



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

# Writing Our Future

**May Seminar | Saturday 14 May, 2022**

**University of Queensland | St Lucia Campus**

*Seminar Program*

# Writing Our future ...

With the release of the refreshed prescribed texts lists for 2023-2025, our May Seminar will explore, with the guidance of experts, opportunities afforded by a selection of the refreshed texts. Our aim is to provide you with inspiration to make decisions about invigorating your own program. A workshop strand has also been designed to meet the needs of Junior secondary teachers, to assist them in making text selection decisions.

As part of our May Seminar we will have a special **pre-recorded** presentation from International Academic Dr Claudia Rozas Gomez from the University of Auckland. Her most recent research has focused on text selection in the New Zealand high-stakes assessment environment. She will discuss her findings, including the pressure English teachers feel to get students through high stakes assessment, and to give them texts that they enjoy, which is often in tension with what they want to do to be "true to themselves as English teachers".

This presentation will be available to all registrants as will Emma Jenkins' pre-recorded workshop on *The Yield*.

## Schedule

Time	Activity
8:30 - 9:00	Registration
9:00 – 10:30	Welcome Keynote address: Lisa Bottomley and Sophie Johnson
10:30 – 11:05	Morning tea, informal networking and perusal of resources
11:20 – 12:10	Workshop session A
12:20 – 1:10	Workshop session B
<b>Online</b>	Keynote: Dr Claudia Rozas Gomez Workshop: <i>The Yield</i> presented by Emma Jenkins

This activity constitutes 4 hours of Continuing Professional Development (CPD)

## 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 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)).



# Keynote 1: Reading and writing about it: the Prescribed Text List and External Assessment

Lisa Bottomley and Sophie Johnson, QCAA

## Abstract

For the English suite of General subjects: English, English as an Additional Language (EAL), Literature, and English & Literature Extension, external assessment (EA) forms 25% of a student's final result. To provide fair and equitable results from that process, the QCAA trains teachers to mark student responses in its external marking operations. In three of the four subjects listed above, namely English, EAL and Literature, students complete their external assessment in response to questions about texts from the external assessment category of the Prescribed Text List for that subject. In 2023, the texts in this EA category will change, and two texts will be replaced every year. What does this refreshment of texts mean for the English teacher, and additionally, for a marker in one of the marking operations for those subjects with prescribed texts? Lisa and Sophie will introduce you to the parameters of text renewal for the Prescribed Text Lists, particularly EA texts, and the related processes that sit within external assessment marking. Importantly, they will explore with you the culture that shapes the world of external assessment marking.

appointment as Learning Area Manager for English and Languages at the QCAA, Lisa has taught both secondary school and adult learners in a variety of settings, and she has enjoyed the challenges and responsibilities of middle management in the school context. In our third year of implementation of the new syllabuses, and with very strong stakeholder engagement in the processes of Endorsement, Confirmation and External Assessment development and marking, Lisa has enjoyed working with her team to reflect on and look for opportunities for continuous improvement.



## Presenters



**Lisa Bottomley** had many years and experiences as a teacher of English, and has seen, and participated in, the movement from TE to OP to the ATAR. Prior to her

**Sophie Johnson** After starting her career in English classrooms, Sophie has moved into the world of external assessment as the Manager of External Assessment Implementation at the Queensland Curriculum and Assessment Authority. This sees her responsible for the implementation and marking of approximately 230,000 student responses across 76 syllabuses in 2022. This includes the recruitment and training of approximately 3500 markers to provide results for almost 40,000 students. One of the most exciting aspects of this work is ensuring that external assessment provides the ultimate opportunity for students to demonstrate their learning in a way that is accessible and fair for all.

## Keynote 2: Imagining society: English and the educated ideal.



active and collective, critical participation rather than individualistic or self-interested pursuits? The relationship between subject English and the societal ideals expressed in the curriculum is not straightforward and questions about which students have access to what content are pertinent in the context of such curriculum aims. This keynote examines educational equity and societal ideals in relation to curriculum content in secondary English classrooms.

### Presenter

**Claudia Rozas Gomez** teaches in the School of Critical Studies in Education at the University of Auckland where her research focuses on the secondary English curriculum. She teaches courses in initial teacher education and in education studies. Prior coming to the university, she taught secondary English at Aorere College in Auckland.

### Abstract

The Australian Curriculum states that English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future. What does this aim mean for the content we make available to young people? What kind of content is more likely to foster

**Register at.....[www.etaq.org.au](http://www.etaq.org.au)**

**Registration fees:** Face-to-face – members \$60, non-members \$90, students and retirees \$30  
Online – members \$40, non-members \$60, students and retirees \$20

### Cancellation Policy

If you register for face-to-face attendance and have to:

- cancel because of illness, you will receive a refund of the face-to-face part of the registration.
- cancel for other reasons, you will receive a refund of physical attendance fee up until the Wednesday before the event. After that, no refund can be given.

# Workshop Selections

**Most/all these workshops will run *once only*. It is essential that you choose a first and second choice for each session.**

Workshop B will be offered in the first session only while Workshop H will only be offered in the second session.

Workshop C *The Yield* is online for all registrants.

Maximums may apply to some workshops. Places will be allocated in the order registrations are received.

No	Workshop	Sess A	Sess B
A	Shakespearean Set Texts – shake n stir	✓	✓
B	<i>Stasiland, Foreign Soil, Labryinth</i> – Kathleen Hannant	✓	
C	<i>The Yield</i> – Emma Jenkins	online	
D	<i>Wuthering Heights</i> Rohan Davis	✓	✓
E	<i>The Dry</i> – Kimberley Costello	✓	✓
F	<i>Hag-Seed</i> – Deb Owens	✓	✓
G	<i>Parasite</i> – Carley Elliott	✓	✓
H	<i>Jojo Rabbit</i> and <i>Mad Max: Fury Road.</i> – Dani Ringrose		✓
I	<i>Little Women</i> and <i>Howl's Moving Castle</i> – Lacey Prpic	✓	✓
J	Poetry: Kirli Saunders, Luka Lesson – Kelli McGraw	✓	✓
K	Flash fiction and microlit – Alison Clifton	✓	✓
L	Novel Ideas: Teaching fiction in middle school – Erika Boas	✓	✓

## Workshop A

### Stirring up the Shakespearean Set Texts: Hamlet, Macbeth and Othello.

#### Abstract

English teachers may love sinking their teeth into the aesthetics of a Shakespearean monologue or those intro lessons on the cultural assumptions, attitudes, values and beliefs, but how do we help students translate these into their own understanding?

Pairing shake & stir theatre company's experience making the Bard's texts palatable with the challenges of the external exam, this

workshop aims to explore different approaches to tackling the Knowledge Application assessment objectives.

Get a taster of the shake & stir process bringing classics to life, and leave with concrete activities adaptable to different Shakespearean texts and classroom contexts.

#### Presenters

**shake & stir** are a theatre company specialising in recontextualising classic work for the stage for over 15 years. Producing an annual season of in-school productions, including 50-minute Shakespeare adaptations and issue-based plays, as well as mainstage productions and workshops, shake & stir are



passionate about supporting teachers and students to engage with Shakespeare. This workshop is led by Katie Gentle, shake & stir's Education Liaison Officer, an all-round Shakespeare enthusiast, trained English and Drama teacher, and External Marker.

## Workshop B

### **Walking in the skin of another - remedying the “empathy deficit” through Literature.**

#### **Abstract.**

*If you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it.*  
— Atticus Finch in Harper Lee's *To Kill a Mockingbird*.

The revision of the Prescribed Text List for Literature has given teachers the opportunity to review text selection to ensure units of work foster:

- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others (Syllabus, p. 1).

According to former US President Barack Obama, the world's biggest deficit, is the “empathy deficit”, stating “we are in great need of people being able to stand in somebody else's shoes and see the world through their eyes.” This presentation will explore how Anna Funder's *Stasiland*, Maxine Beneba Clarke's *Foreign Soil*, and Guillermo del Toro's *Pan's Labyrinth* can encourage teachers and students “to look through the eyes of another person, to live another life” (Barbara Kingsolver) – to remedy the “empathy deficit” and feel empathy for others and appreciate different perspectives.

#### **Presenter**

**Kathleen Hannant** is Head of Department for English & International at Centenary Heights State High School, having spent her career teaching in rural, remote and regional settings. She has been a member of the Darling Downs ETAQ Executive for many years and was awarded the Peter Botsman Award in 2016 for her commitment to improving the quality of English and Literacy Teaching on the Darling Downs and beyond.

## Workshop C

### ***The Yield***

#### **Abstract**

Tara June Winch's *The Yield* celebrates the interconnectedness of the past, present and future, the impetus to share First Nations voices, language and perspectives, and fights back against “the reaping, the things that a man can take from the land” (p. 25) by sowing the seeds of hope, protest and reclamation through three distinct and important character voices. This workshop will examine the themes of the novel and the novel's context, as well as the use of language and literary features, whilst offering alternate perspectives of the text to develop, consider and compare with students during study from 2023.

#### **Presenter**

**Emma Jenkins** is the Education Officer at the Victorian Association for the Teaching of English (VATE). Prior to undertaking this role, Emma was a teacher of Year 7-12 English in Tasmania and Victoria and was the President of the Tasmanian Association for the Teaching of English (TATE). She has written units for The Garret podcast series and Reading Australia, and her first publication, *Micro Stories: small fiction with big impact!* was released in 2019. Emma enjoys effecting cross-curricular opportunities and is currently deepening her understanding of the role of trauma informed practices and pedagogies in the English classroom.



## Workshop D

### Wuthering Heights

#### Abstract

Wuthering Heights is a complex, multilayered novel and a highly engaging read, which should be a popular addition to the prescribed text list. This session examines Wuthering Heights' complex themes and use of language and explores the novel's characterisation and context. We will explore classroom activities for engaging students and provide ideas for exam approaches.

#### Presenter

**Rohan Davis** is Head of English at Fairholme College, Toowoomba. He has been teaching English since 1991 and for most of that time with the Independent sector. Rohan was a former District Review Panel Chair for English and has assisted the QCAA in various roles for the QCE since. Rohan has enjoyed the challenges of implementing the suite of new English syllabuses. He is the current president of the Toowoomba branch of The English Teachers Association of Queensland and has been a regular workshop presenter.

## Workshop E

### Taking *The Dry* out of unit planning in Senior English

#### Abstract

Ever feel like unit planning can be a little ... dry? That when starting to create a unit from scratch, it's like staring into a barren landscape- no clear path to the Oasis. This workshop will discuss how to work through the mirage that can be constructing an Australian identity unit for the Senior Syllabus.

Come and see an example of a unit which has been built from the dust, based on Jane Harper's novel *The Dry*. New to the prescribed text list- and without any resources readily available- see the trials and tribulations of this newly created unit of work.

For those who struggle when confronted with the task of designing a unit from scratch, this workshop is for you.

#### Presenter

**Kimberley Costello** is a senior English teacher at A.B Paterson College on the Gold Coast. With experience teaching in both state and private schools, Kimberley has worked with a range of student ability and engagement levels, having to master the art of adaptability when it comes to curriculum and unit planning.

## Workshop F

### The art of the author: how adroit is Margaret Atwood? *Hag-Seed* unpeeled.

#### Abstract

Deb will share her approach to introducing her Year 12 Literature students to and engaging with literary critical analysis through the study of Margaret Atwood's *Hag-Seed*. She will outline the teaching and learning focus she adopted - a feminist reading of the text through the lens of patriarchy. Deb's interpretation of Atwood's construction of the protagonist Felix, his perceptions of and relationships with females - his imaginary daughter Miranda, his 'friend' Estelle and his theatre compatriot Anne-Marie is her standpoint on stylistic devices. This workshop will focus on how Atwood represents Felix as a conduit for patriarchal values, at the same time challenging dominant attitudes and beliefs through character motivations and objectives. Evidence of critical thinking through this approach is evidenced in the individual voices of her students' IA1 responses.

#### Presenter

**Deb Owens** is the current editor of ETAQ's journal *Words'Worth*. Deb has a long and successful history of teaching subject English. She has taught across the three sectors of secondary education inclusive of 15 years Head of English & Drama at St Brendan's College Yeppoon, Deputy Principal at Rockhampton Girls Grammar, ACARA Phase 1 curriculum consultancy, and now head of English at St Ursula's College where she relishes teaching Literature to Year 11 & 12 students.

## Workshop G

**Film:** *Parasite*

### Abstract

This workshop will examine some of the relevant context for *Parasite*, consider the film as a text in translation and delve into a selection of useful resources. It will also focus on practical teaching and learning strategies for the use of *Parasite* in the Literature syllabus, especially (but not only) with the IA1. Many of these strategies are tried and tested with other film texts.

### Presenter

**Carley Elliott** is Head of English at Emmaus College, Rockhampton. She teaches Literature and English, is currently learning Korean, and has a keen interest in Korean cinema and culture. She was a member of the Text Advisory Panel for Literature in 2021.

## Workshop H

**“It’s definitely not a good time to be a Nazi”: new films on the text lists.**

### Abstract

Two exciting modern films have been added to the English and Literature text lists: *Jojo Rabbit* and *Mad Max: Fury Road*. Are these respectively the best war and road films of all time? (This presenter suggests Yes). These films allow students to explore concepts of war, childhood, power, oppression, gender, race and injustice, and the genres of satire, post-apocalypse and road literature. This session will explore how both films can fit into a range of units within their syllabuses, explore a range of approaches to assessment using these films, and connections with other texts on the list. It will also allow a space for round-table discussion of ideas, and hopefully time for a viewing of a short key scene or two.

### Presenter

**Dani Ringrose** has been teaching for 20 years, half of them at Centenary State High School. She is a Literature teacher, and loves teaching

creative writing, with a very selfish focus on speculative and gothic fiction genres. She was on the latest Text Advisory Panel for Literature, which is the best book club she has ever attended. She is studying a postgraduate Diploma of Creative Writing, and has had a couple of short stories recently win competitions.

## Workshop I

**Films:** *Little Women* and *Howl’s Moving Castle*.

### Abstract

Film presents something of a bridge to the Senior English teacher of 2022, scratching the multisensory itch of an audience that resists engrossment. Its capacity for meaning making at the interstices of word, image, sound and performativity begs exploration in the English classroom. This workshop will explore the power of film through two exciting new additions to the English prescribed text list: *Little Women* and *Howl’s Moving Castle*. Greta Gerwig’s *Little Women* is a coming-of-age narrative that follows the four March sisters as they deal with issues of love, loss and finding their own way in the world. Meanwhile, Hayao Miyazaki’s *Howl’s Moving Castle* tells the story of Howl, a wizard who forms a relationship with Sophie, but must battle the Witch of the Waste to return Sophie to her former youth. While vastly different in films, this workshop will explore the merit of both *Little Women* and *Howl’s Moving Castle*, their connections to other texts within the list, and provide you with some ideas as to how they can be implemented across various internal assessment tasks.

### Presenter

**Lacey Prpic** is currently the Head of English (Year 11 and 12) at The Rockhampton Grammar School. Despite only planning to stay in the area for a year, eight years later she now considers herself a Rocky local. A fan of literature and all things whimsical, Lacey values engaging her students and connecting their lives with the English classroom.





## Workshop J

### Poetry study: Kirli Saunders and Luka Lesson.

#### Abstract

This workshop will focus on poetry by Kirli Saunders and Luka Lesson, two poets newly added to the senior General English text prescriptions list. It will include time for reading and viewing some poems, information about the poets' backgrounds and cultural contexts, and ideas for teaching their poetry in grades 10-12. Whether you are new to these poets or are already a fan of their work, there will be something in this workshop for you.

#### Presenter

**Dr Kelli McGraw** is a lecturer in English curriculum at Queensland University of Technology and an English teacher at Kelvin Grove Secondary College. She is co-author of the *English for Queensland* textbooks for senior English (Oxford University Press) and Editor of the scholarly journal *English in Australia*.

## Workshop K

### Not just a flash in the pan: teaching flash fiction and microlit to Year 10.

#### Abstract

This workshop presents a creative writing unit on microfiction for Year 10 implemented in Term 2 at Mt Maria College Petrie. The text type lends itself to progressive assessment. Students read published microfiction while creating a suite of microfiction for assessment. This text type encourages concision, a useful

skill for senior English subjects, as students must pare back each narrative to fit an exact wordcount.

#### Presenter

**Dr Alison Clifton** holds a PhD in English Literature from the University of Queensland in the field of contemporary British poetry. She is the Reviews Editor at StylusLit: an online journal devoted to poetry and short fiction. Alison is the Curriculum Leader: English at Mt Maria College Petrie.

## Workshop L

### Novel Ideas: Teaching Fiction in the middle years.

#### Abstract

In this workshop, participants will be encouraged to reflect on current practices - to use, to adapt and to discover ideas for teaching novels in new and creative ways. Participants will explore how teachers can provide creative options for students to actively engage with and through the novels we teach. Erika will share reading pedagogies and reflect on curriculum and classroom practices through sample ideas and approaches to teaching novels from middle years English classroom contexts.

#### Presenter

Erika has taught English and Writing Workshop classes for twenty years and has a passion for inquiry-based learning approaches. Erika's previous publications include *—Inquiring Minds Learn to Read and Write*, *The Artful English Teacher* and *Creating Micro Stories: Small fiction with big impact!*

- **We're filming some of our presentations!**
- ETAQ will be live streaming or filming the keynote and two of the workshops in each session for teachers who are unable to attend in person on the day. Images of some attendees may be captured in the process. **If you do not wish your image to be captured, please let us know when you register on the day.**