

VATE State Conference

COMING

TO VOICE

23-24 November 2023



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

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CONFERENCE SCHEDULE

DAY ONE: THURSDAY 23 NOVEMBER

9.00 – 10.15am	Welcome to Country President's welcome Keynote: Sisonke Msimang
10.15 – 10.20am	Changeover
10.20 – 11.20am	Workshops (F2F and hybrid) – TW1 WTW1: Sisonke Msimang
11.20 – 11.45am	Morning tea
11.45am – 12.35pm	Guest speaker GS1: Kgshak Akec GS2: Eve Mayes GS3: Jeanine Leane in conversation with Neika Lehman
12.35 – 12.45pm	Changeover
12.45 – 1.45pm	Workshops (F2F and hybrid) – TW2 WTW2: Jessica Zhan Mei Yu
1.45 – 2.45pm	Lunch
2.45 – 3.45pm	Workshops (F2F and hybrid) – TW3 WTW3: Gurmeet Kaur

DAY TWO: FRIDAY 24 NOVEMBER

9.00 – 10.00am	Keynote: Sustaining the English teaching profession in Victoria: Stories of resilience, tensions, despair, and commitment Keynotes: Associate Professor Jo O'Mara, Deakin University Associate Professor Amanda McGraw, Federation University Dr Fleur Diamond, Monash University Associate Professor Graham Parr, Monash University Associate Professor Scott Bulfin, Monash University Dr David Hicks, University of Tasmania
9.50 – 10.00am	Changeover
10.00 – 11.00am	Workshops (F2F and hybrid) – FW1 WTW4: André Dao
11.00 – 11.30am	Morning tea
11.30am – 12.30pm	Panels P1: A VATE Collaborative Inquiry Community: Ways to engage in authentic learning and teaching in English P2: Listening deeply to Aboriginal and Torres Strait Islander voices through text selection P3: 'This (AI generated, Nick Cave inspired) song sucks': AI, creativity, and human agency
12.30 – 12.40pm	Changeover
12.40 – 1.40pm	Workshops (F2F and hybrid) – FW2 WTW5: Ennis Čehić
1.40 – 2.40pm	Lunch
2.40 – 3.40pm	Workshops (F2F and hybrid) – FW3

The title of VATE's 2023 State Conference looks back to 2022 when we asserted, 'It's our time' but also, Janus-like, takes us in a sweeping forward movement through to 2023 and beyond.

2022 keynote speaker, Michael Mohammed Ahmad, looked into the future as he provided us with our 2023 title, 'coming to voice'. Building on the familiarity of a 'voice to parliament' Ahmad rejected the notion of a single, racially defined voice, as he referred to bell hooks' claim that 'we cannot begin to talk about freedom and justice in any culture unless we are talking about mass-based literacy movements – because degrees of literacy determine how we see what we see'.



COMING

TO VOICE

In *Teaching to Transgress*, published in 1994, hooks described her pedagogical practices as emerging 'from the mutually illuminating interplay of anti-colonial, critical, and feminist pedagogies' (p.10). The participle 'coming' enacts this movement, which reflects the active, fluid, and open-ended quality of the drive to the state of 'voice'.

At the end of *Telling Tennant's Story: The Strange Career of the Great Australian Silence*, Dean Ashenden argues, 'We might have got away with the silence had Aboriginal people not declined to disappear from history, as they were once expected – in two senses of that term – to do. The past should be "put behind us" but it won't be until it has been properly acknowledged, not by fessing up, or by telling just those parts of the story that suit particular purposes, but by telling our story as fully and truthfully as possible.' By emphasising a multiplicity of voices, by acknowledging the ongoing process of 'coming to voice', we also assume the importance of actively listening.

English teachers have been conversant with the concept of 'voice' since well before the idea of a voice became such a dominant public issue. It is there as a concept in the way we think about all matters to do with curriculum and pedagogy. It is predicated on an active engagement with the expectation that educators/teachers identify new voices in the linguistic and culturally diverse contexts in which we live and educate. At the same time, it commits to providing safe spaces to ensure that those voices are given the opportunity to be heard AND listened to AND empowered. bell hooks describes 'the more complex recognition of the uniqueness of each voice and a willingness to create spaces in the classroom where all voices can be heard because all students are free to speak, knowing their presence will be recognized and valued' (hooks, 1994, p.186).

By looking back, we are invited to assess how far we have come towards 'voice'. It is ten years since Julia Gillard's 'misogyny' speech; now we have a play by Joanna Murray-Smith, *Julia*. Looking forward, the coming to voice can be achieved by decolonising the curriculum, by resisting the sound of a single voice,

showing our students the worlds they live in, and by giving them the language to empower them to 'come to voice'. The evocative language of Keating's Redfern speech, and the Uluru Statement from the Heart, can encourage our students to resist, not reinforce, narrow visions of hierarchical 'norms', based on privilege, dominated by one voice. Our classrooms need to be 'location[s] of possibility'.

Twenty years on from the International Federation for the Teaching of English (IFTE) Conference, hosted by VATE, we might ask would IFTE's five strands still be capacious enough to contain what we think of as 'subject English'? The five strands were: Literacy for a democratic society; English as a global language; 21st century literacies; English as textual diversity; Literacy as cultural studies; Professional identity and change: The role of English literacy educators in the 21st century.

As teachers we need to engage with these questions, to encourage our students to move from silence to speech, and to speak in a multiplicity of voices, as they construct and recognise their own realities, as they 'come to voice'.



STUDIO
CAHOOTS

The 2023 design centers around the theme of voice, using stylised sound waves to represent the convergence of multiple voices. The creative concept embraces the notion of harmoniously overlapping and distinct perspectives aligning to form undulating waves, symbolising the collective voice being heard. These transparent shapes symbolise the respectful and inclusive integration of all points of view.

Kushla Ross

ACKNOWLEDGEMENT OF COUNTRY

VATE

VATE acknowledges the Wurundjeri Woi Wurrung people of the Kulin Nation as the Traditional Custodians of the lands on which the VATE office is situated.

We recognise Aboriginal and Torres Strait Islander peoples as the first storytellers; and that knowledge transfer through storytelling is woven into the fabric of this Country. We acknowledge all First Nations peoples that make contributions to our teaching and learning communities. We pay our respects to Elders from all nations – and to their Ancestors and Elders past and present.

Deakin

We acknowledge the Traditional Custodians of the unceded lands and waterways on which Deakin University does business. We pay our deep respect to the Ancestors and Elders of Wadawurrung Country, Eastern Maar Country and Wurundjeri Country where our physical campuses are located. We also acknowledge all First Nations Peoples that make contributions to our learning communities.



Cover artwork credit:
'Decolonising White' (2016)
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Reconciliation Action Plan

VATE is pleased to have our Reconciliation Action Plan formally endorsed by Reconciliation Australia. We invite you to read our RAP and learn more about our commitment to reconciliation. VATE joins a network of more than 2,200 corporate, government, and not-for-profit organisations that have made a formal pledge to reconciliation through the RAP program.

Developing our RAP has been an important step in strengthening our commitment to enhancing visibility, promoting inclusivity, and striving for equity of access to rich and responses teacher and student learning opportunities. This begins with the right to an education that develops essential, critical, and creative literacy and English skills. Subject English plays an important role in fostering a climate of reconciliation and providing a space for the voices of our First Nations people to be heard, understood, and amplified. We look forward to making more deliberate actions toward our commitment to reconciliation illuminated by the development of our RAP.

About the artist

Dr Deanne Gilson is a proud Wadawurrung woman and an award-winning visual artist who lives and creates from her ancestral Country in Ballarat in Victoria.

Her multidisciplinary art practice interrogates the colonial disruption of her family and explores ways in which contemporary art can create a platform towards healing, acceptance and re-claiming cultural identity, often drawing upon traditional knowledges of her ancestors. She recently completed her PhD at Deakin University, looking at defining Aboriginal women's business through contemporary art.



GOING GREEN: THE GREENING OF VATE EVENTS

Climate change is real.

To respond to the challenges of climate change, we need to address our individual, collective and systemic responsibilities.

At VATE we are committed to developing environmentally sustainable practices in order to minimise our carbon footprint at all VATE events.

The key actions being undertaken are:

Minimising waste

This will be done through the reduction of waste such as no single serving containers and recycling (where possible) at each event.

Distribution of event material

We are committed to using paperless technology as much as it is possible and this will include the distribution of speakers' presentations and event information. We encourage our exhibitors and sponsors to distribute their promotional material in a paperless manner and/or on recycled paper where possible. VATE will not be distributing any paper flyers at the State Conference.

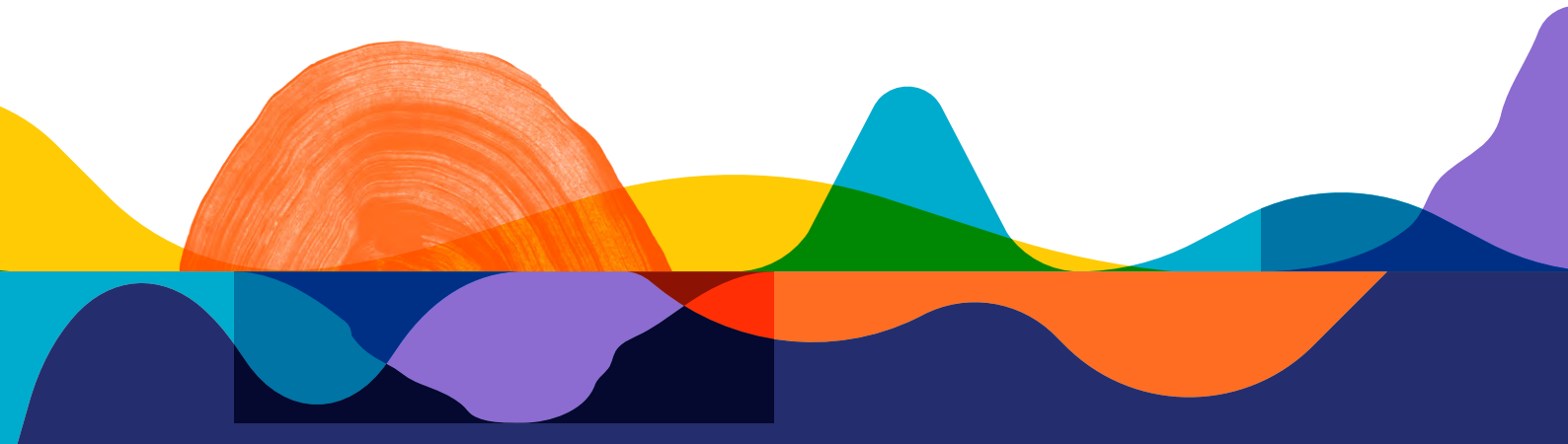
Conference satchels and inserts

Conference satchels with promotional flyers will not be supplied to delegates. Delegates are encouraged to bring their own bag.

Transport to the venue

To reduce carbon emissions, we encourage all the participants to find the most environmentally friendly way to come to the venue. This may include taking public transportation, sharing car, riding a bike, or walking.

We look forward to you joining us on this journey.



Due to unforeseen circumstances, VATE will occasionally have to alter the program or workshops. On the day cancellations will be advertised on the conference website. VATE will not accept liability for damages of any nature sustained by participants or their accompanying persons, for loss or damage to their personal property as a result of the conference or related events. The opinions expressed at the conference are those of the presenter and do not necessarily reflect the views of VATE.

GIVING BACK: SUPPORTING OUR WIDER COMMUNITY

The tectonic shifts that we experienced during the COVID years clarified that a strong foundation and anchor in community was essential to navigate the ongoing tumult.

VATE is an important place of connection.

To reflect our commitment to sustainability and social solidarity, VATE will no longer be purchasing delegate and presenter gifts and instead will be donating these funds to charities. We see this as an important move to supporting our wider community and reflects our move to 'going green' and our core values of equity, inclusion, and social engagement.

We look forward to you joining us on this journey of connecting to community.

In 2023 VATE will be donating funds to the following three charities: Asylum Seeker Resource Centre, Indigenous Literacy Foundation and the Odonata Foundation.



Asylum Seeker Resource Centre

Founded in 2001, the Asylum Seeker Resource Centre (ASRC) is Australia's largest human rights organisation providing support to people seeking asylum.

We are an independent not-for-profit organisation whose programs support and empower people seeking asylum to maximise their own physical, mental, and social wellbeing. We champion the rights of people seeking asylum and mobilise a community of compassion to create lasting social and policy change. We deliver more services on the ground than any other independent asylum seeker organisation in the country.

Our work on the frontline with people seeking asylum informs our practice and enables us to effectively advocate for, and alongside people with lived experience. We offer more than 40 holistic programs that protect people seeking asylum from persecution and destitution, support well-being and dignity, and empower people to advance their own future. To stay independent, we don't accept funding from the Federal Government.

Learn more at asrc.org.au



Indigenous Literacy Foundation

Reading opens doors to future opportunities and choices

The Indigenous Literacy Foundation (ILF) is a national charity working with Aboriginal and Torres Strait Islander remote Communities across Australia. We are Community-led, responding to requests from remote Communities for culturally relevant books, including early learning board books, resources, and programs to support Communities to create and publish their stories in languages of their choice.

Find out more and support our work [here](#).



Odonata Foundation

Odonata Foundation is an environmental not-for-profit that develops innovative ways for businesses, farmers, and entrepreneurs to get involved in taking action for nature. To address our wildlife's multifaceted challenges, Odonata Foundation develops solutions and collaborations for biodiversity resilience and ecosystem enhancement, focusing on sanctuary establishment and threatened species recovery.

Learn more and get involved at odonata.org.au

REGISTRATION COSTS

1 day registration

\$260

VATE concession member

\$280

VATE individual member

\$300

VATE organisational member

2 days registration

\$390

VATE concession member

\$420

VATE individual member

\$450

VATE organisational member

Please note: If you or your school faces financial barriers that make attending this conference difficult, please contact [Kate Gillespie](#) to discuss options.

Hybrid registration

This year's State Conference will be a hybrid event. We will be running a small number of workshops, as well as all keynotes, guest speakers and panels live via Zoom. Delegates wishing to register for the hybrid component of the conference can do so through a separate hybrid registration portal. You will be able to select your preferences for the workshops that you would like to stream live. Hybrid delegates will also get access to the recordings for all streamed sessions (subject to recording quality).

THANK YOU TO OUR GOLD SPONSOR, ABC EDUCATION

ABC Education is proud to partner with VATE to support English teachers.



Education



DAY ONE: THURSDAY 23 NOVEMBER

KEYNOTE

9.00 – 10.15AM



Sisonke Msimang

Sisonke is the author of two books and the columnist behind *Ms Understanding*, which tackles race and racism in the **Guardian** on a bi-weekly basis. Sisonke has also published widely, including in the **New York Times**, **Washington Post**, **Al Jazeera**, and a range of other publications, focusing on questions of belonging, home, motherhood, and politics. She has been a fellow at Yale University, the Bellagio Centre, the Aspen Institute and is a long-term associate at WISER in Johannesburg.

Sisonke has also worked as a long-term collaborator with the Centre for Stories where she heads up storytelling and curated the Perth Writer's Festival from 2020 – 2023. Sisonke has told stories on the MOTH main stage and her TED Talk **If a story moves you act on it** has been watched over a million times.



GUEST SPEAKERS

GS1 / 11.45AM - 12.35PM



Kgshak Akec

Kgshak Akec is a South-Sudanese writer, performing artist, storyteller, and a lover of words. Since the moment she learned how to write in English at the age of six, Kgshak has been writing out the stories that live inside her mind. As a migrant and non-native English speaker, Kgshak is fascinated by the unspoken words and unsung songs of the day-to-day, she finds herself drawn to stories that challenge perception and go against the grain of the expected while also being grounded in truth. Her debut novel **Hopeless Kingdom**, inspired by her own journey of migrating to Australia, explores the relationship of a mother and daughter as they settle, break, evolve, and adapt in new lands through multiple heartaches and triumphs.

The significance of diverse voices in the Australian literary landscape

As the cultural landscape of Australia continues to evolve, so too must our literary canon. This presentation will explore the invaluable contributions that diverse voices bring to literature, shedding light on the stories and perspectives that have often been overlooked. Diverse voices enrich our literary tapestry, reflecting the true essence of Australia's multicultural society. From Indigenous narratives that bridge the gap between tradition and modernity, to the captivating stories of migrants and refugees that encapsulate the spirit of resilience, this presentation showcases how a diverse range of voices creates a more profound, inclusive, and accurate representation of our nation's identity.

GUEST SPEAKERS

GS2 / 11.45AM - 12.35PM



Dr Eve Mayes

Dr Eve Mayes is an educator and researcher who lives on unceded Wadawurrung Country. She is a Senior Research Fellow at Research for Educational Impact (REDI) within the Faculty of Arts and Education at Deakin University, Australia. She has ten years of experience as an English and English as an Additional Language Teacher and Head Teacher (Teaching and Learning) in government secondary schools in New South Wales.

Eve's research centres around questions of voice, agency and justice in and beyond formal schooling. Her book **The Politics of Voice in Education** (2023, Edinburgh University Press) critiques the liberal humanist and late capitalist logics of student voice in educational reform, whilst affirming other possibilities for transformative pedagogical relations in and beyond schooling. She is currently leading the project: **Striking Voices: Australian school-aged climate justice activism** (Australian Research Council, Discovery Early Career Research Fellowship, 2022-2025): a participatory project centring young people's experiences of climate change, activism and schooling, and exploring what a negotiated forms of climate justice education might look like. Eve has been a co-convenor of the activist-scholar **Earth Unbound collective** since 2021; she is co-editor of a collection of the collective's work (forthcoming 2024, Bristol University Press)..

Voice and solidarity in the climate-changing classroom: Towards critical affective climate justice literacies

The last decade has seen mass transnational political mobilisations of school-aged students in climate justice activism; mass numbers of students have called on politicians to hear their 'voices' and take action. This talk considers the politics, perplexities and possibilities of teacher solidarity with students in secondary school classrooms, drawing from interviews with teachers about their attempts to support the 2018-2019 School Strikes for Climate in Australia, and research conversations in 2023 with students and former students about their attempted climate advocacy and activism whilst at school.

Analysing a range of texts created by young people engaged in climate activism, I argue that students demonstrate, in their creation of these climate advocacy and activist texts, critical affective climate justice literacies that educators have much to learn from. Critical affective climate justice literacies bring critical affective literacies into conversation with insights from social movement studies, climate change communication and environmental education. The talk will consider practical ways to support the recognition of critical affective climate justice literacies in classrooms, and to generate transdisciplinary, inquiry-based forms of climate justice education that are integrated, creative, critical and responsive to students' felt experiences.

GUEST SPEAKERS

GS3 / 11.45AM - 12.35PM



Jeanine Leane in conversation with Neika Lehman

Jeanine Leane

Jeanine Leane is a Wiradjuri writer, poet and academic from southwest New South Wales. Her poetry, short stories, critique, and essays have been published in **Hecate: An Interdisciplinary Journal of Women's Liberation**, **Australian Poetry Journal**, **Antipodes**, **Overland** and the **Sydney Review of Books**. Jeanine has published widely in the area of Aboriginal literature, writing otherness, literary critique and creative non-fiction. She teaches Creative Writing and Aboriginal Literature at the University of Melbourne.

Neika Lehman

Neika Lehman is a writer and RMIT Vice Chancellor's Indigenous Pre-Doctoral Research Fellow in Creative Writing, School of Media and Communication. Their poetry, essays and criticism appear in **un Mag**, **Art + Australia**, **The Saturday Paper**, **Cordite**, **Overland**, **Australian Poetry Journal**, **Best Australian Poems** among others. Neika descends from the Trawlwoolway Peoples of Tebrakunna Country, lutruwita (Tasmania) and currently resides in Narrm | Melbourne.

First Nations literature

National history as it is written and transmitted through the education system rarely provides an accurate or adequate representation of the diversity and experiences of First Nations peoples and cultures. Our past, present, and future stories, written in literature across a range of genres, speaks to our lived experiences over the last years. At a time when this nation is called upon to enter a truth-telling process with First Nations peoples, our literature needs to be front and centre in this process. Wiradjuri writer and scholar Jeanine Leane and Trawlwoolway writer and scholar Neika Lehman will discuss the intergenerational impact of First Nations literature and the breadth and importance of our stories in both educational and national settings.





Sisonke Msimang

Sisonke is the author of two books and the columnist behind *Ms Understanding*, which tackles race and racism in the **Guardian** on a bi-weekly basis. Sisonke has also published widely, including in the **New York Times**, **Washington Post**, **Al Jazeera**, and a range of other publications, focusing on questions of belonging, home, motherhood, and politics. She has been a fellow at Yale University, the Bellagio Centre, the Aspen Institute and is a long-term associate at WISER in Johannesburg.

Sisonke has also worked as a long-term collaborator with the Centre for Stories where she heads up storytelling and curated the Perth Writer's Festival from 2020 – 2023. Sisonke has told stories on the MOTH main stage and her TED Talk **If a story moves you act on it** has been watched over a million times.

Creative non-fiction

In this creative non-fiction masterclass, Sisonke will walk participants through her writing practice, examining her motivations, inspiration, and goals for writing memoir. She will also talk about the difference between memoir and other types of creative non-fiction, including long-form essays and biography. The session will also include practical examples of working with students to embrace and nurture the true stories they want to tell, rather than the stories others may want them to tell and will provide tips and strategies from Sisonke's work in schools in WA.

WRITERS TALK WRITING

WTW2 / 12.45 – 1.45PM



Jessica Zhan Mei Yu

Jessica Zhan Mei Yu is a writer of fiction, non-fiction and poetry. She is a lecturer in creative writing at the University of Melbourne. Her writing has been published in **Best Australian Poems**, **Overland**, **Yen**, **The Sydney Morning Herald**, **The White Review** and more. In 2021, she was shortlisted for the Victorian Premier's Prize for Literature Award in the Unpublished Manuscript category. **But the Girl** is her first novel and her first essay collection, **All the Stain is Tender**, is set to follow.

This masterclass is about the central questions of what poetry is and what it does as well as how we read and write poetry today. It grapples with notions of canon and legitimacy, teaching students about that difficult history and tooling ourselves with ways to write back to it. This masterclass focuses on the work of contemporary poets and the many ways in which they've re-tooled English, reconstructed language, re-thought poetic form and traditions. We will be exploring the ways poetry necessarily lends itself to finding new forms, to an interrogative focus on language, to a profound strangeness, playfulness, and opacity. Using Audre Lorde's assertion that 'the masters tools will never dismantle the masters house' as a springboard, this masterclass is about the possibility of finding new linguistic tools with which we can break open and rebuild ossified forms, structures, institutions and ideas to house our writing.



WRITERS TALK WRITING

WTW3 / 2.45 – 3.45PM



Gurmeet Kaur

Gurmeet Kaur is a writer, critic and poet living on Wurundjeri Country. Her work appears in **Kill Your Darlings**, **Mascara Literary Review**, **Liminal**, **The Suburban Review**, **Ambit**, **Cordite**, **Sydney Review of Books**, **Peril**, **The Victorian Writer** and elsewhere. Gurmeet is a recipient of fellowships and residencies at Varuna, Footscray Community Arts, Incendium Radical Library, and others. She is one of the 2023 New Critics at **Kill Your Darlings**.

In this masterclass, Gurmeet will share her writing practice and experiences in writing criticism. Participants will learn about the Australian literary criticism landscape, develop an understanding of critical writing as a creative tool and criticism's role in making sense of the world around us. Gurmeet will share writing activities and prompts to encourage, scaffold and construct student opinions, provide examples of different types of criticism, explore what makes a robust criticism culture and share her own motivations for writing criticism.



WORKSHOPS

TW1 / SESSION ONE / 10.20 – 11.20AM

TW1.01:

Collaborative curriculum review and sequencing

This workshop will explore strategies and processes to facilitate collaborative curriculum review and planning for the study of English from Year 7-12 in order to support preparation for all Englishes. With an emphasis on collaboration and building capacity and cohesion in department teams, this workshop will focus on this important but often boring job. We will be sharing what we have tried and what has and hasn't worked.

**Jennifer Gordon and Kate Manners,
Camberwell Girls Grammar
School**

TW1.02:

Cultures of thinking to encourage voice in the English classroom HYBRID

As English teachers we are always searching for innovative and creative ways to inspire our students and spark their curiosity. This year we have worked to create Cultures of Thinking, following Ron Ritchhart's modelling, into our English classrooms. We found these Cultures boost student autonomy and merge the role of the student and teacher in the classroom, for better educational impact and increased student voice. We used many Thinking Routines and focused primarily on flipping the role of content delivery in the classroom, and we found the implementation of the program highly successful. Students reported feeling valued by the tailored approach to course content, and they also expressed that they enjoyed being given the opportunity to broaden their skill set and adapt the Cultures of Thinking modelling to their learning journey.

**Rhiannon Ward and Miranda Gazis,
Luther College and Strathcona
Girls Grammar**

TW1.03:

Empowering Year 8 voices through slam poetry

This workshop focuses on empowering secondary school students to 'come to voice' through a slam poetry unit exploring the dynamics of culture, race, gender, and Australian identity. In this unit, students are introduced to the profound power of print and spoken-word poetry from diverse Australian voices, including First Nations, migrant and non-binary artists. Students develop close reading skills and delve into the multifaceted layers of what it means to be Australian. The unit highlights the transformative nature of poetry, allowing students to express their own experiences, challenge stereotypes, and cultivate a deeper understanding of gender identity and its intersections with culture and race through writing and performing a powerful slam poem of their own.

Rebekah Keenan Mount

TW1.04:

Fantastic foreign films

Watching foreign films allows us to better understand different cultures. These films can open up different worlds to students and allow them to view diverse traditions, customs, and ways of life for people in different parts of the world. Plots tend to be less familiar and therefore, more interesting. They can also be an excellent literacy tool. In this workshop, I will present a range of foreign films you can show in your classroom. A link will be provided to a collaborative space where teachers can both access and contribute resources.

Karen Adler, Swan Hill College

TW1.05:

'I contain multitudes'. Teaching students to uncover voices of their own across the Englishes via backwards curriculum mapping

Literacy is more than spelling and grammar. Students come to the classroom with a variety of identities they can already access. Each identity experiences the world differently. For instance: Australian, Indigenous, friend, child, student, athlete, etc. But how do we get them to express these voices in their writing? Award-winning writer and teacher, Kimberley Starr, and Head of English and Literacy at Viewbank College, Fiona Ellis, will be in conversation exploring Kimberley's writing process as an author and newspaper essayist, and workshopping ways to teach students to find their voices through creative and expository writing across the various Englishes.

**Kimberley Starr and Fiona Ellis,
Viewbank College**

TW1.06:

Implementing Year 12 English in 2024 HYBRID

Having implemented Units 1 and 2 of the latest iteration of the VCE English Study Design, we now turn our focus to introducing this new curriculum framework into Units 3 and 4 in 2024. While on the surface there is only one major new Area of Study to consider, at the same time, there are some highly important new emphases and aspects which need to be acknowledged. This highly interactive workshop aims to explore the key elements to consider as you schedule and organise your planner and key dates. It aims to assist in considering some of the logistical and pedagogical demands of this Study Design, its links with Units 1 and 2 and its key connections with assessment.

**Ross Huggard,
Educational Consultant**

WORKSHOPS

TW1 / SESSION ONE / 10.20 – 11.20AM

TW1.07:

Inside Language: English Language Units 3 and 4

In this workshop, we will look at refreshing the Unit 3 and 4 course with the new English Language Study Design in mind. We will consider where there are opportunities for new texts and updated approaches. Participants will explore ideas for student-centred approaches to learning and examine how to avoid some common pitfalls in the course. Participants will have opportunities to ask questions about the new curriculum and how it might impact their planning for 2024.

Rebecca Swain, Carey Baptist Grammar School

TW1.08:

Moving from silence to speech: Tips and tricks to teach 'talking'

Early-career participants will learn how to prepare students for whole-class discussions, beginning with less challenging strategies and progressing towards student-led conversations and meaningful reflection on others' ideas. Process steps will be provided, and student feedback will inform the workshop. Teachers will depart with a set of classroom-ready strategies, thus empowering them to create spaces 'where all voices can be heard because all students are free to speak, knowing their presence will be recognized and valued' (hooks 1994, p.186).

Liana Mannens, Berwick College

TW1.09:

My Brilliant Career: A guided approach to teaching this novel for the new Study Design

New to teaching this novel or teaching it for the first time for the new English Study Design? This workshop is designed to support teachers with the new List 1 text for 2024 and will offer a guided approach to preparing students for the Reading and responding to texts SAC, and for the final examination. The workshop will also provide a detailed overview of the central ideas, concerns and values, and will explore strategies for analysing the vocabulary, text structures and language features used to make meaning in Miles Franklin's classic text.

Nicola O'Shea, Kilbreda College

TW1.10:

Scaffolding analysis through reading strategies

This subversive workshop will encourage a shift in focus from scaffolding analytical writing to scaffolding analytical reading. Our purpose is to facilitate authentic student analysis of texts, which means providing students with opportunities to clarify and express what they think a text means to them. We plan to share our implementation of reading strategies (three level guides and guided reading journals) in our classes and review authentic student responses. We hope, in our softly spoken way, to motivate teachers to dive from the narrow isthmus of TEEL that connects reading and writing into the ocean.

Justine Douglas and Phoebe Lewin, Brighton Secondary College

TW1.11:

Teaching Aeschylus' The Persians

This workshop will share strategies for teaching the Greek drama **The Persians**. Particular attention will be given to putting initial interpretations into conversation with accessible scholarly articles. Consideration will also be given to preparing the text for both parts of the VCE Literature exam.

Mary Purcell, University of Melbourne

TW1.12:

Teaching the mechanics of writing HYBRID

Writing is one of the most complex skills we can learn and teaching it can often feel even more complex. During this workshop, we will explore ways to explicitly teach, scaffold and provide actionable feedback on the mechanical elements of writing: grammar and expression, spelling and vocabulary, punctuation, and handwriting. We will work through sample scope and sequences for teaching, experiment with a variety of activities and actively provide feedback to sample student writing. If you've ever written 'awkward expression' on a piece of student writing or found it frustrating that students don't transfer their grammar, punctuation and spelling tests into their writing, this workshop will provide insights into ways of embedding the mechanics of writing purposefully and effectively.

Hayley Harrison, Connect Literacy

WORKSHOPS

TW1 / SESSION ONE / 10.20 – 11.20AM

TW1.13:

Teaching The Memory Police

This workshop will explore the strategies outlined in VATE's **Inside Stories** guide to teaching **The Memory Police**. It will provide participants with the space to consider their reading of an approach to the text.

Ernest Price, Hoppers Crossing Secondary College

TW1.14:

X-ray vision for arguments: Reasoning and structure in persuasive writing

Here's an argument: TEEL and TEXAS-type structures are too rigid, vague, and generic to be genuinely useful in persuasive writing. We'd get better results from a more granular argumentation model because it reflects how people actually think and write, and it gives students more traction on contested issues. In this workshop, we'll look at the function of causal vs categorical reasoning, differences between arguments about reality vs arguments about values, and the basic, lego-style building blocks of reasoned arguments. By the end, you'll have a simple, intuitive framework that can be used anywhere – like x-ray vision for persuasive texts.

Andrew Duval, Writelike.org



WORKSHOPS

TW2 / SESSION TWO / 12.45 – 1.45PM

TW2.01:

Adapting to a tilted platform: A simple tool for stronger narrative writing

Do your students struggle to move from simple recounts to more complex narratives? Do you ask them to develop conflict, only to find everyone writes fight scenes or shouted confrontations that feel weirdly static?

In this workshop, we'll explore what happens when we frame narrative as a learning journey in which characters adapt to disruptions in a previously stable world by learning new beliefs, attitudes, relationships, and behaviours.

Drawing on Keith Johnstone's work in improvisational theatre, we'll establish a platform, tilt that platform into chaos and uncertainty, and then follow characters as they attempt (successfully or unsuccessfully!) to adapt.

Andrew Duval, Writelike.org

TW2.02:

Anything but dry: Teaching Thea Astley's Drylands in Year 12 Literature

New to the Literature list in 2024, Thea Astley's novel **Drylands** is a thoughtful, provoking and captivating text. It invites readers into a world of desperation and delight, of defeat and defiance, of despair and dreams. This workshop will discuss ways to teach this Australian novel in the Literature classroom, suggesting modes of approach and considering how the text could be taught in preparation for both SACs and the exam. Astley is an important Australian woman writer and **Drylands** offers an opportunity to explore and discuss her striking and compelling prose.

Briony Schroor, Nossal High School

TW2.03:

Catering for diverse learning needs in the English Language classroom

The growing enrolments in Units 1-4 English Language statewide demonstrates the significant need met by this study. Students who do not engage with the more traditional concepts of the study of English provided by English and Literature alike are attracted to the study of English Language for many reasons. This often results in diverse classes with diverse literacy needs and varied engagement with English as a subject. It is critical, therefore, that teachers of English Language provide an environment which fosters a love of learning, and scaffolds the study of English Language for diverse learning styles and needs. This workshop will provide delegates with practical teaching activities, tools and resources to ensure that the study of this subject is a rich and rewarding experience for all learners, at all levels of educational achievement.

**Rowena Morris,
Kyabram P-12 College**

TW2.04:

Clustering with caution: Reviewing the debate of skills based class organisation

In this workshop I will review the debate of skills-based class structures with regards to literacy development and growth. I will cover the challenges and successes of clustering around core skills and explore some of the outcomes for both students and teachers. This workshop explores the significance of gathering and analysing literacy data, but also the centrality of 'knowing thy students' above and beyond their test results. It assesses the project of how one school has best tried to meet student at their point of need, by regularly reviewing the composition of classes and growth of students' literacy skills.

**Rosa Holman, St Helena
Secondary College**

TW2.05:

Developing a voice of reason: Supporting students to write like experts using functional grammar HYBRID

By the senior years of schooling, students are expected to write like experts. The text response tasks undertaken in Units 1-4 English suggest they will gradually develop from writing personal responses to more nuanced analytical interpretations. So how do we shift responses from the personal to more expert? In our workshop we will share tools we have used in our classrooms to develop student voice in writing. Working intentionally at a sentence and paragraph level, we will share the ways we have worked with students to shift their responses from emotional, personal reactions and responses, to building an interpretation of the world of the text and beyond.

**Kate Cash, Anne Dalmau and
Claire Nailon, St Ignatius College,
Roxburgh College and
Nazareth College**

TW2.06:

Inside Frameworks HYBRID

This workshop will explore VATE's **Inside Frameworks**. Participants will discuss the key skills and knowledge in the new VCE English Outcome, and be equipped with a range of teaching strategies for their planning.

**Ernest Price and Sonia Murr,
Hoppers Crossing Secondary
College and Kilvington Grammar**

TW2.07:

Its all fun and games until...

A hands-on workshop for new and old teachers, using strategic game play and movement as tools for bringing laughter and enjoyment into your English classrooms. This workshop will provide: an overview of research supporting the use of games to stimulate engagement, fun and active participation; practical demonstration of a selection of classroom games that support learning and play; and group discussion – games to avoid, pitfalls, troubleshooting classroom dynamics, which set-up to use, which game and when.

**Paul Esmonde,
Yesodei Hatorah College**

TW2.08:

Learning through popular culture in the English classroom

The reality is that many popular texts – such as superhero films, rap music, and Netflix dramas – are worthy of thoughtful academic analysis. This workshop will open with a presentation on tried and tested approaches of exploring popular culture in the classroom; it will then feature an open discussion about ways in which popular culture might be analysed. There will be an emphasis on the selection of appropriate texts, effective pedagogies for teaching popular texts, and also how teaching popular texts can engage students in literary theories.

**Vincent Chiang,
Melbourne Grammar School**

TW2.09:

Personal response renaissance: Developing writer's voice in the middle years

The resurrection of personal writing in the most recent Study Design emphasises the opportunity for students to make personal connections to studied texts. But how can we prepare young people to engage in meaningful reflection without constructing entire units of work? This workshop will present practical activities to support middle years students to construct their 'unique way of looking at things' and give them the language that will empower them to add their 'unmistakable signature' to their personal writing. With a focus on tasks that can be adapted to different texts and text types, delegates will come away with ideas to both establish and extend students' ability to connect with texts in their personal journey of 'coming to voice'.

**Emma Dower,
Lalor Secondary College**

TW2.10:

Teaching students to write non-traditional texts in Years 10 and 11

Opportunities for students to engage with non-traditional/multi-modal texts have exponentially increased. It is therefore critical that students learn to create/produce non-traditional texts that promote their own voice within a framework of student agency. How do teachers do this? In this practical workshop we will explore a range of opportunities and affordances for students to write paper, digital and live multi-modal texts through the lens of text-to-self, text-to-text, and text-to-world. This is a resource rich workshop focusing on Crafting texts within the Years 10-11 classroom.

**Dr Catherine Hart,
Minaret College**

TW2.11:

Teaching the Uluru Statement

An extended look at constructing a unit on First Nation voices for middle years students including the Uluru Statement, media articles on First Nations issues and the 2019 documentary *In My Blood It Runs*.

**Ashleigh Cavalin,
Kilvington Grammar**

TW2.12:

The power of voice: Discovering authentic narratives through oral histories and artistic expression

This workshop explores the benefits of utilising recorded oral histories and art to teach students about the importance of themes, symbolism, and character in storytelling. Students can connect with the past and learn from recorded oral histories, giving a range of voices and perspectives to historical events. Analysis of the narratives for themes and symbolism leads to a full understanding of the stories. Creating art pieces that visually represent these stories enhances student engagement. An integration of oral histories and art fosters empathy, critical thinking, and creativity, while deepening student understanding of important stylistic and storytelling aspects.

**Kym Wilton,
Islamic Museum of Australia**

TW2.13:

Traversing the precarious terrain of Admissions

Charlie: 'WHO DECIDES. Because if you're gonna sit there and tell me you want to read more books by people of colour, then you better explain to me what a person of colour is, and like, why I'm not one of them...' Harmon spares nobody in his examination of race politics and affirmative action in the US, and teaching this text will entail vulnerability, for both teacher and students. The main focus of this workshop will be how to engage students in frank discussion of politically charged territory, and how to position them to write well about the theatrical form.

**Natalie Faulkner,
Nossal High School**

TW2.14:

Unpacking 'context' in Developing interpretations: Literature Unit 3

With a new Study Design there is always a level of questioning as teachers navigate what can seem complex and even confusing language. This workshop invites teachers to consider what the new Study Design asks us to do for Literature Unit 3, Area of Study 2 Developing Interpretations, specifically in relation to 'context'. How might our students engage with the 'historical, cultural and social contexts' of their text (and supplementary text), and how can students and teachers navigate the complexity and confusion between 'text in its context' and 'context of the text'? The workshop will invite teachers to share approaches so far, and hopefully offer support to new teachers of VCE Literature.

**Jan Bailey, Ivanhoe Girls
Grammar School**

TW2.15:

Voice to text: Using student voice to shape text lists HYBRID

Students constantly complaining about text choice? Widespread disengagement with reading? These issues are near universal. In this workshop, learn how our school aimed to address the lack of agency students felt around the texts offered by involving them in the process of choosing the texts studied in Year 12 English. Hear about the process we went through and how students felt about the opportunity to advise on the text list.

**Amy Carpenter, Homestead Senior
Secondary College**

TW3.01:

Developing student confidence in spontaneous speaking

This workshop will focus on highlighting connections to explicit teaching using the General Capabilities and curriculum, how to engage Gen Z in the art of conversation, barriers of anxiety, and how we use Reading Progress in Teams Immersive Reader (Reading Coach) to support students to develop confidence and fluency with a practice first in OneNote then a Teams Reading Progress Assignment for feedback. This is suitable for second language teaching and general class teaching.

**Janet Schneider and
Jess Mitmannsgruber,
All Hallows' School**

TW3.02:

Effectively implementing curriculum change

Change is inevitable, necessary, and often painful. In this workshop we will explore how to go about implementing curriculum change from analysing data and existing curriculum to assessing where change needs to occur, to consulting with staff, to mapping out a plan, upskilling and resourcing staff, and finally assessing the change's impact and identifying any next steps. As a case study we will look at how an explicit grammar curriculum was integrated into the existing 7-10 English curriculum. Asking teachers to change is always going to be fraught. In this workshop we look at how to change in a measured, reasonable way which brings staff along with you and ultimately benefits students.

**Michelle McRae, St Joseph's
College Geelong**

TW3.03:

Engaging students in the English classroom

No matter their age, students often struggle to engage with the English curriculum. This workshop aims to showcase a variety of routines and activities that help get students involved and participating in class. It will provide strategies for engaging multiple types of student, along with ways to meet students at their point of need to allow them to access the curriculum.

**Corissa Rieschieck, Drouin
Secondary College**

TW3.04:

Exploring professional sustainability in English teaching through creative writing and dialogue HYBRID

Linked to an ongoing mixed methods study supported by VATE, this writing workshop will provide teachers with creative opportunities to explore, critically scrutinise and imagine possibilities in their work. Teachers will engage in a range of activities including the construction of metaphor, poetry and narrative writing, dialogue, and embodied activity to examine current teaching experiences. Participants may choose to contribute what they create to the VATE research project, although this is not required. The activities modelled can be applied to English teaching at any level and aim to use creative thinking to explore and capture personal experience and voice.

**Amanda McGraw, Jo O'Mara,
Dr Fleur Diamond, Graham Parr,
Scott Bulfin and Dr David Hicks,
Federation University, Deakin
University, Monash University,
University of Tasmania**

TW3.05:

Exploring the new English exam HYBRID

This workshop will present the new English Exam Specifications and the Expected Qualities that will be used to assess student responses in the 2024 English exam. The presenters will explore the connections between the Study Design and the examination and consider the ways in which the Exam Specifications could be interpreted. The Expected Qualities will be explicated and contextualised. There will be the opportunity to reflect on the many ways teachers might work with their cohort to build students' capacity and confidence to demonstrate their knowledge and skills. Part of this will be informed by a clarification of the difference between the role of assessment in Units 1 and 2, the role of the SACs in Units 3 and 4 and the role of the final examination. Above all, this workshop is designed to reassure teachers that the Study Design offers them the flexibility to design programs to meet their cohort's needs and respects their capacity to develop dynamic and exciting courses for their students.

**Helen Billett and
Annelise Balsamo, VCAA**

TW3.06:

Finding your voice: Supporting students to meaningfully analyse language examples in VCE English Language

How can we empower our students to identify language examples that reflect a range of contexts and reflect their own wonderings about use of the English Language in contemporary Australia? This interactive workshop will explore strategies to prompt student analysis of contemporary Australian language, including the ways that language is used to reinforce and challenge the expectations, identities and values of people around Australia. We will also consider how teachers can work with students to scaffold example banks, and support students to meaningfully engage with a diverse range of language examples and linguist quotes when analysing contemporary language.

**Stephanie Rowllston,
St Michael's Grammar School**

TW3.07:

Inside Language: English Language Units 1 and 2

In this workshop, we will look at setting up Unit 1 and 2 courses for the new English Language Study Design – contemplating what we keep, what needs updating, and what gets retired. Participants will go through assessment and activity ideas, as well as some key pitfalls to look out for when implementing their course.

**Luke A Francis,
Melbourne Girls' Grammar**

TW3.08:

Rural student identity and dominant discourse requirements of VCE English

Rural Australian students' minimum literacy levels tend to be three times lower than those of their urban counterparts, mirroring a broader global issue. This workshop explores my research with a small group of senior rural Victorian students and foregrounds student voice – an unfamiliar presence throughout the research literature. The analysis suggests that while in many cases student identities were dramatically shaped by their experiences of English, students also displayed resilience and a willingness to 'shape-shift' as they endeavoured to adapt to the dominant discourse demands of the subject. I argue that the powerful discourses valued by educational institutions are particularly damaging when prescribed to rural students whose very identity is altered in the process of attempting to become successful senior English students.

**Susan Hopkins, Monash
University / Marist-Sion College**

TW3.09:

'Take only memories, leave only footprints.'

'Take only memories, leave only footprints.' This statement comes from Chief Seattle, a Native North American, a leader of the Duwamish Tribe in the state of Washington. The Uluru Statement from the Heart advocated a trilogy for recognition and reconciliation – Voice, Treaty and Truth. How do we use this approach in English? This workshop uses the techniques of Australian First Nations theorists to examine how to teach and build lessons using Australian First Nations texts and perspectives in English. This workshop has been planned and developed in consultation with local First Nations cultural advisors.

**Dr Mark Eckersley,
Santa Maria College**

TW3.10:

The contemporary relevance of poetry

Help students generate their own poetry 'instantly'. This practical workshop is a way to tap into the thoughts and impressions that are often not articulated by students but that they feel deeply. It is in the creation as well as the sharing of these works that a sense of community can be developed. Teachers will acquire real and workable classroom approaches that are immediate and enduring and serve as an introduction to poetic form. In addition, there are real world applications for the methodology employed. The Epworth Hospital currently uses these approaches amongst their second year medical students as a form of reflective practice as a way identifying concerns and to support their students on their academic journey. The results of the research done in this domain will be addressed in this workshop.

David McLean, Delta Psi

TW3.11:

Utilising stylistic elements to teach Jane Harrison's *Rainbow's End*

Harrison's play utilises music, dream sequences, lighting, props, stage directions, body language, facial expressions, gestures and language to convey ideas, concerns and values. The workshop will explore specific scenes and examine how students can use these features to construct responses.

Claire Warr, Kingswood College

TW3.12:

Voices of country: Learning beyond the page

This workshop will detail a holistic approach to the new Voices of Country Area of Study in the VCE Literature Study Design, as undertaken in Unit 2, 2023. Principally, it will focus on attempts made to integrate pedagogical methods aligned to '8 Ways', a learning framework that promotes the inclusion of Aboriginal perspectives through the use of Aboriginal learning techniques – which include making links with our communities and sharing knowledge, thus taking learning beyond the classroom and beyond standard assessment measures.

Marjan Mossammaparast, Ruyton Girls' School

TW3.13:

Writing and assessment in the age of Generative AI HYBRID

This workshop explores Generative AI (GAI) as a multimodal technology which has implications for text, image, video and audio in English. Beyond ChatGPT, students and teachers could use GAI in many creative ways. However, the technology comes with some serious ethical concerns, and academic integrity around assessments also needs to be a continued priority. The workshop will explore practical applications of GAI and ways for teachers to navigate assessment.

Leon Furze, Furze Smith Consulting

TW3.14:

Writing for the real world: Connecting middle school students to mentor texts and genres from outside the classroom

Middle school students are frequently disengaged from writing about literature, and do not see themselves as 'writers' or report that they enjoy writing. This workshop explores ways to work backwards from professional writing about literature from outside the world of school including journalism, review essays, and popular literary criticism, providing students with the skills to write in genres that connect their analysis of texts to living discussions about literature and culture beyond the realm of 'just a school assignment'. This workshop will also explore ways of supporting students through the additional challenge of writing beyond the traditional essay by creating opportunities to compose and refine texts incrementally throughout the unit, using worked examples, folios and formative assessment.

Julia List, Nalan Velisha, Christine Lambrianidis and Rob Campbell, Suzanne Cory High School

THURSDAY HYBRID WORKSHOPS

TW1 / SESSION ONE / 10.20 – 11.20AM

TW1.02: **Cultures of thinking to encourage voice in the English classroom** HYBRID

As English teachers we are always searching for innovative and creative ways to inspire our students and spark their curiosity. This year we have worked to create Cultures of Thinking, following Ron Ritchhart's modelling, into our English classrooms. We found these Cultures boost student autonomy and merge the role of the student and teacher in the classroom, for better educational impact and increased student voice. We used many Thinking Routines and focused primarily on flipping the role of content delivery in the classroom, and we found the implementation of the program highly successful. Students reported feeling valued by the tailored approach to course content, and they also expressed that they enjoyed being given the opportunity to broaden their skill set and adapt the Cultures of Thinking modelling to their learning journey.

**Rhiannon Ward and Miranda Gazis,
Luther College and Strathcona
Girls Grammar**

TW1.06: **Implementing Year 12 English in 2024** HYBRID

Having implemented Units 1 and 2 of the latest iteration of the VCE English Study Design, we now turn our focus to introducing this new curriculum framework into Units 3 and 4 in 2024. While on the surface there is only one major new Area of Study to consider, at the same time, there are some highly important new emphases and aspects which need to be acknowledged. This highly interactive workshop aims to explore the key elements to consider as you schedule and organise your planner and key dates. It aims to assist in considering some of the logistical and pedagogical demands of this Study Design, its links with Units 1 and 2 and its key connections with assessment.

**Ross Huggard,
Educational Consultant**

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Writing is one of the most complex skills we can learn and teaching it can often feel even more complex. During this workshop, we will explore ways to explicitly teach, scaffold and provide actionable feedback on the mechanical elements of writing: grammar and expression, spelling and vocabulary, punctuation, and handwriting. We will work through sample scope and sequences for teaching, experiment with a variety of activities and actively provide feedback to sample student writing. If you've ever written 'awkward expression' on a piece of student writing or found it frustrating that students don't transfer their grammar, punctuation and spelling tests into their writing, this workshop will provide insights into ways of embedding the mechanics of writing purposefully and effectively.

Hayley Harrison, Connect Literacy

TW2 / SESSION TWO / 12.45 – 1.45PM

TW2.05: **Developing a voice of reason: Supporting students to write like experts using functional grammar** HYBRID

By the senior years of schooling, students are expected to write like experts. The text response tasks undertaken in Units 1-4 English suggest they will gradually develop from writing personal responses to more nuanced analytical interpretations. So how do we shift responses from the personal to more expert? In our workshop we will share tools we have used in our classrooms to develop student voice in writing. Working intentionally at a sentence and paragraph level, we will share the ways we have worked with students to shift their responses from emotional, personal reactions and responses, to building an interpretation of the world of the text and beyond.

**Kate Cash, Anne Dalmau
and Claire Nailon, St Ignatius
College, Roxburgh College
and Nazareth College**

THURSDAY HYBRID WORKSHOPS

TW2.06:

Inside Frameworks HYBRID

This workshop will explore VATE's **Inside Frameworks**. Participants will discuss the key skills and knowledge in the new VCE English Outcome, and be equipped with a range of teaching strategies for their planning.

Ernest Price and Sonia Murr,
Hoppers Crossing Secondary
College and Kilvington Grammar

TW2.15:

Voice to text: Using student voice to shape text lists HYBRID

Students constantly complaining about text choice? Widespread disengagement with reading? These issues are near universal. In this workshop, learn how our school aimed to address the lack of agency students felt around the texts offered by involving them in the process of choosing the texts studied in Year 12 English. Hear about the process we went through and how students felt about the opportunity to advise on the text list.

Amy Carpenter, Homestead
Senior Secondary College

TW2 / SESSION THREE / 2.45 – 3.45PM

TW3.04:

Exploring professional sustainability in English teaching through creative writing and dialogue HYBRID

Linked to an ongoing mixed methods study supported by VATE, this writing workshop will provide teachers with creative opportunities to explore, critically scrutinise and imagine possibilities in their work. Teachers will engage in a range of activities including the construction of metaphor, poetry and narrative writing, dialogue, and embodied activity to examine current teaching experiences. Participants may choose to contribute what they create to the VATE research project, although this is not required. The activities modelled can be applied to English teaching at any level and aim to use creative thinking to explore and capture personal experience and voice.

Amanda McGraw, Jo O'Mara,
Dr Fleur Diamond, Graham Parr,
Scott Bulfin and Dr David Hicks,
Federation University, Deakin
University, Monash University,
University of Tasmania

TW3.05:

Exploring the new English exam HYBRID

This workshop will present the new English Exam Specifications and the Expected Qualities that will be used to assess student responses in the 2024 English exam. The presenters will explore the connections between the Study Design and the examination and consider the ways in which the Exam Specifications could be interpreted. The Expected Qualities will be explicated and contextualised. There will be the opportunity to reflect on the many ways teachers might work with their cohort to build students' capacity and confidence to demonstrate their knowledge and skills. Part of this will be informed by a clarification of the difference between the role of assessment in Units 1 and 2, the role of the SACs in Units 3 and 4 and the role of the final examination. Above all, this workshop is designed to reassure teachers that the Study Design offers them the flexibility to design programs to meet their cohort's needs and respects their capacity to develop dynamic and exciting courses for their students.

Helen Billett and
Annelise Balsamo, VCAA

TW3.13:

Writing and assessment in the age of Generative AI HYBRID

This workshop explores Generative AI (GAI) as a multimodal technology which has implications for text, image, video and audio in English. Beyond ChatGPT, students and teachers could use GAI in many creative ways. However, the technology comes with some serious ethical concerns, and academic integrity around assessments also needs to be a continued priority. The workshop will explore practical applications of GAI and ways for teachers to navigate assessment.

Leon Furze, Furze Smith Consulting



DAY TWO: FRIDAY 24 NOVEMBER

KEYNOTE

9.00 – 10.00AM

Associate Professor Jo O'Mara, Deakin University

Associate Professor Amanda McGraw, Federation University

Dr Fleur Diamond, Monash University

Associate Professor Graham Parr, Monash University

Associate Professor Scott Bulfin, Monash University

Dr David Hicks, University of Tasmania

Sustaining the English teaching profession in Victoria: Stories of resilience, tensions, despair and commitment

This keynote reports on an ongoing mixed methods study supported by the Victorian Association for the Teaching of English (VATE). The study, conducted by researchers across four institutions, investigates how English teachers are experiencing their work and what enables them to sustain themselves in challenging professional circumstances. Through a combination of a survey, semi-structured interviews, and participatory writing workshops, the study is generating multi-faceted data about the experiences and perceptions of English teachers with respect to workload, professional practice, subject expertise, professional identity, the intensification of accountability measures, and assessment practices. This keynote will draw upon poetic representations of teacher voice to highlight stories of resilience, tension, despair and commitment.

KEYNOTE

9.00 – 10.00AM



Jo O'Mara

Jo O'Mara is an Associate Professor of Education at Deakin University and chairs Secondary English Curriculum Inquiry. She has been actively involved with VATE for many years and is the current President of the association. Recent projects include Sustaining

the secondary English teaching profession/al in uncertain times, Improving the outcomes for Aboriginal and Torres Strait Islander Students Project, and Reimagining literacy education: Being literate in the twenty-first century.



Amanda McGraw

Associate Professor Amanda McGraw coordinates the Master of Teaching (Secondary) program at Federation University Australia. Her research interests include reading in English, dispositions in teaching, and teachers' professional learning. Amanda works two days a week as an Academic Advisor for the Victorian Academy of Teaching and Leadership. She has expertise in teacher practitioner

inquiry and leads VATE's Collaborative Community Inquiry. Amanda was awarded an Australian Government Citation for Outstanding Contribution to Student Learning. She taught for nearly 20 years in Victorian schools and held several leadership positions including Deputy Principal. Amanda is a life member of VATE and is currently Vice President of VATE's Council.



Dr Fleur Diamond

Fleur Diamond is a lecturer in English and Literacy Education in the School of Curriculum, Teaching and Inclusive Education, Faculty of Education, Monash University. Her research interests include issues in subject English, literacy and digital media, English teachers' lives and work, teachers' professional identity, and how teachers sustain their practice over different phases of

their careers. Fleur uses life history research and narrative methods. Her recent research examines 'care of the profession' and how teachers engage with their profession as a collaborative ongoing concern. Prior to her work at Monash, Fleur taught subject English in Melbourne schools for 13 years. She is passionate about teaching literature and fostering creative and critical practice.

KEYNOTE

9.00 – 10.00AM



Graham Parr

Graham Parr is an Associate Professor of English and International Education at Monash University. He taught English, literature and drama in secondary schools in Melbourne and the US for 14 years, and has been a teacher educator for over 20 years. Through these years, he has been an active member of VATE and AATE. His research interests include dialogic English teaching, literature teaching, creativity, professional learning, and English teacher education.

He has led numerous cross-sectoral partnerships with English teachers and professional associations in praxis-based partnerships, including the stella2.0 project (with Scott Bulfin) in which professional writing communities of English educators documented and reflected upon their professional practice in uncertain times. He has published ten scholarly books and more than 70 articles and book chapters in peer reviewed publications.

PANELS

P1 / 11.30AM – 12.30PM

A VATE Collaborative Inquiry Community: Ways to engage in authentic learning and teaching in English

Chair: Amanda McGraw

This year VATE created a unique year-long professional learning experience for members. The Collaborative Inquiry Community comprised 8 English teachers from different schools and sectors located around the state. The teachers initially shared their personal concerns and passions and asked their students to voice their concerns about the teaching of English. Based on emerging ideas, teachers agreed to examine the nature of authentic learning and teaching in English. They then used a narrative inquiry cycle devised by VATE to conduct

inquiries in their classrooms and met during the year to share progress and artefacts. This forum, facilitated by the group's critical friend Amanda McGraw, will be presented as an interview with the teachers involved. Why do they have concerns about authenticity in English, what did they do in their classrooms, and what have they learned? The teachers will share examples from practice and will reflect on the impact on their teaching and students' learning. As a group, they will examine the nature of authentic inquiry into practice and will reflect upon what they hope to do next.



PANELS

P2 / 11.30AM – 12.30PM

Listening deeply to Aboriginal and Torres Strait Islander voices through text selection

Chair: Jo O'Mara

I knew the style and intent of the national narrative would always be one of the greatest challenges I would have as a writer. We are all collectively the inheritors and generators of the country's psyche, and I wanted to know how I would be affected by this. The way that this country shapes its people would constantly be on my mind while trying to tell stories of who we are, how we see the world, what our traditional ground means to us, and our desires and ambitions. The cloud is always present.

Aboriginal people have not been in charge of the stories other people tell about us.

– Alexis Wright, 2016

In 2023 we have the Aboriginal and Torres Strait Islander histories and cultures Cross-curriculum priority (CCP) and a deepening awareness and commitment to the CCP by VCAA, schools and teachers. This provides an opportunity to listen deeply to Aboriginal and Torres Strait Islander voices through our enactment of the CCP in subject English.

Since time immemorial Aboriginal and Torres Strait Islander peoples have been telling stories and crafting texts. There is a plethora of brilliant works available for study in subject English – including literary texts, films, television shows and songs – written, directed, acted, produced, and performed by Aboriginal and Torres Strait Islander authors, directors, actors, singers and scriptwriters. Around the state, many subject English teachers are selecting texts authored by Aboriginal and Torres Strait Islander people.

In this panel we consider text selection processes and what influences text choices when including Aboriginal and Torres Strait Islander perspectives through texts, what to keep in mind and how to listen deeply to Aboriginal and Torres Strait Islander voices through texts.

PANELS

P3 / 11.30AM – 12.30PM

'This (AI generated, Nick Cave inspired) song sucks': AI, creativity and human agency

Chair: Lucinda McKnight

AI related issues are burgeoning exponentially and at what seems at times a bewildering pace. Ethical issues related to copyright and intellectual property, plagiarism and cheating in exams and assignments. As with any technological change or innovation, impacts on pedagogy. And now, as each iteration of AI becomes more sophisticated, even existential threats to the profession itself in a future where teachers are marginalised or made redundant.

These are obviously issues for English teachers to consider, and no doubt many are already doing so. Perhaps even more immediate than these matters are questions we pose about any text types we ask our students to read and write. What do we 'make' of AI generated texts? What creative processes are involved? How do we make judgments about their aesthetic qualities and their capacity for emotional engagement? Where is their potential for authenticity, originality and personal voice?

Nick Cave's answer to all of this was brutal. When asked by an avid fan what he thought of an AI generated version of a song inspired by Cave he dismissed it as 'a grotesque mockery of what it is to be human'.

Author and cultural critic, Richard King, concurs, though perhaps less apocalyptically, posing a world in which AI might indeed produce texts that challenge our concepts and expectations of creativity, but at what cost. For him it would be 'a scenario in which the social phenomenon of artistic engagement – of creation and reception – was reduced to the mere simulacrum of itself: a travesty of agency, creativity, shared life'.

Along with Richard, we have invited a teacher librarian, Bridget Forster, and a novelist, Kate Mildenhall, to speak about AI and the creative process, and the ways in which they see AI impacting on education and the arts in general.





Bridget Forster

Bridget Forster is the Head of Kerferd Library at Mentone Girls' Grammar and the 2023 Reading Australia Fellow. Her research project for Reading Australia explores the use of AI generated texts in the classroom to interrogate the notion of an Australian literary voice. Bridget featured on the 2022 Educator Hot List of influential teachers and was the recipient of the 2020 SLAV Innovators Award.



Richard King

Richard King is an author, poet and cultural critic who has written extensively about the relationship between culture and technology. The range of his interests can be viewed on his [website](#), *The bloody crossroads...where politics and cultures meet*.

In a recent article, '[Machine Learning](#)', Richard said specifically of ChatGPT, it 'poses a challenge not only to our education system but how we think... the principal challenge of ChatGPT.. has less to do with accuracy, or bias,

or toxic speech, than it does with our potential to inflict yet another defeat on our agency and thus our capacity for freedom and flourishing.'

Of his latest text, **Here Be Monsters: Technoscience, Capitalism and Human Nature**, one critic wrote 'Technologies like artificial intelligence are changing our world. But all too often, technology is seen as destiny. **Here Be Monsters** is an important and engaging look at how these tools are using us, and how we must act to regain our essential humanity.'

PANELS

P3 / 11.30AM – 12.30PM



Kate Mildenhall

Kate Mildenhall is a writer, podcaster and ex-English teacher.

Her debut novel **Skylarking** (2016) was longlisted for Debut Fiction in The Indie Book Awards 2017 and the 2017 Voss Literary Award. Her second novel **The Mother Fault** (2020) was longlisted for the 2021 ABIA General Fiction Book of the Year and shortlisted for the 2021 Aurealis Science Fiction Novel of the Year. Her most recent novel is **The Hummingbird Effect** (2023).

Kate co-hosts **The First Time Podcast**, a podcast now in its sixth season, in which she has interviewed hundreds of writers including Helen Garner, Charlotte Wood, Tony Birch, George Saunders and Tim Winton among others.

She has taught in schools, at RMIT University, UTS and State Library Victoria, and has volunteered with Teachers Across Borders in Cambodia. Kate lives in Hurstbridge on Wurundjeri lands, with her partner and two children. She is currently undertaking a PhD in creative practice at RMIT University.

The Hummingbird Effect explores themes of progress and invisible labour through the lives of four women connected across 250 years. Part of the novel is a conversation between a human and an AI chatbot exploring the potential of AI to save the world and Kate interacted with ChatGPT as part of her creative process.



André Dao

André Dao is a Melbourne-based writer, editor, and artist. His debut novel, **Anam**, won the 2021 Victorian Premier's Literary Award for an Unpublished Manuscript. He is the co-founder of **Behind the Wire**, the award-winning oral history project documenting the stories of the adults and children who have been detained by the Australian government after seeking asylum in Australia. His work for Behind the Wire includes a Quill award winning article for **The Saturday Paper**, and the Walkley Award-winning podcast, **The Messenger**. He co-edited Behind the Wire's collection of literary oral histories **They Cannot Take the Sky**.

Life writing

How do we write from lived experiences – both our own and others? In this masterclass, André will talk through techniques for conducting interviews and editing them into different forms: oral history, long form journalism, family biography, and (autobiographical) fiction. He will also discuss the ethics, pitfalls, and rewards of life writing.

WRITERS TALK WRITING

WTW5 / 12.40 – 1.40PM



Ennis Čehić

Ennis Čehić is a writer whose work focuses on ideas of displacement, creativity and capitalism.

His debut collection of stories, **Sadvertising**, was published in March 2022 by Penguin Random House to critical acclaim and has been described as an 'electrifying and genre-defying new voice in Australian fiction.'

Sadvertising was released in Bosnian in August 2023 and is currently in development for a screen adaptation by See-Saw Films.

He has been awarded the prestigious Wheeler Centre's 'Next Chapter Fellowship' and is a recipient of a UNESCO City of Literature residency in Ljubljana, Slovenia.

Ennis lives and works in Sarajevo, Bosnia and Herzegovina.

Writing the Absurd

In this creative writing masterclass, Ennis will take participants through his writing process and share tips and suggestions for crafting absurdist fiction—a genre of literature that uses surreal and comedic elements to explore meaninglessness and existentialism.

The masterclass aims to show delegates how to explore their identity and human condition through a style of writing that uses irrational logic, satire and dark humour.

Ennis will also offer techniques and devices for encouraging absurdist writing, and share his own motivations, inspirations and goals in literature.



FW1.01:

ADHD skills applied in the English classroom

Every brain comes with built-in capabilities and challenges, and as teachers, we develop every brain in our classroom. Three years ago, I found out something about my brain; I have ADHD. Since being diagnosed, I've spent a lot of time reflecting on my own experiences as a student, as well as researching how my brain works and ways to mitigate its challenges, and I realised that these strategies weren't just great for me, they were great for my students! I would love to share these with you. In this workshop, we'll discuss approaches to assessment and feedback, reframing our thinking, inclusive classroom activities, and study techniques that our students can use in the classroom and at home to develop their skills, resilience and confidence as they find their own voice in the English classroom, and in the world.

**Emma Catchpole,
Wellington Secondary College**

FW1.02:

Cyrano de Bergerac: VCE Literature 2024 new text

This workshop is a practical introduction to the 2024 new VCE Literature text of **Cyrano de Bergerac** by Edmond Rostand. Informed by the accompanying VATE study guide, this session offers teachers a range of ideas and resources for teaching and assessing this text.

**Emily Frawley,
Maribyrnong College**

FW1.03:

Embedding emotional intelligence and emotional literacy into the mainstream English classroom

This workshop will present a model for increasing student emotional intelligence and emotional literacy through resources, activities, conversations and the Victorian 7-10 English Curriculum. The content and teaching techniques and pedagogy presented in this workshop are trauma and neurodivergent student aligned. The workshop is based on educational research and positive psychology in schools. We will also examine how to embed these lessons into language analysis, narrative text response, and creative writing units.

Samuel Indge, Nazareth College

FW1.04:

Every voice is valued: Catering for all learners in the English classroom

In the aftermath of the COVID-19 pandemic, the education gap is becoming increasingly stark. While educational inequality and inaccessibility is not new, the pandemic hastened and brought into the foreground the significant barriers to learning faced by so many. Education is a key factor in breaking cycles of generational poverty and disadvantage, but so often reinforces these cycles rather than breaching them. The English classroom can be a catalyst for change, a frontier through which all voices, experiences and needs can be nurtured, catered for and celebrated in order to support all students to experience success. This workshop will provide delegates with practical research and tools to ensure that their English classroom is a haven for all learners, regardless of the year level, or the school and community context, allowing teachers and students to harness their inherent value and power to use English as a tool to break cycles of inequity and injustice for themselves and others.

**Rowena Morris,
Kyabram P-12 College**

FW1.05:

Fostering voice in multicultural classrooms

We want all students to be their authentic selves in the English classroom. This workshop will introduce a toolkit for supporting EAL students to find and develop their voice. Drawing on Hofstede's cultural dimensions, we will be sharing stories from junior secondary and VCE classrooms.

**Rhoda Fu and Lachlan Whitley,
Carey Baptist Grammar School**

FW1.06:

Inside Stories: Chronicle of a Death Foretold

The publication of **One Hundred Years of Solitude** changed external perceptions of Latin American literature and detonated what came to be known as the Latin American literary 'boom'. In his later novel, **Chronicle of a Death Foretold**, Marquez develops some of the principal concerns of his earlier masterpiece – allegories of tragic fate, conflicting loyalties and the moral failures of individual conscience and the sense of impending catastrophe that evokes the history of national violence. In this workshop we will look at the context of Latin American fiction and its emergence to a position of prominence in postwar literary culture; discuss specific approaches to teaching the novel; consider different interpretations and assess such established critical notions as magical realism and its relevance for a discussion of Marquez's writing.

Warren Whitney,
Belmont High School

FW1.07:

Pathways to exam success: Using the Study Design to create smart and effective learning in VCE English HYBRID

This workshop will present curriculum models and a range of pedagogical approaches to tailor the English Study Design to meet the needs of diverse cohorts. The models will include a range of texts, tasks and assessment types as well as suggestions about ways to build skills that will ensure student success in the final VCE exam.

Helen Billett and Kirstin Bourne

FW1.08:

Practical approaches for the new EAL Study Design

This workshop will explore approaches for supporting and scaffolding EAL learners in both EAL and English classrooms as we implement the new Study Design. There will be a focus on providing accessible, practical ideas, activities and resources, in particular the new listening component, personal response and Creating/Crafting texts Areas of Study.

Allie Baker, Beechworth Secondary College

FW1.09:

Reading climate: Indigenous literatures, school English and sustainable futures HYBRID

The Literary Education Lab's Reading Climate Project, has a key provocation at its core: how might we mobilise literary education to think about the climate crisis? In this workshop, we will present findings from our research project with secondary school English teachers investigating the ways in which Indigenous climate texts can provide important perspectives on interactions with Country in the English classroom. We will introduce a teaching toolkit to support English teachers to facilitate student engagement with Aboriginal and Torres Strait Islander knowledges and perspectives in ways that move beyond a settler-colonial paradigm of schooling.

Rebekah Keenan Mount and Larissa McLean Davies, Melbourne Graduate School of Education

FW1.10:

Reinvigorating your class texts

During this workshop, practising librarians and booksellers Erin Wamala and Karys McEwen will present a range of recently published titles suitable for use in the English classroom. With particular focus on books by Australian authors, the titles presented will include those that link with the curriculum, different text types, own voices narratives and varying reading levels.

Erin Wamala and Karys McEwen, The Kids' Bookshop

FW1.11:

Reading popular culture in English: Taylor's version

This workshop draws on the enormously popular music of Taylor Swift to show how readings in the plural sense can be used to protect the rights of our students to read and study popular culture. Our students are readers before they enter the classroom (Morrell, 2004). Learning to see all students as learners and users of texts before they enter the classroom requires inquiring into those reading practices that dominate their out-of-school lives, and inevitably, addressing the place that popular culture might have in secondary English. In this workshop, we challenge the idea that popular culture is crude or vague, working through how we might design a six-week popular culture unit that focuses on the media ecology of the Swift empire.

Attendees will work together to explore how Swift's work can be used to engage with a range of subject-English practices, including: thematic exploration, close reading, reading against the grain, visual literacy and film analysis. Attendees will leave with a clear plan for a six-week unit which, while centring the work of Swift, could easily be adapted for other musical tastes.

**Alex Bacalja and Emma Dower,
Melbourne Graduate School
of Education**

FW1.12:

Teaching VCE Literature Units 1-4 for the first time

This workshop is intended for those new to teaching VCE Literature Units 1-4. We will look at: annual planning; text selection; SAC design and assessment; suggestions for classroom teaching; and tips for helping students to prepare for the exam. Participants are encouraged to bring questions for discussion.

**Madeleine Coulombe and
Stuart King, Eltham College
of Education**

FW1.13:

'They don't read the book': Text selection for the middle years HYBRID

Select texts that will be accessible for all your students. In this workshop we will look at how to choose texts that provide depth and complexity while remaining manageable in terms of length. We'll broaden our knowledge of what a text study should be and consider picture books, podcasts, and opening chapters. Acknowledging that text selection can often be a source of conflict for English teams, we'll cover how to create a text selection policy and provide strategies and resources for proposing change.

**Avril Good, St Albans
Secondary College**

FW2.01:

Analysing argument and audio visual texts HYBRID

The VCE English and EAL Study Design (2023-2028) requires students to engage with examples of audio or audio visual texts through the Exploring/Analysing argument Areas of Study. This workshop will explore accessing texts, using transcripts with students, and using the Support Materials developed by the VCAA to support the Study Design.

Annelise Balsamo and Kellie Heintz, VCAA

FW2.02:

Big visions for accessibility in education

The Vision Australia Library strives to ensure learning equality for all students, providing access to information in formats that are fully accessible and inclusive. This workshop will share key ways that educators can make their classrooms inclusive learning spaces, from the conversion of materials into accessible formats to the creation of diverse content. Accessibility is everyone's responsibility and is easier than you think!

Sarah Bloedorn and Vildana Praljak, Vision Australia Library

FW2.03:

Deep listening to voices of country

Deep listening to voices of country 'it is hard to unlearn a language:/to unspeak the empire:/to teach my voice to rise and fall like landscape' Evelyn Araluen, **Dropbear**.

The new Unit 2 Literature Study Design is an invitation to centre First Nations voices previously marginalised in the literary canon. In our workshop we will discuss and model approaches to engage with Aboriginal ways of knowing, being and doing. Drawing upon her experiences working at the National Gallery of Australia, Anna will demonstrate how art can be used to discuss concepts and perspectives. Jo and Anna will discuss their efforts to engage with First Nations pedagogies and decolonising methodologies. The presenters will also share their thinking behind the use of reflective journaling as assessment that encourages students to engage in their own learning journeys and dadirri or deep listening to the voices of First Nations storytellers.

Anna Carrig and Joanne Foley, Northcote High School

FW2.04:

English teacher workload and wellbeing: What can we do?

Whether you are a graduate teacher or an experienced Head of Department, English teachers face perhaps the most challenging workload of all teachers, with a changing curriculum and texts, teaching all students in a compulsory subject, and of course the extensive essay marking. Drawing on the findings of a systematic literature review, meta-analysis and survey of hundreds of English teachers, this workshop explores individual-, department- and school-level initiatives to promote wellbeing and manage workload, while maintaining or even improving student learning outcomes.

Dr Hugh Gundlach, Melbourne Graduate School of Education

FW2.05:

Giving rural students voice in their communities HYBRID

Student voice in learning is one of the buzz words at the moment, and integral to improving student outcomes. Yet, often, we confuse that 'voice' with 'choice' and are missing out on prime opportunities to enhance our English classrooms and relationships with our classes. Rural students are frustrated and want to be heard. This workshop will outline opportunities to engage students in English, allow them to share their voice, and forge stronger connections with the broader community. Projects, units and ideas will be shared with participants that can be translated to other settings, and are adaptable to your context between Years 7-12.

Melanie Grant, Murrayville Community College

FW2.06:

Giving them the words: The importance of explicit vocabulary instruction HYBRID

The need to express more complex ideas requires more complex language use. Traditionally, complexity of language has been acquired through reading and more sophisticated verbal interactions. With most students these days limiting their reading to tweets or captions, there is an increasing need to ensure that student vocabulary is enriched through explicit instruction in the classroom. This workshop will explore the need for explicit vocabulary instruction and aim to provide strategies for helping students learn and retain key vocabulary terms for use in writing.

**Brianah Walsh and Kathryn Ward,
Damascus College and
St Patrick's College**

FW2.07:

Guiding EAL learners on their language acquisition pathways as they come to voice ... in English!

bell hooks's notion of 'the uniqueness of each voice' and the need to foster 'spaces in the classroom where all voices can be heard because all students are free to speak' resonates with the EAL teacher in me. EAL students are by their very identity rendered almost voiceless, linguistically, culturally and contextually, in the Victorian classroom; their needs are placed, in many school settings, towards the bottom end of the list of school curriculum and policy priorities. How can EAL teachers, then, attempt to create classrooms where their target audience learn, practise and attempt to master the mechanics of the English language and the conventions of writing, reading, analysing and interpretation as expected by the Victorian curriculum,

while also providing the much-needed brave space as students recognise, construct, and voice their realities? This workshop will attempt to provide some answers based on the findings of lived experiences of one teacher and her students. This workshop is specifically designed for Year 10 and VCE EAL teachers who operate within EAL specialist classrooms. However, all EAL teachers can benefit from the ideas, concepts, strategies and activities that can be adapted to different contexts and settings.

**Thuthi Vartazarian,
Westbourne Grammar**

FW2.08:

How to work efficiently to achieve success in VCE English Language

This workshop will provide some tips on how you can get your students to work more efficiently in order to be more successful in the English Language classroom and in the exam. We will cover all three sections of the exam in this workshop.

**Louise Noonan,
Balwyn High School**

FW2.09:

Opportunities for student voice and agency in the English classroom

This workshop will explore approaches which are designed to provide students with agency in the English classroom. These strategies increase student engagement and motivation as they become active participants in the learning process. Ultimately, we can empower students in our English classrooms by incorporating opportunities for self-directed and self-driven learning.

**Bernadette Sheedy,
Box Hill High School**

FW2.10:

Personal response: Unveiling Australia's young generation in Growing Up

This presentation will focus on the ways to approach the personal response Area of Study and how to engage students to allow them to use their own personal voice to create a response that also reflects their views and values connecting to the texts. This will be appropriate for both Year 10 English and VCE Unit 1 English. Texts covered: **Growing up Disabled in Australia, Growing up Queer in Australia, Growing up Aboriginal in Australia, Growing up African in Australia.**

From poignant coming-of-age stories to the socio-cultural dynamics that underpin the adolescent experience, this unit serves as a platform for deep introspection and connection. Exploring the themes of identity, resilience, societal pressures, and the transformative power of growth as you delve into the heart of Australia's youth.

Guided by thought-provoking prompts, students will be encouraged to embark on their own introspective exploration, weaving together their personal narratives and insights with the rich tapestry of the series.

Iva Roncevic, Kilvington Grammar

FW2.11:

Real audiences for authentic English tasks

Authentic learning 'is real life learning. It is a style of learning that encourages students to create tangible, useful products to be shared with their world.' (Steve Revington) Discover the power of authentic learning in the English classroom. Let's explore a practice that embraces real-life experiences. With tangible, purposeful projects, students create meaningful products that relate to their world – going beyond textbooks, tests and assessment rubrics. I'll share my findings as part of VATE's Collaborative Inquiry Community – the triumphs and challenges of this innovative approach and thought-provoking student feedback.

Emily Jackson, Xavier College

FW2.12:

The unknowable in Gerald Murnane's *The Plains*

Gerald Murnane's text is a metaphorical journey into the mind of an artist, exploring the relationship between reading, writing and knowing. Though the story is short and seemingly simple, it delves deeply into the limitations and power of language to access and construct meaning. This text is a challenging but rewarding Australian novel which can offer profound parallels with the hidden algorithms that govern our modern world.

**Anna Purcell,
MacRobertson Girls' School**

FW2.13:

Towards overcoming hesitancy: Teaching Indigenous perspectives through our acknowledgement of country

In this workshop we share how we take the opportunity to teach Indigenous perspectives through our Acknowledgement of Country to pre-service teachers. We use our Acknowledgements to link to specific discipline knowledge of subject English while attempting to foreground Indigenous perspectives. Our aim in this is to help our students to overcome any hesitations that they might in the teaching of Indigenous perspectives and to provide them with materials and approaches that they can use in schools with young people. We include our positionality, relationality with Country, listening to the voices of Aboriginal peoples and the ongoing quest to recognise true histories. In this workshop we invite you to share the journey with us, and to share approaches to acknowledging Country. Our approach to overcoming hesitancy is tethered to a vision of finalising the business of truth-telling and treaty in a post-Voice Australia.

**Joanne O'Mara and Glenn Auld,
Deakin University**

FW2.14:

Warming up to creative writing inspired by teacher and student anecdotes

This workshop is interactive with a presentation on how to inspire creative writing through the free writing approach to strengthen student voice and inspire the belief that student stories matter. Participants will be able to apply the exercises to Year 10-12 English and Literature classes to position students to see themselves as writers immersed in the stages of generating ideas and the drafting process. A teacher anecdote on the personal impact of an education and a lack of education on a generation of women will be shared as inspiration, and to demonstrate the outcomes of listening deeply to those whose voices have been suppressed. Teachers are better instructors when they engage in the writing process themselves and will build deeper confidence in facilitating creative writing workshops.

**Meral Simsek, St Margaret's
Berwick Grammar**

FW2.15:

Ways into writing about country: Approaches to the mentor texts

Participants in this workshop will gain an insight into the four mentor texts for the Writing about country Framework of Ideas. Based on their experience as part of the VCCA Text Advisory Panel, in which we explored and proposed texts for selection, Meg and Vana will share a conceptualisation of the Framework, approaches to teaching the texts, ways of responding to the texts and composing writing in the Framework, as well as possible supplementary texts and resources for this Framework.

**Vana Watkins and Meg Cooper,
Geelong Grammar School and
Marcellin College**

FW3.01:

Catering for difference: Differentiating for diverse learners HYBRID

In our current English classroom, we are teaching an increasingly diverse group of learners and there is a greater demand for teachers to tailor lessons for students' individual needs. This workshop will focus on providing teachers with strategies to differentiate the curriculum for diverse learners in your Years 7-9 English classes. We will be looking at how to differentiate for a text study as well as assessment. Teachers will be given practical worked examples as how to do this in your class, as well as room for teachers to workshop ideas for their classroom and to ask questions.

**Claire Feain and Alice Walker,
Our Lady of Mercy Heidelberg and
Strathmore Secondary College**

FW3.02:

Creating texts in Unit 3 English HYBRID

The new and distinctive Area of Study 2 in Unit 3 English, the direct developmental link with Crafting texts in Unit 1 English, presents a whole new focus on purposeful and targeted student writing, both through the related SAC and in the corresponding exam section. This interactive workshop will clarify the key elements and demands of the SAC task. It will also consider approaches which might be taken to two of the VCAA Frameworks of Ideas: Writing about personal journeys and Writing about protest. It should offer the opportunity to share planned approaches as well as drawing from the experience of Year 11, 2023.

**Ross Huggard,
Educational Consultant**

FW3.03:

'Empowered voices': A framework for Year 11

This workshop aligns with the English/EAL Study Design's Unit 1 AOS 2 – Crafting texts. Within the workshop we will discuss mentor texts, interact with a variety of learning activities and examine various styles of texts that students can craft.

**Louise Roberts and
Bree Gardner-Vaughan,
Firbank Grammar School**

FW3.04:

Essays with voice: Empowering students to write authentic essays

The traditional text response essay is a key feature in English assessment but can be a narrow tool for preparing students for authentic writing tasks. Inspired by the VATE Collaborative Inquiry Community's work on authenticity in the English classroom, the workshop will first investigate why it is worth tweaking the essay formula. We will look at how small changes can address the writing needs of the information age, prepare for Year 11 and 12 and empower students to trust their own voice. We will examine alternative essay structures for text response essays, other writing forms, and assessment. The workshop aims to give participants a variety of practical strategies that use students' curiosity to direct their learning, to form and express their own opinions and find their unique voice.

**Prudence Meggitt,
St Leonard's College**

FW3.05:

Framework of ideas live workshop

This workshop is a preview of Complete Works' new in-schools program built around the Frameworks of country, personal journey, play and protest, rolling out in 2024.

The incursion is designed to assist in the teaching of the Frameworks, with dramatisations of the mentor texts, workshop elements and focused analysis on text structures, language, and the process of adaptation. This workshop unpacks the incursion structure, goals of the workshop and previews the live performance elements. Join us to contribute your thoughts and ideas to the conversation.

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**Andrew Blackman and
Sarah Clarke, Complete Works**

FW3.06:

Sophocles' Oedipus the King: Ideas to introduce, teach and assess

This workshop will be an extension of the VATE *Inside Stories* guide to Sophocles' *Oedipus the King*. This session will cover classroom activities to engage VCE English students' interest, develop their skills, and prepare them for assessments.

**Emma Catchpole, Wellington
Secondary College**

FW3.07:

Student agency and informed VCE English choices: The 'choose your own text' semester in Year 10 English

Stimulating engagement in English at Year 10 is often a challenge, as is assisting students to make informed choices as to which English they would like to take in VCE. As Year 10 are blocked on for English at the same time at our school, the opportunity to allow student choice in their texts was too good to miss! With choices from the traditional **To Kill a Mockingbird** to the more literary **Frankenstein**, as well as the timeless and controversial **The Handmaid's Tale** and **The Erasure Initiative**, students were able to select texts which appealed to them but which will also support their choice of English for VCE.

Felicity Brundell, Angela Torelli and Kirstie Murrihy, Genazzano

FW3.08:

Ten serious errors English teachers are making with Generative AI... and how to address them HYBRID

At early stages in the hype cycle, it's easy to feel very enthusiastic about Generative AI data extraction services like ChatGPT. This workshop will fast track you through uncritical adoption to ethical engagement, via ten case studies (based on actual and speculative uses) of how Generative AI can and is being adopted in English, and in education more broadly. English teachers, as experts in digital literacies, are ideally placed to support students and colleagues in working with generative AI, yet there are some significant issues that need to be acknowledged and addressed. If you feel uneasy, there are good reasons for this! This workshop includes early findings from the national Teaching Digital Writing survey that many VATE members have completed, and loads of practical classroom ideas.

Dr Lucinda McKnight, Deakin University

FW3.09:

The art (and craft) of writing: Making the magic happen

Writing is like making magic. This workshop will share mentor texts and mini-lessons that ignite a spark of inspiration in young readers when they realise... I can do this too! Keeping the new VCE writing outcomes in mind, we will explore a range of mentor texts for years leading up to and including Year 11, selected to illuminate language techniques and features employed in a variety of styles, voices, perspectives and forms. We will also include the metalanguage which students need to use coherently when writing about their purpose and audience within a framework of ideas.

Designed for upper primary and secondary English teachers wishing to align their programs to the new VCE study design by providing sample mentor texts and possible frameworks of ideas.

Lesley Milne and Marissa Pinkas, Virtual School Victoria

FW3.10:

Unsung heroes: How to develop a Year 10 creating texts unit using a framework of ideas

The presenters will explore how they used the topic of Unsung Heroes as a framework to enable Year 10 students to develop the skills and knowledge necessary for the Crafting texts unit in Year 11. They will provide mentor texts along with rubrics, practical writing activities and suggestions with how to set assessment tasks. The presentation will also examine ways to use AI, such as ChatGPT, to generate writing prompts and as a pre-assessment writing tool. It will also delve into some of the issues encountered when authenticating work and discuss how to manage student disclosures.

Norman Capapas and Rowena Bautista, Caroline Chisholm Catholic College

FW3.11:

VCE English Language: Planning for teaching and assessment

This workshop will provide Year 12 VCE English Language teachers with practical guidance on planning coursework and assessment. The presenters will focus on selecting relevant texts and creating assessment tasks that complement the VCE English Language Study Design.

**Natalie Gleeson and Selina Dennis,
St. Francis Xavier College and
Coburg High School**

FW3.12:

‘What even is analysis?’ Practical, evidence-based approaches to teaching analysis

The power of analysis lies at the heart of everything we strive for as English teachers and it is the most important skill we can foster in our students. I asked my students how they think when they analyse, and observed that even my Year 12s struggled to articulate this clearly. The challenge for English teachers is to demystify the analytical thinking process and build a clear, shared understanding of what it involves. In this workshop I will present the results of the restructuring of my teaching and assessment of analysis with this in mind, working with a diverse range of texts. We will examine the practical implications for teaching analysis, through lesson and assessment design and delivery, drawing on the work of Doug Lemov and Dylan Wiliam. We will consider how English teaching can help strengthen students' abilities to analyse purposefully and communicate their interpretations effectively and confidently.

**Amanda Carroll,
Melbourne High School**

FRIDAY HYBRID WORKSHOPS

FW1 / SESSION ONE / 10.00 – 11.00AM

FW1.07:

Pathways to exam success: Using the Study Design to create smart and effective learning in VCE English HYBRID

This workshop will present curriculum models and a range of pedagogical approaches to tailor the English Study Design to meet the needs of diverse cohorts. The models will include a range of texts, tasks and assessment types as well as suggestions about ways to build skills that will ensure student success in the final VCE exam.

Helen Billett and Kirstin Bourne

FW1.09:

Reading climate: Indigenous literatures, school English and sustainable futures HYBRID

The Literary Education Lab's Reading Climate Project, has a key provocation at its core: how might we mobilise literary education to think about the climate crisis? In this workshop, we will present findings from our research project with secondary school English teachers investigating the ways in which Indigenous climate texts can provide important perspectives on interactions with Country in the English classroom. We will introduce a teaching toolkit to support English teachers to facilitate student engagement with Aboriginal and Torres Strait Islander knowledges and perspectives in ways that move beyond a settler-colonial paradigm of schooling.

Rebekah Keenan Mount and Larissa McLean Davies, Melbourne Graduate School of Education

FW1.13:

'They don't read the book': Text selection for the middle years HYBRID

Select texts that will be accessible for all your students. In this workshop we will look at how to choose texts that provide depth and complexity while remaining manageable in terms of length. We'll broaden our knowledge of what a text study should be and consider picture books, podcasts, and opening chapters. Acknowledging that text selection can often be a source of conflict for English teams, we'll cover how to create a text selection policy and provide strategies and resources for proposing change.

**Avril Good, St Albans
Secondary College**

FW2 / SESSION TWO / 12.40 – 1.40PM

FW2.01:

Analysing argument and audio visual texts HYBRID

The VCE English and EAL Study Design (2023-2028) requires students to engage with examples of audio or audio visual texts through the Exploring/Analysing argument Areas of Study. This workshop will explore accessing texts, using transcripts with students, and using the Support Materials developed by the VCAA to support the Study Design.

**Annelise Balsamo and
Kellie Heintz, VCAA**

FW2.05:

Giving rural students voice in their communities HYBRID

Student voice in learning is one of the buzz words at the moment, and integral to improving student outcomes. Yet, often, we confuse that 'voice' with 'choice' and are missing out on prime opportunities to enhance our English classrooms and relationships with our classes. Rural students are frustrated and want to be heard. This workshop will outline opportunities to engage students in English, allow them to share their voice, and forge stronger connections with the broader community. Projects, units and ideas will be shared with participants that can be translated to other settings, and are adaptable to your context between Years 7-12.

**Melanie Grant, Murrayville
Community College**

FW2.06:

Giving them the words: The importance of explicit vocabulary instruction HYBRID

The need to express more complex ideas requires more complex language use. Traditionally, complexity of language has been acquired through reading and more sophisticated verbal interactions. With most students these days limiting their reading to tweets or captions, there is an increasing need to ensure that student vocabulary is enriched through explicit instruction in the classroom. This workshop will explore the need for explicit vocabulary instruction and aim to provide strategies for helping students learn and retain key vocabulary terms for use in writing.

**Brianah Walsh and Kathryn Ward,
Damascus College and
St Patrick's College**

FRIDAY HYBRID WORKSHOPS

FW3 / SESSION THREE / 2.40 –3.40PM

FW3.01:

Catering for difference: Differentiating for diverse learners HYBRID

In our current English classroom, we are teaching an increasingly diverse group of learners and there is a greater demand for teachers to tailor lessons for students' individual needs. This workshop will focus on providing teachers with strategies to differentiate the curriculum for diverse learners in your Years 7-9 English classes. We will be looking at how to differentiate for a text study as well as assessment. Teachers will be given practical worked examples as how to do this in your class, as well as room for teachers to workshop ideas for their classroom and to ask questions.

**Claire Feain and Alice Walker,
Our Lady of Mercy Heidelberg
and Strathmore Secondary College**

FW3.02:

Creating texts in Unit 3 English HYBRID

The new and distinctive Area of Study 2 in Unit 3 English, the direct developmental link with Crafting texts in Unit 1 English, presents a whole new focus on purposeful and targeted student writing, both through the related SAC and in the corresponding exam section. This interactive workshop will clarify the key elements and demands of the SAC task. It will also consider approaches which might be taken to two of the VCAA Frameworks of Ideas: Writing about personal journeys and Writing about protest. It should offer the opportunity to share planned approaches as well as drawing from the experience of Year 11, 2023.

**Ross Huggard,
Educational Consultant**

FW3.08:

Ten serious errors English teachers are making with Generative AI... and how to address them HYBRID

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**Dr Lucinda McKnight,
Deakin University**



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ABOUT VATE

Ambition

VATE is a not-for-profit subject association committed to a vision of subject English that is equitable, inclusive, robust, creative, responsive, and critical. Through collaboration and community, VATE serves its members and their students from all sectors and regions across the state of Victoria.

Purpose

VATE exists to support its members at all stages of their English teaching career in the continuous process of renewal necessary to engage with the dynamic nature of both the profession and subject English. Through professional networks, advocacy, research, journals, professional learning, and resources, VATE leads and nurtures a community of teachers of secondary English committed to their students and the advancement of the profession.

Commitments

VATE is committed to Makarrata and Truth-telling. VATE acknowledges that we work, teach and learn on unceded land. Our work will recognise and celebrate the Aboriginal and Torres Strait Islander peoples of Australia as the first teachers and storytellers. For a fair and just society, we will promote and advocate for truth-telling in the English curriculum and collaborate with First Nations people and organisations to co-create programs and resources.

VATE will advocate for the English teaching profession and our students in a range of educational contexts and the wider community. We will develop and provide policies and programs that underpin our advocacy work.

VATE will strengthen and nurture learning communities, professional networks, collaborative inquiry communities, and other professional learning contexts which allow teachers to reflect collaboratively, creatively, and critically on current practices and future directions for English teaching.

VATE will continue to develop effective professional learning programs for teachers to ensure continued development in the learning and teaching of English at all secondary levels. We will strengthen our commitment to equity of access for all members by delivering professional learning through a range of modes.

VATE will initiate, support, identify, and disseminate research to our members through our journal, *Idiom*, and other publications and resources.

VATE will strengthen and expand our suite of publications. We will commit to developing new resources that are freely available to our members.

To benefit its members, VATE will develop strategic partnerships at state and national levels with other teaching and subject associations, bureaucracies, statutory bodies and organisations.

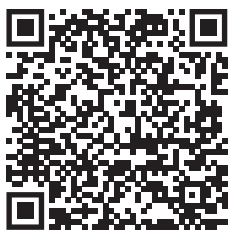
To respond to the challenges of climate change, VATE will develop environmentally sustainable practices to minimise our carbon footprint at all VATE events and in all aspects of our work.



SO YOU'VE BEEN TO A VATE CONFERENCE?

The VATE Professional Learning and Research Committee is excited to bring you a resource to assist in transferring your VATE Conference learnings to life in your school and education context. We all experience different opportunities to share our professional learning with colleagues and we invite you to start your action plan today. Scan the QR code or visit this [link](#) to access the resource.

QR Code



ACCOMMODATION OPTIONS

VATE Conference 23 – 24 November 2023. Burwood and surrounding area hotels/motels:

Burwood Service Apartments

300 Burwood Highway,
Burwood Victoria 3125

03 8820 6161

burwoodapartments@outlook.com

Cost:

\$169 p/night one bedroom

\$239 p/night two bedroom

\$329 p/night three bedroom

Discount:

Contact Burwood Serviced
Apartments either via email or phone
and reference the Deakin University
Conference with VATE.

Quest Burwood East

315 Burwood Highway,
Burwood East VIC 3151

03 9069 6888

questburwoodeast@

questapartments.com.au

Cost:

\$169 p/night studio

\$205 p/night one bedroom

Please mention **VATE** when
booking to receive the above rate.

Quest Mont Albert

741/745 Whitehorse Road,
Box Hill 3127

03 8843 1500

Discount:

Mention **VATE** to receive 15% off.

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Disclaimer: Levels to reactions of
allergens vary, with some reactions
being simply due to proximity
(airborne) and others occurring only
after consumption of the allergen.
VATE is therefore unable to guarantee
there are no allergens in the food and
beverages being served at this event.

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PLANNING YOUR TRIP TO DEAKIN UNIVERSITY

By public transport

Train

From Melbourne CBD it takes about an hour to get to Deakin's Burwood Campus using combinations of train, tram and bus.

Tram

The most direct journey is by tram: Take the No. 75 tram from Stop 4 (Flinders Street) to Stop 63 (Deakin University/Burwood Highway).

Public bus services

A Deakin shuttle bus – route 201 – provides high frequency services from Box Hill bus port and train station.

For more information visit the Public Transport Victoria Journey Planner: <https://www.ptv.vic.gov.au/journey>

By car

The Melbourne Burwood Campus is a 30-minute drive from the Melbourne CBD, depending on traffic.

- From the Melbourne CBD join the Monash Freeway (M1).
- Take the Burke Road exit.
- Turn right at Toorak Road and follow it for about 10 minutes.
- Toorak Road becomes Burwood Highway and you'll see Deakin University on the left.

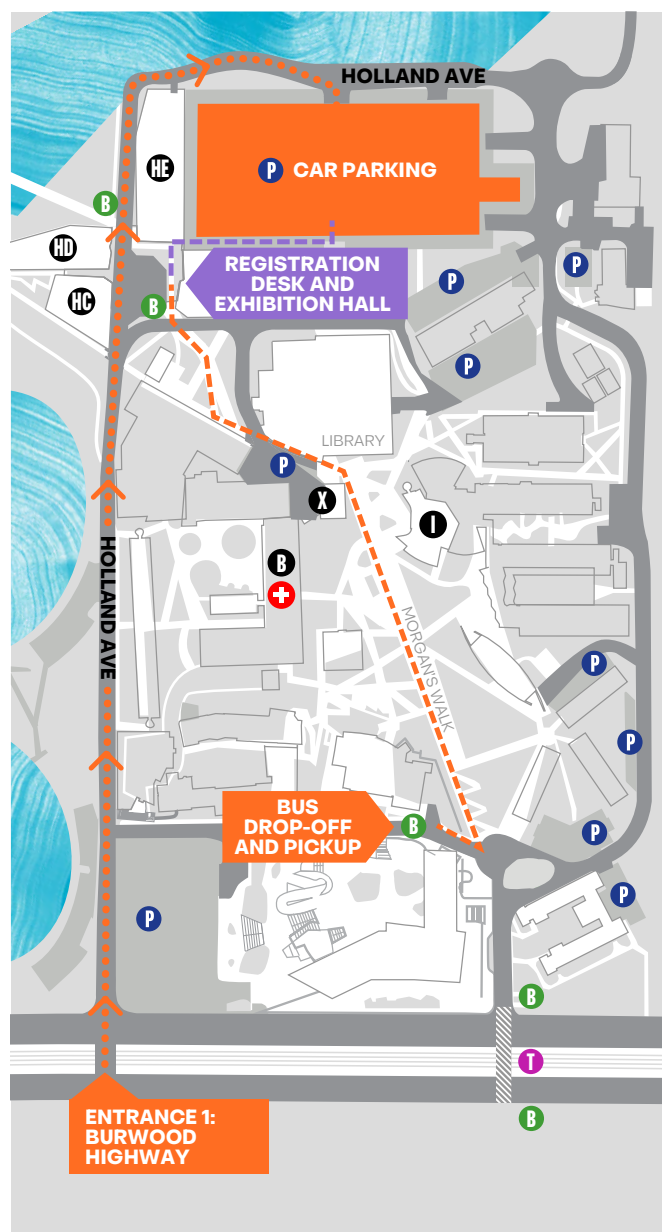
Car parking – Download CellOPark

Car parking is available in the multi-level car park at Deakin University, Melbourne Burwood Campus.

Please allow an extra 30 minutes to park. Pay via the **CellOPark** parking app, which is free to download. You'll need to use the relevant **CellOPark** zone number for Burwood parking which is **Melbourne Burwood #1040300**

To register, please visit <https://www.cellopark.com.au/Site/>

All hourly and daily parking permits are valid in the General White Parking Zones only. This parking information **strictly applies** and any fines incurred will be the responsibility of the vehicle owner. VATE takes no responsibility for cars that do not follow the parking information provided by Deakin.



CODE OF CONDUCT

VATE is committed to providing a safe, productive, and welcoming environment for all our in-person and virtual Professional Learning events where everyone may learn, network, and socialise in an environment of mutual respect. All participants, including but not limited to attendees, speakers, volunteers, exhibitors, VATE staff members, and service providers, are expected to abide by this Code of Conduct. This Code of Conduct applies to all VATE professional learning events, including those sponsored by organisations other than VATE but held in conjunction with VATE.

VATE has zero tolerance for any form of discrimination or harassment. If you experience harassment or hear of any incidents of unacceptable

behaviour, please contact Kate Gillespie eeo@vate.org.au or a VATE staff member in attendance.

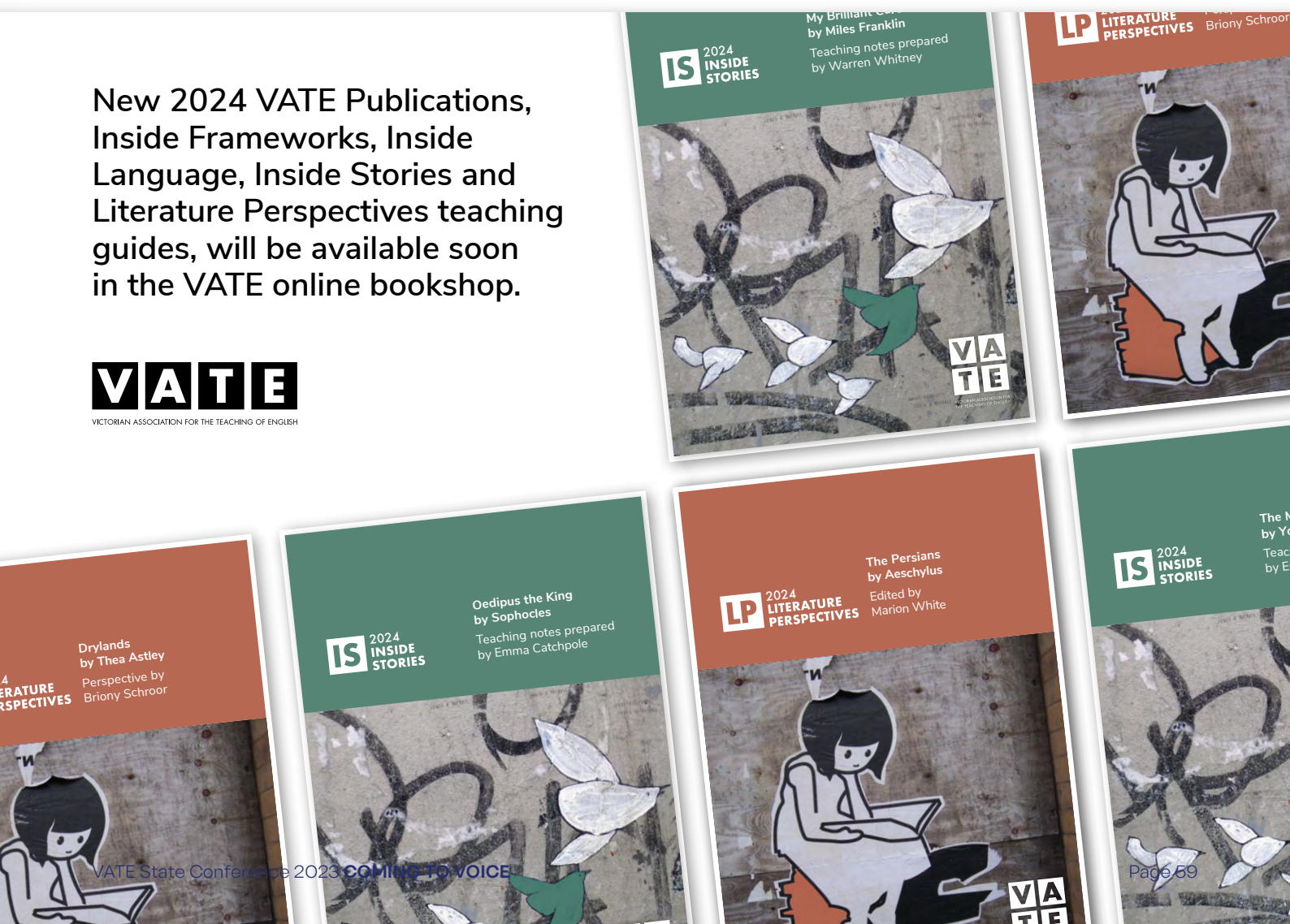
Unacceptable behaviour is defined as the following:

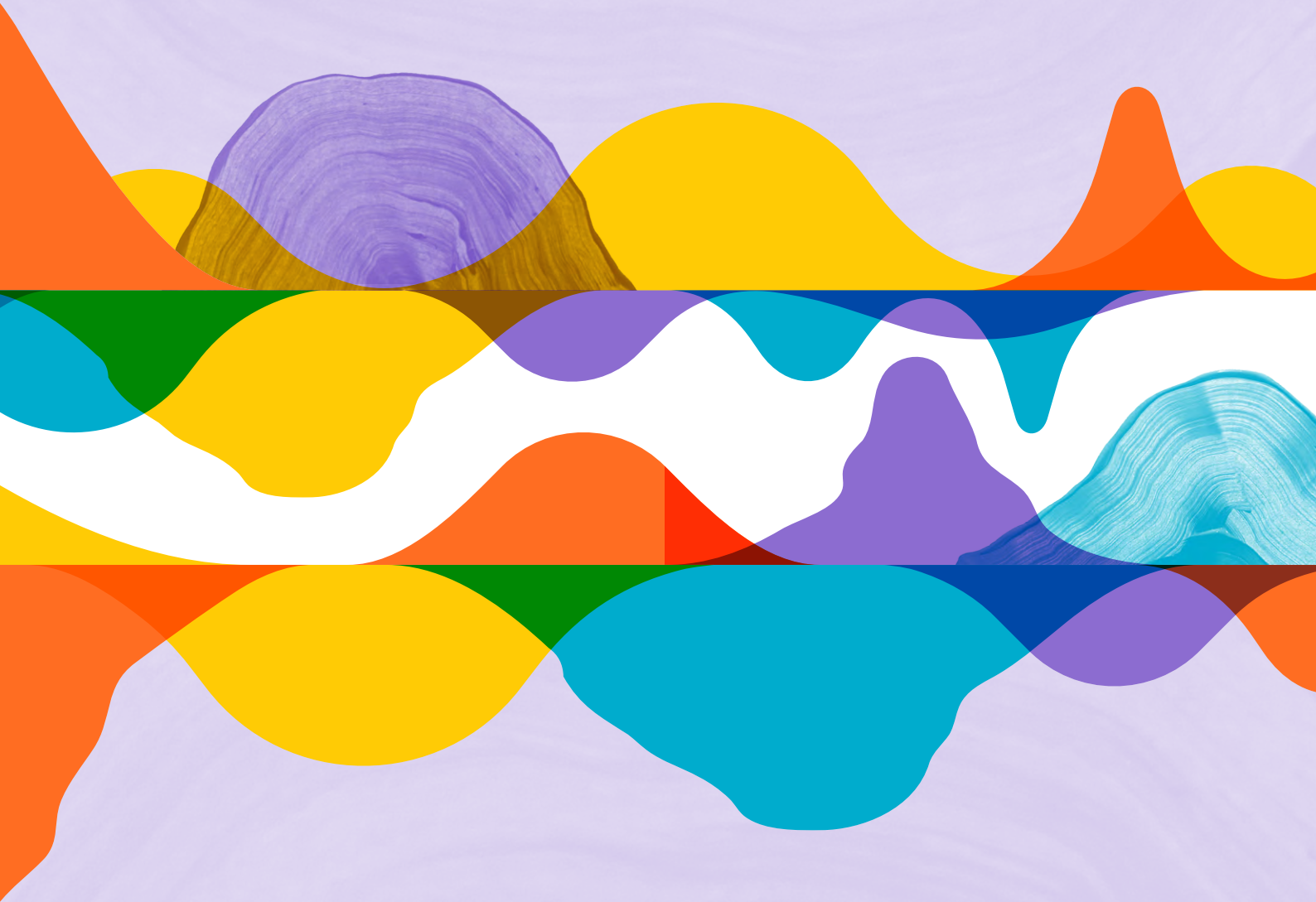
- Harassment, intimidation, or discrimination in any form.
- Verbal abuse of any attendee, speaker, volunteer, exhibitor, VATE staff member, service provider, or other guest, examples of which include, but are not limited to, verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, or national origin; and, inappropriate use of nudity and/or sexual images in presentations.

- Disruption of presentations during sessions – all participants must comply with the instructions of moderators, facilitators, speakers, and VATE virtual event staff.
- Inclusion of promotional materials, special offers, job offers, product announcements, or solicitation for services in presentations, postings, and messages; VATE reserves the right to remove such messages.

VATE reserves the right to take any action deemed necessary and appropriate, including immediate removal of a participant violating this Code of Conduct without warning or refund, in response to any incident of unacceptable behaviour.

New 2024 VATE Publications, Inside Frameworks, Inside Language, Inside Stories and Literature Perspectives teaching guides, will be available soon in the VATE online bookshop.





VATE

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