

**THE  
ANNUAL  
GENERAL  
MEETING  
OF VATE  
FOR THE  
2021  
CALENDAR  
YEAR**

# CONTENTS

Who we are and what we do	03
Membership data	04
Previous AGM Minutes	05
President's Report	14
Treasurer's Report	16
Executive Education Officer's Report	19
Curriculum Committee Report	23
Professional Learning and Research Committee Report	24
Publications and Communications Committee Report	26
2021 AATE Delegate's Report	28
2021 Contributors	32

# WHO WE ARE AND WHAT WE DO

In July 1959 an experimental initiative marked the formation of the Victorian Association for the Teaching of English. The purpose of the Association was to 'stimulate interest in the teaching of English and background studies' and three meetings were planned. By October 1960 the Association had become established enough to hold its first AGM and it had 160 members.

Since 1960 VATE has gone on to support its members as they have coped with the various changes to the teaching and learning of English over the last sixty years.

VATE is an independent, not-for-profit organisation that aims to foster the highest quality teaching of English throughout Victoria.

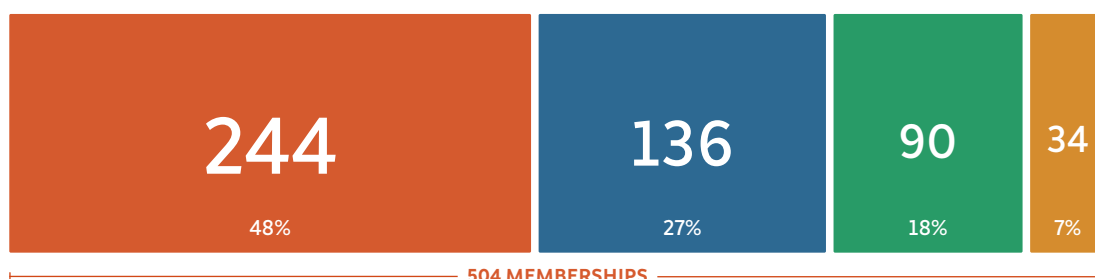
Through professional networks, involving the sharing of narratives and learning about English teaching, as well as research, journals, professional learning, and other resources, VATE strives to nurture a community of teachers of English and teacher educators committed to the advancement of the profession. VATE exists to support its members in the continual process of renewal necessary to engage with the dynamic nature of both the profession and the subject English.

To this end, VATE commits itself to:

- Developing and providing strong advocacy for VATE policy in a range of forums;
- Providing effective professional learning for teachers to ensure continued development and implementation of exemplary practice in the learning and teaching of English at state and national levels;
- Promoting opportunities through networks to foster critical, creative and reflective thinking about what we do and know as teachers of English;
- Supporting the practical and theoretical work of teachers of English, recognising and providing support for educators in this dynamic professional landscape;
- Understanding that teaching is an ongoing learning process which builds through reflective practice;
- Initiating research, publishing and disseminating quality publications based on exemplary teaching, learning and research;
- Developing strategic partnerships at state and national levels with other teaching associations, bureaucracies, statutory bodies and organisations;
- Giving practical recognition to the fundamental importance of English in the curriculum;
- Ensuring that VATE remains a viable subject association which is responsibly and efficiently managed for the benefit of the English teaching profession.

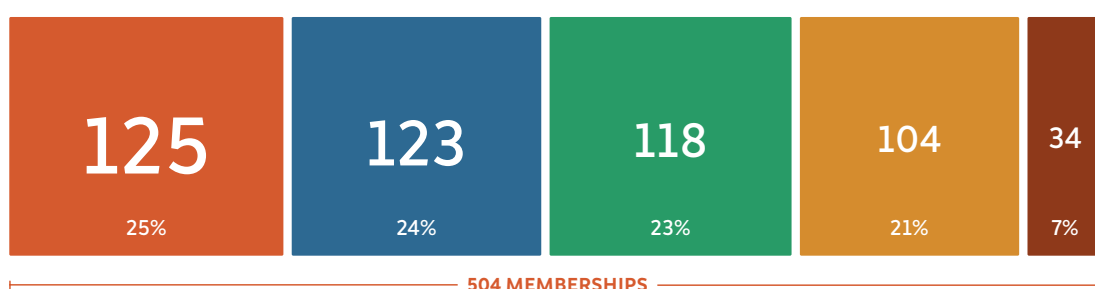
## SCHOOL MEMBERS BY SECTOR

Government Catholic  
Independent Not applicable



## SCHOOL MEMBERS BY REGION

North-Eastern Victoria South-Eastern Victoria  
North-Western Victoria South-Western Victoria Not applicable



*English in Australia* hard copies (sold) – 80

## MEMBERSHIP 2017-2021

## Individual membership

	Pre-service (free)	Pre-service	1-year	2-year	CRT-Alumni-Part-time	Life Members	Total
2021	198	23	71	84	48	18	442
2020	140	20	71	84	48	19	382
2019	195	19	76	120	34	18	462
2018	133	8	52	85	56	17	351
2017	150	7	140	0	73	16	386

## Organisational membership

	0-350	351-900	901-1200	1200+	Non-school	Complimentary	Total
2021	83	197	101	92	7	24	504
2020	77	182	95	89	3	21	467
2019	96	189	91	75	3	21	475
2018	91	203	106	61	7	20	488
2017	92	194	116	55	5	15	477

# PREVIOUS AGM MINUTES

<b>Date</b>	25 May 2021
<b>Time</b>	5.30pm–6.30pm
<b>Venue</b>	Online (Zoom)
<b>Present (voting members)</b>	Alex Bacalja (ABA), Emily Frawley (EFR), Kate Gillespie (ex-officio, Secretary KGI), Terry Hayes (THA), Greg Houghton (GHO), Ross Huggard (RHU), Annika Kononen (AKO), Paul Martin (PMA), Mary Mason (MMA), Jan May (JMA), Amanda McGraw (AMG), Lucinda McKnight (LMC), Suzanne Toniolo (STO)
<b>Proxies to Terry Hayes</b>	Brenton Doecke, Jo O’Mara, Catherine Beavis
<b>Guests</b>	Jessica Chen (JCH), Emma Jenkins (EJE)
<b>Apologies</b>	Jo O’Mara, Marion White

## AGENDA

### Item

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#### **1 Welcome and Attendance: Present, Apologies, Proxies**

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#### **2 Acknowledgement of Country:**

VATE acknowledges and respects the Ancestors, Elders and families of the traditional owners of the land on which this meeting takes place.

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EFR: Acknowledgement of various traditional lands that we come from.

Meeting processes

EFR: Asked for questions.

Additional items of business cannot be considered at the AGM unless these have been lodged with Council before the meeting.

No questions.

Reports are tabled at the meeting and a vote for acceptance is taken.

The Chairperson of the meeting (President/Vice President) is not obliged to accept amendments to the reports as tabled.

Please note: VATE is unable to disclose information on issues where VATE is bound by confidentiality provisions.

If VATE discusses these matters, it will be in breach of such agreements and potentially liable for adverse legal claims against it. VATE is unable to discuss issues concerning confidential communications with its legal advisors and, as such, is subject to legal professional privilege.

At the conclusion of each presentation, a Motion will be put to the meeting to accept the report and voted on. This will be by show of hands. Only Individual members are entitled to vote

All questions/comments through the chair.

Quorum is 12 voting members.

No questions.

### **3 Tabling of Minutes of Previous Meeting: AGM, 28 May 2020**

**Motion:** Minutes of the AGM: 28 May 2020 be accepted.

Moved: THA

Seconded: PMA

All in favour from those that attended by show of hands

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### **4 President's Report**

EFR: Acknowledged the effects of unprecedented year. Congratulated the office, Council and broader membership.

In particular, the way VATE adapted to online format. Most significantly the State Conference. Membership engagement. All Professional Learning. Lots of positive changes.

Feedback from regional and rural members re: online PL offering greater flexibility to access. Those with young children also commented on online PL supporting their home responsibilities.

Thanks to the 2020 Council. Particular mention of Mary Mason and Dora Kourambas. Mary has been on the Council since 2012 and has made a huge contribution to the work of the Association. Dora has previously been on Council.

Thanks to all Council members for their commitment to the profession, connection to the membership, and giving back to the English teaching community by joining Council.

THA: Amendment to the report. Terry Hayes: Mentioned twice. Please remove.

EFR: Asked for any comments or questions.

Motion: President's Report be accepted.

Moved: AMC

Seconded: RHU

All in favour by show of hands.

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### **5 Financial Report and Tabling of Audited Accounts and Treasurer's Report**

RHU: Difficult year for most but not for our Association.

Want to acknowledge the work of Kate Gillespie, Josephine Smith, Jessica Chen and other office staff.

Discussion with auditor suggested that other NFP suffered quite significantly.

Auditor also commented that VATE had an astonishingly good year.

Why?

We were adaptable. Zoom was critically important to PL continuing. We were supported by JobKeeper and other government support. Our net assets are very healthy but hard to project into the future.

A couple of things have come out of 2020: hybrid events are the way of the future; while it is wonderful to have a significant surplus, we need to manage it carefully. Surplus came about from the incredible work of the office. Also need to acknowledge the work of Ernest Price, the outgoing Education Officer.

We need to recognise it is an interesting time re: SPP funding. Question of where that's going.

2020 was much better financially than we might have imagined. Membership good, assets very healthy. The auditor pointed out that it was an extraordinary result with a significant profit and bottom line.

What it shows is that what we provide to the members is remarkably constant and was valued.

Set very good roots for the future. But a cautionary note that the current situation is fickle.

RHU asked for any questions or comments.

**Motion:** Financial Report and Tabling of Audited Accounts be accepted

Moved: RHU

Seconded: JMA

All in favour by show of hands.

**Motion:** Treasurer's Report be accepted

Moved: RHU

Seconded: JMA

All in favour by show of hands.

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## 6 Executive Officer's Report

KGI: Want to reiterate what Ross and Emily said. Obviously, we adapted very quickly to working online. All staff worked from home, all staff reduced hours. It really was a concerted effort from the office to continue to provide member services.

I think we were very fortunate. We have been reluctant to move PL online, however, because schools had to go to online for teaching and learning, they were much more receptive to going to online PL.

We were also very fortunate last year with our Online Student Revision Lectures.





While the SC didn't make the large profit it usually does, the OSRL made up that gap. OSRL ensured equity of access to all students across the state. We always strive for equity of access for all our events, however, the feedback we receive is that our regional and rural members find it difficult to attend metro sessions, or send groups. We made it a focus to price our 2020 online events fairly and reasonably for faculties to access.

2020 concerted effort with our eComms. We introduced VATE Village which was really about connecting members with us in the office and with the Council. Members felt very supported.

Of course, we can't do any of this without our members. I need to acknowledge all those members that present for us, pay their membership fees, attend events, write for us, send us feedback (both good and not so good), those that comment on Facebook. Without them we couldn't provide all these services. It is a strong and vibrant community.

Finally, I'd like to talk about the office. They are incredibly hardworking, supportive of me in my leadership role and supportive of each other. It's an absolute joy to be back in the office working with them.

It was an incredibly difficult year for a lot of people. We need to be mindful of that moving forward in considering how we support our members and their students.

Any questions or comments.

THA: Liked the quote from Arundhati Roy. Perhaps we could get her for the State Conference?

KGI: I do think we have to think of the future. We need to move forward with gusto and a vision for what we think education should look like and what a community looks like. I always talk about social solidarity and working as a community and I think that's really important for VATE to be focused on that. Another thing that was highlighted, though not new, was the inequities that exist and how we support our members in trying to level the playing field.

**Motion:** Executive Officer's Report be accepted

Moved: RHU

Seconded: MMA

All in favour by show of hands.

## 7 AATE Delegate's Report

EFR: We will move to AATE delegate report as Alex is at the airport and may have to board a plane.

ABA: The three main themes to come out of the report.

One: Financial stability. AATE has benefitted from government support and staff member retiring. Both have helped the bottom line.

Second: *English in Australia* and how we manage that. Clearly still has some challenges with getting editions out on time and getting content. This will be an ongoing challenge.

Third: Ongoing challenge re: National Conference and how the relevant ETA choose to run it. There will be questions re: the viability of running face-to-face given the uncertainty we face.

Any questions or comments?

EFR: How many registrations for the 2021 National Conference?

ABA: We haven't had a meeting in quite some time but will follow up.

THA: List of invited speakers makes it very clear the advantages of online. It's an impressive list.

ABA: It is a combined AATE/ALEA conference. Would hope that this continues for the smaller states and territories as allows for more buying power.

THA: We should mention that VATE nominated Ray Misson for AATE Life membership and this has been accepted.

ABA: Thanks to Terry Hayes, Catherine Beavis and Susanne Gannon for their work on this nomination.

**Motion:** AATE Delegate's Report be accepted

Moved: ABA

Seconded: THA

All in favour by show of hands.

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## 8 Committee Reports:

- Curriculum Committee Report
- Professional Learning and Research Committee Report
- Publications and Communications Committee Report

### Curriculum Committee

THA: It's very brief, as you can see. The Curriculum Committee laid fallow for 2020. We did two things but neither of them involved the connection with membership through forums which we've done in the past. We will be rectifying that this year.

### Professional Learning and Research Committee

MMA: Does anyone have any questions?

EFR: Perhaps your thoughts on how this committee ran in 2020?

MMA: We had the Beyond TEEL program that went very well. Large number of teachers accessed this program so we added to the bottom line of VATE. The SPP-funded Reading Project continued. Two schools pulled out, but we were able to get another school involved. Ran very well.

We were given an extra year of funding from the DET SPP for the Reading program.

Looking forward.

Writing program will be a focus.

Another group within the committee looking at data.

Teacher inquiry program led by Amanda McGraw starting in Term 3.

Also extending the Beyond TEEL by three sessions.

Any questions or comments?

**Motion:** Professional Learning and Research Committee Report be accepted

Moved: MMA

Seconded: AMC

All in favour by show of hands

### Publications and Communications Committee

JMA: 2020 terrific work done in publications and communications. Aply managed by Josephine Smith. Biggest output was the three editions of *Idiom* last year. Remarkably, because of Josephine's input, we got all editions out by the deadlines. Edition two a bumper edition, *Voices from the Middle*. Really became voices from lockdown.

Shout out to *Into the Woods* publication. Written by Sian Evans and edited by Briony Schroor, it was a very successful publication. Those of you who have purchased it know that it is very readable and when I looked at the draft proposed Literature SD, it is still going to be very relevant to that course.

Very productive meetings this year. New members onboard. We look forward to good things.

THA: In report, please change editorship of *Idiom*, No. 3 to the members of the Curriculum Committee.

Any questions or comments?

EFR: Are the Pubs and Comms Committee able to track the readership of *Idiom*? Who is accessing *Idiom* and do we look at the data re: uptake?

JMA: I do remember a discussion at the last committee meeting. I think there is a way you can see number of views, and so on. I imagine it takes a bit of time to dig down to that data, Kate?

KGI: When the email goes out we can see who opens it and what they click on. The most popular edition last year was the second edition, Voices from the Middle. Very practical.

We have also moved in terms of eComms to highlighting articles and hyperlinking to specific articles directly from the email. We often have a lot of reviews which we've now removed from *Idiom* and send directly out to members.

When members talk about *Idiom* they're very engaged with the practical. What was pleasing from that middle edition is that there were a range of new voices.

JMA: We've encouraged two of the writers from that edition to come onboard.

EFR: A lot of effort goes into the production of it, so would be good to see who is accessing it.

KGI: You'd want to measure through eComm and website.

JMA: Will raise at next committee meeting.

MMA: eComms should list contents and you should be able to download from the email. It's too difficult to go through the website and remember your password.

KGI: This is already happening.

THA: I agree that the biggest hits are always the practical articles but it's also important that it records the history of the Association. *Idiom* has to play that twofold role. Place where we record the citations for Life membership. Important way of recording the evolution of the English curriculum and the key players in it.

EFR: One of the things I wonder about *Idiom*, and the people from the university sector might be able to contribute here, whether it's a way of negotiating some of the ethics barriers that come up when people in universities try to involve teachers in schools as part of the research,

because I've seen in peer-reviewed papers before people draw on *Idiom* as a data source, and whether that's a way of working with teacher voice and bypass those ethics committee demands that seem to preclude teachers participating with researchers sometimes.

LMC: I know I definitely use it for teacher voice but not for that reason. I set readings from *Idiom* on my reading list for English Method. The pre-service teachers love them, so that's how I would use it.

KGI: I want to acknowledge Lucinda because there's a member or two on the Pubs and Comms Committee and their connection to VATE is through the inclusion of *Idiom* in their readings. They were very aware of *Idiom* and they loved *Idiom* because it was part of their course. It's a great way of connecting. We've also had pre-service teachers contribute articles to *Idiom*.

LMC: I really encourage my students to submit their assignments as articles. The other thing I've done is written collaboratively with a teacher; a joint academic and classroom teacher writing. Really nice thing to promote in *Idiom* and in *English in Australia*.

Motion: Publications and Communications Committee Report be accepted

**Moved:** JMA

Seconded: RHU

All in favour by show of hands.

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## 9 Confirmation of the 2021-2023 Council

Emily Frawley (President); Terry Hayes (Vice President); Ross Huggard (Treasurer); Kate Gillespie (ex-officio Secretary); Alex Bacalja (AATE delegate); Annika Kononen; Amanda McGraw; Lucinda McKnight; Jo O'Mara; Suzanne Toniolo.

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## 10 Meeting closed @ 6.30pm

Minutes compiled by  
**Kate Gillespie**, Secretary  
25 May 2021

Minutes verified by  
**Emily Frawley**, VATE President  
25 May 2021



## OVERVIEW

In my 2020 AGM report I spoke of an 'unprecedented' year that we experienced under COVID-19. At the time of writing last year's report, I little imagined that I would be reporting on another year of lockdowns in the 2021 report. One of the silver linings that emerged out of this year was the strengthening of VATE's ties to its community through online platforms, particularly for our regional and rural members. It seems clear at this point that several of our professional learning offerings for both teachers and students are more accessible and profitable when delivered online. As we (hopefully) move beyond the restrictions of COVID, VATE is well placed to build on the learnings we have taken from the past two years and strengthen our work into the future. The VATE office has been instrumental in so expertly steering us through these past two years. I thank 'Kate from VATE' and the entire team.

In line with a decision made in the previous year, the 2021 State Conference ran as a sequel to 2020 conference, 'Because Survival is Insufficient'. The conference comprised of two 'days' (which in reality was extended to four days of both pre-recorded and live offerings) in an online format with the title taken from a Samuel Beckett quote in *Waiting for Godot*: Vladimir: To have lived is not enough for them. Estragon: They have to talk about it. The chosen theme of the 2021 conference struck me as very fitting, both in its acknowledgment of the need to process the events and changes of the past two years, as well as the absurdist nature of the times we have lived through. I thank the conference committee and VATE office for the fantastic work they did in bringing this conference to fruition.

The VATE Council made the decision to offer the 2021 State Conference to VATE members for free – an important decision reflecting our understanding of the financial strain on schools and to acknowledge the continued commitment of our membership to the work of VATE.

It seems that VATE Council has made a permanent move to convening the majority of its meetings online, which has lessened the time commitments made by Council members. English teachers' connection to the profession and fellow educators remains as important as ever, and the work of VATE in supporting this would not be possible without the voluntary contributions made by Council members. I thank the outgoing and incoming Councils of 2021 for their contributions while I reaffirm a commitment to making Council members' voluntary time commitment manageable and productive. The VATE 2021 Council comprised of Terry Hayes (Vice President), Ross Huggard (Treasurer), Kate Gillespie (Secretary), Alex Bacalja (AATE delegate), Jan Bailey (Ivanhoe Girls' Grammar School), Amanda McGraw (Federation University), Lucinda McKnight (Deakin University), Joanne O'Mara (Deakin University), and Suzanne Toniolo (Methodist Ladies' College).

I wish to thank in particular the outgoing Council members for their time and contributions: Annika Konenon (Brentwood Secondary College), Dora Kourambas (Carey Baptist Grammar School), Mary Mason, and Jan May (Firbank Grammar School).

### Office

The VATE Council acknowledges the work and commitment of the VATE office staff in 2021: Kate Gillespie (Executive Education Officer), Josephine Smith (Publications and Communications Officer), Emma Jenkins (Education Officer), Jessica Chen (Finance Officer), Julie Diamente (Events and Membership Officer), and Kieran May

(Administration Officer). We also thank the following for their support of the VATE office: Russell Smith and Peter Batchelor.

### **Awards and Scholarships**

The Ian Hansen/VATE Award was presented to Timothy Lilley for outstanding achievement in English Learning Area Studies at The University of Melbourne.

Michael Hamerston/VATE Award was presented to Annemarie Agborchi for the Most Outstanding Pre-service Teacher in English Pedagogy (Master of Teaching 2020) at Victoria University.

Margaret Gill/VATE Award was presented to Emily Wong for outstanding achievement in English Curriculum Studies at Monash University.

The Gillian Barnsley/VATE Award was awarded to Akash Samuel for outstanding achievement in English Curriculum Studies at Deakin University.

### **Strategic Partnerships**

The following schools were involved in the final year of the DET/SPP funded Community of Practice: Teaching reading: Brighton Secondary College, Copperfield College, Eltham College, Emmanuel College (Warrnambool), Glen Waverley Secondary College, Mercy Regional College (Camperdown) and Parade College.

Critical Friends involved in 2021 were David Lee, Mary Mason and Amanda McGraw.

### **Partnerships**

VATE continued and developed its partnerships with the following organisations: Australian Centre for the Moving Image (ACMI); Department of Education and Training (DET); Melbourne Writers Festival, Schools' Program; National Gallery of Victoria (NGV); The Little Bookroom/Neighbourhood Books; Victorian Curriculum and Assessment Authority (VCAA).

### **Advocacy/Responses to Inquiries**

- VCAA [response](#) to VATE correspondence (September 2021)
- VATE [submission](#) to the VCAA – concerns and frustrations of teachers of the VCE English Studies (August 2021)
- VATE [submission](#) to the VCAA – proposed VCE Literature Study Design (July 2021)
- VATE [submission](#) to the VCAA – proposed VCE English and EAL Study Design (June 2021)

**Emily Frawley**

President

## OVERVIEW

2021 was my fifth successive year as Treasurer of VATE and together with our highly-skilled and meticulous Finance Officer, Jessica Chen, I endeavoured to carefully oversee our financial situation and to navigate another year in which the COVID pandemic presented hitherto unknown challenges. It should be noted that some subject associations have found it almost impossible to operate, but such has not been the case for VATE, either in 2020 or 2021. It may be seen that our members, who are the reason for the existence of a not-for-profit organisation such as ours, continued to be very well-supported as English practitioners, and this is something for which all VATE members should be justly proud.

We have also continued to be well-supported by our auditor, Ryk Eksteen of Collins and Co., the company first appointed to this key role for the 2020 year.

Even if we had all wrongly believed 2020 would be our most challenging year in living memory, 2021 of course proved to be an even more uncertain and unpredictable year. It must once more be acknowledged and recognised that each and every member of our VATE office team exercised total commitment and professionalism throughout 2021. Under the ever-reliable, creative and visionary leadership of the Executive Education Officer, Kate Gillespie, the operations of VATE became essentially digital and online and our services to members continued to flourish. Members continued to be well-served and a continuing income stream was received and so our organisation operated effectively.

## KEY AREAS OF ACTIVITY

### VATE Publications

Under the ever-watchful eye of our skilled Publications and Communications Officer, Josephine Smith, teaching guides for new VCE English and Literature texts (*Inside Stories*, *Inside Texts* and *Literature Perspectives*) continued to be written and published, both digitally and in print. This is a much-valued service provided to members, and one for which VATE is perceived to be a producer of quality, reliable teaching resources. The 2020 VCE Literature reference text *Into the Woods*, was again sold in 2021, but with a more modest financial outcome (\$7,693 as opposed to \$33,660 on 2020). There can be little doubt that the prospects in this publications area in 2022 and beyond should be encouraging financially with the advent of new Study Designs for English, EAL and Literature to be implemented from 2023, and teachers seeking suitable resources.

### Exam production and sales

As in 2020, and indeed preceding years, the in-house development, production and sales of trial VCE English, EAL, Literature and English Language exams continued. Given that the VCE English texts were unchanged from the year before, the decision was made not to produce a Unit 3 English exam. One might therefore have anticipated that the exam sales revenue would be significantly lower than in 2020, but, happily, such was not the case, with some \$103,656 being accrued, as compared with \$106,712 in 2020. So, COVID-generated lockdowns failed to dampen these sales, a testament to the reputation and calibre of these exams, which are used statewide. Once more, the determined input of volunteer teachers and educators on these exam working parties, coupled with the skilful oversight and meticulous organisation of Josephine Smith, were critically important to this ongoing success.



### **VATE bookshop**

Without the benefit of in-person professional learning events, especially the VATE State Conference, and the capacity to personally peruse and purchase resources from our office, bookshop sales have, regrettably, continued to be very modest and rather disappointing. Much of this may be attributable to the ongoing COVID pandemic. It had been hoped that in-person events would return in 2021, but this was simply not possible or practicable. So, bookshop income (\$12,000) was quite slight and virtually half the 2020 figure (\$23,052) and much lower than the 2019 figure (\$56,239) This area of VATE's business will continue to be closely monitored, with the hope that increased demands for resources for new VCE Study Designs and some in-person events will reverse this negative trend.

### **Event income**

Building on the transition to digitally-presented professional learning events via Zoom, which became the norm in 2020, fortunately, the provision of teaching learning events by VATE was not diminished in 2021. Income from events in 2021 (\$429,422) was not dissimilar to that of the preceding year (\$447,167), which represented another very pleasing result for VATE. As in recent years, many specialised VCE events, including recorded student sessions and Meet the Assessors, proved to be popular. The inventive and proactive Professional Learning and Research Committee continued to offer new programs and its ongoing efforts are greatly appreciated.

### **VATE State Conference**

Recognising that the impact of COVID and extended lockdowns would again prevent an in-person 'traditional' State Conference, it was determined that a totally digital event was our only viable option. So, this major annual event went ahead in October in a scaled-back version. VATE Council, recognising that 2021 has imposed huge pressures on all teachers in schools, and so as to actively support members who have endured so much in the lockdowns, made the important decision to make the event free to all members. The large uptake by teachers, and feedback provided, clearly showed that this was appreciated. Notwithstanding all of this, a modest profit (\$8,932) was still made via sponsors.

### **Overall financial results**

It is important to note that the substantial federal government assistance VATE received via JobKeeper, which was considerable in 2020 (\$291,400) ended in March 2021, thus only accruing \$30,000 to VATE. So, effectively revenue in 2020 was significantly bolstered by \$291,400. Therefore, if these special governmental payments are discounted, in 2020 our real profit was \$182,351 and the comparable figure in 2021 was \$133,545, still a healthy result given the circumstances. Indeed, it is comparable with the 2018 profit figure of \$131,034. In 2021, many not-for-profit organisations and businesses made no profits whatsoever and so VATE's result, in these atypical circumstances, is still a positive and reassuring one overall.

### **Future challenges**

Along with other similar not-for-profit subject associations, external Department of Education SPP funding, coupled with membership dues and revenue streams from events and publications, ensure the ongoing viability of VATE. Whilst our membership numbers are very healthy and are carefully monitored by Kate Gillespie and the office team, external funding is not as predictable as it has traditionally been and so ongoing close analysis is essential.

It is now recognised that hybrid modes of delivery of professional learning will continue into the future and these operate on different levels of costing and profit-margins.

However, greater usage of Zoom has ensured that regional teachers and educators are more readily able to access our services, which enhances our reach beyond the Melbourne metropolitan area. Naturally, all of this will need to continue to be closely monitored.

### **Acknowledgements**

Once more, I must sincerely thank and acknowledge the careful and reliable work of Jessica Chen, our Finance Officer. She has continued to offer me, as Treasurer, accurate and recent data, advice and insights. In addition to her key role as Executive Education Officer, Kate Gillespie, has been an invaluable support to me and I am much indebted to her. Likewise, the key work of Josephine Smith, as VATE Publications and Communications Officer, has continued to ensure the provision of key resources and information to members, as well as generating considerable income. Finally, I wish to acknowledge and thank the Education Officer, Emma Jenkins, for her diverse and creative work and affirming energy, which has further provided key support to our members.

Finally, I wish to sincerely thank the President, Emily Frawley, Vice President, Terry Hayes, and my fellow Council colleagues for supporting and upholding me in my role as Treasurer.

**Ross Huggard**

Treasurer

The tectonic shifts that we experienced in teaching and learning in 2020 continued into 2021. Our lives would expand then contract with the rolling lockdowns. I wrote in the final VATE Village of 2021 that I despaired about the tribalism, anti-science rhetoric, and the continued rise of 'alternative facts' that seemed to pervade our daily (uncivil) discourse. A strong foundation and anchor in community was essential to navigate the ongoing tumult.

VATE is an important place of connection and I have felt this acutely over the last two years.

## **VATE office**

I would first like to acknowledge the work and commitment of the VATE office team. My endless appreciation and thanks to my colleagues: Josephine Smith for her professionalism, intellect and support; Emma Jenkins for her intelligence, humour, and adaptability; Julie Diamante for being thorough in her management of the range of PL offerings; Jessica Chen for providing a strong fiscal foundation to support VATE's work in another challenging year; Kieran May for supporting members with consideration and care.

Thank you to all those who support the work of the office and the association: Peter Batchelor, for all things IT; Russell Smith, VATE's external accountant; Kushla Ross, VATE's designer; Hoc Lie, VATE's website developer; Sean, the VATE cleaner; and, Jason, VATE's postie.

## **VATE Council and committees**

The VATE Council and committee members volunteer their time and expertise to discuss, advocate for the membership, and develop the work of the association. I am grateful to all members of the Council and committees for their commitment and contributions to VATE's purpose.

## **Members**

To the 7500+ members, many thanks for supporting your students and school communities in what continued to be a challenging time. Thank you also for supporting VATE and your English teaching colleagues across the state – whether it was through contributing to a discussion on a Network, presenting for the range of online VATE PL, submitting questions and passages for our sample exams, purchasing one of our products, or just emailing us in the office. We are a strong and vibrant community.

## **VATE ACHIEVEMENTS IN 2021**

### **YA Book Stack**

To add to the already successful VATE Village podcast, we developed an additional podcast series, YA Book Stack. YA Book Stack is an in-conversation series highlighting new and diverse voices and texts for students in the middle years. In conversation with VATE's Education Officer, Emma Jenkins, each author discusses the application of their text in the middle years classroom and the ways their text is reflective of the experiences of young adult readers and the world they engage with. Through its focus on the text in the classroom, YA Book Stack aims to encourage educators to embrace the flexibility of the middle years and explore a broader range of texts in their curriculum. 2021 interviews included: Leanne Hall on *The Gaps*; Rawah Raja on *The F Team*; Gary Lonesborough on *The Boy from the Mish*; Anna Whateley on *Peta Lyre's Rating Normal*.

### **Writing competition**

Building on the inaugural writing competition and its success, we again ran a writing competition for students and teachers and developed a complementary teaching and learning package featuring authors Cath Moore, Ellen Van Neervan and Vivian Pham. In 2021 we asked students and teachers to address the theme 'Stories that Change'.

We received over 200 entries from 91 schools across Victoria.

#### **Year 7 and 8 category**

There were 93 entries in this category

Winner: Athan Siapikoudis (Ivanhoe Grammar School) – '[Jute Leaf Soup](#)'

Runner-up: Sienna Dobson (Ruyton Girls' School) – '[Distant Heart](#)'

#### **Year 9 and 10 category**

There were 67 entries in this category

Winners: Julie Hoang (Nazareth College) – '[Away](#)' and Jem Thomas (Brighton Grammar School) – '[Nick David!](#)'

Runners-up: Charlotte Bennett (Mercy Regional College) – '[The Playground](#)' and Joselyn Bennetts (Bacchus Marsh Grammar) – '[The Whistling in the Wind](#)'

#### **Year 11 and 12 category**

There were 28 entries in this category

Winner: Laura Flanagan (Caroline Chisholm Catholic College) – '[Reflection](#)'

Runners-up: Elliot Perez (Beaconhills College Pakenham Campus) – '[Always](#)' and

Isabella Greco (Lowther Hall Anglican Grammar School) – '[Untitled \(The Adoption Story\)](#)'

#### **Teacher category**

There were 14 entries in this category

Winner: Alanah Andrews (Traralgon College) – '[To Alaska](#)'

Runner-up: Pat Bruce (St Alban's Secondary College) – '[Equations](#)'

#### **DET/Career Education Association of Victoria – Connecting Learning to Work**

VATE received funding from the DET to develop a resource that connected learning to work. Our involvement in the Connecting Learning to Work project was to highlight how the English skills, knowledge and capabilities that students develop through their subject English studies are applicable in the workforce. The video profiled a range of people who explained how they used the skills and knowledge they acquired through the study of English in their day-to-day professional lives, as well as reflecting on the ways English has helped them to be competent contributors to their relevant fields. The video features commentary and reflections from Demet Divaroren, Matthew Jenkins, Emilija Savic, Achol Arok, and Nevo Zisin. You can view our submission here:

<https://www.vate.org.au/connecting-learning-work>

## STATE CONFERENCE PART 2

Vladimir: *To have lived is not enough for them.*

Estragon: *They have to talk about it.*

Samuel Beckett *Waiting for Godot*

In 2021, VATE continued our conversation begun in 2020, when we declared that *survival is insufficient*. We continued the online format (live and pre-recorded sessions over four half days), and, although in retrospect our question, *what do we bring out of COVID-19?* seemed premature, even naïve, we affirmed the need to talk, to evaluate, to reckon, to assess, and thus to heal.

At its August meeting, the VATE Council unanimously voted to make attendance to the State Conference free for all members. Council made this important decision not only to reflect our appreciation for the work our members were doing in supporting their students and school communities but to acknowledge that it continued to be a challenging time for all.

**Total registrations:** 1041 | 111 individual members | 33 interstate: 20 ACTATE; 2 ETANSW; 5 ETAWA; 1 SAETA; 5 TATE | 1 international NZATE.

### Program

**Keynotes:** Nicole Mirra, Graduate School of Education at Rutgers and Antero Garcia, Graduate School of Education at Stanford University; and Kate Manne (Cornell University).

**Guest speakers:** Cara Shipp, Silkwood School, QLD; Lucinda McKnight, Deakin University; Rick Morton.

**Panels:** Student voice: 'Zooming' truth to power; Opening a wound: Confronting trauma through writing; 'This is the use of memory': Diaries, blogs, memoirs ... and autofiction; Beware of 'performative watchdoggery': Journalism in the time of plague.

**Curriculum Committee forum:** Embracing the 'fluffy' future? Media's role in the English curriculum.

### 2021 State Conference general feedback (free registration)

I would like to pass on my thanks for the invitation to attend the VATE conference this year. It was well organised, enlightening and enjoyable. (ACTATE member).

Thank you for making the State Conference free to all VATE members. It makes such a difference to the amount of valuable external professional learning we can undertake.

Thank you for all of the ways you and your team are adapting and innovating to provide such a wonderful service to English teachers!

I have taken advantage of the generous initiative and booked into the State Conference.

This such a kind gesture. Thank you for all your support.

That's extremely generous of VATE to offer this opportunity to all ETA members.

What a wonderful gesture from VATE to offer a free conference. I really appreciate it; particularly as it brought a smile to my face during some difficult times for everyone.

I really appreciate you doing this for me – and every other member of VATE.

Thank you for making it available to us. (NZATE)

A massive thank you for allowing me to attend the conference freely. I gained so much from having access to the community of ideas and people and am really looking forward to developing my skills and network as an English teacher further down the track.

The program looks great and the way you have organised the timing is most apposite for these difficult times. I am sure that it will be a success and your members will appreciate your flexible thinking to make this more easily available to them. (Eva Gold, ETANSW)

### **Sponsorship**

**Gold:** Poetry in Action

**Silver:** Allen & Unwin; Jacaranda; Melbourne International Comedy Festival; UQP

**Bronze:** Complete Works; Flohh; Fremantle Press; Wheeler Centre

### **Conclusion**

We have suffered a collective trauma, the repercussions of which will continue to play out in the years ahead. Our young people in particular have faced significant interruption to their experience of schooling, and the effects on their academic, social and emotional development are continuing to emerge. Schools and teachers have been challenged in unprecedented ways and have responded with creativity, adaptability, and care.

It is, however, in these young people that I find hope. We have attained a time of reckoning in which young people are using their voices to confront inequality and entrenched privilege and its accompanying abuses. They are demanding action for a future built with an ethical infrastructure. We must hear their voices, amplify their voices, and celebrate these voices in our English classrooms, because as Nick Cave eloquently articulated, 'Hope rises out of known suffering and is the defiant and dissenting spark that refuses to be extinguished'.

**Kate Gillespie**

Executive Education Officer

**2021 Members of the committee**

Norman Capapas (Staughton College); Virginia Danahay (Berwick Secondary College); Emily Delahunty (St Kevin's College); Kate Gillespie (VATE); Catherine Gregory (Hazel Glen College); Terry Hayes (convener); Ross Huggard; Emma Jenkins (VATE); Maarten Klene (Deakin University); Lucinda McKnight (Deakin University); Meredith Maher; Paul Martin; Helen Mason (Glen Waverley Secondary College); Mary Mason; Jo O'Mara (Deakin University); Sarah Rogerson (Haileybury International School); Simon Ross (Mount Erin College); Marion White

The Committee engaged in the following activities throughout the year:

- 1 Collating member responses to proposed changes to VCE English and Literature Study Designs.
- 2 Writing Forum: Writing as play: Designing a school based creative curriculum for writing. Panellists: Louise Roberts (Firbank Grammar School); Janet Dutton (Macquarie University); Anthea Yang (poet); and Michael Rosen (former UK Children's Laureate). Chair Lucinda McKnight.

Thanks to Ann, Norman and to Lucinda, in particular, for convening the panel and securing Michael Rosen as a participant. In his presentation, Michael stressed the importance of a connection between reading and writing programs in schools, citing Jack Thomson's *Understanding Teenagers' Reading* as a still relevant seminal text. Attended by 150 members.

- 3 Developing a Principles of Text Selection statement. A wide-ranging discussion over several meetings. Issues raised included: the value of reading critically and empathetically, as well as for pleasure in a democratic society; increasing range of textual diversity, including electronic texts and the perspectives of underrepresented communities; teaching 'dangerous' texts; censorship and community expectations/informed involvement in text choice; value of wide reading programs; student's cultures and choices in reading/viewing; relationship between text selection and pedagogy; findings re: reading engagement for the VATE CoP project, etc. A work in progress to be continued in 2022.
- 4 State Conference Curriculum Committee forum: 'Embracing the 'fluffy' future. Media's role in the English classroom.' A particular focus on the ways in which young people engage with and utilise social media platforms.

Panellists: Michael Dezuanni (QUT); Sam Koslowski, co-founder of *The Daily Aus*; Maski Mati (YouTube blogger with 120,000 followers); Jade-Amanda Falzon-Tabone and Layth Al-Artoufi, Year 11 students at Staughton College. The panel was chaired by Alex Bacalja.

A pleasing feature of the panel was the presence of young people, given VATE's commitment to promoting the importance of 'student voice' in its programs and deliberations.

The forum was attended by 73 members.

My thanks to all members of the Committee who made it such an interesting intellectual exchange of ideas, and for the practical outcomes of that exchange.

**Terry Hayes**

Curriculum Committee Convener

## **2021 Members of the committee**

Mary Mason and Helen Billett (co-conveners); Emma Jenkins (VATE); Kate Gillespie (VATE); Amanda McGraw (Federation University); Steven Kolber (Brunswick Secondary College); Julia Lippold (Lauriston Girls' School); Helen Mason (Glen Waverley Secondary College); Nirvana Watkins (Camberwell Girls Grammar School); Virginia Danahay (Berwick Secondary College); Liana Mannens (Berwick Secondary College); Ann Hammond (Flinders Christian Community School); Catherine Gregory (Hazel Glen College); Sarah Rogerson (Haileybury International School); Phil Canon (PEGS); Ruth Rosenberg; Lucinda McKnight (Deakin University)

## **Farewell to Mary Mason**

Like 2020, 2021 presented challenges to the PL and R committee. We made the transition to meeting entirely online and this has resulted in greater representation by rural members which has enriched our understanding of the challenges facing English teachers and ways in which VATE can support them. Mary Mason, the long-standing convener of this committee, resigned at the end of 2021. The committee would like to acknowledge Mary's many years of service and wishes her all the very best.

## **PROFESSIONAL LEARNING PROGRAMS**

- 1 As an online group, the PL and R committee continued to offer feedback to VATE about its program of Professional Learning and acted as an effective focus group to determine emerging areas of need for professional learning.
- 2 A number of in-school programs were interrupted by COVID lockdowns and restrictions. This included the DET SPP-funded Community of Practice: Reading program that had run successfully for many years. This period coincided with the end of the funding for this program. Amanda McGraw and Mary Mason are producing a publication about the valuable work that was completed in schools during the 7 years of the program.
- 3 Beyond TEEL, an initiative of this committee, continued to be a necessary and valued PL opportunity for VATE members.
- 4 The committee devised a PL series on Writing in the Middle Years for 2022. The 'trickle-down' effect of the new English Study Design, as well as demand for support in this element of the middle years curriculum, has seen pleasing up-take of this program. The first session – which was well attended – was offered free to VATE members and 80 plus teachers registered to complete the whole series. This program will be reviewed upon its completion, but it is envisaged that a Writing Series II program will be offered in 2023.
- 5 A new initiative of the committee is to develop an on-demand recording to support teachers aspiring to present at the State Conference develop a session. The committee is hoping that producing this resource, 'Preparing to Present', will encourage broader participation by members in the State Conference and enrich its offerings.

## **Research Programs**

Despite available funding, during the 'pandemic years' the Research component of this committee has been in hibernation. While these years provided rich opportunities for



research, the demands on both teachers and academics were onerous and precluded people taking on 'extra' activities.

Life has been injected into this important facet of the committee's work by the contribution of two committee members with links to tertiary providers.

Amanda McGraw will be facilitating a review of the grant process and documentation with the view of creating a more 'user-friendly' model that both encourages participation by removing onerous hurdles and allows VATE more control over the direction of the research so that it can be of more immediate and practical use for members. As well, Amanda is leading a subcommittee on developing a Collaborative Inquiry Project. This will be developed and implemented during 2022.

The final way in which the committee is 'bring the R back into P L and R' is being facilitated by committee member Lucinda McKnight. Lucinda, in conjunction with Deakin University, will be offering VATE members the opportunity to attend two sessions, at minimal cost, which will outline current research into subject English.

Many thanks to all the committee members and to Kate and Emma who continue to actively support the work of this committee.

**Helen Billett**

Professional Learning and Research Committee Convener

On behalf of the 2021 Committee, Emma Enticott (Foster Secondary College), Deaglan Harney (Seymour College), Brooke Middleton (Springside West Secondary College), Sarah Rogerson (Haileybury International School), Kristian Radford (Preston High School), Jan May (Firbank Grammar School), Terry Hayes, Emma Jenkins (VATE), Kate Gillespie (VATE), Josephine Smith (VATE), I would like to thank our wonderful VATE members who, amid another difficult year of lockdowns and remote teaching, contributed to our publications and resources during 2021.

Josephine Smith, VATE's Publications and Communications Officer, was once again pivotal to overseeing the output of print and digital publications and communications made available to members throughout Victoria – and beyond. As was the case in 2020, the importance of connectivity, interaction and support continued to be at the forefront of the committee's activities. Josephine and the VATE office team had to navigate many tasks remotely and work around lockdown challenges. For example, special permits were needed to attend the office to process, pack and send print sample examination orders around the state at a time when mail deliveries themselves were problematic.

Committee meetings were conducted over Zoom in February, April and September 2021 and we welcomed some new, enthusiastic members from a range of metropolitan and country schools. Although face-to-face meetings are missed, communicating online has many advantages. Discussions focused on the needs of the English teaching community in the present and future. As it became increasingly apparent that the year would again be challenging, the frequency and content of eBulletins, Agile and VATE Village was vital. Feedback indicated that teachers appreciated ideas to inspire their teaching as well as keeping abreast of the latest VATE offerings. As noted in 2020, more teachers felt inclined to write contributions for *Idiom* and share resources, a trend that will hopefully continue as teacher inter-connectedness reaches new levels. The release of new Study Designs for VCE English/EAL and Literature will also provide ongoing opportunities for Committee discussion in 2022.

***Idiom* – the three issues for 2021 were as follows:**

- a Volume 57 No 1: Removing the Mask – edited by Amanda McGraw, Mary Mason and David Lee (VATE Community of Practice: Teaching Reading Project.)
- b Volume 57 No 2: Diverse Voices in English – edited by the VATE Education Team of Kate Gillespie, Emma Jenkins and Josephine Smith. The edition focused on texts that could be used in Years 7-11 and consider which 'voices' are being privileged and amplified. Contributions also focused on text selection in schools, the need to audit text lists for conscious and unconscious biases as well as emphasising the importance of students seeing themselves in the texts and literature they encounter in the English curriculum. A feature of this issue was the inclusion of articles and resources from US English educators who responded positively to VATE's invitation to republish their writing in *Idiom*.
- c Volume 57 No 3: Starting Out – edited by Jan May and Emma Enticott. This edition focused on early career teachers of secondary English and, in particular, the practical ways in which we can better support aspiring and beginning teachers in our schools. The experiences of teachers in these important early years of their teaching careers are clearly crucial in supporting the development of the skills and strategies necessary to give them the confidence and inspiration to keep teaching and progressing as English educators. The edition was divided into sections: I am a teacher; Navigating

the early years; Cultivating English teachers; Sustainable teaching;  
We are a community; VATE member survey; and 2021 VATE State Conference.

Other VATE publications and communications to members included:

- a *Inside Stories, Inside Texts* and *Literature Perspectives*. The text lists for VCE English and Literature remained the same in 2021 to compensate for the disruptions of 2020. These publications were completed and made available for purchase in 2021 ready for the 2022 school year.
- b Member text survey
- c Social media presence on Facebook and Twitter
- d Book reviews on the VATE website and ecommunications
- e Regular eBulletins to members, including Agile and VATE Village
- f Emails to the various VATE networks
- g Sample VCE examinations for Units 3-4 English, EAL, EL and Literature were launched on August 10.
- h Reading book written by Mary Mason and Amanda McGraw, and edited by Prue Gill and the VATE Education team is well underway. This will be published in 2022.

#### **Jan May**

Publications and Communications Committee Convener

## **COUNCIL MEMBERS (AS OF 14 APRIL, 2022)**

ETA delegates: Rachael Radvanyi (ACATE); Susan Gazis (ETANSW); Bruce Cameron (ETANT); Lindsay Williams (ETAQ); Claire Jones (ETAWA); Sarah McDonald (SAETA); Alex Bacalja (VATE); Daniel Howard (TATE).

**President:** Alison Robertson

**President-elect:** Karen Yager

**Treasurer:** Phil Page

**Research Officer:** Philip Mead

**Commissioning Editor:** Erika Boas

**General Manager:** Wendy Rush

**English in Australia Editor:** Kellie McGraw

## **FINANCES**

As taken from Treasurer's Report (Oct, 2021)

'Additional to the financial shortfalls and difficulties experienced in the 2018 and 2019 calendar years, the advent of COVID-19 in 2020 and 2021 has further impacted AATE's operations, not only by curtailing some of the association's activities, but also, and somewhat ironically, by containing some costs. Federal and state financial support packages, along with ATO tax credits have offset considerably the impacts of the pandemic on our operations. Alongside these, the ongoing 2020/21 review of staffing and subsequent reductions and reorganization have also contributed to our current financial position, to the point whereby we will be able to continue to confidently operate with ongoing financial health into the years ahead, albeit with careful attention to both our costs and the amounts we charge for our contracted activities.

In 2020/21 AATE recorded an overall operating surplus of \$86,163 (a \$17,831 deficit in 2019/20) as opposed to a projected surplus of \$14,447, an increase of \$71,716 or 496.4% on the budgeted figure – a substantial increase. The reasons for this major turnaround are complex and are summarized above and expanded upon later in this report. The outcomes of these measures, along with ongoing consolidation of our staffing establishment and some minor expansion in our project management activities and fees for service, will lead to a budget surplus (break-even) projection of \$847 for 2021/22 – a satisfactory figure considering all the recent ups and downs.

Beyond the COVID subsidies and staff reductions of the 2020/21 financial year, other operations which positively impacted our bottom line were the constraints applied to Council and employment expenses, increasing rental income and the relative stability of income from association and Reading Australia management fees. On the downside, there was a continuing decline in sales of non AATE publications (whilst our own material continued to increase in sales' numbers), a decrease in affiliation fee income and a plateauing/bottoming out of total project management income. In addition, the IFTE Conference profit margin was still a very respectable \$8,515, contributing to the good position we find ourselves in.'

## NATIONAL CONFERENCE UPDATE

2021 – Brisbane 7-9 July (online)

Challenge and Change

AATE was contracted as the PCO for the 2021 AATE/ALEA conference.

There were 461 registrations, 158 of these were accepted presenters who registered via the special presenter rate. 69 were complimentary, including sponsors, exhibitors, scholarship recipients, volunteers and invited speakers.

**Total registrations:**

- Full time (3 days) – 423
- 2 Days – 8
- 1 Day – 30

Teaching Area (many Delegates selected multiple teaching areas):

- Early years – 121
- Primary – 184
- Middle Years – 124
- Secondary – 255
- Tertiary – 59

Of those who indicated Membership status (some delegates were members of multiple organisations, including more than one ETA):

AATE (Life Members only) – 8	TATE – 8
ALEA – 170	VATE – 31
ACTATE – 17	IFTE – 2
ETANSW – 32	ILA – 5
ETAQ – 66	NZLA – 4
ETAWA – 16	NZATA – 2
SAETA – 19	

**Garth Boomer address:** Melitta Hogarth

Total income from conference: \$72,000

2022 – Darwin, 7-10 July

Hearts, Minds, Stories: Landscapes of Learning

Joint ALEA/AATE conference. Majority in-person conference with minimal online events.

Registrations now open

**Garth Boomer address:** Jacqueline Manual

2023 – Canberra

2024 – Adelaide

## LIFE MEMBERSHIP AWARDS

Associate Professor Ray Misson

## AATE RESEARCH GRANTS

AATE has funded two small teacher-led research projects across 2022-23.

The first project, 'Exploring Digital Game Narratives in Senior English Classrooms', has received \$1500 in funding and is led by Mark Clutton from Erindale College, ACT.

The project aims to:

- Co-design with an academic leader a digital game English curriculum which meets the demands of the ACT English Framework and Course Documents.
- Explore the potential of digital games to support critical perspectives.
- Investigate the forms of play involved in studying digital games in English.

The second project, 'Story Ground', has received \$1500 in funding and is led by Andi Stapp-Gaunt and Rosita Randle from Erindale College, ACT. This project asks what new knowledge is generated through students' engagement with Story Ground practices, and how might the use of these modalities and protocols inform teaching and learning in the English classroom. The project aims to gather qualitative data through the use of a storying methodology which aligns with 'Dialogical Sensemaking' to explore how and why students who are often reluctant to engage in language and literacy practices in the English classroom have efficacy in Story Ground sessions.

## PROFESSIONAL LEARNING EVENTS

Zoom webinars linked to AATE Publications

### 2021

*Creating Micro Stories Teaching Micro Fiction: Helping students to craft effective stories:*  
Erika Boas and Emma Jenkins – 4 March

*Yield Teaching poetry:* Kelli McGraw – 28 April

*The Artful English Teacher Session 1: 'Artful approaches to teaching English'* –  
A workshop for Early Career English teachers looking for engaging ways to teach high school English – 5 May

*Digital Games: Literacy in Action* – A workshop for English teachers who wish to bring digital games into the English classroom for play and study: Alex Bacalja – 18 May

*Beyond the Dark* online session: 17 participants

*Creating a Digital Games classroom:* 12 participants

*Micro Stories* workshop: 22 participants

Reading Australia workshop: 9 participants

International Fellowship Tour, Jeff Wilhelm – postponed

## PUBLICATIONS

*Novel Ideas: Creative ways to teach fiction* (Launched at 2021 conference)

*Sharing the Voices within: First Nations' perspectives in the English classroom* (chapters currently under review). Editors: Phil Page, Cara Shipp, Alex Wharton and Grace Lucas Pennington

*Text Selection* (very early planning)

## ENGLISH IN AUSTRALIA

Publication schedule 2021-2022

### 2021 – Vol 56

Issue	Theme	Editors	Publication
56.1	2020 IFTE conference issue	Wayne Sawyer and Jackie Manuel	November 2021
56.2	English @ Home	Kelli McGraw and Ceridwen Owen	December 2021
56.3	Non-themed	Kelli McGraw	February 2022

### 2022 – Vol 57

Issue	Theme	Editors	Publication
57.1	2021 AATE/ALEA national conference issue	Lindsay Williams and Kelli McGraw	Term 2 (May)
57.2	Special issue	TBC	Term 3 (Sept)
57.3	Non-themed	TBC	Term 4 (Dec)

Back catalogue of EiA is now accessible to members via:

Username: EnglishOne346:

Password: Zip843

## Quartiles

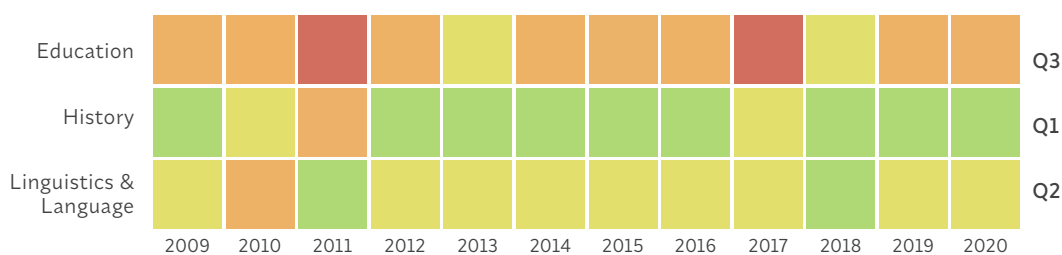


Figure 1 – Journal rankings via [Scimago](#)

Alex Bacalja  
AATE Delegate

**IDIOM****Volume 57, No.1 'Removing the Mask'**

**Contributing editors:** Amanda McGraw, Mary Mason and David Lee

**Managing editor:** Josephine Smith

**Contributors:** Jade West (Salesian College Sunbury); Hanna Khoweiss, Jill Brady, Rebecca Cooney and Joe Reischel (Glen Waverley Secondary College); Adam Gordon (St Francis Xavier College); Kylie Price (Eltham College); Raelene Plozza, Kirsten Dunsby, Adrienne Mewett and Emma Andrews (Brighton Grammar School); Michelle Ainley (Daylesford College); Leon Furze, Ben White and Nima Carswell (Monivae College); Melissa Antoniuk, Travis Dangstorp, Carolyn Dunn, Stacey McAllen and Thi Trinh (Brighton Secondary College); Belinda Nichols and Nerrida Prosser (The Hamilton and Alexandra College)

**Volume 57, No.2 'Diverse Voices in English'**

**Contributing editors:** VATE Education Team – Kate Gillespie, Emma Jenkins and Josephine Smith

**Managing editor:** Josephine Smith

**Contributors:** Lorena Germán (Headwaters School, Austin, Texas, USA); Tricia Ebarvia (Greene Street Friends School, Philadelphia, Pennsylvania, USA); Sonia Murr (Woodleigh School); Norman Capapas (Staughton College); Henryk Slosarski (Emmanuel College); Emily Delahunty (St Kevin's College); Scott Bayer and Joel Garza (#THEBOOKCHAT); Cara Shipp (Silkwood School, Mount Nathan, Gold Coast, QLD); Mark Eckersley (Santa Maria College); Liana Mannens (Berwick Secondary College); Briony Schroor (Nossal High School); Carmel Byrne (Beaconhills College – Berwick); Lee Oldham-Jones (Salesian College Sunbury); Nerissa Marcon (St Helena Secondary College); Bernadette Sheedy (Mount Scopus Memorial College); Emma Jenkins (VATE); Lachlan Whitley (Firbank Grammar School); Jennifer Minter (English Works); Lauren Maserow (Methodist Ladies' College); Erin Wamala (Trinity Grammar); Jing Xuan Teo and Marina Sano (Amplify Bookstore); Michael Earp (The Little Bookroom)

**Volume 57, No.3 'Starting Out'**

**Contributing editors:** Emma Enticott and Jan May

**Managing editor:** Josephine Smith

**Contributors:** Melissa Blacklock (St Mary's Coptic Orthodox College); Allayne Horton (Sacré Coeur); Leon Furze (Monivae College); Hugh Gundlach (Fintona Girls' School); Emma Dower (Lalor Secondary College); Mark Favaloro (Carranballac P-12 College); Amna Iqbal (Craigieburn Secondary College); Nic Carter, Rachael Dingfelder, Gary Garside, Joe Kelly, Daniel Lincoln and Calypso Owen, with Dominique Limgenco, Emily Maxwell-Gould and Thomas Ricketts (Melbourne Graduate School of Education); Kirsten Reed (Gilson College); Rachel Stephens (St Aloysius College); Rachael Dingfelder (University of Melbourne); Helen Yeats (Sacred Heart College Geelong); Kate Rees (Plenty Valley Christian College) and Alisha McCabe (La Trobe University); Jade West and Stephanie Papazoglou (Salesian College Sunbury); Emma Jenkins (VATE); Bernadette Sheedy (Mount Scopus Memorial College); Zachary Shinkfield (Woodleigh School); Brendan Winter (Yarram Secondary College); Belinda Engelman (Geelong Lutheran College); Joe Kelly (Staughton College, and University of Melbourne); Dani Cantor (Balwyn High School); Sam Ellis (Virtual School Victoria); Caroline Lazarus (Mordialloc College); Paula Batsakis (Lalor North Secondary College)



## INSIDE STORIES

Margaret Saltau; Briony Schroor (Nossal High School); Marion White; Warren Whitney (Belmont High School)

**Editor:** Faye Crossman

## INSIDE TEXTS

Anne Gamble (Mentone Girls' Secondary College); Jennifer Jones (Balwyn High School); Yasmine McCafferty (Carey Baptist Grammar School); Ernest Price (Charlton College)

**Editor:** Faye Crossman

## LITERATURE PERSPECTIVES

Christine Lambrianidis (Westbourne Grammar School); Karen Lynch (Kew High School); Elspeth Maddocks (Lauriston Girls' School); Mary Purcell; Margaret Saltau; Christophe Taylor (Melbourne Girls Grammar); Margot Thompson; Richard Walsh (Vermont Secondary College); Warren Whitney (Belmont High School)

**Editor:** Marion White

## VATE SAMPLE EXAMINATIONS

### English

**Exam Working Party:** Josephine Smith (VATE); Ross Huggard; Anthony Quirk (PEGS); Faye Crossman; Dora Kourambas (Carey Baptist Grammar); Nunu Bisogni (Melbourne Girls' College); Marion White; Jan May (Firbank Grammar School); Germana Tendelli (Ivanhoe Girls' Grammar School); Alex Connor (Red Cliffs Secondary College)

**Section C writers:** Anthony Quirk (PEGS); Karen Graham

**Contributors:** Helen Billett; Virginia Danahay (Berwick Secondary College); Marcellene D'Menzie (Princes Hill Secondary College); Philippa Elder (Fintona Girls School); Kate Gillespie (VATE); Felicity Graham-Prowse (Whealers Hill Secondary College); Ann Hammond (Flinders Christian Community College); Marilyn Joshua (Gilson College); Liana Kiriati (Parkdale Secondary College); Michelle Maglitto (Fintona Girls School); Sophia Marsden-Smith (Williamstown High School); Kilian McNamara (Academy of Mary Immaculate); Lorraine Paul (Al-Taqwa College); Marissa Pinkas (Virtual School Victoria); Briony Schroor (Nossal High School); Natasha Stewart (St Aloysius College); Rachel Tanner (Sacred Heart College Kyneton); Suzanne Toniolo (Methodist Ladies' College); Andrew Wight (Whitefriars)

### EAL

**Writers/editors:** Anne Height (Ivanhoe Grammar); Joanne Thompson (Firbank Grammar School); Janelle Lugg (Elwood College)

### English Language

**Editor:** Louisa Willoughby (Monash University)

**Writers:** Elizabeth Buckley; Tracy Doig (Vermont Secondary College); Marlya MacNeill (Mazenod College)

## **Literature**

**Editors:** Heather Maunder and Margaret Saltau

**Contributors:** Joseph Crofts (PEGS); Kate Gillespie (VATE); Carmel Huggard (Patterson River Secondary College); Liana Mannens (Berwick Secondary College); Sophia Marsden-Smith (Williamstown High School); Heather Maunder; Megan Metcalfe (Box Hill High School); John Morrissey (Peninsula Grammar); Paul Munn (Wesley College); Clare Ridgway-Faye (Princes Hill Secondary College); Margaret Saltau; Briony Schroor (Nossal High School); Josephine Smith (VATE); Christophe Taylor (Melbourne Girls Grammar); Sara Taylor; Claire Wight (Yarra Valley Grammar)

## **PROFESSIONAL LEARNING**

### **2021 Online Meet the Assessors**

Annelise Balsamo (VCAA); Helen Billett (Woodleigh School); Selina Dennis (Strathmore Secondary College); Karen Graham; Kellie Heintz (VCAA); Ross Huggard; Marta Lopez (Huntingtower School); Meredith Maher; Rosemary McLoughlin; Marlya McNeill (Mazenod College); Glynis Rose; Margaret Saltau; Simona Wengritzky (VCAA)

### **2021 Online VCE English Moderation Series**

Helen Billett (Woodleigh School)

### **2021 VATE Leadership Conference**

Nathan Armstrong; Allie Baker (Wodonga Senior Secondary College); Melanie Carroll (The University High School); Madeleine Coulombe (Shelford Girls' Grammar School); Leon Furze (Monivae College); Hayley Harrison; Ross Huggard; Jennifer Jones (Balwyn High School); Hanna Khoweiss (Glen Waverley Secondary College); Christopher Land (Balwyn High School)

### **2021 Online Beyond TEEL**

Leon Furze (Monivae College); David Lee; Mary Mason; Helen Mason (Glen Waverley Secondary College); Tegan O'Dea (Warragul Regional College)

### **2021 Online VCE Mini-Methods**

Tracy Doig (Vermont Secondary College); Luke Francis (Melbourne Girls Grammar School); Natalie Gleeson (St Francis Xavier College); Heather Maunder; Marlya McNeill (Mazenod College); Lee McQueen (Eltham High School); Caitlin Penrose (Montmorency Secondary College); Margaret Saltau; Briony Schroor (Nossal High School); Rebecca Swain (Carey Baptist Grammar School)

### **2021 Curriculum Committee Forum**

Norman Capapas (Staughton College); Ann Hammond (Flinders Christian Community College); Lucinda McKnight (Deakin University)

### **2021 Online Literature Network Meetings**

Peter Budisavljevic (Taylors Lakes Secondary College); Bridget Costelloe (The University High School); Sarah Darling (Epping Secondary College); Lara King (Ringwood Secondary College); Christine Lambrianidis (Westbourne Grammar School); Karen Lynch (Kew High School); Elspeth Maddocks (Lauriston Girls School); Liana Mannens (Berwick Secondary College); Kate McLaren (St Joseph's College - Newtown); Lee McQueen (Eltham High School); Margaret Saltau; Cameron Smith (Loreto College Ballarat); Marion White

### **2021 VATE Ideas Lab: Teaching English in the Middle Years**

Annelise Balsamo (VCAA); Prue Bon (Mooroolbark College); Bridie Connell (Parade College); Maria Litchfield (Camberwell Girls Grammar); Amy Long (Emmaus College); Lee McQueen (Eltham High School); Marjan Mossammaparast (St Leonard's College); Ernest Price (Charlton College); Nirvana Watkins (Camberwell Girls Grammar); Alex Wharton (Carinya Christian School NSW)

### **2021 Online VATE State Conference**

Annelise Balsamo (VCAA); Helen Billett (Woodleigh School); Jo Bloom (Australian Shakespeare Company); Erika Boas (AATE); Louise Bourke (John Monash Science School); Madeleine Crofts (Leongatha Secondary College); Travis Dangstorp (Brighton Secondary College); Michael Daniel (Camberwell Grammar School); Mark Eckersley (Santa Maria College); Sam Ellis (Virtual School Victoria); Emily Frawley (Maribyrnong Secondary College); Ann Hammond (Flinders Christian Community College); Deaglan Harney (Seymour College); Hayley Harrison; Kellie Heintz (VCAA); Ross Huggard; Jennifer Jones (Balwyn High School); Rosie Kerin; Stuart King (Eltham College); Maarten Klene (Deakin University); Steven Kolber (Brunswick Secondary College); Christine Lambrianidis (Westbourne Grammar School); Karen Lynch (Kew High School); Elspeth Maddocks (Lauriston Girls' School); Lisa Maloney; Bronwen Martin (Virtual School Victoria); Mary Mason; Jan May (Firbank Grammar School); Andrew McConchie (Geelong High School); Karys McEwen (Richmond High School); Amanda McGraw (Federation University); Lucinda McKnight (Deakin University); Dylan Mead (Emmanuel College); Brooke Middleton (Springside West Secondary College); Joanna Piavanini (Lauriston Girls' School); Marissa Pinkas (Virtual School Victoria); Kylie Price (Eltham College); Margaret Saltau; Briony Schroor (Nossal High School); Chrisella Sentana (OneSchool Global); Zac Shinkfield (Woodleigh School); Marina Slifirski (Glen Waverley Secondary College); Cindy Sullivan (Hume Central Secondary College); Christophe Taylor (Melbourne Girls Grammar School); Thuthi Vartazarian (Westbourne Grammar School); Richard Walsh (Vermont Secondary College); Sue Wilson (Monash University)

### **2021 VATE State Conference (Pre-recorded sessions)**

Annabel Astbury (ABC Education); Tamryn Bennett (RedRoom Poetry); Jill Brady (Glen Waverley Secondary College); Susan Bye (ACMI); Kate Cash (Pascoe Vale Girls' College); Rebecca Cooney (Glen Waverley Secondary College); Anne Dalmau (Roxburgh Secondary College); Tom Dickins (Melbourne International Comedy Festival); Leon Furze (Monivae College); Anne Gamble (Mentone Girls' Secondary College); Annabel Grigg (Carey Baptist Grammar School); Jenny Isaac (NGV); Rob Jenkins (St Leonard's College); Gurmeet Kaur (Immigration Museum); Hanna Khoweiss (Glen Waverley Secondary College); Zoya Kitik (Templestowe College); Lauren Kyte (Sunbury Downs College); Naomi Maes (Hume Central Secondary College); Liana Mannens (Berwick Secondary College); Yasmine McCafferty (Carey Baptist Grammar School); Marjan Mossammaparast (St Leonard's College); Claire Nailon (Nazareth College); Gillian Neumann (Melbourne Girls Grammar School); Nicola O'Shea (Balcombe Grammar School); Charlie Parkes (Haileybury International School Tianjin); Chenelle Pereira (Brighton Grammar School); Ernest Price (Charlton College); Mary Purcell; Joseph Reischel (Glen Waverley Secondary College); Ruth Rosenberg; Briony Schroor (Nossal High School); Astrid Scott (ABC Education); Natalie Scott (Rowville Secondary College); Netta Shmerling (The Big Issue Classroom); Marina Slifirski (Glen Waverley Secondary College); Anna Stewart (St Bernard's College); Margot Thompson; Helen Toon (Templestowe College); Rani Valencich

(Salesian College Sunbury); Garry Westmore (ACMI); Marion White; Fabrice Wilmann (Insight Publications); Ingrid Wood (NGV)

### **2021 Online VCE Englishes Sessions**

Nathan Armstrong; Jan Bailey (Ivanhoe Girls' Grammar School); Kate Blandford (Hoppers Crossing Secondary College); Joanna Boer (Ruyton Girls' School); Elyse Borg (Hoppers Crossing Secondary College); Elizabeth Campbell (Fitzroy High School); Phil Canon (PEGS); Danielle Cantor (Balwyn High School); Kate Cash (Pascoe Vale Girls' College); Emma Catchpole (Wellington Secondary College); Joseph Crofts (PEGS); Clare Crowe (Avila College); Marcellene D'Menzie (Princes Hill Secondary College); Anne Dalmau (Roxburgh Secondary College); Tracy Doig (Vermont Secondary College); Sam Florence (McKinnon Secondary School); James Fogarty (Parade College); Hayley Harrison; Trevor Harrison (Virtual School Victoria); Linda Hogan (Mentone Girls' Grammar School); Jason Jewell; Christine Lambrianidis (Westbourne Grammar School); Karen Lynch (Kew High School); Helen Mason (Glen Waverley Secondary College); Heather Maunder; Jan May (Firbank Grammar School); Chrissie McMahon (Virtual School Victoria); Sonia Murr (Woodleigh School); Claire Nailon (Nazareth College); Tegan O'Dea (Warragul Regional College); Caitlin Penrose (Montmorency Secondary College); Graham Preston (Balwyn High School); Mary Purcell; Prithi Rao (Ivanhoe Grammar School); Joe Reischel (Glen Waverley Secondary College); Clare Ridgway-Faye (Princes Hill Secondary College); Briony Schroor (Nossal High School); Josephine Smith (VATE); Rebecca Swain (Carey Baptist Grammar School); Rachel Towns (St John's Regional College); Melanie Van Langenberg (Sacré Cœur); Claire Warr (Kingswood College); Daniel Wightman (Scotch College)

### **2021 VCE Online Student Revision Lectures**

Nathan Armstrong; Charles Ayre (Blackburn High School); Helen Billett (Woodleigh School); Joanna Boer (Ruyton Girls' School); Emma Catchpole (Wellington Secondary College); Joseph Crofts (PEGS); Sam Florence (McKinnon Secondary School); James Fogarty (Parade College); Karen Graham; Linda Hogan (Mentone Girls' Grammar School); Ross Huggard; Jason Jewell; Angela Keam (Loreto Mandeville Hall); Lara King (Ringwood Secondary College); Janelle Lugg (Elwood College); Tim Mannix (Mount Lilydale Mercy College); Heather Maunder; Jan May (Firbank Grammar School); Marlya McNeill (Mazenod College); John Morrissey; Nicola O'Shea (Balcombe Grammar School); Graham Preston (Balwyn High School); Mary Purcell; Prithi Rao (Ivanhoe Grammar School); Clare Ridgway-Faye (Princes Hill Secondary College); Margaret Saltau; Briony Schroor (Nossal High School); Rebecca Swain (Carey Baptist Grammar School); Suzanne Toniolo (Methodist Ladies' College); Melanie Van Langenberg (Sacré Cœur); Lachlan Whitley (Firbank Grammar School)



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