



Writing *Our* Future



State Conference

Saturday 6 August 2022

***Lourdes Hill College
Hawthorne Road, HAWTHORNE***



**The English Teachers
Association of Queensland Inc.**

Providing professional support
and advocacy for English teachers

Early Bird Registration
closes
Thursday 21 July

Contents

Introduction	3
Conference schedule	4
<u>Botsman Award: Dr Kelli McGraw</u>	5
<u>Keynote 1: Assoc Prof Stewart Riddle</u>	6
<u>Keynote 2: Kirli Saunders OAM</u>	7
<u>Registration information and workshop selection</u>	8
<u>Workshop schedule – session 1</u>	9
<u>Workshop schedule – session 2</u>	17
<u>Workshop schedule – session 3</u>	23

Writing Our Future

“We have an obligation to imagine. It is easy to pretend that nobody can change anything, that we are in a world in which society is huge and the individual is less than nothing: an atom in a wall, a grain of rice in a rice field. But the truth is, individuals change their world over and over, individuals make the future, and they do it by imagining that things can be different.”

– Neil Gaiman

English teachers are increasingly conscious of the mounting pressures brought about by “curricular mandates, testing cultures, lack of access to material resources, and a lack of teaching strategies and expertise...” (Chisholm, Alford, Halliday & Cox 2019, p.8). This conference aims to provoke teachers’ imaginations about the future for teachers, and the future for society, that we wish to strive towards.

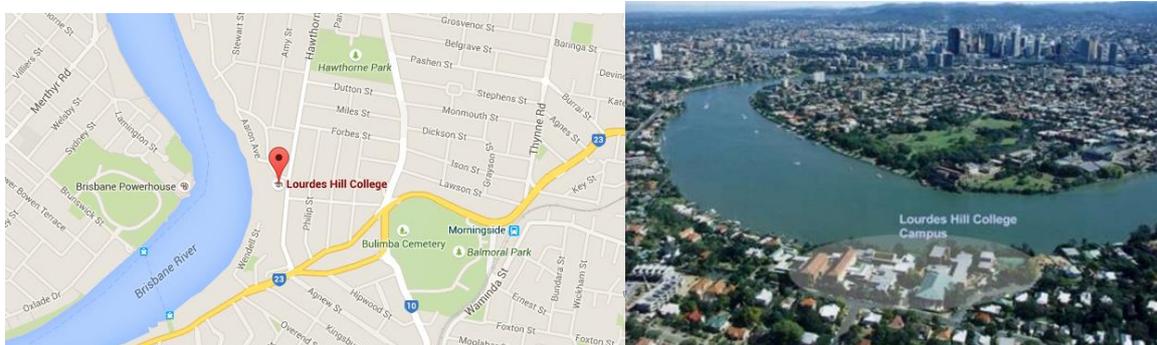
Social Media

You can follow along with the ETAQ conference hashtag 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) and/or like the official ETAQ page (www.facebook.com/ETAQLD).

Lourdes Hill College Campus



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.

Conference Schedule

Time	Activity	Room
8:15	Registration	Bernadette Centre
8:45 – 10:30	Welcome – Lindsay Williams, ETAQ President Recognition of Peter Botsman Recipient Keynote 1 – Dr Stewart Riddle	Polding Theatre (Bernadette Centre)
10:30 – 11:00	Morning tea, informal networking and perusal of resources	Balcony
11:00 – 12:00	Workshops Session 1	Various
12:10 – 1:10	Workshops Session 2	Various
1:10 – 2:00	Lunch, informal networking and perusal of resources	Balcony
2:10 – 3:20	Keynote 2 – Kirli Saunders	Polding Theatre (Bernadette Centre)
3:30 – 4:30	Workshops Session 3	Various

This activity constitutes 7.00 hours of Continuing Professional Development (CPD)

2022 Peter Botsman Award

Kelli McGraw beyond school category



Before moving to Queensland in 2009, Dr Kelli McGraw was active in the English Teachers Association of New South Wales. When appointed a lecturer in English curriculum at QUT, she joined ETAQ, becoming an active and valuable member, eventually becoming Treasurer before ‘retiring’ from the Management Committee in March 2022.

Kelli joined the Steering Committee for the 2021 AATE/ALEA National Conference to be hosted by Queensland. Due to the pandemic, the conference was held fully online. As co-Chair of the Program Committee, along with Dr Linda Willis, Kelli assembled an impressive line-up of speakers, with an emphasis on Indigenous academics and writers, as well curating an intellectually engaging workshop program. She also organised a space at QUT to serve as our live hub for the duration of the conference.

In addition, Kelli served for several years on the National Council for the Australian Association for Teachers of English, completing her term as the diligent and rigorous editor of *English in Australia* in 2022.

Kelli has a commitment to innovative English teaching with an emphasis on social justice, and this was evident in the work she undertook as lead writer on the Oxford University Press series, *English for Queensland*, written to support implementation of a new Senior English curriculum. Through her association with the Queensland Poetry Festival, including as current Vice-President, Kelli has promoted and shared her passion for the value of poetry and the work of local poets.

To keep her university teaching connected to real schools, in 2022, Kelli returned to the classroom one day a week, teaching a Year 10 English class. By all accounts, this has been a joy for her. It is for her teaching, especially at university, that this award was proposed by one of her students. He had this to say about Kelli:

‘being taught by Dr. Kelli McGraw was instrumental in laying the foundations for a sincere love of English education [...]

While learning from Kelli it was evident that English is more than a career for her. Kelli is passionate in a way that is genuinely undeniable [and] has the ability to take a diverse group of adult learners and help us fall in love with English. Kelli guided us through how to make English fun and how to tailor the curriculum to our strengths. Since graduating university and becoming a teacher, I have found [her] contagious passion to be key to my success in the classroom. The first battle with students is always building engagement. How can we expect high school students to be passionate about English, if the teacher is not the most passionate one in the room?

[...] I greatly appreciate the tools that Kelli gave us as pre-service teachers [...] With these tools I have been able to create lessons that not only teach children, but inspire them to truly engage with English. To put it simply, I wouldn’t be half the teacher I am if it wasn’t for Dr Kelli McGraw.’

Dr Kelli McGraw is a passionate and innovative teacher and advocate for English teaching. She is an inspiring, collaborative colleague and genuinely nice person. For these reasons, she is a deserving winner of the 2022 Peter Botsman Award.

Keynote 1 – Writing a more democratic, inclusive and sustainable future through English teaching and learning



Abstract

English teachers have long stood at the intersection of helping young people to both ‘read the word’ and ‘read the world’ through rich learning experiences that tap into diverse literature, literacy and language practices with purpose, creativity and flair. The role of English teachers is much more than as technicians delivering curriculum in the service of producing responsible and productive future members of the workforce. English teachers actively support young people to understand their engagements with the world through close examination of texts

in their contexts, and to explore the effects of those texts on themselves and others. Therefore, any imagining of the future for teachers, students and societies must consider the role of English teaching and learning as a central part of the project to reimagine schooling and society in more democratic, inclusive and sustainable ways. In this presentation, I will consider some key contours of contemporary English curriculum and pedagogy, and present a series of provocations and propositions for imagining how we might write our future together with our students and communities.

Presenter

Stewart Riddle is an Associate Professor (Curriculum and Pedagogy) in the School of Education at the University of Southern Queensland. His research examines the democratisation of schooling systems, increasing access and equity in education and how schooling can respond to critical social issues in complex contemporary times. He has published extensively on educational disadvantage and the connections between literacy, equity and access to quality educational outcomes for young Australians. Stewart’s most-recent book is *Schooling for Democracy in a Time of Global Crisis: Towards a More Caring, Inclusive and Sustainable Future* (Routledge, 2022). He has taught English curriculum and pedagogy courses to preservice teachers since 2010, and was a senior high school English teacher and Head of Department for eight years prior. Stewart was on the executive committee of The English Teachers Association of Queensland from 2013–2018 as the convenor of the state conference and editor of *Words’Worth*.

Keynote 2 – Poet and Author

Kirli Saunders, OAM



Abstract

DETAILS TO BE ADDED

Presenter

Kirli Saunders is a proud Gunai Woman and award-winning writer, artist and consultant. An experienced speaker and facilitator advocating for the environment, gender and racial equality and LGBTIQ+ rights, Kirli was the NSW Aboriginal Woman of the Year (2020). In 2022, She received an OAM for her contribution to the arts and literature, her books include *The Incredible Freedom Machines* (Scholastic, 2018), *Kindred* (Magabala, 2019) and *Bindi* (Magabala, 2020), *Our Dreaming* (Scholastic 2022) and *Returning* (Magabala, 2023). Her writing features in magazines and journals including among others, *Vogue*, *Overland* and *Kill Your Darlings*. Her debut play, *Going Home* was supported by Playwriting Australia (2022). Her art has been commissioned for public art and regional galleries. Kirli's Solo Exhibition, *RETURNING* was supported by Ausco (2022). She was a collaborating artist for *VIVID*, with *TRACES* alongside Kamsani Bin Salleh, Google and Magabala at Sydney Opera House.

Registration and Workshop selection

Key Dates

Early Bird Registration opens	8 June
Early Bird Registration closes	Thursday 21 July
Registration CLOSES	Friday 29 July

Conditions of registration

1. Change of persons registered- sometimes schools may need to substitute one teacher for another on their registrations. This is fine but 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. 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 21 July 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 22 July to 2 August, you will receive a refund of the face-to-face component of your registration fee
 - c. From 3 August no refund is possible.

Workshop selections.

An extensive 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, and many of these may run only once.

You are asked to choose two workshops for each session. As there are 14/17/17 options for each workshop session, please read the options carefully before registering.

Registration fee

Early bird registration for a personal member is **\$143**
other prices on the website

Session 1: Workshops 11:00 – 12:00

No	Title	Presenter
1A	Teaching and assessing spoken language in secondary English	Dr. Lindsay Williams
1B	Strategies for Unpacking texts in Essential English	Tony Hytch and Jo Bickerstaff
1C	Assessment to Learning - Focusing on the student's learning journey and not simply a destination	Dr. Tony Richardson
1D	Using portfolio based assessment in the English classroom	Brenton Campbell
1E	Embedding inquiry pedagogies in the curriculum to improve students' abilities to think and write creatively	Victoria Snell
1F	Mark Me Out!	Sinead Coles, Belinda Hampton and Carly Sopronick
1G	Unlock the bookshelf: inspiring reading through own choice novels	Antoinette Mizen
1H	Think-Write-Think: Preparing Students for a Changing Landscape Through Whole-School Rich Writing Experiences	Troy Edwards
1I	Narrative writing improvement	Susan Smith
1J	Creative Insights: preparing senior school students in Queensland for possible futures.	Megan Schroder
1K	Visible Thinking in the Middle School English Classroom	Louise Heilbuth and Helen Russell
1L	Let's talk about it: The Conversational Essay	Jarred Adams
1M	How developing a creative writing practice of your own can benefit you and your students	Joanna Beresford
1N	Values and Videogames: a critical interpretive play pedagogy	Nathan Lowien

Workshop 1A

Teaching and assessing spoken language in secondary English

Abstract

The teaching of persuasion in schools is supposed to prepare students to advocate for societal change. However, school-based spoken tasks often result in students performing written scripts that in the world beyond school would likely not achieve their purpose for a real-life audience. In this session,

we will explore critically the authenticity of spoken tasks currently undertaken by students and consider relevant aspects of spoken language and paralanguage on which we could focus our teaching. Our reflections will revolve around the use of persuasion in the civic domain as we examine a video posted on Twitter by David Hogg, a young man who survived a school shooting in Florida and now advocates for change to gun laws in America. We will consider how the video text he produces uses a genre specific to the spoken mode, and is distinct from the type of written arguments typically taught to students. Our attention will then turn to Hogg's use of resources that co-construct meaning alongside

language, including clothing, visual framing, facial affect, voice quality and prominence markers. We will conclude by imagining how we might construct and teach spoken tasks differently across Years 7 to 12.

Presenter

Dr Lindsay Williams is President of the English Teachers Association of Queensland and was co-convenor of the 2021 AATE/ALEA National Conference. 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 case studies were stand-up comedians. His guilty secrets are that he loves 'Star Wars' (even the new ones) and still reads Lord of the Rings annually.

Workshop 1B

Strategies for Unpacking texts in Essential English

Abstract

The 2019 Essential English syllabus challenges us as educators to explicitly teach students - often reluctant learners - how to identify and understand the ways texts position audience responses. The Essential English course offers us the opportunity to do this work through the selection of challenging and engaging texts as well as multiple opportunities for students to deconstruct and construct texts to prepare them for the Common Internal Assessment.

This workshop will explore how you can use text selection and the cognitive verbs as a framework to help students understand the ways cultural assumptions underpin texts.

Presenters

Tony Hytch is an English teacher who is presently working as the System Learning and Teaching Adviser at Townsville Catholic Education. Tony sometimes wakes in the middle of the night in a cold sweat thinking about teaching 'Day of the Triffids' with a Year 10 English class in demountable 7.

Jo Bickerstaff is English Head of Department at North Lakes State College. Jo has never taught 'Day of the Triffids' but can tell some stories about teaching classes in demountables. Tony and Jo co-authored MacMillan Essential English QCE Units 1 and 2 and Macmillan Essential English QCE Units 3 and 4.

Workshop 1C

Assessment to Learning – Focusing on the student's learning journey and not simply a destination

Abstract

Assessment to Learning (AtL) is a formative assessment approach to learning that encompasses Assessment of, for and as learning. The workshop would provide details as to how AtL could be applied directly to the current Senior English Curriculum, with specific reference to the Extended response — persuasive spoken response (25%) English 2019 v1.5 IA2 sample assessment instrument October 2018. However, while the workshop will relate to this focus area the presentation will also provide further insights as to how AtL can be applied to other subject areas and year levels. Clearly, as a formative assessment approach to learning, AtL should have the capacity to work across all year levels and subject areas for it to be effective.

Presenter

Dr Tony Richardson is a former Education Queensland classroom teacher (English, History, Geography and Social Science; 1987 – 2014), university lecturer/tutor in Education (2008 – 2014) and is currently an international education consultant (2015-present) who has spoken at conferences, and presented workshops, in Australia, Cambodia, China, Indonesia and Vietnam on educational leadership, curriculum development, financial literacy and formative assessment (AtL). He was previously the Project Director for the Integration of Financial Literacy into Cambodian Government Schools (2019 – 2020). Tony has co-authored a number of peer reviewed papers on Assessment to Learning (AtL) and

conducted some research on AtL, in Vietnam, focusing on Higher Education.

Workshop 1D

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 without making 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 has been Head of Faculty of English and Languages at Sheldon College for the past 10 years, and is now Acting Director of Teaching and Learning (Years 7-12) for the remainder of 2022. 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 1E

Embedding inquiry pedagogies in the curriculum to improve students' abilities to think and write creatively

Abstract

This workshop is designed to provide teachers with practical strategies to support students, both in middle and senior school, to develop creativity in preparation for creative writing tasks. When it comes to students using texts as a springboard for their own imaginative texts, all too often students suffer from writer's block or struggle to think of any ideas at all which leads them to fall back on cliché plots and characters. All too often, this suffering and struggle leads to students feeling disempowered, disengaged and developing a negative mindset when faced with creative writing.

The first part of this workshop will focus on how using inquiry (namely Kath Murdoch's Inquiry Cycle) to teach middle school students creative writing skills leads to students feeling empowered in the classroom; they grow in confidence as the creative writing process becomes tangible rather than abstract and they develop the higher order thinking skills needed for creativity. The second part of this workshop focuses on how we have used a range of texts, of great literary worth to fuel the creative fire in students. Similarly, the use of a range of texts with literary merit makes the creative writing process tangible and has resulted in students

having greater success in their use of textual features, and organisation and development.

Presenter

Victoria Snell is Deputy Head of English at BBC and has taught English in a variety of contexts, both in Australia and overseas. For the past seven years of her teaching, she has focused on improving students' ability to think and write creatively. Victoria uses an inquiry approach to teaching students writing skills; evidence collected from this approach shows growth in students' confidence with writing as well as improvements in writing outcomes.

Workshop 1F

Mark Me Out!

Abstract

Every student matters. Every teacher wants to make a difference. But with parameters of five days a week, four to five classes with 25+ students in each, lessons to plan, assessments to mark, contacts to record, today's teachers need help to work smarter, not harder!

Drawing on the research of Simon Breakspear, Anita Archer and Dylan Wiliam, we explore the impact of using marker students to help create targeted interventions in literacy contexts that create real change. The use of formative feedback tools, a narrow focus and students understanding their own learning goals all contribute to a learning classroom, and away from a climate of creating data for data's sake. In this workshop, we share our own practice across a range of middle school and senior high school classrooms and learning landscapes to demonstrate the importance of helping teachers ask the questions that matter, and then consider the data to help make decisions around what to do next. We share our strategies for intentional and focussed changes designed to shift groups of learners, and what we learnt about tracking real time change through sprint cycles. We also share our protocols for setting up communities of practice for teachers to share their classroom research with other teachers, and the importance of support from middle and school leaders.

Presenters

Sinead Coles is an early career teacher at Pimlico SHS. She values student agency in learning, and literacy empowerment. Her creative side is expressed in her love of sewing and plants.

Carly Sopronick and **Belinda Hampton** have presented together at a range of state and national conferences. Carly is an English Teacher, Lead Teacher, Pedagogical Coach and 2018 QLD Showcase Teacher of the Year. Belinda Hampton is a long-term Head of Department for English, and Peter Botsman winner. Carly and Belinda share three of these four interests: functional grammar, teacher professionalism, networks, and long-distance running.

Workshop 1G

Unlock the bookshelf: inspiring reading through own choice novels

Abstract

Finding that elusive book that will engage each student is a perennial challenge for English teachers. Drawing upon reading intervention research and her love of YA literature, Antoinette will share her approach to handing the choice over to students. This workshop explores how an own choice novel study can springboard into a narrative touched by magic or a pitch for the next smash Netflix adaptation. Participants will be encouraged to delve into how student engagement can be increased, and a love of reading developed, through embracing the amazing and diverse YA and Middle Years novels waiting for students.

Presenter

Antoinette Mizen is Assistant Head of Faculty for Languages at John Paul College and is passionate about developing students' love of reading. She has pursued her interest in reading and writing improvement, through her research within a Master of Education - Literacy. Antoinette is an avid reader and harbours a love of collecting books.

Workshop 1H

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. Troy has worked with the Leadership Team, various communities of practice, and the wider-College community at his current school to ensure a consistent rollout of revised approaches.

Workshop 1I

Narrative writing improvement

Abstract

When students are asked to write a short story, they are free to use their imagination. Yet, in a subject that typically provides a text to respond to, or a speech topic to research, writing without a crutch to lean on might seem daunting to students. If you are struggling to engage students in creative writing and are constantly being met with the resistant pleas: 'I'm not good at writing stories' or 'I'm not creative', this workshop will help.

We will unpack a writing improvement process used for a Year 8 Speculative fiction short story unit, which overcomes key challenges middle years students face in the creative genre and engenders student ownership of writing improvement.

You'll walk away with a toolkit of practical strategies to engage students in: the oral tradition of sharing stories; generating ideas from different modes of stimulus; freewriting to

unlock the flotsam of their own minds; and playing with form. Finally, when their creativity has blossomed, you'll be equipped to guide them through an autonomous editing process to elevate the quality of their writing. This approach to creative writing fosters imaginative inquiry and gives students the skills to identify errors in their own work and learn how to correct them.

Presenter

Susan Smith is an English teacher at Mount Gravatt State High who empowers students to succeed through integrated and inclusive approaches to pedagogy. In her role as Year Level Co-ordinator and Literacy Leader, she mentored teachers in a whole school approach to teaching literacy, and lead the implementation of curriculum aligned and differentiated units of work. In 2022 she was appointed to the Success Team, as a literacy and differentiation coach, with the responsibility of aligning teaching and learning across the school through a comprehensive curriculum planning process.

Workshop 1J

Creative Insights: preparing senior school students in Queensland for possible futures.

Abstract

Creativity is increasingly understood as an essential attribute for success and human flourishing in a dynamic 21st century world. The QCAA aspires for all senior school teachers to foster students as adaptable citizens and lifelong learners. This presentation highlights some of the creative attributes General English has integrated into learning to meet the syllabus aspirations for developing innovative individuals and agentic citizens. It also considers how English teachers can utilise the expertise offered by teachers of other learning areas to develop their students' creative capacity as possibility thinkers for the common good.

Presenter

Megan Schroder is currently a PhD candidate and a sessional lecturer in the Faculty of Creative Industries, Education and Social Justice at QUT. Prior to coming to the university, she had an extensive career in English and Drama, as a teacher and Head of Faculty, in both state and independent schools in Queensland. Her belief in the importance of creativity in learning to foster students to thrive in life underpins her work as an educator and a researcher.

Workshop 1K

Visible Thinking in the Middle School English Classroom

Abstract

Participants will experience a range of visible thinking routines that they can use immediately in their classrooms. We will introduce a number of tried and tested routines that can be used to enhance the visual, literacy and analytical work of students. These routines will create concrete learning experiences for students within diverse English units of work.

Presenters

Louise Heilbuth is Head of English (Years 7 - 10) and Head of Drama at The Rockhampton Grammar School and has had decades of experience teaching English to diverse learners.

Helen Russell is the team Leader for Year 7 English and Year 7 SOSE and specialises in Visual Literacy at The Rockhampton Grammar School.

Workshop 1L

Let's talk about it: The Conversational Essay

Abstract

This is a repeat of the online workshop offered at the March Seminar.

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 an essay for a public audience, opinion article, and feature articles.

Presenter

Jarred Adams currently teaches English at Kedron State High School. He's an avid fan of conversational essays, and like his students, if given the chance he will talk for hours (mostly in a productive fashion). He has taught the genre in various incarnations from years 8 to 12.

Workshop 1M

How developing a creative writing practice of your own can benefit you and your students

Abstract

Since 2020, the temporally specific and ever-changing restrictions pertaining to the COVID-19 pandemic have continued to disrupt school learning environments. A review of recent literature suggests teachers engage various strategies to assist them to maintain a personal sense of wellbeing. I commenced my Master by Research in 2021, seeking an antidote to the perceived self-experiential pressures of working as a secondary English teacher throughout 2020 with then-undiagnosed

attention deficit hyperactivity disorder (ADHD). While recent scholarly studies state that teachers who develop their own writing practice experience a greater sense of confidence in their ability to teach writing to their students, my aim is to examine how a personal writing practice might be useful as a form of creative and critical expression during an exceptional situation, i.e., the COVID-19 pandemic, so that I may advance my capacity to address work and wellbeing issues that arise.

In the first instance, I will share the results of my study (that demonstrate an upward trend in anxiety-alleviating thoughts, feelings and reactions). Secondly, I will facilitate a writing activity so that participants can trial my hybrid design—using a self-reflexive approach alongside allegory and extended metaphors to inform fiction—and gauge its usefulness as a tool and as a writing strategy to share with their students.

Presenter

Joanna Beresford is a registered teacher and the recipient of a CQUniversity scholarship that supports her Master by Research studies. Conducting practice-led research, she has developed a hybrid approach to creative writing and found it to offer therapeutic benefits—a sense of validation, amusement and empowerment. Joanna has recently had two novels and several short stories published. In 2021, she received an ADHD diagnosis, which explains why she can quickly generate ten new story ideas but never find her keys.

Workshop 1N

Values and Videogames: a critical interpretive play pedagogy

Abstract

Action-adventure Videogames are a popular form of entertainment. Despite the popularity, there are concerns expressed in popular press and research literature about the values represented in games traditionally designed for male audiences, such as action-adventure

games. Given the Australian Curriculum: English advocates the teaching of multimodal texts and the Queensland Senior English Curriculum acknowledges videogames as texts, the concerns about the depicted values in action-adventure videogames and their use in school learning contexts are problematic for teachers. If action-adventure videogames are to be used in classrooms, teachers require a pedagogical tool kit for the critical interpretation of values represented in these games. Drawing on systemic functional semiotic understandings of language, image and gameplay, this paper will examine how character value positions in the videogame Batman Arkham Asylum can be critically interpreted. Results from a group of year ten students who critical interpreted and transformed a game scene to represent patients with mental illness in a more positive manner will be presented. Preliminary findings

will be discussed as an example of how teachers could include functional semiotic understandings to inform their pedagogical tool kit to support students to critically interpret the represented character value positions in videogames.

Presenter

Nathan Lowien is a Lecturer in English Curriculum and Pedagogy at the University of Southern Queensland. He is the president of the ALEA Brisbane+ Local Council. Nathan is interested in functional grammar, multimodal text composition videogames and critical literacy pedagogies. His research has been published in English in Australia, the Australian Journal of Language and Literacy and Literacy Learning: the Middle Years.

Session 2 Workshops: 12:10 – 1:10

No	Title	Presenter
2A	A writing speed for every occasion	Kathleen Macdonald
2B	“How can we dream if we don’t have words?” (Patricia Forde, The List).	Kathleen Hannant
2C	Strategies for Unpacking texts in Essential English	Jo Bickerstaff and Tony Hytch
2D	Liberate and Ignite: empowering students to create unique and authentic reading responses in essays	Cheyenne Trevor, Brooke Rosch and Ellen McGuigan
2E	Persuasive Presentation Success – for All Students	Kevin Ryan and Adrian Pauley
2F	Assessment to Learning - Focusing the student's learning journey and not simply a destination	Dr. Tony Richardson
2G	Other Than Essays	Rose Whittingham
2H	Writing a future with grammar as a key part of English teaching	Garry Collins
2I	Using portfolio based assessment in the English classroom	Brenton Campbell
2J	Routines for Writing in Junior English	Jasmine Knox
2K	Stretching the Imagination: Engaging Students through Writer’s Retreats	Tate Williams
2L	Embedding inquiry pedagogies in the curriculum to improve students’ abilities to think and write creatively	Victoria Snell
2M	Narrative writing improvement	Susan Smith
2N	Writing in the Country	Keira Ryan
2O	Engaging with Essential English - Rapport & Respect	Danny Barlow and Erin McBride
2P	Creative Insights: preparing senior school students in Queensland for possible futures.	Megan Schroder
2Q	Visible Thinking in the Middle School English Classroom	Louise Heilbuth and Helen Russell

Workshop 2A

A writing speed for every occasion

Abstract

Speed writing, slow writing, controlled and directed writing, timed writing, and word vomit there are writing opportunities in every class,

and in every phase of a unit or assessment task. I’ll take you through some of the experiences of my Year 7s, 11 Essentials and 12 General classes as we use writing to discover, explore and consolidate ideas. Based on the theory of David Didau in “The Secret of Literacy”, this workshop will provide classroom-ready resources to help students whatever their level and some foundational aspects of traditional grammar to facilitate slow writing.

Presenter

A Peter Botsman Award recipient (2017), **Kathleen Macdonald** has over three decades of teaching years 8–12, and creating differentiated curriculum for students across the P-10 range. She was part of the English syllabus writing team for Queensland in 2016, and has presented at previous conferences on ICPs, Physicalisation in the classroom, approaches to writing TLAPs and assessment, and teaching Shakespeare. She has also authored a number of *Wordsworth* articles, including: “From the physical to the intellectual – using the body and mind to prepare for external exams in English”, “Keys to Public Text – Why and Why Now?” and “DIY – The Most Effective Key to IA1”.

Workshop 2B

“How can we dream if we don’t have words?” (Patricia Forde, The List).

Abstract

Imagine a world restricted to 500 words, where “words are endangered species and seen as the enemy” (Pam Harvey, Children’s Book Council of Australia, 2018). This is the world of Ark in Patricia Forde’s novel “The List”, which is the foundation for the renewal of a Year 8 English program in 2022. Drawing inspiration from the novel, the program begins with a focus on words and languages - including First Nations Australian languages - that have been lost over time and how that impacts societies and cultures. During the introductory unit “The Lost Things”, which includes an exploration of Shaun Tan’s “The Lost Thing”, students are asked to consider things we have lost from our society and culture that should be brought back, whether it be manners, drive-in movie theatres, or 1980s iconic foods such as the Polly Waffle. Future program planning includes the development of imaginative writing activities that focus on the inclusion of First Nations Australian languages. During this workshop presentation, teachers will share some of the activities and texts that have revitalised a Year 8 program, encouraging students to think about the world they live in and the type of future they want to create.

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 2C

Strategies for Unpacking texts in Essential English

This is a repeat of session 1B

Workshop 2D

Liberate and Ignite: empowering students to create unique and authentic reading responses in essays

Abstract

Teaching our students to think for themselves requires a shift in our own approach. Thinking scaffolds allow students to better demonstrate the qualities we as educators look for when we assess students’ work, but also develop 21st century citizens. Don’t think that writing scaffolds have had their day, but gone are the days where teachers did the thinking and framing, and students just fell into line. Merging thinking frames with repeated exposure to genre exemplars may just be the key to empowering your students to achieve personal success as a learner.

Presenters

Cheyenne Trevor, Brooke Rosch and **Ellen McGuigan** all teach English in Far North Queensland and are passionate about

improving outcomes for our students. We're constantly reviewing our units and trying new ways of engaging our students with the aim to educate and empower critical thinkers.

Workshop 2E

Persuasive Presentation Success – for All Students

Abstract

The persuasive oral is one of the most challenging tasks for secondary students and their teachers. Limits of time, lack of preparation strategies, delivery confidence in students and challenging tasks make this one of the most difficult assignments. The experience of working in this specific area for thirty years has allowed Adrian Pauley and Kevin Ryan to extract the key learning points and design a program that allows you to teach the persuasive oral (specifically IA2 in English and IA1 in Essential English) efficiently and effectively. In this session you will learn about:

1. The nine steps to an effective persuasive presentation.
2. Hints for delivery, both in person and to camera.
3. Strategies to effectively incorporate multimedia elements.
4. Overcoming students most common barriers to success.
5. Identifying and arranging content for their chosen delivery format.
6. Checklists and templates to assist students.
7. Classroom activities, exercises and stages learning outcomes for all levels of student ability.

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 and *CDs Speak Well, Impromptu Speaking* and *Teaching the Persuasive Oral*.

Workshop 2F

Assessment to Learning – Focusing the student's learning journey and not simply a destination

This is a repeat of session 1C

Workshop 2G

Other Than Essays

Abstract

Let's ask the big questions: Why essays? Why such structured objectives for responding to texts? What impact does this have on student voice and critical and creative thinking? And, what else is there?

The workshop provokes teachers' ideas about a future where the current analytical essay as the defining text to summarise student independent learning is opened up to other ways of responding. For too long the analytical essay has come to represent the pinnacle of student measurement in senior, resulting in it being dragged all the way down to year 7 as an appropriate assessment instrument. Why don't curriculum officials (and teachers) open this up? Why isn't a personal essay appropriate? Why not a podcast about students emotional and critical responses to a text without any other expectation than that they have engaged with it intimately?

Participants are encouraged to briefly reflect on the constraints of assessment tasks in Senior (which force out legitimate critical and creative thinking) and to imagine other ways of engaging students in extended readings of creative works, and other ways that students could successfully show their knowledge. In this session, participants are also provoked to consider using other text types, such as reflective and creative journals, to map student progress and engagement – in order to

appreciate how their students are engaging with set texts and give formative feedback along the journey to that final (antiquated) 5 paragraph analytical essay.

Presenter

Rose Whittingham – Head of English and Literacy at Hervey Bay State High School is passionate about all the other ways we could measure the successful attainment of literacy and literature benchmarks, making students equally passionate about the beauties (and oddities) of language. She is a proactive member of ALEA and ETAQ and presented at the AATE/ALEA 2021 Challenge and Change national conference.

Workshop 2H

Writing a future with grammar as a key part of English teaching

Abstract

One significant change to the landscape of English teaching since I went to school in the 1950s and 60s relates to the place of grammar. By the time I started teaching at Gladstone State High School in 1969, there was a large body of evidence indicating that the teaching of grammar, as it was then conceived and enacted, did not really assist most students. Mind you, I am grateful for the grounding that I received in what is often called traditional grammar. But then, I was a word nerd who went on to become an English teacher, hardly a representative sample of the general student population.

We are currently fortunate that the Australian Curriculum: English (AC:E) contains useful concepts about the way the language works that have been derived from systemic functional linguistics (SFL), although the ACARA document does not acknowledge this source. It seems, however, that many teachers, both beginning and experienced, do not fully understand or capitalise on this resource.

In recent years, ETAQ has supported teachers by periodically conducting professional learning workshops which highlight the elements of

grammar in the AC:E and show how they can be more effectively addressed in secondary English classrooms. This session, a version of which will have been presented at this year's AATE-ALEA national conference in Darwin in early July, will provide a taste of this half-day activity.

Presenter

Garry Collins worked in Queensland state high schools for 35 years, mainly as an English HOD. He then spent 8 years as a part-time teacher educator, first at ACU and then at UQ. 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 SFL, as is also, but not obviously, the case with the AC:E.

Workshop 2I

Using portfolio based assessment in the English classroom

This is a repeat of session 1D

Workshop 2J

Routines for Writing in Junior English

Abstract

In this session you will be given the tools and guidance to create routines for your junior English classes which will lead to better engagement and better writing in the future. Attendees are encouraged to bring their class schedule and laptops.

Presenter

Jasmine Knox is an experienced English teacher, Pastoral Leader and Academic Leader. She currently teaches at Chisholm Catholic College.

Workshop 2K

Stretching the Imagination: Engaging Students through Writer's Retreats

Abstract

Our students today often do not know what it is like to be bored, to have to use their imagination, or even have the time in their busy over-scheduled lives to simply sit and write. Have you ever wanted your school to offer uninterrupted time for creative writing? Learn how to create a writer's retreat that celebrates the art and craft of writing using some of Australia's best writers across a variety of fields. Use your retreat as a platform for creativity, inspiration, and engagement within your school community and inspire a renewed love of reading, writing and literature in your students. The workshop will focus on how to create an inaugural writer's retreat with planning essentials such as finding a venue, organising speakers, funding and applications, and publishing student work.

Over the years, I have created retreats with John Marsden, Michael Robotham, JC Bourke, Luka Lesson, Zohab Zee Khan, Will Kostakis, Andrew Daddo, and many more outstanding authors. Learn how to create a retreat that caters to your diverse student needs and allows the joy of dreaming to take centre stage once again in our future generations.

Presenter

Tate Williams is an experienced English teacher who has taught extensively on both NSW and QLD. Tate is currently the Head of Secondary Curriculum and Career Pathways at Hymba Yumba Independent School - a proud First Nations School in Brisbane. Tate has vast experience as a Senior Marker in the HSC in both analytical and creative writing as well as serving as a Lead and Chief Marker in the QLD external exams, Literature and Literature Extension exam writing panel.

Workshop 2L

Embedding inquiry pedagogies in the curriculum to improve students' abilities to think and write creatively

This is a repeat of session 1E

Workshop 2M

Narrative writing improvement

This is a repeat of session 1I

Workshop 2N

Writing in the Country

Abstract

Moving to the Country is an opportunity and experience that cannot be replicated in metropolitan or regional areas. During this workshop, I will be discussing my experiences of moving to the country, which has meant adjusting my expectations of students as an early career teacher when teaching English and developing writing skills. These strategies allow students to challenge themselves, and meet learning expectations by enhancing their critical thinking skills around processes of reflection to drive their writing. My use of the 'I Do, We Do, You Do' and modelling strategies will allow you to set realistic and achievable goals for refining students' writing in the classroom. I will take you through some of my experiences of this in Year 9 and Year 10 English.

Presenter

Keira Ryan is an Early Career Teacher who received her Bachelor of Secondary Education/Bachelor of Arts from the University of the Sunshine Coast. She has been at Tully State High School since January 2021 teaching English and History.

Workshop 2O

Engaging with Essential English - Rapport & Respect

Abstract

Essential English is often overlooked and undervalued, not only by students, but by teachers as well. It has a reputation for being the only option for students with no interest in learning in English, as well as being filled to the brim with students who sometimes have us reaching for an afternoon beverage.

However, Essential English is really a subject where teachers have more flexibility, can hone their planning skills, and improve how they tackle the vast array of behavioural and learning needs of students. In this presentation, we share our own experiences and hopefully some handy tips on how to approach engagement in Essential English and highlight the importance of building rapport and respect with students in this subject.

Presenters

Danny Barlow is an Early Career Teacher at Pimlico State High School who is passionate about English and Health & Physical Education. Danny teaches a range of year levels and strives to enhance student engagement and participation in several ways. He is a golf

enthusiast who never sets the bar low for his students.

Erin McBride is a Senior Teacher who has worked across multiple year levels teaching English and is particularly passionate about Essential English. She strongly believes that establishing and building rapport and relationships is integral to a successful and safe learning environment, although sometimes it may feel closer to wrangling velociraptors, much like scenes from her favourite movie franchise Jurassic Park.

Workshop 2P

Creative Insights: preparing senior school students in Queensland for possible futures.

This is a repeat of session 1J

Workshop 2Q

Visible Thinking in the Middle School English Classroom

This is a repeat of session 1K

Session 3 Workshops: 3:30 – 4:30

No	Title	Presenter
3A	“How can we dream if we don’t have words?” (Patricia Forde, The List).	Kathleen Hannant
3B	Persuasive Presentation Success – for All Students	Kevin Ryan and Adrian Pauley
3C	Mark Me Out!	Sinead Coles, Belinda Hampton and Carly Sopronick
3D	Unlock the bookshelf: inspiring reading through own choice novels	Antoinette Mizen
3E	Analysis: no fear.	Madeleine Stark
3F	Everyday forms of communication as a starting place for making	Lisa Yallamas
3G	Think-Write-Think: Preparing Students for a Changing Landscape Through Whole-School Rich Writing Experiences	Troy Edwards
3H	Let's talk about it: The Conversational Essay	Jarred Adams
3I	Connecting literacy in your English classroom	Hayley Harrison
3J	Other Than Essays	Rose Whittingham
3K	How developing a creative writing practice of your own can benefit you and your students	Joanna Beresford
3L	Values and Action-Adventure Videogames	Nathan Lowien
3M	Writing a future with grammar as a key part of English teaching	Garry Collins
3N	Routines for Writing in Junior English	Jasmine Knox
3O	Understanding the Past to Inform our Future - Historical Context	Samantha Crawford and Ben Hore
3P	Engaging with Essential English - Rapport & Respect	Danny Barlow & Erin McBride

Workshop 3A

“How can we dream if we don’t have words?” (Patricia Forde, The List).

This is a repeat of session 2B

Workshop 3B

Persuasive Presentation Success – for All Students

This is a repeat of session 2E

Workshop 3C

Mark Me Out!

This is a repeat of session 1F

Workshop 3D

Unlock the bookshelf: inspiring reading through own choice novels

This is a repeat of session 1G

Workshop 3E

Analysis: no fear.

Abstract

By expanding students' knowledge of the cognitive verbs and what they actually mean, we are able to enhance their analysis of a text. This key skill can be used in both Junior and Senior Secondary with appropriate scaffolding. As many teachers know, many students struggle to apply their thinking and analysis to their writing. This scaffolding utilises both guided questions and cognitive verbs to assist 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 7th year teacher at Iona College. While teaching full time, she has now completed her Master of Educational Studies, focusing on inclusive education and leadership.

Workshop 3F

Everyday forms of communication as a starting place for making poetry

analysis meaningful in Junior Secondary.

Abstract

Most students hesitantly approach literature from a 'critical stance': its irrelevance. The 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 students and existing personal and cultural paradigms. To succeed academically, teacher and students embark on a hero's journey to bridge a chasm of cultural disparity (and the perception of supercilious redundancy) as well as low literacy skills, in the case of disadvantaged groups. Bridging disparity in Junior Secondary is vital.

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 3G

Think-Write-Think: Preparing Students for a Changing Landscape Through Whole-School Rich Writing Experiences

This is a repeat of session 1H

Workshop 3H

Let's talk about it: The Conversational Essay

This is a repeat of session 1L

Workshop 3I

Connecting literacy in your English classroom

Abstract

Literacy is everyone's business in secondary school. But what does that really mean and how can we lead from the English classroom? In this session, literacy expert Hayley Harrison will briefly unpack current research around literacy acquisition and the value of explicit and holistic literacy instruction embedded into your English teaching and learning. Explore a mini-lesson and see how a "model, practice and apply" approach using an anchor text can supplement your existing curriculum and lead to powerful literacy improvement in secondary schools. This session is overflowing with practical strategies and resources for you to take back and implement into your classrooms.

Presenter

Hayley Harrison has taught English in various states of Australia and internationally for almost 20 years. Now as a literacy consultant at Connect Literacy, Hayley works in schools developing whole-school literacy plans and supporting leaders to embed literacy teaching and learning into their curriculum and school culture. Hayley is the author of *Connecting Literacy*, a new junior Secondary series aiming to integrate literacy in secondary classrooms with clarity and purpose. It is launching in 2022 from Matilda Education.

Workshop 3J

Other Than Essays

This is a repeat of session 2G

Workshop 3K

How developing a creative writing practice of your own can benefit you and your students

This is a repeat of session 1M

Workshop 3L

Values and Action-Adventure Videogames

Abstract

Videogames are a ubiquitous form of entertainment. Popular press and research literature are scattered with concerns over the values represented in videogames traditionally designed for male audiences, such as action-adventure videogames. Given the increasing importance of studying multimodal texts, as evidenced in the Australian Curriculum: English (ACE), the concerns over the values represented in videogames and their use for learning is potentially problematic for educators. A multimodal critical analysis approach to understanding how values are implied in videogames would offer educators insights into how these games can be used to develop curriculum plans that draw on content descriptions from the ACE.

This presentation investigates how games convey values by communicating evaluative meanings about game characters. It draws on previous systemic functional semiotic (SFS) research about how attitudinal meanings are conveyed by language, image and gameplay to inform a multimodal analysis of the portrayed values in the videogame *Batman Arkham Asylum*. Findings imply that lead characters do not represent social-political values, and characters that represent these values are marginalised. The analysis also implies the

evaluative meanings communicated about characters re-interpret behaviours usually regarded as unethical as if they are ethical behaviours. The reinterpretation of these behaviours is justified by the game's narrative in which the behaviours of protagonists are deemed necessary for the protection of citizens. For example, despite Batman being a vigilante, his use of physical violence to defeat criminals is normalised. A methodological approach that teachers can use to critically analyse the values represented in videogames will be discussed.

Presenter

Nathan Lowien is a Lecturer in English Curriculum and Pedagogy at the University of Southern Queensland. He is the president of the ALEA Brisbane+ Local Council. Nathan is interested in functional grammar, multimodal text composition videogames and critical literacy pedagogies. His research has been published in English in Australia, the Australian Journal of Language and Literacy and Literacy Learning: the Middle Years.

Workshop 3M

Writing a future with grammar as a key part of English teaching

This is a repeat of session 2H

Workshop 3N

Routines for Writing in Junior English

This is a repeat of session 2J

Workshop 3O

Understanding the Past to Inform our Future - Historical Context

Abstract

Winston Smith once chanted "who controls the past controls the future: who controls the present controls the past." I think about this quote often and wonder what impact understanding the past would have had on Winston's future.

Knowing the historical context provides the audience with a peek into what life was like for the author and shapes the audience's understanding of attitudes, values, beliefs and perspectives critical to exploring the text.

This presentation will share approaches to teaching historical contexts in the junior and senior secondary English space. Come along and see how you can approach understanding the past, in hopes that it will inform our future.

Presenter

Samantha Crawford is an English/Modern History teacher based at Pimlico State High School in Townsville. She is passionate about student engagement and immersive learning. An earring lover and bona-fide cat lady, Sam blends cognition-focused lessons with hands-on activities to encourage students to learn about the world around them.

Ben Hore is an English/Mathematics teacher based at Pimlico State High School in Townsville. He is an avid reader who is constantly struck by a book's ability to communicate what it could have been like to live in the past. As a teacher he tries to enable his students to see the fulfilling purpose behind reading - a means to understand the world around them.

Workshop 3P

Engaging with Essential English - Rapport & Respect

This is a repeat of session 2O