Students and Teachers in Essential English

#### Abstract

Essential English is the second biggest subject in the English suite, after General English, and arguably the most diverse cohort. Students are

on a range of pathways, including vocational education, alternative education, and university. Their learning needs are similarly complex and include students with disability, impairment and/or medical conditions, or who experience other circumstances that may be a barrier to their performance. This workshop provides some information about a group of students that some researchers describe as 'hiding in plain sight' in every classroom: students with language and attentional difficulties. Then, we will explore principles for designing accessible assessment and learning experiences that are accessible to all students.

*This is a companion to a presentation at the 2023 Essential English Community of Practice: Building an assessment and learning culture in Essential English. Although there is some overlap in the content, it will be suitable for teachers who attended that presentation.*

### Presenters

**Julie Arnold** has taught English in Queensland schools for 25 years, working with students, teachers and leaders as Head of Department and Literacy Coach across schools in the Brisbane Metropolitan region. As a member of the Management Committee for the English Teachers Association of Queensland, she coordinates and presents professional learning, and takes an active interest in curriculum development. Julie is currently a sessional academic at QUT. Her research interests are in building teacher linguistic subject knowledge for writing instruction and in accessible formative and summative assessment practices. Julie believes fundamentally in the power of language to create opportunities for all students to be critical and creative learners.

**Enoch Byrne** has spent their early teaching career in Brisbane's southwest, teaching English and Humanities for Education Queensland since 2018. They have been fortunate to have been part of creative and dedicated teaching teams, and have taken part in piloting Literature and General English courses. Utilising their background in literature and the arts, Enoch has endeavoured to make English accessible to students to empower them to see themselves and each other in everything they consume and therefore become active and empathetic readers. They believe that the power of Essential English lies in pragmatically connecting students with language and the world around them.

## WORKSHOP 11

### Finding Joy in Middle School English Programs

#### Abstract

Middle Schooling is an important phase in a young person's development. This workshop will share emerging insights, strategies and lessons from two concurrent projects being undertaken in our Middle School English programs. As part of an ISQ Inquiry project, Year 6 teachers have explored the link between reading engagement and reading achievement. During this session, we will share some of the strategies that have made a difference for our students, such as introducing regular teacher and student reading conversations, setting goals with intermediate checkpoints, creating fun reading challenges and encouraging parent engagement.

A second project focuses on enhancing student choice and agency in novel studies. We'll be able to share approaches to planning two units of work: a Year 7 novel study unit titled 'What makes something worthy of being studied?', and a Year 8 unit on memoirs titled 'What can we learn from our world?'. In each instance, students will be working towards a summative assessment item that invites them to select their own core text.

#### Presenters

**Jeffrey Lewis** is Curriculum Assistant: Middle School English at Brisbane Grammar School and Director of Professional Learning for The English Teachers Association of Queensland (ETAQ). He likes to think that he maintains a childlike sense of joy and wonder, but recognises that he may just be saying this to explain why he still plays Pokemon.

**Michelle Ragen** is the Middle School Reading and Literacy Advisor at Brisbane Grammar School. She has enjoyed teaching Senior and Middle School English classes for the past 30 or so years now. Michelle has a Master of Education (Teacher Librarianship) and is a recipient of the Peter Botsman Award.

## WORKSHOP 12

### Chat GPT

#### Abstract

The recent public release of AI generative language model ChatGPT has elicited strong feelings from many in education. Some have decried these tools as marking the end of high school English, whereas others see this as forcing an inevitable and exciting shift in what and how we teach. Regardless, there is uncertainty around how this technology will impact upon our community of English teachers, and around emerging literacy and social justice issues. The purpose of this session will be to provide a brief overview of the capabilities of ChatGPT, then to facilitate discussion about the opportunities and risks we see for subject English.

#### Presenters

**Dr. Kelli McGraw, Maxwell Holmes, and Jeffrey Lewis** are practising teachers, curriculum leaders and researchers in secondary English teaching, who are past and present members of the ETAQ Management Committee. They are all interested in the implications of emerging technology on our profession, and optimistic about the ways this might influence teacher's practice.

## WORKSHOP 13

### Intuitive Reading: Nurturing instinctive meaning-making strategies

#### Abstract

For many of our students, the novels we study in class make up the very few books they'll read during their youth. In fact, they might even be the only ones. When we police their meaning-making strategy, often focussing only on what we perceive to be the author's intention or a singular interpretation of textual and language features, we tell our already struggling students that there is a right way and a wrong way to read. Naturally, this takes the joy out of reading and our students might disengage entirely.

Working with the QCAA's 'Approaches to Reading Practices' framework, the Intuitive Reading workshop will guide teachers on how

to nurture the natural meaning-making strategies of all of our students no matter their focus: themselves as the reader, the author, the text, or their knowledge of the world around them. While the framework is intended to extend students in the senior space, as part of the English & Literature Extension curriculum, the exploration and defence of multiple perspectives is beneficial at every year level. This framework provides the opportunity for students at any stage in their literary journey to experience and engage with the vast universes that exist solely within literature.

#### Presenter

**Natalie Wilson** is an experienced English teacher with a particular passion for making English & Literature Extension accessible to all students interested in learning more about themselves and the world around them. With a background in Sociology, and having completed a Graduate Diploma of Education in 2015, she has worked across both the public and private education systems. She is currently the Leader of Pedagogy at St Mary's Catholic College in Cairns.

## WORKSHOP 14

### Thinking Chains: Fostering Independent Inquiry

#### Abstract

For many, analysis is always the trickiest part of English – partly because there often seems to be a rush to arrive at a conclusion. Through what I call *Thinking Chains*, I aim to emphasise that the fun part of analysis is not always the final product; instead, the joy derives from little epiphanies that we have throughout the process. Inspired by Harvard Project Zero's Visible Thinking Routines, and their 'Creative Question Starts,' *Thinking-Chains* uses mind-map-styled activities that involve a close examination of a piece of evidence and dissection of words on the page to scaffold and deepen students' thinking, in a way that is not prescriptive or restrictive. The strategy calls students to ask questions about the evidence in front of them, expand their vocabulary, and draw logical conclusions in a way that is empowering and satisfying. Through these chains of visible thinking, teachers can also solidify the importance of learning about concepts like etymology, word definitions, aesthetic features, grammar, and punctuation,

as students independently come to conclusions about how they contribute to meaning. Ultimately, by using *Thinking-Chains*, we can show that analysis is not repetitive, regurgitative, and onerous, but rather engaging, creative, and enlightening.

### **Presenter**

**Elyse Smallacombe** is currently studying a Master of Arts (Writing and Literature) with Deakin University, specialising in Literary Studies. She has previously worked at St Laurence's College, teaching a range of English and Essential English classes from grades 7-12. She has previously taught at Sacred Heart College in Adelaide and at Hanoi Adelaide School in Hanoi, Vietnam, teaching the SACE and SACE International respectively.

## **WORKSHOP 15**

### **Who says the IA1 can't be fun? Getting creative with text choices for EAL**

#### **Abstract**

The first internal assessment item is arguably the most difficult of the internal assessment tasks for EAL students. It requires students to analyse representations of issues, ideas and attitudes in two different texts, one of which must be a literary text from the prescribed text list. How can we best help students be successful in this task?

Having previously paired *The Great Gatsby* with *Park Avenue: money, power and the American dream*, we wanted to change things up for our current EAL cohort and give them an alternative text to these predominantly American options. We wanted to celebrate the cultural and social diversity of our students while still meeting syllabus requirements and encouraging critical engagement. So, we gave students the option: would you rather study another documentary – having examined *The Australian Dream* in Unit 2 – or the film, *Crazy Rich Asians*? The vote was unanimous, and provided opportunities to engage students as never before.

#### **Presenter**

**Helena Abraham** is Head of Faculty for English and Languages at John Paul College. She has a Graduate Certificate in TESOL and is currently

completing her Master of Education in Inclusive Education Practices for Students with Autism. When she is not working or studying, Helena enjoys reading, writing poetry, and adventures overseas.

## **WORKSHOP 16**

### **'I Drink to the general joy of the whole table': Finding joy in EA prep**

#### **Abstract**

To prepare students for the External Assessment, studying a Shakespearean play, requires rethinking of old ways of teaching the Bard. Research on the best ways of committing the material to memory has fundamentally changed our approach to the play in the classroom. To commit quotes to memory means having to think hard and operate at a sophisticated level in the brain. We will share with you a range of activities that are designed to help students to recall the material through deep thinking approaches. These also involve much movement in the classroom, a range of digital technologies, regular quick writes and a plethora of drawing activities to build connections for the students. The resulting classroom has been one infused with passion and joy. The harder we worked, the more enjoyment the students seem to have. Our students responded with gusto and achieved beyond our expectations in the exam.

#### **Presenters**

**Fiona Laing** is HOD – English at Forest Lake State High School, past president of ETAQ and a member of the management committee. She is passionate about working with teachers to develop curriculum which meets the needs of students.

**Steven Clark** is new to the Teaching scene, completing his degree only one year ago. Despite this, he has embedded himself in the Senior English curriculum, and is enthralled at the prospect of guiding students through the monumental task of the External Assessment. He has a passion for integrating Digital Technologies into lessons, as he wholeheartedly believes this increases student engagement.