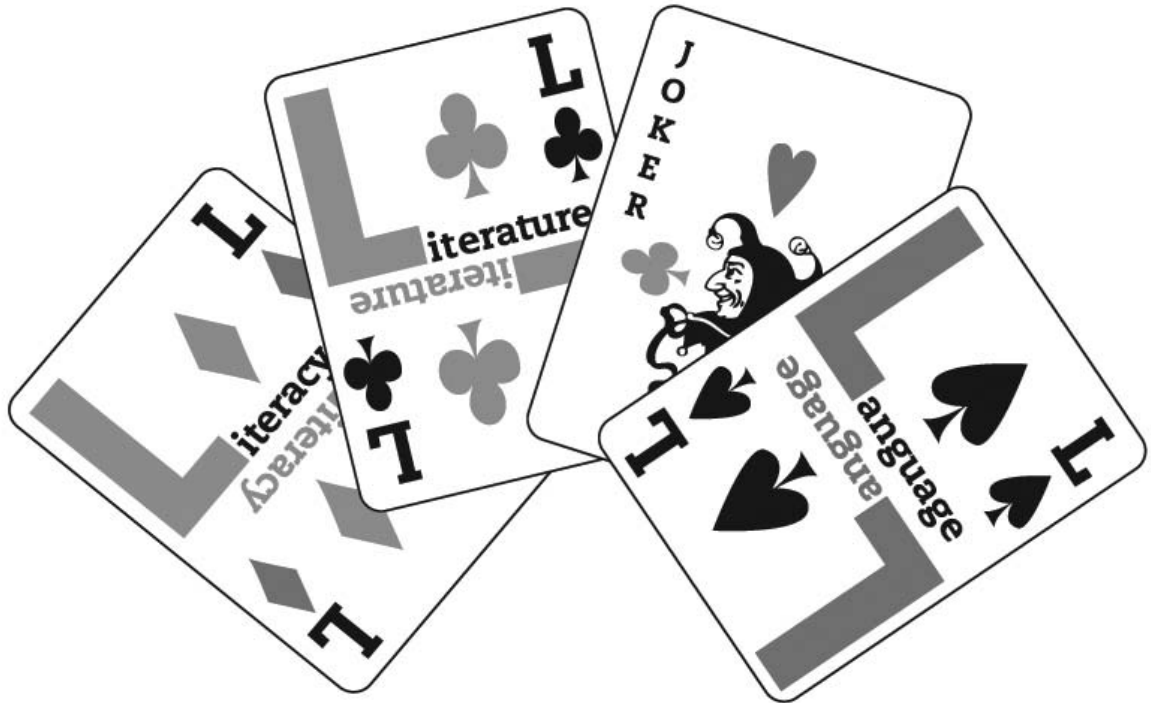


Finding a Place for Falstaff



LANGUAGE AND CREATIVITY IN THE AUSTRALIAN ENGLISH CURRICULUM

AATE CONFERENCE

3–6 DECEMBER 2011

Venue: Melbourne Cricket Ground (MCG)



Victorian Association for
the Teaching of English

PROGRAM SUMMARY AND HOW TO USE THIS BOOKLET

This booklet provides the full abstracts for workshops, the titles and speakers for panels and the names of guest speakers. For complete program information please go to www.vate.asn.au/aateconference2011

Conference registrations can only be made via the website. Delegates should make their full program selections at the time of registering. It is recommended that delegates peruse this program booklet and the website in order to choose their preferred sessions prior to going online to register. Changes to individual selections can be made online by delegates up until the closing date (26 October 2011).

REGISTRATION FEES

CATEGORY	EARLY BIRD 3 DAYS (CLOSES 6 SEPTEMBER)	EARLY BIRD 1 DAY (CLOSES 6 SEPTEMBER)	STANDARD RATE 3 DAYS (CLOSES 26 OCTOBER)	STANDARD RATE 1 DAY (CLOSES 26 OCTOBER)	PRE-CONFERENCE PROGRAM
MEMBER	\$550	\$255	\$650	\$365	\$165
NON MEMBER	N/A	N/A	\$750	\$495	\$165
CONCESSION	N/A	N/A	\$350	\$150	\$165

AATE CONFERENCE CATEGORIES

MEMBER category applies to those who are members of their Australian state or territory professional teaching association.

NON-MEMBER category applies to those who are not members of their Australian state or territory professional teaching association.

CONCESSION category applies to full-time students ONLY (Student ID required at time of booking).

SHARED REGISTRATION

Shared 3-day registrations: a 3-day registration entitles three individuals to attend, each one on a different day of the conference. (Includes one satchel and one program.)

Registration can be made online only at www.vate.asn.au/aateconference2011

Payment is required at the time of registration, either by credit card or institutional purchase order number.

CANCELLATION POLICY

Cancellations until 9 November 2011 will incur a \$100 cancellation fee. There will be no refunds for cancellations after this date. Please note that there is no fee to transfer a registration to another name. All cancellations and transfers must be sent in writing to registrations@vate.org.au

SOCIAL PROGRAM

Full details about these events are on the conference website. Please book your tickets at the time of registering for the conference.

'The state we're in': Bookclub with just a touch of Q&A, Saturday 3 December, at The Wheeler Centre for Books Writing and Ideas, with guests Joanna Murray Smith, Erin McKean and Morris Gleitzman. Hosted by Michael Williams. \$28 per head.

Experience Melbourne's Rooftop Bars: Sunday 4 December, escorted by VATE people. Just pay as you go.

Conference dinner: Monday 5 December, in the Harrison Room at the MCG, with guest speaker, author and journalist Martin Flanagan. \$95 per head.

PRE-CONFERENCE PROGRAM

There is a selection of workshops on Saturday 3 December offered by the following Melbourne-based organisations:

- Asia Education Foundation (AEF)
- Australian Centre for the Moving Image (ACMI)
- Australian Poetry
- Centre for Youth Literature (CYL)
- Immigration Museum
- National Gallery of Victoria (NGV)
- National Sports Museum at the Melbourne Cricket Ground (MCG)
- University of Melbourne Graduate Certificate in Teaching Shakespeare

Full details of the sessions and booking information are on the conference website. Cost: \$165 for the day.

CONVERSATIONS

At various times during the conference there will be opportunities to join intimate and informal conversations with some of the fascinating speakers at the conference. No need to book.

ACCOMMODATION

Various options are available, all located close to the MCG. Details and links are on the conference website. Special discounts are available for education and government customers.

CONFERENCE EXHIBITORS

AATE Bookshop	http://www.aate.org.au/bookstore/
Auspen	http://auspenmarkers.com
Book and Volume	http://www.bookandvolume.com.au
Cambridge University Press	http://www.cambridge.edu.au
Courage to Care	http://www.couragetocare.com.au
Insight Publications	http://www.insightpublications.com.au
Intrepica	http://www.intrepica.com.au
Jacaranda	http://www.jaonline.com.au
Lioncrest Education	http://www.lioncrest.com.au
Little Bookroom	http://www.littlebookroom.com.au
Macmillan Education Australia	http://www.macmillan.com.au
NEAP	http://www.neap.com.au
Nelson Cengage Learning	http://www.cengage.com.au
Oxford University Press	http://www.oup.com.au
Pearson Australia	http://www.pearson.com.au
Penguin Group Australia	http://www.penguin.com.au
Phoenix Education	http://www.phoenixeduc.com
Teacher's Bazaar	http://www.teachersbazaar.com.au
Text Publishing	http://textpublishing.com.au
VATE Bookshop	http://www.vate.org.au

CONFERENCE SPONSORS

Australia Council for the Arts	http://www.australia.council.gov.au
Bell Shakespeare	http://bellshakespeare.com.au
Enhance TV	http://www.enhancetv.com.au
Inanimate Alice	http://inanimatealice.com

CONFERENCE WEBSITE

www.vate.asn.au/aateconference2011

SUNDAY PROGRAM

9:00AM–10:30AM

ALL ATTEND
PRESIDENT'S WELCOME

GARTH BOOMER

KEYNOTE ADDRESS: ERIN MCKEAN
CEO WORDNIK AND EDITOR VERBATIM

10:30AM–11:15AM

MORNING TEA

11:15AM–12:30PM

SUNDAY PANELS AND WORKSHOPS — MORNING SESSION

(Choose one panel SP1–SP3 or workshop SW1–SW11)

SP1: ASSESSMENT IN THE CONTEXT OF CURRICULUM REFORM

Topic: The external examination of English, the strengths and weaknesses of current English exams and the principles that should underpin the design of an English exam.

PANELLISTS: DOUGLAS MCCURRY, VAL KLENOWSKI AND KATHRYN RIOSA

SP2: CATCHING THE WAVE — WOMEN WRITERS' JOURNEYS

Topic: Women writers and the influence of gender on contemporary text selection and pedagogical practices.

PANELLISTS: JYOTI NANDAN, ERIN MCKEAN AND JANE SULLIVAN

SP3: FINDING A PLACE FOR CONTEMPORARY AUSTRALIAN POETRY IN THE AUSTRALIAN ENGLISH CURRICULUM

Topic: There is a rich, diverse, often surprisingly accessible body of poetry, and one which students would find much to respond to and engage with, that is currently being overlooked.

PANELLISTS: ROBERT ADAMSON, DAVID MCCOOEY AND LISA GORTON

SW1: AN INTEGRATED APPROACH TO GRAMMAR IN THE CLASSROOM

Grammar is grabbing attention in the national curriculum discussion but it does not have to be threatening. In this presentation, the presenter will workshop approaches to teaching grammar that show

how easy it is to embed the learning in literature classrooms and balance this with the literacy requirements of each lesson. The aim is to offer teachers some easy activities that respond directly to statements in the national curriculum and move beyond identification.

MEL DIXON, ETANSW

SW2: BRINGING IT ALL BACK TO CLASS: A UNIT ON BOB DYLAN

This middle school to Year 11 unit on Bob Dylan as a cultural icon will mainly explore his work in the 1960s. Dylan's music, lyrics, and appearances on film provide a basis for a unit of work that can focus exclusively on Bob himself or take in Arthur Rimbaud, Allen Ginsberg, and the Civil Rights movement. The presenter will present some easily obtainable material and some ideas on how to approach Dylan's work in the classroom.

TONY THOMPSON, VATE, VIC

SW3: BUILD IT AND THEY WILL COME — OR WILL THEY?

This presentation communicates the findings of PhD research on student and teacher identity construction in 7–10 English classrooms. The research was undertaken in a Western Sydney comprehensive high school. The findings shed light on why students (dis)engage, the role of curriculum and pedagogy. It offers an alternative view of teaching and learning from that of 'quality teaching'. The roles of 'desire', empathy and reflexivity in the teaching and learning process are explored with important ramifications for teaching and learning.

DIANNE PIZARRO, JAMISON HIGH SCHOOL, NSW

SW4: 'CONFRONTING' PRACTICE: CLASSROOM INVESTIGATIONS INTO TEACHING AND LEARNING

This workshop is based on the 'classroom investigations' conducted by the presenters, and since published in *Confronting Practice: Classroom Investigations into Language and Learning*. The investigations involved richly detailed accounts of classroom practices juxtaposed with analysis that teases out their significance for understanding teaching and learning. In the process questions are raised about such issues as: how can English teachers enable their students to experience a rich and meaningful curriculum vis-à-vis the forms of accountability imposed by standardised testing and a competitive academic curriculum; what perspective do students' out-of-school literacy practices provide on the literacy practices that they are obliged to perform in schools; what can English teachers learn from the out-of-school literacy practices in which students engage; and how can English teachers enable students to develop a

critical perspective on their lives and the society around them?

DOUGLAS MCCLENAGHAN, VIEWBANK
SECONDARY COLLEGE AND BRENTON DOECKE,
DEAKIN UNIVERSITY, VIC

SW5: CRITICAL LITERACY AND VIDEO GAMES IN THE ENGLISH CLASSROOM

Increasingly multimodal forms of communication have come to dominate the lives of today's youth. This workshop focuses on the need to develop critical pedagogies to address multiliteracies within the framework of English in the national curriculum. Current literature relating to critical literacy practices and video games will be introduced as well as work samples demonstrating how classroom teachers can build the capacity of their students to analyse and critique the texts and ideologies associated with video games.

ALEX BACALJA, THE UNIVERSITY OF MELBOURNE,
ST CATHERINE'S SCHOOL TOORAK, VIC

SW6: DEVELOPING A SPEAKING SKILLS PROGRAM FOR YOUR STUDENTS

Teachers will find out how to introduce speaking activities into the classroom that teach students the basics of speaking; how to develop a program that will include persuasive, informative and reflective presentations and how to teach students the skill of speaking in impromptu situations which develops their confidence to speak in a classroom setting.

KEVIN RYAN, ST JOSEPH'S COLLEGE, QLD

SW7: ENGLISH FOR THE NATIONAL CURRICULUM IN YEARS 7–10

A group of teachers from across Australia has collaborated to develop resources for the Australian Curriculum: English in Years 7–10, (*English for the Australian Curriculum* published by Cambridge). In this session presenters will workshop selected resources, focusing on supporting students to respond to, analyse and create texts. In particular the session will explore a range of literary and multimodal texts in the gothic horror genre, and analyse their structures, language and visual features in context, characterisation, intertextuality and the popularity of this genre.

PAM MACINTYRE, UNIVERSITY OF MELBOURNE,
VIC AND RITA VAN HAREN, LANYON HIGH
SCHOOL, ACT

SW8: GETTING FALSTAFF THROUGH THE DOOR

What do *The Simpsons*, *Kath and Kim*, *Flight of the Conchords* and *The Office* have in common with Elizabethan theatre? This workshop will look to illuminate the comic elements in Shakespeare's plays using

popular culture and some not so popular culture that the presenters happen to like. The workshop will arm teachers with strategies and handouts to neutralise students' objections and inspire even the most Falstaffian student to conscientiousness.

AIDAN COLEMA, CEDAR COLLEGE AND ABBIE
THOMAS, WALFORD ANGLICAN SCHOOL FOR
GIRLS, SA

SW9: STUDENT WRITING FOR PUBLICATION

Student writing can be published and school publications, done ethically and professionally, can generate revenue, school pride and give students a voice. The presenter has published school anthologies and co-edited *From Kinglake to Kabul* (A&U 2011), perhaps the first school anthology to reach trade (mainstream) publication. The presenter will discuss ethical and legal questions, and explain the process of publishing a school anthology including winning concepts, writing and editing, publication and marketing.

DAVID WILLIAMS, 1000 PENCILS, VIC

SW10: THE ROAD TO MANDALAY: A JOURNEY TOWARDS CULTURAL UNDERSTANDING

The Australian Curriculum: English states that English 'helps to create confident communicators, imaginative thinkers and informed (global) citizens'. Our close links with Asia are emphasised in both the Australia's engagement with Asia priority and the Intercultural understanding capability. Intercultural understanding begins when students come to the realisation that all viewpoints are culturally constructed. The cultures of Asia are rich and diverse and through the study of literature, students can explore real and imagined worlds. This workshop will examine literature from and about the cultures of Asia.

ANNETTE MOULT, LEARNING SERVICES SOUTH, TAS

SW11: USING TEXTS IN THE ENGLISH LANGUAGE CLASSROOM

The English Language curriculum provides plentiful opportunity for the discussion of the ways language operates in society. But where is the place for texts in the English Language classroom? How does one teach world view, group membership, national identity or language change through texts? In this workshop we will consider the implications of the new Study Design's focus on teaching through texts. We will explore a range of texts and text types, and how they might be used as the framework for understanding linguistic structures and concepts.

REBECCA SWAIN, CAREY BAPTIST GRAMMAR
SCHOOL, VIC

**SW24: OH, THE WICKED, WICKED WILES
OF TEACHING WITH TECHNOLOGY: TPACK
AND THE ENGLISH NATIONAL CURRICULUM**

The workshop introduces participants to the Technological Pedagogical and Content Knowledge (TPACK) Model designed to incorporate the most appropriate technology choices into the teacher's understanding of a particular English class, its context and the required curriculum outcomes. The notion of teaching with technology as a 'wicked problem' requiring creative solutions will be explored through comic videos and recommended processes. Workshop resources will illustrate links to the specific instances of ICT competence within the English national curriculum for Year 9 as well as the ICT elaborations in the AITSL national professional standards for teachers.

*MICHAEL SISLEY, TEACHING TEACHERS FOR THE
FUTURE (TTF) ICT PEDAGOGY OFFICER*

12:30PM–1:30PM
LUNCH

POETRY READING:

ROBERT ADAMSON, LISA GORTON AND DAVID MCCOOEY

1:30PM–2:20PM

SUNDAY GUEST SPEAKERS

(Choose one guest speaker SGS1–SGS4)

SGS1: GUEST SPEAKER:

VAL KLENOWSKI, PROFESSOR OF EDUCATION, QUEENSLAND UNIVERSITY OF TECHNOLOGY

SGS2: GUEST SPEAKER:

AMANDA MCKENZIE, AUSTRALIAN CLIMATE CHANGE EDUCATION NETWORK AND YOUTH CLIMATE COALITION

SGS3: GUEST SPEAKER:

RAY MISSON, FORMER DIRECTOR AND ASSOCIATE DEAN (LEARNING AND TEACHING), UNIVERSITY OF MELBOURNE

SGS4: GUEST SPEAKER:

JEFF SPARROW, EDITOR, OVERLAND

2:35PM–3:45PM

SUNDAY PANELS AND WORKSHOPS — AFTERNOON SESSION

(Choose one panel SP4–SP6 or workshop SW12–SW23)

SP4: BEYOND ‘SIMPSON AND HIS DONKEY, FLAGS, VALUES AND TRADITIONS’: CULTURAL PRODUCTION AND NATIONAL IDENTITY

Topic: The construction and reflection of national identity within the national curriculum.

PANELLISTS: LARISSA MCLEAN DAVIES, KEVIN FOSTER AND MARILYN LAKE

SP5: READ IT AND SCREAM

Topic: The revival and popularity of scream literature from the traditional to the very modern gothic.

PANELLISTS: MICHAEL PANCKRIDGE, TONY THOMPSON AND DREW SINTON

SP6: EDUCATION FOR AN ETHICAL SOCIETY

Topic: Issues surrounding the nexus between education and the building of an ethical community.

PANELLISTS: LESLIE CANNOLD, LENNY ROBINSON AND BARNEY ZWARTZ

SW12: A GEEK'S GUIDE TO TEACHING LITERATURE

This workshop will explore how an English teacher who is the epitome of ‘geek’ is able to work the restrictive WA Literature syllabus to shape what has always been a very traditional course into something more suited to a geek (not a nerd). With the Australian Curriculum proposing a structure similar to WA’s, this will be especially pertinent to those people working to create an appropriate and engaging course (if for, nothing else, the opportunity for you to discover exactly how I managed to get *Buffy* into a Lit course). *One of my talks was on the etymology, use and forms of the ‘F-Word’, so be warned.

LEITH DANIEL, KOLBE CATHOLIC COLLEGE, WA

SW13: AUSTRALIAN CURRICULUM: PLACE OF TEXTS IN THE SENIOR YEARS

This interactive and multi-faceted session will explore some ways in which texts of various genres and forms might be studied to encompass the three interrelated strands of language, literacy and literature in senior years. Whilst different states and territories will adapt their existing senior curricula to meet the requirements of the embryonic Australian Curriculum, there will be areas of commonality relating to the primacy of the teaching of text and the role of reading.

ROSS HUGGARD, CRANBOURNE SECONDARY COLLEGE, VIC

SW14: ENGLISH CURRICULUM IN RETROSPECT, 1986–2011: EXPLORING INTERNATIONAL COMMONALITIES AND CONNECTIONS

This workshop will look retrospectively at international perspectives on English curriculum, connecting with current national issues. The 2003 Melbourne International Federation for the Teaching of English conference was the eighth in the series that began at Dartmouth, 1966. IFTE conferences have since raised themes that resonate with English teachers in many contexts. IFTE met in Auckland in April 2011, continuing the professional federation. Recurring and challenging themes from IFTE will provide a springboard for workshop discussion.

MARION MEIERS, AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

SW15: IT'S A SMALL WORLD AFTER ALL — A GLOBAL PERSPECTIVE IN ENGLISH

A global education perspective develops student understanding and skills in analysing issues such as global poverty and social justice — issues that are important themes in many fiction and factual texts. This session explores a range of multimodal texts and includes practical classroom strategies for addressing the integrated language, literature and literacy strands of the Australian Curriculum. Participants will receive a free copy of *Get Connected: Global Inequality*.

JOELLE STOELWINDER, WORLD VISION, VIC

SW16: LAUGHING OUT LOUD: EXPLORING THE LANGUAGE OF HUMOUR FOR THE CLASSROOM

The media relentlessly portrays doom and gloom. Yet, there is much laughter to be extrapolated for our students. Even Shakespeare knew that comedy is threaded with tragedy. Our challenge is to make it real — to show our students the 'punny' side of life! In exploring the human condition, and to counterbalance the doom and gloom merchants, we can find lusty laughter and meaningful mirth in our vibrant exploration of humour, through language, literacy and literature. This workshop is based on resources developed for the forthcoming *English for the Australian Curriculum* (Cambridge University Press).

SUZANNE KIRALY, CANBERRA INSTITUTE OF TECHNOLOGY AND KATHY GRIFFITH, DEPARTMENT OF EDUCATION, ACT

SW17: LITERATURE AND THE CROSS- CURRICULUM PRIORITIES

For a long time, studying English literature has meant studying literature by the English, with a nod to the US, a few Europeans and the occasional Australian. So how will literature look when it accommodates the cross-curriculum priorities in the Australian Curriculum: Indigenous and Asian perspectives, and sustainability? This workshop will explore possible texts and approaches to writing, highlighting the opportunities for thinking creatively about difference and imagining other ways of seeing.

ROBERT BEARDWOOD, INSIGHT PUBLICATIONS

SW18: MAGICAL MULTILITERACY: OPENING DOORS TO CREATIVITY

This seminar will breach gaps in literacy learning through multiple modes and teaching technologies within the 'The Curriculum Area Multiliteracies and Learning' (CAMAL) framework. It will demonstrate how multiliteracies can make an impact in a 75 word-a minute

presentation (plus lots of images, electronic and aural texts).

JULIE BAIN, O'CONNOR CATHOLIC COLLEGE, NSW

SW19: MOMENTS OF MADNESS IN YEAR 12 — USING U.B.D. AND THINKING ROUTINES

What are the moments students remember long after they leave the classroom? In this workshop discussion will focus on the creation of a 'community of learners' in Year 12 English classes. Participants will be introduced to an array of techniques ('Project Zero Thinking Routines' and 'Understanding by Design' curriculum planning) that help create greater student engagement and improve results.

NATHAN ARMSTRONG, WESLEY COLLEGE, VIC

SW20: 'PAPERCUTS': MAKING PLAYFUL THE PRACTICE OF POETRY IN AUSTRALIAN SCHOOLS

Wunderkammers, centos and senryu. Poems on toilet doors and poems that circle the nation by sea. This workshop will provide an overview of how 'Papercuts', the not-for-profit Red Room Company's national poetry education program, provides students and teachers with the opportunity to engage with the practice of renowned living and breathing Australian poets. Participants will experience some of the practical teaching strategies and resources that result in authentic and subversive publication opportunities for student poetry.

JOHANNA FEATHERSTONE AND TONY BRITTEN, THE RED ROOM COMPANY, NSW

SW21: TEACHING PERSUASIVE COMMUNICATION

Teachers will find out how to help students prepare for their persuasive writing and speaking assignments with confidence; how to introduce structured activities into the classroom that show students the essentials of an effective persuasive presentation and how to teach students the skills of speaking in impromptu situations enhancing their ability to participate in the classroom.

ADRIAN PAULEY, ST JOSEPH'S COLLEGE, QLD

SW22: WEB 2.0 TOOLS TO ENGAGE ENGLISH LEARNERS

The objective of this presentation is to familiarise teachers with a plethora of Web 2.0 tools that will create an exciting class environment, as well as developing opportunities for student engagement. The secondary purpose is to give direction and advice to teachers employing these eLearning strategies so that they feel confident to utilise them on a daily basis.

LOUISE ROBERTS, TRINITY GRAMMAR SCHOOL, VIC

SW23: WHAT ROLE DOES LITERATURE TEACHING PLAY IN A WORLD OF STANDARDS-BASED REFORMS?

This symposium presents different experiences of literature teaching as a professional 'praxis' enacted differently in different national settings. The focus will be on Australia, but the participants also draw on an international study, namely *Literary Praxis* (van de Ven and Doecke [eds]), which compares literature teaching in different countries across the world. In contrast to international comparisons like PISA, the spirit of comparative inquiry in this volume seeks to understand the particularities of different local settings of literature teaching, particularities that are mediated by language, culture, history, politics, and distinct literary traditions. It thus seeks to challenge the neo-liberal ideology of standards-based reforms.

BRENTON DOECKE, DEAKIN UNIVERSITY, NATALIE BELLIS, THE PENINSULA SCHOOL, GRAHAM PARR, MONASH UNIVERSITY, PRUE GILL AND TERRY HAYES, VIC

3:45PM–4:30PM

WINE AND CHEESE

IN CONVERSATION

LESLIE CANNOLD, AUTHOR, COLUMNIST, ETHICIST AND RESEARCHER

IN CONVERSATION

ERIN MCKEAN, CEO WORDNIK AND EDITOR VERBATIM

FROM 6:00PM

EXPERIENCE MELBOURNE'S ROOFTOP BARS

A TOUR OF SOME OF THE BEST BARS IN TOWN HOSTED BY VATE COUNCIL.

MONDAY PROGRAM

9:00AM–10:15AM

ALL ATTEND

KEYNOTE SPEAKER: KATE GRENVILLE
AUTHOR

AATE BOOK LAUNCH

10:15AM–11:00AM

MORNING TEA

11:00AM–12:15PM

MONDAY PANELS AND WORKSHOPS — MORNING SESSION

(Choose one panel MP1–MP3 or workshop
MW1–MW18)

MP1: 'NEW PARADIGM' ANYONE? ENRICHING THE CULTURE BY DISRUPTING IT

Topic: Agents for change in the fields of politics, the theatre and journalism and the implications for educators.

PANELLISTS: GORKEM ACAROGLU, ADAM BANDT
AND MICHAEL SHORT

MP2: 'WHAT WE MIGHT BE'

Topic: The power of education and the arts in helping indigenous writers to realise 'what we might be'.

PANELLISTS: TARA JUNE WINCH AND JOHN
HARDING

MP3: 'THE PLAY(ING)S THE THING'

Topic: Creative ways of engaging students with Shakespeare.

PANELLISTS: ANDY
GRIFFITHS, KRISTI
JOHANSEN AND NICKI GREENBERG

Sponsored by

**BELL
SHAKESPEARE**

MW1: CONNECT, COLLABORATE, CONSTRUCT: THE POWER OF TECHNOLOGY IN THE ENGLISH LITERATURE CLASSROOM

This workshop will demonstrate, with examples, the ways in which ICT can enable and empower students to collaboratively construct, enhance and deepen their knowledge and appreciation of literature. The effective use of technology is about the

ped@gogy, and NOT gadgets or devices or the latest 'i' or 'e' thing. The session will provide participants with practical advice based on experience (via compelling examples of real teaching practice in visual, written and audio extracts).

ROSALIE EVEREST, QUEENSLAND ACADEMY FOR
HEALTH SERVICES, QLD

MW2: CREATIVITY AND CONFORMITY: THE QUESTION OF FANTASY AND REALITY IN TEACHING TEXTS

'There is a real conflict between educating children into what is needed for life, and convincing them that there is something better.' Mendlesohn.

Fantasy is more than 'just' good storytelling. By questioning the everyday and using fantastic elements to provide sharp relief, critical issues for young people (such as questions of gender, identity, what it is to be part of a community and family) are thrown into the foreground. The challenge of justifying the choice of novels perceived as 'just a story' can be daunting; here, however, complex literary analysis of a range of texts suitable for use in the classroom will be presented.

CAITLIN HERINGTON, UNIVERSITY OF BALLARAT, VIC

MW3: CREATIVITY AND INTERTEXTUALITY

In line with the national curriculum draft for English, the presenter will explore ways to creatively teach the dialogic and intertextual nature of text in 7–12 classrooms. The session will focus on how to encourage students to think laterally, imaginatively and rigorously and to use multimedia to produce their own responses and representations, while synthesising a range of ideas drawn from texts.

MONIKA WAGNER, ST MICHAEL'S GRAMMAR
SCHOOL, VIC

MW4: DEVELOPING CREATIVITY THROUGH VISUAL LITERACY USING ARTWORKS

We are bombarded with visual messages. Learning experiences need to allow students to think critically about how artworks convey meaning and interpret issues and symbolism. Students develop an awareness of the role of the artist. They make meaning and interpret the message of an artwork. Using inquiry as the framework for developing understanding, the works perform a vital role in the creative intellectual growth of students. Participants have the opportunity to participate in a teaching/learning session.

BEV STEER, CAREY BAPTIST GRAMMAR SCHOOL, VIC

MW5: ENGLISH TEACHERS' PROFESSIONAL ETHICS: BEYOND STANDARDS, BEYOND CODES OF CONDUCT

To what extent can any centrally determined policy or any set of statements about teaching (be it the STELLA standards or the new AITSL standards), dictate how teachers will react to the immediacy of everyday situations in the classroom? This is a key question that prompted a group of teacher educators and secondary teachers in Victoria to collaborate on a pilot project titled 'The Professional Ethics of English Language Teachers'. This seminar will report on this collaboration. There was a strong endorsement by the teachers in this project that ethical practice cannot be captured in a set of standards nor can it adequately be articulated in a code of conduct that sets limits to a teacher's practice. Rather, the teachers understood ethics in more dialogic ways, as a life-affirming responsiveness to others, to social and cultural differences in schools and classrooms, and to the multiplicity of abilities and needs of children in schools.

GRAHAM PARR, MONASH UNIVERSITY, BRENTON DOECKE, ALEX KOSTOGRIZ AND BELLA ILLESCA, DEAKIN UNIVERSITY, VIC

MW6: ENHANCING ENGLISH LEARNING USING ICT

This seminar will introduce participants to a range of ideas for using ICT to enhance English learning and collaboration in the classroom, assist teachers to know their students, enable better differentiation of content and allow student tracking. With a particular focus on Google Apps and other freely available software and applications, participants will leave with practical ideas and strategies for enhancing teaching practice and student learning in their classrooms.

CAITLIN DARCY AND CALVIN TAYLOR, JOHN MONASH SCIENCE SCHOOL, VIC

MW7: ESL STUDENTS AND CONTEXTS: A STRENGTHS-BASED APPROACH

In Area of Study 2, VCE English, the requirement for originality of thought and expression challenges many ESL students, especially those from educational or cultural traditions that do not explicitly encourage self-expression. This practical workshop explores strategies that enable teachers to draw on students' cultural capital to bring their own unique perspectives to three key areas: the set texts, the 'big ideas' in the Context, and the development of their own original voice in their writing.

MELANIE NAPHTHINE, INSIGHT PUBLICATIONS

MW8: FALSTAFF, MERRY BRAGGART OR SINISTER ROGUE?

Falstaff is one of the most resonant characters in fiction, open to repeated interpretation. How is he seen through the lens of contemporary Australia? What does he do to the characters he comes into contact with? How does he fit into our vision of the Shakespearean world? Is there a central image of this larger than life, but elusive character?

ANDREW DOYLE, VERMONT SECONDARY COLLEGE, VIC

MW9: MAKING THE ORAL PRESENTATION WORK FOR LITERACY AND MOTIVATIONALLY CHALLENGED STUDENTS

This is a sharing workshop where teachers working with students experiencing motivational and literacy problems will discuss and share various strategies they have used to make this important and potentially engaging aspect of the course work. The workshop will deconstruct one strategy in particular which engaged a challenging class. Participants are invited to bring along their stories of success and also their concerns and frustrations so that they can all support one another and make oral presentations valuable and enjoyable experiences for their students.

CHRIS WHEAT, SUNSHINE SECONDARY COLLEGE, AIMEE TAYLOR, SARAH SLATER AND KIRSTIE THOMSON, BALLARAT SOUTH COMMUNITY LEARNING PRECINCT, VIC

MW10: MEANWHILE SOMEWHERE ELSE ... THREE FILMS FROM IRAN

Film is an integral part of the contemporary cultural heritage of Iran. *Children of Heaven*, *The Colour of Paradise* and *Afghan Alphabet* are films which tell stories through the eyes of children in human and heart-warming ways. The films will immerse viewers in worlds that are uncertain, harsh, and yet ultimately full of kindness and beauty. This workshop will explore these films interactively and closely by looking at the ways in which image, sound and dialogue merge seamlessly in the act of visual story-telling. The workshop will model the ways in which these films can be taught in the classroom.

GARY SIMMONS, DEECD WESTERN METROPOLITAN REGION, VIC

MW11: MIGRATION AND REFUGEES — EXPLORING MULTIMODAL LITERACY

This workshop addresses Australia's engagement with Asia and intercultural understanding while exploring ways that texts seek to inform and persuade. The session

examines multimodal literacy and the use of words, photographs, graphs, cartoons, maps and posters in texts dealing with the issue of migration to Australia — including asylum seekers and refugees. This is a practical application of 'educating for a democratic and just society' and includes a free copy of *Get Connected: Migration*.

ROD YULE, WORLD VISION, NSW

MW12: PRACTICAL STRATEGIES FOR SECONDARY STUDENTS WITH LANGUAGE LEARNING DIFFICULTIES

This workshop assists teachers to identify young people with language difficulties based on observation of classroom behaviour. Practical strategies will be presented to assist the teacher with program planning to engage the student with diverse learning needs.

SANDRA ROGERS-NEAL, DEECD EASTERN METROPOLITAN REGION, VIC

MW13: REFRESHING GRAMMAR WORKSHOP 1

The first in a series of two workshops aimed at refreshing teachers' existing grammar knowledge to facilitate their teaching of it in their classrooms while anticipating explicit statements in the national curriculum (English) regarding teaching grammar. Each workshop will cover basic grammar knowledge and its application in writing and speaking. Each is a separate workshop, differently focused (the second is not a repeat of the first) to cover specified topics to complete engagement with knowledge encountered.

MARGARET ZEEGERS, UNIVERSITY OF BALLARAT, VIC

MW14: RESOURCING ASIA LITERACY WITHIN ENGLISH

'When I think of literature about or from Asia, I think of dragons, war or poverty.' How can we take students beyond these starting points? What can we provide in terms of edgy contemporary prose and film to unsettle existing expectations? The place of 'Asia literacy' within the Australian Curriculum has been the subject of intense discussion. How English teachers might respond successfully to this challenge is the focus of this workshop. The emphasis will be on exploring resources developed for Australian secondary English classrooms including the new online resource *Australia: Intersections of Identity*.

JILL WILSON, EDUCATION SERVICES AUSTRALIA, VIC

MW15: THE ART OF PERSUASION IS ESTABLISHING ETHOS

Beginning with a focus on the pillars of rhetoric, Logos, Pathos, Ethos and Mythos, this workshop will examine how focusing on the ways that texts establish credibility (Ethos) is a simple yet sophisticated way of enabling

students to write and analyse persuasive texts. The workshop will provide teaching ideas with senior English in mind, although all the activities can be adapted to address the language strand of the national curriculum at the middle years too (for example, 'modality' at Year 8).

PETER PIDDUCK, CAULFIELD GRAMMAR SCHOOL, VIC

MW16: TOGETHER ALONE: TEACHING THROUGH VIDEO GAMES AND NEW MEDIA

With the mass proliferation of video games and the popularity of improvised narratives, English teachers will soon find themselves at a crossroads. How do teachers augment what has typically been the study of static, non-interactive texts with new forms of digital media and without losing the valuable learning experiences embedded in traditional curriculum? This presentation will highlight the potential of collaborative media via the groundbreaking game *Minecraft*, and will provide teachers with potential uses of digital platforms as promoters of learning.

DAVID ELLIOTT, RMIT, VIC

MW17: WHAT'S A MATHEMATICS TEACHER DOING AT AN ENGLISH CONFERENCE?

This session will outline the integration that took place between Mathematics and English Classes at St Mark's Anglican Community School in 2010 and 2011. Seeking to provide greater curriculum integration, the level of Mathematics involved with teaching key areas of the Year 9 English Curriculum — Picture Book and Poetry Analysis — was explored. This project set out to provide evidence of where both Maths and English classes can co-exist in a busy curriculum. This session will outline the integration between Maths and English as part of the ARC Discovery Project 'Sustainable sustainability: Preparing Australia's future citizens for informed decision-making through socially responsible science education.' (P. Taylor & E. Sewtlemeyer — Curtin University, WA).

TIM MANEA AND RAY WILLIAMS, ST MARK'S ANGLICAN COMMUNITY SCHOOL, WA

MW18: WHEN WORDS FAIL

'At risk' young people are difficult to work with. Drama and video are known to help get their stories out. What about a literacy program disguised as fun, which gives good feedback to participants and involves lots of repetition? *Days of our Lives* made easy and accessible. This presentation includes short videos, handouts and activities.

ARPAD MIHALY, SHAKESPEARE IN COMMUNITY, VIC

**MW38: USING FILM TEXTS TO TEACH
ABOUT THE ENGLISH LANGUAGE**

A key component of the Australian English curriculum is the study of language. A particular focus of the curriculum is on the different varieties of English spoken in Australia and the ways in which these varieties can be used to signal identity. In this session we showcase ways in which film texts can be used to introduce students to different varieties of Australian English, facilitate discussion on how the Australian accent has changed over time and reinforce the learning of metalanguage.

*LOUISA WILLOUGHBY, MONASH UNIVERSITY,
SUSAN BYE, AUSTRALIAN CENTRE FOR THE
MOVING IMAGE.*

12:30PM–1:20PM

MONDAY GUEST SPEAKERS

(Choose one guest speaker MGS1–MGS4)

MGS1: GUEST SPEAKERTONY AYRES, SCREENWRITER,
PRODUCER AND DIRECTOR

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MGS2: GUEST SPEAKERMARK DAVIS, ASSOCIATE PROFESSOR AND
DIRECTOR GRADUATE SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES, UNIVERSITY OF
MELBOURNE.**MGS3: GUEST SPEAKER**JEFF SIEGEL, LINGUIST, UNIVERSITY OF NEW
ENGLAND**MGS4: GUEST SPEAKER**GEORGIA WEBSTER, PRESENTER SUPERLINGUO,
3RRR RADIO

1:20PM–2:15PM

LUNCH

PERFORMANCE

BELL SHAKESPEARE—MIDSUMMER MADNESS

IN CONVERSATIONTONY AYRES, SCREENWRITER, PRODUCER AND
DIRECTOR

2:15PM–3:30PM

**MONDAY PANELS AND
WORKSHOPS — AFTERNOON
SESSION**(Choose one panel MP4–MP6 or workshop
MW19–MW37)**MP4: MULTIPLE VOICES, MULTIPLE
GRAMMARS**Topic: How do we teach language in the world
of the national curriculum when we may have a
classroom full of 'different Englishes'?PANELLISTS: JEFF SIEGEL, REBECCA SWAIN AND
KATE BURRIDGE**MP5: NAVIGATING SHIFTING DIGITAL
LANDSCAPES: NEW TECHNOLOGIES AND
LIFE ON THE GROUND FOR TEACHERS IN
CLASSROOMS.**Topic: How can new technologies be utilised
in meaningful ways by English teachers?PANELLISTS: SCOTT BULFIN, CALVIN TAYLOR AND
GAIL CASEY**MP6: TRIALS, TRIUMPHS AND
TRIBULATIONS? 'TRIALING' THE
AUSTRALIAN CURRICULUM**Topic: Teachers from across Australia share
their experiences of implementing the
national curriculum.

PANELLISTS: TBA

**MW19: BIG IDEAS WITH *ROMEO AND
JULIET***Romeo and Juliet is arguably the best known,
widely taught and most frequently retold
Shakespeare play. Join the author of a new text
for Australian Curriculum: English, Oxford Big
Ideas English 9, as he outlines an approach to
teaching Romeo and Juliet that integrates
language, literacy and literature. This is done
by adapting big ideas pedagogy to the
particular needs of English and focusing on the
processes of creating, adaptation and
interpretation of texts.

MARK EASTON, ST MARGARET'S SCHOOL, VIC

**MW20: CREATING AND PRESENTING:
TEACHING THE CONTEXT FLEXIBLY**This session recognises the fact that the VCE
English Study Design, like all study designs,
allows for flexibility in teachers' approaches to
teaching and pedagogy. It is timely to revisit
and reflect on how to approach this Area of
Study. Specifically, teachers need to consider
how best to approach the teaching of complex
ideas generated from set texts and other
sources and meaningfully convey these in
targeted contextual writing in identified forms.ROSS HUGGARD, CRANBOURNE SECONDARY
COLLEGE, VIC**MW21: DIGITAL VOICES, DIGITAL
ROOMS: USING MEDIA AND DIGITAL
COMMUNICATION TO ENGAGE STUDENTS**SYN (the Student Youth Network Inc.) works
with students from across Victoria to make
radio, TV and digital media. The hands-on and
immediate nature of media making offers
students engaging and meaningful platforms
to communicate their ideas and experiences.
This workshop will provide hands-on
experience making short vodcasts using
portable digital recorders and basic video
editing software. From brainstorming through
to the final editing process, the presenter will
take you through all of the steps to creating
quality online video.

NICOLE HURTUBISE, SYN MEDIA, VIC

**MW22: ENRICHING THE LEARNING
THROUGH ICT**ICT, when used creatively and strategically in
the classroom engages and empowers all
students. ICT has the potential to enrich the

learning experience and improve learning outcomes. This presentation will focus on how ICT can improve literacy skills in areas such as writing and speaking, and how ICT can make English more creative, collaborative and inspiring. A range of resources and units of work that reflect the strands and content of the Australian Curriculum will be shared.

KAREN YAGER, KNOX GRAMMAR SCHOOL, NSW

MW23: EXPLORING LITERATURE THROUGH VISUAL TEXTS

Students of English are increasingly encouraged to study a variety of texts including non-print. Engaging with art from different times and cultures can be a powerful stimulus for exploring key themes and ideas in literary texts. This workshop will explore in particular the *VCE English Contexts Online Resource* written jointly by VATE and the NGV. The resource demonstrates strategies which allow teachers and students to use the NGV collection to explore ideas and texts associated with the VCE English Contexts.

SUSIE MAY, NATIONAL GALLERY OF VICTORIA

MW24: IF WHAT? OTHERWORLDLY TEXTS

Speculative fiction is the umbrella term for any type of writing that exists in a world that to our eyes might not appear quite right. These worlds offer new and almost limitless varieties of looking at not only society, but humanity itself. This session will look at genres and specific texts and what they can add to your classroom.

ANDREW DOYLE, VERMONT SECONDARY COLLEGE, VIC

MW25: JOINING THE TEAM: NEW TEACHERS IN THE FIELD OF ENGLISH

In this workshop students from the University of Melbourne's Master of Teaching program will share resources they have prepared during 2011 for Years 7–10 English using the new Australian Curriculum: English. They will also present their views about teaching English in the 21st century.

JULIE MITCHELL, HELEN KENT, LARISSA MCLEAN DAVIES AND STUDENTS FROM THE UNIVERSITY OF MELBOURNE GRADUATE SCHOOL OF EDUCATION, VIC

MW26: MERMAIDS IN THE MIDDLE YEARS

Looking for an engaging, learner-centred middle years unit that's ready to go? Based on Helen Dunmore's mermaid novel *Ingo*, this unit uses the framework of the middle years program to explore how familial, social and natural environments contribute to the development of human identity. Participants will have the opportunity to employ a range of Smarts (a modified version of Gardiner's

theory of Multiple Intelligences) as they connect with ideas in the text.

SIEGRIST PEEL AND SARAH DOBSON, SANTA MARIA COLLEGE, VIC

MW27: POSITIONING POETRY IN CONTEMPORARY CURRICULUM DEBATE

Poetry, according to Terry Eagleton is 'the most semantically saturated form of writing we have, yielding more information in a condensed space than any other kind of text...' (2007 *How To Read A Poem*. p.57) Why then does poetry consistently fall into the least popular category measured by the number of student responses on VCE exams? And what should be done about this? In this seminar the presenters will speak to the findings of their research project, 'An Analysis of Students' Expectations of the Study of Poetry', and explore this question.

MARY WEAVERN AND TOM CLARK, VICTORIA UNIVERSITY, VIC

MW28: PUTTING POETRY IN THE CENTRE: TEACHING KEY SKILLS AND INTEGRATING NATIONAL CURRICULUM PRIORITIES

This workshop will consider how we might use poetry more prominently within the curriculum from Year 9 onwards. The focus is on allowing students to experience success in developing key skills and connecting to areas in the national curriculum. The workshop suggests strategies for students engaging with poetry as readers and as creators. The workshop will also focus on form and purpose in developing text types and alternative modes of construction and reception.

MALCOLM MARTIN, WESLEY COLLEGE, VIC

MW29: REFRESHING GRAMMAR WORKSHOP 2

Workshop 2 builds on Workshop 1 (MW13), to cover verbs, adverbs, clauses, phrases, sentences, and the punctuation of these, with implications for correct spelling and usage in writing and speaking.

MARGARET ZEEGERS, UNIVERSITY OF BALLARAT, VIC

MW30: SOLUTIONS: TEACHERS IN STRUGGLING SCHOOLS SHARE THEIR SUCCESSFUL TEACHING STRATEGIES

This workshop will focus on the senior years and everyone is encouraged to share what they know works to engage and improve disadvantaged students. The emphasis will be on practice rather than theory. Because different states and territories have different curricula, participants are invited to discuss general strategies that seem to produce successful writing and reading — and increase student motivation. Please try to bring to the

conversation one successful strategy or classroom activity to share with colleagues.

CHRIS WHEAT, SUNSHINE SECONDARY COLLEGE, VIC

MW31: SPEAKING AND LISTENING: THE DEAFENING SILENCE

Sadly, despite the best of intentions, to students the oral often becomes, at best, 'oh, it's just the oral', and, at worst, 'the dreaded oral'. This session explores why and how teachers can explicitly teach speaking and listening skills so that 'Speaking and Listening' can stop being the mysterious, infrequently visited cousin of 'Reading and Writing'. Participants are provided with ready-to-go worksheets and sample speeches as well as a teacher guide.

ALOMA DAVIS, TOORAK COLLEGE, VIC

MW32: THE BIG ISSUE CLASSROOM: CONTEXTUALISING MARGINALISATION AND HOMELESSNESS FOR ENGLISH STUDENTS

With over 105,000 Australians experiencing homelessness every night, poverty and potential solutions are prominent in current political dialogue and literature. Whether your students are studying current affairs or a relevant text, *The Big Issue Classroom's* unique approach to assisting students to understand disadvantage will provide a beneficial dimension to their study. Attend the presentation to understand how our sessions work as an excursion or through our eClassroom.

DANYA STERLING, THE BIG ISSUE

MW33: THE OBJECT IS THE STORY

Elements of 'the playful, the exploratory, the celebratory, the problematic, the idiosyncratic, the irreverent and even the subversive' in museum exhibitions and collections are explored in this workshop. Teachers will be provided with the objects and resources (actual and virtual) to ignite students' imagination in the creation of characters, places and stories. Museum exhibitions use a range of spoken and written texts to weave stories from objects. In this hands-on interactive workshop museum objects will become your stories.

LIZ SUDA AND JAN MOLLOY, MUSEUM VICTORIA

MW34: THE RISE OF DYSTOPIAN LITERATURE FOR TEENS

Dystopian literature explores the very heart of human nature against a backdrop of an improbable future. These explorations can help students connect to the characters at a very personal level. The presenter will share student work that reflects this as well as exploring a range of recently published examples.

MELANIE WILLIAMS, ST PAUL'S ANGLICAN GRAMMAR SCHOOL, VIC

MW35: 'WE ARE WHAT WE WATCH' OR ARE WE? ENGAGING OUR STUDENTS IN THE PROCESSES OF CRITICAL LITERACY IN THE POPULAR MEDIA

This session is based on a unit of work that the presenter has created for a Year 9 English Enhancement program designed to teach the skills of critical literacy in relation to popular media (TV, web and print) and to encourage students to think broadly and critically about what messages they absorb from these products. Students explore how certain ideals or myths are being perpetuated. The workshop is designed to demonstrate how to promote critical, creative and reflective student responses.

KATHARINE SEYLER, BRENTWOOD SECONDARY COLLEGE, VIC

MW36: WHAT DOES YOUR TEACHER DO TO HELP YOU?

This session presents a study of literacy across a number of subjects over a number of years. The aim of the research was twofold: to explore James Gee's theory that 'What's hard about school is not learning to read... but learning to read in academic content areas like Mathematics, Social Studies, and Science...' and we would say English. The research discovered that for many students reading and thinking was de-contextualised and what David Perkins would call 'fragile' instead of generative. Instead of frameworks of knowledge from which students could generate meaning, they 'read it but don't get it'. The second aim of the research was to endeavour to understand what was happening in the minds of literacy learners and to develop strategies to enable literacy in Science, History, Mathematics and English for all students. The presentation demonstrates the evidence of literacy difficulties, the model to redress this hole in teaching and learning, and the difficulties of continuity in this marathon task.

AMANDA MAHER, THE GEELONG COLLEGE, MARY MASON, CONSULTANT AND AMANDA MCGRAW, UNIVERSITY OF BALLARAT, VIC

MW37: WHAT IF THE TIME IS NOW?

In this seminar the presenter poses the question of how to employ the best of what has been thought and said about English pedagogy to meet the learning needs of the contemporary English student. Based on the presenter's own research of two schools' experiences with curriculum change in NSW, and reflections on her current teaching in a 'blended learning' environment, the presenter will share strategies for powerfully engaging students in the study of English.

KELLI MCGRAW, QUEENSLAND UNIVERSITY OF TECHNOLOGY, QLD

3:40PM–4:30PM

WINE AND CHEESE

**4:00PM–5:00PM FUTURE LEADERS FORUM:
PROFESSIONAL 'VOLUNTEERISM', LEADERSHIP AND OTHER CHALLENGES FACING
THE TEACHING PROFESSION**

This forum is for conference delegates who wish to become more involved in shaping the work of their state or territory English teaching association in the future. Participants will join members of AATE Council to identify and discuss the challenges facing English teaching in the next few years as they confront the implications of implementing the Australian Curriculum: English, and the roles state and national English teaching associations might play in assisting the profession to meet those challenges.

The forum will also enable participants to learn about the operations and activities of the different state and territory associations in Australia, and to discuss ways in which they can be supported to take on roles in those associations at a time when the pressures on this important context for professional 'volunteerism' is increasing. Participants will be invited to put together a summary of the issues, challenges, and possible ways forward discussed at the forum.

This summary will provide impetus for further discussions and actions at both a national and local level by AATE and state/territory associations. This forum is the fourth in what has become an ongoing feature of national conferences and builds on the work begun in 2008 in Adelaide. Participants will be invited to join a Ning to engage in ongoing discussion of matters raised during the forum.

THE FORUM WILL BE LED BY MEMBERS OF AATE COUNCIL

FROM 6:30PM

**CONFERENCE DINNER
MCG HARRISON ROOM**

SPEAKER: MARTIN FLANAGAN, JOURNALIST AND
AUTHOR.

AATE LIFE MEMBERSHIP PRESENTATION

TUESDAY PROGRAM

9:00AM–10:15AM

TUESDAY PANELS AND WORKSHOPS — MORNING SESSION

(Choose one panel TP1–TP3 or workshop TW1–TW20)

TP1: EDUCATING FOR A DEMOCRATIC, EQUITABLE AND JUST SOCIETY

Topic: How can educators support all young Australians to achieve equality of opportunity and equitable outcomes?

PANELLISTS: ALAN REID, ESTHER DOECKE AND DAMIAN BLAKE

TP2: LITERARY MAGAZINE JOURNALISM IN NEW TIMES

Topic: Literary print journalism and its future in a digital world.

PANELLISTS: JEFF SPARROW, SOPHIE CUNNINGHAM AND ALAN ATTWOOD

TP3: READING ASIA — COMMUNITY, CONTEXTS AND CURRICULUM

Topic: The philosophical, democratic and practical implications of the national curriculum focus on Asia.

PANELLISTS: OUYANG YU, KABITA DHARA AND SATENDRA NANDAN

TW1: CHOOSING LITERARY TEXTS FOR THE AUSTRALIAN CURRICULUM

There has been considerable attention on the Australian Curriculum requirement to teach texts that relate to indigenous Australia, to Asia and to sustainability, but there is a real danger that texts will be chosen for their content rather than for their ability to engage and excite readers. What are the best texts available to meet the curriculum requirements? This presentation will recommend a range of suitable texts that will enrich your teaching of the new curriculum.

HELEN SYKES, CENGAGE LEARNING AUSTRALIA

TW2: ENCOUNTERING CONFLICT THROUGH *THE QUIET AMERICAN*

This workshop is an introduction to *The Quiet American* that explores how this text can be used for VCE Area of Study 2: Creating and Presenting. The session will introduce teachers to the ways in which the

text can be used to develop an understanding of the Context Encountering Conflict, with a particular focus on personal relationships and ideology. The session will also explore the possibilities for assessment of Outcome 2 in Units 3 and 4.

MEGAN BURNS AND RACHEL WILLIAMS, ASSUMPTION COLLEGE, VIC

TW3: INTEGRATING THE STRANDS WITH A TEXT ABOUT ASIA

One of the cross-curriculum priorities of the Australian Curriculum: English is Asia and Australia's engagement with Asia. With a focus on teaching useful grammar in context, this session will model how the curriculum strands of language, literature and literacy can be integrated in work with a text about Asia. Kipling's poem *Gunga Din* provides a picture of India in the days of the British Raj but knowledge of the past helps us understand the present.

GARRY COLLINS, AUSTRALIAN CATHOLIC UNIVERSITY, QLD

TW4: *HENRY IV, PART 1*: LIVE AND UNCORKED

The legendary theatre director Peter Brook once noted that Shakespeare's plays are more like 'clusters of relationships' than straightforward narratives. Welcome to the world of *Henry IV, Part 1*, the play where nobody changes and very little happens. It is a story of realpolitik vs medieval codes of honour and loyalty in which the chaotic spirit of Falstaff imposes himself on the story and nearly renders it irrelevant as he outlines his Dionysian vision of a wine soaked existence dedicated only to physical pleasure. No wonder Shakespeare killed him off in *Henry V* and fired the actor that played him. Some characters are even too dangerous for their creator! BYO flagons of sack.

TONY THOMPSON, VATE, VIC

TW5: LITERACY IN THE FIELD

Literacy field officers commenced work in five ACT high schools in 2010 to work with teachers across the learning areas to improve literacy practices. This workshop considers the reasons for this initiative, the preparation for the role of field officer and the nature of their work as literacy coaches. The outcomes are examined and there is a reflection on the field officers' experiences, including the challenges they have faced and the success stories.

KATHY GRIFFITHS, DEPARTMENT OF EDUCATION AND TRAINING, ACT

TW6: MAKING ORALS PAINLESS AND CENTRAL IN CLASSROOM

This interactive workshop will focus on ways of making orals fun and challenging in the secondary classroom. Participants will learn how to encourage reluctant speakers and how to involve more students in speaking. The workshop will provide some strategies to assist teachers to look after their voices and develop their own speaking skills.

JUDITH FIELD, DIRECT SPEECH, VIC

TW7: NEW UNIT 3 AND 4 LITERATURE TEACHERS

Do you need some support, information, SAC ideas, or just reassurance about taking on Units 3 and 4 Literature? If so, come and join us in an interactive workshop with an experienced Literature teacher and examination assessor.

SARA TAYLOR, ST PATRICK'S COLLEGE, VIC

TW8: PERSUASIVE TEXT: USING MEDIA TEXTS TO SUPPORT PERSUASIVE LANGUAGE AND WRITING IN THE CLASSROOM

This workshop provides great ideas to support teachers addressing persuasive texts in the classroom. The ACTF has a variety of media productions that are exemplary of different contexts of persuasion. The workshop will draw on these examples to develop different ideas for addressing verbal and non-verbal persuasive devices. The resources provide focused teaching activities supporting the Australian Curriculum: English and the National Assessment Program for Literacy and Numeracy (NAPLAN).

DEBORAH COHEN, AUSTRALIAN CHILDREN'S TELEVISION FOUNDATION

TW9: POETRY: GIVING VOICE TO THE UNUTTERABLE

This presentation explores poetry as the universal 'language beyond language' by asking, is mood a language? It explores the creative crucible of poetry, the semiotic rhythm within language as that which scaffolds and gives voice to the unutterable: the terror of melancholia and madness. This discussion will be based on a selection of poems from Ann Sexton and Sylvia Plath, comparing these to two European male poets: the Greek poet Dimitri Cavafy and the French poet Stephane Mallarme.

CHRISTINA NATSIS, ST ANDREWS CHRISTIAN COLLEGE, VIC

TW10: POP OR PULP: USING POPULAR CULTURE IN CLASS

Are there benefits to using popular texts as teaching tools? Should we focus on the classics? Or are we pandering to the masses?

This session explores the power of using pop fiction as a tool for engagement, teaching the classics and developing higher order thinking skills. The workshop will be practical whilst providing a theoretical framework.

NARELLE WOOD, MENTONE GIRLS' SECONDARY COLLEGE, VIC

TW11: TEACHING ABOUT LANGUAGE: FUNCTIONAL OR TRADITIONAL GRAMMAR — IS IT EITHER/OR, OR BOTH?

The Australian Curriculum: English provides opportunities for teaching more explicitly about language. This workshop will explore how we structure and use the English language — words, sentences, and texts — and use traditional and functional grammar metalanguage to describe language features. Many students learn or use additional languages; participants will consider implications of this, and explore possibilities for teaching grammar in context, including the role of traditional as well as functional grammar in the classroom.

MARION WHITE, VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

TW12: TEACHING YEAR 10 ENGLISH

How might teachers teach Year 10 English in a way that meets the needs of students and the requirements of the national curriculum whilst laying the foundations for senior courses? Using *Studying Literary Texts* and *Adaptations and Transformations* as example units, the presenters, who are authors with OUP, show how language, literature and literacy can be woven into a cohesive whole by using a variety of text forms, electronic resources and engaging topics.

MICHAEL HORNE AND RYAN JOHNSTONE, SCOTCH COLLEGE, VIC

TW13: 'THE PLAY'S THE THING...' DIGITAL LITERACIES AND COMPUTER GAMES

Future directions for English point to the need to teach with and about digital literacies and artefacts in ways that recognise and respond to the complexities of specific forms. This workshop presents a model for (computer) games literacy — the 'games as text/games as action' model — developed in a national, ARC-funded research project based at Deakin University in partnership with VATE, ACMI and DEECD. Participants will have the chance to see how the model works to map and describe games literacy, and provide a base for curriculum planning and practice, through examining existing case studies and developing their own.

CATHERINE BEAVIS, GRIFFITH UNIVERSITY, QLD, JOANNE O'MARA, DEAKIN UNIVERSITY AND TOM APPERLEY, UNIVERSITY OF MELBOURNE, VIC

TW14: THE POEMS OF WILFRED OWEN — A NEW VCE TEXT FOR 2012

Jon Stallworthy's edition of Wilfred Owen poetry is new to the VCE English text list in 2012. The session is intended as a follow up to the VATE *Inside Stories* publication for the text and many of the resources used to write that guide will be shared in the session. VCE teachers may find out ways in which they can present the poems to their students. Those who teach Owen's poetry at other year levels will also find this session worthwhile.

JAN MAY, ST LEONARD'S COLLEGE, VIC

TW15: THE SHIFT TO A NATIONAL CURRICULUM: DEFENDING SUBJECT ENGLISH

The move to a national curriculum is only the most visible sign of the changes that are currently affecting the teaching of English. It will be argued in this session that English is currently faced with fundamental challenges to the historic formation of the subject as a critical discipline. Can the debate on values education be seen, with a dialectical twist, as a symptom of the very attempt to delegitimise the critical character of English and to neutralise its inherently radical potential for open and challenging thought with a controlled and administered 'values curriculum'? It needs to be asked whether English is still a subject committed to these values of critical thinking or whether scare campaigns around teacher bias have merely been the public face of a general attempt to 'de-politicise' or 'police' what has been viewed as a dangerously subversive subject. This session will propose that English should defend its educational heritage as a subject that values dissent not the automatic transmission of 'the affirmative character of culture' (Herbert Marcuse).

WARREN WHITNEY, WILLIAMSTOWN HIGH SCHOOL, VIC

TW16: THE TEACHER'S TOOLKIT

The presenters collectively have 60 years of classroom practice to draw on. Over this time, they have developed a Teacher's Toolkit full of terrific, practical ideas. These strategies can be applied anywhere, any time. The workshop will model these techniques and offer tips on how they can be adapted to suit any teacher's context. If ideas such as speed debating, silent conversations, values auction and text-based Pictionary strike your fancy, then come along.

ROBIN CLARKE AND SHAN CHRISTENSEN, HUNTINGTOWER SCHOOL, VIC

TW17: TROUBLING TEACHER TALK: CHANGING PATTERNS OF CLASSROOM DISCOURSE

Is it possible that a significant barrier to student participation and success in schooling lies in traditional patterns of teacher-student interaction around written texts in the classroom? What happens when we step away from the traditional question-and-answer discourse pattern and take up a new way of structuring pedagogic discourse — or teacher talk — to scaffold reading and writing of narrative and factual texts? This workshop will explore the theory and practice of an innovative approach to scaffolding literacy called *Reading to Learn* (Rose 2010), developed initially with Australian Indigenous students and now being used in mainstream schools in Australia and internationally. The workshop will draw on extracts of literary texts and text response to demonstrate elements of the R2L teaching cycle relevant to subject English.

SARAH JANE CULICAN, CATHOLIC EDUCATION OFFICE, VIC

TW18: USING ONLINE LEARNING RESOURCES TO SUPPORT ENGLISH COMMUNICATION

This presentation will focus on the design and development of an online teaching and learning resource to support student learning in English Communication at a senior college. It will discuss using learning management systems and online/multimodal tools to support the delivery of a senior English Communication program.

SARAH LONG, AUSTRALIAN INDUSTRY TRADE COLLEGE, QLD

TW19: WHAT ABOUT ME? ASSISTING EAL/D STUDENTS WITHIN THE NATIONAL CURRICULUM

How can we ensure the English curriculum is inclusive of students for whom English is not their first language? In this workshop, teachers will consider language and socio-cultural aspects of the curriculum and explore strategies to boost engagement and understanding. The ACT's 'InSinc' strategies are inclusive and effective in improving all students' literacy outcomes. The emphasis on scaffolding is particularly beneficial for low literacy students and English as an Additional Language/Dialect (EAL/D) students.

KATHRYN SUTHERLAND, DEPARTMENT OF EDUCATION AND TRAINING, ACT

TW20: WRITING FOR ENGLISH IN AUSTRALIA

This will be a hands-on workshop presented by the current editors of the journal focusing on how to develop a research project or

investigation into a paper for submission to the AATE's *English in Australia*. It will unravel some of the mysteries of 'blind peer review', and outline the academic context within which *English in Australia* is designated an 'A' journal by the Australian Research Council and the implications of this for submissions and revisions.

SUSANNE GANNON, UNIVERSITY OF WESTERN SYDNEY, NSW

10:15AM–11:00AM
MORNING TEA

11:00AM–12:00PM
ALL ATTEND

KEYNOTE SPEAKER:

GEORGE MEGALOGENIS

AUTHOR AND JOURNALIST, *THE AUSTRALIAN*

12:00PM–12:10PM
CONFERENCE HANDOVER TO ETA NSW
ALL ATTEND

12:20pm–1:20PM

TUESDAY GUEST SPEAKERS

(Choose one guest speaker TGS6–TGS9)

TGS1: GUEST SPEAKER

CORDELIA FINE, ACADEMIC PSYCHOLOGIST AND AUTHOR, MACQUARIE UNIVERSITY

TGS2: GUEST SPEAKER

BENJAMIN LAW, FREELANCE WRITER AND AUTHOR

TGS3: GUEST SPEAKER

ALAN REID, PROFESSOR OF EDUCATION, UNIVERSITY OF SOUTH AUSTRALIA

TGS4: GUEST SPEAKER

ANGELA THOMAS, SENIOR LECTURER ENGLISH AND LITERACY, UNIVERSITY OF TASMANIA

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1:20PM–2:20PM
LUNCH

IN CONVERSATION

BENJAMIN LAW, FREELANCE WRITER AND AUTHOR

2:20PM–3:30PM

TUESDAY SALON AND WORKSHOPS — AFTERNOON SESSION

(Choose Salon (TS1) or workshop TW21–TW39)

TS1: PROSPERO'S ISLAND, 'NOISES' FROM THE CONFERENCE

The Salon provides an opportunity for delegates to draw together the educational imperatives, the creative and imaginative possibilities, and the social, cultural and political contexts and implications involved in developing and implementing a national curriculum. There will be a 'wild card' as well, an opportunity to record reflections and questions about issues that fall outside those broad parameters.

TW21: A PRACTICAL APPROACH TO TEACHING LANGUAGE ANALYSIS

As a task still accounting for 30 per cent of the Year 12 English exam, language analysis can be daunting to teach. It is also a task that needs to be developed across the years with students introduced to aspects of the critical literacy associated with language analysis as early as Year 7. This session offers a practical and progressive approach to the teaching of language analysis across the years so Year 12s are fully prepared.

KATHERINE QUIN, MARYMEDE CATHOLIC COLLEGE, VIC

TW22: DIFFERENTIATING THE YEAR 10 ENGLISH CURRICULUM

This session introduces teachers to an elective-based approach to English that allows for extension while ensuring that all students are well-prepared for studying English at a senior certificate level. By allowing for student choice and offering a broad range of texts, students are thoroughly engaged and encouraged to take responsibility for their learning. The session will explore how to structure an elective based program, and will also discuss specific texts and assessment tasks.

ROCHELLE STOKES AND RACHEL WILLIAMS, ASSUMPTION COLLEGE, VIC

TW23: EDUCATION THEORY IN THE HIGH SCHOOL ENGLISH CLASSROOM

Participating in the search for an authentic, dynamic personal education theory has allowed the presenter to appropriately embrace and discard strategies and initiatives proposed by the education department, school administration and colleagues. With the forthcoming Australian Curriculum, the ongoing politicisation of education and the continuing absence of reference to historical approaches and ideas within the English subject, the challenge is how to retain imagination,

innovation and creativity in the classroom. This interactive workshop will look at how theory can be translated into meaningful curriculum and pedagogical practice.

JON WILLIAMS, GLEN WAVERLEY SECONDARY COLLEGE, VIC

TW24: EDUCATING ABOUT SWEAT SHOP LABOUR IN THE AUSTRALIAN TEXTILES, CLOTHING AND FOOTWEAR (TCF) INDUSTRIES

FairWear Victoria will inform secondary educators about the situation regarding Australian outworkers in the textile, clothing and footwear (TCF) industries and the current resources available to support teachers and students. The session will make links to VELS and the proposed national curriculum. Resources include DVDs and information cards which will be provided free to attendees. New online resources will be explored and cross curriculum links include: History, Geography, Legal Studies, Values Education, Social Education.

MARK RILEY, CAMPAIGN EDUCATION OFFICER, FAIRWEAR, VIC

TW25: ENHANCING THINKING AND A GLOBAL PERSPECTIVE THROUGH STORYBOOKS

A plethora of global issues can be introduced through storybooks. This workshop will unearth a treasure trove of storybooks and thinking tools which will engage and enhance the quality of questions asked and depth of inquiry into some of the big global issues of our time. Come and hear how storybooks can enrich the curriculum and ensure lively engagement.

SELENA PRIOR, GLOBAL EDUCATION PROJECT, VIC

TW26: FINDING A PLACE FOR CALIBAN: THE TEMPEST 400 YEARS ON

The first recorded performance of *The Tempest* was on 'Hallomas nyght', 1 November 1611, a world away in space and time. The play, set on Prospero's magic island, has always been performed as an allegory, so given 'Australia's evolving ethnic composition and the increasing...importance placed on our...location in the Asia-Pacific region' (Australian Curriculum Framing Paper) Shakespeare's romance, with its themes of forgiveness and reconciliation between successive waves of 'boat people', is especially relevant.

JANET STRACHAN, HAILEYBURY COLLEGE, VIC

TW27: FINDING IDENTITY THROUGH THE MOMENTS THAT MADE US

This presentation explores the notion that Australian identity is strongly linked to our success as a sporting nation. It is the famous

moments of sport that have been the catalyst for change. Evidence is the 1993 moment when Nicky Winmar was racially abused on the sporting ground and then he pointed at his skin: it was the beginning of new social policy construction. This session will explore the values we frame ourselves by and how they have been shaped by sporting moments.

PATRICK WATT, NATIONAL SPORTS MUSEUM, MELBOURNE CRICKET GROUND, VIC

TW28: GRENDDEL'S GRASP: A PLACE FOR ANGLO-SAXON AND MEDIEVAL ENGLISH IN THE MODERN CLASSROOM

The session aims to show the importance and relevance of understanding both a history of the development of the modern English language as well as the place for Anglo-Saxon and mediaeval texts in the mainstream classroom. The session will include suggestions for translation exercises as well as a range of texts that can be drawn upon creatively and analytically in the English classroom. The intention is to also support the national curriculum need to incorporate the history of the English language at Year 10.

KIRSTIN BOURNE, BEACONHILLS COLLEGE, VIC

TW29: HEYWIRE: STUDENTS' STORIES FOR BROADCAST

ABC Radio's *Heywire* project showcases the work of young people in rural and regional Australia on the ABC. It is a collection of moving, funny, biting stories told by the authors themselves (visit: abc.net.au/heywire). Digital storytelling and creating stories for a platform like *Heywire* provides young people with a range of skills: analytical, research, oral and written presentation, creative development, interpersonal and time management skills. VATE and the *Heywire* team have produced a generic teaching guide for the English classroom. In this session the presenters will demonstrate some of the fantastic documentaries, audio, music and video creations produced by *Heywire* contributors, and workshop ways of using the materials to encourage students to produce their own stories, integrating the strands of the Australian Curriculum: English.

JONATHAN ATKINS, HEYWIRE AND KATE GILLESPIE, VATE

TW30: INCORPORATING GRAMMAR INTO THE ENGLISH CLASS

This workshop aims to present a few ideas on how to include grammar in the teaching of English. Ideas for activities, resources and discussion will be part of the workshop.

SURELLA BALWAN, KINGSWOOD COLLEGE, VIC

TW31: LEARNING CONFIDENTLY AT BELS: DEVELOPMENT OF A THRIVING HOMEWORK CENTRE

Bendigo ESL Learning Support (BELS) after hours homework centre runs twice a week for New Arrivals students. This presentation explains the development of BELS in response to community need. It details the original vision, the format generated and future plans. Participants will leave with an understanding of how BELS works, examining its existing strategies of operation, and evaluating different approaches and their efficiency in relation to contemporary literacy strategies targeted at ESL learners.

ANNA BEILHARZ, BENDIGO SENIOR SECONDARY COLLEGE, VIC

TW32: MAKING BOTTOM'S DREAM REAL

This practical workshop is about bringing Shakespeare's play *A Midsummer Night's Dream* alive in the classroom. This approach is about learning to be unafraid of engaging directly with Shakespearean language. The muscularity and energy of the language demands direct engagement — the act of saying the words, and finding the physical images of the words and relationships of the characters. The techniques are grounded in the educational work of the Royal Shakespeare Company.

HELEN SANDERCOE, CANTERBURY GIRLS' SECONDARY COLLEGE, VIC

TW33: MULTIMODAL TEACHING AND LEARNING RESOURCES

The creation, access and availability of digital learning resources both online and on DVD-ROMS support the teaching of e:literacies. The accessibility of digital technology to students makes it imperative for teachers to engage with new pedagogies to utilise these resources and technologies to the fullest extent. This workshop will demonstrate how the recent ACTF productions and resources can support teachers in the implementation of new Australian Curriculum expectations. It will examine *Lockie Leonard*, *My Place*, *Dogstar* and *Animalia*, all well-known written texts which have been adapted to the screen.

MAGGIE GARRARD, EDUCATION OFFICER, AUSTRALIAN CHILDREN'S TELEVISION FOUNDATION

TW34: POETRY AND THE NATIONAL CURRICULUM: WHERE LANGUAGE, LITERACY AND LITERATURE MEET

Poetry is the perfect meeting place for language, literacy and literature. The teacher who encourages and facilitates the exploration and creation of poetry introduces students to a space where they can play with and learn

about their language, how others have used it and how they want to use it themselves. This workshop will refer to, but not exclusively focus on, the presenter's chapter on poetry in the forthcoming *English for the Australian Curriculum (CUP)* designed for students in Years 7 and 8. The activities will be based on rich tasks complete with rubrics for assessment that clearly link the tasks to the Australian English Curriculum.

LISA MCNEICE, CAMBRIDGE UNIVERSITY PRESS, VIC

TW35: TEAM TEACHING AND MAKING THE BEST USE OF OPEN PLAN LEARNING

When a classroom is pictured, one imagines four walls and a single teacher at the front of the class. However, this is not the reality faced by many teachers. Team teaching and open plan learning are becoming the norm and this environment can be very challenging for graduates. This session will present some strategies to enable teachers to make effective use of open space learning and how to make the most of having multiple teachers in a learning environment.

MATTHEW MCLAREN AND JUAN ACOSTA, POINT COOK SENIOR SECONDARY COLLEGE, VIC

TW36: TEACHING 'THE LIVE': THE ROLE OF THEATRE PERFORMANCE IN ENGLISH AND LITERATURE

Why do English and Literature teachers take their students to see live performances? What is the relevance of live theatre to the teaching of play scripts as literary texts? The first part of this session will explore these questions drawing on research conducted in Victorian schools in 2010. The second part will involve a panel discussion with some theatre companies about how they see live theatre and its role in studies of English and Literature.

MEG UPTON, UNIVERSITY OF MELBOURNE, SUZIE THOMAS, MELBOURNE THEATRE COMPANY, AND ANDREW BLACKMAN, COMPLETE WORKS THEATRE COMPANY, VIC

TW37: THOSE WHO CAN, DO: MODELLING *MACBETH* ESSAYS IN THE CLASSROOM

In an English teacher's career, teaching Shakespeare's *Macbeth* is inevitable. Focusing on this play, in this seminar the presenter will discuss theoretical perspectives on teacher modelling of their own writing in the classroom; provide examples of topic dissection and essay plans and provide examples of essay paragraphs and a whole essay. Strategies for developing students' understanding of common teacher comments such as 'more depth' and 'more discussion' will also be examined.

KAREN LENK, MOWBRAY COLLEGE MELTON CAMPUS AND UNIVERSITY OF BALLARAT, VIC

TW38: USING COLLABORATIVE (AND FREE) TOOLS IN THE ENGLISH CLASSROOM

This workshop shows teachers how to use tools such as Google Docs and Windows Live to allow for greater collaboration and flexibility of time in English classrooms. Teachers will learn how to improve their classes with increased use of technology and sharing of ideas and resources using free tools available to all. This is designed to be a practical, hands-on workshop where teachers will be able to set up a sharing site for their classes with support. There will be discussion of the implications of teaching and learning asynchronously.

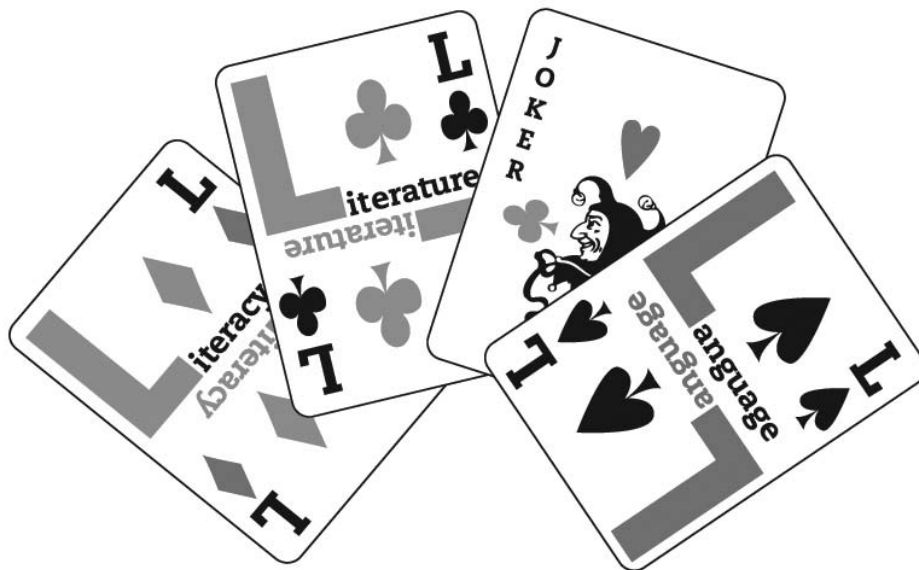
LOUISE ROBINSON-LAY, MENTONE GRAMMAR SCHOOL, VIC

TW39: WHOSE REALITY? — A CONCEPTUAL AND WRITING PERSPECTIVE

This is a practical presentation covering the conceptual and written aspects of VCE's Outcome Two Context, Whose reality? This presentation is brimming with philosophical and psychological ideas that complement the Context and enhance the learner's understanding. There are copious writing activities that one could introduce in a classroom situation enthusing learners and inciting their higher order thinking, to provoke superior writing.

LOUISE ROBERTS, TRINITY GRAMMAR SCHOOL, VIC

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