

ENGLISH TEACHERS'  
NATIONAL CONFERENCE 2012

MASTERCLASSES: 2 OCTOBER -  
SYDNEY CONSERVATORIUM HIGH SCHOOL  
MACQUARIE STREET SYDNEY

CONFERENCE: 3 & 4 OCTOBER -  
SYDNEY GRAMMAR SCHOOL  
COLLEGE STREET SYDNEY

*Five Bells*



FIVE BELLS FOR ENGLISH TEACHING:  
TIME & PLACE, INSPIRATION, QUESTIONING,  
ILLUMINATION, RENEWAL

**Program Wednesday 3<sup>rd</sup> October**

9.00 – 10.30 Welcome and plenary Karen Moni/Prue Greene

9.15 **The Garth Boomer Address: Professor Andrew Burn**

W2 **Of Milton, melons, and the Rights of Man: The rhetorics and poetics of English, Media and Drama**

The themes of 'Five Bells' provoke questions both old and new. How does the legacy of heritage literature cross time to meet up with the contemporary life of popular culture? How do we understand the common cultures of language and literature against the geographical diversity of global Englishes? What new understandings of creativity explain the inspiration of writers, dramatists, film-makers, game-designers, comic-strip artists, and children's productive work in these media? How do we renew English by living in the contemporary moment as well as reaching back to the most archaic stories of our cultures: by a clear-sighted focus on language as well as a broad attention to other modes and media; by a fascination with all things textual as well as with the embodied performance of dramatic gesture and speech; by rehearsing the 'old' technologies of pen, paper, body and voice as well as the new ones of text programmes, social media and game engines?

I will attempt some answers to these questions with reference to young people's creative work in different media, and recent research in media literacy in the UK. I want to argue for an integrated form of English, Media and Drama which attends equally to the rhetorics of literature, media and theatre, and to the poetics of their form and function.

W3 **AATE life member presentation**

10.30 - 11.15 **Morning tea**

**11.15- 12.30 Panels, presentations and workshops**

W4-1 **Panel. Community writing: Nurturing creativity in our young people**  
**Mohammed Ahmad, Tony Britten, Jennifer Dove and Libby Gleeson**

It can sometimes be difficult to motivate students to write creatively and connect with what is happening in the classroom in a way that feels relevant for them. Community writing and publishing programs can help teachers bridge the gap between the English classroom and the communities their students live in. Writing projects throughout the Sydney region are giving young people a creative voice and helping them communicate with and about their own communities. English teachers, writers and community workers from Bankstown's *Westside* publishing project, the Blacktown *Westwords* reading and writing program, the University of Western Sydney's creative project, *Writing Western Sydney* and *The Red Room Company's* poetry project are bridging that gap to make writing an integral part of young people's lives, both in and outside the classroom.

W4-2 **Panel. Critical thinking: Making it explicit**  
**Dr Greg Cunningham, Dr Katherine Hoekman, Maura Manning and Rita van Haren**

Higher-order thinking skills are at the heart of competency in English. We often assume that students are acquiring critical thinking just through doing the set work, and sometimes the demands of delivering the basic literacy curriculum distract us from nurturing our students' intellectual capacities. Hear what teachers and educators from government, Catholic and independent systems have to say about making high-order skills an explicit and indispensable part of the English classroom.

W4-3 **Panel. English teachers who blog**  
**Darcy Moore**

Blogs are becoming a potent medium for interacting with groups and communicating a point of view. They are a place to share ideas and talk to like-minded people, but they also place the blogger into the public arena under the scrutiny of others. What is it that motivates English teachers, in particular, to become bloggers? Listen to three teachers sharing their love of technology and stories about their experiences of blogging. What are some of the problems they have encountered? What are some of the highlights? What's the relationship between classroom practice and the blog?

- W4-4 Workshop. Finding a voice: Engaging students in the English classroom**  
**Paul Cullen**  
 'Time that is measured only in outcomes and rubrics is not my time'.  
 Some things never change. Do you remember why you first wanted to become a teacher of English? For many it is the influence of an educator in their lives. Such a teacher brought the subject to life; they taught and then caught and gave their students a voice. We remember these teachers just like Slessor recalled Joe Lynch. Similarly, I want to inspire fellow teachers and affirm just how important your role is in children's lives. This workshop will demonstrate strategies that have been successful and enjoyable. They include various language games, contract work, an integrated press conference that is multi-skilled, tactical reading and strategies for lightning writing. The focus is on junior and middle secondary, although there are pedagogies that can be used in Years 5-6.  
 There will be audience participation and an opportunity to discuss pedagogies that have worked in your classroom. The language modes of speaking, listening, reading, writing and viewing/representing will be addressed.
- W4-5 Presentation. Asian literature in Stage 4**  
**Catherine Laughlin**  
 This presentation will showcase a ten-week, Year 7 thematic study of Asian folklore in drama, narrative and film. The texts studied in this unit are *Tricking the Tiger* (drama) and *Two Brothers* (film), augmented by a variety of Asian myths and folktales and with learning activities that can be adapted to suit other texts. The unit includes differentiated activities to cater for a variety of learning needs, including extension activities, ICT components and the five language modes of English. Participants will come away from this presentation with material ready to use in the classroom.
- W4-6 Presentation. Band of heroes: Time, place, inspiration and 21<sup>st</sup>-century heroism**  
**Lizzie Chase, Victor Davidson, Shauna Pollard and Zoe von Stolk,**  
 The hero's journey remains a dominant paradigm. However, some Western fiction now features a band of heroes of equal status. This may be because we are now experiencing environmental, social, political and economic circumstances in which solutions to complex dilemmas will only be achieved through collaboration and collective solutions. In addition, 21<sup>st</sup>-century readers/viewers are increasingly responding to stories by creating fan fiction and multimodal homages in ways which echo the collaborations within texts. This workshop will present the band of heroes framework of ideas. Participants will receive teaching resources and look at student fan fiction and multimedia texts created in response to the band of heroes framework in Stage 4 and 5 English classrooms.
- W4-7 Workshop. About suffering: Some suggestions for teaching W.H. Auden's 'Musée des Beaux Arts'**  
**Garry Collins**  
 Using several 16<sup>th</sup>-century paintings and a poem from 1938, this session will seek to demonstrate how the three strands of the F-10 component of the Australian Curriculum: English (language, literature and literacy) can be readily and productively integrated in contemporary classrooms. Although discreetly camouflaged, concepts derived from functional grammar have had considerable influence on the national English curriculum. The session will bring some of these elements to the attention of participants and show how content descriptions from the Language strand can be addressed in the consideration of a literary text. As to the Literacy strand, using a poem necessarily involves a reading component but the session will also involve "reading" a painting, as well as suggestions for writing and speaking tasks that might be generated from the poem.
- W4-8 Workshop. Rites of Passage: Coming of age in Year 10 English**  
**John Acutt, Craig Amos and Stew Riddle**  
 This workshop draws on the collaboration of Ipswich Grammar School and the University of Southern Queensland, taking participants through a number of practical activities drawn from a Year 10 English unit on rites of passage. The presenters will share the experience of curriculum renewal through adapting to the Australian Curriculum, and consider illuminating strategies to engage students in reflecting on and writing about their significant life experiences. These life experiences involve the crossing of thresholds into adulthood. In the unit, students engage with cultural stories of rites of passage, including tales from indigenous and Asian perspectives. Students also analyse a range of texts in order to learn about creative literary techniques and structural elements of story-writing. Participants will be able to take away a range of strategies and classroom activities that will inspire students to identify the milestones in their lives that signal a coming of age, arming them with the appropriate tools to write those stories.
- W4-9 Presentation. Telling tales: Voices from the graphic novel classroom**  
**Di Laycock and Alexander Wharton**  
 This joint presentation will posit a rationale for using graphic novels in the English classroom, highlighting the many benefits and features of this exciting, dynamic and timeless text type. Using graphic novels, one presenter will share preliminary findings from her doctoral research on the perceptions and practices of English teachers. The second presenter will complement this information with practical strategies, ideas and text suggestions for teachers looking to use such texts in their classroom. This presentation will be an effective balance between the practical and theoretical, demonstrating how attention to both can enhance teaching and learning with graphic novels.
- W4-10 Presentation. Area of Study: Moral dilemmas**  
**Aaron Dewhurst**  
 Perceptions and ideas about what constitutes what is right, moral and just vary according to an individual's context, attitudes, beliefs and values. When morals are challenged and individuals are presented with two equally undesirable alternatives, a moral dilemma arises. What constitutes a moral dilemma is dependent upon the people involved, the impact the decision may have on others, and the individual context of the situation. Moral dilemmas are at the heart of what makes us human; they shape our individual consciences and underpin our social structures. Within this Area of Study, students may consider aspects of moral dilemmas in terms of individual experiences and/or communal and

global concerns.

**W4-11 Presentation. Being a Head Teacher/Co-ordinator: Strategies for effective leadership**  
**Paul Grover**

This session is for Head Teachers and aspiring Head Teachers/Co-ordinators. The session explores effective Head Teacher strategies based on research, interviews and experience. Focus areas include: faculty planning, mentoring new staff, administration, organisation, resource management, budget issues and working with underperforming staff. Leadership strategies for developing an effective faculty team will be shared and explored, as well as strategies for enhancing student achievement and engagement. A variety of practical resources and online templates will be shared, with group feedback and discussion a priority in this session. The role of the Head Teacher/Co-ordinator is critical in successfully implementing the new Australian Curriculum: English and enhancing student engagement and the profile of the faculty within the school and community. This session will explore ideas, events and activities to develop an English faculty that is active, collaborative, collegial and a change-maker within the school and beyond.

**W4-12 Presentation. Strategies of rhetoric and persuasion for global citizenship**  
**Rod Yule**

English is a powerful tool to equip students for our highly interdependent and globalised world. This workshop for junior secondary will explore a range of multi-modal persuasive texts that are increasingly used by civil society organisations in the social media. Their study engages students in critical analysis and provides students with an opportunity to create persuasive texts to address real global issues and explore ways that language can bring about social change. It explores these texts using Aristotle's rhetorical strategies of pathos, ethos and logos.

**W4-13 Workshop. Education theory in the English classroom: A guide to critical thinking**  
**Jon S Williams**

This interactive workshop will look at the importance of interpreting and adapting the ideas of theorists such as Freire, bell hooks and Giroux in order to more confidently navigate the tensions of the everyday classroom. As the conference title tells us, "the bells of change and possibility are ringing loudly for English teachers and educators". This workshop will look closely at how becoming critical pedagogues allows us, as educators at the forefront of change, to engage with the rapid changes in technology and the fast pace of globalisation that have altered our understandings of language, literature and literacy. The last half of the session will be devoted to completing an activity on critical thinking, devised by Stephen Brookfield.

**W4-14 Workshop. Non-linear programming**  
**Carl Heise**

The bell has rung, the digital revolution is upon us and students require skills in navigating an information-saturated world. Linear thinking and linear planning struggle in a dynamic environment that changes constantly. We know students learn by doing, require real-world problems to solve and need to develop real-world skills such as leadership, innovation, critical thinking, communication, collaboration, information literacy, flexibility, self-direction and accountability. This workshop brings together the pedagogical understandings of the constructivist-based guided inquiry framework with Bloom's Taxonomy, resulting in a tool that enables you to create a framework of inquiry which can deliver student-centred, authentic, flexible and non-linear learning experiences. But wait, there's more! You also get to meet all your syllabus outcomes while you are at it. Ring the bell again, the digital revolution is on.

**W4-15 Presentation. Binding voices and memories: The birth of the book**  
**Dr Kerry-Ann O'Sullivan**

In subject English, books are an enduring formation occupying its broad landscape. Life is breathed into the voices and memories that are bound together on a page as the 'secrets' of books are uncovered and shared in classrooms. Throughout the ages, we have been enticed by the power of words and imagination and experience that are captured and revealed to us. In contemporary times, our traditional views of 'the book' have shifted as multimodal shapes populate the field. However, there is a continuity that binds the world of print to that of the electronic medium. This paper explores these connections and examines some of the processes of textual creation as we journey through history from the birth of the book to its newest formations. As we ease from reading between the covers of a book to interacting within the 'pages' themselves, there are rich learning opportunities to be discovered by our students.

**W4-16 Workshop. They say - I say - and so**  
**Annabel Harris**

This workshop demonstrates strategies that foreground the sense of community and explicit teaching to empower reluctant and disengaged students in the English classroom. This workshop showcases three pedagogical practices from the presenter's six-week research trip to the USA, as well as recent NZ teaching experience in a te kotahitanga school. Te Kotahitanga is a research and professional development programme for teachers to improve the achievement of Māori learners in Years 9 and 10. The presenter has gone from intellectual confidence to intellectual humility as she interviewed practitioners who are managing learning in the classroom through celebration of the traditionally under-represented cultures of their students. Using writing journals and writing workshops, the participants will be taken through teaching strategies and given practical resources, including online resources, to adapt to their own classroom context.

**W4-17 Workshop. Persuasive communication: Written and spoken**  
**Kevin Ryan**

The persuasive oral, or a variation of it, is one of the most commonly set oral assignments in Australian schools. This workshop will assist teachers who want to learn the latest and most effective techniques to use in teaching this form. It will also show how these skills of persuasion can be incorporated into the written format. You will find out: how to

introduce classroom practice activities, audience analysis, speech planning and construction, delivery skills and the use of narrative; strategies to introduce variations on the persuasive oral such as sales presentation, the advertising pitch and the persuasion of literature; how to teach students the skills of speaking in impromptu situations enhancing their ability to participate in the classroom.

**W4-18 Presentation. The 'little fidget wheels' of iBook Author  
Julie Bain**

On 19 January, 2012, Apple released its application, *iBook Author*. This presentation will explore one English teacher's search for answers and meaning using this app as she seeks to find "diamond quills and combs of (pedagogical) light". The presentation will explore ways English teachers can tailor the application for a secondary senior English curriculum. It will describe the processes, appropriations, concerns and considerations adopted in the development of an iBook using the multimedia application. Some of the issues presented will include copyright, ownership and matching content with the Australian Curriculum: English, while focusing on literary content. The presentation will attempt to breathe life across the glazed surfaces of technology.

**12.30 - 1.30 Lunch**

**1.30 – 2.20 Guest speakers**

**W5-1 Professor Robert Dixon, FAHA, Professor of Australian Literature, University of Sydney  
Australian literature and the world republic of letters**

The new Australian Curriculum: English recommends that Australian literature should be studied "in relation to world literature". The discipline of Australian literary studies today is actively negotiating the relationship between its nationalist legacy and the effects of globalisation. This paper asks how and in what ways Australian literature is connected to the world literary system. It explores the methodological advances of comparative and world literature and their implications, both positive and negative, for what has been a nation-based discipline. It will demonstrate new, transnational approaches to Australian literary studies.

**W5-2 Professor Gail Jones  
The life of 'afterlife': Presence, energy and the persistence of visions**

What is the imaginative 'afterlife' of a poetic encounter? Taking as my example the case of Kenneth Slessor's 'Five Bells', this paper will consider the ways in which the experience of poetry provides a space for heterodox thinking, creative excursion and the reanimation of affect. My fifth novel, also called *Five Bells*, takes as its pretext the mysterious redolence of the poetic imaginary and surfs, as it were, on the imagistic energy of Slessor's poem. In a spirit of tribute to the original text, I will examine the metaphysics of time (time as water), the radical persistence of grief and the intellectual territory of psychogeography as aspects of the ripple effect of Slessor's work. I will also speculate more generally about the aesthetic experience of texts written in a poetic register and what it is to be haunted by narratives of incompleteness and loss.

**W5-3 Professor Ian Reid  
Reading as displacement and time travel**

A national survey of English curriculum content at the senior secondary level has confirmed that contemporary fiction predominates in lists of set texts, and is generally seen as an "essential" category for study at that level because of its "relevance" in helping students "understand the world in which they live." Unsurprising and perhaps uncontentious – depending on the meaning of that phrase "contemporary literature": is it what's written in our own time, or is it what's also set in our own time? Too much of the latter could mean that the reading we ask students to do confines them narrowly to the here and now.

Part of our responsibility as educators is to help our students go beyond the familiar, and to reframe their experience of the world in which they live by introducing them to worlds elsewhere. Through the English curriculum their understanding needs to move across time as well as across different places. The best vehicle for their imaginary travelling is language that doesn't merely echo what they hear and read in their immediate surroundings. In considering what these principles imply in practice for the selection and interpretation of texts, my presentation will combine the perspective of a teacher and curriculum designer with that of a fiction writer. It will offer personal reflections on the writing/reading symbiosis by referring to my novels *The End of Longing* and *That Untravelled World*.

**W5-4 Professor Wayne Sawyer, University of Western Sydney  
Effective teaching in SES schools**

The Teachers for a Fair Go project studied the work of thirty teachers in Priority Schools in the NSWDEC who were highly successful at engaging students through their pedagogy. There were three central phases to the study:

- ii. to select thirty teachers (fifteen rural and fifteen urban) who were making a positive impact on the academic engagement of students from poor backgrounds across the early (K-4), middle (Years 5-8) and later (Years 9-12) stages of schooling, and in a variety of rural and urban contexts. The teachers themselves became co-researchers with the Fair Go Project's academic research team
- iv. to undertake intensive case study research into the classroom pedagogies of these thirty teachers, exploring the causal impact of their work on the academic engagement of their students. The study recognises that these teachers do not work in isolation, and results gained in their classrooms are impacted by other factors that may include school effects, the work of other teachers (preceding and concurrent) and family and peer influences. Nevertheless, this phase of the research studied in detail the critical pedagogical work along the length (stages and critical milestones) and breadth (specific contexts and geographical locations) of schooling to explore, with the co-researching teachers, the personal and professional journey that has brought each of them to their current pedagogical position.
- vi.

**W5-5 Professor Gillian Whitlock, FAHA, Professor of English, University of Queensland****The refugee child: From the archive to the page**

This paper will begin in the archives of asylum seeker letters, photographs and artefacts sent from the detention centre on Nauru in the course of the Pacific Solution, 2002-7. It will consider the images, narratives and traces of children in detention at Nauru, and the way their spectral presence in the archive relates to the careful containment of images and narratives of asylum seekers, and their ongoing dehumanisation in the mass media. It will then move on to consider the intense humanitarian response to asylum seekers, in particular the campaigns that created a counter public sphere through Australian secondary schools in response to the Pacific Solution. This is an example of a strong and traditional association of humanitarianism and an imaginative engagement involving children, and a rich resource for examining the complexities of this response to the suffering of others.

**2.30 -3.45 Panels, presentations and workshops****W6 -1 Panel. Shaping perceptions of the urban****Phillippa McGuinness and Dr Brigid Rooney**

Slessor's poetry is a poignant reminder of the way our lives are contained in urban spaces which shape ways of being – and dying. Despite pervasive discourses of Australia that centre on a masculine rural space, it is in fact in urban environments that the majority of Australians spend their time. The recent series of books on Australian cities created for UNSW Press acknowledges the impact of cities in Australian lives, weaving personal stories with historical and physical evidence. This panel will look closely at the aesthetic of Australian urban life, and how it is represented in a range of texts. What do recurring tropes and images, literary and popular, tell us about the suburbs and suburbia in contemporary Australian culture?

**W6 -2 Panel. Towards an ethical English****Dr Brenton Doeke, Professor Catharine Lumby**

Ethics is a cross-curriculum priority in the Australian Curriculum, also recognised in the Melbourne Declaration on Education Goals for Young Australians (2008). The Australian Curriculum requires students to “identify and investigate the nature of ethical concepts, values, character traits and principles” and yet they face a world of competing values, rights, interests and norms mediated through technology that may not always accord with human rights and responsibilities. How can we help them to build “a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others”?

**W6 -3 Panel. Indigenous perspectives****Rob Baiton, Shirley Gilbert and Emma Le Marquand**

One of the Australian Curriculum cross-curriculum priorities is Aboriginal and Torres Strait Islander histories and cultures. Many English teachers are uncertain about how to approach this aspect of the curriculum. Our panel of indigenous and non-indigenous teachers will discuss approaches to learning for indigenous students in the English classroom and what is involved in the teaching of Aboriginal and Torres Strait Islander knowledge and cultural perspectives.

**W6 -4 Workshop. Remixing the curriculum: How to make hip hop work for you — and your students****Associate Professor Adam Bradley**

In recent years, teachers have found an unlikely ally in teaching the Language Arts: hip hop. Rap music offers new ways of teaching old things: the difference between simile and metaphor, the numerous varieties of rhyme, the structure of effective storytelling, and so much more.

Of course, such a fusion of hip hop and education comes with a warning label. We are all familiar with prominent examples of rap lyrics crossing the line into offence. But hip hop — the real hip hop — is a grassroots culture: multiracial, multinational, and multifaceted. This workshop will draw lessons from hip hop that defy stereotypes and offer ways of transforming how we teach a new generation of students.

**W6 -5 Workshop. The Disappearing: engaging learners and with the National Curriculum: English through a free poetry app that responds to place****Tony Britten**

Looking for an innovative writing project that combines Australian poetry and non-fiction writing through multimedia, along with authentic publication opportunities for students? *The Disappearing* is an app for iPhones/ Android /iPad that hosts poems that respond to place and history. These places might be public buildings, private spaces or from the natural world.

*The Disappearing* is *The Red Room Company's* major public poetry project for 2012 and features commissioned poems and public submissions. Combining an ancient art form with new technologies, this app geo-charts and preserves poems that capture the emotions, ideas and experiences associated with places that may disappear (perhaps like the places themselves) over time.

Co-presenters include staff from our project partners the Historic Houses Trust of NSW.

This workshop will allow participants to interact with this free live app and explore how learning resources from our education kit may address the Australian Curriculum: English for Years 6-10.

**W6 -6 Workshop. Japanese paper theatre and fairy tales****Victor Davidson**

Fairy tales are embedded in the story telling traditions of most cultures and their narratives explore core value systems. In medieval Japan, when literacy levels were low, a story telling method called kamishibai (paper theatre) developed to facilitate storytelling. This presentation explores a number of Japanese tales, demonstrating means of building visual literacy, critical analysis and storytelling skills in students. To address the cross-curricular priorities of the Australian

Curriculum: English, and using Asian content and pedagogy, we will explore texts that bring students to a broader understanding of the world and their relationships in it. The presentation looks at digital adaptations that show how ancient stories can have new multimodal reinterpretations.

**W6 -7 Presentation. Using movies in the ESL writing class**

**Noor Hanim**

Movies can be used in the ESL writing classroom using a combination of strategic and process genre approaches. Specifically, scaffolding provides helpful, structured guidance in essay writing (Rodgers 2004). Authenticity in the writing class makes learning fun and meaningful. This action research looks at teaching writing using movies. Graphic organisers are used to scaffold writing stages, modelling is used for imitation so student writers can see what's right and, finally, movies provide real issues students can relate to. The results of this study have interesting findings for the teaching of writing and for how students learn writing.

**W6 -8 Presentation. Finding inspiration, illumination and renewal in the Australian Curriculum**

**Alison Robertson**

The introduction of the Australian Curriculum is a good chance to look critically at what we do in the English classroom, gain professional renewal with the opportunity to teach new things and adapt past tasks that have always worked well. At the same time, is it essential that our students find the tasks illuminating and inspiring, giving them insight into their world, lives and the myriad texts they interact with and produce, as well as the power to positively influence that world. This presentation will cover many of the tasks which I have developed and successfully taught in Year 10 English in the last few years while implementing the Australian Curriculum: English. It will also discuss approaches that I have implemented in response to recent discoveries in neuroscience, including the importance of metacognition and how beliefs about intelligence affect success (Dweck et al), social cognitive development during adolescence (Choudhury, Blakemore and Charman) and the surprising and significant impact of priming on student outcomes (Bargh & Ferguson).

**W6 -9 Presentation. Creative journeys: Walking with Dali, Burroughs, Breton and Brian Eno**

**Nick Sidoryn**

Creativity has always been a source of mystery, and there have often been intriguing attempts to recreate the conditions where that inspired state might be entered again. The surrealists of the 1920s produced perhaps the richest source of such techniques and have inspired many in the creative arts. Brian Eno, for example, sought to employ some of their approaches while working with U2, in the production of *The Joshua Tree*. He introduced random and chance events into the creative process, as a way of stimulating unexpected and fresh ideas. This presentation will look at the journey my students took as they explored these techniques. The writing they produced was both surprising and unexpected. I will also look at how they used visual imagery to further transform their written texts. Examples of students' work will be shown and the issue of how such texts can be assessed will be discussed.

**W6 -10 Workshop. "I have lived many lives" in *Macbeth* and *Romeo and Juliet***

**Dr Mark Collins**

Slessor's dramatic appeal to pluralist identity in Sydney conveys a very Shakespearean resonance. Indeed, Slessor's focus on loss and death and particularly our conference focus on "the ambiguous emotions often associated with time and change" provide a brilliant portal into high school study of Shakespeare's *Macbeth* and *Romeo and Juliet*. For teachers of Shakespeare and also English teachers who are tyros or anxious about teaching Shakespeare in the classroom, this lively workshop will take participants through some hands-on, minimalist, small group techniques to experience Shakespeare's insights into love and loss, which are important to developing a sense of youthful resilience. We'll also consider *YouTube* Shakespeare, including the BBC's *Shakespeare's Animated Tales*, and discuss brief extracts from two enduring tragedies which represent "many lives", in the past, present and future.

**W6 -11 Presentation. E-texts and Cross Curriculum Priorities**

**Deb McPherson and Jane Sherlock**

Let's get excited by e-texts and other engaging ways to explore the cross-curriculum priorities of the Australian Curriculum: indigenous histories and cultures, Australia's engagement with Asia and sustainability. Deb and Jane will discuss the exciting developments in creating electronic resources for teachers and students. They will discuss and explore a range of resources including existing and popular texts as well as e-books, digital texts, fiction, poetry and film. This is a time of change and challenge for teachers as they embrace new technologies, but it is also a time to revisit the joy of literature to enrich the lives of students.

**W6 -12 Presentation. Jamming with dead poets**

**Virginia Ayliffe**

Can you imagine a world where contemporary pop and rock idols sing our favourite poetry? Imagine no longer, the time is here and our teens are keen to write music reviews that are *Rolling Stone*-esque and offer an in-depth analysis of the poets' works, set to the rhythm of a favourite artist. Come and find out how you can jam with the dead poets in this unit for senior students.

**W6-13 Presentation. PBL: Is asking questions the answer?**

**Bianca Hewes**

This session will give insight into the nature of Project Based Learning (PBL) and how this inquiry method of teaching can be used to enhance student engagement and learning outcomes in the English classroom. PBL, enhanced by digital technologies, promotes skills in collaboration, problem-solving and critical and creative thinking, all general capabilities in the Australian Curriculum. In PBL projects, students use texts as a spring-board for their investigation into real-world problems and then share their discoveries with an authentic audience. Bianca will discuss her classroom

experiences with PBL and her research, which is a case study looking at the relationship between PBL, multiliteracies, feedback and ICT in the English classroom. Participants will be introduced to a range of strategies and tools for implementing and running successful projects with their classes, as well as gaining insight into the power of being connected to a global PBL community.

**W6 -14 Presentation. I'm no noob!**

**Susan Hoddinott**

This presentation will explore gaming and Xbox games as texts in the English classroom. Videogames are rich in the elements of narrative, often requiring players to read instructions and, most importantly, create high engagement, so why not use them with students? Videogames require the player to be visually literate and at some levels of usage require an extensive vocabulary. This presentation is based on teaching the genre of fantasy using video games.

**W6 -15 Presentation. English teachers' responses to the Australian Curriculum**

**James Albright**

Implementation of Australian Curriculum (AC) in English provides an opportunity for school systems to re-examine practice. One aim of the Peopling Education Policy: Realising the New Australian English and Mathematics Curriculum (PEP), an ARC funded project, is to identify resources and teacher learning opportunities needed to facilitate implementation of these curricula, and use findings to develop interventions identified as likely to optimise implementation. This presentation presents qualitative and quantitative findings of a national web-based survey about the impact of the AC on primary and secondary English teachers. Focal points for this survey were: how the documentation developed in response to the AC helps English teachers, how it is interpreted and used across systems, its effects on intentions to act, implications for teacher knowledge, and the extent to which teachers and educators need support in their daily practices.

**W6 -16 Workshop. Prinsables phour cixsessfull spehng**

**Beryl Exley**

This highly practical workshop offers participants a sensible and detailed look at the principles for successful spelling for students in the middle years of schooling. Participants are offered a dozen tried-and-tested hands-on activities that can effectively integrate with spelling-specific lessons or content area lessons as the need arises for diverse groups of learners. Special attention is paid to individualised diagnostic assessment for all students. The specialised learning needs of students who have English as an Additional Language are also discussed. This workshop is suitable for teachers who want a more robust and engaging approach to the teaching of spelling other than 'look, cover, say, write and check'.

**W6 -17 Workshop. Teaching the skills of oral presentation**

**Adrian Pauley**

This interactive workshop will look at how to teach the skills of oral presentation to students. It will offer proven ways to create a climate of confidence in the classroom and achieve speaking success for students. Participants will learn how to structure lessons that help their students master the art of public speaking, benefiting not only their oral assignments but also their ability to participate in classroom discussion. The following areas will be covered: verbal and non-verbal communication, use of voice, body language and other visual elements, structuring a speech, differences between spoken and written language and impromptu speaking.

**W6 -18 Presentation. The perception of time in film**

**Paul Sommer**

Part of the complexity of 'Five Bells' is in its perception of time. This is an underdeveloped aspect of the study of film. We so often concentrate on the shot and the visuals that we forget that this is essentially a temporal medium. Film is experienced in time and an experience of time is created for us as viewers. Gilles Deleuze suggests that this creates an experience of thought: not thinking about, but a thinking process. How can we broaden our teaching of film to include time through considering aspects such as this thinking process, editing, and, more literally, the time setting? This will be a fairly interactive presentation with film excerpts and some discussion.

**4.00 – 5.00 Guest Speaker: Jonathan Biggins**

**Wordplay: How English makes us laugh**

Jonathan Biggins uses the English language in many different ways – as a columnist, a playwright, a broadcaster, an author, a satirist, a librettist and a lyricist. And all with the overriding aim of making us laugh. How does the use of language differ between these many forms? Why is one thing funnier in prose while another works better when spoken or sung? Why is English such a good armoury for the comedian and why is comedy such a good way of telling the truth? Jonathan has little or no idea but will attempt to find out before the conference begins and share some of the secrets of a long career in using words as a weapon and wit as a shield.

**5.30 – 8.00 pm Literary Tour of Sydney Harbour**

**Dr Peter Kirkpatrick**

Dr Peter Kirkpatrick will be our guide on a literary tour of Sydney Harbour pointing out landmarks and explaining their significance to Australian literature. The ferry *Radar* will depart from the Man o'War steps at the Sydney Opera House (about 15 minutes' walk from Sydney Grammar) where you will be greeted with wine, a light supper and sunset on the harbour. We will return at 8.00pm.

**Program Thursday 4<sup>th</sup> October**

**9.00 – 10.30 Plenary**

**T1 Keynote. Bridging the gap: From literature to rap**

**Associate Professor Adam Bradley**

"I hate poetry." As teachers of English, we've all likely heard this more than once from a student. Maybe it's their frustration with poetic form. Or maybe it's their way of echoing what the English poet Adrian Mitchell once wryly observed: "Most people ignore poetry because most poetry ignores most people." Whatever the case, the study of poetry—and of literature more broadly—is facing unprecedented threat. In this global Information Age, how can the study of literature, which is precisely not concerned with simply communicating information but with understanding experience, remain relevant to our students?

One answer lies in an unlikely place: the beats and rhymes of hip hop. Now in its fifth decade, hip hop has grown from a grassroots art form based in the South Bronx, New York to a multi-billion dollar industry with worldwide reach. Along the way, it has courted controversy, inspired both love and hate, and broken down barriers of race, class, and nation. Hip hop has done all of this while fostering a lyric tradition with roots in some of literature's ancestral forms, from the strong-stress meter of *Beowulf* to the four-beat line of the ballad stanza. For many young people rap lyrics offer an invaluable bridge: to great literature of the past, to a renewed confidence in their abilities as readers and as writers, and to a newfound love of language and its potential to reshape the world.

**T2 AATE Book launch: Teenagers and reading: literary heritages, cultural contexts and contemporary reading practices!**

**T3 Preview Brisbane 2013**

**10.30 – 11.15 Morning tea**

**11.15 – 12.30 Panels, presentations and workshops**

**T4-1 Panel. Timeless places: Landscape**  
**Associate Professor Jane Mills et al.**

A D Hope said it was "A nation of trees, drab green and desolate grey / In the field uniform of modern wars" but despite his very negative view, the Australian landscape has been and continues to be the source of great creativity. Australian writers and filmmakers have found their inspiration in the shapes and contours of the landscape. Settings provide the context for characters who belong in the environment in a special way. Listen to speakers share the way setting acts as a catalyst for Australian stories.

**T4-2 Panel. A great text, but is it too confronting?**  
**Associate Professor Jackie Manuel, Ursula Dubosarsky and Ernie Tucker**

Censorship is an old practice with governments taking responsibility and paternalistically protecting the public from written and visual texts that may be seen as undermining morality or civic security. The same practice takes place every day in English staffrooms as teachers allow one word or incident to dictate the inclusion or exclusion of a text for study, even if it has literary or visual merit. Given that the majority of students have a daily encounter of images and narratives that are excluded from many classrooms, we need to ask ourselves if this censorship is facilitating or inhibiting the necessary teaching of important insights. Can we remain effective teachers if we avoid the reality of messages that bombard our students?

**T4-3 Presentation. The evolution of action sequences: Film's changing pace and ways to teach it**  
**Amy Cotton**

The cinematic depiction of thrill stunts, fights, battles and chases has evolved since the silent film era. Creative filmmakers' minds constantly seek innovations in technology in order to twist standard filmic techniques to create new meaning and thrills for the audience. This session will look at key examples from a century of film and highlight ways to engage students in the layering of techniques filmmakers use to prompt emotional and intellectual responses to film. By examining the evolution of the action sequence, your students will learn about the etymology of the filmic techniques that have become a universal language, the changing nature of meaning, cinematic intertextual references, how foreign schools of thought influence each other and the evolution of filmic techniques to today and beyond!

**T4-4 Presentation. The Poetry Object: How an arts/education partnership can defuse student anxiety**  
**Tony Britten**

The Poetry Object is a free writing project commissioned from The Red Room Company by NSW Public Schools (Sydney Region) for students in Years 3-10. Young writers and teachers were asked to submit poems and photographs about objects that are special to them. Special objects that inspired poems included coffee machines, beloved pets and books, the Quran, cricket bats and clothing. The poems reveal how these special objects have become imbued with connections to family, friends, school, community and faith.

Teacher professional learning and the provision of quality downloadable teaching and learning resources are integral to the design of The Poetry Object. You will hear from teachers and poets involved in the project in 2011 and 2012.

Participants will learn how offering opportunities to compose poetry about charged subject matter, and providing authentic modes of publication, can have significant engagement and literacy outcomes. Learn more at:

<http://redroomcompany.org/projects/poetry-object/>

**T4-5 Workshop. Making computer games with students**  
**Professor Andrew Burn**

This session will introduce the idea of game literacy as a subset of media literacy. It will demonstrate how game-authoring software can be used to help students of any secondary age to understand how the games are constructed as narratives as well as games. It will also show how the 'grammar' of games can support understanding of narrative and language in other media. It will argue that the narratives of adventure and role-playing games connect profitably with ancient oral narratives. Examples used will include twelve-year-olds making adventure games, sixteen-year-olds

making horror games, and thirteen-year-olds making Shakespeare-based games (from a recent collaboration with The Globe theatre in London).

**T4-6 Workshop. It's the time and place: Become a writer, rather than just a teacher of writing**

**Kath Lathouras**

Gain confidence teaching composition (poetry and prose) by exploring a variety of strategies that will have you writing poetry and prose in minutes. Use these simple strategies in your classroom to model to students how to write in these forms and go beyond just teaching composition.

**T4-7 Presentation. Personal and cultural narratives: Multimedia projects inside and outside**

**Susan Kennedy**

English as a Second Language teachers are challenged by students with minimal language proficiency, but blessed by their students' interests in technology, multimedia and social networking. Multiliteracy models that utilise technology and social and visual media and communicative, process-based approaches inspire learners to explore interests and skills to communicate more in English. This presentation focuses on the implementation of a short, interest-based program of learning in English for students in an isolated community in the Northern Territory where English is rarely spoken. Using an autobiographical narrative approach to teach English through multimedia, learning English becomes a way to communicate personal identity and cultural stories to the local and online communities.

**T4-8 Presentation. Create, collaborate, publish and connect**

**Shannon Beck, Prue Gill, Jennifer Nott and Rita van Haren**

In this presentation, teachers will share their experiences and action research in using a web-based workspace, Scholar, in which Year 7 and Year 9 students and teachers write, provide and receive feedback through peer-to-peer editing, and publish their work. Criteria for writing are based on the Australian Curriculum: English. As well as using computers to develop writing skills, this project focuses on developing a community of learners and innovative ways of assessing students using modern technologies which incorporate student agency and link to their life worlds.

**T4-9 Presentation. iShakespeare: Approaches and apps for teaching *Macbeth***

**Adam S Myers**

"By the pricking of my thumb, something wicked this way comes": enter the age of the app. This workshop presents a seven-week Year 9/10 unit on *Macbeth*. From play building, to film appreciation, to in-depth analysis, to essay writing, we will explore how traditional approaches to the teaching of the play can be enhanced by the selective use of apps on smart devices – iPod Touches, iPhones and Android-based devices. No prior knowledge of apps is required, just a curious spirit.

**T4-10 Workshop. Through the looking glass: Literary theory in the secondary English classroom**

**Sian Evans**

This workshop provides an introduction to literary theory and several critical perspectives on literature, incorporating discussion and practical applications of critical approaches in the secondary English classroom. We will begin with a discussion of traditional practices of literary criticism and then move through several different approaches to literature, incorporating background, terminology and practical classroom application. In order to highlight the practical differences between different theoretical approaches, we will end each section by looking at a literary analysis of the same text through each different literary perspective. By encouraging teachers and students to analyse literature in new ways – examining texts from theoretical perspectives like Freudian and Lacanian psychoanalysis, new historicism, structuralism and stylistics – this workshop aims to make literary analysis more accessible to students, to better bridge the gap between secondary and university English and to encourage deeper-level thinking and analysis in secondary English students.

**T4-11 Workshop. Text response, the neglected genre in secondary English**

**Dr Sally Humphrey**

By the time they reach high school, students of English are required by the Australian Curriculum: English to be familiar with "the typical stages and language features of text types such as narrative, expositions, debates, and reviews of literary works" (ACARA, 2010: 53). While the inclusion of narrative and persuasion as the focus texts for the NAPLAN writing task has offered many opportunities to develop understandings of the structural and linguistic features of these text types, there remain challenges in supporting students to produce valued forms of texts which review or respond to literary texts. In this workshop we explore a range of response texts produced by adult reviewers and by students at different stages of learning, in order to make explicit structures and language features which are valued in all of the texts in this family and how these vary in response to contextual constraints and opportunities. In doing so, we draw on a functional model of language (Halliday, 1994; Martin and Rose, 2008) to make visible the work of grammar in expressing and connecting ideas, positioning audiences to take up an evaluative and critical stance and organizing information cohesively.

**T4-12 Presentation. Mythopoetics, time and the English classroom**

**Rachel Cunneen and Steve Shann**

Slessor writes in his poem, "Time that is moved by little fidget wheels is not my time." His evocation of the relativism of time recalls old fables, from the Bible and from Buddhist myth, where men have experienced lifetimes between plunging their head into a bowl of water and raising it again (see for instance the story of the 15<sup>th</sup>-century Egyptian Sultan al-Ashraf Qaytbay).

English teachers know instinctively that the telling of stories, myth and poetry give us access to "dreaming time" that sets the "Bumpkin calculus of Time" loose from its moorings. But how does our National Curriculum help us engage with dreaming time? Steve and Rachel will expand on ideas explored in their 2010 *English in Australia* article,

'Mythopoetics in the English classroom', telling stories and considering the illusory nature of time in Western literature, from Rilke, to C.S.Lewis, Kazantzakis to *Dr Who*.

**T4-13 Workshop. Interrogating past, present and future: Girls' magazines online**  
**Lucinda McKnight**

What does the migration of girls' magazines online mean for English? What are some possible approaches to analysing websites? What skills from the past, present and future do teachers need to critically engage with such texts? This workshop involves teachers in trying literary, semiotic, feminist and other strategies in the evolving task of developing critical capacities in relation to multimodal texts and girls' digital popular culture. This work occurs at a time of ambiguity around texts, English teaching and girlhood, providing an important opportunity to question our practice and to seek renewal.

**T4-14 Presentation. Competition, games, technology: Students are loving English**  
**Peta Gresham**

This presentation explores the results of a 2011 action research project that investigated how integrating activity, competition and visual learning strategies through IWB/ Smart Response technology could engage a lower level Advanced English class of a group of boys who felt disconnected from the course of study. After analysing the reflections from the class about their level of interest thus far in the Preliminary HSC English unit on satire, it was decided to change the way in which the next unit of work would be delivered. The boys were beginning a unit of study on rhetoric and were to analyse set speeches. A website where the boys could interact and the extensive use of IWB/Smart Response technology provided the impetus for marked changes in the boys' behaviour, attitude, initiative and confidence.

**T4-15 Presentation. English unblocked**  
**Darcy Moore**

Can you imagine what an English classroom would be like if internet filtering or blocking for students was banned, for pedagogical reasons? Students need to become savvy digital citizens if they are to navigate a globally-connected world. You can help them! This presentation will explore English as it could be, based on experiences gleaned overseas in 2011 working in 1:1 laptop classrooms. The presentation will provide practical ideas to engage students and ongoing support (even if you are 'blocked'). Examples of student work will be demonstrated and an updated metalanguage, appropriate to our times, will be proposed.

**T4-16 Workshop. Being media savvy: See me media literacy**  
**Debbie DeLaps and Kate Gillespie**

*SeeMe* media literacy: This workshop looks at strategies for developing young people's skills in questioning idealised media portrayals of gender and beauty and the impact this has on body image and self-worth. Based on the free, online *SeeMe* media literacy resource developed by the Queen Victoria Women's Health Trust, in collaboration with VATE, the session includes ways of integrating technology tools to support student learning.

**T4-17 Presentation. Success, obstacles and ethics in online teaching**  
**Bianca Hewes and Kelli McGraw**

Online learning tools afford educators a means to create highly engaging and social experiences, both for their students and themselves. Social media in particular, with its clear emphasis on connected and distributed learning, can be wielded by teachers and students alike to create personal learning networks and environments. In this presentation, Kelli and Bianca draw on years of experience using tools such as Twitter, Facebook and Edmodo to share lessons they have learned from each. There will be opportunities throughout the presentation to ask questions and discuss experiences and problems that have been encountered. The goal of the presentation is to show how English teachers can more effectively engage with social media, for the dual purposes of professional development and incorporating new learning technologies.

**T4-18 Workshop: The write way: helping students use grammar for effect.**  
**Mel Dixon and Eva Gold**

Developing the craft of writing for students is key to their success in English. Students need to appreciate that analytical, persuasive and creative writing require an understanding and careful selection from many language choices. This workshop explores and explains how you can help your students recognise how language and grammar choices affect meaning and suggests ways of embedding language learning in English classes in pedagogically sound and interesting ways. Students' awareness of and facility with ways language can be manipulated to enhance meaning will lead to more accomplished writing.

**12.30 – 1.30 Lunch**

**1.30 – 2.30 Guest speakers**

**T5-1 Associate Professor David Brooks**

**Literary hoaxes: Throwing out the babies with the bathwater**

The Ern Malley hoax has been called the greatest literary hoax of the twentieth century. Other literary hoaxes have come close to dividing the country. Australia has been home to so many literary deceptions that some have called it a 'Hoax Nation'. Why might that be? Is there some connection between literary hoaxes and the national character? And are we right to spurn them as we do? Could we be throwing out the baby with the bathwater? Some of the great hoaxes of the past have changed the course of literature. Could some of our own be key parts of our national story, works that should be taken seriously, exonerated, seen in a different light? Focussing upon the Ern Malley hoax in particular (and its connections to 'Five Bells!'), this presentation looks at hoaxes as the poor cousins of literature, some of which have a strange, haunting genius.

- T5-2 Dr Neil James**  
**Is complexity a con?: The false dilemma of plain language and literature**  
 The judges of the 2011 Man Booker Prize provoked a predictable bunfight when they selected a shortlist of 'enjoyable books' that had to 'zip along'. Jeanette Winterson quickly countered in favour of 'language-based' novels even though 'powerful language can be daunting'. The debate highlighted a deeply entrenched educational assumption: that academic and literary value is synonymous with linguistic complexity. But is complexity all it's cracked up to be? In recent decades, the plain language movement has transformed government and business communication by applying a rhetorical approach to the structure, design and expression of a wide range of texts. Should we automatically exempt academic and literary texts from a similar push for clarity and readability? Dr Neil James will argue it is time we moved beyond a false dilemma to recognise that plain language and literature have always had a great deal more in common than we assume.
- T5-3 Associate Professor Jackie Manuel**  
**Reconnecting with the story of teenagers' reading lives**  
 In an age saturated by digital media and technology, what are our students choosing to read and why? What determines their choices and invests them with purpose? When are they reading and how are they reading? What are their attitudes and responses to the reading we require of them in English? How much consonance or dissonance exists between our expectations of our students' reading and the story of their individual and shared reading lives? The intention of this paper is to contribute to our professional conversation about the 'what, how, when, where, and why' of contemporary teenagers' reading. I will draw on the findings of a large study of Australian teenagers' reading practices and preferences as a stimulus for reconnecting with the enduring questions about our role as teachers in shaping the quality of our students' reading lives. Exploring students' perspectives on the place of reading in their lives can serve to reaffirm the kinds of attentive pedagogy that we aspire to as we seek to enable engaged, accomplished and satisfied readers.
- T5-4 Alex Miller**  
**The writing of a novel**  
 The process of deciding on a subject and writing a novel takes time. For Miller, the important stage of beginning writing has changed over the ten novels with planning being more necessary in the earlier novels. Later works have unfolded in a more intuitive way than earlier novels and this talk will look at this transition and how it has affected the craft and daily discipline of a writer. The process of writing, from earliest inception to the completed text, will be closely considered, focusing on *Landscape of Farewell* and *Autumn Laing*, but also touching on other titles. In the Miller novels, life experience, research and fiction come together, with each informing the other. The characters are mostly based on people – though there are important exceptions, particularly in writing about Indigenous friends, as in *Journey to the Stone Country* and *Landscape of Farewell*, and Chinese friends in *The Ancestor Game*. These books required a particular attention to the values of other cultures. On a more practical level, the paper will share a strategy that was particularly successful and interesting with students when teaching creative writing at La Trobe.

### 2.30 -3.45 Panels, presentations and workshops

- T6-1 Panel. Writing 'Sin City'**  
**Nerida Campbell, Dr Peter Doyle, Geeshe Jacobsen,**  
 Like Slessor's poems "Five Bells" and "William Street" the beauty of the harbour city conceals a world of darkness where "dips and molls" range under "red globes of light". The underworld of Sydney, its crimes, its criminals – past and present – will be the focus of this panel. The importance of the Police and Justice Museum as a source of material for writers and filmmakers will be explored in a presentation that looks at forensic photos and modern court cases. Modern events such as the Dianne Brimble case continue to feed the public's insatiable appetite for crime. Listen to the stories and learn about the crime writer's craft, turning the hard facts into stories we want to hear.
- T6-2 Panel. Where has all the theory gone?**  
**Associate Professor David Brooks, Professor Bill Green, Mark Howie**  
 Only a few years ago, controversies about critical or literary theory in English syllabuses raged amongst teachers and in the media. Arguments that it was too difficult for students who should instead be interpreting and appreciating literature were countered by claims that students needed to understand how they were positioned to make the judgements that they do and to recognise that there are other perspectives from which a text may be read. Today it seems that those discussions about theory have cooled and even dried up. Indeed, the Australian Curriculum: English does not seem to have much theory underpinning it at all. Where has all the theory gone and why is the wrangling not as evident as it used to be?
- T6-3 Presentation. Publishing student work: Dancing with words**  
**Paul Sommer**  
 So much of what is written by students in schools never gets beyond the teacher. Paul Sommer will share experiences of creating an avenue for student writing and artwork. He created a biannual 'literary magazine' which is about to publish its 5th Edition. It is called *Tango*. (A bilingual pun: in Japanese it means "word/s" in English it uses the notion of "dancing with words" – being playful, colourful, energetic). How do you set up such a medium in schools (on any budget)? What are pitfalls and politics? How to you get, and keep, students engaged in the process? This will be more of a demonstration than a formal presentation and there will be free copies of *Tango* for a limited number of participants.

- T6-4 Presentation. Reshaping Shakespeare**  
**Dr Greg Cunningham**  
 Teachers teaching Shakespeare often voice their frustration at having to temper creativity with the vagaries of formal assessment requirements or, quite often, where innovation hits formal systems and the challenges that this presents in balancing the joy of Shakespeare with the required assessment of it. This presentation considers striking the balance between the teaching and assessing of Shakespeare, particularly at the senior levels, incorporating ideas and practices drawn from personal teaching practice and the latest innovative pedagogic approaches to Shakespeare emanating from the Unlearning Shakespeare conference held in Oxford in June 2012.
- T6-5 Workshop. Creative writing: Master class with Michael Pryor**  
**Michael Pryor**  
 This workshop aims to explore the key thematic concepts of the conference: time and place, inspiration, questioning, illumination and renewal. In an interactive master class, teachers will engage with a range of texts and extension activities. Further, teachers will leave with a variety of teaching and learning strategies, with a central focus on the craft of writing (including links to the Australian Curriculum: English). It will be a highly interactive workshop, as per Michael's style.
- T6-6 Presentation. Entering imagined worlds: The Senior Literature Course in the Australian Curriculum**  
**Ann Small**  
 The rationale for the proposed literature course in the Australian Curriculum: English states that the course enables students to explore how literary texts in all language modes shape perceptions of the world and enables us to enter other worlds of the imagination. This presentation will explore the approaches to literary study enabled through the proposed course content, in particular the dynamic relationship between analytical and imaginative exploration and production of texts. The presentation will offer suggestions for developing possible combinations of texts for course study and examine some practical examples of units of work.
- T6-7 Presentation. Beauty and the beast: The human animal**  
**Wafa Taoube**  
 "The zoo is a place for animals to study the behaviour of human beings" (Anon). How does literature explore the ways in which animals humanise us and, at the same time, inspire fear in us? Are animals catalysts for self-actualisation? Why is that we find ourselves 'civilising' the animal out of us yet revering and embracing it in other ways? How have our attitudes to animals changed as our values change? Why do different cultures place emphasis on certain animals? How and why do attitudes to animals magnify geo-political differences? This presentation will explore these ideas by considering diverse texts from a range of classic and modern authors, including George Orwell, Anthony Browne, Tim Winton, Douglas Stewart, Sonja Hartnett and Franz Kafka.
- T6-8 Presentation. Difficult permissions: The value of exploring controversy in middle-school English classrooms**  
**Cameron Hindrum**  
 Schools, especially in the public system, are traditionally sites of political neutrality. However, the advent of the 'digital native' (Premsky), with the Freirean notion of education as a liberating force, delivers many opportunities for authentic pedagogy around controversial issues. A good example is the wide distribution of the *Kony 2012* campaign via social media networks. How do students navigate their way through this campaign to arrive at an opinion? This presentation will explore classrooms as democratic spaces in which new media can be used to explore, define, contextualise and analyse important controversial issues. This will include the role of teacher orientation, the interrogation of different sources and the skills required to form and defend a position in relation to an issue.
- T6-9 Workshop. Becoming part of an idea: Engaging students through playing with the playtext**  
**Ian Zammit**  
 Engaging students in understanding play texts is a two-fold process: the keys to understanding a play are not only textual analysis, but also engagement through the live experience of performance. Story and themes are not conveyed merely through the sequence of words on a playtext page. Performance is the format designed for playtexts to be experienced and understood in a holistic manner.  
 This workshop will focus on enabling teachers with practical exercises for students, applicable to any play being studied and able to be tailored to specific learning strands. This alternative method of engagement aims to stimulate learning through students' own performance and in seeing key scenes performed by peers. With the guidance of professional directors and actors from the theatre company, Emu Heights Productions, this workshop will enable teachers to guide students to become a direct part of the ideas within the text by playing them out.
- T6-10 Workshop. Integration of hip hop into the 7-12 curriculum**  
**Rob Baiton**  
 An innovative and interactive session, designed to provide participants with practical ideas and materials to incorporate and integrate hip hop into their English teaching programs for Years 7-12. There is a particular focus on indigenous students and literacy development.
- T6-11 Presentation. Bilingualism in secondary English contexts**  
**Cal Durrant**  
 In its initial form, the F-10 Australian Curriculum (ACARA 2010) did little more than recognise that some students may have a first language other than English and thus will need more explicit teaching. Such assumptions stem from what Howatt (1984) calls "the monolingual principle"; Cook (2001) points out that "recent methods do not so much as forbid the L1 but ignore its existence altogether". Clearly a new set of lenses needs to be developed to focus the support of

Australian learners in multilingual classrooms in the second decade of the 21<sup>st</sup> century. This presentation seeks to explore this context and outlines an ambitious series of research projects being conducted by members of the Literacy Research Hub at the Australian Catholic University, Strathfield.

- T6-12 Presentation. Teaching (English) teachers for the future: Drawing on rich traditions of the present and the past**  
**Grahame Parr**  
 This paper presents a critical account of a twelve-month collaboration, when a practising English teacher was seconded to work with a team of English teacher educators in a faculty of education in Melbourne. Our collaboration was made possible by funding from DEEWR as part of the Teaching Teachers for the Future project (TTFF). TTFF aimed to produce systematic change in the Information and Communication Technology in Education (ICTE) proficiency of graduate teachers across Australia. Working with an inquiry-based conception of teacher education and flexible understandings of ICT in English teaching, we grappled with various theoretical tensions within the TTFF project to explore some innovative practices and build relationships between pre-service students, teacher educators and early-career English teachers in schools. In this paper, we describe how we negotiated the tensions and challenges inherent in the TTFF project and in the teacher education policy landscape in Australia, and what we learned through the process.
- T6-13 Presentation. Choices for English: Great texts for the Australian Curriculum**  
**Deb McPherson, Helen Sykes and Ernie Tucker**  
 Deb, Ernie and Helen will present a range of recently published texts that meet the needs of the Australian Curriculum: English for Years 7-10. While the selection will include texts that are appropriate to the cross-curriculum priorities – perspectives dealing with Asia and Australia's engagement with Asia, Aboriginal and Torres Strait Islander histories and cultures and sustainability – it won't be confined to them. It will include fiction, non-fiction, picture books, graphic novels, films and websites, chosen because of their capacity to satisfy curriculum requirements and to engage students. While the emphasis will be on texts suitable for use as whole-class texts, the presenters will provide lots of ideas as well for using wide reading in the classroom.
- T6-14 Workshop. The meaning of a name: Looking at the practical implications of the Australian Curriculum: English**  
**Alice Kelly**  
 This workshop will explore what the 'Australian Curriculum' really means when it comes to implementation. Based on the experience of the presenters' journey to plan, create and implement an appropriate and engaging course for Year 8, participants will experience some of the pitfalls, practical teaching strategies and resources they used to implement their program. An etymology unit, developed to deal with some of the trickier content descriptors, will provide participants with an exploration of the origin of words and onomastics (meaning of names). Furthermore, a focus on the associated problems and solutions of implementing both the Australian Curriculum and the teaching of etymology will be the basis of discussion for participants.
- T6-15 Workshop. The syllabus, grammar, technology and the ESL student**  
**Susan Pilkington**  
 The workshop will take participants through an eight-week unit of work (taught over three periods per week) developed for first-phase ESL students at ESL Scales level 3, attending an intensive English high school. It will focus on two abridged novels, *Wandering Girl* and *The Burnt Stick*, and a scene from the film, *Australia*. The first half of the workshop will take participants through a number of TESOL strategies we use to build students' English language and literacy skills within the ESL English Preliminary syllabus. These include tapping into prior schema, scaffolding and modelling. The second half of the workshop will show participants how we have moved some of these face-to-face teaching strategies into an online environment using technologies such as Captivate, Hot Potatoes and Audacity. We will also explore some of the issues we have found with the online delivery mode, and ways we have tackled them.
- T6-16 Workshop. Put their minds to work: What place does thinking have in literacy classrooms?**  
**Michelle Bannister-Tyrrell**  
 This workshop will explore the place of strategic thinking in literacy, and how these skills and strategies can be encouraged and taught to students. Research shows that students who display knowledge and regulation of cognition before, during and after reading are strategic problem solvers and highly effective readers. This workshop briefly explores the theory and recent research findings in the field of metacognition and offers practical classroom applications, including how to successfully teach and employ thinking strategies to any unit of work in primary and secondary literacy classrooms.
- T6-17 Presentation. Inquiring minds learn to read and write**  
**Erika Boas**  
 Interested in framing the existing Australian Curriculum: English requirements as inquiry? Interested in project-based learning and helping students create knowledge artefacts (culminating projects) that display their learning? Interested in developing inquiry lessons and activities that are engaging, fun and substantial? Then this is the presentation for you! Participants will be shown examples of how Australian Curriculum: English requirements have been successfully framed as inquiry in order to maximise student learning and engagement. Sample learning sequences and teaching ideas that have been framed by essential questions and directly linked to AC: English outcomes will be shared.
- T6-18 Future Leaders Forum**

**4.00 – 5.00pm. Closing Plenary****T7 The Ken Watson Address. Screen literacy and English teaching: A matter of affect  
Professor Bill Green and Associate Professor Jane Mills**

The much-vaunted shift from 'page' to 'screen' has been of clear significance for English teaching, alongside another related shift from 'print' to 'digital-electronics'. How easy or straightforward such shifts have been to navigate is still under debate, with one argument being that English, as a distinctive school-subject, is historically deeply invested in written language and textuality. While image and the moving screen image have increasingly been engaged, often a certain residual ambivalence or discomfort remains about doing so. Hence, while film has long been brought into the English classroom, this has tended to be framed and limited by certain prevailing logics of text and narrative, language and literacy. Even the notion of 'screen literacy' itself may be problematical in this regard. In this paper, we explore such issues and challenges by, first, an account of the historical project of English with specific reference to communication and media, and second, discussing how film might be better understood in its own terms, as specifically a matter of affect and spectacle as much as anything else. In this way, we hope to supplement what English teaching does, as a cultural and educational practice.