Friday 12 February 2027
Deakin University Burwood

Victorian Association for the Teaching of English

VCE CONFERENCE

VATE VCE CONFERENCE

Friday 12 February 2027, Deakin University, Burwood

VATE's new VCE Conference provides an opportunity for teachers at all stages and levels of experience to develop and extend their knowledge of VCE English, EAL, English Language and Literature.

- Clarify expectations of the VCE studies including delivery of coursework and SACs
- Review and strengthen your planning and resource development with advice shared by experienced VCE teachers
- Explore all new texts to the VCE English/EAL and Literature text lists
- Develop your knowledge, skills and understanding of the VCE Englishes
- Gather pedagogical strategies to build students' capacity and confidence
- Connect and collaborate with colleagues from around Victoria

Planning your conference experience

> If a profession does not find a medium to conference with its practitioners, that profession will quickly atrophy. The VATE Conference helps keep English teaching a profession rather than a job title, and our attendance not only assures us professional development, but also ensures we remain professional.
> - Peter Pidduck (*Idiom,* 2002)

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. The VATE VCE Conference is an opportunity to be in community with English teaching colleagues from across the state – to connect, support, actively participate, and deepen our collective identity.

VATE is not a single voice: our strength lies in the diversity of experiences presented in the conference program. We trust and value the expertise of our membership and expect critical and constructive engagement from our members with all aspects of the conference. Our expectations reflect the standards as outlined in the Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers and the Victorian Teaching Profession's Code of Conduct (Principles 1.8 and 3.1).

Participation guide

In order to assist delegates with planning for their conference experience, each workshop has been allocated a number that corresponds with the presenter's expectations for delegate participation. We encourage you to consider the level of participation when choosing your workshops.

Lecture
MINIMAL PARTICIPATION

1

Delegates will participate in a lecture-style session which includes note taking, observation, and the opportunity for occasional questions.

Discussion
LOW LEVEL PARTICIPATION

2

Delegates will participate in some paired discussions, question-and-answer sessions, and activities related to the topic.

Hands on
MEDIUM LEVEL PARTICIPATION

3

Delegates will participate in facilitated learning and hands on activities such as completing short tasks, working with others, debating, group discussion, comparing approaches, and offering feedback

Embodied
HIGH LEVEL PARTICIPATION

4

Delegates will be active participants in the workshop and will be immersed in deep exploration of ideas, extended discussion, guided application, role play, and embodied pedagogies.

REGISTRATION COST

Concession $290 | **Individual $320** | **Organisational $350** - Prices are per staff member and inclusive of GST.
If financial barriers impact your attendance, email Kate Gillespie to discuss options.
To register for this event, you must be a 2027 VATE member. Renew your 2027 VATE membership here.

Registrations close Thursday 4 February 2027

PROGRAM OVERVIEW

9.30 - 10.00am	**Arrival and registration**	
Session One 10.00 - 10.50am	**English Language and Literature** **1A**: Gender, sex and sexuality: Discussing identity in Unit 4 English Language **1B**: Lessons in self-reflection: Developing a self-reflective English Language classroom **1C**: Customising your VCE Literature course for your cohort **1D**: The English Patient **1E**: The Queen is Dead	**English and EAL** **1F**: Gurrumul **1G**: Enhancing student engagement in English through critical thinking, questioning and classroom discussion **1H**: Scaffolding success: Supporting EAL students and new arrivals **1I**: The One Day of the Year **1J**: Understanding argument: Using debating to understand Section C **1K**: Writing about country
10.50 - 11.20am	**Morning tea**	
Session Two 11.20am - 12.10pm	**English Language and Literature** **2A**: Assessment in VCE English Language **2B**: Building language: Making metalanguage tactile and visual in VCE English Language **2C**: Close reading in the VCE classroom: Practical and concrete strategies for Literature and English **2D**: Do Not Go Gentle **2E**: Voices of Country	**English and EAL** **2F**: Cold reading, warm skills: Building unscaffolded text analysis from Year 7 to VCE **2G**: Educated **2H**: How many quotes? **2I**: Teaching argument analysis in 2027 **2J**: The Holdovers **2K**: Writing about personal journeys
12.10 -12.20pm	**Movement time**	
Session Three 12.20 - 1.10pm	**English Language and Literature** **3A**: From training wheels to freewheeling: Building independent writers in VCE English Language **3B**: Planning for error: Functional linguistics in the English Language classroom **3C**: Approaching Area of Study 2: Developing interpretations **3D**: Blakwork **3E**: Change Your Life	**English and EAL** **3F**: Assessment, benchmarking and moderation **3G**: Edenglassie **3H**: How will this help me in the real world?' Developing self-determined learners in VCE English **3I**: Picnic at Hanging Rock **3J**: Strategies to support students to write for Shirley Jackson's The Lottery and Other Stories **3K**: Writing about protest
1.10pm - 2.00pm	**Lunch**	
Session Four 2.00 - 2.50pm	**English Language and Literature** **4A**: Study skills for English Language **4B**: Thinking routines in the VCE English Language classroom **4C**: Counting and Cracking **4D**: High-value, low preparation activities for new Literature teachers **4E**: Unaccustomed Earth	**English and EAL** **4F**: The Holdovers **4G**: Inchoate and ineffable to coherent and cohesive: Structuring reading and responding essays **4H**: One Day of the Year **4I**: Pro-context: Using context to enrich Crafting and Creating Texts work **4J**: The Lottery and Other Stories **4K**: Writing about play

SESSION ONE: 10.00 – 10.50AM

1A Gender, sex and sexuality: Discussing identity in Unit 4 English Language

ENGLISH LANGUAGE

For Unit 4 Area of Study 2, students are asked to discuss how language is a marker of one's identity. A large part of the discourse of identity in the 21st century is that of sex, sexuality and gender. Leaning on the ideas of discourse generally, this workshop will explore and distinguish the individual characteristics that separate these discourses and discuss how they contribute to the overall discourse of diversity and identity in the 21st century. The workshop aims to assist teachers to help students link the characteristics of these discourses to notions of purpose and norms. It will explore the use of metalanguage when discussing contemporary examples.

IDENTITY PARTICIPATION: 2

Norman Capapas,
Caroline Chisholm Catholic College

1B Lessons in self-reflection: Developing a self-reflective English Language classroom

ENGLISH LANGUAGE

Feedback is a core component of any good English classroom; however, both students and teachers face barriers to implement it effectively, with time and the role of the student being reoccurring villains in this story. This workshop will explore how feedback can be used to facilitate self-reflection and empower students to take control of their own learning, particularly when it comes to extended writing. We will focus on how this can work in a VCE English Language context but teachers from other VCE English subjects are welcome.

FEEDBACK PARTICIPATION: 2

Andre Sabatino and Brendan West,
Centre for Higher Education Studies

1C Customising your VCE Literature course for your cohort

LITERATURE

This workshop will help teachers design a VCE Literature course (from Units 1 to 4) that best suits their students' needs and interests to see them excel. It will focus on appropriate assessments for the various Areas of Study to ensure students are building their skills across the two years of VCE Literature and to best prepare them for the end-of-year exam tasks.

CURRICULUM DESIGN PARTICIPATION: 1

Lee McQueen, Camberwell Grammar School

1D The English Patient

LITERATURE

Led by VATE's Literature Perspectives writer Kaz Lynch, this workshop will unpack The English Patient in preparation for its first year of study in VCE Literature. Designed to develop teachers' understanding of the themes, ideas and issues presented in the text, the workshop will also include recommendations for the ways in which the text could be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Kaz Lynch, Virtual School Victoria

1E The Queen is Dead

LITERATURE

Led by VATE's Literature Perspectives writer Angela Keam, this workshop will unpack The Queen is Dead in preparation for its first year of study in VCE Literature. Designed to develop teachers' understanding of the themes, ideas and issues presented in the text, the workshop will also include recommendations for the ways in which the text could be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Angela Keam, Loreto Mandeville Hall

1F Gurrumul

ENGLISH / EAL

Gurrumul is new to the VCE English/EAL text list in 2027. This workshop supports teachers to navigate the respectful teaching of the Yolngu worldviews contained in the film and provides classroom strategies for engagement with the issues and ideas it presents. Anna will also provide guidance on how students might discuss the documentary form and its construction in their analytical essay responses. Please note: This workshop will contain information that Anna delivered at the ACMI Professional Learning Day in December.

TEXT PARTICIPATION: 2

Anna Carrig, Northcote High School

1G Enhancing student engagement in English through critical thinking, questioning and classroom discussion

ENGLISH / EAL

This workshop explores how critical thinking, purposeful questioning, and meaningful classroom discussion can strengthen student engagement and improve learning outcomes in VCE English. It considers how these pedagogical approaches encourage students to draw on prior knowledge, personal experiences, and inferential reasoning to interpret texts, construct meaning, and develop deeper understandings. By providing opportunities for students to question, analyse, reflect, and articulate their ideas, teachers can promote active participation, intellectual curiosity, and greater ownership of learning.

ENGAGEMENT PARTICIPATION: 2

Olga Pascan, St Francis Catholic College

1H Scaffolding success: Supporting EAL students and new arrivals

ENGLISH / EAL

Transform your English or EAL classroom with targeted scaffolding strategies that build vocabulary and writing confidence for new arrivals. In this workshop, teachers will explore practical demonstrations of using visual supports, sentence frames, and accessible mentor texts as bridges to independent writing. Leave with practical tools to move students from formulaic frames to adaptive, progressively independent self-expression.

SCAFFOLDING PARTICIPATION: 2

Helen Chan, Westbourne Grammar School

1I The One Day of the Year

ENGLISH / EAL

I am super excited about Alan Seymour's play The One Day of the Year coming onto the text list. Join me to work through my key observations and leave with a plethora of classroom activities, handouts and teaching resources that will set you up for the year ahead.

TEXT PARTICIPATION: 1

Hayley Harrison, Connect Literacy

1J Understanding argument: Using debating to understand Section C

ENGLISH / EAL

Using 15 years of debating experience both in Australia and internationally, this workshop looks at how understanding the methods of argument construction used in debating can help students better understand how arguments develop and assist with their analysis of arguments in Section C of the VCE English exam.

ARGUMENT PARTICIPATION: 1

John Leach, St Kevin's College

1K Writing about country

ENGLISH / EAL

How do we help students turn their ideas about country into writing about something that really matters? In this workshop, we'll explore the Writing about country Framework of Ideas, unpack the mentor texts, and share practical ways to get students thinking, talking and, most importantly, writing. Drawing on examples from our own classrooms, we'll consider how students can experiment with voice, form and purpose while staying connected to the framework. Join us to explore how students can find their own connections to country that are worth sharing and develop the confidence to write about them.

FRAMEWORK PARTICIPATION: 2

Nicole Underwood and Tom Gilmour, Dromana Secondary College

SESSION TWO: 11.20AM – 12.10PM

2A Assessment in VCE English Language

ENGLISH LANGUAGE

This workshop will explore assessment in VCE English Language. Participants will discuss the different assessment opportunities in Units 1-4 with specific focus on scaffolding the assessment tasks throughout all Units, planning for and using a variety of assessment types, creating your own transcripts for assessment tasks, sourcing quality texts for analysis, writing short answer questions, and formatting tasks.

ASSESSMENT PARTICIPATION: 2

Anna Mendoza, Hampton Park Secondary College

2B Building language: Making metalanguage tactile and visual in VCE English Language

ENGLISH LANGUAGE

How can students move beyond memorising metalanguage to understanding how language works? This hands-on workshop explores tactile, visual and game-based approaches to teaching VCE English Language. Through collaborative challenges, participants will build sentences, manipulate morphemes, map cohesive relationships and physically explore linguistic structures. The workshop demonstrates how making language tangible can help students develop a deeper understanding of abstract linguistic concepts, strengthen their analytical skills and confidently apply metalanguage to authentic texts. Participants will leave with practical, adaptable activities and strategies to bring language to life in their own classrooms.

METALANGUAGE PARTICIPATION: 3

Martin Nguyen, Catholic Regional College Caroline Springs

2C Close reading in the VCE classroom: Practical and concrete strategies for Literature and English

LITERATURE

This workshop will discuss the central role that close reading has in the VCE classroom, and how we can develop our students' ability to use this method to build their skills in passage analysis and text response essays. I will be sharing many practical, useful and concrete strategies that can be implemented in your classroom from my many years as VCE Literature and English teacher in a wide range of settings.

CLOSE READING PARTICIPATION: 2

Graham Preston, Methodist Ladies' College

2D Do Not Go Gentle

LITERATURE

This workshop will explore some key ideas and passages within the play Do Not Go Gentle. Participants will also be given some practical solutions to teaching this text in the classroom. Be prepared to come to the session with a copy of your text to annotate important passages and key ideas.

TEXT PARTICIPATION: 2

Natalie Henry, Montmorency Secondary College

2E Voices of Country

LITERATURE

This workshop invites teacers to explore powerful ways of embedding First Nations perspectives into writing programs. Through an immersive sequence inspired by DRMNGNOW's 'Get Back to the Land' and Professor Mick Dodson's concept of Country, participants will experience embodied learning activities, rich visual prompts, and scaffolded writing tasks that culminate in a personal 'Love Letter to Country'. This hands-on workshop empowers students to connect with place, identity, and language, while deepening respect for Country as both concept and lived experience. Leave with practical tools to enrich your classroom with culturally responsive, emotionally resonant writing experiences.

COUNTRY PARTICIPATION: 4

Jane Carter, Mentone Girls' Secondary College

2F Cold reading, warm skills: Building unscaffolded text analysis from Year 7 to VCE

ENGLISH / EAL

VCE English, English Language and Literature all rely on unseen text response – yet middle school teaching can rely heavily on scaffolded readings. This workshop unpacks cold reading into teachable sub-skills and explores classroom activities that participants can trial immediately. See how cold-reading tasks can also be used as a diagnostic for VCE English pathway advice. Leave with a framework and activities for building this critical unseen-text skill progressively before it becomes a last-minute scramble in Year 11!

READING PARTICIPATION: 2

Bianca Prendergast, Balwyn High School

2G Educated

ENGLISH / EAL

This workshop will explore ways to teach Educated in its first year on the VCE English/EAL text list. We will consider engaging ways to support students to develop their own interpretations of the text including strategies for supporting and extending all students in your class.

TEXT PARTICIPATION: 2

Annelise Balsamo

2H How many quotes?

ENGLISH / EAL

We are regularly asked this question by students. But is there a finite number? Or is it actually the wrong question? We will look at 'what' evidence can look like and 'how' it can be used to support an analytical response to a text.

RESPONDING PARTICIPATION: 1

Kirk Dunn, Mount Scopus Memorial College

2I Teaching argument analysis in 2027

ENGLISH / EAL

The capacity to think analytically offers power and agency to our students and thus to the citizens of our community who will be able to engage with public debate and enhance the strength of our society. English teachers' work in building these skills has never been more important to our students and to our community. This workshop will look at how we offer our current students the opportunity to learn these thinking skills.

AGENCY PARTICIPATION: 3

Helen Billett

2J The Holdovers

ENGLISH / EAL

This workshop will focus on developing strategies to both support and extend your students when studying The Holdovers. Delegates will explore ideas for getting the best out of students when writing a text response essay about the film including supporting students to focus on key ideas, develop contentions and arguments, adapt their knowledge to suit specific essay topics, weave film techniques as evidence and avoid writing single character-based paragraphs.

TEXT PARTICIPATION: 2

Clare Caldwell, Mazenod College

2K Writing about personal journeys

ENGLISH / EAL

Embark on your own personal journey of discovery as we learn all about this Framework of Ideas. We will discuss the mentor texts and supplementary texts as well as discuss some learning activities and assessment options. This workshop looks at the Personal Journeys Framework through the lens of a writer's workshop, providing writing ideas for students (and teachers!).

FRAMEWORK PARTICIPATION: 2

Virginia Danahay, Lakeside College

SESSION THREE: 12.20 – 1.10PM

3A From training wheels to freewheeling: Building independent writers in VCE English Language

ENGLISH LANGUAGE

Training wheels are not the problem; leaving them on too long is. In VCE English Language, templates, scaffolds and formulae can give students the balance and confidence they need to begin writing successfully. But if those supports are never adjusted or removed, they can limit the fluent, flexible and authentic writing examiners reward. This workshop explores how to use scaffolds purposefully across short-answer responses, analytical commentaries and essays, and how to fade them as students gain control. The goal is not to abandon support, but to use it well – so students reach the exam ready to ride (or write!) independently with real confidence.

WRITING PARTICIPATION: 2

Rowena Morris, Kyabram P–12 College

3B Planning for error: Functional linguistics in the English Language classroom

ENGLISH LANGUAGE

English Language draws on many fields of linguistics, but functional linguistics is what moves students from recalling metalanguage to analysing the complex relationships writers and speakers build with their audiences. We know students rarely misread a text at random. They mistake field for purpose, name the text type and stop, and collapse tenor into field and tone adverbs. This workshop pairs Doug Lemov's planning for error with the concepts of Halliday's systemic functional linguistics to show that we teach thinking processes, not a list of labels. Participants will map predictable misconceptions and learn how to create rigorous resources with effective scaffolding that moves students from recall to analysis in every class.

LINGUISTICS PARTICIPATION: 2

Amber Thomas, Marian College Sunshine West

3C Approaching Area of Study 2: Developing interpretations

LITERATURE

Are you confused by critical lenses? Puzzled by paradigms? Or if you would just like some strategies to approach VCE Literature Unit 3 Area of Study 2: Developing interpretations, then this is the workshop for you. In this workshop I'll share tried and tested approaches to this outcome, as well as ways to develop this Area of Study in preparation for Section A of the Literature examination.

INTERPRETATIONS PARTICIPATION: 3

Amanda Scott, Geelong Grammar School

3D Blakwork

LITERATURE

An exploration of Alison Whittaker's Blakwork overseen by VATE's Literature Perspectives writer Philip Thiel. In the workshop, we'll consider key features of the collection and look at two or three contrasting poems set for study. Ways of programming this engaging and challenging work within the Literature Study Design will also be discussed.

TEXT PARTICIPATION: 2

Philip Thiel, The Mac.Robertson Girls School

3E Change Your Life

LITERATURE

Led by VATE's Literature Perspectives writer Blair Mahoney, this workshop will unpack Change Your Life in preparation for its first year of study in VCE Literature. Designed to develop teachers' understanding of the themes, ideas and issues presented in the text, the workshop will also include recommendations for the ways in which the text could be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Blair Mahoney, Melbourne High School

3F Assessment, benchmarking and moderation

ENGLISH / EAL

This workshop will explore strategies to assess cohort scripts effectively, how to benchmark sample scripts, and how to moderate scripts. Whilst the focus is for Units 3 and 4, these strategies can be adapted and used at other year levels.

ASSESSMENT PARTICIPATION: 1

Michael E. Daniel, Camberwell Grammar School

3G Edenglassie

ENGLISH / EAL

This workshop will focus on how best to equip students to succeed in their writing on Edenglassie. This workshop will aim to provide important context, suggestions for classroom activities, and analysis and writing ideas for students.

TEXT PARTICIPATION: 2

Aaron Zampichelli, Coburg High School

3H 'How will this help me in the real world?' Developing self-determined learners in VCE English

ENGLISH / EAL

VCE English develops more than assessable skills: it equips students to interpret complexity, question assumptions and communicate with purpose beyond school. This practical workshop explores how heutagogy can build on these capabilities to develop self-determined learners. Participants will use a heutagogical lens to audit familiar classroom practices, trial routines for inquiry and self-assessment, and redesign a task that strengthens learner agency while maintaining appropriate scaffolding and alignment with VCAA requirements.

SELF-DETERMINATION PARTICIPATION: 3

Enise Tatlidil, Ilim College

3I Picnic at Hanging Rock

ENGLISH / EAL

Join VATE's Inside Stories writer Karen Welberry for an exploration of Picnic at Hanging Rock, new to the VCE English/EAL text list in 2027. This workshop will provide teachers with ideas about how to develop student understanding of the themes, ideas and issues in the text and how they are presented. Please note: This workshop is based on content that Karen delivered at the ACMI Professional Learning Day in September.

TEXT PARTICIPATION: 2

Karen Welberry, Brunswick Secondary College

3J Strategies to support students to write for Shirley Jackson's The Lottery and Other Stories

ENGLISH / EAL

This workshop will focus on how best to equip students to succeed in their writing on The Lottery and Other Stories - newly added to the VCE English 2027 text list. The workshop will aim to provide important context, suggestions for classroom activities and writing tips for students. This will assist in developing student efficacy in their ability to unpack and interpret the text.

TEXT PARTICIPATION: 1

Dom Loschiavo, St Michael's Grammar School

3K Writing about protest

ENGLISH / EAL

This workshop will explore ways to engage students to develop their own original creative pieces for the Writing about protest Framework of Ideas. We will consider how students can engage with ideas about protest in different forms and for specific audiences and purposes that draw on their own experiences and the world around them.

FRAMEWORK PARTICIPATION: 1

Kirk Dunn, Mount Scopus Memorial College

SESSION FOUR: 2.00 – 2.50PM

4A Study skills for English Language

ENGLISH LANGUAGE

This workshop will look at different study techniques and activities for students of English Language to support their development of key skills and knowledge across Units 1-4.

STUDY SKILLS PARTICIPATION: 2

Lauren Whitford, St Bernard's College

4B Thinking routines in the VCE English Language classroom

ENGLISH LANGUAGE

How can we support English Language students to effectively use metalanguage to unpack the function, intent and purpose, register, tenor, audience, and context of a text? Scaffolds, mnemonics, and consistent thinking routines can all support students and reduce their cognitive loads. This workshop will share a range of practical strategies to foster collaboration between Units 1 and 2 and Units 3 and 4 through parallel study of selected texts to enhance student understanding of how metalanguage both shapes and reflects the attitudes, values, and beliefs of individuals and communities across Australia.

CURRICULUM DESIGN PARTICIPATION: 3

Stephanie Schepton, St Michael's Grammar

4C Counting and Cracking

LITERATURE

Led by VATE's Literature Perspectives writer Anna Purcell, this workshop will unpack Counting and Cracking in preparation for its first year of study in VCE Literature. Designed to develop teachers' understanding of the themes, ideas and issues presented in the text, the workshop will also include recommendations for the ways in which the text could be used to fulfil the requirements of the Study Design

TEXT PARTICIPATION: 2

Anna Purcell, The Mac.Robertson Girls School

4D High-value, low preparation activities for new Literature teachers

LITERATURE

As teachers of VCE Literature, we are expected to empower our students to discuss texts by developing their voices and extending their high-order thinking. This is undoubtedly a noble pursuit – but it also one that requires the reshaping of past teaching skills and the development of new ones. So, as someone who is new to VCE Literature (or even teaching itself), where do you begin? One answer: you aim for high-value, low-preparation activities that can be applied to any text. Together, these repeatable activities will reduce your workload while acting as a complement to summative assessment. They'll also foster students' love of Literature.

LESSON PLANNING PARTICIPATION: 1

Liana Mannens, Mentone Girls' Grammar

4E Unaccustomed Earth

LITERATURE

Led by VATE's Literature Perspectives writer Marjan Mossamparast, this workshop will unpack Unaccustomed Earth in preparation for its first year of study in VCE Literature. Designed to develop teachers' understanding of the themes, ideas and issues presented in the text, the workshop will also include recommendations for the ways in which the text could be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Marjan Mossammaparast

4F The Holdovers

ENGLISH / EAL

Join VATE's Inside Stories writer Rachel Kafka for an exploration of The Holdovers, new to the VCE English/EAL text list in 2027. This workshop will develop teachers' understanding of the themes, ideas and issues presented in the text as well as explore how the text can be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Rachel Kafka, Mount Scopus Memorial College

4G Inchoate and ineffable to coherent and cohesive: Structuring reading and responding essays

ENGLISH / EAL

VCE English texts are complex creatures. Our students are frequently better at 'reading' than at 'responding' to them. This workshop presents the key skills in the English/EAL Study Design as potential tools that offer students agency when constructing their responses to texts. We will look at the stages of development across the units and thinking strategies students can use to organise, to structure and to communicate their responses to texts.

RESPONDING PARTICIPATION: 2

Helen Billett

4H One Day of the Year

ENGLISH / EAL

Join VATE's Inside Stories writer Warren Whitney for an exploration of One Day of the Year, new to the VCE English/EAL text list in 2027. This workshop will develop teachers' understanding of the themes, ideas and issues presented in the text as well as explore how the text can be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Warren Whitney, Belmont High School

4I Pro-context: Using context to enrich Crafting and Creating texts work

ENGLISH / EAL

This workshop will explore how teachers can use context in an authentic, concrete way to add nuance and colour to students' work in the Creating and Crafting texts outcomes. Delegates will look at examples of student work, and how they started with a vague, non-descript context, and explore how adding a real-world context changed their work for the better.

CONTEXT PARTICIPATION: 3

Anthony Read, Billanook College

4J The Lottery and Other Stories

ENGLISH / EAL

Join VATE's Inside Stories writer Rosa Holman for an exploration of The Lottery and Other Stories, new to the VCE English/EAL text list in 2027. This workshop will develop teachers' understanding of the themes, ideas and issues presented in the text as well as explore how the text can be used to fulfil the requirements of the Study Design.

TEXT PARTICIPATION: 2

Rosa Holman, Ruyton Girls' School

4K Writing about play

ENGLISH / EAL

Join me to wrestle with the ideas of Play, so that we can rehearse ways of tackling the texts and role playing learning activities for our students. It will be fun and exciting! Who knows, you might end up playing the wild card! Within the workshop there will be a myriad of ideas, activities, scholarly thought and making meaningful connections to write about Play.

FRAMEWORK PARTICIPATION: 4

Louise Roberts, Carey Baptist Grammar School