## **ETAQ-Logo-LowRes.jpg**

## **Seminar 1 - 2017**

**Tectonic Shifts: Changes and challenges for assessment and learning in English**

**Saturday 11 March, 2017**

Corinda State High School, Pratten Street, Corinda QLD 4075

Assessment, as evidence of and tool for learning, has always been important to English teachers. This is true now more than ever, when the landscape of the Senior school is undergoing a tectonic shift; potentially a fundamental change to the way we position ourselves as leaders in our classrooms and our faculties. It’s an important time to reflect on what we value about our units of work and tasks – their deep connection with the students who learn with us, the professional independence we have. Critical too will be how we embrace new challenges, including the imperative of greater student independence and agency, and opportunities for reinvigorating our classroom practices.

Our first seminar this year will explore a diverse range of ideas related to assessment and learning in the English classroom. You’ll be invited too, to consider your own practices as teachers and leaders.

**Keynote Address**

**English and Teachers’ work: Reframing standards referenced assessment**

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**Claire Wyatt-Smith** is the Director of the Learning Sciences Institute Australia at Australian Catholic University and Professor of Educational Assessment and Literacy. Her research focuses primarily on classroom assessment and teachers’ work, and more specifically, professional judgment, standards and moderation. Her publications address teachers’ assessment identities; large-scale standardised testing and its impact on learning; assessment adaptions for students with disabilities, and assessment and new technologies. Recent books include *Assessment for education: Standards, judgement and Moderation* (Sage 2014), and *Designing assessment for quality learning* (Springer, 2014). She is the Series Editor for Springer’s new assessment series, *The Enabling Power of Assessment* and works withinternational networks of researchers focused on assessment and professional practice.

**Abstract**

Contestation about Subject English and literacy education is not new. It has in fact been continuing for decades. So, it is not surprising to see debates about the merits of particular text choices for student study and successive reviews of English curriculum.

Such debates circle around four different traditions or frames of reference about Subject English. First is propositional: what are the core propositions about valued knowledge in Subject English and English Curriculum in schooling? This opens out into the big questions about what should be learned in the English classroom. Second is procedural: what are the valued pedagogical approaches and the recognisable ways in which students effectively learn English? What are the expected repertoires of practices and strategies for developing students’ knowledge and abilities in Subject English? Third is the relational proposition: what are recognisable patterns of text, talk and interaction that are the hallmarks of quality English teaching. Then, finally, the evaluative tradition: What assessment instruments should be used? What are the proper conditions under which assessment should occur if we are to generate ‘the truth’ about student achievement? These four traditions fuel views about what counts as quality pedagogy in Subject English and what comes to be valued.

In this presentation I put forward the case that the evaluative tradition is the most potent in opening up (and shutting down) learning opportunities. Against this background, I identify and explore the big assessment issues that teachers will confront in the changing landscape of senior school assessment reform. The presentation also takes account of the changing assessment landscape internationally, including the growing interest in international testing.

**Program**

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| **Time** | | **Activity** | |
| **From 8:20** | | Registration & tea/coffee | |
| **8:45 – 9:20** | | ETAQ AGM | |
| **9:25 – 10:25** | | Keynote address + questions | |
| **10:25– 11:00** | | Morning tea, perusal of resources and networking | |
| **11:05 – 12:05** | | Workshop Session A |  |
| **12:10 – 1:10** | | Workshop Session B |
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This activity constitutes **3 hours 15 minutes** of Continuing Professional Development (**CPD**).

**Workshop Sessions**

Details of the workshops on offer are shown below. **Participants will have the opportunity to select two x one hour workshops from the following**. See summary on page 8.

**Workshop A**

**Multimodal change and assessment challenge** – Dr Aïda McLeod, Prof. Ian McLeod

**As Dr McLeod and Prof McLeod are now unable to be present on 11 March, their presentation has been filmed and will be presented as a video.**

**Abstract**

Following the overall seminar theme, what is the biggest change affecting English teaching in Queensland in the last ten years? Surely it is the advent of 'multimodality' as a pedagogical concept and also (since 2010) as a requirement in the Australian Curriculum for English.

What then is the biggest challenge facing teachers of English in Queensland today? Given the importance of multimodal 'texts' in the curriculum, and also given the complexity of multimodal artefacts, the greatest challenge is surely this: how can we assess students' multimodal work adequately, appropriately, accurately and responsibly?

There are two sets of problems here, one at the level of classroom learning, and the other at the level of evaluation by teachers [and in the future by external examiners].

The challenges of teaching and learning multimodal literacy can be overcome in time, we argue, given sufficient effort and strategic focus. The challenge of properly and fairly evaluating multimodals, however, is a much harder nut to crack. We analyse the reasons for this, some of which lie in the realm of intrinsic logical impediments to any meaningful process or outcome.

The workshop concludes with a 'workshop' – i.e., a practical group exercise in multimodal assessment. Participants are shown a multimodal (a short animated film created by a typical Year Seven student), and invited to grade it, in collaborative discussion groups. Participants are asked to document and compare the principles, procedures, methods and reasoning which they used in order to arrive at their proposed grade.

**Presenters**

**Aïda McLeod** teaches English and Humanities subjects at the Brisbane School of Distance Education in Coorparoo. She has taught English in Malaysia and previously in Macedonia, in secondary schools and at university, where she worked in teacher education for 11 years. Following UNESCO-funded research carried out at the University of Kansas, she was awarded a PhD in English Language and Literature from the University of Saints. Cyil and Methodius, Skopje. She has published four books and a number of papers in the field of pedagogy and cultural education, and she is fluent in Albanian, Bulgarian, Croatian, English, Macedonian, Serbian, and Turkish.

**Ian McLeod** is a native of Brisbane, a graduate of UQ, who as a young man went to Oxford as a Rhodes Scholar, completing his D.Phil in comparative literature at New College in 1981. He was the co-founder and founding editor of *The Oxford Literary Review*. After tutoring at Oxford, he went on to teach at universities in Leipzig, Limerick, Brisbane, Dublin, Brussels, Tetovo and Kuala Lumpur. He is currently an independent researcher and translator, being the translator into English of important works of French philosophy and literary/textual theory, including some by Michel Foucault, Roland Barthes, Jean-François Lyotard, and Jacques Derrida. In 2008 he was honoured by the government of the French Republic with the title of *Chevalier de l'Ordre des Palmes Académiques*.

**Workshop B**

**The other side** – Donna Skilton

**Abstract**

Students should be suitably challenged through positive learning experiences, that help them communicate precisely, in any given context. They must have a clear purpose and audience in mind when constructing a text, and in order to achieve their purpose and connect with their intended audience, they need to have an extensive vocabulary and understanding of syntax, to articulate their ideas aptly and succinctly.

Our first unit in Year 12 English is "The Other Side", in which students critically evaluate their own personal attitudes towards and beliefs about a particular cultural, social or minority group, and how these relate to those operating in their society. In particular, students critically analyse and evaluate perspectives and representations made available by a range of texts, from a range of genres, that may reflect or challenge dominant cultural and social perspectives. Students develop an understanding that whilst creators of texts may have specific intentions when constructing texts, the ways that these texts are received is not always as intended.

In this unit, students are empowered to speak and write with passion and conviction; through their own text constructions, they can potentially make a difference, to their own and others' thinking, attitudes, values and beliefs.

**Presenter**

**Donna Skilton** is Head of English at Matthew Flinders Anglican College, a co-educational P-12 independent school in Buderim on the Sunshine Coast. She has been teaching Senior English in Queensland since 2004.

**Workshop C**

**Writing literary interpretations in English** – Linsday Williams

**Abstract**

A significant genre in English is the literary Interpretation (see Martin & Rose 2008 and Derewianka & Jones 2016) – and, if the 2015 trial is anything to go by, this genre is likely to be the favoured response in external exams. (My arguments for why we should consider the trial exam an Interpretation and not an Exposition were made at the 2015 state conference.) Consequently, the current Year 9s must be well-prepared to tackle this type of writing in a mere three years. In this session, I intend to unpack the genre further, focusing on an exemplar that could be used in Year 8 or 9. After examining the stages and phases of the Interpretation, we will analyse language features such as elaborating clauses and implication sequences and discuss their role in allowing students to make what Macken-Horarik (2015) has called a ‘semiotic reading’. This type of ‘reading’ is essential for a student’s capacity to achieve high grades and is dependent on good teaching, not year level or age. Finally, I will discuss a common limitation of exemplars for this genre - and how to fix it. More specifically, I want to address the need for students to be shown how to identify patterns in a story and then how to establish a chain of reasoning that justifies arriving at a particular statement of ‘theme’ (i.e. the interpretation). This will be linked to the staging of the story and the language features discussed earlier.

**Presenter**

**Lindsay Williams** has been teaching English for 34 years and is currently a workshop presenter and professional development provider. In addition, he coordinates and teaches three English Curriculum courses at the University of Queensland and is himself completing a PhD through the University of New England. His research has required him to re-examine the concept of genre. Lindsay also produces curriculum resources, most recently contributing a chapter to the 2015 AATE publication, *The Artful English Teacher*.

**Workshop D**

**Please don’t read your oral!**  – Kevin Ryan and Adrian Pauley

**Abstract**

Oral Communication Skills present many students with a variety of challenges. Significant problems include such areas as Reading to the Class, Lack of Audience Engagement, Incorrect Preparation, Poor Use of Notes. This workshop will assist teachers who want to learn the latest and most effective techniques to use in preparing their students for their Oral Presentations

You will find out:

* How to introduce Classroom Practice Activities that help with Over Reading of the Speech, Poor Use of Notes, Audience Analysis, Speech Planning and Construction.
* Strategies to engage an audience effectively.
* How to teach students the key skills of Delivery in Oral presentations.

**Presenters**

**Kevin Ryan and Adrian Pauley** have over 15 years experience teaching students the skills and techniques for successful oral presentations. They have distilled this experience into strategies that can be used in the classroom by any teacher. They have co-authored the following books*: Speaking Out, Speaking and Debating with Style, Primary Speaking and Listening* and CDs: *Speak Well, Impromptu Speaking and Teaching the Persuasive Oral.*

**Workshop E**

**Writing and reading workshops: An alternative to the current organizational orthodoxy of units of work in junior secondary English***–* Garry Collins

**Abstract**

One of the ongoing realities of high schools is that the prevailing assessment regime exerts a significant influence on what happens in classrooms and how teaching and learning are organized. When the presenter began teaching in 1969, it was the norm for English classes to work on different aspects of the subject in each of the (35 minute) lessons in the week. Thus the weekly program was some version of comprehension on Monday, novel on Tuesday, poetry on Wednesday etc, usually with no connection between these strands which derived from the various sections of the external examinations for which students were being prepared.

With Queensland’s abolition of external public examinations and the move to school-based assessment in the early 1970s, integrated units of work became the standard way of organizing school English programs. This method of course has much to recommend it but, as the presenter will contend, it also has some problems and is not the only productive way for teaching and learning in English to be organized.

As an alternative, this session will outline how English classes can be run as writing and reading workshops. The system to be described is an adaptation of ideas originally encountered by the presenter in Nancie Atwell’s 1987 book *In the Middle: Writing, Reading, and Learning with Adolescents*. A basic idea is that English classrooms should run more like workshop lessons in what used to be called manual arts, where students spend the bulk of the time working on real projects.

**Presenter**

Now a part-time teacher educator at the University of Queensland, **Garry Collins** taught secondary English for 35 years, mainly at Gladstone and Ferny Grove State High Schools, but also on year-long exchanges in Oregon in the US and Ontario in Canada. He is past President of both ETAQ and the national English teacher body, AATE. Starting teaching when we still had external public examinations in Queensland, he finds it interesting that he is still around to see their partial return.

**Workshop F**

**Empowering English Teachers: building consistency and confidence when assessing English in Years 7-10**

***-*** Melanie Wild and Robyn Whiting

**Abstract**

Post the review of the Australian Curriculum and endorsement of all learning areas, it is timely to reflect, review and refine work programs and assessment tasks. With Australian Curriculum as the point of truth, it is important to ensure alignment between teaching, learning and assessment.

The Queensland Curriculum and Assessment Authority (QCAA) provides an updated version of the P-10 Standards elaborations (SEs) to support teachers to understand, engage with, and use the Australian Curriculum achievement standards to make consistent judgments about student achievement.

This workshop provides opportunities to explore quality assessment and strategies to align to the latest version of Australian Curriculum, including:

* structure and purpose of the SEs
* links to the curriculum
* strategies to create Task Specific marking guides
* identifying areas for student improvement
* a folio for moderation and reporting purposes.

This workshop will empower teachers to feel confident in their assessment of student work and empower students to feel confident in understanding how they will be assessed.

**Presenters**

**Melanie Wild** is an English teacher and Literacy Coach at Corinda SHS. In 2016 she completed a secondment at the QCAA as Principal Project Officer (English and Literacy) where she supported teachers with the implementation of the Australian Curriculum and ran literacy workshops around the state. Melanie has previously acted as Head of Department English and completed her MEd (Literacy) in 2015. She is a current member of the ETAQ Management Committee.

**Robyn Whiting** is a Manager at the QCAA K-12 Resources Branch, where she leads the development of resources and professional learning to support Queensland teachers to implement curriculum from Kindergarten to Year 10. Prior to working at the QCAA Robyn has taught interstate, overseas and as an English teacher in Queensland schools.

**Workshop G**

**Getting scientific about assessment: the Hypothesis-Test process –** Julie Arnold

**Abstract**

We all do data. Or data is done to us. We have spreadsheets and databases, placemats and folios. We have access to information, some of it even accurate: formative and summative assessment, NAPLAN results, and an array of other qualitative and quantitative measures. The one thing we’re never short of is data. Where we struggle, and I’m sure you will believe that you’re not remotely alone is this, is what we do with it. How do we actually make decisions for teaching that will, say, make kids’ writing better? The argument I want to build here is that we actually need a pretty small amount of data; it’s rather our individual and collective capacity (us as individual teachers, and the school and external authorities as a system) that constrains us.

This workshop will guide us through a process for connecting what we know about our students as writers and learners, with what we know about teaching. If you want to make the most of this learning experience, bring along two pieces of evidence: a standardised writing result (ICAS, NAPLAN) and a sample of student writing. Or, you can use my data. All good.

**Presenter**

**Julie Arnold** has taught English for 21 years, 16 as Faculty Head and two as Literacy Coach. She was a 2015 recipient of Griffith University’s Teaching & Learning grant. Her work as Head of English and Literacy saw Corinda State High School recognised by Education Queensland’s High Performance Strategy project for sustained improvement in reading, and 2016 Regional Showcase Awards for Excellence in Junior Secondary. She chairs the PD Committee for ETAQ and is a QCAA District Panelist. In 2013, she published *English in Practice*, with Lynda Wall and Cambridge University Press.

**Workshop H**

**Panel discussion: leading learning through the shift** – **Jamie Seefeld,** Sue McPherson, Sara Bell, Natalie Fong and Julie Arnold

**Abstract**

The dying moments of 2016 offered a reprieve for teachers and school leaders preparing for the introduction of a new senior assessment and tertiary entrance system. Nonetheless, a key challenge ahead will be to navigate what might be regarded as a both a material and a paradigmatic shift in the way we work. Our panel of Heads of Faculty from diverse school communities will further explore Seminar 1’s theme. Participants will be actively invited to participate in this open discussion. We hope that, together, we will share our thinking in relation to these key questions:

* What challenges and opportunities does a new assessment regime present?
* How have leaders responded so far? How ready is my school?
* In what constructive ways can learning and assessment change in our schools?
* Where does NAPLAN fit in all this?

**Presenters**

**Jamie Seefeld** is a Maths and Physics teacher at Villanova College.  He has 25 years of classroom experience in a number of Queensland schools, teaching predominantly senior students. Over recent years he has liaised with a variety of schools in the southern states to analyse the most effective methods for external exam preparation. This research has led to a range of attitudinal and structural adjustments for Queensland teachers to consider as they navigate the road ahead.

**Sue McPherson** is Head of English at Ferny Grove SHS, and has taught in both country and city state high schools for 25 years.  She has a keen interest not only in subject English, but also leading and managing staff, with a particular focus on empowering them as teacher-leaders.

**Sara Bell** is English Head of Department at Kenmore SHS and has taught for over 20 years in a variety of country and metropolitan schools. She is intrigued by the challenges the new senior assessment system offers and coupled with the on-line future of Naplan, how we meet our students’ needs at various educational junctures is a particular interest area.

**Natalie Fong** is the Head of English and ESL at Citipointe Christian College. Her teaching and research passions include how to embed the English curriculum within a Christian worldview (particularly the “grand narrative” of the Bible), and marrying up classic texts and modern texts in order to “make old texts seem cool” for teenagers.

**Julie Arnold** has taught English for 21 years, 16 as Faculty Head and two as Literacy Coach. She was a 2015 recipient of Griffith University’s Teaching & Learning grant. Her work as Head of English and Literacy saw Corinda State High School recognised by Education Queensland’s High Performance Strategy project for sustained improvement in reading, and 2016 Regional Showcase Awards for Excellence in Junior Secondary. She chairs the PD Committee for ETAQ and is a QCAA District Panelist. In 2013, she published *English in Practice*, with Lynda Wall and Cambridge University Press.

**Workshop I**

**Australian Stories at Your Fingertips: Using AustLit in the Classroom**  – Kerry Kilner and Catriona Mills

**Abstract**

AustLit is a unique resource: the only bibliography in the world to attempt to comprehensively map an entire national literature. Curated and updated by AustLit researchers, AustLit is a vast collection of information on works written by Australians and about Australia, including a specialist dataset on Aboriginal and Torres Strait Islander writers, and collections of full-text works from early children’s books to classic science fiction and fantasy. From seventeenth-century Utopian narratives to the poems of Oodgeroo Noonuccal, from horror stories to comedy films, from post-apocalyptic narratives to sweet romances—AustLit is your classroom’s guide to the full breadth of Australian writing.

As Australia’s national bibliography, AustLit offers unique opportunities to Australian teachers and students. This session aims to show teachers how they can use AustLit as a resource for teaching Australian cultural history and heritage, Australian writing, and digital literacy. The session will give you an overview of the content of AustLit (for ease of locating Australian books on a vast range of subjects, as well as masses of supporting resources), guidance on AustLit’s teaching resources and their links to the Australian curriculum (including targeted searches on cross-curriculum priorities and general capabilities), tips on making AustLit’s available resources work for your specific needs (through targeted searches and collated content), and guidance on using AustLit to improve your students’ facility with database searching (going above and beyond a Google query to return high-quality, targeted results).

Participants are encouraged to bring specific queries about using AustLit.

**Presenters**

**Kerry Kilner** is Director of AustLit and a Research Fellow in the School of Communication and Arts.

**Catriona Mills** is a senior researcher and indexer with AustLit.

**Workshop J**

**Assessment: making it fair and valid** – Dr Kelli McGraw and Dr Jill Willis

**Abstract**

Balancing concerns about validity and equity in assessment is a struggle. Sometimes our highest priority is making an assessment ‘fair’ so that students are all measured the same way and results are comparable. Sometimes our attention is drawn more strongly to other issues of ‘fairness’ such as access and inclusion, and this creates a drive for differentiated tasks. By thinking systematically about summative assessment tasks, teachers can reflect on aspects of tasks that need to be common, and aspects that can tolerate differentiation.

In this workshop you will be introduced to assessment validity as a concept, and a set of critical questions for reviewing the validity of an assessment task will be shared. Typical elements of an assessment task notice – such as the task description and marking criteria – will be explored as the basis of a conversation about validity and equity in secondary (7-12) English. Participants will be particularly encouraged to consider how foregrounding equity and validity concerns might shape their approach to future assessment practices in senior English.

This workshop uses materials and reports preliminary findings of a project funded by the DET (QLD) Education Horizon Research Grant Scheme.

**Presenters**

**Dr Kelli McGraw** is a lecturer in the Faculty of Education at Queensland University of Technology. Currently teaching secondary English curriculum, her prior experience includes teaching high school English and debating in Southwest Sydney, NSW. Kelli researches the fields of secondary school curriculum, teacher identity, digital literacy and children’s literature, presently focusing on the use of project based learning in secondary English. She is the Vice President of The English Teachers Association of Queensland.

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

**Workshop K**

**Write the World**  – Juliette Bentley

**Abstract**

The Mt St Michael's College Writers' Club has been under my care for eight years and has grown from five students meeting for half an hour on a Friday afternoon on the first week, to twenty-eight on the second week meeting for an hour. By the third week I had twenty-nine members and we were meeting for two hours. Today I have over sixty members on my roll with an average of fifty attending each week.

School based writing communities provide opportunities for students to develop authorial voice, writing and critiquing skills but perhaps more importantly, self-efficacy, self-esteem, and social-capital, which emerge almost incidentally, empowering members. **Write the World**, an online community extends authentic readership, critiquing and peer reviews from a global community of over 91 nations. Industry professionals engage with the students and provide mentoring, competitions and guidance. This online community has enriched my students’ writing and reviewing experience with rigour, opening their eyes to new opportunities as global citizens. A number of students were published in a global annual which had its Australian launch at Avid Reader West End, in September last year. You can see the exploits of MSM’s Writers’ by visiting [**https://spark.adobe.com/page/wTBFm/**](https://spark.adobe.com/page/wTBFm/)**.**

**Presenter**

**Juliette Bentley** has been teaching since 1989. She is a published author and has run a successful writers’ club for sixty student members who voluntarily gather for two hours after school each Friday. She piloted the Write the World platform and has enjoyed the wealth of opportunity it provides her young writers. Like Robyn Ewing, she advocates a practice of teachers as writers to leverage the affordances it provides in engagement, empathy and creative dialogue between colleagues and students.

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| **Workshop Options**  **Please choose a first and second choice for each session** | **Session 1**  **(11:05 – 12:05)** | **Session 2**  **(12:10 – 1:10)** |
| **Workshop A**  Multimodal Change and Assessment Challenge **–** Dr Aïda McLeod, Prof. Ian McLeod  **Please note this is a video presentation** | √ | √ |
| **Workshop B**  The Other Side – Donna Skilton | √ |  |
| **Workshop C**  Writing Literary Interpretations in English – Lindsay Williams | √ | **√** |
| **Workshop D**  Please Don’t Read Your Oral **–** Kevin Ryan and Adrian Pauley | **√** | **√** |
| **Workshop E**  Writing and Reading Workshops ***-*** Garry Collins | √ | **√** |
| **Workshop F**  Empowering English Teachers – Melanie Wild and Robyn Whiting | **√** | **√** |
| **Workshop G**  Getting Scientific About Assessment **-** Julie Arnold | √ |  |
| **Workshop H**  Panel Discussion **–** Sara Bell, Sue McPherson, Natalie Fong and Julie Arnold |  | √ |
| **Workshop I**  Australian Stories at Your Fingertips – Kerry Kilner and Catriona Mills | √ | √ |
| **Workshop J**  Assessment - Dr Kelli McGraw and Dr Jill Willis |  | √ |
| **Workshop K**  Write the World – Juliette Bentley | √ | √ |