The convenors wish to thank the significant support of our Principal Partner

Acknowledgement of Country

Kaurna miyurna
Kaurna yarta
ngadlu tampinhti

*Translation Kaurna to English*
We acknowledge the Kaurna People and Kaurna Country.

The Adelaide Convention Centre is situated on Kaurna land and we acknowledge the Kaurna Elders, past and present, are the traditional custodians of this land.
Welcome to the AATE/ALEA National Conference
Adelaide Convention Centre, July 7-10, 2016

The Australian Association for the Teaching of English and the Australian Literacy Educators’ Association welcome you to South Australia for the 2016 national conference. Weave your way through wondrous words and worlds as you embrace Adelaide like you’ve never seen it before.

We are indebted to the many volunteers who have made this event a reality. We thank SAETA and ALEA SA committee members who have been working hard since July 2013 to make this conference a reality. We also thank them for their commitment and countless hours of time so generously given to the organisation and behind the scenes running of the conference. We also thank all of our presenters from across Australia and overseas for their preparations in the lead-up to the conference.

Our national associations, AATE and ALEA, have also provided support, wisdom and expertise gained from previous conferences and administratively through the head office in Adelaide and in particular the work of Wendy Rush, Lucy Carberry and Jarred Van Abkoude.

We trust that you will enjoy the conference: an invaluable opportunity to network with other educators, consider and discuss the big picture issues in education, and consider practical strategies to be enacted in our educational contexts.

May your memories of our conference be very positive and your experiences professionally rewarding.

Conference Co-Convenors:

<table>
<thead>
<tr>
<th>Alison Robertson</th>
<th>Rosemary Kadow</th>
<th>Julia Johnson</th>
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<tbody>
<tr>
<td>President</td>
<td>State Director SA</td>
<td>President SA</td>
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<tr>
<td>South Australian English Teachers</td>
<td>Australian Literacy Educators’ Association</td>
<td>Australian Literacy Educators’ Association</td>
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<td>Association</td>
<td>Educational Consultant</td>
<td>Literacy Consultant</td>
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<tr>
<td>Teacher, Wilderness School</td>
<td>Association of Independent Schools SA</td>
<td>Catholic Education SA</td>
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Conference Theme:

*Weaving worlds with words and wonder…*

The theme of our conference is inspired by the creative impulse that we witness in our students of all ages. As teachers, we can nurture their wonder, helping learners inquire into their world and use language to weave words into narratives that give meaning to their lives. The three strands are:

**Narrative**

Narratives help us create maps of ourselves, and reading other people’s narratives enables us to become citizens of the world. One person’s story is often the springboard to other people’s thinking. How can teachers sharing their stories of practice, and how they weave their way through the competing demands of schools, systems and students, help us all become better, self-reflective practitioners?

**Creativity**

Creativity and innovation are tools our learners need to flourish in an ever-changing, connected and increasingly outsourced world. Teachers foster creativity, empowering learners to see their world in new ways, and to use a range of modes to create their visions. As practitioners, how can we continue to build on our current pedagogy and embrace innovative approaches to engage and inspire our students and ourselves?

**Language & Inquiry**

What do we wonder? Language is one of the means of communicating that wonder. Students need to have the opportunity to inquire into the things that matter to them, and the tools to critically evaluate the language that shapes the myriad of texts they encounter on their journey to understanding and creating. As teachers, how can we enhance our own knowledge of the power of language to help learners navigate the complex linguistic world they inhabit as they inquire into things that matter to them?
Presidents’ Welcome

Allow the Adelaide national conference theme’s alliteration to work to welcome you into the wonder which will be the 2016 event. As all subject-English teachers are aware, the creative impulse is strong in both our pedagogical practices and in what we hope we are able to inspire in our students. When we come together, as this conference invites us to, to share our experiences and visions, and hear the approaches of those around our country and from around the globe, we inspire each other.

AATE Council is very pleased that so many of you can get together for what will doubtless be engaging dialogue – in workshops, at keynotes and panels, and over the meals and social events which occur around such conferences. I would particularly like to thank the convenors of the organising committee, Alison Robinson, Rosemary Kadow and Julia Johnson. The tireless work over a number of years by both the convenors and the members of the committee ensure that you have been offered a dynamic and engaging program.

The small AATE/ALEA office team, led by Wendy Rush and comprising Lucy Carberry and Jared van Abkoude, also deserve our thanks. It is no easy task to negotiate volunteer organisations, and Wendy’s exemplary skill in this capacity does mean that AATE is able to support members and the interests of the English-teaching profession in many ways.

We hope you will take the dialogue you start over the next two days beyond the conference, as well as take the opportunity that this time away from the classroom provides to celebrate your achievements, engage with new ideas and approaches to classroom practice, renew old friendships and establish new ones.

Monika Wagner
National President of the Australian Association of Teachers of English (AATE)

Welcome conference delegates and to those of you from out of town, welcome to Adelaide.

I would like to acknowledge that the Adelaide Convention Centre is situated on Kaurna land and I pay my respects to the Kaurna Elders, past and present, who are the traditional custodians of this land.

It’s wonderful that you’ve been able to join us for the 2016 AATE/ALEA Weaving worlds with words and wonder... conference. I’m sure you’ll agree that the program looks exciting from both professional and social perspectives.

In a world that is so often focused on ‘outcomes and deliverables’ it is highly appropriate that our conference also focuses on ‘wonder and ‘creativity’. The conference convenors remind us that the theme of the conference is inspired by the creative impulse that we witness in our students of all ages. As teachers, we can nurture their wonder, helping learners inquire into their world and use language to weave words into narratives that give meaning to their lives. Throughout the conference I encourage you to network with other educators and ‘tell your story’ and reflect on the stories of others. I encourage you to be ‘creative’ and innovate on your current practices and finally, I encourage you to ‘wonder’ about the possibilities for a highly literate and socially just world.

Such an impressive program only happens through years of planning and consistent hard work by the state convenors and their team. Our warmest congratulations and deep appreciation to co-convenors Rosemary Kadow and Julia Johnson from ALEA and to Alison Robertson from AATE for such a vibrant and exciting conference program. We sincerely hope that you all get some time to also enjoy the conference with the delegates.

I hope that you take up the convenors’ challenge to “Weave your way through wondrous words and worlds as you embrace Adelaide like you’ve never seen it before!”

I look forward to meeting many of you over the coming days.

With best wishes on behalf of ALEA National Council.

Grant Webb
National President of the Australian Literacy Educators’ Association (ALEA)
Thursday 7th July
Pre-conference Institute: Re-Reading Dartmouth

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<th>Time</th>
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<tr>
<td>9.00</td>
<td>Riverbank 7</td>
<td>TH01 Acknowledgement of country Alison Robertson, Welcome and overview Patricia Dowsett</td>
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<tr>
<td>9.15</td>
<td>Riverbank 7</td>
<td>TH02 Brenton Doecke Chair: Patricia Dowsett Presentation 30m</td>
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**Background into the Dartmouth Seminar 1966 (All)**

The main purpose of this introductory presentation is to set up a framework for both presenters and members of the audience to explore the continuing significance of the Dartmouth Seminar for English teachers today. Interaction, not transmission, is the aim of this seminar, through which we hope to achieve a better understanding of “the persistent pedagogy of “Growth”, as Ian Reid has expressed it (Reid, 2003), how we should view that persistence, and whether we should see ourselves as continuing to work within the parameters set by John Dixon in his influential account of the Dartmouth Seminar, or as transcending those parameters in significant ways.

I shall briefly be reminding people about Dartmouth, revisiting the historical moment in 1966 when this remarkable gathering of educators and scholars from the UK and North America took place. The Dartmouth Seminar, especially the account given of it by John Dixon in *Growth Through English* (1967/1972), critically investigated the assumptions at the heart of English teaching, articulating a compelling vision of the relationship between English teaching, schooling and democracy in the post-war period (cf. Medway et al. 2014). My primary concern, however, is not with the details of the event as it actually occurred, or the historical context out of which the seminar arose, but to raise questions about what it means for us as English educators to cultivate an historical imagination, and how this might enhance our understanding of the work we do as English educators at the present moment. My aim is to say why it still matters to debate the legacy of Dartmouth as an important way of understanding ourselves.

**Brenton Doecke** is an Honorary Professor in the School of Education at Deakin University. He has published widely in the fields of teacher education and English curriculum and pedagogy. His research has involved a sustained focus on the professional learning and identity of teachers within a policy context shaped by standards-based reforms, including his work on the Standards for Teachers of English Language and Literacy in Australia (STELLA), and many other projects. He is currently engaged with Larissa McLean Davies, Philip Mead, Wayne Sawyer and Lyn Yates) in a major Australian Research Council Project on the role that literary knowledge might play in the professional learning and practice of early career English teachers. He is an Honorary Life Member of both the Victorian Association for the Teaching of English and the Australian Association for the Teaching of English, and is a former editor of *English in Australia*, and co-editor (with Jennifer Rennie and Annette Patterson) of *The Australian Journal of Language and Literacy*.

**Literary experience and literature teaching since the ‘Growth’ model (All)**

By the late 70s the slogan of ‘growth through English,’ derived from Dixon’s account of the Dartmouth conference, had become popular around Australia, though not always with much knowledge of what it supposedly meant. In 1980 the ITFE conference in Sydney featured several Dartmouth veterans; but during that Sydney conference, Dartmouth-linked ideas from overseas mingled with lines of local influence, especially in the Literature Commission. British post-Dartmouth thinking had given only superficial attention to the problematic status of literature in English curriculum and pedagogy. In Australia, by 1980, this topic that the growth model had neglected was being subjected to serious critical enquiry, and some innovative ideas about literature teaching emerged at the Sydney conference.

Australian classrooms now take a much more inclusive view of kinds of texts worth studying, and of how to engage with them, than was the case 50 years ago. The Reading Australia project illustrates this. Both the widening of text choices and the incorporation of creative writing into English are welcome to a large extent, but not entirely. As the growth model loses some of its glow, English teachers may become more receptive to the idea that what Dixon dismissed as a ‘cultural heritage’ model is redeemable if we bring to it a more politically aware understanding of culture and heritage.

**Ian Reid**, an Adjunct Professor in Humanities at the University of Western Australia and Emeritus Professor of Education at Curtin, has written extensively on various topics from literary theory to education policy and curriculum reform. He has also been a consultant to schools, universities and education authorities as well as to a range of other clients across the public, private and not-for-profit sectors, and was the foundation CEO of the community service organisation Leadership Western Australia.

Ian has a dozen books to his name – fiction, non-fiction and poetry – along with hundreds of articles in magazines, newspapers and periodicals. AATE issued his influential book *The Making of Literature: Texts, Context and Classroom Practices* in 1984 and he continues to publish in the field of English education, having contributed chapters to the AATE books *English Teachers at Work and Teaching Australian Literature* and articles to journals such as *English in Australia*. His writings, some of which have been translated into several languages and won international awards, include three historical novels, *The End of Longing, That Untravelled World* and *The
John Yandell taught in inner London secondary schools for twenty years before moving to the Institute of Education, University College London, where he has worked since 2003. He is the editor of the journal, Changing English: Studies in Culture and Education and the author of The Social Construction of Meaning: reading literature in urban English classrooms (Routledge, 2013) and co-author, with Adam Unwin, of Rethinking Education: whose knowledge is it anyway? (New Internationalist, 2016). He edited Socialist Teacher for twelve years and contributes regularly to Education for Liberation.

The Dartmouth Publications (All)
In the British ‘sector’ of the world of English curriculum, the key book out of Dartmouth is John Dixon’s Growth through English – arguably one of the most influential books on modern English curriculum in Australia. Perhaps less known is Herbert Muller’s The uses of English, which reports in some detail the key debates of the conference from an American perspective. Both books were commissioned as overviews of the conference: Muller records this as Dixon’s for the professional community, his for the general reader. However, NCTE also a series of 6 later books reflecting conference debates and concerns. This panel is concerned with re-reading a number of these: Dixon, Muller and the NCTE books on myth, literary response and creativity. Reflecting the conference theme, presentations will focus on examining the continuing significance of the Dartmouth Seminar for English teachers today.

Wayne Sawyer is Professor of Education and Director of Research in the School of Education at Western Sydney University and a member of the Centre for Educational Research. He teaches in English curriculum and research methods and his research interests are in secondary English curriculum, curriculum history, and pedagogy in low SES schools. He is a former President of the NSW English Teachers’ Association, a former editor of English in Australia and an Honorary Life Member of both the NSW ETA and the Australian Association for the teaching of English. His most recent book on English is the edited collection Language and creativity in contemporary classrooms (with Brenton Doecke and Graham Parr).

Patricia (Trish) Dowsett is a teacher of secondary English at St Hilda’s Anglican School for Girls in Perth, Western Australia. She recently completed her doctoral research on The History of Curricular Control: Literacy Education in Western Australia, 1912-2012. With Tim Dolin (Curtin University) and Jo Jones (UTAS), Trish is co-editing Required Reading, a collection of essays examining the text lists of five Australian states, 1945-2005.

Susanne Gannon is Associate Professor of Education at Western Sydney University. She is currently Deputy Director of the Centre for Educational Research and teaches in a Masters in educational leadership and in an initial teaching Masters of Teaching. She is currently Publications Officer for AATE and was Editor of English in Australia from 2011-2015. She is now regional editor of the International Journal of Qualitative Studies in Education, and co-editor of Gender and Education.

Larissa McLean Davies (see bio below)

Reading Dartmouth ‘against the grain’ (All)
The Transatlantic Anglo-American Seminar on the Teaching of English, held at Dartmouth College in the mid-year of 1966, more commonly known as the Dartmouth Seminar, is rightly understood as a key event in English curriculum history – indeed, ‘a pivotal moment’, as one commentator put it. Nonetheless questions can still be asked about the nature of its significance, discursively, with regard to the discourse and rhetoric of post-Dartmouth English teaching, and historically, with regard to English curriculum history and curriculum history more generally. This presentation will begin by positing Dartmouth as a text, available to be read, analysed, and interpreted, with all that this involves in terms of the surplus of meaning, the play of the signifier and the conflict of interpretations. Deliberately reading against the grain, it will explore issues of language, memory, experience, representation, knowledge, power and history, focusing on what seems to have been forgotten or at least overlooked in subsequent accounts of Dartmouth and the ‘Growth’ paradigm in English curriculum studies, certainly in the Anglo-Australian work. To what extent has what has been called a ‘sanctioned history’ been allowed to obscure and obstruct more productive ways of rethinking the subject? What does all this mean for thinking historically about English teaching?
Bill Green is Emeritus Professor of Education at Charles Sturt University, Bathurst, New South Wales. He has a long history of involvement in English teaching, as a classroom teacher initially in Western Australia and subsequently as an academic. He has published widely in both English teaching and curriculum inquiry, and has particular interests in literacy studies and English curriculum history. Among his publication are *Teaching the English Subjects: Essays in English Curriculum History and Australian Schooling* (1996), co-edited with Catherine Beavis, and two edited collections of Garth Boomer’s essays – *Metaphors and Meanings* (AATE, 1988) and *Designs on Learning* (1999). His recent book publications include *Literacy in 3D: An Integrated Perspective in Theory and Practice* (2012), co-edited with Catherine Beavis, *Rethinking Rural Literacies: Transnational Perspectives* (2013), co-edited with Michael Corbett, and *The Body in Professional Practice, Learning and Education: Body/Practice* (2015), co-edited with Nick Hopwood. He is currently working on a book seeking to bring together curriculum theory and English education. He is a former editor of the UK-based journal *Changing English* (2009-2013).

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**Disposed to teach: Teacher dispositions and English education (All)**

If Dartmouth asked us to consider the English curriculum, current events compel us to consider the English teacher. Teaching English is an increasingly complex, challenging and contested endeavour, requiring teachers to possess broad content knowledge and effective pedagogical skill. Teaching English also requires a broad range of affective qualities that exist as professional dispositions. How do we determine those specific beliefs, behaviours and attitudes that constitute teacher dispositions, however? Just as importantly, how might we assist teacher candidates in developing these determined dispositions? This keynote examines the concept of English teacher dispositions in the 21st century – what they are as well as why we want them – and considers how teacher education might better prepare teacher candidates for the emotional labour of teaching.

Melanie Shoffner is Associate Professor of English Education at Purdue University in West Lafayette, Indiana (US), where she holds a joint appointment in the Departments of English and Curriculum & Instruction. She completed her PhD in Education at the University of North Carolina - Chapel Hill, after earning an AB (English and History) and MAT (English) from Duke University in Durham, North Carolina. Melanie is Chair of the Conference on English Education (CEE) and editor of *Contemporary Issues in Technology and Teacher Education* (CITE): English. Focusing on secondary English teacher preparation, her research explores issues of reflective practice, dispositional development and meaningful integration of technology, interests that first developed while teaching high school English Language Arts in North Carolina and Arizona. Her current projects include the edited book *Exploring Teachers in Fiction and Film* (Routledge) and the co-edited book *Preparing English Language Arts Teachers to Teach English Language Learners* (Palgrave Macmillan). Working primarily with undergraduate preservice teachers, she has won several university teaching awards and frequently leads a study abroad program to London, England.

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**Remodelling English: growth pedagogy for communities? (All)**

How do we frame subject English in Australian classrooms? What models of English and literacy might we mobilise for these complex times? Recently, the models of English identified by Cox (1989), have been evoked in contemporary research and scholarship (see for example, Macken-Horarik, 2015; Locke 2015), with arguments made about the usefulness of these paradigms, understood in concert, for contemporary English teachers. Each of these models — skills, heritage, growth or a critical approach — has at its core a concern for the individual and the way in which she or he might better understand/experience/interrogate society. At a time when social media has paradoxically made it possible to establish and market textual individuality, for one’s face to virtually become a ‘book’, this talk will explore the efficacy of these models and approaches for 21st century students. Engaging with Dixon’s *Growth Through English* (1975), this presentation will ask to what extent is it useful and possible, within an increasingly high stakes, neo-liberal environment, to investigate other, networked models of 21st century subject English for heterogeneous Australian communities.
Larissa McLean Davies is an Associate Professor in Language and Literacy, and Deputy Director - Learning and Teaching in the Melbourne Graduate School of Education at the University of Melbourne. A love of all things text set her on the path to English teaching. Prior to commencing work in the tertiary sector, Larissa was a Secondary English and Literate Teacher in a range of Victorian schools. Larissa has been fortunate, for several years, to coordinate the English subjects in the Master of Teaching pre-service degree, and to co-coordinate the professional Master of Literacy degree. She supervises postgraduate research projects in the teaching of literature, English for Specific Purposes, text selection, digital literacy, English_curricula and writing pedagogies - areas which reflect her own research concerns and publications.

Larissa is particularly interested in the teaching of Australian literatures, and is co-editor, with Brenton Doecke and Philip Mead, of the first book to bring together Secondary and Tertiary teachers of literature in Australia: Teaching Australian Literature: from classroom conversations to national imaginings (Wakefield/AATE). Larissa’s current research focus is on the role of ‘literary sociability’ in English teachers’ professional learning. To this end, she is lead Chief Investigator on a recently awarded Australian Research Council Discovery Project grant (with fellow CIs Wayne Sawyer, Philip Mead, Lyn Yates and Brenton Doecke) titled ‘Investigating Literary Knowledge in the Making of English Teachers’ (DP160101084).

Since the commencement of her teaching career, Larissa has been an active member of VATE, and is currently serving on the VATE Council. She is committed to English teachers and the potential for English teaching to influence social change. Larissa is delighted to have the opportunity to contribute to the 2016 AATE Conference.

**Well, what have we learned? (All)**

Presenters in the final panel of the day will undertake the tricky task of responding to the preceding discussions from their particular standpoints. They will each reflect on the continuing significance (or otherwise) of Dixon’s Growth Through English for their work as English educators, as well as building on insights that have emerged in the course of the day about ‘growth pedagogy’ and its place within a history of English teaching. How should the moment of ‘growth pedagogy’ be constructed?

What, finally, is the point of revisiting ‘growth’?

**Jory Brass**

Jory Brass has a PhD in Curriculum, Teaching, and Educational Policy from Michigan State University (USA) and is currently senior lecturer at the University of Melbourne. His research examines the changing contexts of English education and often historicizes ideas and practices that educators, teacher educators, and education researchers may take for granted. His current work examines the ways in which transnational education reforms have turned to managerialism, measurements, and markets to govern curriculum, teaching, and teacher education.

**Emily Frawley**

Emily Frawley is an early-career English teacher and PhD candidate whose research interests include writing, creativity, and the identity of subject English. She teaches English at a Melbourne government school and is completing her PhD on ‘English teachers as writers’ at The University of Melbourne.

**Graham Parr**

Graham Parr is an Associate Professor of English education at Monash University. His work as an English teacher educator has featured a number of cross-sectoral partnerships with English teachers and professional associations in praxis-based partnerships. Recent book publications that have emerged from such partnerships include: Creating a national English curriculum: National agendas, local needs (2011), English for the Australian Curriculum (2011), Teacher narratives: Making sense of English teaching (2013) and Language and creativity in contemporary English classrooms (2014). With Scott Bullfin, he leads the stella2.0 project, in which English teachers, pre-service teachers and teacher educators critically and collaboratively inquire into English education issues in a dialogic professional learning community.
### Friday 8\textsuperscript{th} July

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<td>8.00-</td>
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| 8.55-  | Hall L   | FR01    | Housekeeping  
Welcome to Country: Dr Lewis O’Brien OA  
Hon Dr Susan Close MP and Jayne Johnston |
| 9.30-  | Hall L   | FR02    | Barbara Comber  
Chair: Garry Collins |
| 10.30- | Hall F&G | Morning Tea | Text Publishing Book Launch |
| 11.00- | Hall L   | FR03    | Anne Bayetto  
Chair: Ali Newbold |
| 12.00   |          |         |         |

#### Literacy and imagination: schools as wondering places and spaces? (All)

Barbara works with teacher-researchers in Australian schools located in poor and culturally and linguistically diverse communities to explore innovative and equitable literacy pedagogies that enable young people to develop identities as successful learners. Her recent research considers the potential of making place and space the object of study in literacy curriculum. Even though policy changes, such as national assessment and curriculum, now emphasize school performance improvement, accountability and standardization, some teachers still find ways to design inclusive, creative, critical and responsive pedagogies. Others are wilting under the weight of tests and templates! This talk explores the potential productive synergies between place-conscious pedagogy and critical literacy. It draws both from long-term classroom inquiries and a small-scale study in which three teachers have woven imagination into classroom literacy tasks, despite the national standards agenda. The project involved collaboratively designing and undertaking a unit of work or activities focusing explicitly on literacy and the imagination through the lenses of space and place. This presentation will include images of classroom artefacts produced by teachers and students.

Barbara works part-time as a Research Professor at UniSA and QUT, where her role is to support educational academics with their research, scholarship and publications. She is committed to enhancing classroom pedagogy by working with teachers as they investigate their practice. Barbara has published a number of books and papers exploring creative and critical literacy as enacted in classrooms, most recently, *Literacy, place and pedagogies of possibility* (Comber, 2016) and *Literacy in the middle years: Learning from collaborative classroom research* (Morgan, Comber, Freebody, Nixon, Grant, Trimboli, Wells & White, 2014).

### 60 min Concurrent Sessions 11.00-12.00

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| 11.00- | Hall L   | FR03    | Anne Bayetto  
Chair: Ali Newbold |
| 12.00   |          |         |         |

#### Students with Literacy Difficulties: Same and Different (EC-7)

Educators plan their literacy programs with the intention that all of their students will be engaged, involved, flourishing, and increasingly more independent and successful learners. However, there is a corpus of students who are not achieving to expectation and educators are understandably concerned about how to address their learning requirements while also focusing on the needs of the other students in their class. In this address recommendations will be made about the commonalities shared by all literacy learners and the fundamentals that warrant close attention when working with learners who presently find ‘doing literacy’ to be hard work.

Anne Bayetto has been a mainstream, special class, and adaptive education teacher and a district-wide disability support coordinator. She was the founding member of the South Australian Education Department’s Learning Difficulties Support Team and she has worked in the Early Years Literacy Project as well as managing literacy and numeracy action research projects. She has voluntarily tutored students with literacy or numeracy learning difficulties ranging in ages from five to young adult and since 1989 has worked closely with the Specific Learning Difficulties Association of South Australia (SpeldSA). She regularly offers professional learning sessions for teachers, leaders and managers in education sectors across Australia. Anne is the reading expert for the Principals as Literacy Leaders (PALL) program and teaches these professional learning sessions in conjunction with Professor Tony Townsend (Griffith University, Brisbane-Educational Leadership) in different states of Australia. At Flinders University she teaches undergraduate and postgraduate topics focusing on school students who have literacy and/or numeracy difficulties.

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<th>Time</th>
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<th>Speaker/Chair</th>
<th>Title</th>
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<tr>
<td>11.00-12.00</td>
<td>Riverbank 7</td>
<td>FR04 Ian Reid</td>
<td>The woven fabric of storytelling: memory’s warp, imagination’s weft (7-12,T)</td>
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<td>Ian Reid, an Adjunct Professor in Humanities at the University of Western Australia and Emeritus Professor of Education at Curtin, has written extensively on various topics from literary theory to education policy and curriculum reform. He has also been a consultant to schools, universities and education authorities as well as to a range of other clients across the public, private and not-for-profit sectors, and was the foundation CEO of the community service organisation Leadership Western Australia. Ian has a dozen books to his name – fiction, non-fiction and poetry – along with hundreds of articles in magazines, newspapers and periodicals. AATE issued his influential book <em>The Making of Literature: Texts, Context and Classroom Practices</em> in 1984 and he continues to publish in the field of English education, having contributed chapters to the AATE books <em>English Teachers at Work</em> and <em>Teaching Australian Literature</em> and articles to journals such as <em>English in Australia</em>. His writings, some of which have been translated into several languages, and won international awards, include three historical novels, <em>The End of Longing</em>, <em>That Untravelled World</em> and <em>The Mind’s Own Place</em>.</td>
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<tr>
<td>11.00-12.00</td>
<td>Meeting Room L1</td>
<td>FR05 Jonathan Scobie</td>
<td>Unpicking Intertextuality through the Cinema of Allusion (7-12)</td>
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<td>Jonathan Scobie has been teaching English since 1993, back when digital film began reinventing cinema, but before movies were downloaded into your living room. He has taught Years 7 to 12, including IBD and SACE, in independent and state schools in Adelaide and Darwin. He is currently Academic Leader in English at Prince Alfred College, Adelaide.</td>
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<tr>
<td>11.00-12.00</td>
<td>City Room 4</td>
<td>FR06 Jo Henwood</td>
<td>Idea Generation Strategies and the Creation of Australian Fairy Tales (3-12)</td>
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<td>Jo Henwood is co-founder of the Australian Fairy Tales Society. She is Accredited with the Storytelling Guild (NSW), performing and teaching storytelling. She has a Master in Cultural Heritage and qualifications in gifted education, librarianship, museum studies and tour guiding, conducting education programs and tours in Sydney heritage sites.</td>
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</tbody>
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## Growing Grammar: Tapping into the power & Possibility of Language (F-7)

The introduction of Australian Curriculum: English presented teachers and schools with a challenge and an opportunity. It put grammar and knowing about language centre stage, stating that students should develop ‘a consistent way of understanding and talking about language so they can reflect on … speaking and writing and discuss these productively’ with the Language strand informing and providing resources for teaching and learning Literature and Literacy. The difficulty is that many of today’s teachers were not taught about language and grammar and, consequently, lack a coherent knowledge and consistent way to talk about language. However, teachers and schools now have a curriculum that outlines a clear scope and sequence for purposefully developing knowledge about language and grammar in meaningful contexts. This workshop will assist teachers to grow their own and their students’ understandings of sentence, clause and word level grammar as they inquire into patterns and meanings in texts.

**Bronwyn Custance** is a free-lance consultant who is passionate about the explicit teaching of language and grammar and the difference it makes for students. Co-author of *How Language Works* course and *Language and literacy levels across the Australian Curriculum*, she is committed to developing teachers’ knowledge of language in ways that can be applied directly to the classroom.

## Aligning Beliefs and practices in a Writing Workshop (F-7)

‘Success in the classroom depends less on which beliefs we hold and more on simply having a set of beliefs that guide us in our day-to-day work with children. Once we know who we are and what we’re about in the classroom, we become intentional in our teaching; we do what we do on purpose, with good reason. Intentional teachers are thoughtful, reflective people who are conscious of the decisions they make and the actions they take; they live and teach by the principles and practices they value and believe in.’ *(Debbie Miller 2013)*

Turner School’s work with Debbie Miller has been a game-changer in putting our beliefs into practice. Our Writing Workshop model is based on Debbie Miller’s *Reading Workshop* 1/3 : 2/3 structure. The school has approached improving and celebrating writing and writers through developing teachers’ and students’ identities as writers. While teachers often view themselves as readers, few view themselves as writers and therefore, what writing behaviours do they model to their students? The teacher and principal presentation team will share their planning documents, underpinning research and the power and process they used to bring staff to align practices with shared beliefs about the teaching and learning of writing.

The school’s journey has been documented in the 2015 ALEA publication *Teaching Writing in Today’s Classrooms*.

Turner School is a public preschool to year 6 inclusive school of over 570 students. 70 of these students have disabilities and one fifth have language backgrounds other than English. All students have shown improvement in and love for writing through the workshop model and all teachers have built their identities as writers.

**Jo Padgham** is ALEA Vice President and the principal of Turner School in Canberra and had a period of leading literacy and numeracy for the ACT Education and Training Directorate. Jo has published journal articles in the area of literacy portfolios, student reflection, writing, reading and leading literacy improvement in schools. Jo’s most recent focus has been on developing school leaders as leaders of literacy and directed the ALEA documentary *Principals Leading Literacy: What Works and Why* and is a facilitator of PALLs ACT, an adaptation of the Principals as Literacy Leaders PALL program. Jo was awarded ALEA Life membership and an ACEL Honorary Fellowship in 2015.

**Renee Gill** is a classroom teacher and literacy coach at Turner School in Canberra and has taught across early childhood and all primary years. She has presented on using quality literature texts in her reading programme, using Action Learning to focus on Reading Workshops, the Reading Workshop model and using a 1/3 : 2/3 approach to planning for intentional teaching. She is passionate about using rich literature to enhance student outcomes in literacy. Renee’s practice is documented in the 2015 ALEA publication *Teaching Writing in Today’s Classrooms*.

## Spelling and vocabulary – weaving meaningful links between words (F-7)

Have you ever wondered how to develop a sense of awe and wonder about words in your classroom?

In this session participants will explore the spelling-meaning connection where children learn to wonder and inquire about words that matter in their life and learning. The process by which one primary school embraced a whole school approach to the teaching of spelling and vocabulary will be outlined. Children have learned to read, use and recognise words as a rich tool for communication.

Participants will have an opportunity to learn about strategies that work to enhance children’s spelling and vocabulary learning in the context of K-6 classroom inquiries.

**Christine Topfer** is an experienced teacher, school leader and literacy coach. She is currently assistant principal at Moonah Primary School in Hobart. Christine has published many articles on early literacy and co-authored the book, *Guiding thinking for effective spelling*. She is a life member of the Australian Literacy Educators’ Association.
A Professional Learning Journey: Integrating the ‘reading-writing meaning-making connection’ with ‘teacher-inquiry’ through the lens of the ‘Conditions of Learning’. (F-7)

 significant change in learning culture at Glenora District School has been the result of participation in an Action Learning Process around reading and writing for the past 3 years with Associate Professor Dr Brian Cambourne. Teachers have been deeply engaged in exploring the Conditions of Learning as a means to supporting the meaning making process in their classrooms and underpins teachers’ pedagogy. Teachers are using the language of the Conditions of Learning when describing their classroom practice. Teacher learning stories that are evidence of this changed learning culture can be seen at:

http://www.meaningmakinggds.com/

Glenora District School provides an excellent research environment as teachers from Birth-Year 10 are now willing to share their learning together, exploring meaning making in all learning areas.

During this session, Glenora District School staff will share their journey of developing a school wide professional learning culture and present work from their research projects which articulates a model of professional learning that is based on evidence from classroom practice and teacher dialogue along with useful resources around how the Conditions of Learning can be used as a framework to support teacher and student learning.

**Laura Shoobridge** is currently the Literacy Coach at Glenora District School. Laura specialised in Early Childhood Education and has been teaching now for 7 years. She currently supports teachers and students from Kindergarten through to Year 10 across a range of learning areas to provide rich and authentic literacy learning opportunities. Laura has been responsible for ‘driving’ the Action Learning Project throughout the school, creating a school wide, K-10 professional learning culture using student voice and teacher discussion to drive change and improve teachers’ pedagogical practices.

**Lisa Fraser** is currently a Senior Teacher at Glenora District School. Part of her role is as the Literacy Coordinator K-10. Lisa has been teacher in various Primary Schools throughout Tasmania since graduating in 1990. She specialised in Early Childhood Education at the University of Tasmania. A varied career as a class teacher, Literacy Coordinator, Senior teacher and Acting Principal positions has meant that she has had an opportunity to access a wide range of Literacy Professional Development over the last 26 years! She has trained as a teacher for the Spalding “Writing Road to Reading” Program and was involved in an intensive trial of this program whilst at Bridgewater Primary School. Over the last few years she has worked with Professor Brian Cambourne as part of the Action Research Projects at Glenora.

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<tr>
<td>11.00-11.40</td>
<td>City Room 2</td>
<td><strong>FR11</strong> Combining approaches to develop student literacy and language use in the Primary Years (F-7)</td>
<td><strong>Natalie Thompson &amp; Noella Mackenzie</strong></td>
<td><strong>Julie Wright</strong></td>
<td>20m</td>
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<td></td>
<td><strong>FR11a</strong> The power of draw, talk, write for diverse students</td>
<td><strong>Anita McCarthy &amp; Michael Richards</strong></td>
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<td>F-3</td>
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<td></td>
<td></td>
<td><strong>FR11b</strong> Pieces of the Puzzle: How the power of inquiry and cooperative learning combine to create a contextual picture of the meaningful use of language.</td>
<td></td>
<td>Presentation 20m</td>
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The power of draw, talk, write for diverse students

Talking and drawing are modes of communication that usually precede writing. Despite a theoretical understanding of the relationship between these modes, approaches to the teaching of writing, particularly for struggling writers, rarely utilise these skills in explicit ways.

This presentation reflects on my time working with young non-writers, in a special education setting. The children had good verbal skills, could talk about real or imaginary events and were enthusiastic drawers. By asking each child to draw and talk before writing they all began to write independently with varying degrees of improvement.

Adopting a draw, talk, write approach allowed me to connect with each student, celebrate their strengths and build on what they already knew and could do. Previously struggling writers began to see themselves as competent communicators focused on the meaning and intent of their messages. I will share this simple but powerful process using work samples to illustrate.

**Natalie Thompson** is a PhD candidate at Charles Sturt University with a research focus of children’s perspectives of themselves as learners of literacy in the 21st century and is supervised by Dr. Noella Mackenzie. Natalie is an experienced special education teacher with a passion for engaging diverse learners in literacy.

**Dr Noella Mackenzie** is a Senior Lecturer in literacy studies at Charles Sturt University, Albury. Noella focuses on: writing development in the early years; the relationship between drawing, talking and writing; and the transition experiences of early writers. Her research is informed by her ongoing work with classroom teachers.

**Pieces of the Puzzle: How the power of inquiry and cooperative learning combine to create a contextual picture of the meaningful use of language.**

Cooperative learning strategies scaffold and illustrate the steps of inquiry allowing students to discover and access relevant content language within our inquiry classroom. Previous research has focused only on cooperative learning and the inquiry process as separate pedagogical approaches. However, we found combining these approaches increases students use of language and improves associated outcomes.

Our new approach allows students to think critically about the language they use, inquiring into associated contextual and definitional meaning of language and how to apply this to new situations. Combining these approaches naturally differentiates...
and increases student outcomes. Our students, who initially scored below standard, showed increased confidence in applying language knowledge more meaningfully. Furthering this approach in our classrooms provides equal opportunity for all students including those who have previously disengaged. The power of a combined approach enables students to successfully apply their new contextual and definitional knowledge of language within our inquiry classroom.

Michael Richards: Before commencing his teaching career, Michael advocated for marginalised Youth and Children at the 2020 Youth Summit and as a Youth and Children’s Worker and School Chaplain. As a teacher, Michael continues supporting disengaged students. Using cooperative learning strategies, he encourages students to inquire into the world around them.

Anita McCarthy: Prior to commencing a teaching qualification, Anita volunteered with disadvantaged youth through St Vincent de Paul, leading camps assisting with marginalised children. Anita then began teaching in a low socioeconomic school where applying cooperative learning strategies enabled students who were disengaged with their learning to ignite a passion for inquiry.

### 11.00-11.40  City Room 3

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<tr>
<th>Time</th>
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<td>11.00-11.20</td>
<td>FR12a</td>
<td>Julie Arnold</td>
<td>A literacy data cycle story about people, not numbers</td>
<td>Presentation 20m</td>
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<tr>
<td>11.20-11.40</td>
<td>FR12b</td>
<td>Susan Daintith &amp; Debbie Dwyer</td>
<td>Weaving transitions for middle school students</td>
<td>Presentation 20m</td>
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**A literacy data cycle story about people, not numbers**

Ainscow & West (2006) and others describe the task of school improvement as technically simple but socially complex. This presentation shares one school’s approach to this problem in a secondary setting, addressing what we regarded as a plateau in our improvement in reading and a failure to translate what we have learned about reading to initiatives in writing and complex thinking. We tried to create, discuss and respond to data in a way that was useful and interesting, not stressful and pointless and supported teachers to work within and across faculties in meaningful ways. Most significantly, we completed a full implementation cycle so that our current initiatives are underpinned by authentic, valid evidence and foreground teacher efficacy and agency. Oh, and the children seem to be reading and writing better too.

**Julie Arnold** has taught English for 20 years, 15 as Faculty Head and two as Literacy Coach. She was a 2015 recipient of Griffith University’s Teaching & Learning grant, and her work as Head of English and Literacy saw Corinda State High School recognised by Education Queensland’s High Performance Strategy project for sustained improvement in reading. She chairs the PD Committee for ETAQ and is a QCAA District Panelist. In 2013, she published *English in Practice*, with Lynda Wall and Cambridge University Press.

### 11.00-11.40  Riverbank 6

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<tr>
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<td>FR13a</td>
<td>Sandra Duncanson</td>
<td>English? Is that still a thing? Insight Publications</td>
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<td>11.20-11.40</td>
<td>FR13b</td>
<td>Sally Murphy</td>
<td>Narratives in Verse: What Verse Novels Can Offer Young Readers</td>
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**The changing nature of English and the benefits of teaching verse novels in the Primary and Middle Years (3-12)**

Sandra Duncanson 11.00-11.20

English? Is that still a thing? Insight Publications

Sally Murphy 11.20-11.40

Narratives in Verse: What Verse Novels Can Offer Young Readers

**Debbie Dwyer** has been a passionate English teacher for thirty years in a range of public high schools and colleges in Canberra, ACT. Always seeking to improve her practice, she has been involved in her local English teachers’ association from her first year of teaching. In that capacity, she has been on the executive, worked as the treasurer and been on the organizing committee for national conferences. Debbie has presented professional learning opportunities at local schools and workshops, as well as local, national and international conferences. She is currently the head of the English and Languages faculty at Campbell High School, ACT, right next to the Australian War Memorial.

### 11.00-11.40  City Room 3

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language. How can teachers help students wrangle this constantly shifting, multifaceted, unregulated beast when even ‘Standard Australian English’ is hard to pin down? This conundrum is also faced by editors, whose daily work involves deciding when to enforce traditional spelling and grammar rules and when to ignore them in favour of regional variations, slang or even symbols. It’s enough to make you 😅. This presentation will explore the intersection between English teaching and professional editing – including why, as language experts, we should revel in, rather than rage against, language variation and change. It will also discuss transferable ‘tricks of the editorial trade’ to help students successfully navigate different types of English.

Sandra Duncanson taught English for 15 years – including as Head of English – before becoming a full-time writer and editor. She is Senior Editor at Insight Publications, a Melbourne-based publisher specialising in English resources. She has co-authored textbooks, blogs as Harper Lane, writes animated shorts and is an IPEd Accredited Editor.

Narratives in Verse: What Verse Novels Can Offer Young Readers

In recent years the verse novel has become a firm part of the children’s literature landscape in Australia. The relatively short length of verse novels and their ability to provide an intense reading experience means they offer an emotion-rich alternative to longer prose novels and an accessible form of poetry. By comparing and contrasting verse and prose novels written by the same authors on similar themes, I highlight the way that verse novels create intimacy and emotional connection. Using the works of Steven Herrick and Sheryl Clark as examples, I argue that the verse novel proves a strong alternative and complement to prose-form narratives, offering variety and the opportunity to experience poetry both for personal reading and in classroom situations.

Sally Murphy is a children’s author, poet and doctoral candidate. She has written over 40 children’s and educational books, and has over 20 years’ experience as a teacher of secondary English, primary school and tertiary subjects. Her doctoral studies focus on the theme of belonging in children’s poetry.

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<th>Time</th>
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<tr>
<td>11.00-11.40</td>
<td>Riverbank 8</td>
<td>FR14 Reading programs and explicit strategies to improve students’ reading, in Primary and Secondary years (3-12, T)</td>
<td>Chair: Fiona Laing</td>
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<td>11.00-11.20</td>
<td>FR14a</td>
<td>Shamala Ramakresinin voices from the classroom: Students’ views on reading practices of their school</td>
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<td>11.20-11.40</td>
<td>FR14b</td>
<td>Alex Cape I’d Rather Be Bad Than Dumb: The Effects of Explicitly Teaching Reading Strategies on a Student with Dyslexia</td>
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Voices from the classroom: Students’ views on reading practices of their school

This study which was conducted in Singapore, involved 567 students in the age range of 10 to 12. These participants provided their views on the following issues: reading practices conducted in their school; effectiveness of reading programmes and reading resources, as well as the role played by their English teachers in promoting reading. The study adopted a mixed-method design and used questionnaires and focused group discussions (FGD) to address the afore-mentioned issues. SPSS 21.0 and NVIVO 10.1 softwares were used to analyse close-ended questionnaire items and FGD transcripts respectively. Mixed-method findings revealed that comparable results were observed between schools for some issues while differences were noted for others. The findings act as a platform for schools to critically examine their own reading programmes, and for practitioners to become reflective as they approach reading in their classrooms. Essentially, students’ voices determine the efficacy of reading programmes in their schools.

Currently, Shamala Ramakresinin is an associate faculty with Singapore Institute of Management University; she teaches Linguistics modules to undergraduates at School of Arts and Social Sciences. She also teaches Communication Skills at Centre for English Language Communication, National University of Singapore. She is a doctoral student with National Institute of Education.

I’d Rather Be Bad Than Dumb – The Effects of Explicitly Teaching Reading Strategies on a Student with Dyslexia

The number of students with literacy difficulties in mainstream classrooms is on the rise and many of these students have one thing in common: they would prefer to be thought of as the ‘bad’ student rather than the ‘dumb’ one. Yet once past this disengaged demeanour, teachers often discover a student with very low self-esteem who has adopted their disruptive approach so that their peers and teachers won’t realise how much they struggle with reading. This paper presents the results of an intervention conducted with a year eight student and the effects on his strategy knowledge and self-esteem. It highlights the empowering nature of explicit strategy instruction and suggests ways in which this instruction can be incorporated into a mainstream classroom, illustrated by examples from the presenter’s own practice. Participants will have the opportunity to reflect and consider ways in which strategy instruction may benefit their students.

Alexandra Cape has been teaching English for twelve years, the last five at Mount Gambier High School. Alexandra holds a Bachelor of Arts and Graduate Diploma in Education from the University of Adelaide and recently completed a Master of Education (Cognitive Psychology and Educational Practice) at Flinders University.
| 11.50-12.30 | Meeting Room L2 | FR15 | Jo Padgham and Robyn Watson | Chair: Grant Webb | Workshop 40m F-7

**Literacy, Learning and Leading (F-7)**

"It's not debatable. Effective leadership is essential for excellent school wide reading and writing practices across the curriculum, for creating a healthy school culture and for sustaining achievement... effectiveness in literacy teaching and effectiveness in leading are inseparable and equally significant ... the quality of teachers and the quality of leaders are the two most important variables in a school. School leadership matters as much as teacher quality. ‘ (Reggie Routman 2014)

Turner School’s work over the past four years has involved a sustained focus on building teacher and school leader capacity to improve student outcomes in all areas of literacy. The large teaching staff includes beginning and experienced teachers, mainstream and special education teachers, a leadership team of 7 and 2 literacy coaches. A shared focus on a set of literacy leadership priorities has built a forward looking school culture with highly effective teachers and continual growth in student literacy achievement. Literacy leadership priorities that have been crucial in the school’s success have been high levels of knowledge about all areas of literacy, shared beliefs and alignment of literacy practices, high expectations of every teacher and every student and improving each member of the literacy leadership team’s skills to ‘notice’ what is happening in every classroom every day.

The principal and deputy principal presentation team will share their literacy leadership priorities based on the work of Reggie Routman, Michael Fullan, Lyn Sharratt, Helen Timperley, Peter Freebody, John Hattie and Debbie Miller. Essential to our school’s success is the belief that all teachers are leaders of literacy. Turner School exemplifies what it looks like to have a highly effective school community focussed on collaboration between school leaders and teachers to drive ongoing improvement.

Weaving vignettes and narratives throughout the session, the workshop will provide a springboard for participants to reflect on their own school or system and to consider their next actions as literacy leaders. It would be beneficial for participants to attend this workshop with one or more members of their leadership team/ teacher leaders. We all have stories, struggles and solutions to share.

**Jo Padgham** is ALEA Vice President and the principal of Turner School in Canberra and had a period of leading literacy and numeracy for the ACT Education and Training Directorate. Jo has published journal articles in the area of literacy portfolios, student reflection, writing, reading and leading literacy improvement in schools. Jo’s most recent focus has been on developing school leaders as leaders of literacy and directed the ALEA documentary *Principals Leading Literacy: What Works and Why* and is a facilitator of PALLs ACT, an adaptation of the Principals as Literacy Leaders PALL program. Jo was awarded ALEA Life membership and an ACEL Honorary Fellowship in 2015.

**Robyn Watson** is deputy principal and professional learning coordinator of Turner School and a member of the ALEA ACT committee. Robyn has a strong focus on developing and supporting beginning teachers and works with all teachers to develop their capacity as teacher leaders across all curriculum areas with a focus on literacy. Robyn presented Turner’s literacy journey at the ALEA National Conferences in 2014 and 2015.

| 11.50-12.30 | Meeting Room L3 | FR16 | Julia Johnson convening | Chair: Julia Johnson | Workshop 40m F-7

**Daily 5 Chat Room (EC-3)**

The Daily 5(t)m is a supportive literacy structure that creates a positive learning environment and allows for differentiation of classroom instruction. In 2015 the Two Sisters created quite a buzz at the Canberra AATE/ALEA conference. Following on from the Sister’s presentation, this session is designed for conference participants to share their experience and knowledge of how they organise their classroom using the Daily 5. The workshop will follow a “Teach Meet [https://en.wikipedia.org/wiki/TeachMeet]” format with teachers, seated around table groups, nominating to share their experience for 2 or 7 minutes depending on their level of experience with the Daily 5.

**Julia Johnson** is an experienced teacher, currently working as a literacy consultant, for the Catholic Education Office in South Australia. Over the years, she has worked with teachers from several schools who have implemented the Daily 5 classroom management alongside the CAFÉ system.

| 11.50-12.30 | City Room 1 | FR17 | Inquiring into ideology and power and engaging with a sexually diverse world in secondary English classes (7-12) | Matthew Preston 11.50-12.10 | Chair: Michelle Morthorpe | Presentation 20m 7-12

Digging for Fire: engaging learners by inquiring into ideology and power

**Louise Townsin and Chris Walsh** 12.10-12.30

Literacy teaching strategies for border crossing to live together-in-difference in a gender, sex and sexuality diverse world

**Digging for Fire: engaging learners by inquiring into ideology and power**

The Australian Curriculum requires English students to develop an understanding of “value systems”, “actions that repress...
social power”, “cultural perceptions”, and the ability to “evaluate different perspectives”. However, explicit scaffolding of the knowledge required to interrogate society and culture seems lacking in the documentation. The disciplines of critical theory and cultural studies have richly informed subject English and offer us powerful tools, yet the question of ideology, which Terry Eagleton places at the “nexus between discourse and power”, languishes in the margins.

At a time when our world is marred by fundamentalism, violence, exploitation and environmental crisis, the English classroom is a space where dominant ideology can be made visible and alternative possibilities imagined.Explicitly teaching theory can allow students to develop a deep, contextual understandings, make critical thinking an accessible, joyful and empowering practice and enliven democracy by countering what Dewey calls our “infantile state of social knowledge”.

**Matthew Preston** has taught English and Media for 11 years and is currently Head of English at Elizabeth College in Hobart, Tasmania. He has held positions as Chief Marking Examiner and Setting Examiner in English and Media and been an executive member of the Tasmanian Association for Teachers of English.

**Literacy teaching strategies for border crossing to live together-in-difference in a gender, sex and sexuality diverse world**

Inclusive education challenges teachers to provide an education to all students free from discrimination based on gender, language, sexual orientation, pregnancy, culture, ethnicity, religion, health or disability, socioeconomic background or geographic location. However, many teachers need assistance with sexuality education topics, particularly ones that cover same sex attraction (SSA) to engage in more inclusive pedagogical practises that challenge homophobia, transphobia and heteronormativity. We first present a border pedagogy for living together-in-difference that encourages teachers and students to embrace difference and the potential for conflict and miscommunication. Then we describe a literacy unit to assist teachers in celebrating and supporting sexual and gender diversity where children and young people can experience different perspectives through modern literature and multimedia. Taken together, both the pedagogy and literacy unit assist educators in building on the educational goals of the Melbourne Declaration and engaging effectively with the Australian Curriculum’s cross-curriculum priorities so all students can prosper individually, collectively and communally in an interdependent globalised world.

**Louise Townsin** is a PhD candidate (Education) at Torrens University Australia. Her area of interest is in intercultural learning in tertiary contexts, with a current focus on student mobility. She has extensive experience working as an English teacher with international university students in the development of academic literacy skills. Louise’s education includes Master of Applied Linguistics, Graduate Diploma in Humanities (French) and a Bachelor of Social Science.

**Christopher Walsh** is currently a Professor of Education at James Cook University, Queensland. He researches widely in the field of literacy education and international development. He has published 2 co-edited books, 5 co-edited textbooks and over 100 refereed journal articles, book chapters, research reports and conference papers. He also edits Digital Culture & Education (DCE). Christopher’s primary concern is to enhance teacher education through applied research and by developing frameworks for analysing and conceptualising alternative visions of education in a time of unprecedented social and technological change. He does this intentionally to theorise and build sustainable educational futures that explicitly focus on improving literacy learning, schooling, student learning outcomes and fostering creativity.

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<th>Chair: Tim Nolan</th>
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<td>FR18a</td>
<td>Helen Digby 11.50-12.10 It’s how you play the game!</td>
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<td>Ekaterina Tour 12.10-12.30 Teachers’ self-initiated professional learning through Personal Learning Networks (PLNs)</td>
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**It’s how you play the game!**

How do you make teaching grammar, punctuation and spelling fun? Simple, make it a game! Using games in the classroom promotes a sense of fun, builds relationships and trust, and gives students a reason to become wordsmiths (or word nerds, as we call ourselves in my classroom). Like all learning activities, games need to be chosen carefully according to the outcome you are trying to achieve. This workshop will look at selecting traditional games, as well as how to adapt ideas from games and TV shows for classroom use. While the focus is on language skills, the ideas are suitable for primary and secondary students and across curriculum areas.

**Helen Digby** has been a classroom teacher since 1991 in a variety of country and city-fringe Victorian schools. She has a passion for teaching Literature. Her teaching ethos is driven by the belief that the job of the teacher is to show students how to solve problems, not to give them the answers.

**Teachers’ self-initiated professional learning through Personal Learning Networks (PLNs)**

It is widely acknowledged that to be able to teach language and literacy with digital technologies teachers need to engage in relevant professional learning. Existing formal models of professional learning are often criticised for being ineffective. In contrast, informal and self-initiated forms of learning have been recently recognised as meaningful and relevant but little is known about these authentic learning experiences for professional purposes. This paper draws on three teachers’ narratives about their practices of self-initiated professional learning through Personal Learning Networks (PLNs). It investigates how the participants’ everyday digital literacy practices provided opportunities for a range of professional practices that supported learning about digital technologies. The paper concludes by discussing how knowledge about self-initiated professional
Dr Ekaterina Tour is a lecturer in the Faculty of Education at Monash University. Her current research projects investigate how people use digital technologies and new literacies for everyday life, work and studies in different language contexts. Her full profile can be found at [http://newmediaresearch.educ.monash.edu.au/inm/dr-katrina-tour/](http://newmediaresearch.educ.monash.edu.au/inm/dr-katrina-tour/)

### Unleashing Creativity with App Smashing and E-twinning

Working in collaboration with other educators, as pedagogical partners, opens opportunities to increase levels of creativity. In 2016 we decided to embark on a regional collaboration project with a Malaysian counterpart. Funded through the Asia Education Foundation, our action research project focused on using a range of Apps in a process called App Smashing and facilitating an E-Twinning project with a Malaysian counterpart.

E-Twinning is a collaborative framework that encourages schools to share learning and teaching across borders and boundaries through online based communication. In Europe this method has been at the forefront of digital collaboration. Using a range of Apps in a process called App Smashing, opportunities for creativity were unleashed amongst a group of grade 9 Australian boys charged with the task of weaving "wonder and words" to engage with students from rural Pahang, in Kuantan province.

In this workshop we will be sharing our experiences on this journey, offering a range of ways in which app smashing can be incorporated into existing collaboration and offering suggestions for how the E-twinning links could be established between classrooms in your school, across schools in your area or state or even with other schools across the globe.

Jill Margerison holds a PhD in Political Science and International Relations and has worked in Tokyo as an editor, writer and teacher. In 2015 she led an IBSC Action Research project on Maker Culture. Interested in unlocking creative potential and deeper learning through Design Thinking, Jill offers insight into a range of vibrant learning communities highlighting the value of collaboration in this digital age.

Scott McDonald is a passionate literacy educator and a Senior Supervisor of the Queensland Core Skills writing task. He has developed two technical writing systems to help improve and develop fluency in student writing. Scott is a "foodie" and travel junkie who finds wonder in the world’s literature, culture and cuisine.

### Join the Twitterati - in the classroom and for your PL

Yet another piece of paper to fill out as you watch a film is surely a student’s idea of purgatory. Instead, you could (shock, horror) embrace social media to engage your students in the classroom.

This workshop will explore my experiment of Twitter in the classroom and how I broke the news to the Boss that I was using social media and phones. Whether watching documentaries or doing film and novel studies, this is a great way to develop student engagement and to encourage students to focus on writing short, sharp notes. The workshop will explore the setting up of Twitter accounts for students, how to use hashtags to focus the discussion and live tweeting during class. We will also explore how to collate the tweets afterwards to form a discussion resource for future lessons.

Using Twitter is a great way of developing your own professional learning. This session will also consider setting up your own professional learning network via Twitter. It will provide you with some tips and tricks on how to make Twitter the most valuable PD around.

Julie Ward is Head of English at Marist College Canberra. Her qualifications include a BA/B.ED and an M.Lit (which she studied because it was a much cooler degree abbreviation than for a Master of Arts). She has taught in boys’ schools for the past 15 years and loves challenging students (and teachers) to try new ways of learning.

### The Importance of Being Frank: Frankenstein, Frank-N-Furter and the Stage 1 Intertextual Study (11-12)

The Stage 1 Intertextual Study is here and presents us with both the comfort of the old and the challenge of the new. In this workshop, I will discuss how I used that seminal tale of gothic horror, Mary Shelley’s *Frankenstein* (novel and graphic novel), as a starting point with my own Stage 1 English class to explore intertextual connections with excerpts from a range of films, including James Whale’s *Bride of Frankenstein*, Mel Brooks’ *Young Frankenstein*; Jim Sharman’s *Rocky Horror Picture Show*; Tim Burton’s *Edward Scissorhands* and *Frankenweenie*; and Paul McGuigan’s *Victor Frankenstein*. Students analysed the similarities and differences between the original version and their chosen re-telling/s and how authors use intertextual references to create meaning. Students both responded to these texts and created their own texts to demonstrate their understanding of intertextuality.

Colleen McComish is English Learning Area coordinator at St Mark’s College, with nearly twenty years’ experience teaching senior English in metropolitan and country schools. She still loves what she does and, for this fan of the ghastly and the garish, the intertextual study was a match made in Hammer Horror heaven.
It’s not just what you know – the place of argumentation in senior school English

This research explores how successful year 12 English students not only have a sound understanding of content; they are also able to use a range of argumentation skills and strategies by which to present that content. This project is important because secondary English students may be hindered by their inability to construct arguments, explain ideas and use evidence sufficiently and this may have an adverse impact on their performance in year 12. Through a close examination of senior English examination papers and student texts, stronger answers are identified as employing argument structures and unity through key strategies of extension, elaboration and enhancement.

Jennifer Shand is a lecturer in English Education at the University of Western Australia. Her research interests include writing pedagogy, middle and upper school English curriculum, cross-curricula literacy, upper school Literature and young adult fiction. Recently, Jennifer has taught in Western Australian secondary schools where she has taught extensively in upper school English and Literature and middle school English years seven to ten.

‘What do I have to write?’: Helping secondary school students to interpret questions and instructions

When students sit down to write, they are usually responding to a question or instruction. Questions and instructions are used throughout the years of schooling to build understanding of subject content and to give students the opportunity to demonstrate their knowledge. This means that reading and interpreting questions and instructions are important literacy skills. However, questions and instructions can be complex, with multiple parts, especially in secondary schooling. So how can we help students to interpret questions and instructions?

This paper reports on research into the literacy demands of subject areas in secondary schooling. Findings will reveal how teachers can help students identify the parts of question or instruction and teach students how the question links to the required genre of the answer. Through research and practical examples from classrooms, this paper will suggest ways for teachers build students’ knowledge about language and literacy in subject areas.

Trish Weekes (PhD) is a specialist in subject-specific literacy in schooling. She has experience as a secondary school teacher, literacy consultant and teacher-educator. She has a special interest in Systemic Functional semiotics and she is the author of the Literacy Works range of literacy resources for secondary schooling.

30 min Concurrent Sessions 12.00-12.30

Encouraging your students to read more books: Insights from the International Study of Avid Book Readers (F-12)

Recreational book reading offers benefits for literacy performance and cognitive stamina, in addition to being an enjoyable pastime that fosters empathy. While the focus of my previous research has been on infrequent readers, investigating the opinions and experiences of avid book readers can play an important role in helping researchers and literacy educators understand what fosters avid reader identification and practice. This paper reports on findings from the 2015 International Study of Avid Book Readers, which draws on data from over 1000 international respondents who identified themselves as avid book readers. Findings with significance to teacher practice and school learning spaces are reported in this paper. The focus will be on the following:

1. The role that social influences such as teachers and parents can play in influencing individuals to become avid readers; and
2. How to create spaces within the school environment that are conducive to sustained silent reading for pleasure.

Dr Margaret Kristin Merga is a lecturer and researcher at Murdoch University who has taught English both in Australia and internationally. In 2012 she was awarded an Australian Postgraduate Award to undertake the West Australian Study in Adolescent Book Reading, which examined adolescents’ attitudes toward reading books for recreation, and the impact of social influences on adolescent engagement in the practice. After this project concluded in 2014, Margaret performed a key role in the 2014 Graduate Work Readiness Project at the Department of Health, Western Australia, before commencing at Murdoch in 2015. In 2015 Margaret began the International Study of Avid Book Readers, and she won an Ian Potter Grant to conduct the Western Australian Study in Children’s Book Reading in 2015/2016. She is also working with a dynamic team of literacy researchers at Deakin University who are performing further research in the area of adolescent literacy.
### Creative Writing Rescue: achieving success in student short stories (7-12)

Oh the joys of marking students’ short stories: the clichés; the over-writing; the never-ending dialogue; the first person narrator; the time-slipping tenses... Ah the agony! In response to what I found to be a pattern of poor writing in the creative writing of my students, for my professional appraisal, I chose to focus on developing creative writing skills in my classes. After more than a year of research, experimenting and refining, I have developed a number of strategies that have helped my students (both junior and senior) move from that first idea and first draft, to a more engaging story that is written with flair.

The improvement in my students’ marks for their creative writing has been an added bonus.

In this workshop I will share with you many of the lessons that I have used to develop writing skills. We will look at how to achieve rhythm and pattern in narratives; sentence variation; exploitation (to effect!) of punctuation; fine-tuning figurative language; and developing atmosphere and character. I will also examine some great samples of published work that demonstrate the skills that I am teaching. Finally, we will review student work, from draft to editing, to finished piece.

**Rachael Christopherson** currently teaches English at Brisbane Girls Grammar School. She has also taught English and Art in both co-education and single-sex schools, in both regional and urban settings. Rachael has presented workshops in local, state and national forums since 2003, and was the recipient of the ETAQ Peter Botsman Award in 2005. Her teaching is used as ‘model practice’ in the QUT Education degree course.

### Retreating to Advance: Engaging with Early Literacy Event to Build Confidence and Capacity in Teens (7-10)

Research on benefits when Year 8 literacy support classes engage as mentors for children in an early years literacy event, "Paint the Swan Read". Research focuses on increase in confidence and capacity in teens through play, storytelling, song and phonics. Students learned early literacy skills, created their own children’s books and practiced reading children’s books aloud in preparation for the event. Students comprise of English L1 speakers, ESL and EALD, Aboriginal English speakers, students with medical issues and boarders. Students showed motivation to produce their best writing. They demonstrated a knowledge of skills for literacy development. They strengthened their own phonics knowledge, EQ strategies and experienced an increase in personal confidence. When teenagers who struggle with literacy and other issues impacting their learning and well-being are able to focus on helping young children enjoy learning, their empathy and sense of play are engaged to the benefit of both parties.

Danielle has taught from pre-kindergarten to adults in the areas of English, Drama, Literacy and EALD in government, independent, Catholic and non-school settings. She has been Literacy Co-ordinator, Principal of the International Centre for Excellence and a class room teacher. Danielle’s passion is bringing creative play and deep thought into the learning experiences of all students.

### Facing the Challenges of Twenty-First Century Literacy Education: a synthesis of evidence for improving learning (F-7)

This interactive presentation will share key evidence from local classroom studies about activities that contribute in measurable ways to improved literacy development in the primary years. Not definitive conclusions. Not absolute proof. Rather, reasonable judgments of evidence that provides useful guidance to educators, leaders and policy makers about tasks, processes and opportunities for raising achievement and equity in literacy education.

At the heart of this presentation will be a narrative in the sense of Paulo Freire’s notion; that one always reads the world before one reads the word. In reading the world it is clear that basic design elements for ensuring learning improvement in literacy are relatively unchanging. What changes is how effectively, efficiently and reliably each element of a design for improving literacy results is implemented in specific classrooms and across organisations.

Interdisciplinary ideas will be synthesised with the identified classroom studies to illuminate key elements for literacy improvement initiatives. A contemporary design framework for rigorous implementations of initiatives will also be offered. The underlying premise for this interdisciplinary perspective is that literacy teaching and learning is highly complex work; as Richard Allington once noted teaching reading is rocket science. This interdisciplinary ‘reading’ of program design elements and implementation processes supports the pedagogical narrative for improving literacy learning in primary schools that will be presented. This narrative will identify tools and techniques that:

- empower educators to reshape their practices in service of sustainable improvements in literacy learning
- provide strategies and processes for teaching to individual learner strengths and needs
- identify activities that purposefully engage learners as co-designers and provide for deep learning
- support teachers and leaders to answer specific questions of practice that can lead to learning for scalable implementation.
Peter Nielsen is an experienced classroom teacher and researcher. His diverse track record includes design and coordination of whole-school learning support programs for children experiencing literacy learning difficulties to architect of the collaborative, Multilingual Literacy Approach. While at Flinders University he was responsible for delivering the English Curriculum Studies topic for pre-service teachers, design and delivery of two post-graduate topics for teachers and leaders of languages and literacy and mentorship of a range of school and partnership-based professional learning communities. He is passionate about helping young children to seasoned pedagogues harness the power of language to excite and engage and to build their repertoire of literacy teaching and learning practices in order to better understand their worlds and purposely create new ones. Peter is currently responsible for the primary schools’ literacy portfolio in the Department for Education and Child Development.

The grammar of visual design: developing a metalanguage to help students discuss the meaning-making resources involved in images and visual texts (7-12)

As texts in the 21st century become increasingly visual, it is necessary that students and teachers develop an understanding of visual resources and a metalanguage for discussing them. In this interactive workshop, teachers will use a grammar of visual design (Callow 2013; Kress & vanLeeuwen 2006; Unsworth 2001) to make meaning from a visual literacy text. Teachers will leave this session with: 1) an increased understanding of the visual resources employed by text producers, and a metalanguage for discussing them, 2) ideas for incorporating the grammar of visual design into lessons, 3) ideas of quality literary texts which can be explored using the grammar of visual design and 4) a list of references and resources for further reading.

Sarah Forrest has recently completed a Master of Education in Literacy and Language at the University of South Australia. She also tutors on the Bachelor of Education program at the university. She has a background in secondary English teaching and her teaching interests currently include visual and digital literacies.

Integrating literature-based learning in multigrade, small-schools classrooms (F-7)

The collaborative professional learning program we wish to share supports teachers in building school capacity through planning and implementing literature-based units of work in multigrade classrooms in small school settings. The program was trialled in Queanbeyan during T4 2015, and is currently being implemented for the second time in local interested schools. Lorraine wrote the program in response to a need identified by teachers faced with the challenge of new curricula implementation across multiple stages in the one classroom. Teachers are provided with a multistage English based unit to teach across a term, and are supported to produce their own integrated English units through fortnightly Adobe Connect Sessions involving five professional learning modules to build teacher leadership skills and capacity.

Teachers who participated reported that their knowledge of curriculum increased, facilitated by the collaborative, on-line professional learning delivery model, which resulted in building professional learning communities across schools. Student pre-test and post-test data indicated improvements in student speaking, listening, reading and writing. It was reported to address the need for teachers in small schools to implement multiple curricula through integrated literature-based English units.

Lorraine Beveridge has been a primary teacher and executive in NSW Department schools for 30 years. She has taught in undergraduate and post graduate courses in university and her PhD research is in the sustainability of collaborative teacher professional learning.

Sue Armstrong has worked across four education systems, mainly in the early primary years. Recently she has worked as Reading Recovery tutor, training Primary teachers to implement Reading Recovery intervention with students at risk of literacy failure in their second formal year of schooling.

Layering learning in an Oral Language Focused Classroom (F-3)

Effectively fitting all that we need to teach into a highly-packed English curriculum means that oral language, grammar and reading comprehension is challenging to teach explicitly. Layering children’s learning, revisiting similar ideas in a different way and drilling down into the heart of what to teach is essential. Children cannot comprehend text efficiently when they aren’t inquirers about language. This is particularly evident in low socioeconomic communities where children may not be exposed to everyday and more complex language. We incorporate practices such as Interactive Read Aloud, functional grammar, and vocabulary development that foster a culture of inquiry where children ask about words, use the words when talking and writing, and understand how to place discovered words in different contexts. Planning that is thorough but not onerous, valid assessment that makes sense, and practical ways to gather data will be shared. We show how creating word inquirers in an early childhood classroom can be a joyful experience.
**Donna Watson** is a classroom teacher who has worked for the Tasmanian Education Department for 29 years. She has taught in various schools in country Tasmania and currently in lower socio-economic communities in the city of Launceston. Her special interest is in literacy and she loves teaching Prep children.

**Alison Venter** has a Masters in Education and recently presented at the International Literacy Association Conference in St Louis, Missouri. She is a classroom teacher and has extensive experience in early childhood literacy, reading intervention, and is currently a literacy coach/leader in a K-10 school.

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**Spelling out their stories: What can we learn about spelling from the voices of children and their teachers? (F-10)**

Capturing the complexities of learning and instruction in spelling has predominantly involved empirical analyses of student spelling using standardised measures of spelling performance. Yet, the voices of students and their teachers also have potential to offer valuable insights. This paper shares semi-structured interview data from students and their teachers (Years 3 to 6) in the Australian Capital Territory. Content analysis of the interview transcripts was employed to gain rich descriptions of the spelling strategies those students used, as well as the instructional approaches teachers reportedly adopted. Insights were revealing: If students were mostly taught to ‘sound out’ words and/or to ‘retrieve words’ from long term memory, they were less likely to consciously draw on other linguistic processes when encoding less familiar words. The findings also suggest that success with spelling may partly be attributed to the opportunities that children have been afforded both at home and at school, with reading, writing and speaking; however, teachers’ linguistic knowledge, confidence in teaching spelling and quality of instruction were also critical factors.

**Tessa Daffern** is an Assistant Professor in Teacher Education at the University of Canberra. Her PhD examined spelling acquisition in the primary years. Tessa has also been a member of the Research Institute for Professional Practice, Learning and Education at Charles Sturt University, and she enjoys her regular professional work with school teachers.

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**English educator-writers in a professional learning community: "Writing back" to standards-based reforms (All)**

Standards-based education reforms in Australia, and internationally, continue to shape the work and identity of English teachers in significant ways. Some professional learning initiatives of teachers, professional associations and university-school partnerships ‘speak back’ to the rhetoric of standards, offering scaffolded opportunities for teachers to learn and develop in ways that are not prescribed by standardised curriculums or professional standards documents. These include professional learning communities of English teacher-writers focused on writing and professional conversation (Aharonian, in press; Locke, 2014; Smith & Wrigley, 2012; Whitney et al, 2014). *stella*2.0, a recent professional learning initiative led by the authors in association with VATE, revisits the internationally recognised STELLA project in Australia (1998-2001), in providing creative and collaborative spaces for English teachers, pre-service teachers, and teacher educators to write in dialogic professional communities (see www.stella2.org). This research paper uses dialogic narrative inquiry methods to report on the ways in which English educators in these spaces write about, reflect upon and develop their professional identities and practices as English educator-writers.

**Graham Parr** is an Associate Professor of language, literacy and literature education at Monash University. His research interests include: creativity in English education, professional learning, and teacher education. Recent publications include: Inquiry-based professional learning: Speaking back to standards-based reforms (2010), and Language and creativity in contemporary English classrooms (2014).

**Scott Bulfin** is a senior lecturer in the Faculty of Education at Monash University. His research examines critical approaches to literacy and digital media, English curriculum, and professional identity and writing. His most recent book is *Critical Perspectives on Technology and Education* (Palgrave, 2015).

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**Designing Learning using Composing Written Texts across the Australian Curriculum F-6 (EC-7)**

*Composing Written Texts Across the Australian Curriculum F-6* is a resource to support students to develop written English as they progress along the literacy continuum. The document aligns with the Australian Curriculum Literacy Capability and the Language and Literacy Levels across the Australian Curriculum. It provides annotated text models which correlate with the Language Levels and AC subjects History, English and Science. These models are supported by a range of suggested learning activities to guide teachers and students towards an explicit understanding of the language features of each of the genres. Presenters will give an overview of Composing Written Texts and provide examples of how the resource has been used in the classroom.

**Kylie Pedler** is an experienced Early Years teacher and has worked as an EAL Network teacher for Catholic Education SA for the last 5 years. Her work consists of classroom and small group teaching while supporting teachers to foreground language within the teaching and learning cycle. She is also the editor of the Composing Written Texts resource.

**Sharyn Clyma** is an EAL Coordinator with Catholic Education SA. She has worked in education for over twenty five years in both primary and secondary settings, New Arrivals Programs and a range of EAL teaching positions. Her current role includes supporting schools in implementing Composing Written Texts so as to teach language explicitly across the curriculum.
Creating worlds for wondering (EC)

The learning environment reflects the culture of people who created it, communicates the relationships between the children and adults who use the space, and can inspire wonder. This workshop shares learnings from implementation of the assessment task for an early years curriculum course in a Bachelor of Education (Primary) program (across 4 years), that requires students to design the layout and features an early years classroom to inspire wonder. They weave into their designs inspiration from visits to world class innovative children’s spaces: The Corner at the State Library Queensland and the Children’s Art Centre, at the Gallery of Modern Art. Principles from Ceppi and Zini's (1998) *Children, spaces, relations* book provide a framework for their designs. Multiple images and designs of inspiring language and literacy learning environments for early years will be shared and unpacked for their learning potential. Careful consideration to the architecture of learning spaces can inspire wonder.

Louise Phillips is a lecturer of early years, arts and literacy education in the School of Education at The University of Queensland. Louise has more than twenty-five years’ experience in early childhood education and eight years’ experience researching storytelling. She is co-editor of *Practical Literacy* and a professional storyteller. See [http://louptales.education](http://louptales.education)

Vacating the Floor: Introducing Dialogic Talk in a Grade 1/2 Classroom (F-2)

This workshop is based on the work of Christine Edwards-Groves, Michele Anstey and Geoff Bull in “Classroom Talk: Understanding dialogue, pedagogy and practice” (PETeA, 2013). Most classroom discussions are very teacher directed and are built around the IRE structure: Initiation, Response and Evaluation. The teacher asks a question (Initiation), some students put up their hand and a child is chosen to answer it (response) and the teacher says something like, “That’s right” or “Good girl” (evaluation). This type of talk is monologic and is extremely limiting in its capacity to allow students to converse with each other, expand on their ideas, express their thinking and to work through their misconceptions.

In 2014 I attended three workshops with Geoff Bull and Michele Anstey on the implementation of dialogic talk in classrooms. In 2015, as part of my Professional Learning Plan (PLP) and in line with our school’s professional learning around reading comprehension strategies, I decided to embed dialogic talk into my classroom talk structure and to use purposeful strategies to allow all students in my Grade 1/2 classroom to engage in conversations around shared texts. The results were extremely pleasing and resulted in the building of a community of little learners who were able to converse, use meta-language and think about texts in a much deeper way.

In this presentation I will outline my journey and the strategies I used to develop the children’s ability to converse deeply and meaningfully about texts. I will present audio-snippets of the classroom talk and link it to the curriculum areas outlined and to current research around classroom talk.

Victoria Cochrane (M.Ed. Hons.) is currently a classroom teacher at Table Cape Primary School in Wynyard, Tasmania. She has previously worked as a literacy advisor in a Commonwealth Government Pilot Project, as a literacy/numeracy coach, school improvement officer and a learning support teacher.

Strategies for differentiation for all literacy levels in mainstream classrooms

Effective teachers understand that meeting the literacy needs of every child in a diverse class is essential. Translating this belief into classroom practice that works is the real challenge. This workshop presents specific, practical strategies to assist teachers in mainstream classes to address the literacy needs of all students. It focuses on getting to know students well and using this knowledge to plan flexible experiences that provide choice and draw on students’ strengths, preferences and interests.

Embedding differentiation in the planning of learning experiences increases the chances of all students successfully accessing the content, reducing the need for additional remediation or extension. The tools described provide practical suggestions for building flexible learning experiences that are engaging and cater to individual differences in literacy and learning. They will assist teachers of middle-school students with a range of literacy levels to access content and demonstrate learning in engaging and personally relevant ways.

Pam Fitzgerald has taught in schools K – 12 for 28 years and has a Ph.D in Literacy and Special Education. She has worked online for Walden University (USA) for 12 years and is currently a Lecturer in Education (Reading and Literacy) at Torrens University, based in Adelaide.

Teachers as Writers: What do teachers write?

This presentation addresses the theme 'Weaving Worlds with Words and Wonder...' and relates to the conference strand, Narrative. It reports on research findings about the genres of writing that teachers engage in. Teachers, and the rest of society,
are in a historically unique time with a range of opportunities for writers. Web 2.0 in particular, as well as self-publishing, has lead to a myriad of opportunities to write and publish and to reach audiences previously unimagined. New and innovative text formats are now available including online publishing and the associated multimedia and hypermodality (Lemke, 2002) components. These provide us with unique ‘... contexts in which to read, write and communicate’ (Leu, O’Byrne, Zawilinski, McVerry, & Everett-Cacopardo, 2009). This work is part of a larger study of ‘Teachers as Writers’. It draws on data collected, and about our practicing teachers’ involvement as writers as we explore the forms or genres of writing they engage in both in and out of school including those published in digital formats. Examples of ‘teacher writing’ in a range of genres will be shared during this session.

Dr Muriel Wells is a senior lecturer in the School of Education at Deakin University, Geelong. Her current research interests include teacher professional learning, teachers who write and the impact of digital technologies on literacy practices.

Creating a Preference for Poetry: postgraduate pre-service teachers’ attitudes towards the teaching of poetry

Is the promotion of poetry a responsibility shared by all English teachers? This session reports on a small scale research project that examined postgraduate pre-service teachers’ attitudes towards the teaching of poetry. In one Australian state (Victoria), where the teaching of poetry is optional, English teachers have eschewed this genre. Widespread avoidance of poetry leads to a ‘vicious cycle’ in which pre-service teachers lack the confidence to teach poetry because they were not offered it during their own schooling. One of the outcomes of this project is that we now have a better understanding of the extent to which pre-service teachers consider poetry to be important, and we are also more aware of their lack of preparedness to teach this genre.

For twenty years Mary Weaven was a secondary English teacher and curriculum consultant in Victorian government schools. She has also taught in TAFE. Mary is currently a senior lecturer at Victoria University where her research and publications centre on social justice; literacy as a social practice; and on the teaching of poetry.

Using Classic Literature and the Quest Narrative to Challenge Gifted and Talented Students

Following the identification of a specific need to encourage critical literacy in students of high intellectual potential, I used research and resources from GERRIC to develop a program for extension classes for students in years 4-9. In particular, Quest narratives which feature a character with particular strengths or abilities, like ‘A Wrinkle in Time’ were successful with these students. This workshop will look at the specific needs of Gifted and Talented students in the study of English and how text like these can challenge students and assist them to identify and develop personal understanding and metacognitive strategies.

Sarah Chambers: Currently the Head of English and Humanities at Investigator College in regional South Australia, Sarah also co-ordinates an Enrichment Program, identifying and providing extension curriculum for students of high intellectual potential.

Using the Reading Australia website to inspire new ideas and assessment tasks (7-12, T)

The Reading Australia website (http://readingaustralia.com.au/) hosts a range of exciting curriculum units designed for the teaching of Australian literature across early and primary years through to senior secondary levels. In this workshop, you will explore some original and unique approaches to teaching literature, as well as innovative assessment tasks and their rubrics. While RA is a brilliant resource for teaching Australian poetry, novels, non-fiction, drama and picture books, this workshop will go further and focus on how you can use and adapt the on-line resources, classroom activities and assessment tasks to suit the diverse texts you use in your English Classroom. Whether you are early or late career, teaching the work of Chinua Achebe or Emily Dickinson, looking for authentic ways to integrate digital technologies, or working with new Australian classics such as Jasper Jones and The Arrival, you will be inspired by new ideas and classroom approaches aligned to the Australian Curriculum and NSW English syllabuses, and freely available to everyone on the RA website.

Dr Rosie Kerin has taught English/Literacy from Middle School through to under- and post-grad programs. She now works as a curriculum designer, and writer/facilitator of professional learning for teachers. She believes in challenging norms (including her own) to promote creativity, rigour and equity for the benefit of all students. With her colleague, Josie McKinnon, she has written ten online curriculum units for the Reading Australia project.
60 min Concurrent Sessions 2.10-3.10

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**Embedding oral language across the curriculum (F-7)**

In our work with teachers and school leaders internationally, the topic of oral language is often raised as a concern. Teachers report that many students struggle with the basic oral language demands that school presents and school leaders often observe that there is a not enough student talk in classrooms.

This keynote aims to support teachers to include more quality ‘learning talk’ in classrooms and to embed purposeful speaking and listening opportunities across the curriculum. It presents research-based ideas and activities to translate theory into classroom practice.

Sheena Cameron is an experienced teacher who has taught in New Zealand, the United Kingdom and the United States. She has taught at primary, intermediate and tertiary levels. Sheena currently facilitates literacy workshops both in New Zealand and internationally. She is the author of a number of books including Teaching Reading Comprehension Strategies (2009) and with Louise Dempsey, The Writing Book (2013), and The Oral Language Book (2016).

Louise Dempsey is an experienced teacher, consultant and trainer who has worked in New Zealand and the United Kingdom. She facilitates literacy training and professional learning around New Zealand and Australia and has completed a range of writing projects for NZ and English publishers, including the Department of Education in the United Kingdom. Louise co-authored The Writing Book with Sheena Cameron (2013), and The Oral Language Book (2016).

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90 min Concurrent Sessions 2.10-3.40

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<th>Time</th>
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<th>Facilitators</th>
<th>Chair</th>
<th>Duration</th>
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<tbody>
<tr>
<td>2.10-3.40</td>
<td>Art Gallery of SA</td>
<td>FR39</td>
<td>Karen Rantissi</td>
<td>Julia Johnson</td>
<td>90m</td>
<td>F-10</td>
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**How to Get a Picture to Tell 1000 Words (F-10)**

*They say a picture tells 1000 words. Let’s discover how to effectively draw them out!*

Our ancestors drew upon cave paintings to express and share their stories – today we have a wealth of artworks that ignite imaginative stories within their onlookers. Discover ways to harness arts potential to improve literacy outcomes, through artistic discussions, imaginative writing and vocabulary enrichment through creating, appreciating and conceptualising artworks. Enjoy the unique opportunity to partake in a creative writing workshop, held at The Art Gallery of South Australia, allowing the many masterpieces to inspire us. Participate in hands-on learning activities and enjoy student samples of imaginative writing, letters, plays, poems and descriptive language activities that have been inspired by artworks, whilst on location. This workshop offers a wealth of learning resources, opportunities to develop and/or consolidate professional knowledge of both literacy and the arts as well as establish professional networks with the educational team at The Art Gallery of South Australia.

Karen Rantissi is a teacher of Reading Recovery, Learning and Support and is a specialist teacher of the Creative Arts. Karen completed her Masters of Education, researching the quality teaching of Creative Arts. She is a member of the Teachers Panel of the Museum of Contemporary Art, Sydney and The Lismore Regional Gallery. In 2015, Karen was awarded an Australia Day Arts and Culture Award.

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<tr>
<td>2.10-3.40</td>
<td>Meeting Room L2</td>
<td>FR40</td>
<td>Robyn Ewing, John Nicholas Saunders &amp; Robyn Brookes</td>
<td>Heather Lawes</td>
<td>90m</td>
<td>F-7, T</td>
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**Enhancing literacy through drama and literature: School Drama (F-7, T)**

First developed in 2009, the School Drama™ program is an initiative developed by Sydney Theatre Company in partnership with the University of Sydney. Now also offered by the State Theatre Company, South Australia, School Drama™ is a teacher...
professional learning, artist-in-residence program for primary teachers with a difference. The program’s co-mentoring model involves a Teaching Artist working alongside the classroom teacher modelling the use of process drama-based strategies with literature to enhance English and literacy teaching and learning thus improving student outcomes. The Teaching Artist shares their theatre skills and artistry with the classroom teacher.

Teachers are supported in developing expertise and confidence in using process-drama as critical, quality pedagogy in their English lessons and across the curriculum. At the same time they learn to adapt their artistry to particular English or literacy outcomes in specific classroom contexts. This practical workshop will model a School Drama™ teacher learning experience using a contemporary picture book. No prior knowledge is required but come prepared to have fun!

**John Nicholas Saunders, Education Manager Sydney Theatre Company**

John is a former secondary school teacher currently the Education Manager at Sydney Theatre Company (STC). Prior to joining STC, John Nicholas was a drama teacher and Head of Department: The Arts. His research and teaching concentrates on the role of Drama pedagogy on improving student academic and non-academic outcomes. In 2014 John Nicholas was awarded the CHASS Australia Prize for a Future Leader in the Humanities, Arts and Social Sciences. John Nicholas has extensive experience in Arts Education and currently holds the following positions; President of Drama NSW; Director of Arts, Education Policy & Curriculum with the Drama Australia Board; Board Member of Playlab Press; Reference Group Member of the Arts Learning Forum with the Australia Council for the Arts; and Drama Education representative on the National Advocates for Arts Education (NAAE).

**Robyn Brookes, Education Manager at the State Theatre Company, South Australia**

Robyn Brookes is a former drama and music teacher working across the primary and secondary sector, as well as lecturing in Commercial Music at TAFE. For the past eight years, she has been the Education Manager at State Theatre Company SA. Over this time Robyn has developed the education program; designing and programming workshops for students and teachers, facilitating the education tour and developing student experiences including; work experience, the young playwright’s award and summer school. Robyn has developed STC’s School Drama program in South Australia delivering training to artists, teachers and school leadership teams. Robyn is also a talented artist, performing in musical theatre, cabaret and working in various bands.

**Robyn Ewing AM, Professor of Teacher Education and the Arts, University of Sydney**

A former primary teacher Robyn teaches in the areas of curriculum, English and drama, working with both undergraduate and postgraduate students. Robyn is passionate about the Arts and education and the role quality arts experiences and processes can and should play in pedagogy across the curriculum. In the areas of English, literacy and the arts, Robyn’s research has particularly focused on the use of educational or process drama with authentic literary texts to develop students’ critical literacies. She has been published widely in this area. She has worked in partnership with Sydney Theatre Company on the School Drama program since 2009. She was National President of ALEA from 2011-2015.

### 40 min Concurrent Sessions 2.10-2.50

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<tr>
<th>Time</th>
<th>Meeting Location</th>
<th>Workshop Title</th>
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<tr>
<td>2.10-2.50</td>
<td>Room L1</td>
<td>Workshop 40m, 7-10, Food 4 Thought: a deep dive into Oxfam’s AC English classroom resource (7-10)</td>
<td>Kate Phillips</td>
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<td>Chris Thompson</td>
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<td>Workshop 40m, 7-10, Oxfam is uniquely placed to provide texts and data for study that present an authentic voice to explore social justice themes.</td>
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<tr>
<td>2.10-2.50</td>
<td>Room L3</td>
<td>Workshop 40m, 7-10, Reading Australia in Primary Classrooms (EC-7)</td>
<td>Frankie Roberts</td>
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<td>Workshop 40m, 7-10, Reading Australia provides innovative and insightful teacher resources mapped to the Australian Curriculum.</td>
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<td>Chair: Frankie Roberts</td>
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**Food 4 Thought: a deep dive into Oxfam’s AC English classroom resource (7-10)**

How do students make ethical and informed decisions to address real-world issues? How do they express their ideas to create positive social change? Oxfam Australia’s interactive online resource, Food 4 Thought, aims to support students to become ethical, informed and active global citizens through the study of English and Geography.

Two English programs have been developed for Year 7–10, using an inquiry-based approach to provide flexibility for educators to align the learning sequences with their individual pedagogy and the needs of the learners. Including research reports, youth-generated blogs, infographics, celebrity video-diaries, photo essays, campaign materials, press releases, animations and more — Oxfam is uniquely placed to provide texts and data for study that present an authentic voice to explore social justice themes.

**Kate Phillips** recently joined Oxfam Australia as the Schools Program Coordinator, after leading the education resources development at Caritas Australia for just under four years. Prior to moving to Australia, Kate worked with various NGOs and education institutions in the UK training grad teachers, facilitating professional development sessions in schools, and creating education resources. Kate has also lived and taught overseas, including teaching English and French in Madagascar.

**Reading Australia in Primary Classrooms (EC-7)**

Reading Australia provides innovative and insightful teacher resources mapped to the Australian Curriculum. Featured are innovative resources for teaching a wide range of Australian children’s books from Foundation through to Year 6, including classic, contemporary and indigenous texts. These resources are created by teachers from all across Australia and epitomise the act of teachers sharing their experience and new ideas of classroom practice.

In this presentation, you will be guided through a selection of resources, demonstrating practical implementation of curriculum outcomes through the planned teaching sequences, showing the possibilities of adapting and modifying them to suit alternative texts, and ways to incorporate dynamic teaching and learning in classrooms. She will show how these resources can be used to assist busy classroom teachers to comply with curriculum requirements while ensuring primary
Intersemiosis and interpretive possibilities in children's literature and animated movie adaptations: A systemic functional semiotic perspective (3-10, T)

While some live action movie adaptations of children's literature entail substantial variation from the story events and characterization in the book versions, a significant number of animated movie adaptations seem to maintain the events and characterization of the book versions, including the very similar minimalist depictions of the characters. In comparing the interpretive possibilities and thematic concerns of such versions of ostensibly the same story, a productive investigative focus is the distribution of experiential and interpersonal meaning across the visual and verbal modes. This presentation compares the book and movie versions of the popular children’s novel (Gaiman, 2002), graphic novel (Gaiman & Russell, 2008) and animated movie (Selick, 2009), Coraline, and the picture book and animated movie versions of Raymond Briggs' When the Wind Blows (Briggs, 1983). Implications are drawn for advancing the theorizing of image-language relations in multimodal texts, multimodal literary analyses, and teaching multimodal literature in the school curriculum.

Len Unsworth is Professor in English and Literacies Education at the Australian Catholic University in Sydney. His recent book publications include Reading Visual Narratives (Equinox, 2013) with Clare Painter and Jim Martin, and with Angela Thomas, English Teaching and New Literacies Pedagogy: Interpreting and authoring digital multimedia narratives (Peter Lang Publishing 2014).
Honey Ant Readers: Opening the World of Wonder to Indigenous Learners (EC-3, T)
When teachers enhance their own knowledge of the complexities of English syntax and terminology, they are able to explicitly help their learners to understand how it ‘functions’. Stronger knowledge of Second Language Acquisition helps teachers to better diagnose student language needs. Teachers need an understanding of the linguistic challenges facing their EAL/D learners, because inaccurate perceptions lead to lower teacher expectations and diminished student performance. A lack of recognition in particular of the legitimacy and systematicity of the Aboriginal English (AE) vernacular contributes to inequitable educational outcomes for Indigenous school students.
Join Margaret and one of the Indigenous Elders she works with in a practical workshop to learn more about how a deeper knowledge of your student’s language and culture can assist your teaching. They will also discuss the culturally and linguistically appropriate readers they developed to help address the disparity between Indigenous and non-Indigenous educational outcomes.

Margaret James (M.Ed TESOL) is an outspoken advocate for equal access to education, with a passion for early literacy, singing and second language acquisition. Collaborating with Aboriginal Elders, she developed the innovative Honey Ant Readers for Aboriginal children, including a program of songs and rhymes, teaching English to EAL learners.

Improving Reading through Critical Thinking and Digital Technologies (3-7)
Have you ever heard “I don’t like reading”, “reading is boring” or “I don’t understand what I am reading?” As part of my dedication to my students, I want to foster a passion for reading that propels students into a new attitude towards reading, ensuring that the above statements are never part of classroom culture. Implementing strategies by setting goals in partnership with my students, builds success, builds confidence as well as develops reading skills. When children discover that reading is about thinking they are more likely to comprehend, analyse and enjoy reading. This workshop gives practical reading strategies, including the use of digital technologies and visuals, which will challenge children’s thinking and make meaning of different forms of text. When students establish clear goals and put strategies together to achieve these goals, they are more likely to experience success making their reading journey an ongoing life learning adventure.

Steve Taylor is a Year 5 teacher at Bethany Christian School, Paralowie, South Australia. He is a member of the School Council overseeing the vision and direction of the school. Steve has been a part of the schools “BYO device “pilot program” incorporating i-Pads (digital technologies) into the classroom to improve student learning with a particular emphasis on reading.

Feedback to Grow and Develop Teaching and Learning Strategies Underpinned by Visible Thinking (3-12)
What is powerful learning feedback?
How can we make this a powerful learning tool for staff and students?
This workshop will present ideas for teacher to teacher, teacher to student, student to teacher feedback. It will embed Visible Thinking Routines to empower, both the teacher and the student. Teacher practice and student performance can be improved. This process is collaborative, guiding, motivating and supportive and a pathway for future learning is provided. This workshop will be interactive.

Bev Steer, Carey Baptist Grammar School
Bev’s long background in Gifted Education, has empowered her understanding of how learners learn. She is currently assisting with Professional Development of staff. Her passions are teaching, learning and thinking philosophies. She presents at many conferences and is a sessional lecturer at Monash University.

Providing authentic and effective comprehension opportunities for all students (F-7)
This presentation explores strategies to support the development of deep comprehension for all students. Inferential comprehension readers move beyond literal thinking to understanding the meaning that isn’t explicitly stated in the text. When students process reading content actively, it assists them in understanding and remembering what they have read.
Creating links between the new and the known enforces comprehension and knowledge for the student. The presenters will share strategies that guide students from literal to inferential comprehension understanding. There is a focus on supporting students with learning challenges, including students with an ASD. Thoughtful consideration of inference skill strategies is critical to increasing reading achievements for all students.
As there are many inferential comprehension reading strategies available, we will model and share those that are particular in their delivery and their outcome. Students are capable of learning the strategies presented and these strategies will enlighten and empower your students’ world.

Sharon Clewer is in her third year of primary teaching and works at Kingsford Smith School in Canberra. She has taught mainstream primary students and is currently teaching a Year 4 class. Sharon’s interests include specific reading strategies that assist in developing and encouraging the student’s reading skills and knowledge.
Developing a differentiated model for the teaching of creative writing to gifted and talented students (F-12)

Engaging the reader using literary techniques at all language strata while maintaining a focused and cohesive storyline is a challenging task to many high school students. Among many literary techniques (such as personification, metaphor, simile, alliteration and imagery), repetition can be very familiar to many teachers and students. However, repetition in this presentation is not restricted only to the ‘knowingly repetition of a word or group of words’. This presentation extends the current common understanding of repetition and illustrates its dynamic and powerful functions in creating two contrasting worlds in a story and in intensifying attitudes.

Dr Thu Ngo is lecturer in Literacies, TESOL and Languages education at the University of New England. Her current research interest is in evaluative meanings in written, visual and gestural mode.

40 min Concurrent Sessions 3.00-3.40

Enhancing School-wide Literacy programs with the Functional Grammar Lightning Toolkit (3-12)

Good literacy improvement strategies that are simple yet effective seem few and far between. Beyond the usual staple of traditional literacy development tools, what kinds of strategies can fill the gap between high-end literacy training and practical, ready-to-use classroom tools? Functional Grammar has become a bit of a buzzword of late in this area, but relevant training can be overwhelming and complex. The Dynamic Literacy Project, a 2015 recipient of the NGS-Super Dedicated to the Dedicated Awards, aims to bridge that gap. This workshop provides a snapshot of some of the key tools that will enhance literacy improvement strategies for learners in individual classrooms or the whole-school setting.

This practical workshop is underpinned by key components of Functional Grammar and guides you through an understanding of Knowledge Taxonomy and Native Speaker Fluency Signatures, as planning, teaching, thinking-skills development and writing enhancement tools. For more information and for participant testimonials: http://dynamicliteracy.org/.

Laurence Lee is a passionate English and Humanities teacher and linguist, having successfully taught Stage 1 and 2 English Pathways at Cedar College. Trained in Linguistics at the University of Adelaide, he is a 2015 recipient of the NGS-Super Dedicated to the Dedicated Awards for his project, the Dynamic Literacy Project.

Building Picture Books: The Creative Collaboration between Author and Illustrator (3-12, T)

Maurice Sendak (Lanes, 1984) says: ‘You must never illustrate exactly what is written. You must find space so that pictures can do the work. Then you must let the words take over where words do it best.’ This presentation will explore the creative interplay between words and illustrations in range of picture books for older readers.

Gary Crew is one of Australia’s most awarded authors. He has conducted lectures and workshops on creativity and Creative Writing in the UK, the USA, Asia and the Pacific. Crew is an internationally published author of award winning novels and picture books. He is Professor of Creative Writing at the University of the Sunshine Coast.

Storytelling Through New Media: Using YouTube to Teach Narrative and Classic Texts (7-12)

This workshop will look at how teachers of English can use New Media, including YouTube and social media to engage students with stories and narrative features. Content will include showcasing educational channels on YouTube such as Crash Course: Literature, showing examples of the kind of videos available that can assist with the teaching of texts, and how to use them effectively. Other video projects that engage young people with literature will also be highlighted, such as The Lizzie Bennet Diaries, which adapted Pride and Prejudice into an interactive media story using YouTube, Twitter, and other social networking tools. The workshop will also discuss ways to use online video to teach creative skills such as personal voice and narrative structure, and engage with young adult authors through social networks.

Sarah Westgarth graduated from Flinders University with a Bachelor of Education / Bachelor of Arts in 2009, and is currently teaching English and Drama at Investigator College on South Australia’s south coast. She is an avid user and advocate for using new media in the classroom, and has been involved in many online events such as the annual Project for Awesome.
### Creating Cultural Omnivores: navigating low SES students through high cultural texts

“*But only the rich kids do Shakespeare!*” Too often I’ve heard my students lament that they aren’t “smart enough” to do the big names of literature. Ironically it is these authors and directors that explore the experiences that shape disadvantaged students’ lives. Meditating on themes such as alienation in *L’Etranger*, Hamlet’s internal turmoil or Shelley’s exploration of the meaning of humanity are invaluable experiences that should be afforded to all students, regardless of postcode. This workshop outlines successful teaching methodologies I have used with Aboriginal and Torres Strait Islander students, disengaged students with high absenteeism, students with mental illness and other factors such as transient living conditions, early parenthood and intergenerational poverty. I will cover assessment and task design for year 11 and 12 students, showing the graduation from the SACE curriculum to the Australian Curriculum.

**Renee Howell** is a senior English, Women’s Studies and Creative Arts teacher at Northern Adelaide Senior College. In her ten years of experience, she has worked with at risk youth with the pedagogical principle that they are entitled to access the same cultural capital as students from more privileged backgrounds.

### Have we had enough Heaney and Harwood yet?

Despite the West Australian Literature course having an extensive prescribed text list, student exam responses for many years have featured the same small number of texts each year. This session will look at data collected on the texts students used in the 2015 WACE Literature exam, showing the dominance of a small number of texts, but also looking at the extensive range of texts that a small numbers of students choose to write on, and what those texts suggest about the range of texts studied in the course. The data enables us to consider the balance of world, national and local Literature in use, as well as comparing the range of classic and contemporary Literature, and considering the gender balance of authors studied. Reviewing the available information may help teachers to consider using more diverse texts.

**Paula Beck** works at the School Curriculum and Standards Authority in WA as Principal Consultant for Literature and 7-10 English. She is completing a Master of Curriculum Studies at UWA, exploring the range of texts used in the WA Literature course. She first presented about speaking and listening at AATE/ALEA 20 years ago.

### Writing is Fun (Engaging Activities for Any Class)

These easy and fun ice breakers are more than just a bit of fun for your classroom. Yes students of all ages enjoy them and they will want to do them over and over again but they also have underlying educational benefits. Students learn through these fun activities that punctuation is important, writing to your audience is important and the structure of a creative narrative is important! In this workshop participants will engage in an activity and receive templates and step by step instructions on how to run these activities in their own classrooms.

**Mel Mansfield** has been teaching for 5 years, she is passionate about innovative teaching which engages all students. Mel has worked in DEC, IB schools, Steiner Schools and Independent Schools and is a council member of SAETA.

### Digital Narratives- weaving new worlds from old threads

Students encounter narratives in many forms outside of schools, often without recognising that the features of these texts are similar to the more traditional novels, short stories, plays and films studied in schools. Adventure games, interactive fiction, online open worlds, such as Minecraft, as well as constructed digital narratives, such as *Bear 71*, all contain familiar elements from text-based narratives, but allow authors to be more varied and creative in the methods used to convey meaning. The explicit teaching of analysis of the purpose and techniques used in these texts, and how to apply these techniques in the creation of their own texts can allow students to more fully engage in their online world, and be critical consumers of the texts they engage with. Recognising these similar purposes and features can also assist teachers to broaden the texts choices they make, and assess the analysis and creation of these texts using national standards.

**Katie Lee** is a teacher of Secondary English and currently works in a school in the Southern suburbs of Adelaide. She has a Graduate Certificate in Educational Studies, with a focus on integrating technology into the teaching of English Literature.
### Differentiating Writing: Ways to engage all students in the middle primary years (F-7)

This year both Kylie Boag and Aimee Blanch participated in an Action in Learning research project, where they endeavoured to find out new, innovative ways to engage students in the writing process. They will be presenting their findings, along with practical resources for teachers to use.

**Kylie Boag** and **Aimee Blanch** are Year 3 teachers, at Scotch College, Adelaide. Both have worked in a range of schools in South Australia and Victoria and have an interest in finding new ways to differentiate the curriculum in Literacy.

### Becoming a 21st Century Writer: Peer Interaction, Formative Feedback and Multi-literacies (All)

Explore how teachers in Australia and internationally are using technology to develop creativity, critical thinking, collaboration, active knowledge making and metacognition at years 4 to tertiary levels. Building on the 2015 national conference Garth Boomer address by Mary Kalantzis and Bill Cope, this presentation will show how formative assessment can transform student writing and significantly reduce teacher workloads. Using Scholar, a web writing space for learners of the social media generation, the ideas can be easily transferred to other digital writing platforms. You will also be able to access free curriculum materials for preschool – tertiary.

**Rita van Haren:** With 20+ years’ experience as a classroom teacher, Rita worked as a literacy consultant in ACT Education, leading schools in curriculum and pedagogy. At the University of Illinois (2013-15), she supported US teachers to implement technology. She served on AATE national council and is on the ACTATE executive.

### Surveying the field: Primary school teachers’ conceptions of the literacy capabilities of recently graduated primary school teachers (F-7, T)

In 2015, ALEA National Council supported research examining primary school teachers’ perceptions of (i) the personal and professional literacy capabilities of recently graduated primary school teachers, and (ii) the impact of initial teacher education on these literacy capabilities. The project was motivated by the public debate about the literacy standards expected of recently graduated primary school teachers, including the introduction of the National Program Standards 3.1 and 3.2 by AITSL (2011). This session reports on the construction of survey items as well as findings collected from a population of 557 survey participants. Data analysis reveals that survey participants expressed a degree of confidence about the overall effectiveness of graduate primary school teachers, their integrated approach and range of instructional strategies. This margin of confidence sharply declined when the survey items turned to ‘know how’ questions about addressing complex reading difficulties and teaching English as Additional Language students.

**Beryl Exley** is an experienced primary school teacher who now teaches and researches in teacher education at the Queensland University of Technology. Her areas of interest include English Curriculum studies, both from the viewpoint of teacher education and classroom practice. Her publications are available at [http://eprints.qut.edu.au/view/person/Exley,_Beryl.html](http://eprints.qut.edu.au/view/person/Exley,_Beryl.html). Contact: b.exley@qut.edu.au

**Lisa Kervin** is an Associate Professor in Language and Literacy at the University of Wollongong where she is an active member of the Early Start Research Institute. Lisa is currently involved in ARC funded research projects focused on young children and writing, digital play and the implementation of the Australian English Curriculum.

**Muriel Wells** is a senior lecturer in the School of Education at Deakin University, Geelong. Her current research interests include teacher professional learning, teachers who write and the impact of digital technologies on literacy practices.

### Multimodal and creative text composition in the classroom (F-10)

In recent years there has been a growing interest in what it means to be literate in the 21st century. Much of this research focuses on the idea that increasingly children and students in school need to have the capacity to engage with, use and create digital and multimodal texts. This is often concerned with the reading and comprehension of these types of texts. There is limited research however, that has investigated the ways in which students write multimodal texts. This chapter explores the notion of a 21st century writer by asking what they need to do in order to be competent writers in an increasingly complex society. It investigates the idea of writing as a multimodal and creative endeavour via two school case studies and the implications of this for future classroom practice.

**Dr Georgina Barton** is a Senior Lecturer in the School of Education and Professional Studies at Griffith University, Brisbane, Queensland, Australia. For over twenty years Dr Barton has been a classroom teacher and literacy educator in schools. She is currently researching in the areas of adolescent literacy learning, multiliteracies, modalities, arts and music education, ethnomusicology, and teacher education. She has recently edited a book entitled: Literacy in the arts: Retheorising learning and teaching with Springer Publishers.

**Julie Arnold** is currently Head of Department - English at Corinda State High School. She is also the coordinator of professional development for the English Teachers' Association Queensland (ETAQ). Julie leads her staff in the development of...
contemporary and creative English and literacy education programs and extends this work to the wider community through events such as "Write a Book in a Day" and literary competitions involving Matthew Condon and other reputable authors as judges.

**Rebecca Trimble- Roles**, Teaching Principal at Yarranlea Primary School, in the heart of Griffith University - Mt Gravatt, is passionate about the use of ICTs in the classroom. In the classroom, Rebecca integrates the use of iPads and IWB across all curriculum areas. She is currently secretary of the Early Childhood Teachers’ Association and president of Meanjin, the local Brisbane Council of the ALEA. She is also literacy and numeracy coach in an Independent Schools Queensland.

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<tr>
<th>3.10-3.40</th>
<th>Hall L</th>
<th>FR59</th>
<th>Jeanine Wishart</th>
<th>Chair: Kathleen Melis</th>
<th>Presentation 30m F-7, T</th>
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**Disrupting the Grammar Narrative (by investigating teachers’ choices of resources when teaching written grammar) (F-7, T)**

The Australian Curriculum: English and NAPLAN Writing Conventions tests have resulted in the resurgence of written grammar to a place of importance in curriculum and pedagogy. This resurgence has been accompanied by a disturbing narrative regarding the lack of grammar pedagogical content knowledge and expertise amongst primary school teachers. Although there are some truths to this narrative, all is not lost! This presentation is an attempt to disrupt the negative narrative by exploring the grammar content resources and pedagogical resources that Western Australian Primary School teachers are using and, consequently, reframe teachers as resourceful and competent practitioners.

**Jeannine Wishart** has spent most of her professional life teaching, studying and promoting literacy as a teacher, curriculum consultant, university lecturer and long standing member of ALEA. She is working toward a Doctorate of Education at UWA Graduate School of Education investigating the resources teachers use to teach grammar.

| 3.10-3.40 | Riverbank 8 | FR60 | Belinda Spry and Michelle Littleboy | Chair: Sue Hamilton-Smith | Presentation 30m EC |

**Building Foundations for Early Learning (EC)**

The *Little Big Book Club* has developed and been successfully running a professional development package for libraries and the early childhood sector. **Building Foundations for Early Learning** professional development uses current neuroscience on brain development of children under 5 years of age, the Education Council’s 11 Child Development Statements and the National Early Years Learning Framework. When libraries and the early childhood sector combine the above research, framework and messages in their programming, they can develop a holistic approach with real impact for parents and carers of very young children. Libraries and the early childhood sector now more than ever are looking to provide appropriate and effective programmes based on current neuroscience research, state and federal frameworks and the Australian Early Development Census to ensure they are not only providing for their families but that they are having true impact and effectively role-modelling, educating and challenging parental/carer practices with their young children.

**Belinda Spry**’s role as Project Manager sees her working across all of The Little Big Book Club’s key projects including the ‘Featured Stories’ program, development of the SA Reading Pack initiative and ‘Building Foundations for Early Learning’ professional development. Belinda has qualifications in library and information services and over 20 years’ experience in libraries across a range of sectors, including education and training.

**Michelle Littleboy** has over 12 years’ experience running Story Time sessions and working as an Outreach Officer in public libraries. Michelle has an extensive background in working with a diverse range of families, children and early childhood organisations, to develop engaging programs that meet the needs of children, families and communities. She is currently undertaking the Bachelor of Early Childhood Education through UniSA.

| 3.40-4.10 | Hall F&G | Afternoon Tea | DECD Reading and Spelling books Launch |

| 4.10-5.10 | Hall L | FR61 | Beryl Exley | Chair: Grant Webb | Keynote 60 min F-7 |

**‘Minions’ of Ways to Weave Worlds of Words and Wonder (F-7)**

The movie version of ‘Minions’ (Illumination Entertainment) and the ensuing antics of the affable but naïve trio of Kevin, Bob and Stuart is more than side-splittingly funny. As a teacher, I see this movie and others like it as a rich resource for developing children’s critical language awareness, thus contributing to students’ knowledge and skills with the core tenants of the language strand of the ‘Australian Curriculum: English’: language variation and change; expressing and developing ideas; language for interaction; and, text structure and organisation. Upskilling students with these knowledges and skills contribute to what Bernstein (2000) calls students’ pedagogic rights, that is the right to individual enhancement, the right to social inclusion and the right to political participation. In this keynote session I demonstrate how such outcomes can be an essential part of students’ work within the Australian Curriculum: English.
Linguistic Landscape, Multi-literacies, and the Printed T-shirt (All)

This paper takes its inspiration from the burgeoning field of Linguistic Landscape, and in particular, the recent interest in Linguistic Landscape as a site for language and literacy learning. Drawing on the printed t-shirt as a model text for classroom exploration and analysis, the paper aims to ‘weave together’ the worlds of Linguistic Landscape, multiliteracies, and the English strand of the Australian Curriculum. The paper begins by introducing Linguistic Landscape, with specific reference to the theorizing of Linguistic Landscape pedagogy in context of second and foreign language education. The discussion then aligns Linguistic Landscape with multiliteracies and the ‘English: Language variation and change’ sub-strand of the Australian Curriculum. Finally, the paper shifts from the theoretical to the practical, presenting the printed t-shirt as not only a model text for the contemporary multiliteracy classroom, but as a site for students to explore their productive, and often provocative, semiotic surrounds.

Dr David Caldwell is a Lecturer in English Language and Literacy in the School of Education at the University of South Australia. David completed his Bachelor of Teaching, Bachelor of Arts(Hons) and Master of Arts in linguistics at Deakin University (Melbourne), and his PhD in linguistics at the University of Sydney. He recently completed a two-year post in Singapore where he worked as an Assistant Professor at the National Institute of Education in the School of English Language and Literature.

David is particularly interested in the application of Systemic Functional Linguistics to contemporary language contexts. These have included post-match interviews with AFL footballers, medical consultations with hospital patients, and Kanye West’s rap music. He is currently investigating a range of language contexts, including literacy pedagogy in the APY Lands, English wordings on t-shirts in South-East Asia, and the on-field language practices of sports people.

David has over ten years’ experience teaching at a tertiary level, where he has taught a range of subjects in English language, literacy, and social linguistics. He has worked extensively training English language teachers for primary, secondary, and tertiary level education in Australia and overseas. During his postgraduate studies, David also taught in numerous primary school classrooms throughout Melbourne and Sydney. He is currently providing professional learning sessions in English language and literacy to teachers in South Australia.

In Dialogue with Children: Engaging with Children’s Voices in Literacy Programs (EC)

This keynote explores children’s perspectives and experiences of literacy often hidden from teachers’ views but deeply related to children’s literacy learning. Through dialogue with children across three research studies, insights into children’s literacy resources, learning pathways and what is important to children’s literacy engagement, self-efficacy and wellbeing, are shared. These insights provoke reflection on assumptions and consequences of instructional choices for shaping how children come to view literacy and themselves as literate people. Teachers’ engagement with children’s voices clearly matters to children’s literacy learning and indeed their growth as active citizens. Therefore, this keynote concludes with strategies for embedding children’s voices in class literacy programs. These strategies are linked to the Australian Curricula for English and Civics & Citizenship and Australia’s Early Years Learning Framework; and acknowledge the complex demands of schools, systems and students that teachers and children alike negotiate.

Professor Pauline Harris holds the de Lissa Chair, Early Childhood (Research) at the University of South Australia, in partnership with SA Department for Education and Child Development. Pauline has expertise in children’s language, literacy and literature; children’s voices, participation and citizenship; and matters related to connecting early childhood and literacy research, policy and practice. She sits on various advisory boards and is a strong advocate for children’s voices, which are at the heart of her research. Pauline has authored five books and is an editor of the international Journal of Early Childhood Literacy. Amongst other research projects, Pauline currently leads an Australian AID ADRAS Project on fostering children’s literacy development in their homes and communities; an early childhood literacy and citizenship project in children’s educational settings; and an ARC Discovery project on the Australian Curriculum: English in relation to Foundation-Year 6.
Saturday 9th July

7.00-8.30  Playford Hotel Ballroom 1  SA01  Peter Goldsworthy Literary Breakfast (10-12, T)  10-12, T

Chair: Sarah McDonald

Peter Goldsworthy has won literary awards across a range of genres. His first novel, *Maestro* was recently reissued in the Angus & Robertson Australian Classics series; his 1994 novel *Wish* in the Text Classic series. Four of his novels have been adapted for the stage, as well as the short story *The Kiss*.

7.00-8.30  Playford Hotel Ballroom 3  SA02  Phil Cummings Literary Breakfast (EC-7)  EC-7

Chair: Leonie Alexander

Phil Cummings has written over sixty books for children, from picture books to novels. His first book *Goodness Gracious!* was published by Omnibus Books in 1989. Phil’s books have been published in the U.S. Canada, Korea, Japan, China, the UK and throughout Europe. His latest titles include the bestselling ‘ANZAC Biscuits’, illustrated by Owen Swan (Scholastic 2013). ‘Ride, Ricardo Ride!’ illustrated by Shane Devries, (Omnibus Scholastic 2015). ‘Bridie's Boots’ illustrated by Sara Acton (Working Title Press 2014) and his most recent ‘ANZAC Biscuits’, illustrated by Shane Devries, was published by Hachette in October. Phil writes fulltime and has a number of works presently in production. [www.philcummings.com](http://www.philcummings.com)

8.00-4.00  Foyer F  Registration

60 min Concurrent Keynotes 8.55-10.05

8.55-10.05  Hall L  SA03  Housekeeping (Tadpoles in the Torrens Launch)  Keynote 60 min

Robyn Ewing  Donald Graves Address

Chair: Grant Webb  F-7

Turning on the imagination: Realising the wonder and power of creative writing (F-7)

A growing body of international research documents the many social, emotional and academic benefits that develop through young people’s sustained participation in quality creative arts experiences and processes. The development of confidence in creative writing can enable students to continue to imagine and weave their own meaningful worlds. Through developing voice and a sense of identity, self-efficacy and resilience can be nurtured. Yet creative writing as an art form has been long neglected in many early childhood, primary and secondary contexts. This keynote address explores several contemporary research projects that demonstrate that fostering creative writing can enable young people to continue to realise their creative potential. It will draw on a range of recent research projects to consider the implications for Australian classrooms.

Initially a primary teacher, Robyn Ewing AM is currently Professor of Teacher Education and the Arts, University of Sydney. Passionate about the role that the creative arts can play in transforming learning, Robyn has a commitment to innovative teaching and learning across all levels of education. Her teaching, research and extensive publications include a focus on the use of drama strategies with literature to enhance students’ English and literacy learning. Robyn has worked in partnership with Sydney Theatre Company on the School Drama professional learning program since 2009 aiming to develop primary teachers’ confidence and expertise in using drama strategies with literature. She is a Council Member of the Australian Film, Television and Radio School (AFTRS), Honorary Associate, Sydney Theatre Company, a Director, West Words, Immediate Past President of the Australian Literacy Educators’ Association and former Vice President of the Sydney Story Factory.
Rethinking Education: whose education for liberation.

At the time of writing, Tom is a Reader in English at the University of Warwick, UK. He edited m.

In this paper, I want to explore the nature of literacy from little school to big school, and ask how we might imagine the boundary between them. I explore the need for a critical approach to literacy education which rethinks the role of English teaching and learning in the context of a globalized and rapidly changing world.

Young baggage, disobedient wretch! Playing in the space of English (7-12, T)

Fashionable across most of the Anglophone world, the discourse of standards-based reforms exerts a powerful influence on the work of English classrooms. Outcomes-oriented regimes of accountability constrain what English teachers and their students do; at the same time, these regimes encourage a relentlessly reductive misrepresentation of this work. But, even in these hard times, classrooms remain extraordinarily complex, creative and dialogic places. Attending to, and acknowledging, this complexity is an important part of the challenge that confronts us if we are to find ways of adequately representing what is accomplished in and through the everyday practice of English teachers.

From little school to big school: Examining literacy learning opportunities across the contexts (EC)

The importance of literacy education in the early years is well documented and universally supported. The transition for children as they move from prior to school settings to their first year of formal school, is a major challenge for children. This presentation aims to examine literacy experiences offered in a prior-to-school setting (pre-school in NSW) and a Kindergarten classroom (the first year of formal schooling in NSW). These experiences appear quite similar in purpose. However, the ways children are expected to navigate the different structures and processes are quite different. To illustrate this, we will deconstruct examples of practice from across the settings and analyse each according to time structures, use of classroom space, and social control demonstrated by educators and children.

Growing the classroom as a healthy habitat for wonder (3-7)

We often use the phrase “classroom environment” to describe the space in which students learn. Using the natural environment as a metaphor, classrooms can be rich or poor habitats for wonder. The complex web of relationships within a classroom – between students, between students and texts, between teachers and students and between the classroom community and the world beyond the classroom can create a powerful ecosystem to support a true spirit of inquiry. In this keynote address, Kath will draw on her extensive work with teachers and children around the world to illustrate practical ways to sustain healthy habitats for wonder and mitigate against the threats that exist to the delicate ecosystems in which wonder thrives. The teacher’s role in maintaining a healthy habitat for wonder is critical. Central to this presentation will be examples of texts, strategies and approaches to dialogue that build students’ capacity for deep inquiry into the world around, beyond and within themselves.

Kath Murdoch is an experienced primary teacher, author, university lecturer and consultant. She is highly regarded for her work in the field of inquiry-based learning in which she has taught, researched and published for over 30 years both in her home country of Australia and throughout the world. The author of many popular publications for teachers, her most recent book ‘The Power of Inquiry’ has been enthusiastically received by teachers around the globe – one teacher describing it as a ‘guiding light, illuminating the way for teachers and students to share in a process that ignites passion, wonder and awe.’ Kath continues to work regularly in classrooms with a strong current interest in the pedagogy of inquiry.
The stories we tell: The power of fictional representations of teachers (7-12, T)
We are surrounded by stories of teachers: we watch them in movies and TV shows; we read them in adolescent literature, popular novels and cartoons. The cultural narrative offered by these stories positions us to make meaning of teacher representations in certain ways, seeing the teacher as saviour, as villain, as pedant. The construct of the teacher, created in and supported by fictional texts, is complex, however, a mixture of stereotype, exaggeration, misrepresentation and truth. Our interactions with this construct inform both how we see and how we understand teachers, from who they are to what they do to why they teach. Rather than relegating fictional teachers to figures of entertainment, this keynote address presents the teacher in fiction as an intentional cultural construct, one that has the power to establish and shape our understandings of being and becoming a teacher.

Melanie Shoffner is Associate Professor of English Education at Purdue University in West Lafayette, Indiana (US), where she holds a joint appointment in the Departments of English and Curriculum & Instruction. She completed her PhD in Education at the University of North Carolina - Chapel Hill, after earning an AB (English and History) and MAT (English) from Duke University in Durham, North Carolina. Melanie is Chair of the Conference on English Education (CEE) and editor of Contemporary Issues in Technology and Teacher Education (CITE): English. Focusing on secondary English teacher preparation, her research explores issues of reflective practice, dispositional development and meaningful integration of technology, interests that first developed while teaching high school English Language Arts in North Carolina and Arizona. Her current projects include the edited book Exploring Teachers in Fiction and Film (Routledge) and the co-edited book Preparing English Language Arts Teachers to Teach English Language Learners (Palgrave Macmillan). Working primarily with undergraduate preservice teachers, she has won several university teaching awards and frequently leads a study abroad program to London, England.

The Power of the word (EC-3)
The power of fiction is to create empathy. As Barbara Kingsolver describes it: ‘A novel works its magic by putting the reader inside another person’s life. It requires you to fill in the outline of words with vivid pictures drawn from your own life’. In curriculum, we tend to talk about ‘coherence’ in structural terms – this connects with that and forms a cohesive whole. That understanding is important, but it is not ‘the whole story’; coherence is also about emotional connection and about language; it’s about significance and about beauty. Jenni’s talk will roam widely, from picture book to adult fiction to explore how narrative coherence is created and how teachers might instil the joy of it in students.

Jenni Connor has a ‘passion for narrative’ that has set the trajectory for her life and career. She has been state and national president for the Children’s Book Council of Australia (CBCA), judge for the Book of the Year Awards and publications manager and president for ALEA. Jenni has written curriculum at state and national level, being involved with both the Early Years Learning Framework (EYLF) and the Australian Curriculum: English. Jenni undertakes research, editing and writing in a freelance capacity and conducts professional learning programs and seminars on literature, literacy, curriculum and learning across Australia and overseas. With Chris Topfer, Jenni co-authored the recent ECA publication Supporting literacy learning in the early years and she has Dreaming Stories: A springboard for learning in press.
in the classroom at the Islamic College of South Australia. He has been a long time member of the South Australian English Teachers Association and has taken on a variety of roles. From 2010-11 he was President of AATE.

Grant Webb has had extensive experience in primary and secondary schools as well as the tertiary sector. He has been a classroom teacher, Support Teacher, Educational Consultant, Principal and Divisional Director. He has served on national and state committees and has worked on a variety of educational projects and programs.

Monika Wagner is a senior English teacher and teacher educator, currently teaching at Deakin University and the Australian Catholic University (St Patrick’s Campus) and PhD student. She currently holds the position of President of AATE, and was VATE President from 2011-2015. Monika has presented at and written for state, national and international conferences and publications consistently since starting teaching. She has presented workshops and lectures and written for both teachers and students. This, and her work on a number of educationally focused committees and boards, has meant that she has access to a wide variety of views on education, particularly subject-English education.

Jo Morris is President of NZATE (the New Zealand Association of Teachers of English). She has Masters degrees in English and in Creative Writing (poetry), and still, after nearly 30 years, loves teaching. She is Head of Faculty of English and Languages at Karamu High School in Hawke’s Bay, New Zealand.

Janet Condy is an Associate Professor in the Faculty of Education at the Cape Peninsula University of Technology based in Cape Town, South Africa. Janet taught in mainstream and special schools for 19 years before teaching at a teacher training college, which has subsequently become the Cape Peninsula University of Technology. She obtained her PhD at the University of Cape Town in 2006 and has been involved in teacher education since 1997. She specializes in Inclusive Education, Literacy and Digital Storytelling at both undergraduate and graduate level. She teaches Research Methods and Academic Literacy at the Honours level and has supervised and is currently supervising 8 Masters and 3 Doctoral students in Literacy, Digital technology and Inclusive Education. Janet has over 20 published journal articles and chapters in books. Last year, she edited a book where many of her colleagues and she herself conducted research with their undergraduate students on digital storytelling. Janet has been involved with the International Literacy Association since 1991. In 2003 she started the Reading Association of South Africa and this has grown over the years to include four branches around South Africa. From 2010-2012 she was the IDC-Africa chair, and in January 2014 the Reading and Writing Journal was accredited by the South African National Department of Higher Education.

11.40-12.40 Meeting Room L1 SA10 Jan Turbill Chair: Kathleen Melis Workshop 60m 3-7

Berry Book Club = Berry Story Club (3-7)

Book Club at Berry Public School has been running for over two years with great success. Not only do children enjoy their reading, they love their Power-writing. Each year one of our key aims has been achieved, namely, children in the two Year 5/6 classes leave Book Club feeling confident as writers. In 2016 we restructured Book Club to have a stronger focus on writers’ craft and particularly to provide more creative opportunities for boys as writers. In this session we focus on the nature of that writing, particularly children’s ability to develop narratives that are both creative and reflections of what they read. In groups we will explore the writing-over-time of case-study children, discussing narrative development, links to their reading, difference in the writing of boys and girls and the overall creativity. We will participate in several writing writers’ craft practices, and leave with lots of writing teaching ideas.

Dr Jan Turbill is an Honorary Senior Fellow at the University of Wollongong. She is a Fellow of the Australian College of Educators, member of the Reading Hall of Fame, and Life Member of ACE, PETA and ALEA. President of ALEA from 2003-2011, she currently is on Editorial Advisory Board for Literacy Learning: Middle Years.

90 min Concurrent Session 11.40-1.10

11.40-1.10 Riverbank 8 SA11 Peter Goldsworthy Chair: Kate Searson Workshop 90m 11-12 & T

Shape-Changing Stories: Apple and Oranges; Apples and Lemons (11-12, T)

What is lost and what is gained in adapting stories from the page to screen or stage? Peter Goldsworthy’s much-anthologised short story The Kiss - included in the Macquarie Anthology of Australian Literature, and now available as a Penguin Special eBook in its own right - has been adapted for both. Ashlee Page’s film version won numerous awards, including both the AFI and Dendy awards for best short film, an AFI award for best cinematography, and the ATOM award for best short film. Belvoir Street adapted it for the stage along with stories of the same name by Chekhov, Maupassant and Kate Chopin.

Goldsworthy will introduce a screening of Page’s extraordinary film, read some comparative sections from the short story, and lead a discussion afterwards: on the general processes of such translations, and specifically of how a story of two adolescent boys in Darwin, in the era of Goldsworthy’s novel Maestro, becomes a story of two girls, in the Adelaide Hills, in the present.

Peter Goldsworthy has won literary awards across a range of genres. His first novel, Maestro was recently reissued in the Angus & Robertson Australian Classics series; his 1994 novel Wish in the Text Classic series. Four of his novels have been adapted for the stage, as well as the short story The Kiss.
The success or failure in English Many teachers struggle because they lack a comprehensive understanding of how the learning process occurs and making pedagogical change. Workshops at La Trobe University and local schools in Bendigo for the past five years.

- It is not just the correct answer that is important, the working memory and multimodal reasoning.
- The unit enables students to collaboratively problem-solve and decision-make as they interact and experiment with different modes during the creation of a collaborative Book Trailer. Group-work enabled students to practice deeper processes of multimodal reasoning. All students were motivated/engaged by the unit, most claiming that they enjoyed the open opportunities to practice these multimodal new literacies as their favourite aspect. Allowing students to play and experiment with modes to create a multifaceted product enables engagement, quality literacy learning and higher order reasoning.

Stephanie Di Palma is completing her final year of doctoral studies focusing on new literacies practices and quality literacy learning. She works with pre service teachers at La Trobe University and local schools in Bendigo for the past five years. Stephanie has presented her early research at national conferences and professional learning events.

Alphabetic Principle and Phonographic Code: Improving teacher subject knowledge is imperative to improving literacy outcomes and making pedagogical change

If a learner cannot successfully spell words, they are less likely to succeed at formal learning. The success or failure in English literacy learning, both as a first or other language, is directly related to teacher subject knowledge and the understanding of phonetics and English linguistics. Many teachers struggle because they lack a comprehensive understanding of how the English language works. Skills and strategies for learning ‘how to spell’ are a very important part of the spelling process. Even if a learner is able to spell a word, if they do not understand the spelling process they cannot use this knowledge to spell unfamiliar words. As in mathematics, it is not just the correct answer that is important, the working memory and understanding of how to achieve the correct answer are vital to the cognitive process for future learning. Improving teacher subject knowledge is imperative to improving literacy outcomes and making pedagogical change.

Denyse Ritchie has been a teacher, university lecturer, teacher trainer and author. Her specific focus is currently in teacher training. She, along with her team of professional trainers, works in many remote indigenous communities, mainstream schools, and international schools. She has actively contributed to studies in Macau and Indonesia on the direct effects of teacher subject knowledge in English linguistics and phonetics and student outcomes. In Macau she has won an award for her work in teaching ESL.

Be gone, blank page and screen (7-12, T)
The construction of narrative and reflective writing can be challenging for many students. In this workshop, you will collaborate with others in a range of exercises designed to get students writing. Familiar obstacles will be addressed: student lack of confidence; the voice within that whispers doubts and warns of failure; and the absence of original ideas when exploring common themes. The exercises will also push the more confident, skilful writers in your classes. You will be writing during the workshop, but there will be no pressure to share with others.

Dr Rosie Kerin has taught English/Literacy from Middle School through to under- and post-grad programs. She now works as a curriculum designer, and writer/facilitator of professional learning for teachers. She believes in challenging norms (including her own) to promote creativity, rigour and equity for the benefit of all students.

Independent Learners in the Digital Classroom
The digital classroom can impede the cognition necessary for independent learning according to belief and behaviour undermining engagement, health, delivery, participation and curriculum. Surveys of adolescents, students, teachers and...
Matthew Jordan: Gaining a Bachelor of Arts (Hon), Master of Arts and Doctor of Philosophy entailed research into the best forms of society, industry and environmental care. Research continued into the individual and lifestyle that would lead to this. This led to considering teaching as a career and a Graduate Diploma in Education. Love for the expression and literature for the thinking on all the above that helps readers and discussers of literature to find their path to an enriched life continued in the teaching of English from 2010 in High Schools in South Australia. Research has continued into discovering how this can be done more effectively in the context that students find themselves. The paper being presented is a culmination of this.

Being Creative with Argument: Opening up Analytical Writing in Essays and Beyond with Argumentation
Are creativity and essay-writing really polar opposites? Students can be inspired about ideas and can writing expressively, but research also suggests that students’ energy for verbal argument and creative writing is not being transferred to their persuasive or argumentative writing. I investigated the potential for digital argument mapping as part of a dialogic learning environment to facilitate sustained argumentative writing that is both engaged and effective. After a 10 week classroom intervention involving treatment and control groups, students demonstrated improved skills in argumentation, especially the incorporation of evidence and counter-argument, evident in their essay-writing. Qualitative data revealed students’ and teachers’ valuing of the communicative ‘spaces’ opened up by the mapping, both in the classroom and in their writing. I argue that argumentation and argument mapping can help students and teachers move beyond the dryness of the text types approach to revalue meaningful writing focused on purpose, audience, inquiry and creativity.

Tom Gyenes is currently Relieving Head of English at Bellingen High School in NSW. He is also putting the finishing touches to his PhD with Southern Cross University which looks at supporting the sustained argumentative writing of secondary English students with digital technologies.

Big Write and VCOP- raising standards in Writing (EC-10)
Big Write and VCOP is designed to bring the fun back into writing, to make the children want to write and to be continuously challenged throughout the writing journey. Through games, activities, writing tasks, conversations and discussions, students will learn not only where their abilities lie in a fun and engaging way, but also the steps they need to take, in order to continue to improve. Based on the premise that ‘if they can’t say it, they can’t write it’, we scaffold the learning to allow children to become articulate thinkers and speakers, who will then become articulate writers. It is a differentiated approach suitable for P-12 and comes with 2 comprehensive, evidence-based assessment tools; one for the teacher, linked to the Australian National Curriculum and the student friendly scale empowers the children by allowing them to analyse where their skill sets lie, and specifically what steps they need to take in order to move forward.

Samantha Taylor: An experienced primary school teacher, consultant and trainer for Andrell Education. Samantha has worked in Australia, New Zealand and the United Kingdom. She facilitates literacy training and professional learning around Australia and New Zealand sharing her classroom experiences and passion to raise the standards of writing in a fun and engaging way for both student and teacher alike.

Wendy Allder: With over 37 years experience, Wendy’s passion for teaching and for shaping the lives of her students shines through with every presentation she runs. Dedicated to continuing to share her love of language and literature with educators, she is now a consultant and trainer for Andrell Education, facilitating professional development and training across Australasia.

An Author’s Perspective on Weaving Worlds with Words and Wonder (EC-7)
In my presentation I will give an insight into the background behind the creation of my books. I will touch on as many aspects as I can in the time that we have including:

- How I develop a manuscript and the stages of drafting, redrafting, editing that I need to go through before the final product.
- Paragraph building in novels and the economical use of text in picture books.
- The rhythm and power of language.
- How I choose the topics I wish to tackle in my books.
- The importance of understanding and trying to reach the targeted audience.
- In terms of picture books I will speak about the process of matching illustrators to texts and working with illustrators.
- I will also touch on the importance of collaborative understanding when working with editors, design and marketing departments.

Phil Cummings has written over sixty books for children, from picture books to novels. His first book Goodness Gracious! was published by Omnibus Books in 1989. Phil’s books have been published in the U.S. Canada, Korea, Japan, China, the UK and
In the last decade an explosion of narratives about the environmental crisis has provoked new disciplinary engagements with the relationship of the human and the ‘more than human’ world. What is the role of English and literacy in supporting critical engagement with the natural world, with indigenous environmental knowledge and discourses and in shaping culturally inclusive environmental identities? Bill Green’s model of 3D Literacy - the operational, the cultural and the critical - has been influential in a range of curriculum and research contexts linking literacy, identity and place (Comber, 2016; Green & Beavis, 2012). Our research project (funded by the Teaching and Learning Research Initiative, New Zealand) adapts Green’s model to signify our deliberate highlighting of environments and ecological thinking. This paper focuses on narratives of secondary English teachers’ working with a model of ‘operational, environment-cultural and eco-critical’ literacy to support the development of students’ environmental identities.

Sasha Matthewman is a Senior Lecturer in Education at the University of Auckland. Previously she was course leader for English in Education at the University of Bristol (2005 – 2012). Her book Teaching Secondary English as if the Planet Matters (2011) reports work with teachers on ‘ecocritical’ approaches to English.

Developing literacy for sustainable rural futures
Research exploring likely futures for rural Australia shows that people living in rural areas need to be resourceful, innovative,
and creative if their communities are to remain sustainable. In this presentation the implications for literacy education of these findings will be outlined, with a focus on nurturing the creativity and literacies necessary enable today’s young people to develop innovative and sustainable projects and new enterprises in the future and successfully advocate for their communities and industries. Examples of place-based education will be shared that enable students to research selected topics relevant to their lives and local communities. Questions will be developed that will engage students and teachers in projects that will provide a basis for development of creative solutions. While the focus of this presentation is on rural students, the ideas presented are suited to students from disadvantaged communities more generally.

**Dr Pam Bartholomaeus** is a lecturer in the School of Education, Flinders University, where she coordinates secondary pre-service courses and lectures in literacy and rural education. A key area of research interest is rural education.

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<th>11.40-12.20</th>
<th>Riverbank 7</th>
<th>SA20</th>
<th>Responding to the challenges in English teaching stemming from a global, changing world (7-12)</th>
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<td></td>
<td>SA20a</td>
<td>Nirvana Watkins 11.40-12.00 STEAMing Up the English Classroom</td>
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<td>Presentation 20m 7-12</td>
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<td>SA20b</td>
<td>Juliette Bentley 12.00-12.20 Young Writers as Global Citizens</td>
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**STEAMing Up the English Classroom**

This paper investigates the role of the English teacher amidst the contemporary focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) in education. Identified as a national and international priority in education systems, and increasingly embraced at the school level, where does the innovative English teacher fit in to this movement? How do we continue doing what we are doing well, and incorporate opportunities for students to inquire, speculate, debate, tinker and create? Infusing inventive approaches with the ability to communicate, the approaches include coding and digital narratives, proximity-based technologies, suitable platforms and applications, and interdisciplinary learning opportunities. When students are invited to make interconnections in their learning and apply the literacy skills acquired in the English classroom to a broad range of projects and problems, their engagement flourishes. For English teachers, this ability to be agile and embrace current practices exposes exciting new avenues for exploration.

**Nirvana Watkins** is an experienced secondary English teacher who has resided in Victoria and Tasmania, currently teaching at Camberwell Girls’ Grammar School. She has presented at and attended subject association conferences, including as a scholarship recipient. She is also a contributor to the Reading Australia project.

**Young Writers as Global Citizens**

More than ever before, it is essential that high school students are active members of a global community—one in which they can communicate with other young people, from a variety of different cultures and contexts, about their own narratives and the issues that matter to them. In this presentation I will demonstrate how the publishing of student narratives within an online community of young writers can help students develop their writing skills and, through reading and reviewing the narratives of others, increase their understanding of cultures and contexts different to their own. Using examples of actual student writing from around the globe published on ‘Write the World’ (www.writetheworld.com), I will show how participation in such writing platforms promotes critical thinking, compassion and empathy in young writers—increasing students’ understanding of the multiple perspectives of other young people living in the global community of the twenty first century.

**Juliette Bentley** has been teaching for 26. She is a published author and has run a successful writers’ club for her students who gather for two hours after school each Friday. She piloted the Write the World platform and has enjoyed the wealth of opportunity it provides her young writers.

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<th>12.30-1.10</th>
<th>Meeting Room L2</th>
<th>SA21</th>
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<th>Presentation 40m F-7</th>
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**WordLab—rethinking the teaching of spelling (F-7)**

Given the space that it occupies within the daily school curriculum, the teaching of spelling generates a disproportionate amount of confusion and controversy. Teachers are faced with the issues of how and when to teach the enormous amount of spelling content in ways that fit practically within the classroom to students with diverse abilities. The most up to date research confirms that learning to spell is a complex task that requires more than simply a good visual memory. Rather, it is a developmental process of learning about how words are constructed through the study of phonology, morphology and etymology. The resource, WordLab, provides a complete school wide spelling programme where each year builds upon the work done in previous years. All of the resources are presented in printable electronic format that are easy for teachers and students to use. Correct spelling is important and students must be taught to spell correctly in order to write to communicate clearly.

**Chuck Marriott** is currently employed as a Resource Teacher of Literacy in Christchurch New Zealand. He has taught all levels of primary school, held management positions including principal, lectured in early literacy at the University of Canterbury and has been Reading Recovery teacher trainer. His company, Literacy Innovators, offers resources for teachers.
Creating Complex Texts (F-3)

As a teacher and mum, sometimes it’s hard to find the time to refresh and regenerate pedagogy. For the last couple of years I have worked part-time to do just this, but rather than continue in education, I commenced a Master of Philosophy (Creative Arts) (Res) as a new way of looking at and understanding complex, hybrid texts. Becoming both creator of the written and visual, an activity we often ask students to undertake when creating a picturebook or story, I share with you my experiences around the potential and complexities of: images; combinations of text and image; my exploration of conventions; and, share with you my inspirations and challenges. Through creativity and innovation, as a learner, I have fostered my own ‘designer’ of texts, so that as a teacher I might understand how to navigate and encourage and empower my students to express their world in new and innovative ways.

Karen Argus has been a teacher for 15 years across Prep to Year 7 in various straight and multi-age classes, and in the university setting. With a passion for the visual, her focus has always remained on utilising visual elements to teach writing. Thinking creatively is at the heart of her teaching.

Designing the intended and enacted curriculum for metacognition in the literacy domain (7-12, T)

This study analyses the intended and enacted curricula that are produced when metacognition is included as an element within curriculum as part of standards-based reforms for schooling. Analysis of the intended curriculum and its enactment by four teachers within a NT high school provides insight into the learning opportunities for literacy reflection that are created during standards-based reforms to curriculum. Foucauldian discourse theory provided the theoretical framework for the study and case-study methodology was used. The results indicate that learning opportunities to reflect on literacy capacities will not be created when the intended curriculum provides teachers, who are not literacy specialists, with little guidance about practices associated with metacognition and limited information about literacy skills and understandings.

Dr Lisl Fenwick is a senior lecturer in literacy, curriculum and assessment at the Australian Catholic University. Her research is primarily concerned with how policy initiatives associated with literacy are transformed within local contexts. She is particularly interested in how standards-based reforms to schooling affect the enacted curricula.

Revisiting shared book reading (EC-3)

This research describes teachers’ shared book reading practices when reading aloud picture books and big books designed for shared book reading. Previous research has recommended that teachers read aloud several times each day however in classroom with children with learning difficulties shared book reading occurs less frequently and often without specific instructional focus. The study participants were teachers of children aged 5-8 years in a very diverse school where a high percentage of students have special learning needs and 36 % receive school card. Over 15 weeks the teachers kept a log-book of the title and author of picture books and big books read, the genre: narrative, information or mixed genre and the instructional focus (Dynia & Justice, 2015). This workshop explores the teachers’ selection of books for shared reading, the instructional foci and for the time spent in shared reading and the genre of books selected.

Susan Hill is an author and researcher in the field of early language and literacy. She is the author of a number of practical books for researchers, teachers and children. She is an Associate Professor of Early Childhood Education (Adjunct) at the University of Sydney.
**Nicola Launder** is Senior Leader-Learning Support at Prospect North Primary School. She has a Masters Degree in literacy from the University of Northern Colorado. She has been involved in many school-university collaborative research projects and related publications.

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<th>12.30-1.10</th>
<th>City Room 4</th>
<th>SA26</th>
<th><strong>Mel Dixon</strong></th>
<th>Chair: <strong>Chris Thompson</strong></th>
<th>Workshop 40m 7-12</th>
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**Implementing whole school literacy: Reading and writing (7-12)**

In 2015, the ETANSW worked with Merrylands High School to develop literacy strategies that targeted the needs of different subjects. In order to develop reading resilience a series of subject specific strategies were developed to help students. The activities for writing started with but went beyond the formulaic structures of different forms genres, to include a consideration of the impact of language (a grammatical approach). Differentiation from the least to the most able was taken into account. The aim was for students to read more challenging texts and to move from controlled short answers to extended writing. The speakers include the consultant, the literacy coordinator and a classroom teacher.

**Mel Dixon** has taught across two states (Queensland and NSW) for over twenty years and has edited state journals in both states. She is the presently Resources Officer and consultant for the ETANSW.

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<tr>
<th>12.30-1.10</th>
<th>Riverbank 5</th>
<th>SA27</th>
<th><strong>Beryl Exley</strong></th>
<th><strong>Georgina Barton, Kay Bishop, Robyn Henderson</strong>, <strong>Louise Phillips, Jennifer Rennie</strong></th>
<th>Workshop 40m EC-7, T</th>
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**Writing for ALEA’s journals: Practical Literacies: The Early and Primary Years, Literacy Learning: the Middle Years and the Australian Journal of Language and Literacy (EC-7, T)**

This workshop is to introduce prospective authors to the ALEA journal editorial teams of *Practical Literacy: the Early and Primary Years*, *Literacy Learning: the Middle Years* and the *Australian Journal of Language and Literacy*. Each editor will provide tips for generating and finalising articles for submission for their particular journal. Participants who have ideas for submissions will be invited to discuss their initial conceptions in small group situations with the relevant journal editor. Time will be allocated for audience members to ask specific questions. This session is for novice writers as well as accomplished writers seeking to be published in ALEA’s journals.

**Georgina Barton** is Associate Editor of *Literacy Learning: the Middle Years*. She currently lectures at Griffith University in English and literacies education. She also has experience teaching the Arts in schools and in tertiary contexts. Georgina is currently a Vice-President of Meanjin - ALEA and co-organises the Young Writers’ Camp.

**Kay Bishop** is also Associate Editor of Literacy Learning: the Middle Years. Kay currently is the Master Teacher at Everton Park State High School where her work is focused on literacy and numeracy learning in all curriculum areas. Kay’s research addressed the emotion work associated with literacy leadership.

**Beryl Exley** has been the ALEA Publications Director since 2013. She is an experienced classroom teacher who now lectures and researches in English Curriculum and Literacy Teaching and Learning at QUT. Beryl has published in all three of ALEA’s journals. Her publications are available [here](http://eprints.qut.edu.au/view/person/Exley_Beryl.html).

**Robyn Henderson** is the Editor of *Literacy Learning: the Middle Years*. She is an Associate Professor in Literacies Education at the USQ, Toowoomba, and her teaching focuses on literacy pedagogy. She also researches literacies. Her publications are available at [here](https://eprints.usq.edu.au/view/uniqueauthor/68.html). Contact: robyn.henderson@usq.edu.au.

**Louise Phillips** is co-editor of *Practical Literacy: the Early and Primary Years*.

**Jennifer Rennie** is the Editor-in-Chief of the *Australian Journal of Language and Literacy*. Jennifer is a senior lecturer at Monash University where she teaches in undergraduate and postgraduate programs in teacher education. Her significant research contributions are in the fields of Reading Instruction, Primary English Education and Indigenous literacies.

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<th>12.30-1.10</th>
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<th>SA28</th>
<th><strong>Kathy Ferrari and Jennifer Crowley</strong></th>
<th>Chair: <strong>Mel Mansfield</strong></th>
<th>Presentation 40m 3-7</th>
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**Re-framing Readers Resourcefully - Weaving a New Narrative for Struggling Upper Primary Students (3-7)**

Struggling readers in the upper primary years are faced with a future of negative self-concept, disadvantage and disengagement as they grapple with the challenges of reading to learn across the curriculum. How can we best interrupt this trajectory and re-frame these learners as strategic, resourceful readers? This session reports on an exciting 6 month trial intervention for Year 5 and 6 students, involving daily small group reading opportunities, explicit teaching, home reading challenges with blogging and teacher networking. Students were supported and expected to talk and think their way strategically through increasingly complex texts around high interest topics. Significant growth in all assessment measures was achieved in comprehension and vocabulary, but more importantly the intervention had a major impact on student attitude and self-confidence. We argue that these results are too compelling to ignore - an opportunity such as this should be available to all upper primary students at risk in reading!

**Jennifer Crowley** is a Literacy Teaching Educator with Catholic Education, Diocese of Parramatta. She has been teaching for over 25 years, having worked in a number of teaching, leadership and consultancy roles in New South Wales and South Australia.

**Kathy Ferrari** is a Literacy Teaching Educator with Catholic Education, Diocese of Parramatta. She has been teaching for over 20 years and has also worked as an Assistant Principal. She is President of Sydney West ALEA, and has also had this role in Sydney North.
Potentials and Constraints: Engaging Gifted and Talented Students Creatively and Imaginatively

As an initiating structure from which to begin diversified learning processes, quality literary texts provide immense playgrounds of imagination, ideas and exciting uses of language for children to explore. The intriguing interplay of language and illustration in so many children's books sets up a high-level model of creativity. Predicated on the requirement in the English syllabus for students to demonstrate creative and imaginative thinking, this qualitative study was developed to observe gifted and talented children in their class at school for the purpose of analysing their engagement in creative processes arising from a quality literature focus. Framed dichotomously, the research sought to highlight potentiality in a curriculum mandate to foster student creativity while acknowledging various factors in the school environment and the broader educational context that can constrain inspired learning.

Katrina Kemp has extensive experience in K-2, Special Education, Reading Recovery and Gifted & Talented education. She was the recipient of a 2011 Premier’s Teacher Scholarship and travelled to Finland and the UK to research literacy support models. She has recently completed a Master of Education (Research) at the University of Sydney.

Explorations: Strategies for Comprehension for informative texts (2-8) Eleanor Curtain Publisher Presentation

Suitable for educators working with students from Year 2 to Year 8, and for teachers of ELL students in the upper grades, this session will provide an insight into this easy to use resource and the benefits of using Explorations: Strategies for comprehension for informative texts to improve students’ reading performance through the development of their comprehension skills.

Alison will outline the use of the resource Explorations: Strategies for comprehension for informative texts in a classroom situation, demonstrating how this resource supports explicit teaching of eight essential comprehension strategies: Making Connections; Monitoring and Clarifying; Predicting and Inferring; Questioning; Summarising; and Visualising. She will demonstrate the effective teaching of these strategies through the gradual release of responsibility process, using both digital and print materials from this easy to use resource.

Dr Alison Davis (PhD, MA Ed Admin 1st class Hons) is well known and highly respected as a leading literacy researcher, writer, speaker and staff trainer. She is particularly well known for leading initiatives focused on accelerating and sustaining literacy achievement gains in reading comprehension and writing. She is the author of 7 teacher resources published through Eleanor Curtain Australia Ltd.

Narrative and creativity - where do they fit in today’s schools? (All)

We live in a multimodal, multilingual world. This is not a new phenomenon. It is, and always has been the way of the world. We teach in monomodal, monolingual schools. This is not a new phenomenon. It is, and always has been the way of schools. How much does it matter that our schools rarely reflect the worlds in which our children live? Who loses and who benefits? In the presentation I consider the differences between out-of-school and in-school literacies, and ponder the power and possibilities of bringing them closer to one another.
Misty Adoniou is an Associate Professor in Language Literacy and TESL at the University of Canberra. She is a Past-President of the Australian Council of TESOL Associations, and is presently on the Board of Directors of TESOL International, an affiliation of 105 teachers’ associations around the world. She is the lead writer for the Australian Curriculum’s English as an Additional Language document and support materials and is an advisor on Equity and Diversity in the Australian Curriculum. She has received several teaching awards including a national ALTC citation for her Outstanding Contribution to Student Learning, and the 2014 Vice-Chancellor’s award for Teaching Excellence. In 2015 she featured as a ‘thought leader’ in Maxine McKew’s book on education in Australia Class Act.

"I am an author, you know!" Children's Image of Themselves as Writers (EC-3)

"We believe children are competent and capable learners." Many philosophy statements and websites around the country (and globe) proclaim this belief. In reality, these words can be hollow when our pedagogical practices betray an expectant, powerful image of the child.

One of the places this tension can be most evident is in literacy learning. On one hand we say we believe in the competencies of children, but tell them they can only read a certain level of text, or give them sentence starters to copy from the board. We might unconsciously think they are ‘too young’ to be readers and writers and use words like “pretend writing” or “pre-reading”.

This presentation will share the author’s experience with a literacy approach that values and honours children’s prior learning, their voice, their cultural competence and their dispositions for learning. It uses these to drive learning deeper and to create a culture of thinking, talking and noticing about books.

Lisa Burman

Lisa is an experienced teacher and school leader. She currently works as a Pedagogical Consultant in Australia, supporting educators and prior-to-school and primary school leaders to develop site wide plans for pedagogical change. Lisa’s interests include early childhood education and care, embedding and contextualizing the principles of the Reggio Emilia educational project within learning environments, playful learning, literacy, inquiry learning and strengthening children’s connections to nature. She is passionate about pedagogies that see children as capable and competent learners who are skilled in researching life and making connections. Her favourite work is side-by-side with children and educators in their learning settings.

Lisa has presented at a number of national and international conferences, including Reggio Emilia Australia Information Exchange (REAIE) Landscapes of Imagination Conference (2015), International Reading Association (IRA) Annual Convention (Chicago, 2006), Australian Literacy Educators Association Annual (ALEA) Conference (Darwin, 2006), National Staff Developers Association New York State Conference (Rochester, 2006) and National Association for the Education of Young Children (NAEYC) Annual Convention (Atlanta, 2006). Each year she is invited to present keynote addresses and facilitate workshops at regional and international conferences. She is also a member of the executive for Early Childhood Organisation SA (EChO). Lisa’s first book was published by Redleaf Press and is titled “Are You Listening? Fostering Conversations that Help Young Children Learn”.

Indigenising the English content – A South Australian context (3-12, T)

This presentation is designed to highlight and encourage teachers to incorporate Indigenous voice and insight to value add the learning experience of Aboriginal and non-Aboriginal students alike. Many Aboriginal students may associate with the variety of resources that are currently available. Many non-Aboriginal students will begin to gain an understanding and a valuable insight to Australian Indigenous society. This session will also briefly look at the research of My favourite book! Young Aboriginal children’s book choices by Susan Hill, Anne Glover and Michael Colbung, The inclusion of Aboriginal and Torres Strait Islander content in the Australian National Curriculum: A cultural, cognitive and socio-political evaluation by Kevin Lowe and Tyson Yunkaporta and Respecting Protocols for Representing Aboriginal Cultures by Jared Thomas. This session will also highlight a great number of resources teachers may not already have come across to assist with their teaching.

Michael Colbung is a Wongatha, Ngaanyatjara, Nyoongah teacher who has been privileged to teach in all manner of educational settings. Michael teaches into a fourth year subject and also coordinates the Indigenous Education subject at Masters level. He is currently in the final stages of completing a Masters of Education at the University of Adelaide.
Sydney Story Factory: Robot Birds, Creativity and Poetry (3-7)

At the Sydney Story Factory we love poetry and the creative leaps it encourages, but worry about students engaging...so we’ve called in the robot birds. Our robot birds are a fun way for students to explore their creativity and the challenges of writing poetry. In this workshop participants will get their hands dirty building robot birds, sitting through ideas and creating poems. The Sydney Story Factory is a not for profit creative writing centre providing writing and storytelling workshops for students aged 7-17 years old. Our workshops guide students through the different modes of thought in the creative process, balancing the fun and excitement of divergent thinking with the more reasoned and critical convergent thinking. This workshop will: provide participants with a snapshot of recent research on creativity; explore the creative process; and, introduce a series of illustration, prewriting and writing activities designed inspire and amuse students.

Richard Short is Storyteller in Chief at the Sydney Story Factory a creative writing centre committed to providing innovative writing and storytelling workshops. His poetry has been published widely in journals including Meanjin, Southerly, Island and Prelude. His poem Angelo received third place in the Dorothy Porter Poetry Prize 2014.

Practical ideas to embed vocabulary learning (F-7)

A student’s vocabulary knowledge affects their ability to communicate effectively in both written and spoken contexts and plays a crucial role in academic success across all areas of the curriculum. How do we include explicit teaching of words in our classroom programmes and what does that look like? This workshop will cover information about what words to teach and practical ideas that can be adapted across many levels used will be covered.

Sheena Cameron is an experienced teacher who has taught in New Zealand, the United Kingdom and the United States. She has taught at primary, intermediate and tertiary levels. Sheena currently facilitates literacy workshops both in New Zealand and internationally. She is the author of a number of books including Teaching Reading Comprehension Strategies (2009) and with Louise Dempsey, The Writing Book (2013), and The Oral Language Book (2016).

Louise Dempsey is an experienced teacher, consultant and trainer who has worked in New Zealand and the United Kingdom. She facilitates literacy training and professional learning around New Zealand and Australia and has completed a range of writing projects for NZ and English publishers, including the Department of Education in the United Kingdom. Louise co-authored The Writing Book with Sheena Cameron (2013), and The Oral Language Book (2016).

Teaching English through textual concepts (F-10)

Textual concepts are the core understandings for students in the discipline of English. Teaching and programming English through textual concepts raises the quality of student learning by integrating the teaching of Literature, Language and Literacy through engaging higher thought processes by encouraging conceptual understanding. Teachers report that students enjoy the more challenging ideas and can transfer knowledge to new situations when textual concepts are made explicit and appropriate to their stage of learning. This session will provide an overview of the textual concepts and processes for responding to and creating texts. Sample programs, teaching strategies and a scope and sequence that illustrate the power of textual concepts for designing learning will be shared.

Prue Greene is the English Advisor 7-12, Teaching and Learning at the NSW Department of Education and Vice-President of the English Teachers Association of NSW.

Eva Gold is Executive Officer of the English Teachers Association where she manages, writes and provides professional development for teachers of English in NSW.

Mel Dixon has taught for over twenty years and has edited state journals in both Queensland and New South Wales. She is the presently Resources Officer and Education Consultant for the English Teachers Association of NSW.

Empowering Learning and Teaching through Digital Media

This presentation will explore how digital media can be effectively used in a multi-device classroom to enhance learning and teaching. It will focus on:
• How traditional media is being more effectively used in the classroom on a range of devices such as tablets and phones anytime, anywhere
• The shift from students simply being consumers of media to creators and collaborators
• The wide range of educational resources the ACTF makes available to primary and secondary teachers.

Peter Maggs is the Head of Education at the ACTF. He has been an eLearning consultant to education departments, cultural organisations and those engaged in digital learning for over 20 years. Peter was previously the Head of New Media at the ACTF from 2004–2009, before heading to the Digital Learning Branch of the Victorian Department of Education and Training from 2009–2015. Peter’s main role has been to empower teachers and children to become innovative, creative and collaborative digital participants.

Speaking and Listening - The Forgotten Modes
Speaking and listening appears for many teachers to be the English mode they are least confident with, and for many the mode that gets least attention. Through project work conducted with WA primary and secondary schools in 2015, we found that targeted teaching of oral language skills can have big implications for student learning in all modes, and while teachers are often concerned about the time taken to conduct oral activities, the results can save teaching time and improve progress in written products. This presentation will share findings from our work with schools, including that achievement in oral language appears to deteriorate once students can read, rather than improving. We will also share materials created to support teachers assessing speaking and listening.

Paula Beck works at the School Curriculum and Standards Authority in WA as Principal Consultant for Literature and 7-10 English. She is completing a Master of Curriculum Studies at UWA, exploring the range of texts used in the WA Literature course. She first presented about speaking and listening at AATE/ALEA 20 years ago.

New Authors in Schools program: Reading Australia BookPros (F-12)
Be inspired to teach Australian literature by three wonderful Australian authors. Ruth Starke, Peter Goldsworthy and Katrina Germein bring a wealth of writing experience to this panel discussion of a new program celebrating our stories and literary heritage. Each of these authors has contributed to Reading Australia, an extensive and freely available teaching resource, mapped to the Australian curriculum, promoting Australian literature. Learn how this resource could help you in your classroom and how a new program run by the Australian Society of Authors could see a professional author visit your classroom to enthuse even the most reluctant student. Ruth, Peter and Katrina present this groundbreaking initiative along with a snap shot of their own writing workshops.

Proudly supported by Copyright Agency Cultural Fund and the Australian Society of Authors.

Katrina Germein: Best-selling picture book author Katrina Germein is published internationally. Her popular stories include Big Rain Coming and My Dad Thinks He’s Funny, which was Highly Commended in the Prime Minister’s Literary Awards. Other titles have received Children’s Book Council Notable Commendations and featured on Play School. Katrina is a teacher, a Books in Homes Role Model and a Raising Literacy Australia Ambassador.

Peter Goldsworthy has won literary awards across a range of genres. His first novel, Maestro was recently reissued in the Angus&Robertson Australian Classics series; his 1994 novel Wish in the Text Classic series. Four of his novels have been adapted for the stage, as well as the short story The Kiss.

Dr Ruth Starke has written over 25 books and graphic novels for young readers, many of them award-winning. She is a past Chair of the SA Writers Centre and a board member of Raising Literacy Australia. She is currently a Research Fellow at Flinders University where she taught Creative Writing for over ten years.

Pedagogical practices for literacy teaching in the early years (EC-3)
Pam Adam & Linda Mahony
Early years teachers’ pedagogical practices for teaching grammar and punctuation
Archana Sinh
Framing of Literacy understanding in Kindergarten year in Queensland- a perspective

Early years teachers’ pedagogical practices for teaching grammar and punctuation
This exploratory study investigated early years teachers’ practices for effectively teaching written grammar and punctuation at one school in Darwin, in the Northern Territory. National Assessment Program - Literacy and Numeracy (NAPLAN) results consistently show students in the Northern Territory perform the lowest in Australia in writing and language conventions. During semi-structured interviews, teachers reflected on aspects of their knowledge, thought processes and pedagogical practice for teaching young children written grammar and punctuation. Data were analysed using the principles of grounded theory to generate insights from 10 early years teachers of children from Preschool to Year 2. Findings are discussed as examples of best practice that are occurring in our school context for teaching grammar and punctuation as well as identifying ideas for improving teaching resulting in improved learning. This study has worth to professionals as it will provide teachers with information regarding the teaching of written grammar and punctuation.

Pam Adam is an experienced early years teacher and school leader in the Northern Territory where she provides strong...
leadership in curriculum and pedagogy. She spent several years as a senior manager within NT DoE leading curriculum renewal and literacy projects. Pam is President of Top End ALEA Council.

**Linda Mahony** is an ALEA Top End Local Council member. She has been an early years teacher in formal school settings for almost 20 years before becoming a lecturer and researcher in literacy and early years education within the School of Education at Charles Darwin University.

**Framing of Literacy understanding in Kindergarten year in Queensland - a perspective**

Within this paper, as a Kindergarten teacher I interpret an understanding of literacy within the context of resource/curriculum documents Queensland Kindergarten Learning Guidelines (QKLG) and the Early Years learning Frame work (EYLF). Some discussion is linked to the resource document Literacies, Communities s and under5s (NSW, 2001). It is acknowledged that the latter document is not a curriculum requirement; however, it has influenced my thinking in shaping and creating understandings meaning of literacy.

Literacy is discussed in a social context (Jones Diaz, 2007; Arthur, 2001; Lankshe,1998; Cope and Kalantzis ,2000 amongst other). Meaning is also looked at within the context of English language and wider understanding of literacy that is not limited to technology. A critical perspective is applied in the meaning making recognising the framework of existing documents.

**Archana Sinh** has worked as educator for more than 20 years. Some experiences include Kindergarten teacher since 2011; prior to that teacher in Brisbane and Sydney in (LDC); Lecturer in a Bachelors program in Education at TAFE in 2015; Primary teacher in Brisbane schools in a casual capacity and Art teacher to Primary students in Papua New Guinea and in India.

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<th>Cross curricula vocab instruction: Explicit vocabulary instruction before, during and after reading (3-7)</th>
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<td>Discussing children's literature: Understanding diverse agendas</td>
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<td>SA43</td>
<td>Bill Green</td>
<td>Chair: Hellen Portellos</td>
<td>Keynote 40m 7-12 &amp; T</td>
<td>English as Rhetoric? – Once More, with Feeling (7-12, T)</td>
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A recurring theme over some thirty years has been that *rhetoric* is usefully reclaimed as an organising principle for English teaching. For various reasons, however, this doesn’t seem to have had much effect on the field, either in practice or in policy. In this presentation I want to revisit (once more, with feeling...) the debate about rhetoric and English teaching for three reasons: first, because I have been one of those arguing for the potential value of rhetoric as a re-energising concept for English teaching; second, because I think it is important to engage the idea of rhetoric now, given a new National Curriculum in Australia and, third, because of ongoing confusion about how best to conceptually English teaching in the 21st century. To that end, I provide a brief history of the case for rhetoric in English teaching; explore how rhetoric links with notions of textuality, and relatedly, power, desire, affect and pleasure; and propose a way forward with regard to rethinking English in the Australian Curriculum, and beyond.
Inquiring into A System Based Inquiry Approach - COSA+ (F-10)
This presentation explores what has happened in teaching and learning in reading and writing in the Archdiocese of Canberra and Goulburn using a collaborative, evidence-based inquiry process (COSA+). COSA+ has included 56 Catholic primary, secondary and central schools in ACT and NSW in action research involving university professors, principals, teachers, CEO Teaching and Learning Officers, students, parents and communities. Qualitative and quantitative data analysed during the three year implementation period highlight several key factors crucial to success: strategic, evidence based, research cycles across the system, collaborative approaches that unify whole school communities, key elements of literacy blocks, effective assessments, parent and community partnerships that increase student engagement and teacher mentoring. When schools, responding to the complex requirements of the 21st Century student, armed with insights into the needs and talents of their own learning communities, collaborate within and across their school communities, highly effective teaching and learning approaches emerge.

Colleen Caddy has 33 years of teaching, leadership and parent support experience in primary and secondary in the ACT and NSW in a range of schools including disadvantaged and multi-age settings. She currently works as a Learning Support and Literacy Senior Officer with the Archdiocese of Canberra and Goulburn.

Kerry O’Callaghan has over 40 years of teaching, leadership, parent and community experience in primary, secondary, central and adult education in the ACT, NSW and at national level. She currently works as a Teaching and Learning Officer: Aboriginal Education with the Archdiocese of Canberra and Goulburn.

Therese Nolan has 27 years of teaching experience in primary and secondary schools in the ACT and NSW as Acting Principal, Assistant Principal, Co-ordinator and class teacher. She currently works as a Teaching and Learning Officer: Literacy with the Archdiocese of Canberra and Goulburn.

Katie Smith has 20 years of teaching experience in ACT and NSW primary schools in both leadership positions and as class teacher. Her expertise is in the areas of Literacy, Learning and Technology. She currently works as a Teaching and Learning Officer: Learning Support and Literacy in the Archdiocese of Canberra and Goulburn.

Take a ramble through rhyme and rhythm: Words that work the weaving of wonder (F-7)
Vocabulary knowledge is vital to all aspects of comprehension and communication. This workshop examines strategies that promote oral, aural and print vocabulary skills. It investigates ways of expanding vocabulary with a view to re-introducing the beauty and fun of rhyme and rhythm as a fabulous teaching tool. This workshop presents a series of practical classroom activities based on the presenter’s new publication, *Billy Makepeacenmore and all the wonderful things he saw*. The publication is a tale told in rhythmic rhyme that deliberately engages adventurous, playful vocabulary to advance the story line. Previous research by the presenter demonstrates that young children immersed in sophisticated vocabulary can use and understand that vocabulary efficiently. Studies also indicate that advanced dexterity with vocabulary enhances English literacy skills.

Dr Katherine Doyle is an independent author and speaker. She also writes with the Science-Art Research Centre Australia. Her extensive teaching experience includes twenty years in primary and special education and fifteen years in tertiary education: English, Science and Mathematics. She holds post-graduate degrees in reading, mathematics literacy and science literacy.

Project Based Learning - Making it Work for the English Classroom (7-12)
Project-based learning, or ‘PBL’, is gaining popularity among educators as an approach to pedagogy in the English classroom and beyond. Drawing on the fundamentals of inquiry-based learning, PBL is a method of organising extended periods of inquiry that culminate in a publically shared project. Utilising collaborative group work and involving students in decision making about project outcomes to enable ‘voice and choice’ are key elements of this approach. PBL is used successfully at the school and university level – in this session you will hear stories about what has worked, and why. The workshop will also provide participants with guidance to plan their own PBL unit designs and time to explore connections with Australian Curriculum elements. We will briefly investigate the overlap between project-based learning and ‘other PBLs’, namely problem-, passion- and play-based learning... Come along to this session to learn more about how these approaches can enrich your English program!
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<td>3.00-3.40</td>
<td>City Room 3</td>
<td>Alison-Jane Hunter</td>
<td>40m</td>
<td>Language Trees: an active, organic experience of language learning (3-12, T)</td>
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<td>Chair: Alison-Jane Hunter</td>
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<td>This presentation focuses on the analysis of the first of two Participatory Action Research (PAR) spirals aimed at matching active, creative, visual-kinaesthetic approaches to problem-solving, with new, dynamic ways of teaching control of language and skills in self-editing. The Language Trees have been created as a physical tool to support inquiry-based language learning. The results of the first PAR Spiral show a positive response to the language trees in terms of both hard skills (error counts) and soft skills (emotional responses to language learning). Both trees will be demonstrated: one is highly abstract and one is more concrete. The trees work using narrative and analogy. These visual-kinaesthetic tools are being developed and tested for both native and non-native learners of English. The workshop will encompass a set of evidence-based, non-hierarchical approaches to active teaching and learning for often reluctant writers along with a presentation of the Language Trees themselves.</td>
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<td></td>
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<td>Mitchell Parker and Yasmin Cusack</td>
<td>40m</td>
<td>The writer's journey from preschool to kindergarten (EC-3)</td>
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<td>Chair: Ryan Spencer</td>
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<td>The guiding theory behind this workshop is the notion that teachers teach writers not writing (Routman, 2004; Frank, 2008). At Florey Primary School, this notion guides teaching in a way that promotes authentic writing across preschool and kindergarten. In this workshop, participants will be exposed to the writing continuum in the early years and strategies for scaffolding children between stages through visible learning. Research around writer’s notebook and the use of writing processes will also be outlined. Examples of play-based experiences to promote writing in the early years will be shared with links to models from quality literature. Participants will gain a holistic view of teaching writers across preschool and kindergarten.</td>
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<td>Riverbank 6</td>
<td>Grant Webb &amp; Janet Condy</td>
<td>40m</td>
<td>Active Teaching and Learning Approaches (ATLAS) in Sri Lankan Schools (All)</td>
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<td>Chair: Wendy Bean</td>
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<td>During the long running civil war in Sri Lanka, most of the schools in the Northern district of Mullaitivu were abandoned and the population underwent heavy loss of life, assets, and property. As a result, the quality of teaching is limited as teacher training and support from government, which was conducted in the educational reforms island-wide, was not able to reach to Mullaitivu. Teachers are under-qualified and under-resourced. Over the last several years, the government has introduced many new teaching techniques to the country under an educational reform program. Through a partnership with the International Literacy Association (ILA), and Childfund Sri Lanka, this project provided training and regular coaching to teachers to increase the quality of teaching and learning in the classrooms in a participatory, active manner.</td>
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<td>Riverbank 7</td>
<td>Andy Goodwyn</td>
<td>40m</td>
<td>Is it 'Critical Literacy' or 'Personal Growth' or a bit of both? What do English teachers believe in about the purpose of English? (3-12, T)</td>
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|          |             | Chair: Alison Robertson      |          | As 2016 marks the 50th anniversary of the Dartmouth seminar and of ‘Growth Through English’, John Dixon’s extraordinarily influential report about the UK’s reflections on the purpose of English based on the seminar, it is timely to consider what lasting influence there has been of so called ‘Growth pedagogy’. Based on research in England and the USA over 25 years, this paper argues that PG has remained central to English teachers in the UK and also has been highly influential in the USA. In both those countries neither the term ‘Literacy’ nor ‘Critical Literacy’ have become accepted within the professional discourse of teachers. This seems something of a paradox given the emancipatory beliefs of teachers in both countries. What does all
this say about those teachers and what comparisons, contrasts or commonalities might be found with English teachers in Australia?

**Andy Goodwyn** is Professor of Education at The University of Reading where he was Head of the Institute of Education from 2007 to 2015. Originally a high school English teacher, he ran English teacher education programmes and Masters programmes for 20 years, is a former Chair of NATE, [The National Association for the Teaching of English], and is currently President of IFTE [The International Federation for the Teaching of English]. He has published extensively about English teaching for over 30 years including in several AATE books and journals.

### Concurrent Sessions 3.10-3.40

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<thead>
<tr>
<th>Time</th>
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<th>Code</th>
<th>Speaker</th>
<th>Chair</th>
<th>Presentation/Workshop</th>
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<tr>
<td>3.10-3.40</td>
<td>Hall L</td>
<td>SAS1</td>
<td>Marion Meiers</td>
<td>Rosey Kadow</td>
<td>Lisa M. Scott/The Arts of Teaching for 3-12 Needy Learners (30m)</td>
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<tr>
<td><strong>Literacy interviews in the early years (F-3)</strong>&lt;br&gt;The interview methodology was designed to be conducted by the student’s own teacher, or an experienced early years educator. The context focused on a quality picture story book read aloud while the student viewed the illustrations. A range of prompts was provided for the assessors, with a scoring guide. The assessment activities, after trialling and analysis, ranged from easy to difficult. The activities involved a range of questions to investigate comprehension of text, and interpretation of visual cues. Children drew a picture about the story and then wrote about the drawing. Their writing was classified according to the context and the content. The book provided a context for exploring students’ understanding of words, letters and sounds. Psychometric analyses indicated the validity of the activities. Key findings showed evidence of growth over time, and a wide distribution of achievement at preschool, school entry and the next two years at school.</td>
<td>Marion Meiers has maintained a strong interest in language and literacy learning at all levels of schooling throughout her career, as a teacher, writer, editor and researcher. As a Senior Research Fellow at ACER, she has undertaken several longitudinal studies of students’ progress in literacy learning in the early years of school.</td>
<td>3.10-3.40</td>
<td>Meeting Room L1</td>
<td>SAS2</td>
<td>Robyn English</td>
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<td><strong>Using picture books to explicitly teach about language (F-7)</strong>&lt;br&gt;Picture story books are wonderful resources to use in a primary classroom for the pure enjoyment of sharing a story but with a little bit of imagination, the creative teacher can use them for much, much more. This practical workshop will look at the aspects of picture books that make them perfect for explicitly teaching about grammar and the way the English language system works. Using the tried and tested ‘innovating on a text’ strategy, the workshop provides games and scaffolds for teachers to focus on the key structures used in the story with the intention of allowing even young students to replicate wonderful works and have a heap of fun with good books.</td>
<td>Robyn English is the Principal of Rolling Hills Primary in Melbourne and takes any opportunity to sneak into classrooms to teach. She is an active member of the Melbourne Local Council of ALEA and is the reviews editor for the ALEA journal <em>Practical Literacy</em> as well as being a regular contributor.</td>
<td>3.10-3.40</td>
<td>Riverbank S</td>
<td>SAS3</td>
<td>Catherine Black</td>
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<td><strong>Listening: the neglected literacy (7-12)</strong>&lt;br&gt;Listening effectively is vital to academic success in all subject areas. While students are expected to listen, however, the skills of listening are rarely taught explicitly. Whereas it is widely accepted that reading, writing and speaking need to be taught directly and thoroughly, listening if often an assumed and therefor neglected skill. Further, listening tends to be relegated to the realm of English as a second language, with a focus on de-contextualised activities involving recorded texts. Given the amount of listening expected of students, and its impact on understanding, listening needs to receive just as much focus in teaching and learning as other literacies. This workshop will provide a framework for teaching students to listen to the teacher, multimedia texts and other students in the classroom, as well as giving teachers a number of practical strategies to use with students. Teachers will be given some vital tools to integrating listening into their lessons, regardless of content.</td>
<td>Catherine Black is a consultant for logonliteracy, which gives teachers strategies to develop essential literacy skills in their students. Catherine is a secondary teacher, and has experience teaching in Queensland, New South Wales and the United Kingdom. She presented an extended version of this workshop at the 2015 UKLA Conference in Nottingham, UK and the 2015 European Literacy Association Conference, Klagenfurt, Austria.</td>
<td>3.40-4.10</td>
<td>Hall F&amp;G</td>
<td>Harper Collins Book Launch</td>
<td>Afternoon Tea</td>
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What stories are we telling? What songs are we singing? - ‘Worlding’ Australian Literature for social change in the 21st century.

Many of us feel concerned about the state of the nation: the continued discrepancy between the life choices of Indigenous and non-Indigenous Australians; the ways Asylum Seekers are inhumanely treated under Australian law, and our slowness to support diverse articulations of sexuality and relationships, to name but a few matters regularly canvassed in the media.

While responding to these concerns is the responsibility of all citizens, it has often been the case that debates about issues, and imagination for a way forward, have been facilitated at the grass roots level by English teachers in their classrooms. Literature, variously understood and often contested, has arguably provided a textual framework for these conversations. This talk looks closely at the ways that literature teaching in the 21st century might support students in Australia to negotiate new forms of nation, community and citizenship. At a time when the elected government is proposing to limit the rights of authors and the production of Australian texts, this presentation considers what we stand to gain, as a community of English teaching professionals, by presenting a rationale for teaching national literatures in 21st century Australia, and what we stand to lose if we fail to meet this challenge. While conservative commentators, reviewers of Australian Curricula, and some policy makers would present the teaching of Australian literatures as a fictional way of understanding Australian history, this presentation draws on the fields of comparative and world literatures to explore alternative approaches (Coopan 2014) that enable teachers to both explore and transcend national boundaries. Through considering pedagogical ways of ‘worlding’ Australian literature, this talk will investigate literary learning for social change in subject English in the 21st century.

Larissa McLean Davies is an Associate Professor in Language and Literacy, and Deputy Director - Learning and Teaching in the Melbourne Graduate School of Education at the University of Melbourne. A love of all things text set her on the path to English teaching. Prior to commencing work in the tertiary sector, Larissa was a Secondary English and Literature Teacher in a range of Victorian schools. Larissa has been fortunate, for several years, to coordinate the English subjects in the Master of Teaching pre-service degree, and to co-coordinate the professional Master of Literacy degree. She supervises post-graduate research projects in the teaching of literature, English for Specific Purposes, text selection, digital literacy, English curricula and writing pedagogies - areas which reflect her own research concerns and publications.

Larissa is particularly interested in the teaching of Australian literatures, and is co-editor, with Brenton Doecke and Philip Mead, of the first book to bring together Secondary and Tertiary teachers of literature in Australia: Teaching Australian Literature: from classroom conversations to national imaginings (Wakefield/AATE). Larissa’s current research focus is on the role of ‘literary sociability’ in English teachers’ professional learning. To this end, she is lead Chief Investigator on a recently awarded Australian Research Council Discovery Project grant (with fellow CIs Wayne Sawyer, Philip Mead, Lyn Yates and Brenton Doecke) titled ‘Investigating Literary Knowledge in the Making of English Teachers’ (DP160101084). Since the commencement of her teaching career, Larissa has been an active member of VATE, and is currently serving on the VATE Council. She is committed to English teachers and the potential for English teaching to influence social change. Larissa is delighted to have the opportunity to contribute to the 2016 AATE Conference.

Listen up: sound in film analysis

Recognising the creativity of others is perhaps the first step in enriching our experience of texts. We are well aware of visual elements of film. But rarely have the images been presented without sound, even in the ‘silent’ era. Dialogue, sound effects and music are integral to the image: as one editor put it “picture and (sound)track are so closely fused together that each one functions through the other.” This workshop will explore the role of sound in partnership with the visual and not merely as a support. After a brief tour through the fascinating history of sound theory and technique, we will work at listening to extracts from a number of films. In this case “empowering students to see the world in new ways” will begin with hearing it in new ways.

Paul Sommer has presented workshops on film in all states and his professional writing has included 31 editions of VIs, a SAETA newsletter supplement on visual texts. He is continuing his cinema research through Curtin University. Paul is a Past-President of SAETA and AATE. He teaches English in Japan.

Weaving words through storytelling as a springboard into writing

Oral storytelling has long been integral to Aboriginal cultures. EAL/D students from Aboriginal backgrounds frequently struggle with the complexity of English texts. In their reflective practice, two teachers collaborated to enhance the power of oral language in creating written texts, drawing from the work of Pie Corbett’s ‘Talk for Writing’. Through intensive oral rehearsal
and clear writing scaffolds, teachers enabled students to develop confidence and creativity, resulting in significant achievement gains. This supportive and structured process has assisted students to navigate our complex linguistic world through speech, actions and writing.

In this workshop, hear how teachers have explored challenges presented by students with diverse needs and limited Standard Australian English. These teachers will demonstrate how they have activated students’ love of storytelling to enhance literacy achievement for their Years 1-4 Aboriginal students. Practical activities will give participants a taste of ‘Talk for Writing’ strategies used.

**Jill Millar** (MEd) is a Literacy Consultant for the Association of Independent Schools in WA. Improving literacy outcomes for Aboriginal students has been the key focus of her work in recent years. Jill has extensive experience in remote schooling contexts across NZ, WA and the NT where she has worked as teacher, school leader and consultant.

**Jessi Belli** (Bed) teaches at Yiyili Aboriginal Community School. Jessi has taught in various countries and EAL/D settings, working with both primary and adult students. Her passion for student well-being and engagement, and love of talking, has led to an exploration of oral language strategies that are highly engaging for Aboriginal students.

**4.10-4.50**  
**Meeting Room L3**  
**SA57**  
Garry Collins  
Chair: Michelle Morthorpe  
Workshop 40m  
7-12

**Weaving a world of war with Wilfred’s words (and wondering why the human race continues to do this to itself): Some activities for teaching Wilfred Owen’s poem ‘Dulce et decorum est’. (7-12)**

Wilfred Owen is one of the best known poets of the First World War and “Dulce et decorum est” is one of his best known poems. Killed in action just a week before the armistice in 1918, Owen had served as a junior officer in the Manchester Regiment and knew the reality of trench warfare from first-hand experience. This workshop will model some activities for working with the poem and some related texts. The presenter is a former Army Reserve infantry officer who, though he has never heard a shot fired in anger, brings some knowledge of things military to Owen’s poem. For example, to provide some context for the short narrative that begins the poem, the outline mechanics of a battalion relief-in-place will be briefly explained. In addition, it will be demonstrated how understandings about functional grammar can be productively applied to building understanding and appreciation of literary texts.

**Garry Collins:** Now a part-time teacher educator at the University of Queensland, Garry taught secondary English for 35 years, mainly in the Queensland state system, but also on exchange in the US and Canada. Currently the AATE Past President, he is keen on functional grammar and poetry and enjoys integrating them.

**4.10-4.50**  
**City Room 1**  
**SA58**  
Julia Johnson convening  
Chair: Julia Johnson  
Workshop 40m  
F-7

**CAFÉ Chat Room (3-7)**

The Literacy CAFE(tm) System helps students understand and master the four key components of successful reading: Comprehension, Accuracy, Fluency, and Expanding Vocabulary. Following on from Day 1 Daily 5 session this workshop, using a Teach Meet <https://en.wikipedia.org/wiki/TeachMeet> format, will focus on how audience members infuse the explicit teaching of reading strategies into their Daily 5 routine by using the CAFÉ (Comprehension, Accuracy, Fluency, Expanded vocabulary) menu. Teachers will again nominate to speak for 2 or 7 minutes at a small table group, depending on their experience with using CAFÉ.

**Julia Johnson** is an experienced teacher, currently working as a literacy consultant, for the Catholic Education Office in South Australia. Over the years, she has worked with teachers from several schools who have implemented the Daily 5 classroom management alongside the CAFÉ system.

**4.10-4.50**  
**City Room 2**  
**SA59**  
Successful strategies for improving literacy in EAL/D and mainstream students (F-7)  
Georgina Sofatzis and Kirrally Talbot  
Let’s learn from those who write!  
Louise Moody  
Targeted Teaching: using effective data to implement cross-age Literacy groups  
Chair: Kathleen Melis  
Presentation 20m  
F-7

**Let’s learn from those who write!**

Palmerston District Primary School situated in the ACT, is a preschool to year 6 school with approximately 500 students, including an IEC (Introductory English Centre). Approximately 49% of our students come from families for whom English is a second language. To assist in the development of English, a major focus on quality literature was emphasised in 2013 when high quality picture books were used to complement our home reading program. This was to assist in the development of vocabulary and language, as well as exposing students to different forms of quality writing. To further build engagement in literacy for all students the school hosted (and continues to host) a range of authors to expose students to a variety of engaging texts, language components and visual literacy. This student engagement and the use of authors as educators, our data has shown gives the students the ability to see themselves as writers and develop stronger writing skills.

**Kirrally Talbot** holds a Bachelor of Education and Master of Education (Educational Leadership). She is on secondment at the ACT Teacher Quality Institute as Manager of Teacher Standards and Professional Practice. Kirrally holds an Executive Teacher position at Palmerston Primary and has acted as Deputy Principal, leading coaching and mentoring to improve literacy results and presented at ALEA-Canberra.
Targeted Teaching: using effective data to implement cross-age literacy groups

St Joseph’s School, Ottoway has a large cohort of EAL/D students who enter schooling with minimal reading and writing experiences. These students spend the following years attempting to catch up to literacy benchmarks. This ongoing dilemma drove our Early Years teachers to action research and a radical change in the implementation of our Literacy Block. Regular data is now collected and analysed so that we can organise students into cross-age groups that target specific literacy needs. Teachers collaborate to track and monitor every student and match them to relevant learning outcomes. Agreed teaching practices on using explicit genre and grammar methodologies ensure consistency and depth. After two years, the data shows excellent growth in students’ literacy abilities.

Louise Moody is an EAL/D teacher and the Literacy and Numeracy Coordinator at St Joseph’s School, Ottoway. The primary focus of her 11 years of teaching practice has been in the areas of Literacy and English language teaching. She spent 4 years teaching in Hong Kong and has completed a Master of Education (TESOL). Louise’s passions in education include understanding the processes of acquiring language, personalised learning and issues of equity in literacy.

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<td>4.10-4.50</td>
<td>City Room 3</td>
<td>SA60</td>
<td>Patricia Kershaw</td>
<td>Presentation 40m 7-10</td>
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Improving literacy learning for adolescent students: The spatial and reflective practices of an Australian school (7-10)

Evidence suggests that increasingly young adolescents are entering Australian high schools needing support in the area of literacy, particularly reading. This paper examines the spatial practices of one school’s approach to improving literacy outcomes for its Years 8 and 9 students. It shows how staff at this school have begun to work collaboratively with each other and community members in trying to address the reading needs of their students. Using the conceptual frameworks of spatial theory and critical reflection the paper will share the conceived and perceived spatial practices of staff identified in interview data. We argue that when deeper and more critical reflective practice occurs potentially transformative, or ‘third space’, practices result; ensuring positive literacy learning outcomes for students.

Dr Georgina Barton is a Senior Lecturer in the School of Education and Professional Studies at Griffith University, Brisbane, Queensland, Australia. For over twenty years Dr Barton has been a classroom teacher and literacy educator in schools. She is currently researching in the areas of adolescent literacy learning, multiliteracies, modalities, arts and music education, ethnomusicology, and teacher education. She has recently edited a book entitled: *Literacy in the arts: Retheorising learning and teaching* with Springer Publishers.

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<tr>
<td>4.10-4.50</td>
<td>City Room 4</td>
<td>SA61</td>
<td>Patricia Kershaw</td>
<td>Workshop 40m 3-10</td>
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Taking Action: Students as Global Citizens (3-10)

In 2015, Pat and her Humanities colleague, Maree Whiteley, initiated an action learning project with AISWA schools, which was based on problem-based learning (PBL). The *Taking Action* project was a professional learning experience for teachers of English, Humanities and Technologies that combined aspects of human rights and social justice as outlined in topics sourced from Years 5-10 in the Australian Curriculum: Geography and Civics and Citizenship. Through problem-based learning, students chose and investigated a global issue and had the opportunity to produce a digital resource to argue their evidence-based perspective on a global issue and, in doing so, demonstrate the AC General Capabilities of Creative and critical thinking, Ethical understanding and Intercultural understanding. AISWA has since published an eBook, which documents teacher and student stories related to this project. This publication will be outlined and available to participants during the workshop.

Patricia Kershaw is an English/Literacy consultant with the Association of Independent Schools of WA. Experience as a secondary English teacher and a primary school teacher as well as research into language and literacy during her years as a university lecturer inform her current research and practice.

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<td>SA62</td>
<td>Tamryn Bennett - Red Room Company</td>
<td>Workshop 40m 3-10</td>
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Poetry Object - inspire, create, publish! (3-10)

*How can you make something from nothing?*

A palace from a stone?
A body from a bone?

~ Katerina, ‘The Trunk’, Year 10, Meriden

*Red Room Poetry Object* is a national poetry-writing competition for students from Years 3-10. Created by The Red Room Company, the project invites young writers and their teachers to submit poems written in response to talismanic objects that are special to them. The 2015 competition saw over 160 schools participate, resulting in the publication of over 2550 poems. *Red Room Poetry Object – inspire, create, publish!* introduces participants to creative strategies that nurture student writing through poetic exploration and unusual thinking. Using a range of practical learning tasks and supported by our Red Room Resources, participants will leave with key teaching principles that can be easily integrated into their creative writing lesson plans. The *Red Room Company’s vision is to make poetry a meaningful part of every day life.*

Dr Tamryn Bennett is a poet and Artistic Director of The Red Room Company. She has designed and delivered creative writing programs at the University of New South Wales, Artspace and El Centro de Cultura Digital (Mexico). Tamryn’s poetic projects have been exhibited in Sydney, Melbourne, Switzerland and Mexico. Her collection phosphene is published by the Rabbit Poet Series. Other poems and essays have appeared in Five Bells, Nth Degree, Cordite, The Drunken Boat, ImageText and Image [&] Narrate.

4.10-4.50 Riverbank 6 SA63 Keren Parsons Chair: Chris Thompson Presentation 40m

A Narrative of Explicit Exploration (F-7)

Students’ motivation and ability to write well is problematic in low SES classrooms. Students, familiar with spoken language, may lack the knowledge to convert this language into the formal written text required in school contexts. This project, integrating English and Geography to explore narrative worlds through words and wonder, focused on the impact of explicitly teaching grammatical patterns and the way these change according to context. Students participating in this unit of work were highly motivated, through opportunities to engage with stories that explore and explain our world. Students also demonstrated gains in their writing fluency as measured against the Language and Literacy Levels across the Australian Curriculum, EALD students. I argue that when students are taught explicit grammatical knowledge they are empowered to write, which contributes to increasing writing fluency and competence, allowing them to connect more powerfully with their world.

Keren Parsons has been teaching in low SES settings for 6 years. She holds a BEd Hons, researching reading in the Early Years. Keren teaches Foundation to Year 7 and has a special interest and passion for the Early Years. She has taught in both classroom and specialist roles with a focus on Literacy and the Arts.

4.10-4.50 Riverbank 8 SA64 Yuvonne Piper and Courtney Martin Chair: Ryan Spencer Workshop 40m

Spelling: A repertoire approach to word work (3-7)

Traditional spelling instruction is often linear: students master sounds, move onto affixes, and eventually learn about word origins. In a repertoire approach to spelling instruction, students are taught the different spelling knowledges (morphology, etymology, orthography and phonology) concurrently at every level. The multiple skills students need to spell are highlighted and celebrated. This presentation is the result of three teachers’ inquiry into a repertoire approach to spelling instruction, and the growth of students’ capacity to understand and utilise the complexities of spelling knowledge in their literacy development across the curriculum. The students demonstrated an increased curiosity about words; their vocabulary improved, as did their ability to break words into meaningful parts. An unexpected outcome of the project was improvement in students’ reading, using their spelling knowledge and contextual clues to decode and comprehend new words. Students developed a conscience about spelling, and a deep understanding of how words work.

Yuvonne Piper has more than twenty years’ experience in primary education. During that time she has held many positions including Curriculum Executive Officer, Literacy Field Officer, and Literacy Coordinator in a number of schools. Spelling and vocabulary development is an area of personal interest.

Courtney Martin is an early career teacher, with an interest in how students learn to spell within the broader contest of language development. Her classroom includes a range of visual literacy resources and activities, and focuses on extending oral language and integration of drama.

20 min Concurrent Session 4.10-4.30

4.10-4.30 Riverbank 7 SA65 Kerry-Ann O’Sullivan Chair: Wendy Bean Presentation 20m

The creation of words: a story of change (All)

Understanding how our English language develops over time, the historic patterns of vocabulary, and the influences that shape and change words, enhances our linguistic repertoire to meet the evolving nature of contemporary communication. This presentation investigates the origins of our language; it explores the various ways words are made and their significant features including the changing and shifting of lexical meaning. The focus on etymology leads to a consideration of the development of students’ knowledge of words and how to support their classroom engagement with the characteristics of our living and diverse language. Playing with words in different forms, finding the ‘right one’ to use, connecting with language and its story, provides us with many opportunities for building an individual voice, for creative expression and the crafting of writing and speech, and for refining our knowledge about these essential tools for meaning.

Dr. Kerry-Ann O’Sullivan is a Senior Lecturer in English and Literacy Education at Macquarie University, NSW. Her research interests include English curriculum, multiliteracy practices, and pedagogies for new technologies. She is the recipient of National and State awards for her teaching and research, and was on the National Curriculum English Advisory Panel.
### AATE Matters: Getting the Best out of your National ETA (7-12, T)

**During this session, attendees will:**

- Have the opportunity to network with AATE Council and ETA members from across the country
- Meet some of the authors of AATE’s exciting new publication: *The Artful English Teacher*
- Find out about ways that Early Career teachers can get involved in AATE activities
- Participate in forums to inform AATE future actions

Includes a drink and nibbles

Please RSVP to erika.boas@education.tas.gov.au by Monday 20 June, 2016

### Schedule

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<td>Riverbank 5</td>
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<td>5 min Changeover</td>
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<td>4.55-5.55</td>
<td>Riverbank 5</td>
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<td>AATE Matters: Getting the Best out of your National ETA</td>
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<td>7.00-11.00</td>
<td>Hilton Hotel</td>
<td>SA68</td>
<td>Conference Dinner</td>
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**Workshop 60m 7-12**
The Delirious Spectator: opening spaces in film studies (7-12, T)

Issey Miyake, fashion designer, said that a dress is a piece of cloth and a body and the space between them. The space is “unrestricted by any existing framework.” This might seem to resist critical understandings, but it does not. Both the cloth and the body are profoundly contextualised. It is the space that is not, or need not be. How do films create spaces? What is a space in film? More importantly how do we create spaces for our students? I mean the kind of space where negotiations and conversations happen because they must. This all sits comfortably with Garth Boomer’s “we now seek and find new questions, new spaces, new discontinuities in need of exploration.” The three conference strands are implicated here, but without creativity, we hardly see the “spaces between”, or know what to do with them.

Paul Sommer is obsessing over questions about cinema through his current research with Curtin University, Western Australia. He has taught IB English for the past ten years at Osaka International School (of Kwansei Gakuin University) in Japan. Media and theatre were strands of Paul’s early professional life and these equipped him well as he morphed into an English-Drama teacher. Research, publication and presentations over the past 20 years have been committed to ways of supporting English teachers in the teaching of film. Paul is a past president of AATE and SAETA.

Paper and screen ... and all that happens in between!

Digital and print mediums are being used simultaneously in the teaching of writing in many early childhood classrooms. The range of digital resources available to educators and children provides varied opportunities for authors to produce texts. Using technology, children can author texts individually or collaboratively, and in multiple modes and media. This presentation will draw upon classroom writing experiences as instances of children creating digital texts are examined. In doing so, the social practices, and the wider classroom learning opportunities afforded through the flexible and recursive ways in which children produce text with technology, will be examined to present interesting implications for processes of text creation.

Lisa Kervin is an Associate Professor in Language and Literacy in the Faculty of Social Science at the University of Wollongong. She is the “Learning, Design, and Technology” theme leader for the Early Start Research Institute. Lisa’s current research interests are focused on young children’s literate practices and current ARC projects investigate writing, digital play and the development and implementation of the Australian English Curriculum.

Gnashing terrible teeth, ignoring nosy narrators, wondering about wolves and calling Coo-ee across the world – how picture books teach reading lessons and life lessons (F-7)

Read for the first or fiftieth time, a quality picture book invites children and adults alike to wonder and reflect on how stories and ideas shape our sense of self and our world. As Margaret Meek argues, picture books also give us reading lessons, teaching us to look deeply, to puzzle about what the words and images may mean and to learn the different ways that language lets a writer tell and a reader read. As we weave worlds with words and wonder, picture books continue to provide us with rich narratives, creative juxtapositions of words and images and a succinct yet complex use of language. This keynote will go back to the beginnings of picture books, visiting old favourites, then move across the decades to consider the diversity of texts and the lessons they teach us about how we make meaning, the power of images and the importance of story in our lives.

Dr Jon Callow teaches and researches at the University of Sydney, Australia, as well as coordinating the Master of Teaching Primary program. He is an experienced primary teacher, academic and literacy educator, having worked in schools, universities and in professional development for teachers in Australia and internationally. His areas of research include visual and multimodal literacies, digital media, children’s literature, pedagogy, creativity and engagement. His current projects include an international research project in the area of knowledgeable and engaging literacy teaching, as well as research into children’s engagement with and understanding of images in picture books and other multimodal texts.
Language awareness involves understanding language as a phenomenon that humans use to get along in the world of sentient beings, processes and things. It includes (i) awareness that although similar, no two people’s language habits are the same; (ii) awareness that language is closely related to context; (iii) awareness that different language choices give rise to different nuances of meaning; (iv) awareness that the social world is to a significant extent built by language. Creativity is harder to pin down, but may be thought of as enabling a person to deviate at will from norms, or to exploit norms to specific ends. Together with language awareness, it can be especially powerful. Drawing on examples from stories, I will suggest that exploration of translation related phenomena is a particularly helpful means towards simultaneously enhancing language awareness and encouraging linguistic creativity.


In Search of the Poet’s Heart (F-10)

Poetry is the best words used in tight spaces to create sparks. In this workshop, poet and educator Alan Wright will share a broad range of strategies successfully used in numerous schools to assist teachers and students to more fully engage with poetry, create their own poetic pearls and in the process, discover the full potential of poetry’s magic. Participants will be given the opportunity to create a little of their own poetry magic during this workshop.

Alan Wright, education consultant and poet has worked extensively in the U.S and Australia, promoting best practice in Literacy education. A passionate advocate for poetry in children’s literature and learning, Alan’s latest book Searching For Hen’s Teeth (Poetry for children) was released in late 2014. Alan is a regular contributor and presenter for ALEA.

How do I teach digital literacies & the Australian Curriculum: Technologies! (? All)

The jobs of the future will require significant digital literacies, yet children and young people are not learning them in schools. Students entering primary school today will not enter the work force for nearly 10 years. They will need sophisticated digital literacies we can’t even predict. In the next 2-3 years, secondary students will make up part of the more than half of Australian workers who need to be able to use, configure or build digital systems to find a job. This presents F-10 and Senior Secondary literacy and English teachers with a significant opportunity to shore up the nation’s future by rethinking they way they teach digital literacies and the Australian Curriculum: Technologies. This presentation aims to be disruptive. It provokes teachers to create new opportunities for children and young people to engage in co-creative endeavours with each other and machines’ artificial intelligence (AI) through project management and thinking in technologies. These opportunities are critical to developing innovative solutions to problems students articulate as meaningful to their lifeworlds. By co-creating solutions, students can articulate desirable sustainable patterns of living and contribute to preferred futures for themselves, others and planet Earth.
Christopher Walsh is currently a Professor of Education at James Cook University, Queensland. He researches widely in the field of literacy education and international development. He has published 2 co-edited books, 5 co-edited textbooks and over 100 refereed journal articles, book chapters, research reports and conference papers. He also edits Digital Culture & Education (DCE). Christopher’s primary concern is to enhance teacher education through applied research and by developing frameworks for analysing and conceptualising alternative visions of education in a time of unprecedented social and technological change. He does this intentionally to theorise and build sustainable educational futures that explicitly focus on improving literacy learning, schooling, student learning outcomes and fostering creativity.

11.50-12.00  
10 min changeover

70 min Closing Plenary 12.00-1.10

12.00-1.10  
Hall L  SU08  Misty Adoniou Chair: Rosey Kadow
30 min Closing Plenary (All)
30 min Handover to Tasmania
10 min Thankyous

Misty Adoniou is an Associate Professor in Language Literacy and TESL at the University of Canberra. She is a Past-President of the Australian Council of TESOL Associations, and is presently on the Board of Directors of TESOL International, an affiliation of 105 teachers’ associations around the world. She is the lead writer for the Australian Curriculum’s English as an Additional Language document and support materials and is an advisor on Equity and Diversity in the Australian Curriculum. She has received several teaching awards including a national ALTC citation for her Outstanding Contribution to Student Learning, and the 2014 Vice-Chancellor’s award for Teaching Excellence. In 2015 she featured as a ‘thought leader’ in Maxine McKew’s book on education in Australia Class Act.

1.10  Conference Close

AATE/ALEA South Australia through the Professional Teachers’ Council NSW- Board of Studies, Teaching and Educational Standards (BOSTES) (formerly the NSW Institute of Teachers) as the endorsed provider of Institute Registered professional development for the maintenance of accreditation at Proficient, Highly Accomplished, and Lead levels.

Scope of Endorsement
- All Standards of the Australian Professional Standards for Teachers at the level of Proficient and Highly Accomplished
- Standards 1-7 of the Australian Professional Standards for Teachers at the Lead level

Completing the AATE/ALEA National Conference Adelaide: Weaving worlds with words and wonder, 8-10 July 2016 will contribute 13 hours of QTC Registered PD addressing 6.2.2; 7.4.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.
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<th>Time</th>
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<td>Registration</td>
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<td>8:15</td>
<td>Welcome &amp; Housekeeping</td>
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<td>9:00</td>
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**Conference Overview**

**Thursday 7/7**
- Pre-Conference Institute Riverbank 7
- Welcome & Overview
- Keynote
- Lunch

**Friday 8/7**
- Breakfast
- Coffee Break
- Conference Overview
- Welcome & Overview
- Keynote
- Lunch

**Saturday 9/7**
- Breakfast
- Coffee Break
- Plenary
- Lunch

**Sunday 10/7**
- Breakfast
- Coffee Break
- Conference Overview
- Lunch

**Strands:**
- Narrative
- Creativity
- Language and Inquiry

**Audience:** EC, F-2/3, 3-6/7, 7-10, 11-12, Tertiary, All

**Rooms & Capacity:**
- Hall L: 1032
- L1: Workshop style
- L2: Workshop style
- L3: Workshop style
- CR1: 114, Theatre style
- CR2: 114, Theatre style
- CR3: 120, Theatre style
- CR4: 60, Workshop style
- RB5: 80, Workshop style
- RB6: 144, Theatre style
- RB7: 144, Theatre style
- RBB: 80, Workshop style