



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

# Writing: Our Future

**March Masterclass | Saturday 12 March, 2022**

**Iona College, Lindum**

Masterclass Program

# Writing: Our future

“(W)hile it is true that nature is the cause of life, the cause of the good life is education based on the written word.”

– Greek historian Diodorus Siculus, circa 63 B.C.E.

Students – and their teachers – are writers, composers and designers. We use language to make sense of the world, to enact relationships, and to organise information in texts. This year, ETAQ’s masterclass will explore diverse ideas related to teaching writing in English.

A range of keynotes, extended masterclass sessions, and workshops will examine innovative and effective approaches to teaching writing - and by ‘writing’ we mean all the modes through which “individuals express and create spoken, written, visual and multimodal texts, including those made with the aid of augmentative and alternative forms of communication” (Australian Curriculum: English V8.4).

## Schedule

Time	Activity		
8:30 - 9:00	ETAQ AGM		
9:05 – 10:40	Welcome Keynote address: Dr Sally Humphrey, Senior Lecturer (Literacy Education) Australian Catholic University		
10:40 – 11:15	Morning tea, informal networking and perusal of resources		
11:20 – 12:10	<b>Session 1</b> Presentations/ Workshops	<b>Extended Writing Masterclass Option 1</b> Language-in-use (context-text) as a foundational model for teaching writing in secondary English, Years 7 to 12	<b>Extended Writing Masterclass Option 2</b> Building teacher knowledge about language and grammar as a foundational skill for writing instruction
12:20 – 1:10	<b>Session 2</b> Presentations/ Workshops		
1:10 – 1:50	Lunch, informal networking and perusal of resources		
1:50 – 3:30	Facilitated workshop sessions: Feedback for improving writing in 7-10 and Senior English Syllabuses.  For this community of practice activity, Masterclass participants will engage in robust discussion about current feedback policy and practices and consider two samples of real student work.  What to bring: one sample of student writing for any year level or subject. We’ll provide the second sample.		

This activity constitutes 6 hours of Continuing Professional Development (CPD)

# Keynote – Tightening the connections between texts and their contexts of use for reparative critical literacy.

Dr Sally Humphrey  
Australian Catholic University



## Abstract

Although English in Queensland has long been informed by a model of language-in-use, increasing pressures to satisfy formal/mandated curriculum and assessment requirements have resulted in limited opportunities for teachers to provide engaging opportunities for students to learn to write well in a range of contexts and use their writing to position themselves as powerful agents in the world. Such practices are aligned with 'reparative' critical literacy, which balances deconstruction of texts produced by others with attention to creating texts for transforming social situations (Luke, 2004; Kindenburg & Freebody, 2021).

In this keynote, we will explore how choices of language and image in a range of genres shape and are shaped by aspects of their cultural and social contexts, including disciplinary and civic domains beyond the classroom. We firstly revisit the social semiotic model of text and context, which includes the overall social purpose or genre and three variables of register. Register includes: the activities and topics in the field; the roles and relationships of the interactants, called tenor; and the mode, including the channel of communication. This model connects variables of register to choices of language from different systems, which are recognized in the Australian Curriculum as:

- Expressing and developing ideas (field)

- Language for interaction (tenor)
- Text structure and organization (mode)

I then show how a social semiotic perspective can be used to reveal nuanced meanings in genres that may not be recognized in current literacy practices. Using examples of authentic genres composed by teenage social activists in response to the Covid 19 infodemic, I focus on a reparative reading of grammatical and discourse patterns across story genres and social media threads. The interpretation reveals important ways in which these 'everyday' genres achieve social and political goals that Kindenburg & Freebody argue are often overlooked in trajectories of literacy development. Such arguments align with recent World Health Organisation calls for use of innovative and creative formats and channels to 'empower communities to develop solutions and resilience against mis- and disinformation' (WHO, 2021). Implications will be discussed for teachers in English to collaborate with teachers in Health and other curriculum areas to simultaneously develop their critical health literacy and reparative reading practices for their present and future practice.

## Presenter

**Dr Sally Humphrey** is a senior lecturer in English and literacy education at the Australian Catholic University. Sally has worked for many years as a teacher educator and educational linguist in school and higher education contexts. Sally has participated in a number of influential Australian research projects, which have drawn on social semiotic and rhetorical theories to support adolescent learners to develop the literacies needed for participation in their academic, civic and workplace lives.

Sally has co-written a number of tertiary level textbooks to support pre-service and practicing teachers with a functional metalanguage for literacy and learning.

# Workshop Sessions

## Workshop A

### Everyday life and everyday forms of communication as a starting place for meaningful poetry analysis in Junior Secondary

#### Abstract

Most students hesitantly approach literature from a 'critical stance': its irrelevance. The emotional connection felt by previous generations is a torch passed on in the classroom, like the torch of remembrance in the war poem, 'In Flanders Field'. The study of poetry involves subject-specific literacy and disciplinary representations foreign to student perceptions, experiences and existing cultural paradigms, modes of communication and their lives. To succeed academically, they must bridge a chasm of cultural disparity as well as low literacy skills, in the case of disadvantaged groups. Bridging disparity in Junior Secondary is vital.

Identifying student needs is a precursor to designing learning opportunities that allow students to grow their paradigm, and the way they express it, to encompass curriculum priorities. How can they be expected to elaborate an answer to complex questions (such as: why did the poet write the poem?) if they have not explored the concept of loss, remembrance and despair? Only meaningful connections allow them to reformulate their 'critical stance' purposefully.

Due to COVID, Remembrance Day observances have been limited for two years, so the relevance of 'In Flanders Field' to Remembrance Day is thoroughly obscure. The priority is to connect these students to the poet's plea for remembrance of the sacrifice and courage of those who fought and died. Everyday life and everyday forms of communication are the starting place for meaningful comparison. Routines that allow students response in verbal, visual, symbolic and written modes consolidate abstract concepts.

#### Presenter

**Lisa Yallamas** has taught English for nine years. In Term 4 last year, she took over a Year 7 class to teach War Poetry, engaging

students across the learning spectrum - including lower SES students who refused to write. But even these students wrote moving stories about their personal loss in their everyday lives that demonstrated profound understanding - a starting place. She has a lifelong interest in audience engagement, previously as an *Arts Writer and Reviewer*, *Features Sub-Editor* and *Multimedia Producer*.

## Workshop B

### Writing: the conversational essay.

#### Abstract

For many students, the art of conversation is one they're familiar with (whether that's to do with what they're meant to be learning is another thing entirely!). However, conversing on page tends to stump even the most articulate student. This workshop is designed to provide strategies for students, both in the senior and junior phase of learning, to develop the conversational tone and structure that comes with pieces such as the essay for a public audience, opinion article, and feature articles.

#### Presenter

**Jarred Adams** is a teacher of students who loves to talk (for better or worse, let's be honest). Teaching across both junior and senior classes, he has taught the conversational essay structure from year 8 all the way through to his current seniors. Also like his students, if given the chance, he will talk for ages. He's currently teaching at Kedron SHS.

## Workshop C

### Top tips for effective writers

#### Abstract

Do you look at EAL/D student work and know that there is something wrong but can't quite put your finger on it? Do you see your students struggling to be effective writers but are not sure how to address the issue? This workshop will explore elements of writing which impact

on writing effectiveness and present strategies which can be employed by EAL learners to improve their writing. The workshop is not aimed at beginner writers but at students who have some ability to write (Bandscale 4 and above) and who need to be able to write more effectively and critically.

### Presenter

Gae Nastasi is currently EAL/D Coordinator for Metropolitan Region, Department of Education Queensland. Having trained as a French and English language teacher, she has been teaching English as an Additional Language for over 38 years, mainly in Brisbane secondary schools, from on-arrival to Senior English. She has also taught English overseas at all levels, from beginners to advanced, and with both adolescents and adults. She is interested in curriculum and pedagogy supporting language learning.

## Workshop D

### Analysis, no fear

#### Abstract

By expanding students' knowledge of the cognitive verbs and what they actually mean, we are able to expand their analysis of a text. This key skill can be used in both Junior and Senior Secondary while providing scaffolding in order to build this skill. As many teachers know, many students struggle to apply their thinking and analysis to their writing. This scaffolding utilizes both guided questions and cognitive verbs to guide students through the analysis process, which is then transferred into a paragraph. This, coupled with I do, we do, you do, allows students to build their confidence in writing analytically and expand their ideas within their writing. By connecting the analysis process to the writing process (use of TEEL paragraph), students are able to hone both their analysis skills and their writing. So, when a student groans at the idea of analysing a text, just tell them they have nothing to fear!

### Presenter

**Madeleine Stark** is a Teacher of English and Humanities, including History, Geography and Legal Studies. After graduating from QUT in 2015, she then started her career in Bowen. From Bowen she moved to Townsville in 2018, where she taught at both State and Catholic

Schools. In 2021, she moved from Townsville back to Brisbane and is now a 6th year teacher at Woodcrest State College. While teaching full time, she has been completing her Master of Educational Studies, focusing on inclusive education and leadership.

## Workshop E

### Using peer feedback to enhance students' self-evaluation skills in writing

#### Abstract

While teachers' feedback remains an important strand in promoting students' writing expertise, there is increasing recognition of the importance of enhancing students' self-evaluation skills as a component of growth as a writer. Using peer tutoring as part of classroom learning is a popular way to help students improve their self-evaluation expertise. However, teachers need to teach their students how to give effective feedback, and help students understand how what they learn from giving effective peer feedback will enhance their own writing performance. Mary will start the seminar with a brief theoretical overview about using peer feedback and then Jan will present some proven classroom strategies for using peer feedback in your writing pedagogy.

### Presenters

**Dr Mary Finch** is an experienced secondary English teacher who completed a PhD thesis on secondary English teachers' use of feedback for writing in 2020. In 2021 she was a Post-doctoral Fellow at Queensland University of Technology. Her research interests include academic writing pedagogy, feedback and tutoring.

**Jan Sparrow** is an experienced English Teacher who has taught Northern Territory, South Australian, Queensland and International Baccalaureate curricula. Her teaching practice focuses on creating demystifying analytical and evaluative writing.

## Workshop F

### Setting, Senses and Script

#### Abstract

In recent years, concern about student performance has sometimes meant we have been less likely to take risks and more likely to present formulas for writing. It's been easy to

forget that it can (and should) be fun. This is a chance to get 'unsophisticated' and explore the earthy side of writing. We will work outside the classroom and get in touch with our senses in different environments around the school. The aim is to help us utilise sensory language when writing. This workshop shatters the notion that imaginative writing is beyond non-gifted writers and particularly assists the development of setting in any year level.

### **Presenter**

**Dr Michelle Gibson** teaches English at St Peters Lutheran College. She is hopeless at maths and, hence, has never been asked to cover a maths class! She has enthusiasm and aims to assist all students to achieve their potential by enlisting them to realise their unrealised potential. She has many years of experience working with youth in various contexts and believes that students write better when they unleash their natural reactions and identify with the issues characters face. Placing characters into a setting is secondary to the challenges those characters face. Writing success is realised when students' experience intersects with their imagination. Michelle aims to empower students to discover their voices and express themselves uniquely.

## **Workshop G**

### **External Assessment success: Using planning time to maximise results in Criterion 2 (Organisation and Development)**

#### **Abstract**

In the English External Assessment, students write effectively if they present an organised, reasoned, and fully resolved argument where cohesive devices allow for a tightly developed and cogent argument. Through action research, Brisbane Boys' College has been explicitly focusing on this priority by enabling students to apply deliberate and responsive planning strategies. This workshop will present: (a) the planning scaffold devised by our experienced English teachers and, (b) examples of learning experiences implemented at the College. The session will be structured so that you will have the opportunity to engage with aspects of the model as a learner.

### **Presenter**

**Grace Loyden**, Head of English at Brisbane Boys' College. Grace is an accredited Lead Teacher and has a Masters in Educational Leadership. She co-authored Nelson's English for QCE Units 1 and 2 and English for QCE Units 3 and 4 and was on the Expert Writing Team for the English Syllabus. Grace has taught in state, Catholic, and independent schools and was awarded the Peter Botsman Memorial Award in 2016 for her commitment to her support of English teachers in rural Queensland. After relocating to Brisbane from Townsville in 2020, she has started cycling and, quite frankly, loathes it.

## **Workshop H**

### **NAPLAN Online – a seasoned approach**

#### **Abstract**

There were days when every school was being 'squeezed' to produce the 'right' results for NAPLAN. 'Show me your NAPLAN Improvement Plan...What magic are you doing to transform the students? How can I please my boss and their boss?' Times have changed and there is a recognition that NAPLAN is about a 'point-in-time', a natural product of the great work we all do in schools every day to build literacy skills in our students. However, with the move on-line, there are sensible approaches that can be taken to ensure students are able to show their very best for the tests. This session will identify how times have changed in our NAPLAN preparation at Forest Lake State High School and some strategies used to prepare wisely for this test in the on-line environment.

We will share our means for ensuring that students are fairly prepared and that the Australian Curriculum, our version of it at our school, is respected in the process. We will also share the useful affordances of running the test on line now. We think our strategies will be useful, whether your school is blessed in its access to on-line resources or not.

### **Presenter**

**Fiona Laing** is HOD English at Forest Lake State High School. She is the past president of ETAQ and current member of the management committee. She is committed to providing a quality education for her students

and to supporting the wonderful people who are English teachers at her own school and around the state.

**Rebecca Miller** is a seventh-year English Teacher at Forest Lake SHS. In December, she completed her Masters in Educational Studies, Curriculum and Leadership, at UQ. Her love of writing is only matched by her obsession with reading, and she enjoys teaching Literature with students as book-crazy as she is.

## Workshop I

### **Think-Write-Think: Preparing students for a changing landscape through whole-school Rich Writing experiences**

#### **Abstract**

This workshop will explore how a collaborative approach through communities of practice and gathering the support of all staff enabled a whole-College literacy and writing focus for the advancement of our students. Participants will be presented with information about the rationale, implementation, and analysis of the impact of the Collins Writing Program and have the opportunity to consider how an effective whole school approach might be accomplished in their own context.

From much research and analysis of student outcomes, it was identified that in moving forward at St Ursula's College (Toowoomba), it was imperative that we, as educators, were personalising the learning of our students in the space of literacy. In order to do this, data needed to be examined to understand the extent of this reformation of the literacy program at the College.

As a school-wide approach, with consistent meta-language and processes, our students would become well-equipped as 21st Century learners in both the senior school and chosen tertiary pathways. Writing instruction is an integral part of a quality program of teaching and learning. Yet in Australia, results for students appear to be in stagnation or regression according to national testing. The challenge for St Ursula's College, Toowoomba was to develop a response to the demands of a new system of Senior Schooling that would be easy to translate into classroom practice,

be quickly taken up by the students, and lend itself to a shared language around the practice.

#### **Presenter**

**Troy Edwards** is the Head of English at St Ursula's College, Toowoomba, where he has enthusiastically led the delivery of a revised pedagogical approach in order to enhance the literacy capabilities of students across the curriculum of the College. Teaching in various public and independent schools in the Darling Downs and Central Queensland, Troy has refined his skills in curriculum and pedagogical practices, especially in the realm of writing capacity for students. Following his teaching experience at Rockhampton Girls Grammar School, which saw the rollout and implementation, along with communities of practice with John Collins (Harvard University), Troy brought his experience and expertise to St Ursula's College (Toowoomba) which enabled a whole-College implementation of the program and has seen a subsequent improvement in student capabilities which is seen in results of both standardised and College assessment.

## Workshop J

### **Providing feedback on student writing**

#### **Abstract**

Often feel like you wrote more on their draft than they did? Finding the best mode of feedback for students is not about creating TikToks or checklists they don't read, it is about meeting them where they are at. At-Home-Learning brought technology we can use in providing feedback on writing, this session explores ways of meeting diverse learners, video-loving students. That's not to say, the world of feedback is technologically dependent. Year 11 and Year 12 students can be taught the ISMG and EAMG objectives to identify and improve peer writing, and perhaps even their own in exam conditions. This session will arm you with a few tricks for staff and their students for improving their writing.

#### **Presenter**

**Margaret Bailey** is currently the Head of Faculty: English and Languages at Iona College. The all-boy environment provides a range of learners with varying reception to feedback. Having worked in regional

Queensland, UK, Italy and Turkey, combined with experience in the State, Catholic and Independent sectors, Margaret is a comrade for all teachers and students. Leading her team of 24 English teachers she seeks to find ways of working that alleviate teacher workload and support student success.

## Workshop K

### Using portfolio based assessment in the English classroom

#### Abstract

“Create structured and coherent texts for a range of purposes and audiences ... When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences.” These two sentences from the productive modes of Years 7 and 8 English have challenged our teaching team for some time. Coupled with the many different text types in the Australian Curriculum, students must fundamentally understand patterns and conventions of texts, in order to be able to experiment and play with language features and textual structures. To provide Years 7 and 8 students with the opportunity to be exposed; and produce texts in these text types, students at Sheldon College produce portfolio-based tasks for the productive mode. By developing student self-awareness and self-regulation as responsible writers and producers of texts who influence audiences, we have developed units of work for Years 7 and 8 that encourage students to learn and play with various text types.

In this seminar, we shall show how we allow students to know genres and demonstrate their skills but does not make multiple demands on the teacher to assess. Students experiment and play with language and text structures to produce some great pieces of assessment. Even better is that they do not realise they are doing an assessment! Instead, students choose how they demonstrate understanding of the genre through a portfolio of tasks that they present to their teacher, peers, and other audiences.

#### Presenter

**Brenton Campbell** is the Head of Faculty of English and Languages at Sheldon College. He and his team have produced some strong

English units of work that use portfolio-based assessment to enable students to demonstrate their knowledge of the tasks. Brenton and his team will demonstrate how these units of work taught to students in Years 7 and 8 allows them to experiment and grow their abilities in Years 9 and 10.

## Workshop L

### Supporting EAL/D learners to access the English curriculum

#### Abstract

This session will provide practical and engaging strategies for supporting EAL/D learners to develop key skills in writing, creating, and speaking. Many teachers are unaware of an invaluable tool provided for free by ACARA to support teachers when teaching EAL/D learners. The ACARA Annotated Content Descriptions for EAL/D Learners is a suite of documents that outlines teaching strategies to support EAL/D Learners in years Prep – 10 to access the English curriculum.

The main aim of the session is to introduce the documents and to unpack some of the ways that teachers can address the English Content Descriptions in a very practical and engaging way. The strategies and activities presented will be suitable for whole class teaching and will benefit all students. Teachers will leave with an understanding of how to access and use the documents, as well as examples of writing-based activities and teaching strategies that will benefit all students of writing, EAL/D and English-speaking alike.

#### Presenter

**Lynette Lingard** has been a Specialist EAL/D Teacher in primary and secondary settings for over 24 years. She was most recently employed in a regional role as Principal Advisor, Teaching and Learning EAL/D with Education Queensland. Since 2017 she has also been working as a Literacy and EAL/D Consultant, presenting literacy-focused professional development to teachers both interstate and internationally. Lynette is a fervent advocate for the explicit teaching of language to all students, with a particular interest in EAL/D learners.

# Extended Writing Masterclass

## Options 1 and 2

### Option 1

#### Writing for life: Exploring language-in-use for English classrooms and beyond

Lindsay Williams with Sally Humphries



#### Abstract

The language-in-use (or context-text) model has been central to English in Queensland since the last Junior English syllabus produced by the Board of Senior Secondary School Studies in 1987. Moreover, it underpins the structure of the Language strand of the Australian Curriculum: English. However, it is approximately 15- 20 years since any substantial professional development has occurred and in that time understandings of the model have evolved.

In this workshop, we will explore how cultural and social contexts influence the choices students make in creating texts. Cultural context, in a linguistic sense, refers to the network of genres that allow us to interact productively with others to achieve a wide variety of purposes. However, rather than a set of formulaic structures for producing texts for assessment, genres such as exposition (from the argument family) and narrative (from the story family) should be considered cultural resources that can be used productively to create a wide range of texts for authentic

purposes. Moreover, these texts respond to social context (register), that is the field of activity and topic, the roles and relationships of the interactants, and mode (especially the shift from spoken-like to written-like language).

The classroom implications of these concepts for teaching English will be illustrated and discussed using samples of authentic student work.

The workshop complements Garry's about grammar. (Option 2)

#### Presenters

**Dr Lindsay Williams** is President of the English Teachers Association of Queensland and was co-convenor of the 2021 AATE/ALEA National Conference. In 2020, on the first day of lockdowns, he started working for the Queensland Curriculum and Assessment Authority where is currently employed. His PhD was completed through the University of New England and focussed on the way that presenters and performers use multimodal resources to connect with audiences. His guilty secrets are that he loves 'Star Wars' (even the new ones) and still reads Lord of the Rings annually.

**Dr Sally Humphrey** is a senior lecturer in English and literacy education at the Australian Catholic University. Sally has worked for many years as a teacher educator and educational linguist in school and higher education contexts. Sally has participated in a number of influential Australian research projects, which have drawn on social semiotic and rhetorical theories to support adolescent learners to develop the literacies needed for participation in their academic, civic and workplace lives.

Sally has co-written a number of tertiary level textbooks to support pre-service and practicing teachers with a functional metalanguage for literacy and learning.

## Option 2

### Building teacher knowledge about language and grammar as a foundational skill for writing instruction

Garry Collins



#### Abstract

In recent years, as part of ETAQ's professional learning program, I have conducted half-day workshops aimed at developing teacher understandings of useful notions about grammar reflected in content descriptions in the *Australian Curriculum: English*. These workshops have involved analysis of the grammatical patterns at work in authentic short texts, both prose and poetry, suitable for use in high school English classrooms. While some attention is paid to the avoidance of grammatical errors, these activities have mainly been about making explicit the meaning-making, grammatical patterns present in effective texts.

For this masterclass, I was asked to present a shortened version of these workshops with a particular focus on the teaching of writing. This session will proceed on the assumption that the development of student writing abilities should be based on extensive reading and writing with guidance from appropriate explicit teaching and that an element of such teaching should relate to grammar.

The text extracts that attendees will be guided in 'unpacking' will be drawn from: (for a junior

secondary focus) the poem *The Highwayman* and some teacher-written genre models generated from it; and (for a senior focus) materials on the Reading Australia website about Michael Gow's play *Away*. The grammar aspects to be touched on will include: word classes (parts of speech), clause components (participants, processes, circumstances), noun group structure, sentence types, grammatical theme, cohesion, modality, and evaluative language.

If you're currently not as confident as you'd like to be in relation to the teaching of grammar, this session will be a good start. Grammar enthusiasts will also benefit from a useful workout.

#### 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. Old enough to have learnt traditional grammar at school, he first encountered functional grammar via the key teacher training accompanying the introduction of the 1994 *Queensland Department of Education Years 1-10 English syllabus*. The model of language underpinning this document derived from systemic functional linguistics (SFL), as is also, but not obviously, the case with the *Australian Curriculum: English*.

This introduction was expanded by mini courses at conferences of the Australian Systemic Functional Linguistics Association (ASFLA) and through a course-work MEd at QUT in the mid 1990s, in which 2 of the 8 units focused on functional grammar. For around 20 years now, he has been presenting workshops highlighting functional grammar at state and national conferences and at events like this one.

# Workshop Selections

Participants may choose:

- (i) A workshop for Session 1 and a different one for Session 2

**OR**

- (ii) Extended Writing Masterclass Option 1

**OR**

- (iii) Extended Writing Masterclass Option 2

*Session 1 and 2 workshops will be offered as below*

*Some / all of these workshops may run **once only**. It is essential that you choose a first and second choice for each session.* Workshops G and L will be offered in the first session only while Workshops C and H will only be offered in the second session

No	Workshop	Sess 1	Sess 2
A	<b>Poetry analysis in Junior Secondary</b> - Lisa Yallamas	√	√
B	<b>Writing: the conversational essay</b> - Jarred Adams	√	√
C	<b>Top tips for effective writers –</b> Gae Nastasi		√
D	<b>Analysis, no fear</b> - Madeleine Stark	√	√
E	<b>Using peer feedback</b> - Mary Finch, Jan Sparrow	√	√
F	<b>Setting, Senses &amp; Script</b> - Michelle Gibson	√	√
G	<b>Using planning time to maximise results</b> - Grace Loyden	√	
H	<b>NAPLAN Online – a seasoned approach</b> - Fiona Laing and Rebecca Miller		√
I	<b>Whole-school Rich Writing experiences</b> - Troy Edwards	√	√
J	<b>Providing feedback on student writing</b> - Marg Bailey	√	√
K	<b>Using portfolio based assessment</b> - Brenton Campbell	√	√
L	<b>Supporting EAL/D learners</b> - Lynette Lingard	√	

*Maximums may apply to some workshops. Places will be allocated as registrations are received.*

## We're filming some of our presentations!

ETAQ will be live streaming or filming the keynote and some 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 do not wish your image to be captured, please let us know at your registration.**

# Living with Covid-19

We look forward to greeting you at our March Masterclass.

**Intending participants should note that only double vaccinated people will be allowed on site.**

As we cannot be sure what the landscape will look like in March, contingency plans have been developed to deal with a sudden change in circumstances and to provide a measure of certainty for everyone involved.

**If we do have to abandon the face to face component, the program will still go ahead, in the virtual world.** At the same time, we are mindful of the needs of teachers of English in rural and regional areas. Consequently, we will be livestreaming the keynote, and one workshop in each of sessions 1 and 2. Other workshops **may** be live streamed or recorded and made available shortly after 12 March. For teachers who have registered, the live streamed sessions will be recorded and available for some time after the event.

**Registration fees** for this event will be made up of two components:

- A base (or common) registration fee of \$60 for members, and \$90 for non-members
- physical attendance charge to cover catering, venue charges etc of \$50 for members. See the website for details of pricing.

**If you register for face-to-face (physical) participation, and the Covid situation sends this event on-line, it is assumed you will engage with the on-line event.** Therefore, you will receive a refund of the physical attendance charge. If you pay your registration fee on the website by card, the refund will be processed **automatically** back to your card. If payment has been made by EFT then you will need to supply us with bank details before a refund can be made.

**The Cancellation policy** is being varied to accommodate the on-line options. If you register for physical attendance and have to:

- cancel because of illness, you will receive a refund of the physical attendance fee.
- cancel for other reasons, you will receive a refund of physical attendance fee up until the Wednesday before the event; after that no refund will be possible.

## Connect with us!

You can follow along on Twitter using the hashtag **#etaq22**.  
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)).