



LEADERSHIP CONFERENCE

FRIDAY 30 APRIL 2021 / RACV CITY, 501 BOURKE ST, MELBOURNE



Keynote speaker

Anne M. Harris

Associate Professor Anne M. Harris is a Vice Chancellor's Principal Research Fellow at RMIT University, an Australian Research Council Future Fellow, an Honorary Research Fellow at Nottingham University (UK), and the director of Creative Agency, a transdisciplinary research lab at RMIT University. Harris researches gender, creativity, and performance ethnography, and has worked professionally as a playwright, dramaturg, teaching artist and journalist in the USA and Australia. Anne taught secondary English, EAL and Literature in Darwin and Melbourne for eleven years. Some of their intercultural collaborative arts based research can be seen at www.creativeresearchhub.com

Leading English departments requires courage in the midst of chaos.

This conference will provide existing and aspiring leaders with a chance to discuss the issues facing their departments and develop skills to help them rise to the challenge.

Keynote address

Creative ecologies in secondary contexts

How do English teachers engage with the Australian Curriculum's 'critical and creative thinking' General Capability? Balancing a commitment to thorough preparation for the English subjects up to and through VCE, as well as trying to address the need to prepare students for successful 21st century global workforces, English (Literature and EAL) teachers can feel the multiple foci are insurmountable. This presentation directly addresses the challenges that teachers worldwide are finding in their efforts to build creative skills and capacities in their students, while focusing on disciplinary knowledge and success. Despite the explosion of attention to creative industries and economies, educators are struggling to understand how best to define, nurture, and assess creativity in their environments. This keynote draws on the collaborative creativity strategies of Keith Sawyer, the sustainable creativity approach of Anna Craft, and Anne Harris' own creative ecologies model of building creative capital that goes beyond the individual and raises creative capability in classrooms, schools, and the broader lives of secondary students.

Registration cost

VATE Individual member – \$215 | VATE Organisational member – \$245 | VATE Concession member – \$195

Please [click here](#) to view RACV hygiene guidelines and the most up to date information with regards to COVID 19.




VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

Register at www.vate.org.au

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Program overview

8.00am		Registration, tea and coffee		
9:00am	VCAA update	Annelise Balsamo, Curriculum Manager, English, and Kellie Heintz, Curriculum Manager, EAL		
9:30am	Keynote	Creative ecologies in secondary contexts Associate Professor Anne M. Harris		
10:30am		Morning tea and networking		
11:00am – 12.10pm	Workshop 1	1a: Curriculum planning to teach the skills of English Hayley Harrison	1b: Building a rich and rewarding Literature program from 7-12 Nathan Armstrong	1d: Leading learning in the age of data Melanie Carroll
12.15pm – 1.25pm	Workshop 2	2a: Curriculum and the evolving face of English Hanna Khoweiss	2b: Effective approaches to teaching EAL/D learners Allie Baker	2d: Improving writing across the English curriculum Leon Furze
1:25pm		Lunch and networking		
2:10pm – 3.20pm	Workshop 3	3b: Leading text selection for your English Faculty Madeleine Coulombe	3c: Managing the demands of change Ross Huggard	3d: Strategies for improving your students' reading skills Jennifer Jones and Chris Land

Register at www.vate.org.au

Program

Workshop 1

1a: Curriculum planning to teach the skills of English

I love curriculum documentation! The ability to see how you can balance the content and skills of the subject in the tiny timeframes available, to embed resources and find the flow of learning throughout a unit, to find the balance of all the initiatives and foci of the school with quality teaching practices...ahhh heaven! But I understand that getting your staff to see the benefit in spending their precious time planning (and following) curriculum can be a task too great even for the strongest of believers. In this session I will help you see how you can strip your curriculum back to its purpose, ensure the essential skills of English are being prioritised over the content of the subject and give you some strategies to get your staff on-board. We will also discuss how to build a reflective culture around curriculum so we can lose the feeling of constantly 'starting from scratch'.

Hayley Harrison, Educational Consultant

1b: Building a rich and rewarding Literature program from 7-12

While the number of students studying Literature has generally declined in recent years, some schools have seen numbers increase. Using the the '8 Cultural Forces' framework from Harvard University's Project Zero, this workshop will explore different strategies schools can use to create rich and rewarding Literature programs from 7-12.

Nathan Armstrong, Educational Consultant

1d: Leading learning in the age of data

English leaders are increasingly engaging with complex and politically-charged conversations about data. This session will focus on leading conversations about the role of data in the English classroom. We will address some of the issues relating to how different sets of data, externally and internally gathered, can be used in our classrooms to develop student skills.

Melanie Carroll, The University High School

Workshop 2

2a: Curriculum and the evolving face of English

The English all-rounder is a chimera, yet we owe it to our students to engage them in all facets of English alongside the mainstream in order to be informed before ultimately deciding at VCE: Is it Literature, Language or mainstream for me? New study designs often mean we have to re-adjust our thinking, re-align our practices and inevitably re-write our courses so that interweaving of all Englishes is reflected seamlessly throughout. This session will demonstrate how this was achieved at Glen Waverley Secondary College for implementation at Year 10 for 2020, including: selling the vision, explaining the rationale, re-writing the course, providing Professional Learning and hoping for the best!

Hanna Khoweiss, Glen Waverley Secondary College

2b: Effective approaches to teaching EAL/D learners

With an increasing number of EAL/D and CALD learners in Victorian classrooms, it is often the responsibility (and challenge!) of English leaders to develop supportive, inclusive programs for these students and support the teachers who are responsible for them. This is even more relevant with the introduction of the revised EAL/D curriculum for 2020. English leaders may be interested in attending this session if they're keen to better understand the challenges faced by EAL/D learners, hone their own EAL/D teaching skills and learn about how to develop an effective school wide approach to teaching and supporting EAL/D pupils in the mainstream classroom.

Allie Baker, Wodonga Senior Secondary College

2d: Improving writing across the English curriculum

Student writing is often seen as the end point of any unit of work in English. It is the product which is assessed, at length, throughout the VCE, and which provides the ultimate benchmark of an English faculty. But how much time is given in the curriculum to actually teaching writing? This session highlights the importance of stand-alone units on writing technique and instruction, using modelling and folio-style assessment to build discrete writing skills and improve student writing across the curriculum.

Leon Furze, Monivae College

Program

Workshop 3

3b: Leading text selection for your English Faculty

This session will offer practical advice to new faculty leaders about leading the text selection process for Years 7 to 10 English and VCE English and Literature. We will consider ways of auditing varieties of texts, timelines for text selection, and relating texts to assessment. There will be suggestions for making text nominations and running whole-faculty conversations that are productive and respectful.

Madeleine Coulombe, Shelford Girls' Grammar

3c: Managing the demands of change

In education, the only constant is change, as we all are only too well aware. As an English leader/coordinator, you will be obliged to facilitate change imposed both systemically and by external bodies such as the VCAA, as well as by your school. This session is intended to provide some practical strategies to respond to such demands for change, as well as mechanisms to empower colleagues and year level teams. It will also distinguish the key differences between managing and leading an English Learning Area in a school. The presenter will draw from his own extensive experience in schools in key leadership roles in a very practical manner, with ample opportunity for discussion and sharing.

Ross Huggard, Educational Consultant

3d: Strategies for improving your students' reading skills

This session has two parts: a workshop about the strategies we use at our school to improve students' reading skills followed by a planning session about adapting and applying contextually-appropriate strategies in the participants' schools.

Jennifer Jones and Chris Land, Balwyn High School