



VATE IDEAS LAB: TEACHING ENGLISH IN THE MIDDLE YEARS CONFERENCE

The middle years provide the perfect environment for experimentation and innovation. Our students are curious and ready to be engaged with meaningful, purposeful and equitable learning opportunities.

With a focus on inclusivity, diversity and visibility, join with colleagues to hear from a range of educators who will share their ideas and insights into teaching English in the middle years, highlighting ways that they capitalise on the enthusiasm and flexibility of students in Years 7 to 10.

TIME:
9:45am – 3:30pm
DATE:
Friday 5 August, 2022

VENUE:
**RACV City Club,
Bourke Street,
Melbourne**

CONFERENCE PRICES:
Concession \$215
Individual \$235
Organisational \$260

Opening panel: Nurturing inclusivity through language

Dr Lauren Gawne, Latrobe University,
and Tanna Draper Nagas, Lilydale
Heights College, in conversation with
Emma Jenkins, VATE Education Officer



Lauren Gawne is a Senior Lecturer in the Department of Languages and Linguistics. Lauren's research focuses on the use of gesture with speech and the cross-cultural variation in gestures. Lauren also works on the use of emoji, critical approaches to research data, and the grammar of Tibeto-Burman languages. Lauren is a passionate advocate for communicating linguistics to a range of audiences. She co-hosts the podcast Lingthusiasm with Gretchen McCulloch, and runs the generalist linguistics website Superlinguo.



Tanna Draper Nagas is a proud Byellee and Kanaka (South Sea Islander) woman who is passionate about First Nations education. She studied a double degree of a Bachelor of Arts and Bachelor of Teaching (Secondary) at the Australian Catholic University. She is a First Nations Advocate in her third year of teaching secondary English and Humanities at Lilydale Heights College. Through her online Instagram platform @teachingwithtanna, Tanna aims to educate others about embedding First Nations perspectives into their classrooms, workplaces and environments.

Register at www.vate.org.au

Program overview

9:00am onwards	Registration, tea and coffee, browse the bookshop				
9:45 – 10:45am	Opening panel				
10:45 – 11:15am	Morning tea and networking				
11:15am – 12:25pm	Session one Workshop 1	1A Establishing your foundational English curriculum in Year 7 Hayley Harrison, Connect Literacy	1B Rubrics and feedback Amy Long, Emmaus College	1C Who loves reading? WE DO! Suzanne Toniolo, Methodist Ladies' College	1D Thinking outside the box: using museum education to foster and celebrate diversity in the English classroom Kym Wilton, Islamic Museum of Australia
12:25 – 1:35pm	Session two Workshop 2	2A Who do you think you are? Building student identity as readers and writers Lauren Kyte, Salesian College Sunbury	2B Using immigrant voices to teach text types and creative expression to the EAL learner Thuthi Vartazarian, Westbourne Grammar School	2C Tiny Texts Emma Jenkins, VATE Education Officer	
1:30 – 2:15pm	Lunch and networking				
2:20 – 3:30pm	Session three Workshop 3	3A Making a cabinet of curious pedagogies: A writing workshop for teachers of writing Dr Lucinda McKnight, Deakin University	3B Teaching social justice and advocacy through video games Avril Kinczel and Cayt Mirra, Alkira Secondary College		3D Artful English at NGV Jenny Isaac and Ingrid Wood, NGV Educators

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1A Establishing your foundational English curriculum in Year 7

All students arrive in Year 7 with varied educational experiences making it incredibly important for every secondary school to have a consistent, diagnostic and foundational focus within their Year 7 English curriculum. Too often, changes to the VCE syllabus impact the curriculum foci at Year 7, and not only is this counter-productive, but it takes away from the long-term literacy skill-building goals every English faculty should be driving at Year 7. During this session, we will look at the foundational skills a student needs to find success at secondary school; how to embed diagnostic activities to inform Year 8 and 9 curriculum writing; and how to lay a consistent framework of curriculum that can be consolidated and embedded rather than re-envisioned with each new study design publication.

Hayley Harrison, Connect Literacy

1B Rubrics and feedback

Rubrics and feedback are two of the most powerful tools in student learning. In this workshop, we will discuss how to use and construct rubrics that set students up with a clear and accessible road map to success. We will also explore and experiment with different feedback strategies which invite students to be active participants in their learning and development. This workshop will focus on student-centered strategies which encourage student agency and independence in the English classroom.

Amy Long, Emmaus College

1C Who loves reading? WE DO!

We all want our students to read more widely and more often; there is no doubting the benefits that regular personal reading has on young people. This session will explore a range of strategies you can use in your 7-10 English classrooms to encourage regular reading, foster a reading culture in the classroom, and even enjoy more reading yourself. These strategies are not time consuming, can easily be embedded into your current practices, and are so much fun!

Suzanne Toniolo, Methodist Ladies' College

1D Thinking outside the box: using museum education to foster and celebrate diversity in the English classroom

This session will explore how museum education and diverse text selection can create meaningful experiences for students to build more cultural awareness for the society they are growing up in. This workshop will share practical ideas and activities to inspire teachers back in their own classrooms.

Kym Wilton, Islamic Museum of Australia

2A Who do you think you are? Building student identity as readers and writers

Good teaching relies on knowing one's students – but do your students know themselves? The middle years is a time of emotional flux as students' navigate and reject labels – yet how many would genuinely describe themselves as a 'reader' or 'writer'? Although we may be bound by a curriculum or housed in a classroom, we must provide opportunities for students to pursue identities as true content consumers and creators. This session will explore ways for cultivating student personas through building a sense of community, encouraging student voice, and providing authentic opportunities for collaboration.

Lauren Kyte, Salesian College Sunbury

2B Using immigrant voices to teach text types and creative expression to the EAL learner

Teaching a language is to teach expression – expression of feelings, beliefs, opinions and their justifications, values, and so much more. So, how does one teach this complex skillset to late immersion EAL learners? With the new VCE English and EAL Study Design focusing on teaching creative writing and text types using mentor texts, it is vital that, in the middle years, texts that serve as examples of creative writing are chosen with care. Including immigrant voices celebrates the mosaic mural that our world has become; it also engages the EAL student, as it underscores the fact that they are not alone in their daunting journey of navigating new worlds in a language over which they are yet to gain mastery. This session will explore the importance of choosing texts that showcase the full range of immigrant experiences, while celebrating diversity and individual experience, to allow the EAL student to recognise similarities, understand differences and, more importantly, discover words in the target language to express themselves.

Thuthi Vartazarian, Westbourne Grammar School

2C Tiny Texts

Looking for small yet mighty texts to engage and inspire your writers and diversify the kinds of tales your students read and write? Drawing on the writing processes of some of Australia's favourite writers, Emma will suggest some tiny texts for use in the classroom, as well as some approaches to using small stories to teach narrative structure, characterisation, precise language, and genre.

Emma Jenkins, VATE Education Officer

3A Making a cabinet of curious pedagogies: A writing workshop for teachers of writing

The curious English teacher is a connoisseur, ingenious, subtle, attentive, interested, inquiring, exquisite, rare, strange, queer, careful, fanciful, whimsical, wondering... What does this mean for the teaching of writing? What orientations, attitudes, cultures and practices compose a curious faculty, a curious English teacher, and a classroom of curious students? This presentation aims to satisfy the desires of teachers who want to know more about writing, about writing pedagogy and about their middle years students. Inspired by the notion of a 'cabinet of curiosities' (Maclure, 2013), the presentation offers multiple practical classroom ideas for teachers building their own cabinets of pedagogical strategies. It considers student writing as data that glows, and provokes wonder, instead of being treated as mere 'proof'. It maintains a critical stance towards the colonial implications of collecting and curating. And, ultimately, it is an antidote to the incurious, compliant, reductive, indifferent, detached and uninterested writing pedagogies of the NAPLAN era.

Dr Lucinda McKnight, Deakin University

3B Teaching social justice and advocacy through video games

This workshop will take teachers through our semester-long English elective called 'The Gamer Life'. This elective has a focus on social justice, with students exploring causes that matter to them, as well as issues within the gaming industry. This elective culminates in students pitching their own idea for a video game that advocates for a social issue. The workshop will provide ideas, resources and practical strategies for tapping into students' knowledge of and engagement with games to drive their learning in English.

Avril Kinczel and Cayt Mirra, Alkira Secondary College

3D Artful English at NGV

Come and visit the National Gallery Victoria! Join NGV educators as they model how to get students to experiment with language, develop rich descriptive vocabulary, and use artworks from different times and cultures as inspiration for creative writing. This program is packed with art-inspired practical activities to take back to the English classroom. The session will be from 2:30 - 3:30pm at NGV International, 180 St Kilda Road, Melbourne. Delegates will be met by educators at the Mousehole entrance (north side of the NGV next to the Arts Centre).

Jenny Isaac and Ingrid Wood, NGV Educators