



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

## **2024 Idiom Vol 60 No 2 – Call for contributions**

### **Tales from Beyond Suburbia**

#### **Theme**

The second edition of Idiom for 2024 aims to highlight and amplify the voices and experiences of Victorian English teachers and students working and living in rural and regional areas of the state. The theme of this Idiom draws inspiration from Shaun Tan's exploration of Perth's outer suburbs in his text *Tales from Outer Suburbia*. It offers an opportunity for teachers and students in rural and regional areas to share stories of their experience of teaching and learning English that might be unique to these areas of Victoria and offer a broader perspective of English education beyond that experienced in metropolitan Melbourne.

If you are an English educator living and working in a rural or regional setting, we want to hear from you and your students! We invite you to consider contributing to this edition of Idiom; in responding to this theme, you may wish to explore the following:

- Your lived experience of working in rural and regional communities across Victoria.
  - What you love about working in rural and regional areas. What draws you to and keeps you in your region?
  - The challenges associated with teaching in a rural or regional setting.
  - The connections you have formed with other schools in your area. What factors support or limit these networks?
  - The ways in which your local ecological landscape informs your teaching practice and curriculum design, and also impacts on your students' participation and engagement in their schooling. Have there been any natural disasters that you have had to navigate as a school community and how has this influenced your teaching?

- The ways in which living in rural and regional areas have helped to shape your identity as an English teacher.
  - What does English teaching look like in your school, for example, units of work, text selection, connections with the local community or setting?
  - What interesting things have happened or take place in your school's English program?
  - How does your school manage the transition between the primary and secondary years?
  - What opportunities has living in a rural or regional area offered you for your career as an English teacher?
  - What would help you and your English teaching colleagues to more effectively develop and teach your English curriculum programs?

We would like to hear from a range of different voices on this theme – classroom teachers of English, teacher educators, educational researchers, pre-service and early career English teachers, teachers working in ES roles linked to English classes, and students in our English classes. We look forward to hearing your insights and experiences.

### **What do we want?**

We welcome a range of submissions for this edition of *Idiom*, including multimodal responses. We invite different forms of contributing including written articles, reflective journaling, photographs of your classroom or school, artwork, collage, and creative writing; anywhere between 200-2000 words. To discuss your ideas for a possible submission, please email [idiom@vate.org.au](mailto:idiom@vate.org.au).

### **Date for submission**

Full submissions are now due **Thursday 26 September 2024** to: [idiom@vate.org.au](mailto:idiom@vate.org.au)  
Advice about writing and formatting your article for *Idiom* is available [here](#).