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# CONFERENCE SCHIEDULE

### **DAY ONE**

MONDAY 20 SEPTEMBER			
Time	Session	Presenter	
9.00 - 10.00am	Keynotes	Nicole Mirra and Antero Garcia	
10.05 - 10.50am	Workshops (D1W1)		
11.00 - 11.45am	Guest speaker (GS1.1) Panel (P1.1)	Cara Shipp Student voice: 'Zooming' truth to power	

Workshops

(D1W2)

THURSDAY 30 SEPTEMBER

(D2W2)

Time	Session	Presenter
9.00 - 9.45am	Guest speaker (GS1.2)	Lucinda McKnight
	Panel (P1.2)	Opening a wound: Confronting trauma through writing
10.00 - 10.45am	Workshops (D1W3)	
11.00 - 11.45am	Workshops (D1W4)	

### **DAY TWO**

11.55am -

12.40pm

THORODAL GO OLI TEMBLIK		
Time	Session	Presenter
12.00 - 12.45pm	Guest speaker (GS2.1) Panel (P2.1)	Rick Morton 'This is the use of memory': Diaries, blogs, memoirsand autofiction
1.00 - 1.45pm	Workshops (D2W1)	
2.00 -	Workshops	

Time	Session	Presenter
9.00 - 10.00am	Keynote	Kate Manne
10.05 - 10.50am	Workshops (D2W3)	
11.00 - 11.45am	Workshops (D2W4) Panel (GS2.2)	Beware of 'performative watchdoggery': Journalism in the time of plague
12.00 - 1.00pm	Curriculum Committee Forum	Embracing the 'fluffy' future? Media's role in the English curriculum

2.45pm

# CONFERENCING IN THE TIME OF COVID-19, 2020-2021

In 2021, VATE continues our conversation begun in 2020, when we declared that survival is insufficient. We continue the online format, and, although in retrospect our question, what do we bring out of COVID-19? seems premature, even naïve, we affirm the need to talk, to evaluate, to reckon, to assess, and thus to heal. It seems that we have attained a time of reckoning, much of which confronts and defies what has seemed entrenched privilege and its accompanying abuses.

The challenges of 2020 are still with us, and the treasures we hoped for – a sense of renewal, a breath of life that even enforced changes can bring, technological advances – are sometimes accompanied by a sapping of the spirit, an exhaustion of body and mind. We **do** need to talk about it; remote learning can threaten the human need for communication and connection, but we take heart from knowing that the ills of our society lose impetus when exposed and discussed.

Grace Tame, 2021 Australian of the Year, has become symbolic of the empowerment achieved by **talking about** it. Her insistence on being named, thus refusing the gag of a patriarchal legal system, reminds us of John Proctor's anguished question, How may I live without my name? Her call for the sound of One voice, your voice, and our collective voices is inspirational.

As a society, and as educators, we have been confronted by a phenomenon for which it is difficult to find adequate words – something which seems, literally, unspeakable. One aspect of trauma studies argues that a traumatic experience challenges the limits of language, fragments the psyche, and even ruptures meaning altogether. It is, therefore, unsurprising that our language, our modes of writing and reading are being reshaped, metamorphising in response.

As T. S. Eliot wrote,

For last year's words belong to last year's language And next year's words await another voice.

Language becomes richer as new forms are created and explored: blogs, vlogs and podcasts are the diary entries of old, providing 'talking comfort' to help deal with anxiety and despair; First Nations peoples require a truth-telling process and treaties; multimedia offers new ways of reading and writing; our students 'read' games. We can hear the voices of the young holding older generations to account through the legal system, strikes and petitions.

In 1993, Erich Fromm wrote,

A person who has not been completely alienated, who has remained sensitive and able to feel, who has not lost the sense of dignity, who is not yet 'for sale', who can still suffer over the suffering of others ... – cannot help feeling lonely, powerless, isolated in present-day society.

We need to talk about it, so that language can continue to connect and empower our students.

State Conference Planning Committee



# **KEYNOTES**



Antero Garcia is an assistant professor in the Graduate School of Education at Stanford University. Antero received his PhD in the Urban Schooling division of the Graduate School of Education and Information Studies at the University of California, Los Angeles. Prior to completing his Ph.D., Antero was an English teacher at a public high school in South Central Los Angeles. His work explores how technology and gaming shape learning, literacy practices, and civic identities. His recent books include Everyday Advocacy: Teachers who Change the Literacy Narrative, Good Reception: Teens, Teachers, and Mobile Media in a Los Angeles High School, and Compose Our World: Project-Based Learning in Secondary English Language Arts.



Nicole Mirra is an assistant professor of urban teacher education in the Graduate School of Education at Rutgers, The State University of New Jersey. She previously taught high school English Language Arts in Brooklyn, New York and Los Angeles, California. Her research explores the intersections of critical literacy and civic engagement with youth and teachers across classroom, community, and digital learning environments. Central to her research and teaching agenda is a commitment to honouring and amplifying the literacy practices and linguistic resources that students from minoritised communities use to challenge and re-imagine civic life. Her most recent book is Educating for Empathy: Literacy Learning and Civic Engagement (Teachers College Press, 2018) and she is a co-author (with Antero Garcia and Ernest Morrell) of Doing Youth Participatory Action Research: Transforming Inquiry with Researchers, Educators, and Students (Routledge, 2015).

# **GUEST SPEAKER**



Cara Shipp is a Wiradjuri/Welsh woman (descending from the Lamb and Shipp families in Central Western NSW, around Dubbo, Parkes and Trangi) and currently leads Years 9-12 at Silkwood School, Mount Nathan, in the Gold Coast Hinterland. She has previously run alternative educational programs for Aboriginal and Torres Strait Islander students; held Head Teacher English/HASS/Languages positions; and served as President, Vice President and Editor with the ACT Association for the Teaching of English (ACTATE). Cara has completed a Master of Education focusing on Aboriginal literacy and regularly presents cultural competence training at local and national conferences, particularly within the context of incorporating Indigenous perspectives into the English curriculum.

She has a blog on the topic: https://missshipp.wordpress.com/.

#### We need to keep talking about it

We need to keep talking about it. Trauma, and the way it sits in the body and is passed down through generations, is real: one can't easily 'get over it'. Talking, truth-telling, is the pathway to healing and empowerment for First Nations people in Australia and around the world. In the midst of a global pandemic, the Black Lives Matter movement emerged from the United States in response to police brutality resulting in yet another black death (this one, George Floyd, not even yet in custody). It spread like wildfire throughout the locked-down, cyber-connected homes of First Nations families and their supporters globally. The movement has been one of the largest of its kind in U.S. history. The message is clear: we're still here, and we still want to talk about it. But how can educators bring First Nations' voices into the classroom authentically, with sensitivity, and with a real impact on students' attitudes that leads to a more socially just world? In this presentation Cara will share some key tips and resources for educators working in this space.



#### Student voice: 'Zooming' truth to power

'Listen, you know this: if there's not a rebellious youth culture, there's no culture at all. It's absolutely essential. It is the future. This is what we're supposed to do as a species, is advance ideas.'

- Johnny Rotten (John Lydon), Sex Pistols

We know our students can be idealistic. They have been at the forefront of action on climate change and the environment, respectful relationships, student wellbeing, student voice in education and school decision making. And they have become increasingly adept – more so than most of us, in fact – at using a plethora of social media platforms to engage, connect and advocate. In the words of the conference theme, they do not simply live but 'talk about it'

And what of their response to COVID and its subsequent lockdowns? Principal Linda Maxwell said of the students at Keilor Downs College: 'Our kids lifted. They were determined. It was like this battle where they weren't going to let anything else bad happen.' They played their role in keeping the school community 'connected'.

We're sure that many principals around the state would echo these sentiments.

So, what 'lessons' do students think we might take from this time of COVID? About keeping a sense of community viable? And what might they want from a new normal, a 'COVID normal' that cannot simply be a replication of the past? What do they expect from our politicians? What is their vision for a fairer, safer, brighter future? What might they advocate for, and how?

How are our young people choosing to express their own hopes for the future and what do they think about how significant adults in their lives are helping here? What do they say, for instance, to their teachers about the kind of curriculum and wider education they are experiencing, both online and face-to-face? How are they engaging with the various media outlets and platforms and what influences are these having on what they might think truth and power mean in their lives? And, what about Johnny Rotten's 'rebellious youth culture'? Do our panellists believe, as the quote says, that it is 'the future'?

Together, our student panellists will discuss their experiences of 2020, their opinions of Australia's education system, and their vision for a fairer, safer, brighter future for their peers and those who will come after them.

We invite conference attendees to join these remarkable young people to witness their unique perspectives and consider our own role as teachers in transforming the education system, and the world, for future generations.

https://www.theage.com.au/national/victoria/schools-that-excel-keilor-downs-college-thrives-despite-covid-hit-20210610-p57zr3.html

### **SESSION ONE**

10.05 - 10.50AM



## D1W1.01 Including Aboriginal perspectives in your classroom

This session will provide ideas and resources for delivering the following curriculum areas: Explore the interconnectedness of Country and Place, People and Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors; Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups; Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts. Victorian place-based resources, including text, media and music, and links to Aboriginal and Torres Strait authors and organisations will be shared as well as ideas for embedding Aboriginal perspectives in your classroom.

Lisa Moloney

#### D1W1.02 Poetry: Create, compare, contrast

This session will focus on a poetry unit of work created last year during lockdown and taught on return to classrooms. The idea came from wanting to introduce more poetry to our Year 8s, wanting more student choice/voice in our curriculum and thinking about introducing comparative analysis to this year level. We created a unit filled with poetry from a variety of poets and places including contemporary Australian voices (Maxine Beneba Clarke, Oodgeroo Noonuccal, Omar Musa, Joelistics, Maggy Saldais) to those further back in time and from further away places (Wilfred Owen, Maya Angelou, Audre Lorde, Judith Viorst). Students read, discussed and annotated poems before using these as mentor poems for their own poetic writing.

Madeleine Crofts, Leongatha Secondary College

### D1W1.03 The made-to-order formulaic essay and how it straightjackets reading and writing

This workshop puts the formulaic essay in the spotlight. Based on our involvement in the VATE Reading Project over the last 7 years, we argue that formulaic essay constructs are an ineffective form for developing and assessing reading responses. We draw upon interviews with Victorian secondary teachers and students to suggest that rigidly-applied scaffolds, that have a recipe-like focus on language, restrain interpretive responses, fail to value student voice, become highly disengaging over time, and reduce student agency. We argue that extended written responses should be opportunities for inquiry where students grapple with the intellectual work of reading and use the qualities of good writing to shape ideas.

Mary Mason and Amanda McGraw, Federation University

## D1W1.04 The mirror up to nature: Shakespeare as a springboard

How do we make Shakespeare relevant for a modern audience? How do we engage students with the central themes and characters that spark important conversations and create meaningful connections? Join the experienced team of actors and educators from The Australian Shakespeare Company as we share our expertise on techniques to be applied in the classroom to ensure Shakespeare continues to 'hold the mirror up to nature'. Working with a selection of plays, this session will share both active and at-desk activities that can be used as a springboard to inspire students and get them talking.

Jo Bloom, Australian Shakespeare Company

# LIVE WORKSHOPS (VIA ZOOM)

### **SESSION ONE**

10.05 - 10.50AM

### D1W1.05 Update on VCE English and English as an Additional Language (EAL) study design review

"The proposed VCE English and English as an Additional Language (EAL) study design has been through consultation and the review panel, independent reviewers, critical friends and focus groups are considering the feedback, including all identified issues, and are working together to craft and refine the study. In this session, the English curriculum manager (Annelise Balsamo) will provide an update on the review process, reflecting on consultation and feedback, and indicating where additional revisions are being considered. She will be joined by two teachers who will explore their ideas around the proposed study design, and will offer thoughts on classroom practice.

Annelise Balsamo, Helen Billett and Louise Bourke, Victorian Curriculum and Assessment Authority (VCAA), Woodleigh School and John Monash Science School

#### D1W1.06 What's in front of us

Life in the time of COVID-19 is a struggle for the adults across the country, let alone for the teenagers that we are tasked with guiding through the complex period of history we're experiencing. We're not out of the woods yet, the problems that have been both caused by and brought to light because of COVID at times seem too big to know where to start. Erich Fromm points to the powerlessness felt standing in front of this challenge while maintaining our humanity, so we need to turn our attention towards the things we can control. We need to talk about what is happening, then we need to talk about what to do next. We need to talk about what's infront of us and what's within our power. What's within our power is the work we do, and the people in front of us. These people are the students that right now might be needing a little bit more from our teaching than just content.

Deaglan Harney, Seymour College

### **SESSION TWO**

11.55AM - 12.40PM

# LIVE WORKSHOPS (VIA ZOOM)

### D1W2.01 (Ah, ah, ah, ah) Stayin alive!

Stress and burnout: it affects us all, whether you're starting out as a new teacher or have been in teaching for years. This practical session is a space for teachers who discuss the demands and coping strategies for staying fresh and enthusiastic as English teachers. I will provide top tips and tricks for marking and feedback, staying on top of admin, maintaining your social life and mental health, accomodating curriculum change and policy mandates, and teaching lessons and units of work that you are your students will think, 'time flies when you're having fun.'

Emily Frawley, Maribyrnong College

## D1W2.02 Comprehension strategies and the science of reading

We all know how important it is to teach students the life skill of comprehension. At the end of the day, the entire purpose of reading is meaningmaking and so often we see students continue to struggle comprehending texts throughout secondary school. Many schools have embedded the explicit teaching of key comprehension strategies into their English classroom (or Literacy Block) and whilst the importance of these skills are undeniable, often an over-emphasis of these skills is in direct opposition to the research that has come out around how students learn to read and make meaning. This session will look at the history of teaching comprehension in Victoria, break down some of the research around the science of reading and its implications on teaching comprehension and will finish with looking at some teaching models focused on how the explicit teaching of comphrension might look within your classroom.

**Hayley Harrison** 

# to teach text types for the bridging EAL course

Preparing late-immersion EAL students for the academic rigours of the VCE EAL program is challenging. Hence, the VCE Units 1 and 2 Bridging EAL course provides the opportunity to extend crucial support to help scaffold language skills, build content knowledge and allow for creative risk-taking on the part of the EAL student. The course serves as a tool to help these pupils navigate their learning journey in the VCE years. But how does one plan and create curriculum for a course that has, as its broad and ambitious objectives, the intensive and explicit study of English while preparing students to use the target language for everyday and academic purposes, and for self-expression? This presentation is the sharing of one teacher's experience of planning, curriculum-mapping and teaching Bridging EAL for the first time, and finding joy in seeing EAL students thrive in a space that has been created with their needs in mind.

Thuthi Vartazarian, Westbourne Grammar School

## D1W2.04 Enhancing students' reading capabilities through responsive teaching

Research tells us that highly effective teaching is learner-sensitive. In the context of teaching reading in secondary school English, what might this mean? This workshop will examine diverse ways to formatively assess students' reading capabilities so that their multiple ways of understanding are foregrounded. Through a seven year professional learning project focused on the teaching of reading managed by VATE and funded by the Victorian Department of Education, we have developed a Framework of Reading Capabilities. The Framework provides lenses through which teachers can pay attention to the experience of reading. Through demonstrations, we will show how paying attention to readers in the midst of reading, enables teachers to understand and illuminate students' reading capabilities and decide on next steps.

Mary Mason and Amanda McGraw, Federation University

# **SESSION TWO** 11.55AM - 12.40PM



### D1W2.05 Old English teachers never die and they don't lose their class. Late career English teachers

We have all heard of PL for early-career teachers. It is time for us late-career English teachers to reflect on our practices but also think about future possibilities. Our joints might be starting to creak, we might be caught between grandchildren and elderly parent responsibilities and finding it harder to burn the midnight oil catching up on preparation and marking. We still have all our marbles though, still love reading and share a lifelong passion for the subject. So let's chat about our experiences, pool our joint wisdom and think about what lies ahead. Laughs and anecdotes welcome.

Jan May, Firbank Grammar School

### D1W2.06 Radical grammar: Teaching precision in writing... ie. saying precisely what YOU want to (even if it ends on a preposition)

Radical grammar is an approach to teaching writing that acknowledges conventions, while celebrating students' writerly capacity to break them. As an evidence-based method, Radical grammar affirms that decontextualised grammar exercises have been repeatedly demonstrated to be of little use to student writers in their first language. Real writers do not say, 'Hmmm, I need some more subordinate clauses to expand this simple sentence' or, 'This noun needs to be qualified by a series of multi-syllabic adjectives' or even, 'Ah ha! Nominalisation will increase the sophistication of this sentence'.

Radical grammar is predicated on choice, on experimentation and on embodiment: feeling the rhythms of language and their impact on readers, in context. Radical grammar uses Google for individualised, just-in-time critical engagement with rules where necessary for students' own writing projects, and eschews drills in favour of mini-lessons based on student work. While teachers need a thorough knowledge and understanding of grammar (and so do students), there is no need to beat students up with it; this workshop is a logical follow on from the previous 'Who's Afraid of the Big Bad Metalanguage?' presentation at the VATE Conference in 2014, which explored the bullying potential of over-reliance on trenchant linguistics-based approaches in teaching writing. Radical grammar is especially useful for creative writers, and we will be considering recent fiction as a case study of diversity and creativity in 'grammar', to inform our own experiments. Radical classroom-ready activities (no comma after 'radical' as I would argue these adjectives are not coordinate, and no verb in that sentence btw)!

Lucinda McKnight, Deakin University



# **GUEST SPEAKER**



Lucinda McKnight is a senior lecturer in English curriculum and pedagogy at Deakin University and a former English teacher. She has a background as a software producer and is keen to exploit the potential of Al for teaching writing. She has published on AI in education in The Conversation, the NSW Department of Education's journal SCAN, the Independent Education Union of Australia's IE magazine, and academic journal Changing English: Studies in Culture and Education. She has been interviewed on this topic by Sputnik Radio UK, the ABC, Radio Adelaide, 2SER Sydney, 2CC Radio Canberra and Turnitin's Integrity Matters vidcast program. Lucinda runs workshops for teachers through Deakin's Professional Learning Hub and is an active member of VATE.

### I, Robot: The future of teaching writing with artificial intelligence

It's the worst kept secret in schools that countless students are now writing their assignments with AI paraphrasers and spinners, which are challenging even for plagiarism software to detect reliably. We think of plagiarism as stealing the words of other human writers, yet these students are now very effectively plagiarising robots. And these robots can serve up countless variations of one seed text. So, in a clever classroom, one student could find an online essay lamenting Macbeth's hubris (to fit a tired old topic used year after year) and produce thirty different versions of it, one for each classmate to submit, in seconds.

Is this the end of academic integrity, or a massive wake-up call for education to get real and do something other than churning out formulaic essays on the same old topics? Ironically, the teaching of writing becomes ever more formulaic, with acronyms for paragraphs in various types of essays, from TEEL to TIFWAC, including creative responses. Meanwhile, the capacity of AI to excel at formulaic writing is exploding. Humans need to write something different, something they are good at... but what? This presentation acknowledges the Al-lephant in the room and contemplates the Al future so that English teachers can begin to prepare themselves for something more than mere survival as robots do more and more of the writing we previously thought was safely the province of humans. We need to talk about this!



# Opening a wound: Confronting trauma through writing

'There is no pleasure to be had in writing about trauma. It requires opening a wound, looking into the bloody gape of it, and cleaning it out, one word at a time. Only then might it be possible for that wound to heal.'

- Roxanne Gay on trauma writing

The study of trauma literature is commonplace in many English classrooms. Texts that convey the profound losses, fears and experiences of the individual person, as well as the grief and pain of the collective trauma experience occupy privileged spaces on our text lists.

Opening a wound is messy. After an author has carefully sutured their experience, we ask our students to pry into their lives to critique the role of trauma in the author's life; to discuss and explore the carefully selected words, phrases and dialogue that have formed the process of crafting a piece of trauma literature.

In this panel discussion, we will explore the process of writing trauma narratives and of looking into trauma to confront the imperative to tell of our experiences.

### **SESSION ONE**

10.00 - 10.45AM

# LIVE WORKSHOPS (VIA ZOOM)

#### D1W3.01 Beyond 'group work':

# A constructivist approach to activating student voice and engagement through collaborative learning

Humans are inherently social beings who learn through experience, discussion and social interaction. One way of increasing student enthusiasm for learning and developing independent learners is to provide opportunities for students to learn with and from their peers. In a constructivist classroom students construct knowledge through experience and dialogue. Arguably, group work and class discussion are essential learning activities in most English classes. And yet, how often do some of our students leave our classrooms without having spoken or written a single word in the lesson? How do we ensure that all students are engaged and empowered through this process of collaboration? This session will briefly outline the theory of constructivism and look at some of the research on differentiated teaching, with a focus on collaborative learning. As teachers of VCE English, how many opportunities do we provide for students to pose questions and discuss texts with each other? How do we move from these engaging collaborative activities to independent writing practice? Cindy Sullivan will share some collaborative learning strategies used with her Year 12 English class and suggest how to make these strategies an integral part of curriculum design and instructional practice.

Cindy Sullivan, Hume Central Secondary College

### b1W3.02 But can it really be enough to just talk about stuff? Possibilities for embracing student voice through informal assessment

Come and explore the role of informal assessment in the literature classroom. Assessment can take on many guises and has a variety of intended and unintended consequences. Embracing the more unusual side of assessment provides an unexpected yet welcome opportunity for embracing student voice. And it is not just about getting them to talk. This workshop draws on the lessons I learned from discussions with students in New Zealand, as part of a research project investigating the connection between literature education and global citizenship, as well as several years of teaching English and Literature in the Netherlands.

Maarten Klene, Deakin University

# D1W3.03 Literature Perspectives: Teaching Father Comes Home from the Wars (Parts 1, 2 and 3)

Written by the first African-American woman to win the Pulitzer Prize for drama, Susan-Lori Parks' Father Comes Home from the Wars (Parts 1, 2 and 3) is a theatrical epic exploration of slavery in America during the Civil War. In this session, we will unpack how to teach this intertextual play for all the Literature outcomes, including exam approaches. This will be based on our VATE Literature Perspectives resource.

Christine Lambrianidis and Richard Walsh, Westbourne Grammar and Vermont Secondary College

### **SESSION ONE**

LIVE WORKSHOPS (VIA ZOOM)

10.00 - 10.45AM

## D1W3.04 Novel ideas: Teaching fiction in the middle years

Erika and Rosie hope to inspire participants to reflect on current practices, to use, to adapt and to discover ideas for teaching novels in new and creative ways. Rather than asking the question, 'What is the ideal way to teach a novel?' the presenters will pose the question, 'How might we provide creative options for students to actively engage with and through the novels we teach?' The presenters will share reading pedagogies and reflect on curriculum and classroom practices through sharing sample ideas and approaches to teaching novels from secondary English classroom contexts.

Erika Boas and Rosie Kerin, Australian Association for the Teaching of Australia (AATE)

### D1W3.05 Persuasive presentation success for all students

The persuasive oral is one of the most challenging tasks for secondary students and their teachers. Limits of time, lack of preparation strategies and delivery confidence in students and challenging tasks make this one of the most difficult assignments for students and their teachers. In this session you will learn about: the nine steps to an effective persuasive persuasion; setting a task that provides students with opportunities to excel; overcoming students' most common barriers to achieving the mark they deserve; identifying and arranging content for their chosen delivery format; checklists and templates to assist students through the process; classroom activities and exercises and staged learning outcomes for all levels of student ability.

Adrian Pauley and Kevin Ryan, St Joseph's College Brisbane

### D1W3.06 VCE EAL listening comprehension: Units 3 (and 4)

This session will explore the main facets of the listening comprehension task in the end of year examination, both the facets of a text on which students could be examined, as well as the various question types. Strategies to help students develop listening comprehension skills will also be explored.

Michael E Daniel, Camberwell Grammar School

### **SESSION TWO**

11.00 - 11.45AM

# LIVE WORKSHOPS (VIA ZOOM)

#### D1W4.01 Inside Stories: Teaching The Erratics

The Erratics is new to the VCE English/EAL text list. This session is based on VATE's Inside Stories guide. The session examines Laveau-Harvie's complex themes and use of language, and explores the novel's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

Margaret Saltau

### D1W4.02 Sculptural English: What's in a shape?

In this session we will explore the value of using 3D sculpture to tap in to the essence of plot, character, themes and symbol in 2D texts. Can this approach lead to greater levels of engagement, reflection and understanding for our students? This session will focus on three distinct parts; the pedagogy/thinking behind my approach, the differentiated additional tasks I set each year and finally shared work samples and student evaluations based on the media product Edward Scissorhands.

Marina Slifirski, Glen Waverley Secondary College

#### D1W4.03 Success In Section C

Although success in this Section C is not as elusive as it once was, supporting students to achieve top marks can be easier than you think. At the higher end, it's less about what students are doing wrong but more about what they can add to enhance their writing and show a greater understanding of the article holistically. In this session, you will be presented with some unique inclusions that Year 12 English students can implement in their analysis, which can set their response apart from the rest.

Ann Hammond, Flinders Christian Community College

### D1W4.04 Talking through the challenges of being a writer: Expert support networks

Considering oneself a writer involves complex identity work. For some people, perfectionism and fear of failure can be crippling barriers that prevent productivity. Isolation can add to this. Our research has shown that writers of any age who talk through the challenges of their literacy experiences with other authors often experience great improvements in the development of positive writerly identities. This supports their productivity, sometimes to a surprising extent. This presentation shares findings from a research project about the effect of writing networks. It asks questions around how members of these networks might develop a sense of agency in their ability to write, sharing their ideas with the audiences they seek to reach, thus considering themselves to be successful writers.

Sue Wilson, Monash University

# D1W4.05 Update on the VCE Literature study design review

The VCE Literature study design has just completed consultation with key stakeholders, including teachers, and the review panel, independent reviewers, and critical friends are considering the feedback, including all identified issues, and are working together to craft and refine the study. In this session, the English curriculum manager (Annelise Balsamo) will provide an update on the review process, reflecting on consultation and feedback, and indicating where additional revisions are being considered. She will be joined by two teachers who will explore their ideas around the proposed study design, and will offer thoughts on classroom practice.

Annelise Balsamo, Briony Schroor and Christine Lambrianidis, Victorian Curriculum and Assessment Authority (VCAA), Nossal High School and Westbourne Grammar

# **SESSION TWO** 11.00 - 11.45AM

# LIVE WORKSHOPS (VIA ZOOM)

# D1W4.06 What is VHAP and what lessons can be learnt from this program?

We do need to talk about it; remote learning can threaten the human need for communication and connection. However, there is VHAP! The Victorian High Ability Program provides high ability students in Years 5 to 8 at government schools the opportunity to participate in 10-week online extension and enrichment programs, in English and mathematics. The program focuses on tasks that stimulate students' critical thinking, problem solving and creativity. This session will explore what high ability students require and how to use some of these strategies in your own classroom.

Marissa Pinkas, Sam Ellis and Bronwen Martin, Virtual School Victoria



# **GUEST SPEAKER**



**Rick Morton** is an award-winning journalist and the author of three non-fiction books. His latest My Year of Living Vulnerably launched in March this year. He is also the author of (MUP, 2018) and the extended essay On Money (Hachette, 2020).

Originally from rural Queensland, Rick has worked in Sydney, Hobart, Melbourne and Canberra as the social affairs writer for The Australian. He is now the senior reporter at The Saturday Paper and is based in Sydney. His work examines social and health policy with a particular focus on the National Disability Insurance Scheme, aged care, the welfare system, employment services and mental health. Rick is the winner of the 2013 Kennedy Award for Young Journalist of the Year and the 2017 Kennedy Award for Outstanding Columnist. He appears regularly on television, radio and panels discussing politics, the media, writing and social policy.

Raised on a cattle station in outback Queensland, Rick and his older brother and younger sister were thrust into crisis at a young age. All three were brought up by their single mother, Deb, in the teeth of poverty and on the outside of public consciousness. This story of class, luck, violence and addiction is told in his debut memoir. Dirt.

One Hundred Years of Dirt was shortlisted for the 2019 Victorian Premier's Literary Awards, longlisted for the 2018 Walkley Book of the Year, and longlisted for both Biography Book of the Year and the Matt Richell Award for New Writer of the Year for the 2019 ABIA Awards. Dirt was also shortlisted for the National Biography Award.

In his latest work, My Year of Living Vulnerably, Rick pierces his own protective shell in an examination of complex trauma and the ways in which love, in all its forms, is the only way back from that kind of desolation. The essays in this book traverse themes such as touch, loneliness, masculinity, beauty, the self and forgiveness.

## PANEL

## 'This is the use of memory': Diaries, blogs, memoirs...and autofiction

'This is the use of memory....

For liberation from the future as well as the past.'
(T. S. Eliot)

Eliot obviously expected a great deal from the use of memory... a sort of spiritual liberation that comes from thinking about the past as a way of understanding the future. For others it's more prosaic, reflecting on the salient features of the day. Though one person's salience can be another's obtuseness: poor old Louis XVI recorded 'Rien' (nothing) in his diary on the day the Bastille fell.

Then there is the other end of the continuum where writers mine the 'raw data' of their own lives to shape into dramatised considered experience, sometimes as fact, sometimes as fiction, sometimes as something in between. As Melville says of a character in his exotic novel Mardi, 'He wrote right on, and got deeper and deeper into himself'. Probably true of all creative writers but more so, perhaps for those who write memoirs, autobiographies... and autofiction.

So, why do people of all ages and from all eras find diaries, blogs, memoirs, etc., an integral part of their way of being in the world? Not only do they find living not enough, not sufficient, but they have to talk about it, and, in many instances, write about it.

We have asked three very different practitioners, 'users' of memory – a diarist, a blogger, a writer of autofiction – to reflect on why they write, what they write about, how they write, and for whom?

### **SESSION ONE**

1.00 - 1.45PM

# LIVE WORKSHOPS (VIA ZOOM)

#### D2W1.01 Bite me: New Literature text, Bram Stoker's Dracula

Dracula's journey from pulp fiction to popular classic is nothing short of spectacular. Thus for around fifty years after its publication, the novel's intriguing possibilities – it's challenges to Victorian taboos, its correlation of sexuality and promiscuity with vampirism, the inferred connection between blood and semen, implied homosexual impulses and the threat of contagion and invasion from a foreign force, etc., etc. etc. remained buried in plain academic sight. But the text has been disinterred, canonised and its textual entrails are everywhere! A complex, multilayered novel and a damn(ing) good read to boot, this text should be a popular addition to the Literature text list. Join me for a literature teacher's introduction.

Karen Lynch, Kew High School

### D2W1.02 Creating developmental rubrics for language analysis at VCE Level: A collaborative session

Are you frustrated by the lack of clarity in VCAAdeveloped rubrics for language analysis? Are your moderation meetings rife with conflict on what constitutes a 'better quality' essay? Would you like to give your class student-friendly rubrics that allows them to assess the quality of their essay? This session aims to bring VCE English teachers together to collaborate and draft developmental rubrics for a language analysis SAC. A short introduction on the features of developmental rubrics, as well as some examples of developmental rubrics used in 7-10 English, will be presented. The majority of the session will be used to discuss the progression of skills in writing an exemplary language analysis essay - this will be used to create a working rubric draft that will work in your classrooms.

Chrisella Sentana, OneSchool Global

# D2W1.03 Designing VCE EAL practice and SAC listening comprehension tasks

This session will explore how to design practice and SAC listening comprehension tasks for Year 12 EAL students that help them develop their aural comprehension skills, and test the key knowledge and skills.

Michael E Daniel, Camberwell Grammar School

#### D2W1.04 If I can't picture it, I can't understand it

Reading in the English classroom, at its worst, can be tedious, confusing and painful. Some students survive this 'ordeal' by pretending to read, eyes vacantly looking beyond the page to a far-away world of Warcraft or TikTok. How can we as English teachers fight against the trend for skim-reading and apathy for reading in the digital age? How do we reignite our students' passion and sustain their ability to deep-dive into complex texts? In this workshop we will share a number of practical strategies designed to engage students in embodied hands on learning experiences, incorporating art, drama, multimedia and other visualisation strategies. These approaches help to shift the classroom dynamic – where reading becomes a process of discovery and inquiry. As Einstein professed, if I can picture it I understand. We will also supply you with a range of excellent short texts that have proven to work in the classroom. This session is informed by our involvement in the VATE Community of Practice and the Reading Capabilities Framework developed as part of this project.

Kylie Price and Stuart King, Eltham College

### **SESSION ONE**

1.00 - 1.45PM

# LIVE WORKSHOPS (VIA ZOOM)

#### D2W1.05 Photograph 51 and My Brilliant Career

This session is based on VATE's Inside Texts guide for Pair 6 of the 2022 VCE English and EAL text list, Anna Ziegler's Photograph 51 and Miles Franklin's My Brilliant Career. In this session we will explore ideas for teaching the new iteration of the pair. Participants will consider both similarities and differences between these two texts, as well as the ways that students can be supported to develop their skills in analysing texts and writing in the comparative mode.

Jennifer Jones, Balwyn High School

### D2W1.06 The 2021 CBCA older readers shortlist in the classroom

In this session, participants will learn about the six books shortlisted for the CBCA Book of the Year Awards in 2021 in the Older Readers category. Each book has the potential to be used for literature circles, text studies or student book clubs, and attendees will discover how these tie in with the curriculum to fuel engaging, relevant lessons.

Karys McEwen, Richmond High School

# D2W1.07 Update on VCE English and English as an Additional Language (EAL) study design review

The proposed VCE English and English as an Additional Language (EAL) study design has been through consultation and the review panel, independent reviewers, critical friends and focus groups are considering the feedback, including all identified issues, and are working together to craft and refine the study. In this session, the English curriculum manager (Annelise Balsamo) will provide an update on the review process, reflecting on consultation and feedback, and indicating where additional revisions are being considered. She will be joined by two teachers who will explore their ideas around the proposed study design, and will offer thoughts on classroom practice.

Annelise Balsamo, Helen Billett and Louise Bourke Victorian Curriculum and Assessment Authority (VCAA), Woodleigh School and John Monash Science School

### **SESSION TWO**

2.00 - 2.45PM

# LIVE WORKSHOPS (VIA ZOOM)

### D2W2.01 Demystifying exam marking

The VCE English exam looms large at this time of year. While we are rarely surprised by our students' results in the exam it can be empowering to understand the process of exam marking. This intense session will be looking at the way in which the Expected Qualities are applied by examiners. In order to get the most out of this session, you will need to complete extensive pre-reading (this will be circulated prior to the session). However, for this investment of time, you will gain an insight into the marking process that will enable you to give more focused and appropriate advice to your students as they prepare for the exam.

Helen Billett, Woodleigh School

## D2W2.02 Digital pedagogy in the English classroom

To describe technology as an 'important part' of teaching and learning would be an understatement. Technology continues to become increasingly ubiquitous in the daily practice of secondary teachers, with our COVID-19 school closures only serving to catalyse that trend and illustrate the importance of technology in schools. This workshop will offer: definitions of digital pedagogy; overviews of contemporary theory and research in the digital space; a discussion of the dilemmas and opportunities that technology poses; specific exploration of technology as an enabler (or disrupter) in the English classroom; tangible, actionable recommendations that English teachers and leaders can apply immediately.

Dylan Mead, Emmanuel College

# D2W2.03 Empowering students: Self and peer assessment strategies for the English classroom

Do you want to improve student outcomes and reduce your workload? Then this sessions is for you! During the workshop you will be given strategies to help improve your students' ability to critically analyse their own work by utilising a variety of assessment frameworks such as indicative grading, checklists, developmental rubrics, and tiered worked examples so they can take responsibility for their learning as well as track and measure their own learning growth. The workshop will also cover how to explicitly scaffold students on how to give constructive and effective peer feedback using the frameworks.

Travis Dangstorp, Brighton Secondary College

## D2W2.04 Literature Perspectives: Teaching The Fire Next Time

In the aftermath of the Black Lives Matter movement and the killing of many African Americans, notably George Floyd, at the hands of police brutality, James Baldwin's 1963 essay The Fire Next Time resonates more strongly than ever in its analysis of racial inequalities. This session is based on VATE's Literature Perspectives guide and will explore ways of engaging students with Baldwin by using strong contextual material and highlighting his relevance to a modern Australian audience.

Cristophe Taylor, Melbourne Girls Grammar School

### D2W2.05 Literature Perspectives: Teaching The Winter's Tale

The Winter's Tale is new to the VCE Literature text list. This session is based on VATE's Literature Perspectives guide. The session examines Shakespeare's complex themes and use of language, and explores the play's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

Margaret Saltau

# **SESSION TWO** 2.00 - 2.45PM

# LIVE WORKSHOPS (VIA ZOOM)

## D2W2.06 **Teaching poetry in the middle years:**A blended learning approach

The teaching of poetry in the middle years provides an opportunity to teach creative and critical thinking rather than acquiescing to the idea that poems have 'hidden meanings' that only the teacher can reveal. By developing more confidence around close reading, we can begin to break down the belief that literary analysis involves remembering and reproducing information about texts. Bringing close reading back to the centre of the discipline in the middle years empowers students. By explicitly teaching students how to develop their own interpretations of texts and how to support these interpretations with textual evidence, we provide opportunities for them to develop analytical skills. A range of strategies will be shared which can be used in a flipped classroom / blended learning approach to teaching poetry.

Jo Piavanini, Lauriston Girls' School



# KEYNOTE



Kate Manne is an associate professor at the Sage School of Philosophy at Cornell University, where she has been teaching since 2013. Before that, she was a junior fellow at the Harvard Society of Fellows (2011–2013), did her graduate work at MIT (2006–2011), and was an undergraduate at the University of Melbourne (2001–2005), where she studied philosophy, logic, and computer science. Her current research is primarily in moral, feminist, and social philosophy. She is the author of two books: Down Girl: The Logic of Misogyny (Oxford University Press, 2017) and Entitled: How Male Privilege Hurts Women (Crown/Penguin, 2020). Manne has published a number of scholarly papers about the foundations of morality, and also regularly writes opinion pieces, essays, and reviews in venues including The New York Times, The Boston Review, Politico, The Atlantic, and The Washington Post.

In her keynote address, Manne will depart from the premise that an illicit sense of moral entitlement to women's sexual, emotional, reproductive, and material labor underlies a great deal of misogyny. In 'He Said, She Listened: Mansplaining, Gaslighting, and Epistemic Entitlement', she will moot another important form of entitlement that can be thought of as epistemic: a sense of entitlement to be the designated knower or informant, or the agent who issues authoritative explanations. She will connect the notion of epistemic entitlement with a variety of problematic behaviour, including mansplaining, gaslighting, and misogynistic anger at women's expert testimony.



## Beware of 'performative watchdoggery': Journalism in the time of plague

Daniel Defoe wrote A Journal of the Plague Year in 1722. Ever since critics have been engaged by the way he strove to write with a sense of verisimilitude, objectivity and credibility, immediacy even, about the Great Plague of London. To tell it as it was. Same task, since he was writing some 100 years after the event itself (1665).

The journal has been variously described as 'emphatically not a fiction', 'pseudohistory', 'a thickly factual, even grossly truthful, book, in which the imagination flares up occasionally and dominates those facts', 'the invented detail is 'small and inessential', and 'there is not one single statement that has not been verified.'

Fast forward 300 years to our ongoing 'plague years' and one wonders what claims might be made for our multitude of 'journals' reporting on it. In an era of fake news, journalism that blurs not so much fact and fiction, but opinion and reporting, 'gotcha' questioning, celebrity pundits (established and aspiring), the ubiquitous Twittersphere and its social media counterparts, what claims might be said of the truthfulness and objectivity of those who seek to tell it as it is?

Both Margret Simons and Denis Muller have addressed the ethical responsibilities of journalism in a time of community crisis.

Simons writes of the ways the pandemic has brought out the best and the worst in journalism.

On the one hand, she says the media has been excellent in its primary role of holding governments to account for their failures. On the other hand, that role has been undermined by what she calls a 'performative watchdoggery' in which 'the self-conscious, self-righteous performance of journalism has trumped public service.'

Muller sees a tension in how to tell the 'coronavirus story'.

He sees this tension arising from an 'inherent conflict between two ethical obligations: the obligation to truth-telling and the obligation not to add unjustifiably to public anxiety.' In the telling he suggests: 'Language also matters. It needs to be proportional to the telling of a truthful account.

This panel seeks to explore these issues.

https://insidestory.org.au/when-bravado-trumps-reporting/

https://theconversation.com/coronavirus-is-a-huge-story-so-journalists-must-apply-the-highest-ethical-standards-in-how-they-tell-it-133347

### **SESSION ONE**

10.05 - 10.50AM

# LIVE WORKSHOPS (VIA ZOOM)

## D2W3.01 Finding a love for reading through literature circles

In this session, we will discuss what literature circles are and how to set them up in your English classrooms or as an extracurricular activity. We will cover the key features, skills for students, outcomes and evaluation methods as well as real results I have had in my classes. I will also provide you with all the resources you need to successfully run literature circles at your school.

Brooke Middleton, Springside West Secondary College

### D2W3.02 Literature Perspectives: Teaching As I Lay Dying

As I Lay Dying is new to the VCE Literature text list. This session is based on VATE's Literature Perspectives guide. The session examines Faulkner's complex themes and use of language, and explores the novel's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

Warren Whitney, Belmont High School

# D2W3.03 Moving beyond reader response criticism in the classroom: Teaching critical theory

That we still teach 'English' in our schools seems to smack of colonialism, doesn't it? An understanding of post-colonial theory would suggest as much. Could you argue that our subject's almost exclusive reliance on reader response criticism seems uncannily repetitive and potentially narcissistic? Psychoanalytic theory would argue that case. But we are making consciously progressive decisions when selecting texts now, right? Or are we continuing to reinforce capitalist, heteronormative or bourgeoise ideologies without providing the discourse to challenge them? Maybe we should consult Marxist criticism. This session will look to present the case for teaching literary theory in the mainstream English classroom and to provide you with a number of useful resources to help. Please join me if you want to: have a laugh, be inspired and leave equipped with ready-to-use resources.

Zachary Shinkfield, Woodleigh School

# D2W3.04 Update on VCE English and English as an Additional Language (EAL) study design review: An EAL perspective

The proposed VCE English and English as an Additional Language (EAL) study design has been through consultation and the review panel, independent reviewers, critical friends and focus groups are considering the feedback, including all identified issues, and are working together to craft and refine the study. In this session, the English as an Additional Language (EAL) curriculum manager (Kellie Heintz) will provide an update on the review process, reflecting on consultation and feedback, and indicating where additional revisions are being considered. She will be joined by two teachers who will explore their ideas around the proposed study design, and will offer thoughts on classroom practice.

Kellie Heintz, Victorian Curriculum and Assessment Authority (VCAA)

# D2W3.05 Video for annotation and deeper text analysis

A guided session through different approaches for creating instructional videos to benefit English classroom teaching. Tools and resources outlined for further learning and practice. A focus on novel and text study supported by asynchronous video to allow students to learn about texts at home, during online learning or holiday breaks.

Steven Kolber, Brunswick Secondary College

# **SESSION TWO** 11.00 - 11.45AM

# LIVE WORKSHOPS (VIA ZOOM)

### D2W4.01 Inside Stories: Teaching Go, Went, Gone

Go, Went, Gone is new to the VCE English/EAL text list. This session is based on VATE's Inside Stories guide. The session examines Erpenbeck's complex themes and use of language, and explores the novel's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

Warren Whitney, Belmont High School

#### D2W4.02 Literature Perspectives: Teaching Yeats

Yeats is new to the VCE Literature text list. This session is based on VATE's Literature Perspectives guide. The session examines the complex themes and use of language explored in the poetry. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

Elspeth Maddocks, Lauriston Girls' School

# D2W4.03 Messagesticks: Using Australian First Nations books, plays and films to teach First Nations' perspectives and makarrata

This session will explore how to use and teach with picture books, novels, plays and films by Australian First Nations' writers and creators. Teachers and educators will explore how using these texts can help to teach First Nations' perspectives and models of knowing and embody and embrace what the Yolngu languages call Makarrata, the process of peacemaking and justice or the coming together after a struggle. The session is appropriate for K-12 teachers with some specific focus on some texts used often at VCE level.

Mark Eckersley, Santa Maria College

### D2W4.04 Skilling VCE English students for the exam

This session will focus intensively on the specific skills which underpin success in the three sections of the VCE English exam, drawing upon the presenter's extensive exam assessment and teaching experience. It will explore some specific means by which to enhance and deepen these skills, so as to assist students to maximise their exam performance. It will be highly practical and interactive in its approach and delivery.

Ross Huggard

#### D2W4.05 What I learned

This session will cover the key learnings the presenter has taken away from his career as a Head of English, Literacy Coordinator and English teacher. Topics covered will range from assessment in English, how to develop a curriculum structure, why writing should be/can be a focus, text selection, literacy intervention, writing across the curriculum and teaching text versus teaching transferable skills.

Andrew McConchie, Geelong High School



### Embracing the 'fluffy' future? Media's role in the English curriculum

'Now more than ever, young people need to be equipped with the ability to understand and to participate actively in the media culture that surrounds them.' (Buckingham, 2003, p. 203)

In 2003, Professor David Buckingham, international media education expert, closed his book Media Education: Literacy, Learning and Contemporary Culture with these words. Yet almost two decades later, the first nationally representative report on media literacy in Australia (Notley et al, 2021) found that Australians lack confidence in their media abilities and also the media literacy support they need for full civic engagement. What role has the English curriculum, and its interpretation by schools and teachers, played in this lag in critical and creative literacies in the main communication forms and platforms of our era? The study of diverse contemporary news media is mandated in the national curriculum... yet how does this play out in schools? In Victoria, what role have the VCE study design and exam played in defining media education 7-12?

With these questions in mind, the VATE Curriculum Committee survey of members re: the new draft VCE English Study Design asked: Does the issues component of the course reflect the media that most of the students are consuming and allow for critical reflection and production of such media?

VATE members' responses indicate teacher and student disillusionment with curricular focus on archaic media forms such as print newspapers; the asinine topics chosen for Section C of the VCE exam, such as a town with a big pineapple and a grumpy old man commenting on coffee shops, and the general lack of interest that English media curriculum holds for young people. Instead, one teacher opines, young people are only interested in the 'fluffy' social media generally perceived as outside the curriculum. How ironic, when Section C of the VCE exam is nothing if not 'fluffy' itself!

Yet as journalist Jessica Lord has described, the pandemic has upended assumptions about what people are reading, with more young people turning to traditional media sources in times of uncertainty. Young people are also accessing 'reputable' news (as one teacher calls it) through 'fluffy' channels, with TikTok and Instagram providing a constant stream of 'breaking news' content. Meanwhile, a survey of media teachers in schools has found barriers to media education in the form of teacher confidence, time for planning, appropriate professional learning, adequate school support and the challenges of discussing sensitive issues (Dezuanni et al, 2020)

In the spirit of the conference theme this forum will consider the following:

- What are young people talking about?
- Whom are they talking to?
- What media platforms are they accessing?
- And most importantly, what are the implications for us as English teachers?

Buckingham, D 2003, Media Education, Polity Press, Cambridge.

Dezuanni, M, Notley, T & Corser, K News and Australian teachers: How news media literacy is taught in the classroom, Queensland University of Technology, Western Sydney University, Brisbane. https://www.westernsydney.edu.au/\_data/assets/pdf\_file/0012/1689447/Teaching\_Media\_Literacy\_web\_version.pdf

Lord, D, 2020, 'Young Australians have returned to mainstream media but will it last'? Sydney Morning Herald, https://www.smh.com.au/national/young-australians-have-returned-to-mainstream-news-but-will-it-last-20201229-p56qnr.html

Notley, T, Chambers, S, Park, S & Dezuanni, M 2021, Adult media literacy in Australia: Attitudes, experiences and needs, Western Sydney University, Queensland University of Technology, University of Canberra. https://medialiteracy.org.au/wp-content/uploads/2021/04/FINAL\_Australian\_adult\_media\_literacy\_report\_20212.pdf



### PW01 Amplifying student voice and agency: Text guides as a teaching tool for dialogue

Student voice and student agency are terms that we, as educators, express with increasing regularity. They are terms that implore us, as educators, to help students make purposeful contributions to their learning. But what of student voice and agency in a digital era? In this presentation, teachers will explore the power of text guides in developing student voice and agency. Teachers will learn activities for transforming passive reading practice into student-to-text-guide dialogue; transforming student-to-text-guide dialogue into peer-to-peer conversation; and transforming peer-to-peer conversation into reflective discussion about the learning process (metacognition).

Liana Mannens, Berwick College

### PW02 Analytical commentary rules

In this presentation, two enthusiastic teachers of English Language outline their approach to teaching analytical commentaries. We view the AC as that rare thing: an authentic task, an activity to be found in the everyday practice of linguists. This presentation will help you to: confirm (or rediscover) your excitement for the analytical commentary; encourage your students to see the opportunity offered by the analytical commentary; support your students with a clear planning process which regards the AC as a whole piece of writing rather than a series of paragraphs; teach your students to articulate their own analysis confidently by understanding that the metalanguage is a tool to enable the articulation of their broader understanding.

Anna Stewart and Helen Toon, St Bernards College and Templestowe College

### PW03 Beyond English: Insights from the OECD Futures of Education and Skills 2030

For over three years, St Leonard's College has been a participant in the OECD Futures of Education and Skills 2030, an initiative of global reach which aims to bring students, teachers, parents, school leaders, social partners, governments and thought leaders together to determine how students can 'thrive in and shape their future'. This session will share some of the most pertinent insights, as relevant first to English educators, and outline some of the key findings emerging at a global level - especially throughout the COVID period - that pertain more broadly to our schools and systems here.

Marjan Mossammaparast and Rob Jenkins, St Leonard's College

# PW04 Dewey belong together? Reading recommendations for you and your students

Looking to direct your students away from devices and back to the pages of good book? We will point you towards contemporary and popular YA texts that are guaranteed to engage your students. We will also explore how to build upon foundations of reading for pleasure to extend and enhance students' reading skills, directing them towards texts of greater complexity and rigour. This presentation could provide you with a list of books for your school library to acquire, ideas for new text selections, or even a summer reading list of your very own.

Natalie Scott and Gillian Neumann, Melbourne Girls Grammar and Rowville Secondary College

#### PW05 English and Literature at NGV

Join NGV educators for an overview of our new virtual programs for both English and Literature. Be inspired to use works from the NGV Collection and gather strategies and resources to use in the English classroom.

Jenny Isaac and Ingrid Wood, National Gallery of Victoria

PW06

### Film texts as lived experience: Energising EAL learners while teaching language, film text analysis and essay writing

Film is a way of teaching language while going deep into the human experience. Carefully chosen films, with their rich sensory world of visuals and soundscapes, engaging plots, characters, themes and settings, help EAL students go beyond their limitations of language into the shared humanity of new and old worlds. Film develops listening comprehension and vocabulary, as well as providing the subject for textual analysis and essay writing. Students learn to pay attention to sound track and camera angles as well as universal themes and character development. Films may teach history, geography and culture. They may easily be watched over and over to improve comprehension. References will be made to the films Lion, Paper Planes and Jane Eyre.

**Ruth Rosenberg** 

PW07

### Finding the joy in Station Eleven: Exploring the utopian dimension and promise of reconfiguration in St. John Mandel's novel

Teaching Station Eleven amidst an ongoing global pandemic can represent challenges for the Year 12 English teacher, yet this absorbing novel offers a good deal of hope and a rich vein of ideas that resonate powerfully in the contemporary classroom. This session will explore the utopia amidst the dystopia and will consider the central message that, in spite of the destruction wrought by a global pandemic, such cataclysmic moments invite the possibility of resetting and rebuilding societies unencumbered by the problems of former worlds. In this regard, Station Eleven can prove a cathartic and life-affirming text for students and teachers alike. This session will explore central ideas in the text and is therefore suitable for those teaching the novel for creative or analytical purposes.

Nicola O'Shea, Balcombe Grammar School

PW08

### Gradually losing light to darkness': The erosion of identity in The Longest Memory and The 7 Stages of Grieving

As we face the contemporary challenge of staying connected to society in meaningful ways, the blank screens of today have become as impassive as the stony faces of past prejudice. This presentation will discuss the effects of racism and oppression on identity, and how external forces fragment and deform crucial elements of the understanding of self, potentially beyond reclamation. The insidious influence of institutional racism will be examined in both texts, as will the erosion of identity through inequality, prejudice and exclusion. Parallels will be drawn between the liminal experience of those denied by prejudice, and the contemporary context of pandemic induced isolation. The modern solitude of self-isolation and historical silencing through segregation share more than we might like to admit, but absolutely must talk about.

Charlie Parkes, Haileybury International School Tianjin

PW09

## Growing voices of the future: POEM FOREST prize

Created by Red Room Poetry, in partnership with The Australian Botanic Garden, POEM FOREST invites students and teachers to create poems inspired by nature and use their words to make positive climate action through poetry. For every poem received a native tree is planted to help heal country and create a POEM FOREST for future generations. Judged by Bruce Pascoe and featuring new First Nations writing and reflections, POEM FOREST offers free learning resources to support literacy development, sustainability, wellbeing, publication opportunities and deepened connections between place, plants and people.

Tamryn Bennett, RedRoom Poetry

### PW10 Homelessness and disadvantage: What's the Big Issue?

Dive into The Big Issue magazine with The Big Issue Classroom. In our workshops, students learn about the stories of those who sell the magazine and its place in the Australian media landscape, as well as gain a real-life insight into homelessness in Australia. This presentation offers a sample of The Big Issue Classroom's 'Discussions about Homelessness and Disadvantage' workshop. Participants will explore lesson ideas and worksheets designed to engage students with the magazine, reflect on the guest speaker's story, and develop their own writing.

Netta Shmerling, The Big Issue Classroom

### PW11 Illuminating conversation: Teaching False Claims of Colonial Thieves

This compelling collection of poetic dialogue between two thoughtful and compassionate writers will invite students and teachers into a discussion of Australia and Australian identity. The work is immediate and contemporary as the poets speak to the world which we are trying to share, celebrating moments of community and recognising also the hard truths that have separated us. The poetry is engaging and accessible, compelling in its unflinching desire to forge a better future by acknowledging our colonial past. This presentation will present strategies for teaching poetry in Year 12, both for creative response and for analytical writing. There will be a focus on the ways that reading together can work in a senior classroom, and some discussion of the importance of teaching political texts to students, to prepare them for the adult world they are about to enter.

Briony Schroor, Nossal High School

### PW12 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

### PW13 Inside Stories: Teaching Flames

Australian author Robbie Arnott's first novel is new to the VCE English/EAL text list. This session is based on VATE's Inside Stories guide. The session examines Arnott's complex themes and use of language, and explores the novel's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

**Marion White** 

## PW14 Inside Texts: Teaching the pair Reckoning and Brooklyn

This session is based on VATE's Inside Texts guide for Pair 4. Participants will consider connections between the texts, as well as the ways that students can be supported to develop their skills in analysing texts and writing in the comparative mode.

Anne Gamble, Mentone Girls Secondary College

### PW15 Intellectualise everything: Activities for starting high

Whether you 'hook', 'engage', 'interest' or 'prepare', the first moments of your English class are vital for setting tone and expectations. These initial exchanges with students (even just marking the roll!) can determine the intellectual quality of the remainder of your lesson. This presentation will provide practical strategies for capitalising on the first ten minutes of your English lesson, suggesting ways to encourage critical and creative thinking as soon as your students enter your classroom.

Lauren Kyte, Sunbury Downs College

### PW16 Literature Perspectives: Teaching The Remains of the Day

The Remains of the Day is new to the VCE Literature text list. This session is based on VATE's Literature Perspectives guide. The session examines Ishiguro's complex themes and use of language, and explores the novel's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

**Margot Thompson** 

# PW17 Literature Perspectives: Teaching Uncle Vanya

Uncle Vanya is new to the VCE Literature text list. This session is based on VATE's Literature Perspectives guide. The session examines Chekhov's complex themes and use of language, and explores the play's characterisation and context. It suggests classroom activities for engaging students in the areas of study, and provides ideas for assessing the outcomes.

Mary Purcell

### PW18 Meeting low-literacy learners at their point of need

Meeting low-literacy learners at their point of need, COVID and remote learning brought challenges for all students, but it particularly exacerbated the pre-existing challenges for already disengaged learners with low literacy. For children used to hiding their reading struggles, remote learning has been a haven of avoidance, and a breeding ground for learning gaps to grow.

For teachers to empower our students to grow and connect through language, we must first equip them with the tools of reading comprehension. Teaching students Year 8 content, when they read at Year 4 level, is challenging to say the least. Many reading strategies exist at a primary school level, inspiring disdain from teenage learners. How do we meet their interest areas, while matching their skill level? MYLNS (Middle Years Literacy and Numeracy Strategy) and TLI (Tutor Learning Initiative) provide scope to lift students up, but to do so effectively, teachers must be able to assess students' individual points of need, and develop age-appropriate strategies that work at the students pace. Naomi Maes will discuss her experience of developing a Year 8 MYLNS program addressing these issues, and provide practical strategies to meet the needs of low-literacy teen learners.

Naomi Maes, Hume Central Secondary College

## PW19 Middle years English as a place for disruptive discourse

In COVID times students are feeling more powerless and discontented than before. How do we harness this energy into productive disruption? How can we support students to find purpose and relevance in the English classroom? The 'Fears and Ideas' English elective for middle years students has taken these challenges as the starting point for a rigorous examination of power - which every student has a working knowledge and lived experience of. Reimaging older texts in present times empowers students to recognise that conceptualisations of power haven't changed and invites students to consider whether, in 2021 and beyond, we need a new way of conceptualising power and therefore new ways to disrupt. In this session we aim to give you: A different perspective on English in the middle years; A series of big questions with suggested texts for exploring these; A suggested curriculum; Suggested assessment tasks.

Zoya Kitik and Helen Toon, Templestowe College

# PW20 New Inside Texts: Things We Didn't See Coming and Never Let Me Go

Teaching the new pairing of Things We Didn't See Coming and Never Let Me Go for the first time in 2022? This presentation will give you an overview of these texts, as well as the exploring the connections between them. These relevant novels explore the very nature of what it means to be human, as well celebrating our adaptability and resilience when facing great challenges in our lives, great skills to openly talk about with the young people in your classroom in covid times. We will cover a range of activities in studying the texts and some strategies in exploring their similarities / differences.

Yasmine McCafferty, Carey Baptist Grammar School

#### PW21 Rear Window refresher

Getting ready for another year of teaching Rear Window? There is always something new to discover. We are now well-versed in L.B. Jefferies' voyeuristic fears and desires, so it's time to look at the neighbourhood through a different lens. In this presentation, Dr Susan Bye, ACMI Senior Programmer, shares the insights and observations she can't squeeze into a 60-minute student lecture.

Susan Bye, Australian Centre for the Moving Image (ACMI)

# PW22 Strategies for developing confident and courageous student writers in the middle years

This presentation explores a range of strategies and approaches for developing middle years students' writing skills and cementing a love of and appreciation for the art of writing. Focusing on imaginative, persuasive, interpretive and analytical forms of writing, this presentation will explore the following steps: exposing students to a range of writing types and examples; developing understanding, through comprehension, of how to construct texts; building skills gradually by focusing on specific writing techniques; and constructing complete pieces across a variety of text types and genres. Drawing on a range of engaging examples and topics, this presentation also seeks to emphasise the joy that students can find in writing their own stories and expressing their own points of view.

Fabrice Wilmann, Insight Publications

# PW23 Teaching Pair 1: The Hate Race and Charlie's Country

This session will explore ideas for teaching the new iteration of the Pair 1 texts on List 2. Participants will consider connections between the texts, as well as the ways that students can be supported to develop their skills in analysing texts and writing in the comparative mode.

**Ernest Price, Charlton College** 

# PW24 The dark and light of Much Ado About Nothing: Exploring the psychological obstacles that threaten comic fulfilment in the play

While on the surface, the play fulfils comic expectations, Much Ado About Nothing is arguably a precursor to Shakespeare's later and darker tragedy Othello, and is perhaps more concerned with male jealousy, power dynamics and paranoia than romantic love. As such, Much Ado About Nothing represents a fascinating challenge for the Year 12 English teacher and their students. In this presentation, teachers familiar with the play, and those new to it, will be encouraged to contrast the perceived threat to male freedom and honour posed by women with the very real but largely unseen threat posed by the Machiavellian malcontent, Don John. Drawing together pivotal moments from the 'romantic' subplots, this session will explore how gendered assumptions and expectations can shape and influence the experience of individuals. This presentation would be suitable for those studying the play for creative or analytical purposes.

Nicola O'Shea, Balcombe Grammar School

## PW25 The latest ABC Education resources for English teachers

ABC Education offers thousands of free resources for Australian teachers. In this presentation we will run through some highlights for the English classroom including video shorts, our new digibook format for self directed learning, whiteboard friendly interactive lessons and free, downloadable full length versions of some of our most popular television content.

Annabel Astbury and Astrid Scott, ABC Education

## PW26 Things Fall Apart: Decolonise your bookshelf one text at a time

This presentation focuses on the VCE text Things Fall Apart. It will introduce teachers to a text they may not have considered in the classroom prior and unpack the complexities of Achebe's work. This text is an essential read for those looking to decolonise their bookshelves and add to their Western canon.

Chenelle Pereira, Brighton Grammar School

### PW27 VATE Community of Practice reading: A two-year inquiry into metacognition and reading

One of the major challenges many educators of English face is the way in which students often view themselves as 'passive receptors' of the text, without acknowledging their role in creating the text. Enacting change in reading practice sometimes proves challenging at first given the nature of the students' fear and uncertainty around adopting 'unique' reading practices in place of more orthodox ones they have hitherto acquainted with reading in the English classroom. Building students' trust and inviting them to become active participants in the construction of meaning first requires them to acknowledge that 'the benefits of literature can emerge only from creative activity on the part of the reader himself' (Rosenblatt, 1978). Our objective across 2020-2021 became to make 'reading an artistic creation' where students participated in a 'transaction with the text that produced meaning' (Wilhelm, 2017) rather than fall to the premise that reading literature was grounded in the reception of meaning alone. This session will showcase how the CoP team at GWSC applied strategic use and integration of a range of reading strategies that not only modelled important ways of thinking about texts, but also allowed us to cross the divide between the world of the text and the students' own world.

Hanna Khoweiss, Joseph Reischel, Rebecca Cooney and Jill Brady, Glen Waverley Secondary College

## PW28 Videogames in the English classroom: What chance do they have?

What chance do videogames have of finding their way into, and cementing their place in English classrooms? Well, it depends on teachers. Some might be excited by the prospect of studying videogames in the classroom, and others might find the thought sacrilege. This presentation will extol the virtues of videogame narratives, highlight the fascinating approaches to narrative and perspective found in videogames, and demystify their study in the classroom. There are challenges of course, but there are solutions and workarounds to the issues that might confront English teachers who may be interested in (or feel reluctance towards) bringing videogames into the classroom.

Garry Westmore, Australian Centre for the Moving Image (ACMI)

#### PW29

# 'We are bored. No, don't protest, we are bored to death, there's no denying it.' (Vladimir). Building authentic engagement VCE English

At times we can feel lost as educators between the desire to engage our students and the pressure to see good outcomes in their writing and comprehension. Finding myself in a classroom devoid of joy for learning in English this year, post-COVID, I asked myself some difficult questions: How could I foster authentic engagement in my classroom? How could I create a shift in their attitudes towards reading and working with texts? How do I re-ignite that spark in the classroom to motivate them to grow? Was I aiming to simply survive the year with this disengaged group? The answer is of course, for all educators, no. Working with student voice, data and research, I spent the year experimenting with my Year 11 class and re-developing their engagement with texts and the English classroom. In this session, I explore my shift in practice and how various approaches impacted the learning and authentic engagement in my classroom.

Rani Valencich, Salesian College Sunbury

#### PW30

#### We need to talk about creativity

In the push for better marks, formula has trumped frivolity. The result: a loss not only to enjoyment, but to knowledge. This workshop demonstrates how creative formative tasks can be used in senior classrooms to develop skills of critical analysis. The activities are taken from each VCE English, EAL and Literature classes as well as IB Literature, Language & Literature and Language Acquisition classes so are broadly applicable and adaptable; indeed, it will then be your turn to be creative when devising your own tasks.

Annabel Grigg, Carey Baptist Grammar School

#### PW31

# Why am I writing? Who am I writing for? Developing writing repertoires using functional grammar

The teaching of writing in Years 7, 8 and 9 is incredibly important, as we develop the language resources students will need to draw upon for the new writing framework tasks in the later years of high school. The new study design for VCE English has areas of study that are not designed around imaginative, informative and reflective styles of writing. Instead, 'Hybrid work is encouraged'. The areas of study are designed to develop writing through the prism of its purpose, context and audience. SFL or functional grammar offers a unique way into the understanding and speaking about the language features that denote 'audience' or tenor. This presentation aims to explore the developmental trajectory of the language resources which build interpersonal meanings in texts at different stages. We will offer some ways of explicitly teaching students how to tease out the tenor of writing and build students' capacity to write in a hybrid style.

Claire Nailon, Kate Cash and Anne Dalmau, Nazareth College, Pascoe Vale Girls College and Roxburgh Secondary College

