iF ... live & recorded
Day One

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What does English look like in the various jurisdictions represented at the IFTE conference? This roundtable session will have participants report on key issues defining English in their national context. They will address in particular the areas of: key debates in their context; overarching trends in curriculum that may or may not arise from such debates; the central driving curriculum frameworks and the big reform agendas in their contexts. The writing up of this roundtable will concentrate particularly, but not exclusively on what commonalities there are across the jurisdictions.

Wayne Sawyer, Western Sydney University; Jackie Manuel, Sydney University; Andy Goodwyn, University of Bedfordshire; Dennis Yeo, National Institute of Education, Singapore.
How emotional do I make it? Rethinking composition in the English Classroom

As English educators there is a pressing need to understand students’ pathways into composition and wed these pathways more with more traditional, academic notions of writing. In an effort to mediate between middle and high school students’ schooling and curricular demands with their everyday interests and investments in media and communicational systems, my keynote will offer educators and researchers an alternative way of framing composition. Applying affect theory combined with multimodal perspectives, I look across research studies that I have conducted with teenagers who make stances in their designs that are indicative of new rhetorical and compositional practices. Think of stance as a modern-day version of argument in essay writing. Stance, as a construct, provides young people with a space to tell the stories they want to tell through media and mediums of their choosing. Teaching through stance offers more of a direct line into the ways that students think and design through media. The young people whom I feature in the keynote are like so many teenagers who have rich lived experiences with composition that demand radical changes to how we teach and think about writing in the English classroom.

Jennifer Rowsell is Professor of Literacies and Social Innovation at University of Bristol’s School of Education in the United Kingdom. Her research interests include multimodal, makerspace and arts-based research with young people; digital literacies research; digital divide work; and, applying posthumanist and affect approaches to literacy research. Dr. Rowsell has worked and conducted research in Australia, Canada, the United Kingdom, and the United States. She has written, co-written and co-edited twenty-five books on a range of topics from handbooks on literacy studies to multimodality to Bourdieusian approaches to ethnographic fieldwork. She is a co-editor of the Routledge Expanding Literacies in Education book series with Cynthia Lewis (University of California – Santa Cruz) and she is the Department Editor of Digital Literacies for The Reading Teacher. Her most recent co-authored book with Dr. Kate Pahl (Manchester Metropolitan University) is entitled, Living Literacies: Rethinking literacy research and practice through the everyday (MIT Press).

Presentation: Digital literacies informing classroom practice: If only ...

Literacies scholars have long advocated that educators recognise how out-of-school, technology-mediated literacies can and should connect to classroom practice (e.g., Alvermann, 2008; Kalantzis & Cope, 2012). Yet, teachers know that bridging the divides between schools and digital spaces can be a challenge. In this presentation, an international panel of English education researchers with an interest in how everyday digital literacy practices inform classroom instruction come together to share findings from four studies that examine attempts at bridging these divides. Panelists will present: (1) the results of a year-long study tracing the successes and challenges English teachers faced when attempting to incorporate online fanfiction sites into their writing instruction; (2) findings from school-based research which draws connections between the imperatives of literature teaching and the learning possibilities of studying and playing digital games in English; (3) a critical analysis of the English curriculum in Australia using the challenge of teaching YouTube videos as texts as a provocation; and (4) a study of games as teaching tools in cultural institutions, focusing on priorities, practicalities, and connections. By looking across these studies we aim to engage the audience in a discussion that imagines possibilities for everyday digital literacies to shape English education.

Jayne Lammers, University of Rochester, Kelli McGraw, Queensland University of Technology; Alex Bacalja, University of Melbourne; Catherine Beavis, Deakin University
T.9.2a  **Research paper:** Self-selected genre preferences of middle school writers  
USA

This qualitative collective case study (Stake, 2006) explores how the self-selected genre preferences of middle school writers promote expertise, writing practices, and writerly identity formation. Studying middle schoolers who self-identify as writers offers unique insight into the experiences of middle school aged writers. This study demonstrates the important role that genre plays in the development of writing skill, practices, and identity. All participants were selected through purposive sampling (Hesse-Biber, 2017; Stake, 2006) to recruit middle school students who self-identified as writers. Data collection included six specific data sources: Research Interest Questionnaire, semi-structured interviews (Hesse-Biber, 2017), a collaborative interview with the participant and a parent, writing portfolio, multimodal participant journal, and writing conferences. Data analysis was completed using the computer-assisted qualitative data analysis software, Nvivo. Findings show the self-selected genre preferences of middle school writers (1) are varied and fluid, (2) are subject to agentive negotiations and enactments of practices, (3) underpin the formation of writerly identities as they are formed and enacted across contexts, and (4) promote expertise through intertextual practices.

*Jaimie Ridgely, Parade College*

T.9.2b  **Research paper:** Through the looking glass: Using writing ability to predict the future of learning  
Australia

Can the assessment of student writing provide a looking glass through which we can predict a child's future success? Imagine if we could predict future success based on the writing ability of students in our classrooms today. This presentation examines the role of writing assessments in providing an insight into student achievement and making accurate predictions of future success. Drawing upon longitudinal data on student writing in Australia we will endeavour to unpack how this information can be used to predict future learning outcomes.

*Sara Ratner, Academic Assessment Services*

T.9.3  **Presentation:** The power to act  
Australia

If only we had the autonomy to determine what mattered most in the teaching and learning of English within a school and system's structure. How much freedom and/or flexibility do you presently have to shape students' love of learning and appreciation of English in your classroom, in your school? In this presentation I will argue that you have a greater capacity to direct learning, what is taught and how it is taught, than is generally considered available to you. All teachers must take responsibility for leading learning in their classroom. As examples of the process that will be used, I will examine how we might approach the teaching of drama, the writing process, and poetry. We have a need to broaden and develop our own pedagogic skills so that we can accommodate the range of student abilities, school contexts, syllabus content demands, and testing as well. Your pedagogic practice will not only determine your students' success but your own sense of purpose and achievement. We all want the best for our students and will attain that outcome if we get the best from ourselves. You have the power to act on this.

*Matthew Brown, University of Canberra*
English has historically been characterised as a problem, ‘the deviant case’ (Medway, 1990). James Britton at Dartmouth famously defined the subject as what was left of the ‘curriculum pastry’ when other subjects had been ‘cut out’, as when making a ‘jam tart’. English was ‘the integrating area for all public knowledge’. Peel (2000) begins an important study of the subject with the sentence, ‘From its earliest days as a school and university subject English has been concerned with attempts to define itself.’ This definitional issue has been ubiquitous (Ball, 1982; Barnes and Barnes, 1984; Peel, 2000b; Green, 2002, 2006; Kress, 2002; Misson and Morgan, 2006), an ‘itch some of us just can’t stop scratching’ (Medway, 2005) and recognising this definitional problem is almost a mandatory disclaimer in any introduction to an article addressing the purpose, status or content of subject English. This problem exists largely because English is viewed as not ‘(held) together as a body of knowledge which can be identified, quantified, then transmitted’ (Bullock Report, 1975). This roundtable will address the question of what the role of knowledge in English is. Is there such a role? If so, for what sort(s) of knowledge? Propositional and cognitive knowledge? Knowledge that is more in the realm of affect? Is it something more like ‘understanding’? In 1980, Medway argued that English had ‘come to enact nothing less than a different model of education…knowledge to be made, not given; knowledge comprising more than can be discursively stated; learning as a diverse range of processes, including affective ones; educational processes to be embarked on with outcomes unpredictable; students’ perceptions, experiences, imaginings and unsystematically acquired knowledge admitted as legitimate curricular content’. What do the roundtable participants think today?

Wayne Sawyer, Western Sydney University; Larissa McLean Davies, University of Melbourne; Philip Mead, University of Western Australia; Lyn Yates, University of Melbourne

With the concerted push for schools to prepare young people for the future by enabling them to be confident communicators, creative and critical problem solvers, empathetic and supportive collaborators and confident citizens who have the courage, agency and resilience to take their place in a dynamic world, it is obvious that as English teachers we need to imagine new possibilities. We will need to re-imagine pedagogical practice and programming and assessment that has the propensity to foster students’ global competency, deep learning and academic excellence. This presentation will focus on how to promote powerful learning for students, extending learning beyond the classroom in ways most relevant to knowledge-building and problem-solving in today’s world, and integrate the use of innovative technologies to enable students in English to create, extend their learning and connect globally.

Karen Yager, Knox Grammar

For many the term ‘multiliteracies’ captures the socially situated, multimodal and diverse textuality of 21st century communication worlds. But it’s a hectic, fragmented and transitory engagement for many teachers and students. If we are to engage with multiliteracies seriously, we need evidence that it can help teachers and students address four challenges in disciplinary learning: (i) it must help them address big questions in the discipline (e.g. how narratives communicate cultural values); (ii) it should provide access to metalanguages for exploring and talking about resources and texts (e.g. analysis of representation or genre in multimodal texts); (iii) it should offer rhetorical tools for producing and reflecting on texts (e.g. how choices and arrangements figure in students’ own compositions); and (iv) the toolkit should support transfer of learning from one text, one context to another (e.g. how earlier work on narrative supports and leads to later work on more complex narratives). This presentation discusses each factor in turn, drawing on data from two research projects exploring multiliteracies in English. Key findings from the studies underscore the importance of a semiotically well-resourced, discipline-based, practical and cumulative approach to multiliteracies education. A big ‘if’!

Mary Macken-Horarik, Australian Catholic University
T.11.3 Presentation: Collaborating with start-ups

Teaching is a team sport not an individual pursuit. This is an aphorism we live by in our faculty. This presentation is about our experiences in working with start-ups to create innovative educational opportunities for our students. We will focus on two case studies: a collaborative coding project with Buzzy Games, a local digital games company, and a creative writing project with the South Coast Writers' Centre. Through exploring our learning adventures with these start-up organisations we will provide guidance for you to reach out into your local community to 'do school' beyond the walls of your classroom and create valuable connections for your students and teachers. We will share how to identify a need, find a start-up that can help, create a project plan, collect data, pitch your idea to your senior executive, develop a shared understanding with the start-up team, link to the curriculum, organise, deliver and evaluate your project. We will also share our spectacular fails! In the interests of authenticity and accuracy, of course.

Melissa Kennedy, Albion Park High School

T.12.1 Panel: Celebrating First Nations creativity

Join internationally celebrated First Nations artists and writers as they reflect upon their creative practice and self-expression. Explore the inextricable connections of these creators with the landscape, culture and community. Unpack culturally responsible ways to implement First Nations perspectives in the classroom with deep respect and reciprocity.

Cara Shipp, Teacher, Wiradjuri/Welsh woman; Brett Leavy, Kooma software artist; Kirli Saunders, Gunai Writer, Educator and Artist; Magabala Books

T12.2 Presentation: CineVerse: film, poetry, collaboration and multimodal texts

The CineVerse Project is a collaboration between the Story Factory, the Australian Film Television and Radio School (AFTRS) and four high schools in the Western Suburbs of Sydney. The project was designed to provide students with an engaging and challenging series of tasks that encourage collaboration, writing and the creation of original multimodal texts. The project allowed students to use the language of film and poetry to represent things that matter to them. During workshops students wrote poetry exploring obsessions, worries, visions and more. All student poems were collected and published in the CineVerse anthology - a collection that speaks volumes about what it is to be a young person in 2019. Each student also had the opportunity to contribute to the creation of a FilmPoem based on the writing of a student from a different school. Examples of the films can be found here: https://www.storyfactory.org.au/sydney-story-factory/welcome-to-the-cineverse In this presentation the facilitator will share the process, explain how activities used in the project might be utilised in schools, and provide the participants with resources and structure to create a small scale version of the project in their own school.

Richard Short, Story Factory

T.12.3 Presentation: Creative English teaching to engage and inspire

This presentation will showcase a variety of learning and teaching resources, strategies, models and ideas that are successful in English classrooms and can be adapted to a wide range of units and programs across middle secondary schools. Participants will receive copies of resources, links to sites and see samples of resources and strategies in action. This is a practice-based session allowing participants to consider connections with their own English teaching programs, units of learning and textual choices. There has been an increasing emphasis on outcomes-driven, standards-based and data-analysis processes in English teaching and learning, so there is a corresponding risk that this emphasis will reduce the important focus of English teachers on high-interest, high-engagement teaching strategies and resources to facilitate effective student learning. This presentation provides a resource bank to take back to classrooms and colleagues.

Paul Grover, Charles Sturt University
Workshop: Into the woods: navigating literary theory in the classroom

As we face constant shifts in curriculum and pedagogy, our consistent challenge as English teachers is to make literature meaningful and relevant to students, and to nurture meaningful and independent engagement with texts. In a rapidly-changing society, literary and cultural theory offer ways to link literature to the real world and encourage personal connection. Theoretical approaches to literature can be applied across texts, curriculums and assessment systems to encourage deeper thinking about the social and academic purpose of literature. This workshop will look briefly at the history of literary theory and suggest practical applications for a number of these theories in the secondary literature classroom.

Sian Evans, New Zealand Association for the Teaching of English
The teacher of English: Making and knowing

The history of English contains a number of roles for the teacher - including ‘missionary’ or facilitator of student creativity - which posit the English teacher as opening up the worlds of literature and imagination to students. These roles often attach to models of the subject itself cultural heritage, ‘growth’, skills, critical practice which can partly be read as negotiating what constitutes appropriate knowledge in secondary English. Yet there has been a resistance to knowledge in the history of the profession, particularly in specific considerations about literary education. The combination of shifting ‘models’ in secondary English with a divided tertiary discipline in Literary Studies, frequently creates discontinuities between the secondary subject and the tertiary discipline. Yet despite tensions, divisions, and its multi-pronged nature, English retains its centrality in the school curriculum, partly based on the importance of its literary project. This keynote reports on an Australian Research Council research project Investigating Literary Knowledge in the Making of English Teachers and situates issues around the making of English teachers and questions of knowledge within the current global policy environment. It will also discuss the key heuristic of literary sociability and how this differs from more common conceptual lenses on curriculum and pedagogy.

Professor Wayne Sawyer is Emeritus Professor in the School of Education at the University of Western Sydney (UWS) and is a member of the Centre for Educational Research. Wayne is the author/editor of over 30 books on education for audiences of teachers and academics. His research interests are in secondary education, in particular secondary English teaching, literacy policy and effective teaching – the latter in particular in low SES contexts. His most recent book – co-authored with Geoff Munns, Bronwyn Cole and the UWS Fair Go team for Routledge, Exemplary teachers of students in poverty, highlights the work of a number of highly successful teachers in NSW from low SES communities. Wayne has a particular interest in the work of teachers-as-researchers.

A/Professor Larissa McLean Davies is a leading Australian academic in literary education, with her research spanning the fields of literary studies and English education. Larissa is currently Associate Professor Language and Literacy Education and Associate Dean Learning and Teaching and at the Graduate School of Education at the University of Melbourne. Larissa is also the lead Chief Investigator of the ARC Discovery Project Investigating Literary Knowledge in the Making of English Teachers.

Unreal? Reality TV as a genre and an intertext.

Reality television has been with us since the turn of the 21st century and is now a dominant genre on evening television. In the two decades since Big Brother first debuted, reality television has evolved as a genre spawning multiple formats which including cooking shows, home renovation contests, matchmaking shows, weight loss competitions and survival of the fittest programs. As the producers of these shows have become more adept at manipulating reality tv tropes, so too have the contestants and audiences become more literate in the possibilities of the genre. There is even a high rating show, Gogglebox, which centres on ordinary people watching other ordinary people on tv. In this talk, Professor Catharine Lumby will explore the tropes of the genre, its claims to represent ‘reality’ and more broadly the growth of viewer interaction (itself a form of parallel production) via social media.

Catharine Lumby is a Professor of Media Studies at Macquarie University. She is the author and co-author of seven books and has just completed a biography of the Australian writer Frank Moorhouse. Catharine writes a regular column for The Guardian and is also a longstanding social commentator on radio and television. Catharine delivers talks and workshops to schools for educators, parents and young people on social media, ethics and respectful relationships. Since 2004, Catharine has worked in a pro-bono role advising the National Rugby League on cultural change and education programs for players.
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**T.15.1**

What if whiteness was not at the centre of our curriculum? What if black, indigenous and people of colour were at the forefront of syllabus consultation, design and implementation? Education would not just be informative but transformative, revolutionising the way teachers teach and students engage with texts. This presentation will examine the way colonialism has shaped the education system as we know it and challenge participants to remove whiteness from the centre of their everyday teaching practice.

*Priyanka Bromhead, Department of Education*

**T.15.2**

Differentiation is not a new idea and you will have used strategies with your classes; however, while everything can start well in February, is it still happening in August? I am here to share the research I have done and my experiences with differentiating lessons and tasks in my Year 8-12 English classes - sometimes successfully, sometimes back to the drawing board! If you are struggling for ideas that cater for every student, especially in English, where the overstuffed curriculum and the variety of literacy levels can really halt our best intentions, I hope to provide some resources and ideas so you can return to your classes ready to start the second half of the year, re-energised with new strategies!

*Anne Fry, Modbury High School*

**T.15.3**

What if a faculty of English teachers cumulatively builds a bank of English units that incorporate the English Textual Concepts and the Learning Processes? What if they are able to increase student engagement and intellectual quality by exploring concepts such as representation, point of view, character, code and convention, genre, narrative and context, and by studying traditional texts such as *Animal Farm*, modern texts such as *On The Come Up* and *Ready Player One*, poetry, short stories and animations? In this presentation, we will share some of our planning, student work, and analyse the impact on professional learning, including mentoring of early career teachers.

*Prue Gill, Lauren Tabur, Mount Stromlo High School; Rita van Haren, Consultant*

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How do I spark students curiosity so that they take action and make a change to improve the quality of their writing? In this workshop we share strategies and templates, devised by our English team, to create, share and evaluate the effectiveness of feedback to students. We believe fast feedback has the power to create positive change, when built upon strong relationships with our students and a deep understanding of our context. Using *Assessment for Learning* theory, including the work of Professor Dylan Wiliam, James Nottingham and Matthew M. Johnson, we show how you can create a writing workshop culture whereby feedback carries maximum bang for your buck. This workshop is part of our Sustainable Teacher Files where we focus on practices that have strategic impact in terms of student learning but don’t kill you with additional work in the process.

*Melissa Kennedy, Albion Park High School*

**T.16.2**

Gothic texts are undeniably versatile vehicles for teaching genre, setting, themes, characterisation and imaginative writing, as well as for facilitating discussions on more complex concepts surrounding the human psyche. This presentation will offer different avenues to incorporate rich Gothic texts into your classroom. We will look at Louis Nowra’s ‘Into That Forest,’ among other texts, to inspire students to explore Gothic tropes such as dark forests, pathetic fallacy and the uncanny, to ultimately craft their own Gothic stories. You are invited to step into the darkness and explore the intricate playground of Gothic fiction with me.

*Lucy Boardman, Barrenjoey High School*
Over the last decade, the changing landscape of Australia's curriculum development and implementation has demonstrated a strong emphasis on ensuring that Australian students have the knowledge, skills, and capabilities to participate within an increasingly globalised world. Consequently, there is a focus on students becoming 'Asia literate', which includes 'the capacity to reflect upon and explore cultural differences in the Asian region [and] the ability to understand Asian cultures and gain knowledge about Asian people and their histories' (Asia Literacy Teachers' Association of Australia, 2016, para. 2). The study conducted in 2017, titled Teaching Asia: English Pedagogy and Asia Literacy within the Australian Curriculum, found that, whilst a majority of English teachers see the value in addressing the cross-curriculum priority 'Asia and Australia's engagement with Asia' within the classes that they teach, there are significant issues in accessing key information and support materials related to this cross-curriculum priority. As such, follow up research aims to explore how Australian English teachers can thoughtfully and critically address the cross-curriculum priority within secondary classrooms. It draws on culturally sustaining pedagogy and offers recommendations for high-quality and award-winning visual and written texts that can be readily integrated into the secondary English curriculum.

Regan Gauci, Cabramatta Intensive English Centre

Integrating English

In this talk, I offer an overview and critical analysis of the ways in which English as a secondary curriculum subject has been both conceptualised in policy and taught in classrooms to give rise to what I argue is a false and unhelpful compartmentalisation of 'language' and 'literature'. Drawing on recent research in literary linguistics (i.e. 'language and literature'), I then examine the potential for a revised conceptualisation of 'English' as a subject that inherently examines connections between different kinds of concepts, texts and methods of analysis and suggest some benefits of thinking about the subject in a more integrated way. My talk will largely focus on the UK context but will raise questions of what it means to study and teach English more generally.

Dr Giovanelli is a stylistician with interests in the application of Text World Theory and Cognitive Grammar to literary discourse. His interest in language and literature including applications of cognitive linguistics in pedagogical contexts and the ways in which literature is discussed and studied in educational settings has led him to manage, with Dr Jessica Mason (Sheffield Hallam University) the studyingfiction website. He co-directs the Integrating English project with Dr Andrea Macrae (Oxford Brookes University) and Professor Billy Clark (Northumbria University) with a view to more integrated approaches to subject English. His book, Studying Literature, will be published by Routledge in 2020.
There have been limited historical accounts of the teaching of the literary canon within English Secondary Classrooms within Australia. New South Wales (NSW) has a long history of teaching of canonical literary texts in 'subject English' in secondary schools, with some studies suggesting that there has been little change to set text lists for senior secondary English over the past forty years (Jogie, 2015). The role of canonical texts within senior secondary English classrooms has been one of continued debate (see McGraw, B., 1996; Sawyer, W., 2002; Manuel, J. & Brock, P., 2003). This paper offers an historical account of the teaching of the works of Jane Austen within New South Wales secondary schools from 1880 to present, documenting patterns of the study and prescriptions of Austen's works within English classrooms from Years 7-12, and their historical equivalents, to create a cultural narrative of text selection within NSW secondary English classrooms, and rationalise the implicit choices which underpin such text selection. There is also discussion of the ways in which the works of Austen's fiction can represent trends regarding the study of canonical literature in subject English as a whole, as well as inclusion of media commentary surrounding the status of canonical texts with the English curriculum, including speculation on the role that reading literary texts should play in the future.

Melanie O'Nions, University of Newcastle

This paper draws from an international case study of Secondary English teachers in New South Wales (Australia) and in England where 33 in-depth interviews were conducted. The research investigated the impact of educational reform on teachers' professionalism, their pedagogies, and their beliefs about the subject of English. It reports on participants' responses to the question: what visions do you have about subject English for future students. As English teachers experience increased pressures from a global reform agenda, their professional autonomy and pedagogical creativity are constrained. The prevailing focus on standardisation, measurement and narrow prescription challenges the rich ways in which the subject may be constructed. Within this context however, the teachers' visions for what the study of English might achieve were clear and strong. They desired learners find pleasure in reading, be curious and agentic, spend time engaging critically with the world, and to be able to connect empathically with others. In challenging times, they recognised a need to enhance students' individuality, responsiveness, and enjoyment. As they expressed their confident views and identified key features they hoped future students might experience, the teachers revealed what they personally value about subject English.

Andy Goodwyn, University of Bedfordshire; Kerry-Ann O'Sullivan, Macquarie University

If you want heaven, start in mud - Mark Tredinnick

The Australian poetry landscape is rich and bursting with new voices, forms and approaches to poetics so why not dig a little deeper and discover what is in our backyard, in the streets of our cities, and the myriad voices we hear every day? This session is designed to look at what is fresh in the Australian poetry scene or what contemporary poets can teach our students. It will particularly sample Indigenous poets, Asian-Australian poets and those preeminent voices that have resonated across the topography of Australian Poetry in the past decade. From slam poetry, online journals, to new innovations and the masters of their art, this session will open up new possibilities for your studies in poetry and ways to engage students in the exciting domain of contemporary writing.

Peter Ramm, Cedars Christian College

What to do with the student(s) who never read the book? This session will look at a range of practical strategies for teaching students from Year 7 through to Year 12 who cannot or will not read the book: how to get them motivated, how to get them over the line, how to cater to mixed classrooms so that the students who HAVE read the book don't get left behind.

Emily Frawley, University of Melbourne
The role of canonical texts within senior secondary English classrooms. This presentation introduces, demonstrates and explains the umbrella term Pedagogic Literary Narration to account for teachers' presentation of novels during whole-class shared reading. While many teachers of English modestly describe this work as 'just reading', Pedagogic Literary Narration is a core element of English teacher expertise. Skilful presentation of novels in whole-class teaching creates unique - often transformative - reading experiences bridging collective exploration of texts and individual response. Teachers shape for students a dual experience, concurrently orchestrating students' public encounter with a novel's story, and guiding their growth as 'embryonic critics' (Rosenblatt). The interplay of teacher exposition, shared reading and the novel's narrative is captured in Pedagogic Literary Narration (PLN), a theoretical frame to inform English teacher development. Using materials refined in workshops for several university teacher education programmes, the presentation engages participants in 'performing' and discussing transcripts to reveal overt and tacit aspects of expert PLN in action. Video and survey data contextualise PLN's characteristics and impacts, activities inviting participants to share experiences of teaching novels in different national systems and pedagogic traditions. Providing resources for supporting teachers' self-evaluation and observation, the presentation champions expert literature teaching and its potential to shape life-changing reading experiences for students.

John Gordon, University of East Anglia

The influence of international politics in relation to international students in Australia is a controversial and much discussed issue. However, just as controversial, but infrequently explored, is the extent to which international students and their families are actually gaining what they pay for and fly across the globe to receive. By exploring constructs of the study of English and English teaching in Australia within the global context, this presentation will explore whether Australia can justify the extensive revenue accumulated from 'onshore education' or whether a miscarriage of justice occurs when students enter our education system due to preconceived notions regarding the teaching of English. Connected to this, the session will explore impacts on mental health among international students and discuss how more suitable pedagogy and processes could minimise such issues. The focus will include deconstruction of pedagogies and teaching strategies within English as an Additional Language Courses asking 'if so, why so?' and include student and teacher opinions on such strategies, from within Australia and internationally. Moving forward, the presentation will explore the 'if only' and 'if and when' possibilities for the future of EAL teaching in Australia. This session will focus on current syllabi within secondary schools.

Alison Laird, Epping Boys High School

This panel is dedicated to the late Jack Thomson – a pioneer in research and practice in the field of teenagers reading. In the 1980s, Jack published his seminal work Understanding Teenagers’ Reading (AATE, 1987) that was, in part, a provocation to English teachers to bridge what he identified as a ‘gigantic chasm’ between what ‘we claim to be teaching in literature and what most students are actually experiencing’ (p. 12). More than four decades later, it is timely to revisit Jack’s research as a basis for examining the nature, purpose and pedagogy of reading in English. The panel will address questions and issues around reading pedagogy and student engagement in the context of the digital age. How has technology influenced and reshaped young people’s reading practices and preferences and what are the implications of this for classroom teaching and learning? What can we learn from advances in neuroscience about the influence of technology on the processes of reading and comprehension? Panelists will share best practice and research as a means of generating an ongoing dialogue about how we can optimise all students’ reading capacities and accomplishments within and beyond classroom contexts.

Jackie Manuel, University of Sydney; Jane Sherlock, Consultant; Steve Henry, Cherrybrook High School; Deb McPherson, Reader, writer, teacher, AATE book reviewer; Rosemary Henzell, Willoughby Girls High School
### Session Title

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<td>T.20.1</td>
<td><strong>Workshop:</strong> Literacy in flight in 2020: What counts?</td>
<td>Australia</td>
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<td>This workshop situates literacy within the bigger picture, 20 years into the third millennium. Within the current cultural and political climate, we ask what are the significant issues preoccupying literacy teachers locally and globally? Implicit is the challenge around how we can remain animated in contexts where literacy is increasingly narrowly conceptualised. We look to research and practice to situate current approaches historically and suggest how we might draw from what we know to build, consolidate and imagine new pedagogies for the next decade. This workshop will comprise debate and sharing of productive literacy resources and strategies that are firmly research-based, and likely to endure.</td>
<td>Julie Faulkner, Monash University; Jane Kirkby, Adaptive Learning Approaches</td>
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<td>T.20.2</td>
<td><strong>Workshop:</strong> What if? Creative pedagogy for diverse classrooms</td>
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<td>I tried to chirp for help Sa3douni, Sa3douni (help me, help me) Yet everyone was caught up in their conversations in a language I couldn't understand (A.N. Year 8) 'What if we encourage students to use all their languages when learning in English?' As the student who wrote the above poem so poignantly reminds us, many students experience challenges in English classrooms that prioritise monolingual practices, and where teachers’ use of engaging, inclusive pedagogy is often diminished in response to high stakes testing pressures (Berliner, 2011; Dutton &amp; Rushton, 2018b). In this interactive workshop we will showcase creative strategies from our 'Identity Texts Project' that develop students' linguistic and cultural resources and help them represent their languages and identity. These will include: the use of home language(s) and English (translanguaging) in crafting poetry and readers' theatre, language mapping, and examples from a connected curriculum initiative involving English, Music and Art teachers. All strategies lead to the creation of identity texts (Cummins &amp; Early, 2011) that draw on students’ background stories and shape connections with their community. By employing these creative strategies in the translanguaging space (Li Wei, 2014), we can acknowledge students’ diverse backgrounds, and honour the communities, languages and identity of all students.</td>
<td>Janet Dutton, Macquarie University; Kathy Rushton, Sydney University</td>
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<td>T.20.3</td>
<td><strong>Presentation:</strong> When 'if only' becomes 'what if'</td>
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<td>When Bob Hawke College in Perth opened in January of 2020, we were determined to be 'extraordinary together'. With just 250 Year 7s and two English teachers, we have had every opportunity to answer 'if only' with 'what if'. So, what did we do with this incredible opportunity? This presentation will explore our answer to 'what if?'. Our aims were to establish a culture of inquiry, innovation and exploration for students, where they learn from us, each other and the world around them, and we learn along with them. To see the curriculum as the place to dream and create wonderfully rich, rewarding learning moments for students that lead to astonishing outcomes for them, and also as the place to create structure, order and systems. To innovate away from discrete units of work, to allow teachers to plan and negotiate with students and each other, to assess when students are ready, to meet student needs and interests and other lofty intentions! How have we been doing? What's next? And most importantly, which of our 'what ifs’ might work at your school? Come along and find out!</td>
<td>Jennifer Griffiths, Bob Hawke College</td>
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### W.8.1 Presentation: If only literacy learning existed behind bars: An argument for college in prison

As of 2019, the US incarcerated more people than any other nation. What began as a way to deter crime ended in a mass incarceration that fractures families, limits employability, even foreshadows for our youth lives without purpose or hope. But what if correctional institutions focused on producing creative and literate people rather than ex-convicts? If only liberal arts education were more commonplace in correctional facilities. What if we believed that education is a human right for all, including the incarcerated? We know several answers to these questions: among ex-offenders with academic degrees recidivism almost disappears. Creative identities become creative identities, employment opportunities expand, and hopelessness turns to hope. Literacy education provides a powerful “if” for the incarcerated. Creative writing encourages them to write themselves into new realities, to revise personal and social identities. Literary critical theories provide multiple perspectives for understanding human experience. Literary study helps them develop empathy. Liberal education offers redemption and maintains the humanity of those within the carceral state. As professors of literature and language study, the presenters have decades of experience in both higher education and prison settings. They will argue for the importance of literacy education and the liberating arts for the incarcerated.

*Deborah Appleman, Carleton College; John Schmit, Augsburg University*

### W.8.2 AATE: Life membership and book launch

*Australia*

### W.8.3 Presentation: A sense of place: Writing our identity

This paper focuses on acts of creativity in the reciprocal interaction between a person or persons and a location, where place exerts a pressure on the self, and where the self responds through acts of attention and integration. What complicates but enriches this interaction are ways in which a location itself may be pre-inscribed by culturally situated acts of human artifice. Putting it simply, locations are typically already known. That is what makes them places. Likewise the pattern-seeking human self is pre-disposed through one or more subjectivities to make sense of a location in culturally constructed ways. One’s disposition brings a particular lens to acts of attention. In this paper, I will be reflecting on ways in which a sense of place figures in one’s construction of identity; the place of “setting” in literary prose and poetry, and why setting tends to play second fiddle to character and plot; the value of defamiliarization, disturbance and reorientation through strange encounters with artistic representations of known places; and ways in which cultural and intercultural understandings can be developed through a sharing of senses of place with others.

*Terry Locke, University of Waikato*
Session | Title
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SYD 9AM | NZ 11AM | LA 4PM | NY 7PM | UK 12AM | SING 7AM | PERTH 7AM

W.9.1 **Performance:** Poetry in Action

**Australia**

W.9.2 **Panel:** Standardised testing

Members of this international panel will be speaking to the use of standardised testing in their various national and/or state/provincial contexts. Issues to be addressed will include: the nature of standardised testing in their contexts; the connection of standardised testing to the relevant local curricula; recent trends in student results; links between local standardised testing and the PISA tests; standardised testing in the media, and the effects of standardised testing on classroom practices.

*Wayne Sawyer, University of Western Sydney; Bethan Marshall, King’s College London; Sian Evans, New Zealand Association for the Teaching of English; Susanne Gannon, University of Western Sydney; Suzanne Choo/Dennis Yeo, National Institute of Education, Singapore*

W.9.3 **Presentation:** Should We Teach Dystopian Literature in Dystopian Times?

**Australia**

Dystopian stories for adolescents and young adults are bestsellers in contemporary times. There are many dystopian and post-apocalyptic narratives on Australian Secondary English syllabus lists, from Suzanne Collins’ *The Hunger Games* trilogy, to Cormac McCartney’s *The Road*, to classics like George Orwell’s *1984*. Literary theorists and philosophers, such as Raymond Williams and Darko Suvin, have long argued that dystopian fiction provokes cognitive estrangement in its readers: by being estranged from our ideas about reality and ‘real life’, we are forced to question these things. But as our students grapple with climate catastrophe, what place do dystopian narratives have in their lives? If dystopia comes closer to reflecting reality for many children, do Australian English students need stories of hope, calls to action or something else?

*Rachel Cunneen, University of Canberra*

W.10.1 **Presentation:** Women, men & the whole damn thing

**Australia**

We are often asking students to critique gender perspectives in texts. But do they have a sense of how deeply embedded these attitudes are and the role context plays in how values are represented and perceived? Nonetheless, we demand students write extended and sophisticated critical compositions. This presentation on how to write about a social issue focuses on how research and interviews inform the production of a text. David Leser, author and journalist, will be discussing how he wrote his book, *Women, Men & the Whole Damn Thing*, an exploration of the roots of misogyny and patriarchy in the context of the #MeToo movement.

*David Leser, author and journalist*

W.10.2 **Presentation:** Sustainable English teaching

**Australia**

Sustainability is about conserving an ecological balance by avoiding the depletion of natural resources. Time, energy and enthusiasm are three of your natural resources that must be protected for you to feel happy and productive. English teaching is fun, frustrating and totally absorbing but, it’s also hard, at times. It can suck up every ounce of energy and thought and humour so that before you know it you’re burned out and resentful. Your work-life can feel like a constant juggle of writing programs, teaching, counselling, mediating, attending meetings, marking, creating resources, data analysis, professional learning and administration. Much of it you have no direct influence on. What you can do is navigate these demands in sustainable ways; which enable you to give your best. You can shape your teaching life with strategies that set boundaries, establish clear and consistent processes, use distributed expertise, avoid duplication of effort and help you to maintain focus on your students and their learning. This presentation is about sharing ideas and strategies for sustainable English teaching with tips and tricks to conserve your energy and avoid the crash and burn. Teaching is a team sport not an individual pursuit, and sharing is at its heart.

*Melissa Kennedy, Albion Park High School*
The widespread use of accountability measures in school-based education including the ‘datafication’ of student performance in standardised tests continues to be controversial and contested (Biesta, 2017; Ozoliņš, J, 2017; Stolz & Webster, 2017). Currently, the Australian version of standardised testing, the National Assessment Program Literacy and Numeracy (NAPLAN) tests students in Years 3, 5, 7 and 9 across the nation, while the Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMMS) constitute international testing schemes. This research paper reports on a small-scale study undertaken with secondary school English teachers in New South Wales (NSW) Australia. The study investigated teachers’ views on a range of issues including their attitudes regarding the value of the NAPLAN literacy tests. Responses from these teachers clearly indicate that far from supporting NAPLAN as a worthwhile and strategic source of data on students to support quality teaching and learning, teachers in this sample questioned the foundation, validity and purpose of the tests. Such results remind us that the more we attempt to ‘control’ education, ‘(the) freedom and independence of the student is ultimately squeezed out.” (Biesta, 2017, p. 317)

Don Carter, University of Technology; Jackie Manuel, University of Sydney; Janet Dutton, Macquarie University

Online exams are an exciting development in senior secondary education, and the SACE Board is at the national forefront of this. These represent great challenges, but also great opportunities. 2018 was a defining year for the South Australian Certificate of Education with the successful introduction of an electronic examination for Stage 2 English Literary Studies. The exam is 100 minutes, and involves critical reading of one or more short texts. The short texts may include prose, fiction, non-fiction, poetry, and texts with graphic or visual elements. My research paper includes:

- how we collaborated with stakeholders such as teachers, school leaders, students, parents, and the community;
- insights regarding the development of the online exam;
- student experiences of the online exam;
- understandings gathered through online marking;
- the ongoing tension between onscreen and paper-based reading strategies; and
- future possibilities including how visual texts such as film extracts and other media including podcasts might be utilised in the exam within this model.

Michael Randall, South Australian Certificate of Education Board

The teacher’s decision-making role is critical to student learning and this raises questions about repertoires of practice, professional identity and student agency. In this roundtable session, participants will share their perspectives about ways we learn about our students, what informs the choices we make in the English classroom, and the nature of our professional judgement. How do we remain responsive and meet curriculum policy requirements? How do we expand our pedagogies and continue to build student engagement and agency?

Karen Yager, Knox Grammar; Jeffrey Wilhelm, Boise State University; Erika Boas, Ogilvie HS; Alex Bacalja, University of Melbourne
Session Title

W.12.1 Panel: Honouring grace, imagination, empathy and subjectivity in English education

This panel focuses on a number of ‘big ideas’ relevant to the present and future of the English teaching profession. It is intended to provoke ongoing dialogue about the critical issues of teaching and learning in increasingly constrained and assessment-driven contexts. Each of the four presenters will raise and consider the following inter-related topics.

• Grace: Managerial, market-driven learning systems are regimes of gracelessness. They render grace redundant in pedagogical transactions and this puts the venerable notion of ‘teaching as giving’ under pressure or even erasure. What does it mean to elide ‘giving’ from education in this way and how might we imagine, in response, the re-gifting of education in such contexts?

• Imagination: A conceptualisation of ‘place’ in contemporary classrooms can generate better understandings of the way lived and literary places influence and enrich our teaching and learning of Shakespeare. Adopting the theoretical frameworks of complexity theory and ecocriticism with a place-based methodology, this strand of the presentation draws on qualitative data from regional Queensland secondary and tertiary students to explore the use of ‘shared spatial imaginaries’ in Shakespeare education.

• Empathy: Considered through the lens of empathy studies, what does the term ‘empathy’ mean to the contemporary English curriculum? A nuanced approach to teaching the complexities of empathy in a neurodiverse world, and specifically in the context of the relationship between autism and empathy in the curriculum, will be exemplified by a close reading of Mark Haddon’s novel, The Curious Incident of the Dog in the Night-Time.

• Subjectivity: Teacher Professional Learning (TPL) rarely foregrounds the processes involved in the collaborative generation of knowledge and the significance of teachers’ subjectivities in sustaining their motivation, beliefs, and values. An inventive model of TPL that emerged from a well-established partnership between university and school educators in Sydney, New South Wales, Australia will be showcased as an exemplar of teacher-generated, democratic learning.

Liam Semler, Jackie Manuel, Lauren Weber, University of Sydney; Claire Hansen, James Cook University

W.12.2 Presentation: An exploration of Good Night and Good Luck

George Clooney’s historical docudrama, Good Night, and Good Luck, is an inspired choice for inclusion in the English Advanced module, Critical Study of Literature. In time of ‘fake news’ and alleged political interference, the film’s relevance transcends the McCarthy era in which it is set, proving to be an apt commentary on our current political and social world. As a result, students are often affirmed and/or challenged by the issues explored by Clooney through a number of distinctive film techniques. This presentation will explore ways in which students can critically and creatively engage with the text and module and will provide a framework through which students can prepare for the HSC exam. The presentation will also examine the use of scholarly articles to inform the personal responses of students.

Blake Wawrzyk, Henry Kendall High School

W.12.3 Presentation: Banksy: The Medium is the Massage

Banksy’s Exit Through the Gift Shop, and his body of work generally, challenge cultural and political paradigms. These texts provide opportunities to study how digital platforms shift definitions of textual authority within the context of global discourse. Banksy provides a model for students to experiment and explore with the ways in which context, medium and mode shift the meaning of their own work. This presentation will share a variety of approaches to experimentation, analysis and reflection on the impact of digital, physical and political contexts in creating and responding to texts.

Alison Noble, Lara Wilkinson, Hunter School of the Performing Arts; Jane McDaivitt, Merewether High School
Teachers in Australia are known, in government documents, as the 'bottom'. Teacher input in policy and curriculum is labelled as 'bottom-up'. Teachers in the UK have been described as 'the blob'. In the United States, Donald Trump Jr just outright uses the term 'loser teachers'. This presentation draws on recent research that equips teachers with ways to speak back to the language of 'low'. It problematises outcomes and evidence-based education, visible learning, clinical teaching and other dictates from on 'high', and shares the triumphs of related articles that have gone viral in education circles and the backlash accompanying this success. Incorporating her controversial critique of the government's idealised 'phallic teacher', the presenter seeks to imagine what might come next. If we, as a community of teachers, acknowledge the ways teacher professionalism has been narrowed in neoliberal contexts, this can be the beginning of change. The presenter also reflects on her work in English teacher education, and the particular challenges facing those new to the profession in relation to performing as professional teachers. If being the bottom is weighing you down, if you feel in your gut that something is not right about this, come and share your thoughts!

Lucinda McKnight, Deakin University

This workshop will involve participants in an exploration of the teaching and learning opportunities that could be generated from Rudyard Kipling's poem "If". The poem of 287 words organised into four 8-line stanzas, is often produced as an inspirational poster, and was referred to in the elaboration of this conference's theme. Besides considering the piece's structure and style, suggestions will also be made about possible short teaching and learning episodes that focus on reading comprehension, grammar, punctuation and spelling. The use of the text as a stimulus for student writing will also be discussed. An effort will be made to model ways that the text could be used in the classroom.

Garry Collins, Consultant

Turning if only into what if?: The power of Fiction Therapy to transform. What if you could transform your students 'if only' into the exciting moment of 'what if?' that kick-starts every great story? And what if you could prove that writing their short story was not only increasing students' literacy skills, but supporting their well-being, too? And what if you could show how even the most far-fetched narrative celebrates the students' deepest sense of self? This is the premise of the Fiction Therapy workshop, presented by English teacher and award-winning author, Zacharey Jane, based on her Master of Research project. Fiction Therapy borrows from ideas inherent to narrative therapy, art therapy, affect theory and flow. Using the fictional character as an avatar, students explore agency, culture and self-expression, and increase their emotional locus of control by addressing authentic emotional issues in fictional narratives. This Fiction Therapy workshop offers a series of engaging creative writing exercises and strategies that teachers can take away, underpinned and explained in the context of Fiction Therapy. This workshop shows why creative writing is a crucial element of any meaningful English program.

Zacharey Jane, Distance Education

Withdrawn
Session | Title
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SYD 2PM | NZ 4PM | LA 9PM | NY 12AM | UK 5AM | SING 12PM | PERTH 12PM
W.14.2 | Presentation: Prescription poetry: Poetry, community and change

In this brand new Story Factory project, Western Sydney young people will write poetic prescriptions to cure the concerns and ailments of their peers and community members. The Prescriptions Poems created will be shared with the world at a theatrical event - a Pop-up Poetry Dispensary at Story Factory Parramatta - in late 2020. The project asks students to think creatively and critically about their writing and consider the impact their writing might have on their community of readers. The Prescription Poetry project will involve 200-300 students from Years 7-10 at up to 10 Western Sydney high schools. This presentation will share how and why the Story Factory went about providing young writers with this opportunity. Facilitators from the Story Factory workshops will share the four main stages of the project: engaging with the school and community to collect concerns; turning the questions and concerns into prompts for writing tasks; providing support and inspiration to students during the planning and writing process; and how to create multimodal art objects and present the work to your school and local community. Participants will be provided with resources and plans to create a small scale version of the project in their own school.

Bilal Hafda and Tony Britten, Story Factory

W.14.3a | Research Paper: Creativity and teaching practice in subject English

Commonly, creativity in subject English is considered to be the domain of creative writing. Constructions of creativity such as innovative problem solving, proposed by such organisations as the Organisation for Economic Cooperation and Development (OECD) and the Melbourne Declaration seem to have little place within the English curriculum. The literature and preliminary findings of this study seem to suggest a binary between the artistic and imaginative possibilities associated with activities such as creative writing, and understandings of creativity as problem solving that seem more appropriate to assessment regimes administered by the likes of the Programme for International Student Assessment (PISA). This paper uses Roland Barthe's concept of mythologies to explore and deconstruct some of the assumptions inherent in two different understandings of creativity. The findings based on narrative accounts from 11 English teachers across three different educational sectors government, independent and supplementary (see Myers and Grosvenor, 2011) suggest that deconstructing some of the myths and common assumptions around creativity may enable different understandings of creativity in relation to teacher practice and subject English.

Narelle Wood, Deakin University

W.14.3b | Research Paper: Shifting gears

Withdrawn

W.15.1 | Presentation: Senior English, stranger things!

If we want to embrace the exciting possibilities of Senior English, we need to unearth the potentials of program design through engagement with the English Textual Concepts and Learning Processes. What would this look like in Senior English in light of the parameters of the Stage 6 NSW English syllabuses and prescription requirements? English metalanguage and conceptualised thinking are *The Upside Down* for many students and Term 1 of Senior English is a magical opportunity for teachers to establish a framework that reinforces students' knowledge and skills. This presentation will utilise the English Textual Concepts and Learning Processes to support teachers’ authentic engagement with syllabus outcomes and content points. We will guide teachers in the creation of Learning Intentions and Success Criteria that interconnect the NSW Year 11 Reading to Write module and outcome requirements. Finally, we will unpack and re-imagine a sample unit of work, scope and sequence and assessment task.

Dionissia Tsirigos, Jacqueline McWilliam, NSW Department of Education
After realising that students were not engaging in English to the extent that was required for success, as a department, we looked at ways to remedy this. As a result, we have created contextualised courses that started with Pop Culture and English. This has consequently led to a range of courses that are responsive to student voice as well as allow them to engage in English in a manner that is increasingly meaningful. In this presentation, I will look at how the Pop Culture and English course is structured, how student agency is encouraged, as well as the capabilities and dispositions that are built as a result. I will also cover what other courses were developed as a consequence and the challenges that were faced. We can discuss how teacher passion and student interest can ensure that English courses evolve in a way that maintains the rigours and integrity of the subject.

Pip Tinning, Mount Maunganui College

All too often students approach writing with trepidation and a reluctance to put pen to paper. We all have the potential to be creative and storytelling is an innate skill, yet too many individuals claim to be unable to write effectively. Students need to be able to play and experiment with the sound, feel, look and meaning of words and the structure and impact of sentences. This workshop will explore how to enrich the students’ writing through immersion in rich texts, focusing on the craft of writing and using immersive technology, such as virtual reality. A plethora of resources will be shared.

Karen Yager, Knox Grammar School

Want to know how AATE is exploring the possibilities of English? Want to learn how this national Association works for you? What can you offer this Association? Please come along to this year’s AATE Matters Session.

This session is for those attending the ‘AATE/IFTE If’ conference who are also interested in learning more about AATE as a professional English teaching association. All delegates are welcome to attend and special invitation is extended to ETA Scholarship winners, Early Career English teachers and first time National Conference attendees.

During this session, attendees will:
• Have the opportunity to network with AATE Council and ETA members from across the country
• Hear about ways that AATE is advocating for English educators across the country
• Learn more about AATE resources that support educators
• Tell us what AATE can do to support teachers further
• Hear more about what’s in the pipeline for AATE, including print and digital publications as well as online PL events
• Find out about ways that you can get involved in AATE activities

Erika Boas, AATE

What if Artificial Intelligence (AI) could support learners and teachers in the English classroom? This session reports on a case study involving Years 7 and 8 students studying Shakespeare’s *The Comedy of Errors* where students accessed a web-based visualisation tool, based on AI, to monitor their progress against English curriculum outcomes. The case study explored competition versus collaboration, self-regulation of student learning, and personalised and adaptive feedback without increasing teacher workloads.

Rita Van Haren, Consultant
Contemporary English curriculum ranges an expansive and seemingly ever-expanding field. We deal in text response and production, across multiple semiotic or language ‘modes’. We deal in text types, often through the lens of genre, to give students experiences of persuading, informing and storytelling. And we typically now deal with ideas and practices concerning two major industries underpinned language work: media and literature. This paper proposes expanding our field further again. Layered over our English field are concerns about ICT capabilities and digital literacies that are framed as cutting across the school curriculum. These concerns, as well as our disciplinary recognition of the significance of multimodality, lead us to make provisions for ‘digital’ texts to appear as objects of study and assessment products. But the English curriculum concern with medium ends there. This research paper brings together analysis of multiple English curriculum frameworks in Queensland and New South Wales. It provides theorised reasoning for the separate treatment of ‘mode’ and ‘medium’ in curriculum and assessment planning. Questions are raised about what equitable and valid assessment in English might look like, if only the curriculum encouraged experimentation and production in a wider variety of print, digital and live mediums.

*Kelli McGraw, Queensland University of Technology*

This workshop presents the findings of a year-long research project on the impact of error-correction strategies on the quality of early secondary student written production in English. The project adapted the work of Dana Ferris, John Bitchener, Alan Hirvela and others to address the needs of a group of non-native English learners, predominantly refugee and migrant children. It aimed to answer several of the age-old questions in the field: in a context of highly error-filled writing, how much correction is pedagogically desirable, positive, necessary? How far can students go in taking responsibility for the accuracy of their own written work, using strategies like self-editing and peer-editing with a writing-buddy? What other practical classroom strategies are effective in fostering empowerment and autonomy in the learners with regard to their control over the errors in their writing? Finally, to update the work of James D. Williams for the 21st Century, what has happened or should happen to the relation between the teaching of grammar and the teaching of writing, in the digital / Internet age?

*Aida McLeod, Yeronga State High School*
Stories, thinking, and the future of school

How does the brain work to make sense of reality? What role does narrative play in this process? Why might the intersection between stories and thinking represent the future of education? During this engaging and interactive session, we will explore the often counter-intuitive foundations of perception, the power of our tools to drive perception, and the hidden narrative behind some tools most often utilised in education. From this discussion, we will consider what the end of education may be.

Jared Cooney Horvath (PhD, MEd) is an expert in the field of Educational Neuroscience with a focus on learning, memory, and attention. He has conducted research and lectured at Harvard University, Harvard Medical School, the University of Melbourne, and over 150 schools internationally. Jared has published 5 books, over 30 research articles, and his work has been featured in numerous popular publications, including The New Yorker, The Atlantic, The Economist, and ABC’s Catalyst. He currently serves as Director of The Science of Learning Group: a team dedicated to bringing the latest brain and behavioural research to teachers, students, and parents.

Panel: Life as an English teacher: Exploring the big questions of teacher identity and sustainability in an era of performativity

In an educational environment dominated by standards-driven policy and the ‘technology of performativity’ (Ball, 2003, p. 216), teachers' working lives are now more complex, intensive and regulated than ever before. One of the many consequences of these shifts in the nature and conditions of the profession is the increasing concern with recruiting and retaining passionate, committed teachers. While research, policy and public debates typically foreground the imperative for attracting high-calibre candidates to teaching and improving the quality of the profession, there is considerably less attention given to recognising and understanding teachers' diverse lived experiences and the implications of these for the present and future of the profession. This panel of Australian and international speakers will raise and explore a number of the big questions relevant to sustaining the English teaching profession and English teachers during each phase of their career. For example, what are the factors that enable or hinder a new, mid-career and later-career teacher's motivation, commitment and fulfilment? How do teachers build and maintain a resilient professional identity and exercise agency in contexts of heightened accountability? What aspects of curriculum and policy including employment policy serve to strengthen or undermine levels of teacher satisfaction? What role do the emotions and wellbeing play in a teacher's decision to leave or remain in the profession? How can the current English teaching profession contribute to shaping future directions that offer rewarding and fulfilling careers for new generations of teachers?

Panel: Jacqueline Manuel, University of Sydney; Bethan Marshall, King's College London; Andy Goodwyn, University of Bedfordshire; Jowen Hillyer, Taree High School; Janet Dutton, Macquarie University; Jason Bernal, pre-service teacher, University of Sydney
Day Three

Session | Title | Country
---|---|---
W.18.2 | Workshop: Embodied learning and language devices | UK

Underpinned by theories related to embodied and collaborative learning, the workshop explores how concepts such as hyperbole, metaphor, personification can be concretised through physical embodiment that fulfill the ‘teacher’s quest’ to have students 'show me what you understand'. Such literary devices are considered essential components of descriptive writing but often students find it difficult to memorise them and apply them in their own writing. In the workshop participants will work in groups to embody the essential meanings and concepts behind these devices and to consider other areas in the English curriculum that could be enhanced through embodied representation. Based on research about the application of drama pedagogy to the presentation of main ideas in information books, the workshop presents the transference of text bound ideas into embodied representations as a blending of Rosenblatt's efferent and aesthetic reading stances (1978) that results in a more concrete understanding of descriptive language devices.


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W.18.3 | Workshop: Understanding Shakespeare's characters through drama | Australia

Shakespeare in the senior years demands a heightened level of understanding and analysis for insightful written responses. Journey into the heart of *A Midsummer Night's Dream*, *Macbeth* and *The Merchant of Venice* as we marry the English Textual Concepts with drama activities, analysis and written tasks. These activities invite personal engagement, empower students, and introduce new classroom approaches to enable deeper understanding of the relationship between characterisation and audience response.

Jo Bloom, Australian Shakespeare Company; Eva Gold, ETANSW

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W.19.1 | Guest Speaker: Professor Theo van Leeuwen | Australia

Aesthetic literacy

Today, many forms of writing not only have to inform, persuade, entertain, reflect, and so on, they also have to 'look good'. The digital writing tools we now use as often as pen and paper (or more), Word, PowerPoint, and so on, offer a plethora of possibilities for aesthetic embellishment – an abundance of choices of visual composition, colour, typography, animation, and more.

This raises three questions for English. Firstly, although literary novels continue to be rather 'monomodal' by comparison to most other forms of writing, increasingly many novelists are beginning to experiment with multimodality, with ways of meaning making other than the word. What role should this play in learning to understand and appreciate literature? Secondly, should aesthetics be seen as part of literacy? If so, are there patterns and regularities to be discovered in the aesthetic styles of contemporary writing? In other words, can aesthetic literacy be taught, or is it all just a matter of taste? And thirdly, if we move beyond the idea of 'embellishment' and delve a little more deeply, we encounter the idea of beauty. What counts as beauty in today's world? Can thinking about beauty enhance the potential of English to develop the sense of self, social agency and cultural vitality which this conference seeks to address?

Theo van Leeuwen is Emeritus Professor at the University of Technology, Sydney, and Professor of Language and Communication at the University of Southern Denmark. He has published widely on critical discourse analysis, multimodality, social semiotics and visual semiotics. His books include Reading Images-The Grammar of Visual Design (with Gunther Kress); Introducing Social Semiotics; Speech, Music, Sound; The Language of Colour and Discourse and Practice. He is a founding editor of the journal *Visual Communication*.
Reading migrant and refugee writing

This paper will examine ways of reading writing by Australian migrant and refugee writers. It will focus in particular on the acclaimed *No Friend But the Mountain* (2018) by long-time Manus detainee Behrouz Boochani, examining the book in terms of its poetics and its narrative elements, by way of response to the author’s plea to readers to read this book “as a work of art,” rather than “reduc[ing it] to only political issues.” The paper will consider Boochani’s writing alongside and in context of a range of other writings including the asylum-seeker testimonials from *They Cannot Take the Sky* (ed. Green, Dao et al, 2017), and earlier works by migrants to Australia, including Antigone Kefala and Ania Walwicz.

*Brigitta Olubas is Professor of English at the University of NSW. Her principal research areas include: Australian Literature and transnational writing, Australian modernity, literary and visual culture studies, gender studies and narrative ethics.*

Presentation: The pleasures and pains of English teaching: an investigation into the quality of professional life in the ‘middle years’

The state of English teaching in England: this paper reports on 2 pieces of recent research carried out by NATE [The National Association for the Teaching of English]. [1] was a national survey of members and other teachers asking them how they viewed subject English and its current status as perceived by themselves, their students and in the public domain. There are many findings that will be summarised, 2 key points are their real concerns about the narrowing of the subject and their disaffection with the assessment system but they express resilience and belief that English remains essentially a great subject to teach. The session will offer comparisons with the Australian situation. [2] is a current investigation into the nature of the emerging role of ‘Lead Practitioner of English’. In England the role of The Advanced Skills Teacher [a title borrowed from Australia in the 1990s] was abolished in 2013 leaving no career path for good teachers who wanted to remain as excellent practitioners and supporters of other teachers. The paper will report on the nature of the role and whether it is enabling great English teachers to have a valuable and substantive role in schools and comparing it to the Australian ‘Lead Teacher’ initiative.

*Andy Goodwyn, University of Bedfordshire*

Presentation: If you PBL... it’s powerful beyond life!

If we are to authentically explore and celebrate the potentials of our English discipline to engage, motivate and inspire 21st century learners, exactly how do we go about making this a reality? The innovative solution: Project Based Learning (PBL). This presentation will start a conversation about the power of professional learning communities within schools as practitioner-led spaces for personal and professional growth. Two English teachers will share their journeys as PBL educators, facilitators and mentors in growing their PBL practice. Through creating a PBL professional learning community within their P-12 state school, and building connections online to support teachers from across the state of QLD, they will reflect on how they have made this a reality. To fully recognise and embrace the English classroom as a place which cultivates social good, global citizenship and cultural richness, we must be bold, brave and courageous. PBL allows us to go beyond public perceptions of our subject as just reading and writing, rising above systemic pressures of the need to prepare for internal and external assessment, thus transforming our English classrooms into thriving hives of inspiration, connection and innovation, Powerful Beyond Life.

*Lauren Hovelroud, Pamela Schmerl, Kelvin Grove State College*
As part of an ongoing research project concerning the development of global and empathetic thinkers in the Literature classroom, three Singapore secondary school teachers collaborated with researchers from the National Institute of Education in Singapore to design a ten-week poetry unit focusing on Asian poetry, to appreciate the aesthetic and ethical potential in these texts, in order to conscientiously and sensitively embrace cultural heterogeneity and understand the interconnections of peoples and cultures in Asia. In particular, this workshop will balance the pragmatic and pedagogical aspects of developing such a unit, offering proposals of text selection, instructional strategies and formative assessment options for teachers and teacher educators to consider. With short activities and examples, we will consider long-standing and emerging Asian poetic forms, along with an introduction to dialogic pedagogies of teaching Asian poetry (which can be applied to poetry in general). Key characteristics include the analysis of dual/multiple voices in conflict or dialogue, and highlighting how a persona relates to his/her addressee through issues of injustice or empowering perspective pertaining to difference. Lastly, participants will consider an online student platform for collaborative critical and/or creative responses to Asian poetry as formative assessment options.

Dominic Nah, Dennis Yeo, Ismath Beevi, National Institute of Education, Nanyang Technological University
**Session | Title**

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<td>Th.7</td>
<td>Roundtable: Literature in English</td>
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Literature is the heart of our discipline. Through creating possible worlds and other ways of being, it is an avenue for imaginative expression, aesthetic appreciation, and the formation of personal, national and cultural identity. Politically, however, this perception of literature seems to be undervalued in a world of materialism, pragmatism and self-interest. What role do we want for literature? What does it have to look like to retain its standing? Or - is there a case for exit?

Larissa McLean Davies, University of Melbourne; Terry Locke, Waikato University; Marcello Giovanelli, Aston University

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<td>Th 8.1</td>
<td>Workshop: Creative writing through imitation</td>
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Harnessing student creativity is the most important teaching we can do in the English classroom. At times it can become formulaic and routine and yet imitation can be one way to create originality. By rewriting the text, you interact more closely with the text and start to explore aspects that may not have been initially clear. According to Rob Pope, these changes can be ‘micro-linguistic’, dealing with changes of sounds, words and grammar, or ‘macro-linguistic’, going further to intervene with the narrative. Textual intervention moves students from asking ‘What if?’ to asking ‘Why?’ In this session we will explore ways of writing, from micro-linguistic to macrolinguistic, using other writers as our guides.

Mel Dixon, ETA NSW

Th 8.2

Withdrawn

Th 8.3  Panel: Challenging us to see - and think again | Australia |

Exposé is a term usually used for superficial, sensationalist reporting, often of relatively minor moral misdemeanours. However, exposés of significant and complex cultural attitudes that are not afraid to explore and examine ugliness, force us to confront what we know but at times fail to adequately address. Texts in different modes and media such as longform journalism, documentary and exhibitions delve deeply into the currents that swirl beneath the surface to present us with careful research and argument which requires us to rethink our attitudes and actions. From the #me too movement to the moving documentary on Adam Goodes, *The Final Quarter,* to exhibitions of environmental issues, we see the power of texts to confront and challenge assumptions that are ingrained in our way of being, speaking and thinking. Despite the vehement denials these attitudes still prevail and demand exposure.

Eva Gold, ETA NSW; David Leser, author and journalist; Alex Shain, Education Director, Shark Island Films; Avril Alba, University of Sydney

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<td>Th 9.1</td>
<td>Presentation: All the past acclaims the future</td>
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Th 9.2  Presentation: Beyond the dark: Dystopian literature in secondary English | Australia |

This presentation ‘Beyond the Dark’ stems from the development of an AATE resource being a collection of approaches that focuses on the genre of dystopian fiction and offers ways of teaching dystopian texts in the Australian secondary English classroom. This presentation is both theoretical and practical in nature, introducing the history of the genre, highlighting its features and considering the ways that context shapes text. References will be made to mentor texts which will explain and model approaches to teaching dystopian texts including film, short stories, novels, and still images. This presentation will also examine at key conventions and elements of the dystopian genre, whilst seeking to equip teachers to more effectively engage their students in this fascinating genre.

Alex Wharton, Carinya Christian School; Trish Dowsett, ACER; Ellen Rees, Hobart College

Th 9.3a  Research Paper: Empowering teachers through culturally relevant unit planning | USA |

Withdrawn
Time Warps: Prophecy, prolepsis, and the aesthetics of reversal

This paper will contemplate the history of prophecy, the ways in which certain projections of the future have almost always got it wrong. Even (for example) in William Gibson’s *Neuromancer* (1984), which is widely credited with having popularised the term “cyberspace,” there is no mention of email, which was for Gibson an unknown entity. Prophecy thus constitutes its own literary genre, one involving certain understandings of plausible but not verifiable continuities between present and future. In this sense, like science fiction in general, it is not necessarily tied to questions of accuracy or realism. This paper will consider an alternative mode of predicting the future, one that works from the future backwards, as for example in American author’s Edward Bellamy’s social satire *Looking Backward* (1888). The argument will be that such an aesthetics of reversal, working not from present to future but from future back to present, offers an equally valuable way of situating contemporary concerns within a larger historical perspective.

Paul Giles, University of Sydney


If films could think…

Not thinking about films. Not watching characters think. Not even thinking while we watch. But films thinking. Film Study would be different if the first question was ‘what is the logic of this film?’ Instead we often jump straight to the visuals. So where do we start? It is about movement and flow, about relation and change, about the way the film organises itself, and about new approaches to old techniques. Whereas conventional film analysis privileges visual elements, the logic of the film relies on an understanding of all elements working together, especially editing and sound as creative forces. Over the years English teachers have equipped themselves to consider visual elements — and they are still essential — but reflecting on how they and other techniques contribute to a film’s thinking allows us to expand film studies directly into an area of traditional strength. The English class is often an informal introduction to philosophy, and film is remarkably accessible and suited to that purpose. This presentation will consider the thinking film and ways in which English teachers can open it up for analysis.

Paul Sommer’s current research with Curtin University, Western Australia, continues over 20 years of study, workshops and publication in the area of film study for English teachers. He lives in Japan and taught IB English for the past thirteen years at Osaka International School (of Kwansei Gakuin University). Paul is a past president of AATE and SAETA. He has presented the Garth Boomer Memorial Address (in Adelaide) and last year was conferred Life Membership of AATE.
Session Title

Th.11.1 Presentation: Talking back: Spoken word poetry and critical literacy in Australia

Spoken word poetry is an increasingly popular form of creative expression that is engaging youth in innovative ways. The genre has been used as a form of culturally-sustaining pedagogy in classrooms internationally, providing endless opportunities for the development of critical literacy skills. As a form of poetry that combines the written conventions of poetry with performance, poets utilise their voices and movements to enhance meaning and engage their audience. This presentation focuses on a qualitative study of the Real Talk spoken word program in Australia, which allows young adults to discuss and share their own spoken word poems with the help of mentor poets from the internationally renowned Bankstown Poetry Slam. Fourteen high schools across Sydney participated in the six-week workshops, culminating in a competitive poetry slam. This presentation will share findings about how spoken word poetry encourages youth to share their lived experiences, engage in creative expression, and foster a supportive environment where taking risks and ‘talking back’ are possible. By sharing teaching strategies and offering examples of students’ creative work, it will also provide English educators with the tools to effectively incorporate this new form of expression into their classrooms.

Katelyn Jones, Ashcroft High School

Th.11.2 Presentation: Responsive pedagogy and courageous conversations

How can we choose texts, topics and strategies that empower students, especially multicultural cohorts who experience oppression beyond the classroom, to see relevance, make sense of their world and feel agency in their learning? Inspired by Paolo Freire’s social justice pedagogy, the resources of Linda Christensen and others, I will share how I try to choose texts responsively, have courageous conversations with students and make assessment tasks more meaningful for them.

Glenda McCarthy, Centralian Senior College

Th.11.3 Presentation: Building ladders into the ivory tower

Literary theory is often reserved for gifted students and those who elect to do Extension English, but all of our students occupy a world shaped by the political and cultural systems that literary theory deconstructs. Making the ideas of literary theory accessible in the classroom can help students to develop their voice and values, a process that is uniquely facilitated by creative writing and the study of literature. This presentation will outline the importance of embedding postmodern and postcolonial literary theory into our programming from Stage 4 through to Stage 6 by providing examples of rich texts, writing strategies, and essential vocabulary. We will discuss how the challenges of teaching and learning literary theory can be mediated by a focus on creative writing, and how to embed this into English programs.

Suzanne Peters, Hornsby Girls’ High School

Th.12.1 Workshop: Teaching culturally sensitive texts with Reading Australia

Many teachers often struggle and feel personally insecure with teaching texts which are perhaps culturally sensitive or which may contain confronting or potentially offensive material. They often feel culturally ill-equipped or ignorant when dealing with Indigenous texts and experience discomfort or a fear of offending various groups’ legitimate sensitivities. Similarly, texts such as those dealing with sexual or domestic violence or which challenge the usually accepted socio-cultural norms are often not taught because of teacher unease, perceived lack of expertise or school policy. This workshop will use the extensive teaching resources published on the Reading Australia website to help teachers engage more fully and meaningfully with such texts and provide teaching approaches and avenues for them to use with students from all cultural backgrounds within their classrooms. The presenters will specifically address the teaching of Indigenously written and published texts and will demonstrate how such texts can be studied and taught very effectively in a respectful and inclusive manner. Participants should come away feeling more confident about their teaching of such material and more fully informed about the cultural and social perspectives needed.

Phil Page, AATE; Cara Shipp, Silkwood School
Session | Title | Time
---|---|---
Th.12.2 | Panel: Digital texts: harnessing the power of new platforms in a post-truth world | International

In the last two decades new visual forms, platforms and devices have remade the world and our understanding of ourselves in it. According to A. C. Grayling, we live in a world where opinion (usually rapidly disseminated) is seen as more important than facts. How do we harness the power of new platforms in the English classroom? Are the avatar, the selfie, the self-destructing image, ephemeral texts or real and embodied texts? How do we teach reading, writing, representation and thinking in this context?

Mary Macken-Horarik, Australian Catholic University; Theo van Leeuwen UTS; Jayne Lammers, University of Rochester; Imelda Judge, James Meehan High School

Th.12.3 | Presentation: Blending fiction with real-world Issues | Australia

Fictional texts addressing the human-animal relationship and sustainability issues can be used as novel and effective tools for teaching critical thinking in the English curriculum. J.M Coetzee, in his metafiction The Lives of Animals blends fiction with real world issues concerning the treatment of animals, and explores philosophical questions that arise as a result. His text powerfully demonstrates how literature can enact change, spark debate and encourage critical discourse. Voiceless has created a series of professionally developed educational resource suites based on a number of texts in this genre, including The Lives of Animals (J.M Coetzee) and the Animal Allies Series (Ondine Sherman). Through exploring the construction and interpretation of these texts, students engage with complex moral, legal, ethical and political issues. In this presentation, Voiceless Education Program Coordinator and former English teacher Hanna Lucas explains how Animal Protection Education materials can be used to teach literacy, literature and language. The materials can also be used to help achieve five of the seven general capabilities under the Australian Curriculum. Drawing on her significant teaching experience in NSW secondary schools, Hanna guides attendees through these materials, explaining their relevance and application to the English classroom.

Hanna Lucas, Voiceless

Th.13.1a | Research Paper: Generating small stories through professional collaborative dialogue | Australia

In this paper we explore how we, four teacher educators, engaged in professional collaborative dialogue about the teaching of English education to pre-service teachers and the ways this dialogue supported pre-service teachers' (PSTs) understanding of the Curriculum Cycle as well as our journeys of becoming a teacher educator. We draw on the small stories we shared during six online Zoom collaborative planning meetings. During these dialogic exchanges, we discussed how we engaged with the teaching of, teaching about and teaching through the teaching-learning curriculum cycle to a first-year cohort of PSTs undertaking an English education unit. Importantly, we deliberated on how we could make our pedagogical decision-making visible to PSTs. We contend that by creating time and an online space for us to plan, consider, evaluate, reflect and think collectively about pedagogical practices we not only developed a better understanding of our subject area but more so, cultivated a collaborative dialogic practice that we can take into the future. We hope through sharing our small stories that English teachers may recognise a little of their own professional journeys and be inspired to engage with a professional collaborative dialogic space.

Anne Keary, Monash University; Narelle Wood, Deakin University; Karina Barley, Monash University; Kelly Carabot, Monash University

Th.13.1b | Research Paper: Reading for pleasure in print and online | Australia

Withdrawn
Th.13.2  Presentation: Flipping the English classroom  

A flipped classroom pedagogical approach allows for more student-centred learning, with teachers able to provide more direct feedback to students. In this session, there will be a focus on how content can be delivered outside of the classroom, and how teaching time in the classroom is spent on applying knowledge, structuring writing, providing feedback, and developing analysis skills. Tools and strategies to facilitate a flipped approach will be presented, including demonstrations of their use and resulting benefits for students. Participants will be shown how to align programs with a flipped approach, and embed this approach within their teaching practice.

David Martin, Blacktown Boys High School

Th.13.3  Presentation: Fitracy  

The notion that physical activity has a tangible, positive impact of cognitive functioning, learning, creativity, focus and self-efficacy is a truism within contemporary educational discourse. We know that if kids move they will learn more effectively. And yet, all too often our students are kept still in the English classroom. At Wilderness School, we are exploring the possibilities that arise out of integrating physical activity into the teaching of English. In particular, we are investigating the impact that movement, in a range of forms, has on student writing. In 2019 we created two new programs designed to help us achieve this goal. 'Fitracy' is a new, transdisciplinary, capabilities-driven subject that integrates the English and PE curriculums in order to explicitly teach problem solving and communication. 'The Write Moves' is a writing program that involves the direct pairing of student movement and writing practice on a weekly basis. This presentation will share our journey of investigation and propose a variety of accessible and effective strategies that teachers may implement in order to get moving in the English classroom.

Leah Carter, Christopher Pahl, Wilderness School

Th.14.1  Workshop: Shakespeare for digital natives  

Queensland has just experienced a radical transformation to Senior Schooling. As part of the makeover, a Creative Multimodal has been introduced into a new subject called Literature in Years 11 and 12. Students can now create Digital stories which encompass emerging new forms of digital narrative (web-based stories, interactive stories, hypertexts, narrative computer games, audio and video podcasts). To provide students with the skills and knowledge for digital genres, a program called 'Shaking up Shakespeare' was introduced in the Junior school. A variety of cross curricular pedagogical strategies were introduced to the English curriculum to teach emerging genre conventions, including Information technology skills, Film and television skills, Art and Drama content. The introduction of highly engaging student assessment instruments was also introduced to engage all learners. Come and learn in this practical workshop how to reimagine Shakespeare through emerging genres. Learn to create dynamic units of work and assessment instruments for Years 7-10 that unleash the transformative qualities of Shakespeare for 21st century learners.

Anne Wood, Aquinas College

Th.14.2  Workshop: Literature can be both playful and thought-provoking  

In this workshop, we will explore a variety of playful texts to connect with your students, inspiring them to go beyond their familiar worlds to show them that writing and reading can be fun. We will look at texts that have been innovative, creating new frameworks for readers and writers to find ways to reveal and harness creative games. A brief historical flashback will offer a context for the workshop, bouncing off different texts from a range of authors including Dr Seuss, Neruda, Borges and Shaun Tan.

Mel Dixon, ETANSW; Heather Kroll, William Clark College
What if we could see the patterns that form the structures of texts? Text visualisations provide insights into the patterns across all levels of language; from word frequency to sentiment analysis, they reveal the patterns that make texts cohesive and coherent, providing a starting point for more detailed investigations. With increasing access to online applications, the same approach can be applied to students' own writing, either as part of the revising stage of writing, or through comparing their compositions with mentor texts. As an engaging way to incorporate ICT into the English classroom, this presentation will introduce the tools that make this possible and practical applications for the classroom.

Ben Gilholme, St John Paul II, Catholic College

Secondary English offers a unique context to embed Aboriginal and Torres Strait Islander perspectives for the benefit of all students through the availability and variety of text choices. There is currently limited understanding of what text choices New South Wales (NSW) English teachers make, and how they make these choices in order to teach Aboriginal and Torres Strait Islander perspectives, cultures and histories. This session will present the findings of a 2019 qualitative study which explored this research area through semi-structured interviews with six NSW English teachers to provide a glimpse into the current practice of embedding Aboriginal and Torres Strait Islander perspectives through text selection.

Jessica Scarcella, Blacktown Boys High School

What if English could be fun, engaging and accessible for everyone? With experience teaching in low socio-economic and drought-affected communities in rural and regional New South Wales, Tegan Morgan will unpack her teaching toolbox with tried and true approaches, strategies and pedagogies for engaging and accessible English education. During this session, you will learn 'how to' implement a number of games, activities and term-long competitions in your own classroom to consolidate student knowledge, utilise 21st Century learning skills and improve student engagement. From 'Rob the Nest' to 'Shakespearean Super Sleuth,' English for Everyone will encourage you to think about your own approaches to English. How can we make old-fashioned homework rich and meaningful? How can we ensure our assessments are relevant and fun? How can we integrate literacy education in an engaging and accessible way? During this session, you will be provided with a number of easily adaptable resources and have the opportunity to reflect on your own programs, assessment and practice to develop creative new strategies to engage and inspire students in your own context.

Tegan Morgan, McIntyre High School

In this session we will be exploring the place of extended reality in the English classroom and the way in which it can be used to enrich student appreciation of form and language in narrative texts set for study. As an educator who has used augmented reality and virtual reality in the English classroom since 2014, I will be showing why I have recognised the importance of including stories created with these technologies as part of our students study pattern and will be showing how this can be achieved effectively for powerful impact on our students learning and understanding. Participants are encouraged to bring their charged mobile phone with data and are asked to download the Within app and The Guardian VR app before the session.

Imelda Judge, James Meehan High School
How do we navigate our work if what we hoped to teach is not what we are told to teach? In facing the challenges of external testing, political intervention and reinvention of the curriculum, how can teachers find the confidence to conceptualise subject English and make it a recognisable reality for students, parents and communities in the classroom? The literature informs that teachers are driven by the desire to achieve mastery and make a difference to the learning of their students (Calvert, 2016; Noonan, 2016). Autonomy, mastery and purpose are key drivers of teacher agency, which is also the capacity of teachers to act purposefully and constructively to design the teaching and learning. How can teachers achieve agency in this ever-changing political and educational landscape?

Matthew Brown, University of Canberra; Karen Yager, Knox Grammar School; Kerry-Ann O’Sullivan, Macquarie University; Lucinda McKnight, Deakin University

How can the study of literature help students create their own texts? How can we support students to thoughtfully comment on the rhetorical choices they make in the creation of new texts? And what will they learn, anyway, about English as a discipline? This presentation will offer practical activities to support senior students in reflecting on the connections between analysis and their own writing craft in formative and summative assessment (examination) contexts.

Ann Small, ETANSW

As we fast approach the third decade of the 21st century the educational landscape continues to transform. Ambiguity is everywhere. It is time we disrupted the teaching of spelling rather than focus on convenient ways of teaching. We must build spelling skills, dispositions and knowledge through thinking, applying and noticing. This will ensure our teachers are implicitly and explicitly framing the learning pathway for sustained and relevant learning. It is time that we arm ourselves with knowledge ready for the uprising of new spelling approaches and practices. This presentation is grounded in the notion that the teaching of literacy requires all educators to have a deep knowledge of language and linguistics so that they can design learning experiences based on the interrelation of morphology, orthography, etymology and phonology. The last ten years of testing shows us that schools are successfully teaching the basics of phonological instruction, it is the complex that they are failing at. By teaching the linguistics of English spellings and showing students of all ages that the spelling system is highly logical, we can change their learning trajectory. This presentation will showcase how to do this, using empirical evidence as a springboard.

Katharyn Cullen, Seymour College

The Programme for International Student Assessment which assesses students in maths, science and reading, has gained a global status with its standards-based testing. In 2016 Canada, came second in the world for reading. The UK came joint 21st. We examine the attendant impact of policy on the agency of English teachers in Ontario, Canada and England comparing two jurisdictions’ approaches, one which takes a lead from the middle and the other a top down strategy. We use semi-structured interviews using grounded theory, of teachers in three high schools in Ontario and four in England. The article is part of a wider project, which also looks at classroom practice, in Canada, England and Scotland. (Author et al, 2018)

Bethan Marshall, Simon Gibbons, King’s College London
The idea that the teaching of Literature should equip students to engage with ethical concerns in our world has encountered much resistance throughout most of the twentieth century. Towards the end of the twentieth century, however, the dominance of Aestheticism in Literature education has been increasingly challenged by a renewed interest in ethics. In light of our globally interconnected age, I argue that the kinds of ethical sensitivities teachers need to cultivate in the Literature classroom should be cosmopolitan in nature. I begin by theorising cosmopolitanism highlighting two orientations that I argue should be privileged: justice and care for others. I proceed to discuss the role that Literature education can play in facilitating these through case studies of four Literature teachers in Singapore secondary schools. In most classrooms today, explicit discourses about justice remain marginal in Literature education which then calls for more intentional reform so that enabling students to be aware of, to engage with, and demonstrate active concern about cosmopolitan justice, should be aims that are prioritised. This paper concludes by suggesting various pedagogical strategies that teachers can employ to support critical, hospitable and dialogic spaces in the classroom as students negotiate complex ethical concerns in the world.

Suzanne Choo, Dennis Yeo, National Institute of Education, Nanyang Technological University

Panel: Finding the language

Language in the classroom has become – both nationally and internationally – a site of political, educational, academic and personal conflict, centred often on a simplified notion of literacy as grammar and grammar as a set of rules that are not negotiable. How can and how does the English teacher negotiate the demands of a politically motivated curriculum with a narrow view of grammar as the ‘answer’, against the understanding of language as a fluid and ever evolving concept that can empower and take our students beyond the simple act of meaning making into the world of ‘ifs’, the possibilities and potentials of being? Our panel will explore the competing beliefs about language, how these have been realised in the public and political arena through curriculum and high stakes testing and, ultimately, how these demands have been put into practice in the most important site of learning: the classroom.

Mel Dixon, ETANSW; Marcello Giovanelli, Aston University; Cece Edwards, Harrison High School; Mary Macken-Horarik, Australian Catholic University

Workshop: Highlighting linguistic challenges of Chinese background students

Utilising her academic study of linguistics and her teaching practice and experience, Burke will shed light on the specific linguistic differentials between Mandarin Chinese and English to show the most common errors, the reasoning behind these and where there are opportunities for focused correction. The workshop aims to demystify differences that can remain as lingering anomalies especially when there are gaps in the student's English language acquisition. Overlaying basic elements of written and spoken language such as verb forms and tense, use of questions and modality, pronouns, prepositions and verbs and idioms, with English, this linguistic insider’s view explores and trouble-shoots challenges faced by Mandarin speaking Chinese students when learning in English in mainstream classrooms and the EAL/D stream. Understanding why these common mistakes are made goes a long way to correction and elimination. The semantic and structural differences between these two languages from different language families (Sino-Tibetan and Indo-European) will be highlighted, closely examining challenges encountered by students across various aspects of all stages of English language learning. Therefore, teachers will be better equipped to approach ways of correcting habitual and sometimes entrenched errors in written, and as relevant, spoken English.

Margaret Burke, Epping Boys High School
What does literature mean to the human species, will it help us evolve and survive?

There is abundant research evidence that English teachers around the English-speaking world love literature and aspire to pass on that love to their students. Mother tongue teachers in many other countries express the same feeling. For many of these teachers that ‘love’ was a fundamental reason for becoming a teacher. It remains a powerful force in them staying on as teachers despite their deep antipathy to neoliberal education policies and high stakes testing regimes. That might be seen as making we English teachers something of a rare species, the majority of humanity loves stories with a passion, but not literature per se. This is not, actually, a problem, but it raises a question.

How might we conceptualise literature in the 21st century so that its immense value to all humanity can be understood? We might build on Darwinian Literary Theory to develop an approach to literature teaching in schools that is rather more grounded in the commonalities of everyday human experience. Birth, courtship, sexual relationship/s, death [the plot of Hamlet]. Love, desire, hate, anger, envy, kinship, disgust – the stuff of life [and every soap opera].

We might portray literature as one fundamentally valuable element in our attempt to understand ourselves and why we have behaved so badly and for so long. Such a grounded approach does not diminish the aesthetic beauty of our texts, cave paintings were not diagrams but they were useful as well as pleasing to view. The instinctual drive to capture experience and imbue it with aesthetic power and force, to humanise its meaningfulness, is what our species has evolved to achieve, is what has helped our species to continue to evolve. We might present to our students that the purpose of engaging with literature is fundamentally to question how we humans behave, how we survive, but also, what makes our lives more meaningful through the artistry of writers and their texts.

Andy Goodwyn, University of Bedfordshire

Andy is president of IFTE, is Head of School of Education and English Language at the University of Bedfordshire and is Emeritus Professor of Education at the University of Reading with longstanding experience of working as the Head of Institute of Education (University of Reading). He is an educationalist who has published extensively on English and English teaching. His expertise spans theory and practice of English teaching, literacy, media education, the development of expertise, expert teachers, policy and practice—national and international, and information and communications technology (ICT) for improving teaching and learning inclusive of digital literacies.

How many of your students are looking for a definitive interpretation? Do they have a sense of the dialogic relationship between composer and responder? Would they agree that the content of texts is not the ultimate learning goal? Understanding textuality is an essential premise in English, in all its critical, creative and imaginative manifestations. It offers a basis for reasoning about texts that is transferable and powerful. The only problem is, how do we encourage and enable students to take it up? (Or engage and experiment with this proposition?)

Wayne Sawyer, Western Sydney University; Mark Howie, Springwood High School; Will Christie, Australian National University; Anthony Uhlmann, Western Sydney University
Poet, Pádraig Ó Tuama wrote: ‘It is the tense vocation of language / to contain and constrain language.’ Language, and understanding how to use it effectively, is the key to communication and, therefore, to the telling of stories. One of the reasons I wanted to teach English was to help students—young people—to find ways of telling their own stories; of finding their own voices. What if a really excellent way to do this is by the consistent, and high-quality teaching of poetry? What if we could, simultaneously, improve vocabulary, improve handwriting, and improve our students’ ability to tell their own stories? This is a lesson on the democratisation of language through the myriad forms of poetry. As a poet, I have struggled through faculty conversations with people who want to teach poetry without the students ever writing a poem. It is all well and good to learn how to analyse another poet’s words, but the main questions I’m interested in hearing answers to are, does the student like the poem, and why? After that, I want my students to learn, through practical experience, the skills and techniques to their unique stories in unique ways. Let’s let them write.

Andrew Wright, Education Directorate, Australian Capital Territory

The increasing use of digital tools and Internet-connected devices in classrooms has had an impact on educators, students and their families. In most cases the past twenty years of technological advancements have divided students within K to 6 schools worldwide apart from these adults in their lives, whose twentieth-century learning framework struggles to keep up with each advancement. Basing my inquiry on a wealth of interview data from an international longitudinal study into literacy practices for students and their families, I retell the story of subjects and scholars coming to terms with the possible futures of learning by using Anton Chekhov's last play, The Cherry Orchard, as a template. This project makes use of the emerging practices of research-based theatre to craft a story of intergenerational drama where parents and educators attempt to understand the digital world in terms of their mostly pencil and paper orientations towards learning, much like the central character of Lyubov Ranevskaya, the former landowner attempting to preserve her orchard-adjacent estate. The younger voices tell their collective story of seeking digital identities while finding a balance between a curriculum designed in the twentieth century as well as parental expectations toward their futures.

Kyle Stooshnov, University of Alberta

Why is it that secondary English teaching often means navigating the plethora of rubrics and assessment tasks? Why is it that literacy development so often is seen as a chore, a dispassionate meeting of syllabus outcomes rather than an exciting journey into texts? This workshop provides an experience of strategies that will allow our students to find their own voice in the English classroom and to become excited about writing and oracy. Attendees are invited to participate in the activities and to share their own teaching experiences. Let's put the fun back in “fundamental.” My session revolves around the notion that we teachers should strive for the “glint in the eye”- the engagement hook that leads to deeper immersion in the beauty of words on the page and articulated as if the student really owns it. Useful suggestions about texts, stimulus material and classroom tasks will be given.

Paul Cullen, Carroll College
### Session Title

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<td>F.9.2a</td>
<td><strong>Research Paper:</strong> Exploring the digital literacies of Indonesian youth</td>
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<td><strong>Research Paper:</strong> &quot;We're not the HSC.&quot; Then, who are you?</td>
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**F.9.2a**

Educational policies in Indonesia require teachers to prepare students to harness Information and Communication Technologies (ICTs) for learning. However, much of the research about digital literacy derives from studies conducted in Western countries such as the United States, Europe, and Australia. This has implications for how well such research can inform the pedagogy in contexts with different cultural values and structural considerations. Our paper results from an international collaboration designed to learn more about what social media apps, websites, and tools Indonesian young people use to pursue their personal interests and what technologies, websites, or programs they use at school for technology-based learning. For this collective case study, we used surveys, focus groups, and interviews to generate qualitative data from hundreds of participations. In this presentation, we describe our on-going abductive analysis (Tavory & Timmermans, 2014; Timmermans & Tavory, 2012), an approach that requires us to share initial theories and findings with researchers and educators in Indonesia and beyond. Thus, through a discussion of our research, the audience will become our ‘community of inquiry,’ helping us to better understand the phenomenon of Indonesian digital literacies.

*Jayne Lammers, University of Rochester; Puji Astuti, Universitas Negeri Semarang*

**F.9.2b**

Can the competitive individualistic culture of HSC English be circumnavigated by teachers on behalf of their students? Should English teachers conceive of new, sustainable cultures, bringing their students to the joys and delights of subject English? Will such actions make English teachers subversive to the status quo or will such actions release teachers of English and their students from the codes and cultures that bind and stifle young people when they are most desirous of freedom? This paper, reporting on the text selections of NSW English teachers for their Stage 5 students from four distinct school sites, reveals the influences that float and weigh within curriculum decisions. Against the pressure of orienting students towards the competitive capabilities of the NSW Higher School Certificate exams come teacher hopes of presenting their students new understandings and ways of thinking about the world. Illuminated also is a more worrying vision: a perennial belief in the power of texts to transform lives seems on the point of fracture as the English teacher soul (Ball, 2003) wavers over the question: Whose lives, whose futures, do I serve?

*Kelly Cheung, Macquarie University*

**F.9.3**

This presentation is part of the dissemination of findings in relation to the 2019 Copyright Agency's Reading Australia Teacher of English and Literacy Fellowship. The focus of this session is to present a literary analysis of the representation of the colonial experience for First Nations and Non-first Nations Australians. Implications for English teaching practice will be explored in conjunction with recommended texts and teaching strategies.

*Alex Wharton, Carinya Christian School*

**F10.1**

There are many concepts in the English classroom that are knotty and difficult for students to grasp. Go beyond traditional explanations and discover a practical way to approach dense language and tricky techniques. Using a number of Shakespeare’s plays, Bell Shakespeare’s Resident Teaching Artist, Huw McKinnon, will guide you through an active approach to concepts such as dramatic irony and archaic words like ‘thee’ and ‘thine’. Designed for English teachers who may feel apprehensive about practical approaches in their classrooms, this session will give teachers clear and engaging strategies to take straight back to their classrooms.

*Huw McKinnon, Bell Shakespeare*
**F.10.2**  
**Presentation:** Inventing the future for EAL/D learners through literacy  
*Australia*

How can literacy be used to cultivate an inclusive learning experience in the classroom? This presentation covers a range of approaches to teaching EAL/D students, particularly how to foster a learning environment that scaffolds up, supporting the pedagogy of high challenge-high support. Resources shared are anchored in a successful whole school literacy strategy that build on the skills of EAL/D students, which are also relevant mainstream learners. Several ready to use lesson ideas that invigorate the teaching of grammar and comprehension will be discussed. We will consider how the language we equip students with shapes the way they interact with their world to become confident communicators.

*Amanda Taplin Lopes, Libby Broughton, Killara High School*

**F.10.3**  
**Presentation:** Workshop it! Building learning power in the English classroom through a student-centred workshop model  
*Australia*

This workshop will outline strategies that bring forth and strengthen: student agency, sense of self and student learning dispositions. By using a workshop model centered around the concept of Guy Claxton’s Building Learning Power (BLP), students can be active agents in their study of English. The early secondary school years are pivotal periods in which to foster engagement and enjoyment of the English subject. Furthermore, research has shown us that success in the early years of High School is a large determinant to later academic success. Key ideas featured include Guy Claxton’s ‘Building Learning Power; the workshop model adapted from Linda Rief; and how to cover speaking and listening, reading comprehension, writing, viewing and student reflection in every timetable cycle. English should be the most exciting spot on the weekly timetable! It should be where students can explore and strengthen their language skills to navigate and master the world. Through a student centred workshop approach, students and teachers can explore the potential and wonder of language, building skills for life whilst meeting curriculum outcomes.

*Samara Scharner, The Anglican School, Googong*

**F11.1**  
**Guest Speaker:** Luka Lesson  
*Australia*

A poetic odyssey: Spoken epics in our time

This session is sponsored by Education Perfect

Poetry is too often sidelined as the ‘extra’, the icing on the cake with literary value that is inaccessible, and yet poetry as we know it is the oldest of all literary forms emerging in classical times to tell stories of the world as it was. Today's poetry may not be 'epic' in form but it touches as much as it always did on our senses and sensibilities; it builds a picture of our lives, and the poet, particularly the rap, the hip hop or spoken word poet, wanders between being an Odysseus and a Homer: like Odysseus, condemned to wander the oceans of modern world experiences but like Homer, using the musicality of words to share the abundance of experiences. In my travels, I have seen the power of poetry to connect, to activate and to make others alert to the metaphors of our daily existence. In this presentation I will share my journeys: from spoken poet to multimedia poet; from idea to product and what it is that stimulates my poetry and helps my pen to 'grace the page'.

*Luka Lesson is a poet and rapper whose work engages with the Greek mythology of his family homeland. He has performed with the Queensland Symphony Orchestra, released his own musical albums and books, and has been published in a number international poetry collections. His education-based programs advocate social change both within Australia and abroad, and his work is currently being studied in English departments across the country. Luka holds a Masters of Sound Design (in Performance Poetry) from the Victorian College of the Arts as well as an undergraduate degree in Anthropology and a First Class Honours in Indigenous Studies from Monash University. Luka's latest solo work, entitled Agapi & Other Kinds of Love will premiere in 2020.*
Session | Title
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F11.2 | Guest Speaker: Professor Katherine Bode
Australian National University

From text to database: Digital literacy at scale

This session is sponsored by Education Perfect

In the last decade English education has embraced digital literacy with respect to born-digital literature as well as other new media works such as video games. Yet the digital age also involves the creation of new scales and types of textual artefacts: in the form of large digitalised or digitised databases of literary works. These databases present opportunities for new ways of reading and modes of rhetoric that explore connections, patterns, and themes across large numbers of texts. This presentation will explore how methods such as topic modeling, network analysis, and geospatial mapping offer ways to rethink the literacies that are relevant to contemporary communication and citizenship.

Katherine is Australian Research Council Future Fellow at the Australian National University and is working on digital humanities, literary studies, book history, and reading and reception in the School of English, Languages and Literature. From 2011 to 2013 she headed ANU’s Centre for Digital Humanities Research. Her research explores the critical potential – and limitations – of quantitative and digital methods for literary studies, a topic that also leads me to consider such things as the nature of archives and the future of the humanities. Her latest book, A World of Fiction: Digital Collections and the Future of Literary History, was published by University of Michigan Press in July 2018.

F12.1 | Presentation: Formative feedback in action
Australia

What if we focused on empowering students instead of delivering content? One of the biggest problems educators face today is the overwhelming amount of information students have access to, whether from the internet or curriculum. This session will focus on pedagogy that will assist teachers in knowing thy impact (Hattie, 2012) in real time, and change the emphasis from teaching to learning by developing strategies in formative feedback. Strong formative assessment can improve student learning by up to 8 months (Dylan Wiliam, 2016). Participants will learn how to best implement formative feedback including strategies for the classroom, how to create a success criteria, and how to implement a success criteria to improve student peer and self-reflection, self-evaluation and critical thinking.

Samantha Lee, Casey Johnson, Northmead High School

F12.2 | Presentation: Education Perfect
Australia

F12.3. | Panel: Future visions
Australia

We are in a world of constant change where what we knew is not what we need to know. The revolution is not just about what is knowledge but how that knowledge is being shared. Texts are changing their form and their purpose, inviting audiences to participate in new ways, embracing the possibilities offered by new technologies, challenging our understanding of text, of what it means, how we read it and how we share it. The shifting boundaries of textuality will be explored in this panel to see how much is new and how much is actually a reinvention. The important question for us, however, is how do we take this new world into the classroom without reducing the new to superficiality? How can we have a deeper conversation about the changing nature of texts that extends our students and leads to deeper and more meaningful understanding of our place in the world of texts?

Catharine Lumby, Margie Borschke, Macquarie University
F13.1  Presentation: Fangirls: Teaching a fabulous new Australian drama  

When she's not trying to cope with being a scholarship girl at a posh private school, fourteen-year-old Edna is writing online fanfiction about spending her life with Harry, her favourite member of the British boy band True Connection. Edna knows if she ever meets Harry he'll immediately know she's the only person in the world who truly understands him. Sounds familiar? You'd be wrong! Fangirls explodes all of the prejudices we might have about fans and fan culture. As it explores family, schoolyard and online relationships, this witty, wise and very funny coming of age story is certain to engage student of all genders. Fangirls is a thrilling new Australian musical drama with lyrics, book and score by award winning performer and writer Yve Blake. Yve played the lead role of Edna during the 2019 seasons at the Belvoir Street (4.5 stars from The Sydney Morning Herald) and Queensland Theatres. Join Yve Blake and Tony Britten as they share practical and engaging strategies for exploring Fangirls in contemporary English classrooms. The script for this smart and inclusive piece of multimedia theatre will be published and available to schools during 2020.

Anthony Britten, Story Factory; Yve Blake, performer and writer

F13.2  Presentation: Guwayu: embedding First Nations perspectives through poetry  

'Guwayu, for all times: A collection of First Nations poems commissioned by Red Room Poetry’ Guwayu is a celebration of First Nations voices, commissioned and curated by Red Room Poetry with First Nations writers, editors and publisher Magabala Books (2020). This presentation focuses on Guwayu's application in the classroom. Presented by Red Room Poetry's Project Manager Anne-Marie Te Whiu and featuring poetry from the collection, this session links Guwayu with practical lesson strategies including:

- Embedding First Nations perspectives through poetry in mindful and respectful ways
- Pedagogical approaches and curriculum alignment for poems within the collection
- Activities and strategies to bolster students' poetry writing and comprehension skills
- An overview of learnings from 16 years of commissioning new First Nations poetry

Guwayu is a Wiradjuri word which comes from the Country and Language of the collection's Editor, Jeanine Leane. For the past 16 years Red Room Poetry has championed the commissioning of First Nations poets and this history comes to light within Guwayu. Themes which burn bright within Guwayu include the environment, detention, justice, extinction and preservation of First Languages, Culture and Country. Through the collection 37 poets pose provocations and welcome the reader to witness the prowess of self-determination and activism.

Anne-Marie Te Whiu, Red Room Poetry

F13.3  Presentation: If only we had all these texts in our classroom ...  

Let's regain the vital importance of reading and viewing in the classroom to enrich students' imagination, creativity, worldview and literacy. Following in the footsteps of Helen Sykes and Ernie Tucker, Deb McPherson and Jane Sherlock will discuss the best texts to engage, enthuse and inspire your students in Years 7-11. Deb and Jane will examine a range of written and multimodal texts that will make a difference in the English classroom. They will suggest teaching and learning strategies for wide reading and viewing, close study and Project Based Learning. Included in this presentation will be as well texts and tasks to deliver the Cross-Curriculum Priorities. Contemporary and classic texts will be examined including poetry, novels, non-fiction, plays and films from Australia and around the world. There will be a focus on multimodal texts including graphic novels, picture books, websites, digital essays and apps. Participants will leave this presentation with many ideas for new texts and new classroom strategies.

Deb McPherson, Reader, writer, teacher, AATE book reviewer; Jane Sherlock, Consultant
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### F14.1. Presentation: Narratives of the past, voices of the future

Two teachers from two school contexts combine to share their experience of travelling to Israel to complete ‘The Gandel Holocaust Studies Program’ at the **Yad Vashem Holocaust Centre**. They share their motivations in applying for the scholarship, and implications for the English classroom (focus on applications for introducing the Holocaust in Stage 4 and developing into Stage 5). As English teachers, we share a love of storytelling and belief in its power to shape us and our world. We will explore how studying the Shoah, guided by Yad Vashem's teaching philosophy, enables students to consider what it means to be human and humane in our world. How a study of context and text can open discourse around multifaceted moral and ethical issues, to enable students to develop an understanding of the world we live in today. We explore the tension between historical fact, imagination and truth. If we believe we have a moral imperative to study the past, how does this fit in the contemporary classroom? How can educators respect and uphold their responsibility to those who experienced these events? And how, through representation, can students keep individual experiences alive and relevant while maintaining the integrity and authenticity of the subject?

*Kylie Nowalinski, St Edward’s College; Blake Wawrzyk, Henry Kendall High School*

### F14.2 Panel: Gender diversity and the classroom

Secondary schooling is an important time of identity formation as the student moves towards adulthood and starts to understand the world without and within. In this quest, the school can provide a safe space, where political, cultural and social expectations can be reconsidered, often through the texts that are encountered which become the vehicle for negotiating what matters. The English classroom can be a powerful place during this journey, providing students with access to narratives of being in worlds they may not previously understood or even been aware of. Through reading and writing – by considering what happens if … – students engage with important topics and work through, not just individual identity, but through attitudes to those who are different. In this panel, we will look at the power of texts to transform thinking about gender; we will consider ‘What does the writer offer for the classroom?’; how can universities guide us into more inclusive ways of thinking? and more importantly ‘How can the teacher harness the valuable lessons from literature to create a safe space where everyone feels valued and affirmed?’

*Kelli McGraw, QUT; Keya Stevenson, Peel HS, Tamworth; Will Kostakis, author*

### F14.3 Presentation: Challenging preconceptions

This presentation is designed to challenge preconceptions around texts and their widely accepted interpretations. Primarily aimed at High School English, the idea is to examine traditional texts such as *Romeo and Juliet* where the general pedagogical approach has been to interpret the play in terms of doomed young love and see how this can be used to create new meanings and understandings. If we put aside preconceptions and traditional interpretations we leave an avenue open for our student to develop their own ideas and interpretations, examining the relationships between author, texts and audience.

Other texts that will be touched upon include: *Fahrenheit 451, Harry Potter and War and Peace.*

*Yolanda Hallam-Walsh, Lyneham High School*
Session  | Title
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F15.1 | Workshop: Applying principles of gamification in the English classroom

Gamification refers to the use of gaming principles and approaches to increase student engagement and achievement in a classroom environment. Success relies on thoughtful differentiation, use of technology and a wide range of creative approaches which are used to foster collaboration and encourage educational risk-taking with the ultimate aim of establishing confident and autonomous learners. This hands on workshop will introduce you to key the principles, metalanguage and approaches necessary to help you on your way to gamifying your lessons. You will engage in practical activities and experiences which will leave you feeling confident in transforming your learning space into a challenging but safe environment where students thrive on healthy competition and the freedom to literally play their way to success.

Hayley Matas, Danielle Darwick, Greystanes High School

F15.2 | Presentation: Mentoring English teachers: guiding and leading English faculties

With the implementation of the Australian Professional Standards for Teachers and an increasing focus on professional learning within the profession, it is valuable for English teachers to draw from evidence-based resources in developing knowledge and skills for mentoring new faculty members and teacher education students on professional placement from universities. Moreover, it is also important to draw upon these resources to lead an English faculty. This presentation will provide practical strategies and guiding principles for effective leadership as an English Head Teacher/Coordinator, and it will focus on the important role of experienced English teachers in mentoring new English teachers and teacher education students. Insights from recent research and professional projects will be shared, and resources for innovative mentoring and effective faculty organisation will be presented. There will also be opportunities for sharing ideas and discussing implications in the context of accreditation and leadership development.

Paul Grover, Charles Sturt University

F15.3a | Research Paper: Whose voices count? Unsettling literary study in secondary English

Recent analysis of Australian texts set in the secondary curriculum highlight the overwhelming whiteness of English literary authors' identities, and characters, the 'dominance of heterosexual characters' (Bacalja and Bliss, 2019, p. 17), and lack of representation of queer themes. In response to these concerns, and in conversation with curricular mandates to include Australian literature in secondary English, this paper focuses on a pilot project called Teacher-Researchers. The Pilot supported five secondary English teachers to undertake a week-long literary research project drawing on the University of Melbourne Archives to investigate texts relevant to their teaching of Australian literature. This project built on earlier research that showed that, despite the enduring nature of canonical and heteronormative frameworks on official text lists, teachers are eager to foreground diverse Australian voices in their classrooms, but often lack time or support to develop knowledge and resources to support these intentions (McLean Davies et al, 2017, 2019). This significant project made space for teachers to become researcher-practitioners by allowing them to create scholarship and diversify the curriculum and their practice. This resulted in new understandings of what constitutes Australian literature in the 21st century, and new insights regarding the potentiality of cultural collections for English.

Larissa McLean Davies, University of Melbourne

F15.3b | Research Paper: A genealogy of creativity in English

The Craft of Writing is a significant shift in how creative writing is taught and assessed in year 12 English in New South Wales. This research paper will investigate how global socio-political forces have influenced how creativity is conceptualised in Stage 6 English curriculum documents. This influence will be traced over time, resulting in an account of how global trends on creativity in education have emerged in NSW, ultimately resulting in the implementation of The Craft of Writing module. Of particular interest is the issue of how creative writing is assessed in HSC English. Before The Craft of Writing, teachers and students alike described the creative writing component of the HSC exams as 'inauthentic'. How, then, is The Craft of Writing a response to this concern? How has the conceptualisation of creativity shifted in curriculum documents, and what influence might this shift have on pedagogical practices?

Daniel Carrington, Western Sydney University
Session | Title
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F16.1 | **Panel**: Poetry: making the private public and the public private  
*Wallace Stevens* tells us that poetry is ‘an act of the mind’ but the action in the mind is stimulated not just by words on a page but by words in the ear. Poetry is important because it occupies both public and private spaces from shared spoken word forms to intensely private introspective experiences. Spoken word poetry gives us access to experiences of our time through arrangements of words that often challenge us. In order to retain poetry’s place in English, our curricula and classroom practices have embraced spoken word poetry and invited these forms into the classroom alongside the more traditional forms that we know and love. This panel discussion will reflect on why the primal need for poetry in our lives should be nurtured in schools and how we, as a profession, can work to maintain the poetic presence. With a focus on the inspiring power of spoken word poetry, the panel will delve into principles and strategies teachers can use to awaken the artist in each of their students.  
*Peter Ramm, Cedars Christian College*; *Narcisa Nozica, Blakehurst High School*; *Luka Lesson, spoken word artist*; *Troy Wong, Good Samaritan Catholic College, Hinchinbrook*

F16.2 | **Presentation**: Exploring the ‘what ifs’ in life and the poetry of Tracy K Smith  
An approach to teaching the contemporary metaphysical poet Tracy K Smith, who reimagines our relationship with the idea of the cosmos. Set for the NSW HSC English Extension 1- *Reimagined Worlds* Elective, the label-defying African American poet Tracy K Smith: ex US Poet Laureate explores the possibilities of the unknown in her poetry collection ‘Life on Mars.’ A few of her poems will be the focus as we explore a teaching approach to Smith’s poetry, focussed on technical aspects such as conceits, visceral manipulation and vignettes. Her language-defying explorations of the limitlessness of the beauty and mysteries of space are a master-class in poetic expression. We will examine how she integrates intimate vignettes of life and popular culture to frame the nexus between the earth and the cosmos; the personal and the political; the past, the present and the future. Some postmodern philosophers such as Lyotard, Sartre and de Beauvoir will enrich our study of her reflections on contemporary society.  
*Heather Kroll, William Clarke College*

F16.3 | **Presentation**: Reconceptualising basics: how will we raise the bar?  
We often hear the mantra that the curriculum is going back to basics. What are the basics in English and how can we ensure that the basics are founded on a broad base of conceptual knowledge and creative/ skilful application? Too often a basics approach is associated with decontextualised activities that are not transferred into wider interpretation and composition. In this session we will look at some teaching strategies using English Textual Concepts to make basics meaningful in the 7- 10 classroom.  
*Mel Dixon and Ann Small, ETA NSW*

F17.1 | **Workshop**: Renewing the teaching of spoken genres  
What if we have it all wrong when we teach spoken genres such as plays and speeches? What if high-stakes assessment practices are undermining the effective teaching of spoken language at a time when it is crucial for the health of democracies? What if there were a better way to teach and assess spoken genres in English? While the teaching of spoken language is a requirement of all English curriculum documents in Australia (for example ACARA, 2010 to present; QCAA, 2019), there is little specific support for teachers in what to teach (beyond broad, commonsense features such as volume and variation in expression) and how best to teach it. In this interactive workshop we will explore transferrable frameworks that can be used for both analysing and creating spoken texts, with the focus on plays and persuasive speeches. Furthermore, we will consider practical issues (e.g. class sizes, student anxiety) when teaching spoken texts. Finally, we will reflect on some questions requiring further research if we are to renew the teaching of spoken genres in schools. The workshop is a development of Ph.D. research undertaken through the University of New England.  
*Lindsay Williams, Consultant*
Presentation: Introduction - Virtual reality as a textual form

Want to integrate the exciting world of virtual reality films into your 7-10 syllabus but not sure where to start? This presentation will offer practical advice about the prevalence of virtual reality and how to introduce it to your staff and students through a stand-alone Year 8 unit of work. You will be guided through the practicalities of virtual reality experiences in the classroom, the validity of the VR form as a text and the possibilities of integrating VR into other units in your junior and senior scope and sequence. Move beyond the bells and whistles approach to virtual reality and broaden your students’ experience of this emerging textual form and its many affordances. N.B. Participants will need to install “Guardian VR” and “Within VR” apps onto their smartphones to gain the most out of the presentation. A pair of VR googles and mobile phone earphones are ideal, but not essential in the online experience of the presentation. More specific instructions in the introduction of the presentation, with further resources on the conference website.

Vanessa Refalo, Thomas Hassall Anglican School

Presentation: Choose your own idea: Creative writing

'I don't know what to write' is a familiar catch cry for most teachers when asking students to do some creative writing. Queue stories about football games that give more detail about waking up and eating cereal than the actual game itself. Or pages and pages of meaningless dialogue that never seems to go anywhere. Or even worse, a story that ends with 'and then I woke up". This session takes an in depth look at lots of different ways into creative writing, not just for creative students but the non-creative ones as well. We explore ways to inspire ideas, generate stories, and create texts from a range of resources maps, novels, cards, poetry and more. We explore using text excerpts, tropes and tricks to turn simple ideas into astonishing stories. It's a workshop about writing exploration, curiosity on the page and perhaps even the occasional epic fail. It is hands-on, with activities that can be used collaboratively or individually, but most of all creatively.

Narelle Wood, Deakin University

Closing Plenary: New views about teaching English

This session draws together the results of the roundtable discussions that have taken place over the past few days. Its intention is to present statements that have emerged from these deliberations with a view to producing statements about the nature and state of English in 2020 and how this subject can prepare our students for life and work in the 21st century.

Wayne Sawyer, Western Sydney University