

# RECLAIMING OUR STORIES

ENGLISH AT THE INTERSECTION



**VATE**

21-22 NOVEMBER

VATE STATE CONFERENCE 2024



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# CONFERENCE SCHEDULE

## DAY ONE: THURSDAY 21 NOVEMBER

9.00 – 10.15am	Welcome to Country President's welcome <b>Keynote:</b> Melitta Hogarth and Larissa McLean Davies
10.15 – 10.25am	<b>Changeover</b>
10.25 – 11.25am	<b>Workshops</b> (F2F and online) TW1 WTW1: Sian Prior
11.25 – 11.50am	<b>Morning tea</b>
11.50am – 12.40pm	<b>Guest speakers</b> GS1: Carlo Perrotta GS2: Bebe Oliver GS3: Cher Tan
12.40 – 12.50pm	<b>Changeover</b>
12.50 – 1.50pm	<b>Workshops</b> (F2F and online) TW2 WTW2: Preeti Maharaj
1.50 – 2.40pm	<b>Lunch</b>
2.40 – 3.40pm	<b>Workshops</b> (F2F and online) TW3
3.40 – 4.30pm	<b>VATE Village conference gathering</b>

## DAY TWO: FRIDAY 22 NOVEMBER

9.00 – 10.00am	<b>Keynote:</b> Billi FitzSimons
10.00 – 10.10am	<b>Changeover</b>
10.10 – 11.10am	<b>Workshops</b> (F2F and online) FW1
11.10 – 11.35am	<b>Morning tea</b>
11.35am – 12.35pm	<b>Panels</b> P1: Affirming the 'personal' in a time of 'constant overwhelm' P2: 'Evidence-based practice': Complexities, challenges, conflict and change P3: Lunch Orders: Newsroom to classroom
12.35 – 12.45pm	<b>Changeover</b>
12.45 – 1.45pm	<b>Workshops</b> (F2F and online) FW2 WTW4: Ernest Price
1.45 – 2.35pm	<b>Lunch</b>
2.35 – 3.35pm	<b>Workshops</b> (F2F and online) FW3







# TEACHING FIRST NATIONS PERSPECTIVES

## Professional Learning Stream

The **Teaching First Nations Perspectives** program is designed to support English teachers to build their own Aboriginal and Torres Strait Islander cultural competency in order to provide their students with accurate, informed and culturally responsive context, knowledge, skills, language and pedagogies. Across 2024 and 2025, the **Teaching First Nations Perspectives** program will deliver 12 on-demand videos with First Nations academics, authors, and commentators and complementary teaching resources that have been inspired by the 8 Aboriginal Ways of Learning pedagogy framework. One component of this program is to subsidise 30 English teachers from around Victoria to attend a day of curated professional learning workshops taking place during VATE's annual State Conference.

Participants attend the following **Teaching First Nations Professional Learning Stream** on Thursday 21 November 2024:

- **Keynote:** Professor Melitta Hogarth and Professor Larissa McLean Davies
- **Decolonising literacy:** Tensions, tips, tricks, and transformation, Dr Aleryk Fricker \*\*
- **Guest speaker:** 'Living languages | Sovereign stories', Bebe Oliver
- 'Smoke encrypted whispers': The ethical imagination of First Nations literature, Professor Tony Birch \*\*
- Ngarrngga: helping teachers to know, to hear, and to understand, Steven Kolber, Glen Hayres, and Emma Ross \*\*

*\*\*These workshops are only available through the Teaching First Nations Perspectives Professional Learning Stream and are not on offer as part of the general State Conference program.*

There is no cost to be involved in the program. However, the school principal must give formal approval for participation and support applicants' involvement in the program by providing release from school on Thursday 21 November 2024. Applicants must be VATE members and be willing and able to meet certain conditions of participation in the program, including completing pre and post-event tasks.

### Expression of interest

VATE is interested in hearing from members who are committed to Makarrata, Truth-telling and listening, and using their privilege as an English teacher to promote reconciliation and champion a version of English education that is critical and creative and grounded in promoting inclusivity and equity. VATE welcomes applications from teachers who work with students who identify as Aboriginal and/or Torres Strait Islander, students from disadvantaged or low ICSEA backgrounds, students from rural or regional areas of Victoria, and students from culturally and linguistically diverse backgrounds.

Please submit a 200 – 400 word reflection that responds to the following prompts:

- Your name, school and school's location
- Discuss your teaching and learning journey with Aboriginal and Torres Strait Islander histories, cultures and stories (this may include your own reconciliation journey)
- In what ways are you adopting a strengths-based approach to the sharing of histories, cultures and stories of Aboriginal and Torres Strait Islander peoples?

Completed expressions of interest should be submitted to [education@vate.org.au](mailto:education@vate.org.au) by **12pm on Friday 11 October 2024**.

## RECLAIMING OUR STORIES

VATE 2024 explores a world and culture in which we are confronted by the results of 'prolonged stress and isolation'. Naomi Klein's advice in the face of this is to 'gather together, find your footing and your story', to 'create meaning together'. This movement towards and insistence on the importance of community is key.

Recently, a teacher in rural Victoria wrote, in an issue of *Idiom* focused on the sustainability of the profession, that English teachers feel they are 'standing in quicksand, with the ground shifting under our feet, destabilising us, and drawing us deeper and deeper into the system that cannot sustain or support the individual, or the collective – never mind the students who rely on us'. For teachers living in a state of 'constant overwhelm' the collegial community of fellow teachers is paramount in sustaining us. This collegiality is intergenerational: we come together from many different points on our professional journey.

The 'facts' of that 'constant overwhelm' are familiar enough: relentless workloads, understaffing, arid record keeping, regimentation that stifles creativity, rigid 'one-size-fits-all' testing that can be unfair at worst, and inaccurate at best. And now we face the possible 'panacea' of lesson plans designed by experts. To paraphrase Mr Gradgrind that High Priest of Facts, 'Now, Teacher No 20, you know what a lesson plan is!'

Nevertheless, we hope, 'we beat on, boats against the current' ... we persist in telling our stories.

As English teachers, we have manifold stories to tell, drawing from what Seamus Heaney called the 'relationship between nationality, language, history, and literary tradition', as we look to the future remembering our past. We tell the stories of subject English that are inclusive, shifting, resourceful, democratic, and political. We avoid binaries but, instead, are responsive to the push-pull of contending tensions and choices as 'intersections' that demand we exercise our professional judgement individually and collectively. We seek out the space for the playful, the artful, and the experimental in the planned curriculum and 'evidence based' 'scientific' pedagogies.

We affirm the evidence of the lived experiences of our students and their voices, their hopes, passions, curiosities, aspirations, and needs. Inevitably, we err on the side of the imaginative life, expressed through metaphor, allusion, and symbol, to enable students to 'float and flower in (their) season' as Sarah Holland-Batt so eloquently evokes in her poem 'Medusa'. We evoke and celebrate the lines from Brad Aaron Modin's poem which affirms

*The English lesson was that I am is a complete sentence.*



## RECLAIMING OUR STORIES

We accept the challenge of the new and potentially disconcerting, whether it be the ethical and creative implications of the impact of AI on education, or the potency of the misinformation and post truth of social media, even as our TikTok generation of students exploit its creative potentials.

These challenges are not new. In a sense the profession is always 'at the intersection'. It is twenty-one years since VATE hosted IFTE2003 in Melbourne, where the international English teaching community was invited to explore 'elsewheres of potential' in 'transforming literacies' and 'changing English'. That community considered questions about the kinds of literacies, including embryonic digital ones, required to sustain a democratic society; the problematic nature of English as a global language; a burgeoning textual diversity that challenged established canons and recognised the legitimacy of popular culture and media texts. Most tellingly, the profession was asked to reflect on the importance of their professionalism and collegiality in deliberating on such matters.

In telling our stories, claiming our voices, mapping and drawing meaning from our 'landscapes', we learn from First Nations people, with commitment to community, creativity

and human interconnectedness. As a professional teaching association, VATE tells stories that reflect our responsibilities to First Nations people and in so doing, we recommit to the ideals of the Uluru Statement from the Heart and its emphasis on reconciliation and truth-telling. One of our challenges is confronting what First Nations educators and authors are telling us about the power of English as a colonising language.

Archie Moore's Golden Lion winning 'kith and kin' at the 2024 Venice Biennale both engages with and transcends the imposed disempowering weaponisation of language. The vast space has become a giant blackboard, covered by the names of his real and imagined ancestors going back 65,000 years. Even the white chalk on the blackboard paint depicts yet subverts a binary racist story. After growing up with no stories, being told his history, one of deracination and dispossession, began with colonisation, Moore has visually countered his people's loss of language and narrative, and created 'a national story, a way of showing we're all connected'.

Truly, it is in the shelter of each other that the people live.

**2024 State Conference  
Working Party**

# ACKNOWLEDGEMENT OF COUNTRY

## VATE

VATE acknowledges the Wurundjeri Woi Wurrung people of the Kulin Nation as the Traditional Custodians of the lands on which the VATE office is situated.

We recognise Aboriginal and Torres Strait Islander peoples as the first storytellers; and that knowledge transfer through storytelling is woven into the fabric of this Country. We acknowledge all First Nations peoples that make contributions to our teaching and learning communities. We pay our respects to Elders from all nations – and to their Ancestors and Elders past and present.

## Deakin

We acknowledge the Traditional Custodians of the unceded lands and waterways on which Deakin University does business. We pay our deep respect to the Ancestors and Elders of Wadawurrung Country, Eastern Maar Country and Wurundjeri Country where our physical campuses are located. We also acknowledge all First Nations Peoples that make contributions to our learning communities.



Cover artwork credit: 'Decolonising White' (2016)  
© Dr Deanne Gilson.  
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## Reconciliation Action Plan

VATE is pleased to have our Reconciliation Action Plan formally endorsed by Reconciliation Australia. We invite you to read our RAP and learn more about our commitment to reconciliation. VATE joins a network of more than 2,200 corporate, government, and not-for-profit organisations that have made a formal pledge to reconciliation through the RAP program.

Developing our RAP has been an important step in strengthening our commitment to enhancing visibility, promoting inclusivity, and striving for equity of access to rich and responsive teacher and student learning opportunities. This begins with the right to an education that develops essential, critical, and creative literacy and English skills. Subject English plays an important role in fostering a climate of reconciliation and providing a space for the voices of our First Nations people to be heard, understood, and amplified. We look forward to making more deliberate actions toward our commitment to reconciliation illuminated by the development of our RAP.

## About the artist

Dr Deanne Gilson is a proud Wadawurrung woman and an award-winning visual artist who lives and creates from her ancestral Country in Ballarat in Victoria.

Her multidisciplinary art practice interrogates the colonial disruption of her family and explores ways in which contemporary art can create a platform towards healing, acceptance and re-claiming cultural identity, often drawing upon traditional knowledges of her ancestors. She recently completed her PhD at Deakin University, looking at defining Aboriginal women's business through contemporary art.





# GOING GREEN: THE GREENING OF VATE EVENTS

## Climate change is real.

To respond to the challenges of climate change, we need to address our individual, collective and systemic responsibilities.

At VATE we are committed to developing environmentally sustainable practices in order to minimise our carbon footprint at all VATE events.

The key actions being undertaken are:

## Minimising waste

This will be done through the reduction of waste such as no single serving containers and recycling (where possible) at each event.

## Distribution of event material

We are committed to using paperless technology as much as it is possible and this will include the distribution of speakers' presentations and event information. We encourage our exhibitors and sponsors to distribute their promotional material in a paperless manner and/or on recycled paper where possible. VATE will not be distributing any paper flyers at the State Conference.

## Conference satchels and inserts

Conference satchels with promotional flyers will not be supplied to delegates. Delegates are encouraged to bring their own bag.

## Transport to the venue

To reduce carbon emissions, we encourage all the participants to find the most environmentally friendly way to come to the venue. This may include taking public transportation, sharing car, riding a bike, or walking.

We look forward to you joining us on this journey.



Due to unforeseen circumstances, VATE will occasionally have to alter the program or workshops. On the day cancellations will be advertised on the conference website. VATE will not accept liability for damages of any nature sustained by participants or their accompanying persons, for loss or damage to their personal property as a result of the conference or related events. The opinions expressed at the conference are those of the presenter and do not necessarily reflect the views of VATE.

# GIVING BACK: SUPPORTING OUR WIDER COMMUNITY

VATE is a not-for-profit subject association committed to a vision of subject English that is equitable, inclusive, robust, creative, responsive, and critical. Through collaboration and community, VATE serves its members and their students from all sectors and regions across the state of Victoria.

VATE is an important place of connection and community.

To reflect our commitment to sustainability and social solidarity, VATE will no longer be purchasing delegate and presenter gifts and instead will be donating these funds to charities. We see this as an important move to supporting our wider community and reflects our move to 'going green' and our core values of equity, inclusion, and social engagement.

We look forward to you joining us on this journey of connecting to community.

In 2024 VATE will be donating funds to the following two charities: First Peoples' Assembly of Victoria and WAMA – National Centre for Environmental Art.



## First Peoples' Assembly of Victoria

The First Peoples' Assembly of Victoria is the independent and democratically elected body to represent Traditional Owners of Country and Aboriginal and Torres Strait Islander peoples in Victoria. We believe it's time to negotiate Treaties between our people and the Government of Victoria.

Walk with us.

Find out more and support our work [here](#).



## WAMA – National Centre for Environmental Art

Created to inspire and enrich people's appreciation of nature, WAMA explores the deep interconnection between art, science and nature. At its heart – a world-class art gallery dedicated to environmental art, surrounded by native botanic gardens, and bushlands. Twelve years in the making, driven by a passionate, interdisciplinary board and community of supporters, WAMA is due to open in 2025.

Learn more and get involved at [WAMA](#).





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**ALWAYS WAS, ALWAYS WILL BE,  
ABORIGINAL LAND.**

People thrive when they can set their own course in life and can make choices about what works best for them and their families based on their own needs, experiences, talents and aspirations.

When it comes to Aboriginal communities, cultures and lands, the experts are of course Aboriginal people. The more this fact is respected and embraced, the more our communities will thrive.

It's also important that Victoria as a state acknowledges and reckons with the truth of what was done to Aboriginal people so we can all get on with creating a better future together.

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To stay up to date or enroll,  
sign up and help get Treaty done!

**[firstpeoplesvic.org/sign-up](https://firstpeoplesvic.org/sign-up)**





# REGISTRATION COSTS

## One day registration

**\$270**

VATE concession member

**\$290**

VATE individual member

**\$310**

VATE organisational member

## Two day registration

**\$405**

VATE concession member

**\$435**

VATE individual member

**\$465**

VATE organisational member

## Hybrid registration

This year's State Conference will be a hybrid event. We will be running thirty workshops, as well as all keynotes, guest speakers and panels live via Zoom. Delegates wishing to register for the hybrid component of the conference can do so through a separate hybrid registration portal. You will be able to select your preferences for the workshops that you would like to stream live. Hybrid delegates will also get access to the recordings for all streamed sessions (subject to recording quality).

Please note: If you or your school faces financial barriers that make attending this conference difficult, please contact [Kate Gillespie](#) to discuss options.





DAY ONE:

# THURSDAY 21 NOVEMBER





## Larissa McLean Davies

Professor Larissa McLean Davies is Deputy Dean and Professor of Teacher Education in the Faculty of Education at The University of Melbourne. A leading Australian academic, her research spans the fields of teacher education and professional learning, literacy and English education and literary studies. Her scholarship is concerned with issues of justice, anti-colonial and feminist practices and sustainability as this is manifest in teacher knowledge and curriculum

enactment. Larissa leads large teams that work closely with State and Territory Education Departments on these issues, to improve educational experiences for diverse learners. Larissa's long commitment to Australian writers and writing in education has resulted in invitations to speak at the Melbourne Writer's Festival, a partnership with the Stella Prize, and the opportunity to Chair the Australian Literary Studies Gold Medal in 2023.



## Melitta Hogarth

Professor Melitta Hogarth is a Kamilaroi woman and is the Director of Ngarrngga, as well as the Associate Dean (Indigenous) and Principal Research Fellow in the Faculty of Education, The University of Melbourne. Melitta's research interests revolve around

the intersection of education, equity, and social justice for Indigenous peoples, which draws on her years of experience as a teacher and a researcher. Prior to entering academia, Professor Hogarth taught for almost 20 years in Queensland, particularly in secondary schools.

## Restoring English at the intersection

Storytelling is an age-old activity that has been used across millennia to share knowledge; to impart findings; to remember and reminisce; to be human. Phillips and Bunda discuss how stories take many forms with wisdom and experience shared from all ages and backgrounds

illustrating the intergenerational qualities of storytelling. In this keynote, we will explore texts from Indigenous and non-Indigenous storytellers connecting the themes and shared experiences where English sits at the intersection.





## Carlo Perrotta

Carlo is Associate Professor of Digital Education in the Faculty of Education, The University of Melbourne. Before joining the FoE in 2023, he held research and teaching posts at Monash University, the University of Leeds, and the UCL-Institute of Education in London.

Carlo's research has been funded by leading international bodies such as the Australian Research Council, the European Commission, the UK's Economic and Social Research Council and UNESCO.

His work has explored various aspects of digital transformation: technology adoption, technology-enhanced practice and critical issues (e.g., ethics and surveillance) associated with the growing role of digitisation in education. He has published in several leading journals at the intersection of education studies and the sociology of new media. Carlo is currently examining the impact of automation on multiple aspects of education, from pedagogy to policy.

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### **'What can I do for you today?'** **Making sense of the promises and threats of AI offloading**

Teaching is traditionally described as a relational activity, involving human-to-human interactions and meaningful linguistic sensemaking. This framing has been recently disrupted by the remarkable ascent of generative artificial intelligence. The ability of 'large language models' to generate human-like text and simulate meaningful communication has inspired a lively debate about the future of teaching. While some welcome the opportunity to profoundly reshape education, others are concerned about the loss of autonomy, the 'hallucinations'

(when an AI system produces fake or harmful content), the risks of misinformation, and the unwitting fostering of technological dependency. One key question in this debate concerns the tension between aspects of professional practice which are 'safe to offload' onto a machine, and parts which should instead remain within human purview and safeguarded. In this talk, I will explore this tension from a philosophical and pedagogical perspective. The presentation will draw on my research across several educational contexts in Victoria.

# GUEST SPEAKERS

GS2 / 11.50 AM – 12.40 PM



## Bebe Oliver

Bebe Oliver is a Bardi Jawi award-winning author, poet and illustrator.

As a leading advocate for Aboriginal advancement and self-determination, he is deeply committed to the empowerment and visibility of Aboriginal and Torres Strait Islander creators. Bebe is the Artistic Director and CEO of Blak & Bright First Nations Literary Festival, and the Deputy Chair of Magabala Books, demonstrating his drive for literary excellence and cultural representation.

Bebe's highly celebrated and widely published work explores love, loss, identity, the intersection of Aboriginal and gay existence, and the rich tapestry of place and Country, making him a compelling and transformative voice in contemporary literature.

Bebe's newest book, if this is the end (Magabala Books, 2024) is regarded as a fearless and honest exploration of identity, and 'a queer Blak classic'.

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## Living languages | Sovereign stories

The stories of Aboriginal and Torres Strait Islander peoples once existed only in the languages they were spoken in. Now, with the extinction of traditional tongue and the prominence of English words and constructs, where do we leave space for First Nations sovereignty and identity? Bebe Oliver spotlights the strong, Blak leadership in the publishing industry, and explores how celebrating Blak stories in the classroom can empower the community outside of it.

# GUEST SPEAKERS

GS3 / 11.50 AM – 12.40 PM



## Cher Tan

Cher Tan is an essayist, critic and editor living and working on unceded Wurundjeri land (so-called 'Melbourne'). She previously lived in Karna Yerta/Adelaide and Singapore, where she was born and raised. Her work has appeared in Sydney Review of Books, Hyperallergic, Kill Your Darlings, Cordite, Gusher magazine,

Catapult, The Guardian, Art Guide Australia and The Age, among many others. She is the reviews editor at Meanjin and an editor at LIMINAL magazine. Her debut essay collection, Peripathetic: Notes on (Un)belonging, is out now with NewSouth Publishing.

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## Englishing is getting Englished

In Edward Said's 1984 essay 'Reflections on Exile', he writes, 'In the United States, academic, intellectual and aesthetic thought is what it is today because of refugees from Fascism, Communism and other regimes given to the oppression and expulsion of dissidents.'

This is equally applicable to Australia, a colony made up of settler-migrants on stolen land. This workshop interrogates the idea of 'proper English' in this context, considering how we can apply different Englishes through the way we write, using our respective voices.





## Sian Prior

Dr Sian Prior has a multi-faceted career in the arts, education and media. For the last three decades she has been a writer and broadcaster, working in radio, television, print and online. She has been a radio presenter on ABC RN, ABC Classic and 774 ABC Melbourne, and a regular columnist and opinion writer for The Age, Sydney Morning Herald and The Guardian. Her essays have been published in magazines and literary journals

and her short fiction in a range of anthologies. In 2014 Sian's critically-acclaimed first book, 'Shy: a memoir', was published by Text Publishing. Her second book, 'Childless: a story of freedom and longing' was short-listed for The Age 2022 Book of the Year award. She teaches creative writing at RMIT University and for a range of community groups. Sian also runs her own online writing courses, and mentors individual writers.

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## The situation vs the story: How to write memorable personal columns and opinion pieces

If you want to craft an engaging personal column or opinion piece, you need to do more than produce a faithful description of 'what happened' or a recipe for 'what should happen'. In this workshop we'll look at how to find the 'story' at the heart of the 'situation' you are exploring. Whether you call it finding an angle, offering an insight, or arriving at a poetic truth, it's a task that requires structure, discipline and

an empathy with your readers. What's in it for them? Have you included any universal ingredients? Does your writing have 'profluence' – pace, direction, stakes? In this workshop Dr Sian Prior – RMIT University creative writing lecturer, newspaper columnist, and critically-acclaimed memoirist – will show you how to convert a bunch of facts and/or opinions into an engrossing tale.

# WRITERS TALK WRITING

WTW2 / 12.50 – 1.50 PM



## Preeti Maharaj

Preeti is an English and Humanities teacher as well as an educational consultant. She specialises in the development of curriculum, student voice and agency, instructional practice, literacy and numeracy across curriculum areas.

She is pursuing her PhD, focusing on how teachers navigate their identities, students' identities and educational institution identities when engaging with anti-racist practices and policies in schools. This is borne out of the intersections of her lived experiences as a migrant Woman of Colour, a teacher and school leader of two decades.

Preeti finally gave herself permission to explore the creative arts in middle age. Her short story 'A Tangle of Tenses' was published in *Growing Up Indian in Australia* in 2024. She is also a playwright, an actor and producer. Her ten-minute, one-woman play 'Ganna Ki Kethi' (Sugarcane Farming) set in a remote part of Fiji, was awarded 'Best Production' by the judges in the West of Melbourne Performing Arts Festival 2024.

Preeti is passionate about students from culturally diverse communities seeing their stories in book lists and being given opportunities to be knowledge makers and creators with agency over their stories and how they are told.

Photo credit: Jess D'Cruze

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## Memoir as time travel

Writing a memoir demands that we time travel. We write a memoir in the present remembering the past, whilst holding hopes and dreams for the future. Within our stories we also carry the stories of our ancestors. Asking students to write about self does not have to be linear, nor entirely

non-fiction or simply about the individual. This writing masterclass explores how to safely coax out those stories of memoir as self, memoir as collective and memoir as time travellers in culturally diverse classrooms.

**TW1.01:**  
**A reflection on  
VCE Units 3 & 4 EAL:  
FAQs and practical  
solutions** HYBRID

This workshop will bring together reflections on the first year of implementation of the VCE Units 3 & 4 EAL Study Design from two different perspectives: policy and practice. The presenters will respond to frequently asked questions about the new Study and share practical advice about ways to design, deliver and assess the SACs. Teachers will leave the workshop with a deeper understanding about the flexibility of the Study Design, and how they have the agency to tailor their teaching to meet the specific language needs of their students.

**Kellie Heintz, VCAA,  
and Jenna Gomes,  
East Doncaster Secondary College**

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**TW1.02:**  
**Exploring the Frameworks:  
Possibilities, ideas and  
finding a voice** HYBRID

This workshop is designed to allow participants to explore the possibilities in the Framework of Ideas for Creating texts (English, Unit 3) and the means by which students and teachers can engage with these ideas in order to produce reflective, effective and powerful texts. This workshop will include the opportunity to participate in a writing and reflection activity that can be used in the classroom with students to encourage self-directed learning and the opportunity to consider the ways in which the assessment criteria can be used to ensure accurate timely feedback.

**Helen Billett and Kirstin Bourne**

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**TW1.03:**  
**Fostering boys' writing:  
A case study of three  
Victorian schools** HYBRID

The issue of boys' literacy performance continues to be a contested and ongoing debate among policy makers, researchers and teachers. Writing is an important life skill that is necessary for survival in the 21st century. Despite significant shifts in the gendering of writing, gender must be understood as a social and cultural construct. Educators need to evaluate their own gender values, avoid stereotyping children's reading and writing based on gender, and encourage children to reach their full potential as readers and writers. This workshop will focus on my investigation in vis-à-vis how schools foster boys' writing in Year 6 at three different schools.

**Jennifer Sze,  
The University of Melbourne**

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**TW1.04:**  
**Keeping novels in  
middle secondary** HYBRID

How can we keep novels on the curriculum in a multimedia world? With limited attention spans, how can educators engage young readers in a love of reading? This workshop will present the findings from our case study at Nagle College, a regional school in Victoria, where we re-conceptualised our Year 10 novel studies using multiliteracy theory. Our aim was to keep *The Messenger* by Marcus Zusak as a mentor text for a unit where students learned about different text forms. The study showed us that we could engage reluctant readers in Year 10 by connecting the text to contemporaneous issues students see around them.

**Bri Hassett,  
Catholic College Sale**

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**TW1.05:**  
**Loose can(n)ons:  
The benefits of teaching  
beyond the canon in the  
Literature classroom** HYBRID

There is sometimes a reluctance in Literature teachers to move beyond familiar texts, to explore the booklist beyond the 'old faithfuls'. Still, there are joys to be had in teaching outside the canon particularly for students and teachers whose experience is not always well represented within it. In our workshop, we will discuss our experiences teaching *Chimerica* and *The Fire Next Time*, and our plans for teaching *The World's Wife* by finding critical materials for contemporary texts and honouring student experience in our classrooms.

**Briony Schroor and Natalie Faulkner,  
Nossal High School**

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**TW1.06:**  
**'Voices of Country' using  
NGV's First Nations art  
& design**

Discover how to use the NGV's rich collection of First Nations art to enhance the study of texts in the classroom. Delve into key concepts such as connection to Country, the impact of colonisation and its enduring effects, and the challenges of reconciliation. Participants will explore various approaches to deepening contextual understanding of perspectives, knowledge and cultural identity through the analysis of Aboriginal and Torres Strait Islander art.

**Jenny Isaac,  
National Gallery of Victoria**

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**TW1.07:**

### **How do I teach this text to EAL students? Choosing engaging and accessible texts for EAL students**

Choosing texts for EAL learners can be challenging as there are many factors that teachers need to consider. This workshop will provide suggestions of texts that are suitable and engaging for Years 7–10 EAL learners and activities teachers can use to build the comprehension and writing skills of students. It will also provide strategies that teachers in mainstream English classes can use to help the EAL learners in their classes access the complex texts they may be expected to read.

**Maria Papatotiriou,**  
Wellington Secondary College

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**TW1.08:**

### **Masterclass in ekphrastic poetry**

What do Keats' 'On First Looking into Chapman's Homer' and Tracy Chevalier's *Girl With a Pearl Earring* have in common? They were inspired by other works. This workshop will help you access your own creativity using classical Greek works and Vincent Van Gogh's paintings. Learn to write ekphrastic poetry through a straightforward method. These techniques will have you leaving the workshop with several pieces to polish and new skills that you can use in the classroom.

**Marian Spires,**  
St Joseph's College

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**TW1.09:**

### **Philosophy in the English classroom: How metacognition and critical thinking can empower students to develop unique ideas**

Critical thinking, scepticism, and analysis are skills integral to English. This workshop will explore what ideas teachers can borrow from philosophy and neuroscience to blend with effective pedagogy. Metacognition can be paired with explicit teaching around dissecting and crafting arguments and viewpoints to help students explore their own ideas. Whether we're talking about contentions and arguments or text response analysis, the skills explored here will help teachers create classroom environments of enquiry and new ideas. We will learn how to teach students to combat cliché and develop logical ideas they can express with confidence.

**Samuel Indge,**  
Nazareth College

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**TW1.10:**

### **Quickwrites: Using mentor texts to inspire creativity**

Learn how to integrate quickwrites into your middle years English classroom. Quickwrites is an approach to creative writing that helps students use mentor texts as a means of building their own writing toolbox. In this workshop, teachers will participate in demonstrations on how to use short mentor texts as a precursor to creative writing quickwrites. Teachers will be guided on the ways in which quickwrites lift student creativity, encourage authenticity of voice, and stimulate experimentation in creative writing.

**Melanie Van Langenberg,**  
and **Kylie Mutsaers, Sacré Coeur**

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**TW1.11:**

### **Supporting early career teachers: Reflections and recommendations from an early career learning leader**

Teaching (especially the subject of English) is an art that is incredibly difficult. There is no official way to teach; it takes time to learn what works for your students and your own style. However, as any teacher knows, schools are facing a teacher crisis, with teachers leaving the profession at an all-time high. School leaders are tasked with supporting and fostering early career teachers so that they will become the next generation of teachers determined to stay. But what does this actually look like in a school setting with numerous graduate and teachers with permission-to-teach? What realistic and reasonable measures are needed to get them to stay? This practical workshop offers the reflections, experiences and advice from an early career learning leader on what works and advice on building staff rapport and teacher capacity while navigating everyday challenges.

**Jared Prentis,**  
Kolbe Catholic College

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**TW1.12:**

### **Teaching writing to young people who are not writers**

The return of creative writing in the senior years is something we are all grappling with again. This can be disconcerting, particularly when we need to prepare students to write in SAC and exam conditions. In an attempt to reconcile writing for assessment with writing for self-expression, this workshop will focus on strategies to approach the teaching of writing. While the workshop will be focused on teaching writing within the VCE context, the principles underpinning it and the strategies discussed will be applicable to the teaching of writing across all year levels. We will look in particular at writing blockers and strategies to get past these blockers and consider the importance of voice and identity in student writing.

**Philip Canon,  
Penleigh and Essendon  
Grammar School**

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**TW1.13:**

### **Unit 3 English: Writing about Play**

This workshop will explore ways into Play by looking at lesson plans and writing activities that allow students to develop original and engaging ideas as they create their own pieces that explore the Framework of Writing about Play. We will consider how students can best engage with ideas around Play in different forms and for specific purposes and audiences, drawing on their own experiences and the world around them. Annotated sample responses will be discussed, and there will be an evaluation of what worked well in this first year of the new Unit (and what could be reviewed and improved).

**Fiona Hall,  
Leibler Yavneh College**

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**TW1.14:**

### **We are all human: Teaching empathy and intersectionality in the language and literature classroom**

The language and literature classroom is a place where students go on adventures! In this interactive workshop, explore how to use Plutchik's Wheel of Emotions to support students to connect with the feelings and emotions of characters in written and visual texts. Learn how to use multiple short texts to teach intersectionality, engage diverse learners in the curriculum, and enable real-time adjustments and modifications. Find out how to select a variety of texts, suitable to your own classroom and context, that expose students to real-life examples of diversity in their own communities. Finally, brainstorm how to inspire students to use their voice to share their own stories, and the emotions that go with them.

**Kate Hadley,  
Woodleigh School**

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**TW1.15:**

### **What can we learn from the experiences of Holocaust survivors about the nature and importance of community?**

Drawing inspiration from the experiences of Holocaust survivors and their journey towards rebuilding communities, particularly in Melbourne, this workshop aims to empower educators to authentically engage students to understand the importance of community and foster a deeper connection to their own. Through various oral and written memoirs of Holocaust survivors, the workshop will delve into the experiences of survivors who resettled in Melbourne, highlighting their survival, resilience and determination to forge new communities despite immense trauma and loss. Participants will discover resources and lesson ideas to translate these historical memoirs into meaningful lessons that resonate with contemporary community values.

**Tracey Collie,  
Melbourne Holocaust Museum**

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**TW2.01:**  
**Crafting the literary journey:  
Effective course and  
assessment planning  
for VCE Literature** HYBRID

This workshop will provide practical insights into structuring the curriculum, selecting diverse texts, and aligning teaching strategies with VCE requirements. We will explore various assessment methods, including SACs and examinations, ensuring they accurately measure student understanding and analytical skills. Participants will leave with actionable plans and resources to enhance their teaching of VCE Literature, fostering a deeper appreciation of literary texts and critical thinking among students. There will be small skill-based activities linked to each assessment that participants can draw on in their own practice.

Timothy Mannix,  
Xavier College

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**TW2.02:**  
**Creativity at the crossroads:  
Building a community of  
writers in VCE English** HYBRID

How can we balance the imperative of exam preparation with the urge to encourage creativity and authentic voice while developing a community of writers in our classrooms? This workshop aims to ignite your curiosity, creativity and voice as a teacher and a writer by creating a space for you to imagine, play and experiment with language and ideas. Participants will have an opportunity to craft and edit their own short texts in collaboration with others and take away some concrete teaching and learning strategies to use with students to support them with generating ideas, drafting, conferencing, and editing.

Cindy Sullivan,  
Hume Central Secondary College

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**TW2.03:**  
**Opportunities for  
connection, reflection  
and collaboration:  
Approaches to the new  
English/EAL Study Design**  
LIVESTREAMED ONLY

'This has been my favourite assessment ever.' Year 12 student, 2024. The new Study Design prioritises a more authentic approach to encountering and creating texts. It values reflection, developing and grappling with one's own ideas, and deeper connections to texts. Success relies on a classroom of trust where students can be thoughtful and courageous – sharing writing we care about is tough! This workshop aims to offer teachers some strategies, ideas and resources that will support their students to share courageously and make meaningful responses to texts and tasks. With scaffolded and differentiated activities and ideas, this workshop will be suitable for both English and EAL classrooms.

Allie Baker,  
Beechworth Secondary College

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**TW2.04:**  
**Paragraphing without  
the formula** HYBRID

Paragraphs are a powerful tool for collecting and organising statements and ideas. Like sentences, they come in various forms and shapes and appear in a variety of text types conveying story, information, analysis, and so much more. Yet, we persist in ignoring the diverse contexts of paragraphs and teaching formulas which facilitate AI to look like a good student. In this workshop, we will consider ways that we can move students to a more realistic understanding of the paragraph as a creative and original piece of language architecture.

Mel Dixon

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**TW2.05:**  
**VCE VM Literacy:  
Creating meaning** HYBRID

With an emphasis on community engagement, this workshop considers the way VCE VM Literacy provides the framework for creating meaning through the lens of different stories, the importance of connectedness and evolving literacies, and the lived experiences of our students. This workshop will explore the freedom of open text selection where educators can respond to the needs and desires of their students; how to use the flexibility of the VCE VM Literacy study to create units of work that respond to our constantly changing world; and the opportunities applied learning pedagogies can create through authentic experiences and student voice and agency.

Senior Secondary Certificate  
Reform Division, VCAA

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**TW2.06:**  
**'What a piece of work is man':  
Teaching Shakespeare in order  
to combat toxic masculinity**

We are living in an ongoing era of crisis with regard to young people's views of masculinity: misogynistic and toxic figures, such as Andrew Tate, continue to hold sway over Gen Z and Gen Alpha regarding what it means to be a 'real man'. This workshop will explore how the works of William Shakespeare offer a surprisingly powerful tool for challenging these harmful views of masculinity. Together, we will explore how teachers can use the Bard as a means to teach a compelling and attractive account of masculinity that is empathetic, vulnerable, and sensitive, counteracting toxic masculinity.

Vincent Chiang,  
Melbourne Grammar School

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**TW2.07:**

### **Classroom climates that create connection, inspire storytelling, and provoke discussion**

AI, social media algorithms, and competitive cultures contribute to social anxiety and a raft of other mental health challenges facing Victoria's young people. Our classroom climates can have a significant impact on improving the social outcomes of our students through storytelling and a sense of belonging. This workshop will focus on why we should shape our classrooms as communities and hives of productive conversations, how to scaffold the communication and social skills required to participate in such a community, and how to build on these skills to create collaborative strategies for storymaking and storytelling.

**Nyree Wilson,**  
**Dandenong High School**

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**TW2.08:**

### **Discovering the Science of Reading and writing and the implications of this in the secondary context**

Through my own personal story of discovering the research now touted as SOR, this session will explore the history of teaching reading and writing in Australia and what has led us to critical mandates such as the latest 'phonics focus' at F-2. We will piece together the web of continuing understandings we have around the foundational skills of reading and writing and the impact such mandated reforms have had upon the education system. Beyond

my story, we will also explore what we currently know about 'best practice' and how understanding the foundations of how a student learns to read and write is critical knowledge for any secondary English teacher. We will consider numerous classroom strategies and the fine balancing act of providing the time and space to explicitly teach and consolidate the competing skills and knowledge required to navigate the contemporary classroom. Allow me to tell my story, so in turn you can reflect on your own journey and what you want that to look like moving forward.

**Hayley Harrison,**  
**Connect Literacy**

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**TW2.09:**

### **How to teach *The White Girl* by Tony Birch at Year 9 or 10**

*The White Girl* is a prescient text for study at this post-referendum moment. Birch offers a glimpse into what life might have been like for Aboriginal people living in 1960s rural Australia under 'the Act', just before the pivotal 1967 Referendum. Despite its name, the 'Aborigines Protection Act' did nothing of the sort, instead subjecting Aboriginal peoples to oppressive surveillance and restriction of their rights. Although Birch portrays profound injustice, his novel is as much or perhaps more about love and resilience in the face of adversity, celebrating Aboriginal women. This workshop will offer ideas for how to teach this novel at Year 9 or 10, including resources to scaffold skills in close passage analysis, essay writing, and how to respectfully engage with First Nations stories, histories and cultures.

**Anna Carrig,**  
**Northcote High School**

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**TW2.10:**

### **Making connections: Empowering educators through awareness, artefacts and literature**

This workshop will explore how educators can support Muslim students in the classroom through cultural awareness and representation. Pairing museum education and diverse text selection, discover how to enrich student experiences and promote authentic representation and inclusivity. This workshop bridges education, literature, and cultural sensitivities to create a more inclusive learning environment and suggests learning activities to empower educators to foster and celebrate diversity in the English classroom.

**Jacque Bourtzis,**  
**Islamic Museum of Australia**

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**TW2.11:**

### **struct, v. [struh-kt] 1. create with joy. IE: construct/deconstruct/reconstruct/co-construct texts with joy**

In this workshop, we will grapple with a range of non-linear narrative texts employing a variety of strategies to subvert traditional, chronological ways of telling stories. After analysing the work of others in mentor texts, participants will create original texts that incorporate some of the techniques explored. By experiencing the creative process as a student, teachers will be equipped to better support their students to take risks and experiment with non-linear narrative writing.

**Claire Reid and Lesley Milne,**  
**Virtual School Victoria**

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# WORKSHOPS

TW2 / SESSION TWO / 12.50 – 1.50 PM

**TW2.12:**  
**The authentic voice in  
VCE Framework of Ideas:  
Writing about Country**

In the early stages of the implementation of the new VCE Framework of Ideas Study, teachers were encouraged to reflect on the place that authentic student voice can hold within this Study. With the focus on improving the quality of students' written work through empowering them to explore their own voice in their Framework response, teachers will discuss macro and micro features of what can pay forward towards supporting quality writing.

Alice Cook,  
Ballarat Grammar School

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**TW2.13:**  
**Using AI for the AV in AA**

The workshop is designed specifically for VCE English teachers, focusing on harnessing AI to enhance your Argument Analysis. Discover innovative methods to integrate AI tools for developing engaging and effective lessons, including the new audio-visual component. This workshop will provide practical strategies and resources to streamline your planning process and elevate your students' learning experience.

Julia Bonifacio,  
Caulfield Grammar School

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TW3.01:

### **EAL voices at the intersection: Reclaiming their stories in English** HYBRID

How do you reclaim your story, as you narrate it in a foreign language, when your story is in danger of being lost in translation? When your story sits at an intersection where too many lines converge, collide, and eventually blur, even to yourself? This EAL teacher from an EAL background, whose life is filled with numerous lines that converge to and diverge from different points of intersection, finds that language has played and continues to play a vital role in the teaching of students in her care. Both teacher and students, from different parts of the globe, use their time together at the intersection of their English classroom. They narrate, write, proofread, edit and share plotlines, recounting their tales as well as they are able, in a language that is at once foreign and familiar. And the resulting mosaic, though at times grammatically and syntactically wanting, is breathtakingly beautiful in its originality.

**Thuthi Vartazarian,**  
Westbourne Grammar

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TW3.02:

### **Forming a foundation: Backward mapping to enhance text creation in Years 7–10** HYBRID

The new VCE English Study Design has been a big change for all of us! We want to share the approach we have taken to backward-mapping the skills and knowledge of VCE English, specifically for the new Crafting/Creating texts Area of Study. Throughout the workshop, you will hear how we are preparing students to craft a variety of text types and the ways in which we are reframing our curriculum design to focus on what is most essential across Years 7–10.

**Bianca Tukukino and**  
**Emily Piddington,**  
Gleneagles Secondary College

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TW3.03:

### **Lessons learned from Outcome 2 Crafting and Creating texts: Developing an authentic student voice using functional grammar** HYBRID

How do we support our students to develop an authentic voice? We use knowledge of functional grammar! In our session we will share tools we have used in our classrooms to develop student voice in writing. Working with tenor at a whole text, paragraph, sentence and word level, we will share the ways we have worked with students to shift their writing from formulaic narratives to imaginative responses with an authentic student voice.

**Claire Nailon, Nazareth College,**  
**Kate Cash, Kardinia International**  
**College, and Anne Dalmau,**  
Roxborough Secondary College

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TW3.05:

### **Using authenticity in teaching to teach Crafting texts at Year 10** HYBRID

This workshop will explore fostering meaningful connections with students to elicit challenging and inspiring class discussion, writing and reflection. The new VCE English Study Design asks students to create 'an apt, sustained and individual voice'. This workshop will delve into how Year 10 teachers can celebrate students' existing voices and values to inspire creation of original work and encourage the forming of strong, empathetic worldviews in preparation for VCE. Through strategies to encourage student-led discussion and text selection, this workshop equips teachers to utilise student passion when teaching English skills and foster a strong point of view in student writing.

**Esther Myles,**  
St Michael's Grammar School

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TW3.06:

### **A unified theory of genre: Connecting narrative and argumentation**

Framing narrative as 'entertainment' and argumentation as 'serious business' not only diminishes the value of narrative, it actively makes it harder to teach analytical and persuasive writing. In this workshop, we'll explore a way of thinking about writing that unifies narrative and argument, framing them as identical ways of modelling the world that change as we increase contestedness and abstraction. We'll see how this framing suggests a teaching progression that runs directly from narrative writing to more academic types of analytical and persuasive writing. The goal is to spark discussion and invite new thinking about curriculum planning.

**Andrew Duval,**  
Writelike.org

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**TW3.07:**

### **Generate, create, educate: Practical activities for quality Creating texts writing**

The Creating texts Area of Study emphasises the opportunity for students to engage with mentor texts to deepen their understanding of how writing can move, provoke and inspire when constructed in consideration of a situated audience, purpose and context. Amazing! But how can we support young people to develop an awareness of their own creative processes and generate ideas for their writing that are relevant, sustained and authentic? This workshop will present practical activities to support students to find their footing and create their story, providing generative exercises designed to empower students with writing strategies that inject their writing with quality and flair. With tasks that can be adapted to all Frameworks of Ideas, middle years and VCE English teachers will come away with ideas to both establish and extend students' ability to create meaning together.

**Emma Dower,  
Lalor Secondary College**

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**TW3.08:**

### **Learning how to Play**

This workshop will explore the approach I took in teaching Crafting/Creating texts, the lessons that have been learnt from the process, and how next year might look. With a focus on finding authentic student voice, this unit of work took a few interesting turns that I certainly didn't see coming.

**Amy Christensen,  
Scotch College**

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**TW3.09:**

### **Nurturing analytical thinking with literacy strategies**

In this practical workshop, we will share our collaborative process as we determined to focus on the development of thinking skills in Year 7 and 8 students through authentic engagement with a range of text types. It was important to us to demonstrate our respect for student thinking by establishing a classroom culture that valued student thinking as a legitimate output by providing students with space to think; to experiment with different thinking strategies and to extend their thinking in collaboration with their peers. We will share the ways we embedded a multitude of thinking frameworks and literacy routines to cultivate analytical thinking before defaulting to analytical writing. Through our reflections on student engagement and analysis and reflections of student work, we hope to prompt your thinking about student thinking in your classrooms.

**Justine Douglas and Tori Whitten,  
Xavier College**

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**TW3.10:**

### **Protest: Behind the mentor texts**

The mentor texts are more than just form and type. They provide insight into creative ways to construct a text that informs and entertains. Pankhurst's use of grammar, Wyatt's dramatic sensibility breaking the fourth wall, Gillespie's blend of past and present, and the simplicity of Vonnegut's prose are all skills we can utilise when crafting our own passage of writing. This workshop goes into the techniques and strategies which make these works exemplars of style and technique. Such elements are universal and applicable whenever we write.

**David McLean, Delta Psi**

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**TW3.11:**

### **Rage against the machine: Infesting your secondary writing classes with meaning, joy and purpose**

Join us as we present and discuss flexible writing activities that you can easily adapt to your classroom practice for different purposes. Activities focus on encouraging students to engage in their own thinking (close your screen!) in creative ways; connecting them to their values and ideas so that their writing has personal meaning; and exploration of using images to spark ideas and conversations.

**Joanne Foley, Northcote High School,  
and Rebekah Keenan Mount,  
Ivanhoe Girls' Grammar School**

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**TW3.12:**

### **Teaching local First Nations stories in VCE Literature**

This workshop will focus on my development of a unit of work for the new VCE Literature Study Design and the Voices of Country Area of Study that it introduces. I will present on my work developing a unit of work focusing particularly on local Kulin stories that recognise and honour the traditional custodians of the country where my school is located, as well as engaging critically with colonial perspectives. I will share about the process that I have followed in developing this unit and the creative work that students have completed in response to their study.

**Matthew Pullar,  
Heathdale Christian College**

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# WORKSHOPS

TW3 / SESSION THREE / 2.40 – 3.40 PM

TW3.13:

## The features of a feature article in the craft of writing

A feature article is a true hybrid form of writing. It is imaginative because the reader is entertained by descriptions and the recounting of experiences and impressions. Writers also explain and explore the background to a subject. The author's bias and opinion of an event or interviewee is also subtly presented, so reflective writing can be included too. This workshop will examine and explore how to scaffold student writing of feature articles, how to select a subject for a feature article which is part of a context, and linked to a text and prompt. This form has a flexible but very clear structure. We will also analyse examples of students' feature articles.

Marissa Pinkas,  
Virtual School Victoria

TW3.14:

## The importance of storytelling

In this interactive workshop, we will explore the power of storytelling in educational settings such as the classroom, school assemblies, parent gatherings and immersive days. We will uncover the reasons why storytelling remains the most powerful way of communicating with purpose and expand our toolkit for future influence. Suitable for graduate teachers through to school leaders, we seek to energise your practice and build confidence in using the oldest form of learning – through storytelling!

Sarah Cassidy and Alana Piotti,  
Carey Baptist Grammar





# THURSDAY HYBRID WORKSHOPS

## TW1 / SESSION ONE / 10.25 – 11.25 AM

### TW1.01: A reflection on VCE Units 3 & 4 EAL: FAQs and practical solutions HYBRID

This workshop will bring together reflections on the first year of implementation of the VCE Units 3 & 4 EAL Study Design from two different perspectives: policy and practice. The presenters will respond to frequently asked questions about the new Study and share practical advice about ways to design, deliver and assess the SACs. Teachers will leave the workshop with a deeper understanding about the flexibility of the Study Design, and how they have the agency to tailor their teaching to meet the specific language needs of their students.

Kellie Heintz, VCAA,  
and Jenna Gomes,  
East Doncaster Secondary College

### TW1.02: Exploring the Frameworks: Possibilities, ideas and finding a voice HYBRID

This workshop is designed to allow participants to explore the possibilities in the Framework of Ideas for Creating texts (English, Unit 3) and the means by which students and teachers can engage with these ideas in order to produce reflective, effective and powerful texts. This workshop will include the opportunity to participate in a writing and reflection activity that can be used in the classroom with students to encourage self-directed learning and the opportunity to consider the ways in which the assessment criteria can be used to ensure accurate timely feedback.

Helen Billett and Kirstin Bourne

### TW1.03: Fostering boys' writing: A case study of three Victorian schools HYBRID

The issue of boys' literacy performance continues to be a contested and ongoing debate among policy makers, researchers and teachers. Writing is an important life skill that is necessary for survival in the 21st century. Despite significant shifts in the gendering of writing, gender must be understood as a social and cultural construct. Educators need to evaluate their own gender values, avoid stereotyping children's reading and writing based on gender, and encourage children to reach their full potential as readers and writers. This workshop will focus on my investigation in vis-à-vis how schools foster boys' writing in Year 6 at three different schools.

Jennifer Sze,  
The University of Melbourne

### TW1.04: Keeping novels in middle secondary HYBRID

How can we keep novels on the curriculum in a multimedia world? With limited attention spans, how can educators engage young readers in a love of reading? This workshop will present the findings from our case study at Nagle College, a regional school in Victoria, where we re-conceptualised our Year 10 novel studies using multiliteracy theory. Our aim was to keep *The Messenger* by Marcus Zusak as a mentor text for a unit where students learned about different text forms. The study showed us that we could engage reluctant readers in Year 10 by connecting the text to contemporaneous issues students see around them.

Bri Hassett,  
Catholic College Sale

### TW1.05: Loose can(n)ons: The benefits of teaching beyond the canon in the Literature classroom HYBRID

There is sometimes a reluctance in Literature teachers to move beyond familiar texts, to explore the booklist beyond the 'old faithfuls'. Still, there are joys to be had in teaching outside the canon particularly for students and teachers whose experience is not always well represented within it. In our workshop, we will discuss our experiences teaching *Chimerica* and *The Fire Next Time*, and our plans for teaching *The World's Wife* by finding critical materials for contemporary texts and honouring student experience in our classrooms.

Briony Schroor and Natalie Faulkner,  
Nossal High School



# THURSDAY HYBRID WORKSHOPS

## TW2 / SESSION TWO / 12.50 – 1.50 PM

### TW2.01: **Crafting the literary journey: Effective course and assessment planning for VCE Literature** HYBRID

This workshop will provide practical insights into structuring the curriculum, selecting diverse texts, and aligning teaching strategies with VCE requirements. We will explore various assessment methods, including SACs and examinations, ensuring they accurately measure student understanding and analytical skills. Participants will leave with actionable plans and resources to enhance their teaching of VCE Literature, fostering a deeper appreciation of literary texts and critical thinking among students. There will be small skill-based activities linked to each assessment that participants can draw on in their own practice.

**Timothy Mannix,**  
Xavier College

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### TW2.02: **Creativity at the crossroads: Building a community of writers in VCE English** HYBRID

How can we balance the imperative of exam preparation with the urge to encourage creativity and authentic voice while developing a community of writers in our classrooms? This workshop aims to ignite your curiosity, creativity and voice as a teacher and a writer by creating a space for you to imagine, play and experiment with language and ideas. Participants will have an opportunity to craft and edit their own short texts in collaboration with others and take away some concrete teaching and learning strategies to use with students to support them with generating ideas, drafting, conferencing, and editing.

**Cindy Sullivan,**  
Hume Central Secondary College

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### TW2.03: **Opportunities for connection, reflection and collaboration: Approaches to the new English/EAL Study Design** LIVESTREAMED ONLY

'This has been my favourite assessment ever.' Year 12 student, 2024. The new Study Design prioritises a more authentic approach to encountering and creating texts. It values reflection, developing and grappling with one's own ideas, and deeper connections to texts. Success relies on a classroom of trust where students can be thoughtful and courageous – sharing writing we care about is tough! This workshop aims to offer teachers some strategies, ideas and resources that will support their students to share courageously and make meaningful responses to texts and tasks. With scaffolded and differentiated activities and ideas, this workshop will be suitable for both English and EAL classrooms.

**Allie Baker,**  
Beechworth Secondary College

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### TW2.04: **Paragraphing without the formula** HYBRID

Paragraphs are a powerful tool for collecting and organising statements and ideas. Like sentences, they come in various forms and shapes and appear in a variety of text types conveying story, information, analysis, and so much more. Yet, we persist in ignoring the diverse contexts of paragraphs and teaching formulas which facilitate AI to look like a good student. In this workshop, we will consider ways that we can move students to a more realistic understanding of the paragraph as a creative and original piece of language architecture.

**Mel Dixon**

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### TW2.05: **VCE VM Literacy: Creating meaning** HYBRID

With an emphasis on community engagement, this workshop considers the way VCE VM Literacy provides the framework for creating meaning through the lens of different stories, the importance of connectedness and evolving literacies, and the lived experiences of our students. This workshop will explore the freedom of open text selection where educators can respond to the needs and desires of their students; how to use the flexibility of the VCE VM Literacy study to create units of work that respond to our constantly changing world; and the opportunities applied learning pedagogies can create through authentic experiences and student voice and agency.

**Senior Secondary Certificate Reform Division, VCAA**

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# THURSDAY HYBRID WORKSHOPS

## TW3 / SESSION THREE / 2.40 – 3.40 PM

### TW3.01: **EAL voices at the intersection: Reclaiming their stories in English** HYBRID

How do you reclaim your story, as you narrate it in a foreign language, when your story is in danger of being lost in translation? When your story sits at an intersection where too many lines converge, collide, and eventually blur, even to yourself? This EAL teacher from an EAL background, whose life is filled with numerous lines that converge to and diverge from different points of intersection, finds that language has played and continues to play a vital role in the teaching of students in her care. Both teacher and students, from different parts of the globe, use their time together at the intersection of their English classroom. They narrate, write, proofread, edit and share plotlines, recounting their tales as well as they are able, in a language that is at once foreign and familiar. And the resulting mosaic, though at times grammatically and syntactically wanting, is breathtakingly beautiful in its originality.

**Thuthi Vartazarian,**  
Westbourne Grammar

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### TW3.02: **Forming a foundation: Backward mapping to enhance text creation in Years 7–10** HYBRID

The new VCE English Study Design has been a big change for all of us! We want to share the approach we have taken to backward-mapping the skills and knowledge of VCE English, specifically for the new Crafting/Creating texts Area of Study. Throughout the workshop, you will hear how we are preparing students to craft a variety of text types and the ways in which we are reframing our curriculum design to focus on what is most essential across Years 7–10.

**Bianca Tukukino**  
and **Emily Piddington,**  
Gleneagles Secondary College

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### TW3.03: **Lessons learned from Outcome 2 Crafting and Creating texts: Developing an authentic student voice using functional grammar** HYBRID

How do we support our students to develop an authentic voice? We use knowledge of functional grammar! In our session we will share tools we have used in our classrooms to develop student voice in writing. Working with tenor at a whole text, paragraph, sentence and word level, we will share the ways we have worked with students to shift their writing from formulaic narratives to imaginative responses with an authentic student voice.

**Claire Nailon,** Nazareth College,  
**Kate Cash,** Kardinia International College, and **Anne Dalmau,** Roxborough Secondary College

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### TW3.05: **Using authenticity in teaching to teach Crafting texts at Year 10** HYBRID

This workshop will explore fostering meaningful connections with students to elicit challenging and inspiring class discussion, writing and reflection. The new VCE English Study Design asks students to create ‘an apt, sustained and individual voice’. This workshop will delve into how Year 10 teachers can celebrate students’ existing voices and values to inspire creation of original work and encourage the forming of strong, empathetic worldviews in preparation for VCE. Through strategies to encourage student-led discussion and text selection, this workshop equips teachers to utilise student passion when teaching English skills and foster a strong point of view in student writing.

**Esther Myles,**  
St Michael’s Grammar School

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DAY TWO:

# FRIDAY 22 NOVEMBER





## Billi FitzSimons

Billi FitzSimons is the Editor in Chief of The Daily Aus – Australia’s fastest-growing youth media publisher. Reaching more than a million people a month, The Daily Aus is known for breaking down the news to young people with simplicity, respect and honesty.

As well as leading a newsroom of young journalists, Billi regularly co-hosts The Daily Aus’ podcast and sends out their flagship newsletter to more than 200,000 people every morning.

Billi has interviewed some of Australia’s most senior politicians, including Prime Minister Anthony Albanese, Foreign Minister Penny Wong and Climate Change Minister Chris Bowen.

She previously worked as a senior news writer at Mamamia, Australia’s biggest women’s media company, where she also hosted their ‘Book Club’ podcast.

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## Empowering the youth to seek the truth

With the overwhelming majority of young people consuming news through social media, distinguishing fact from fiction has never been more challenging – or crucial. Plus, the rise of AI has only amplified the spread of misinformation online. In this keynote, Billi will present an evidence-based portrait of how young people are

consuming news on social media today, and how we can all play a role in improving their media literacy to help them become critical consumers. By focusing on real data, insights, and practical tools, the aim will be to empower educators to guide students through the complexities of today’s media environment.

## Affirming the ‘personal’ in a time of ‘constant overwhelm’

Any curriculum change inevitably courts controversy especially in the translation of theory into practice. And no more so than in Area of Study Two: Crafting and Creating Texts. Doug McCurry, former Senior Research Fellow at ACER, says it is exciting the way in which the exam will encourage personal narrative. After years of formulaic writing and what he calls the ‘aridity’ of a writing pedagogy that has dominated curriculum for the past thirty years students will be able to ‘write about what matters to them in the ways they find most amenable’.

That sense of excitement is there in some of the responses to the mid-year VATE survey on how teachers are dealing with the changes: ‘I love it ...feedback from the students has been very positive. We started with Creating Texts and I think it was a wonderful way to start the study, it gave students confidence and I say that reduces my workload significantly as students are not fighting it.’ ‘Some of our students have written the most amazing, thoughtful and insightful pieces, largely resulting from the conversations we have had with them and the thought processes they were encouraged to undertake.’

‘I’ve enjoyed the creative writing from the students. This has brought me great joy and has given me an insight into them would not have had prior to this area of study. Creative writing is good for body and soul.’

These responses, however, were not representative of the majority. To riff on the conference theme, most teachers found the changes, well, overwhelming, simply adding to their sense of ‘constant overwhelm’. A sound pedagogical impulse drowning in issues of workload and attendant administrivia. And even those excited by the change wondered about how realistic it was to expect quality personal writing in exam conditions.

Interwoven through the responses was the question of how students’ increasingly sophisticated use of AI would come into play. Would the need to be on the alert for plagiarism simply add to an already onerous workload or was there potential for AI to enhance the ‘personal’? At last year’s conference the panel on ‘AI, creativity and human agency’ posed a question about AI generated texts’ ‘potential for authenticity, originality and person voice’. One year on how might we answer this question?



CHAIR:  
**Terry Hayes**



**PANELLIST:**

**Katharine Corrin**

Katharine Corrin graduated from Deakin University (Burwood) with a Bachelor of Arts and Bachelor of Teaching (Secondary) in 2013. She spent Term 1 of 2014 looking for work as an English/Humanities teacher in Melbourne, Term 2 of 2014 filling a long service leave position at Melbourne Girls' College, Richmond, then took a position at Kyabram P-12 College starting in Term 3 of 2014. Since then, Katharine has been working at Kyabram P-12. She has been a classroom teacher of English 7-12, Humanities at Year 9, VCE English Language, VCE English/EAL, History 10-12, and VCAL Literacy. Katharine has also taken on positions of responsibility including Student Enrichment and Leadership

and Year 9 Level Coordinator but feels she has now found her niche as the English Team Leader. Throughout 2024 that has entailed leading and supporting the team through significant staff shortages and to prepare to implement the Victorian Curriculum 2.0 in 2025.

In her 'spare time' Katharine has been 'affirming the personal' by debating the importance of dental hygiene and dressing appropriately for the weather with her strong willed three-year old.

You can read Katherine's thoughts on sustaining the profession in her article, 'Moments and hope' in the latest [Idiom](#).



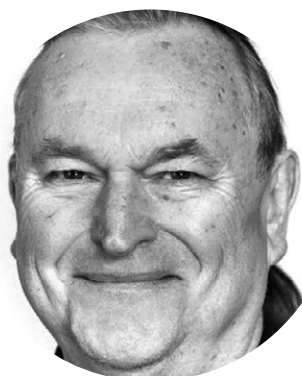
**PANELLIST:**

**Fleur Diamond**

Fleur Diamond is a lecturer in English and literacy education in the School of Curriculum, Teaching and Inclusive Education, Faculty of Education, at Monash University. Her research focuses on teachers' work and lives, with an emphasis on critical research on the impacts of performativity and standardisation on teachers' professional identities and practices. Research projects include: investigating the careers of long-serving English teachers and how their experiences reflect changes in subject English over time; the sustainability of English teaching in current conditions; and the formation

of early career English teachers working with 'Permission to Teach'. In addition to a fascination with English teaching as a career across the life span, Fleur engages with issues in subject English, with a particular focus on critical research on the impact of Education Technology narratives on understandings of English and literacy learning. In her research and teaching Fleur aims to promote the importance of creativity and criticality in English teaching. Prior to her work at Monash University, Fleur taught subject English for 13 years in Melbourne schools.





PANELLIST:

**Doug McCurry**

Doug McCurry was a Senior Research Fellow at the Australian Council for Educational Research. Prior to joining ACER in 1988, Doug was a teacher of English and humanities in secondary schools (1975–1987) and the Chief Examiner for Literature in Victoria (1980–1991). Doug has wide experience in the assessment of verbal and humanities tests, and he has worked on the development and analysis of multiple-choice, short answer and essay tests.

He designed the General Achievement Test (including the writing sub-test) and managed the production of the test for more than twenty years.

Doug has a particular interest in the assessment of writing, especially in test conditions. He designed and was test developer and director of marking for, among other writing tests, the Special Tertiary Admissions

Test, and the Graduate Medical Entry Writing Test. These significant tests are based on a difference between public affairs and personal issues.

Doug reviewed the development of writing assessments in tests conditions in Australia in the ACER monograph *The Art of Item Writing* (2017).

In his presentation he says he wants to describe and celebrate the great potential of the new Creating a Text section to bring self-directed and generative writing back into the English exam. This new section will allow 'expressive and reflective writing for personal purposes that has not been part of the English exam since the 1980s'. He will discuss some of the challenges and difficulties of teachers teaching and students preparing for the new Section B based on his recent experience as an external marker of practice exams.

## ‘Evidence-based practice’: Complexities, challenges, conflict, and change

There is a growing expectation that teaching practice is ‘evidence-based’. This is usually understood to mean that teachers should select approaches or interventions that research shows have a high-level impact on students’ learning outcomes. While a focus on ‘what works’ seems logical and even to some extent like a simple recipe for success, the reality is more complex.

In this panel discussion, we will hear the voices of teachers/ researchers who wish to explore in thought-provoking ways key questions related to a greater focus on evidence in practice. Key discussion prompts include:

- What counts as ‘research’? What counts as ‘evidence’?
- What does ‘evidence-based practice’ look like for teachers of English?

- What type of research is valued and more likely to be disregarded?
- Is research evidence in agreement?
- How do teachers access and digest information about research?
- Who stands to gain as evidence-based practices are increasingly packaged and sold to schools?
- How might a focus on the ‘science’ of learning impact on the teaching of English?
- What is the place of teacher research, knowledge, and agency?
- What about students? How are they framed in the thinking about evidence-based practice?
- Where might we be heading with our focus on evidence?

This aims to be an exploratory discussion that will identify key provocations for further examination by VATE.



### CHAIR: **Amanda McGraw**

Associate Professor Amanda McGraw, Federation University, is a Life Member of VATE and is currently the Vice-President of VATE Council. Amanda taught English in a number of state and independent schools, was a school Deputy Principal and recently supported the design and implementation of the Victorian Teaching Excellence Program (TEP) for the Victorian Academy of Teaching and Leadership. As a narrative

researcher, Amanda engages in the scholarly research of her own practice and regards a research disposition as central to her everyday practice. She facilitates a Collaborative Inquiry Community for VATE and has an interest in the relationship between teacher research and dispositions. Her research interests include the teaching of reading in secondary school English, teacher professional learning and teacher dispositions.



**PANELLIST:**

**Tim Mannix**

Tim is a dedicated and experienced educator currently serving as an English teacher at Xavier College. Tim has spent over a decade inspiring students to develop a love for the written word and critical thinking skills essential for success. His expertise spans across teaching various levels of English, with a particular focus on senior secondary education, where he prepares students for the demands of the VCE Literature curriculum. Tim has held various leadership roles such as Staff Development and Innovation Leader and Head of English - Pedagogy.

He is committed to fostering an inclusive classroom environment that encourages intellectual curiosity and academic excellence. Tim's dedication to professional development is evident in his ongoing pursuit of knowledge and pedagogical practices that enhance student learning outcomes. Outside of the classroom, he has engaged in Doctoral research in Masculinity and Literacy as well as digital learning. He is actively involved in curriculum development and mentoring young educators.



**PANELLIST:**

**Joanne O'Mara**

Jo is a Professor of Education at Deakin University and chairs Secondary English Curriculum Inquiry. She has been actively involved with VATE for many years and is the current President of the Association. Recent projects include

Sustaining the secondary English teaching profession/al in uncertain times, Improving the outcomes for Aboriginal and Torres Strait Islander Students Project, and Reimagining literacy education: Being literate in the twenty-first century.



**PANELLIST:**

**Katie Richardson**

Dr Katie Richardson is a Senior Research Fellow at the Australian Council for Educational Research (ACER). Katie leads ACER's flagship capability building programs nationally and internationally and is a Senior Research Fellow in ACER's Centre for School and System Improvement (CSSI). She has extensive expertise in educational assessment and using data to inform learning and teaching, inclusive education, curriculum and pedagogy,

and international education. Recently, she was the key advisor to Swinburne University's system-wide initiatives in assessment and is an adjunct academic with the University of Central Queensland, supervising doctoral research. Katie is passionate about integrating her areas of expertise to empower educators at all levels of education systems around the world to develop skills that enable all learners to thrive and progress in their learning.





## Lunch Orders: Newsroom to classroom

Traditional news media has been an omnipresent force and played an important teaching role in the classroom – and in our culture. But does it still?

With the disrupting forces of new media avenues – from social media and podcasts, to newsletters and independent publications – and their impact on the news we consume,

there have never been more voices to turn to and more ways to voice our own opinions.

With so much control over what we read and listen to, what does all this choice mean? How do we cut through the noise, discourage misinformation and disinformation, and guide young people to access the full story?



CHAIR:

### Bec Kavanagh

Bec Kavanagh is a Melbourne-based writer and academic whose work examines the representation of women's bodies in literature. She has appeared at the Melbourne and Sydney Writers Festivals and on Radio National's Books and Arts Daily. Bec has judged a number of literary prizes, including the Victorian Premier's Literary Award, and her reviews can be found in The Australian, Bookseller

& Publisher, and Australian Book Review. She has written fiction and non-fiction for a number of publications including Westerly, Meanjin, Review of Australian Fiction and the Shuffle anthology. Bec was the Schools Manager for the Stella Prize for five years and is currently a sessional tutor and academic at LaTrobe University.



This panel is supported by [The Wheeler Centre](#).

# PANELS

P3 / 11.35 – 12.35 PM



PANELLIST:

## Osman Faruqi

Osman Faruqi is a journalist, writer, and editor. He was the culture editor of The Sydney Morning Herald and The Age. He is an award-winning journalist who has previously worked as an editor at the ABC and Schwartz Media.

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PANELLIST:

## Jane Gilmore

Jane Gilmore is an author and ex-journalist from Melbourne. Her book, *Fixed It: Violence and the Representation of Women in the Media* was published in 2019. Her latest book, *Fairy Tale Princesses Will Kill Your Children* was published in 2023.

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PANELLIST:

## Rachel Withers

Rachel Withers is a freelance writer and host of RRR's *Spin Cycle*, a show that aims to make sense of Australia's maddening 24-hour news cycle, including the hot takes we are bombarded with from media outlets, politicians and pundits. Rachel has freelanced for *Slate*, *Vox*, *Crikey*, *The Saturday Paper* and *The Monthly*, and previously spent three years helming the latter's daily newsletter, *The Politics*, offering in-depth analysis

of the day's events. In 2021 she was awarded *Mumbrella's* 'Columnist of the Year' award for providing bold new perspectives on the assault and harassment allegations that rocked federal parliament. She regularly appears on *ABC Melbourne* and *2SER's Fourth Estate*, where she is always keen to discuss how our media can do a better job of serving the public and holding power to account.

# WRITERS TALK WRITING

WTW4 / 12.45 – 1.45 PM



## Ernest Price

Ernest Price lives, writes and teaches on Bunurong land in Hoppers Crossing. He has worked as a Director of English in multiple English KLAs around Victoria. Ernest has written and presented extensively for VATE. He co-authored VATE's Inside Frameworks guide with Sonia Muir,

and was part of the implementation team for VCAA during the rollout of the current Study Design. Ernest's creative non-fiction has been published by Overland and Queerstories. His debut novel *The Pyramid of Needs* was published by Affirm Press in 2024.

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## Creating complex characters

In this session, Ernest will share strategies to allow your students to create nuanced and interesting characters. Drawing from both his fifteen years in English classrooms and his own experience as a novelist, he will work with you to develop your bag of tricks to help even the most

reluctant writers find their way to the page. You will consider some of the age-old questions about character-driven writing, including how much a writer should show and how much they should tell, and whether or not readers need to like a writer's characters.



**FW1.01:**  
**Addressing existing literacy challenges in high school English** HYBRID

When students enter secondary school with existing literacy challenges, it is easy for them to quickly fall into a self-perpetuating cycle of avoidance, disengagement and negative self-images as learners. Conversely, students who are confident in their ability to read and write make fast leaps forward in their ability to comprehend and articulate complex and nuanced ideas, setting them up early for success in senior English. As an experienced literacy intervention teacher, I will share the strategies I have acquired over the years that support students to feel capable and confident in secondary English while addressing primary level reading and writing challenges.

**Amy Murphy,**  
**Footscray High School**

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**FW1.02:**  
**Enlivening intersections of student experience and voice through Crafting/Creating texts** HYBRID

In this workshop, participants will consider the opportunities provided in VCE English Area of Study 2: Crafting/Creating texts for students to express their unique experiences and give voice to their values. The workshop provides practical approaches to Crafting/Creating texts centred around developing students' reflective capabilities, technical skills and writerly confidence to express their ideas, values and experiences.

The workshop focuses on how one school has developed a sequence of units through Years 10–12, encouraging students to draw on their intersecting experiences and express these in different forms of writing. The workshop will also attend to the intricacies of planning Crafting/Creating texts units and some strategies for managing the feedback cycle and marking load associated with this task.

**Vana Watkins,**  
**Geelong Grammar School**

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**FW1.03:**  
**TikToks, reels, and shorts: Using social media to explore identity in the English Language classroom** HYBRID

How can we leverage our students' knowledge of social media landscapes and explore ways that language can be used to reflect identities in contemporary Australia? This interactive workshop will explore texts from a diverse range of platforms and creators whose short-form video content can be used to facilitate discussion and analysis of the ways that Australians use language to showcase elements of their identities. We will also consider ways that teachers can use content from Australian creators and influencers to meaningfully engage students with analysis of a diverse range of language examples when writing English Language essays.

**Stephanie Rowlston,**  
**St Michael's Grammar School**

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**FW1.04:**  
**To see the world in a grain of sand: Close analysis for new Literature teachers** HYBRID

New to teaching VCE Literature? Wondering how to invite student voice while building analytical skills? This workshop will look at various ways of introducing students to critical perspectives and close reading. As a Literature teaching team, we are happy to answer your questions about how to approach the subject and develop a cohesive program across Units 1 to 4.

**Madeleine Coulombe**  
**and Stuart King,**  
**Eltham College**

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**FW1.05:**  
**When artificial isn't the answer: Pushing back against (some) AI** HYBRID

AI, including Generative Artificial Intelligence chatbots like ChatGPT, is being touted as the solution to all of our problems, but there are real risks inherent in automating education. This workshop looks objectively at AI and edtech, and asks how these technologies can be used in ways which do not deprofessionalise English teachers, or strip them of agency. It's not about being a luddite or 'standing in the way of progress'; it's about staking a claim against technology hype, and (re)evaluating why we teach English.

**Leon Furze**

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FW1.06:

### **Creative text types for Crafting and Creating texts**

Did you get bored of reading persuasive speeches and diary entries in Creating and Crafting texts this year? This workshop will explore a range of creative and hybrid text types students can apply to their ideas. We'll look at visible text features and bring along a range of sample texts for you to use with your classes. This workshop will focus on the Unit 3 Frameworks of Ideas, but is applicable to anyone teaching Crafting or Creating texts.

**Avril Good and Kathleen Main,  
St Albans Secondary College**

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FW1.07:

### **How ADHD strategies support everyone in the classroom (even the teachers!)**

All of us, students and teachers alike, sometimes struggle with executive function – the part of the brain that regulates attention, emotion, and awareness of time (among other things). Since being diagnosed with ADHD myself, I've realised why I struggle more than most. That said, there are a lot of great things about neurodivergent brains! I'm on a mission to reclaim and re-frame the ADHD experience, for myself and for others. In this neuro-affirming workshop, we'll discuss approaches to assessment and feedback, inclusive classroom activities, and study techniques that we can use in the classroom and at home to support executive function for everyone in the classroom.

**Emma Catchpole,  
Bloom and Thrive**

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FW1.08:

### **Languages, literacy and English: Connecting across disciplines**

This workshop will explore the intersections between the English curriculum and additional languages learning, with a focus on celebrating and centring students' varied linguistic repertoires. The workshop will consider the divisions between English and 'not English' language learning in the curriculum and in school contexts. Participants will be encouraged to consider their own school context and explore the potential for closer alignment between the English and languages classrooms to create rich learning experiences for all students.

**Imogen Lazarus,  
Northcote High School**

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FW1.09:

### **Lifting outcomes in Units 3 & 4 English while maintaining your sanity: Extension programs and in-class strategies that work**

If you are a teacher of Units 3 & 4 English you probably want the same things as I do; a year of engaging work, followed by chart-topping scores and elated students. What you may not want, however, is to give up your sanity in the process! While managing the demands of ever-changing curriculum, prescriptive pedagogies and an increasingly overwhelmed cohort, how can we find space to stretch our students' abilities and therefore their scores? In this workshop, I will take you through how I have used explicit teaching and innovative resource design to achieve consistently outstanding results, without cutting corners.

**Leigh Radbourne,  
Bacchus Marsh Grammar**

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FW1.10:

### **Model of success: Creating rubric and sample deconstruction lessons with purpose**

This workshop will present lesson ideas utilised in English and Literature classrooms to incorporate model essay and rubric deconstruction into the learning sequence. It will provide participants with practical examples of both developmental and VCE VCAA rubric deconstructions, including student-friendly worksheets and activities, as well as presenter-modelled application of sample writing breakdown activities proven to improve student results. Participants will be asked to participate in these activities from the perspective of students, and traditional methods of paragraph analysis will be compared and evaluated alongside more rubric-driven analysis. Samples of student work will be used to demonstrate the possible growth.

**Ellyza Tanner,  
Craigieburn Secondary College**

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FW1.11:

### **Stories at your fingertips: Finding new texts for your classroom**

We are all aware of the benefits of reading, and particularly reading our own stories. How can we make it easier for teachers and teacher librarians to discover quality literature for their schools? These guests will discuss the importance of teaching and reading texts that reflect our changing and increasingly diverse society; potential barriers and important considerations for selecting new texts; and practical tips and resources for identifying rich Australian literature. We will also share plenty of book recommendations, including new and upcoming Australian titles that may be useful for study or for encouraging reading for pleasure.

**Nicola Evans and Jenny Ryan,  
Copyright Agency's Reading  
Australia, Anna Burkey, Australia  
Reads, and Bridget Forster,  
Mentone Girls' Grammar**

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FW1.12:

### **Unearthing their stories: Discover your school's writing culture**

A school's culture can enhance the writing of its students, just as the writing of its students can enhance the culture of a school. Based on the experience of setting up and running my school's creative writing group over the past few years, this workshop will focus on how teachers can tap into the writing potential of students and other staff. Activities to get the community writing, ideas for excursions and places for publication. Discussion of issues such as hand-writing vs word processing, being a writer role-model, establishing writing environments, routines and rituals and the ubiquitous issue of the role of AI.

**Emily Jackson,  
Xavier College**

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FW1.13:

### **Visions and voices: Exploring visual texts through Socratic seminars**

This session will examine visual texts (no dialogue) through various lenses, considering authors and their respected perspectives. We will explore the principles of Socratic seminars and their classroom applications, applying Socratic seminar protocols to engage in rich, meaningful discussions. This hands-on approach aims to enhance teachers' understanding and implementation of visual text analysis and Socratic dialogue in their teaching practices.

**Frances Braithwaite  
and Gemma Tresise,  
The Victorian Academy  
of Teaching and Leadership**

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FW1.14:

### **Voices on canvas: Writing through protest art**

This workshop explores how the raw power of protest art can ignite your writing, giving it a vibrant, compelling voice. Through vivid examples and practical exercises, discover how to harness the emotional and visual impact of protest art to craft narratives that resonate deeply and drive change. Includes visual art such as 'Always Was, Always Will Be Aboriginal Land 2018' and 'Notice 2020' Charlotte Allingham (Coffin Birth), Wiradjuri, Ngijyampaa, along with 'Media Canvas' and 'Stop and Search' by UK Political Artist Banksy.

**Ashleigh Cavalin,  
Haileybury**

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FW2.01:

### Authentic assessment of authentic learning: Is this still a thing in the age of AI? HYBRID

AI is here and our students have embraced it. John Hattie, Dylan William and Arran Hamilton pose this question about AI and our humanity: 'As machines eclipse our capabilities... what incentives remain to learn and grow?' We will explore some possible angles to this question from the English teacher's perspective. There are real challenges now when it comes to determining authentic learning and authentic assessment in the English classroom, particularly with regard to students' thinking and writing. We will look at ways in which we can build student capacity to practise critical and creative skills independently and how we can practically modify our lesson structures and the design and execution of our assessments to promote genuine learning and growth in this era of AI.

Amanda Carroll,  
Melbourne High School

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FW2.02:

### Creating texts: Skilling students for the SAC and Year 12 English exam HYBRID

This highly practical and collaborative workshop will explore the key skills and demands associated with the new Creating texts Unit 3 Area of Study, with specific examples of approaches offered for some of the VCAA-set Frameworks of Ideas. It will also explore options with respect to managing the associated teacher workload. It will examine the connections between the SAC task and Section B of the exam and ways in which to optimise student preparedness for the exam. There will be opportunity for participants to share their experience and pose questions.

Ross Huggard,  
Ross Huggard Consulting

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FW2.04:

### Exploring the Victorian Curriculum F-10: English v.2.0: Planning, teaching, assessing HYBRID

The Victorian Curriculum F-10: English v.2.0 was published in December 2023 with implementation from 2025. This workshop is an opportunity to explore the revisions to the English curriculum, and the resources and advice that supports the revisions with the VCAA English Curriculum Manager. Examples of how current teaching and learning plans can be adapted for the revised curriculum, and questions are most welcome.

Annelise Balsamo and Zahara Forte,  
Victorian Curriculum and  
Assessment Authority

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FW2.05:

### Teaching mentor texts: A perspective from the Gippsland Community of Practice HYBRID

For the last two years, members of the Gippsland CoP have been working together to implement the new Study Design in our schools. In this workshop, teachers from two schools will share strategies for teaching and using the mentor texts to engage students in the writing process during the Creating texts unit. Participants will take part in practical activities that aim to make the texts accessible and engaging to students who might be unfamiliar with their language, ideas and perspectives. The texts will be taken from the Personal Journeys and Country Frameworks, but the activities and approaches can be applied to other Frameworks.

Nicole Heber and Ben Langdon,  
Yarram Secondary College, and  
Rebecca Jackson and Ashlyn Weston,  
Maffra Secondary College

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FW2.06:

### Bibliotherapy as a tool for deep engagement with literature

A heart-centered approach to bibliotherapy is a powerful practice to engage deeply with literature and to improve well-being. Bibliotherapy goes beyond analysis and opens pathways for emotional and reflective responses to literature. The practice has a revolutionary impact on both avid and reluctant readers. In this workshop, participants will gain some insight into the theory of bibliotherapy and then enjoy a bibliotherapy workshop and walk away with ideas to implement the tools into their classroom practice and/or facilitate for staff as part of wellbeing programs.

Meral Simsek,  
St Margaret's Berwick Grammar

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FW2.07:

### Connecting teaching and learning communities through podcasting

This workshop is for teachers wanting to make a podcast for their own schools and students, or to launch something that is geared more towards the broader English teaching community. Half storytelling and half practical instruction, this workshop traces the origins of my first steps (and stumbles) into podcasting in 2019, during the lockdowns of 2020–21, through to now, where the latest iteration of my team's podcast continues to create space for community conversations. This workshop will step delegates through reflections on my own learning and will offer some practical steps and advice for starting a podcast of their own.

Sonia Murr,  
Kilvington Grammar School

FW2.08:

### Connecting to the real world in Argument Analysis and Creative Response

Selecting topics that are relevant and current for students while completing units of study for both Argument Analysis and Creative Response.

Maddison Attard,  
Korowa Anglican Girls' School, and  
Melissa Blacklock,  
Southern Cross Grammar School

FW2.09:

### Crafting and building community in the VCE classroom

This workshop will present snapshots of learning wins and fails in my VCE English classroom. With a diverse range of students, it was important to build community by understanding our purpose of learning and sharing together in meaningful ways. Guided by the framework of Cultures of Thinking in Action, our goal was to learn, dialogue, reflect and ace the VCE exam. From crafting heartfelt responses to becoming the ultimate Shirley Jackson fans, our little classroom went on a collective journey. Resources and samples of work will be shared.

Shereen D'Souza,  
Tintern Grammar

FW2.10:

### Creating engaged and confident learners in the English classroom

This workshop aims to share ideas and tools with English teachers to engage students and build confident learners. During this workshop, the presenter will share activities to engage and build confidence in our learners, questioning techniques to gain formative data about students, and strategies to determine where to move to next when gaps are identified. Each activity aims to be quick and easy to organise and run in a classroom. These activities will support teachers to build their engagement and play in the classroom without adding excessively to the planning and preparation workload.

Sarah Stone, Hume Central  
Secondary College

FW2.11:

### Democracy in the English classroom: Using Socratic circles to reclaim meaning and community

Speaking and listening is often pushed to the side as reading and writing (examinable skills) are more heavily prioritised. We teach it under the guise of oral workshops and not the lifelong skill of being able to actively contribute to discussion – a skill that is imperative to young people in today's world. To do this, English teachers must remove themselves as 'sage on the stage' and instead become 'guide on the side'. In this workshop, teachers will participate in a mini-Socratic circle that will demonstrate how easy it is to incorporate this kind of activity into their own classroom.

Jem Kolber,  
Virtual School Victoria

FW2.12:

### Helping EAL students reclaim their personal voice through 21st century competencies

Exploring the New Metrics developed by The University of Melbourne, this workshop explores how incorporating competencies like agency in learning, quality thinking and communication skills in the EAL classroom facilitates students in reclaiming their personal voice in the VCE classroom. Delving into personal heritage and identity, the workshop aims to give participants a toolkit to inspire student ownership and agency in writing and speaking, relevant to Crafting texts Unit 1 Area of Study 2 and presenting a point of view in Unit 2 Area of Study 2. The workshop aims to have some hands-on practice and interactions to enhance participants' understanding of the theories and strategies suggested.

Rhoda Fu and Gillian Scott,  
Carey Baptist Grammar School



# WORKSHOPS

FW2 / SESSION TWO / 12.45 – 1.45 PM

FW2.13:

## Hook, build, takeaway: Using opinion piece structure to inform Argument Analysis

A vast majority of opinion pieces in our media use a particular structure to help frame their contention, arguments and evidence – hook, build, takeaway. This involves the opening hook or hot take, building on that with evidence, anecdotes, stories, and then asking audiences to consider something as a takeaway idea. This workshop will take a number of examples and show a way of applying this to the structuring of the analysis of argument, using a hook, build, takeaway model. The workshop will show how to use this approach to teaching skills relating to Argument Analysis from Years 9 to 12.

Mark O’Sullivan,  
Nazareth College

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FW2.14:

## Indigenous perspectives text response unit on the themes of discrimination and Aboriginal spirituality

This text response unit analysing the dystopian text *The Interrogation of Ashala Wolf* by Ambelin Kwaymullina provides a scaffolded approach to teaching text response by embedding grammar in a sentence by sentence model, differentiation activities and graphic organisers to support learning styles. Students will be exposed to Indigenous culture and spirituality, understanding of non-linear narratives which represent the Indigenous perspectives of time, and the dystopian genre. Participants will receive resources of the whole unit that they can adapt to their own teaching.

Amra Pajalic,  
St Albans Secondary College

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FW2.15:

## The road not taken: Sustaining teachers in teaching and learners in learning

As we stand at the crossroads of education, many English teachers may find themselves connecting with the immortal words of Robert Frost; ‘Two roads diverged in a wood, and I—I took the one less travelled by’. Teachers frequently find themselves facing the complex choice of continuing down the well-trodden path of ‘what we have always done’ or embarking on a less travelled road – both in the name of self-preservation. Through discussion of cognitive load theory, batch planning, and the power of a strong instructional model, English leaders, teachers and teams will leave armed with concrete ways to work smarter, not harder, in the English classroom.

Rowena Morris and Katharine Corrin,  
Kyabram P-12 College

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FW3.01:

### **Authentic writing: (Re)imagining the essay through reflection and autobiography** HYBRID

This session will provide a range of written samples and scaffolded strategies to empower students to appreciate essay writing beyond rigid textual analysis. With a focus on blending the conventions of essay writing with the literary features of narratives, writing can be reimagined to offer rich opportunities for students to embrace their own experiences and observations of the world in a critical, creative and compassionate lens.

**Timothy Hines,  
Oakleigh Grammar**

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FW3.02:

### **Building on primary school approaches to teaching literacy** HYBRID

Have you ever wondered how primary school students learn to read and write? We often assume these foundational skills are already in place, focusing instead on their application in secondary school. But what do we do when students lack these skills? In this workshop, we'll explore evidence-based literacy strategies commonly used in primary schools, which secondary teachers sometimes overlook. We'll discover how these foundational techniques can support students of any age, making our classrooms more engaging and dynamic. Let's examine the intersection of primary and secondary school teaching to better understand our students' journeys and help them reclaim their stories.

**Cassandra Mahony,  
Auburn High School**

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FW3.03:

### **One-size-fits-all?: Student voice in VCE English** HYBRID

This workshop speaks back to, as VATE suggests 'rigid one-size-fits-all testing that can be unfair at worst, and inaccurate at best'. It also responds to IFTE's 21 year-old call for 'elsewheres of potential' and explores a different sort of VCE English data – beyond examiners' reports and ATAR scores. Based on preliminary findings of a year-long ethnographic study, the workshop focuses on the voices of rural Year 12 English students and their families. It considers their language and literacy experiences; as Heath would say, their 'ways with words' – and also how their feelings and literate practices are shaped by engagement in the subject.

**Susan M. Hopkins,  
Monash University**

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FW3.04:

### **Teachers and students as writers** HYBRID

Research indicates that when teachers write for and with their students, their levels of engagement and writing quality are enhanced. Modelling and encouraging students to bring their own lived experiences into the writing process drives student motivation and further develops their writer voice and skills. This, combined with the effective use of mentor texts as vehicles for teaching writing, provides an opportunity for students to express and value their lived experience. The workshop has two components, exploration and dialogue around academic ideas and the application of these ideas to teachers' own contexts. This workshop is a modified version from the Teacher Excellence Program at the Victorian Academy of Teaching and Leadership.

**Nick Cummins and Leanne Wilson,  
Victorian Academy of Teaching  
and Leadership**

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FW3.05:

### **What we have learned: Reflecting on the first year of the new English Study Design** HYBRID

The focus of this workshop is a consideration of issues that emerged through the year in relation to the implementation of the new Study Design and the creative ways that teachers addressed these. These include: encouraging students to transfer skills between the different Areas of Study; selecting appropriate texts for study; the use of mentor texts and supplementary texts in Unit 3 AoS 2; timing of SACs; managing the workload of assessing SACs; ensuring sound preparation for the exam; accurately; and assessing practice exams. As well, we will be foreshadowing VCAA-based opportunities in 2025 for teachers to reflect on practice, align their middle school curriculum with the senior years curriculum, and use the examiners' report to inform teaching.

**Annelise Balsamo, VCAA,  
and Helen Billett**

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FW3.06:

### **Empowered together: Embodied English learning**

This workshop is about building community, confidence and critical thinking through an embodied and emotional based pedagogy. Join me for an engaging and interactive workshop where we explore embodied and emotional pedagogies in the English classroom. You will see techniques that integrate movement, collaboration and peer assessment to build community and boost student confidence in writing and thinking. An embodied pedagogy is about the learning that happens in the spaces around us – how you use the bodies and the space in your room and online can make all the difference, even in English! Come ready to move, connect, and transform your teaching practice!

**Suzanne Toniolo,  
Methodist Ladies' College**

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FW3.07:

### **Overcoming resistance to reading**

In this workshop, participants will engage with strategies in how to support students who struggle with self-efficacy and need explicit instruction in reading and writing to build confidence. The aim is to provide practical 'reading to write' strategies for teachers to use with students from diverse cultural and linguistic backgrounds to create a classroom community where students feel valued and able to express themselves. Using functional grammar approaches, participants will be able to see how language theories can be applied and adapted to the English classroom to build more confident and able learners.

**Michael Cummins and Ellyza Tanner,  
Craigieburn Secondary College**

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FW3.08:

### **Reclaiming English through collegial culture**

Collegiality is often viewed as a motherhood statement, a 'nice to have' or a benefit to teachers in a purely interpersonal capacity. However, building functioning collegial culture within an English faculty, across individual English teaching teams and with our EAL colleagues can be a strategic, effective and tangible solution to reclaim much of what we feel we have 'lost' the time for: innovation in our approaches to F-10 and VCE curriculum, professional growth and development, meaningful mentorship of graduate teachers, capacity to refresh and update teaching resources, and perhaps most critically – reduction of marking load and lesson planning time. When we shift our thinking to view collegiality as a verb (something that we 'do'), rather than viewing it as an intangible that either does or doesn't exist in our professional relationships, it has the potential to help us find the foothold we need at this time to sustain and strengthen our teaching practice ... together.

**Corredina Todaro and  
Thuthi Vartazarian,  
Westbourne Grammar School**

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FW3.09:

### **Reclaiming Play: Building frameworks to build the future**

We believe the Creating texts unit of the course has provided relevant, innovative and authentic opportunities for students to reclaim their voice as writers. In this workshop, we will explore the changing landscape of the 21st Century learner; give insight into Unit 1 Frameworks: Migration and Food, including our selection of mentor texts; provide insight into our approach to Unit 3: Play, and conclude with our views on the ways in which the Creating texts course responds to the modern student and provides opportunities for relevance, growth and agency.

**Rhiannon Ward and Kat Whitechurch,  
Luther College**

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FW3.10:

### **Teaching Argument Analysis**

The purpose of this workshop will be to provide teachers of a variety of levels of experience, with examples of how to get the best out of their students in terms of the Argument Analysis assessment both in terms of the SAC and the exam. Much in the way of practical advice and tips will be shared with you, drawn from the experience that your presenter has acquired over her decades of experience. There will be learning activities for participants to engage in during this workshop, which you can then use in your own classes.

**Jessica Smith,  
Enhance Academic Services**

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# WORKSHOPS

FW3 / SESSION THREE / 2.35 – 3.35 PM

**FW3.11:**  
**The only certainty:  
Macbeth**

For teachers of English it could be said that there is only one true certainty: Macbeth. In an attempt to seek out a space for the playful, the experimental and the artful, this workshop hopes to inspire a confident and practical approach to deconstructing tragedy, planning for differentiated opportunities for student interpretation and writing, and leading the way for student achievement by visibly practising what we preach. Recommended for beginning teachers and colleagues who are looking to write alongside students in the classroom.

Lauren Wade and Clare Mackie,  
Haileybury

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**FW3.12:**  
**The Science of Reading  
for a secondary setting**

This workshop examines essential skills and knowledge across Years 7–9, identifying practical opportunities to integrate the Science of Reading alongside curriculum standards. This approach aims to enhance literacy outcomes for all students.

Willisa Osburn,  
Kambrya College

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**FW3.13:**  
**VCE English: Engaging  
and active pedagogy**

VCE English is important, serious, and hard work – but that doesn't mean it should be boring, and it certainly shouldn't be passive. This workshop will share practical ideas for activities which promote active learning and student agency. Embracing the spirit of Berry Street, these activities will aim to be engaging and to get the students moving.

Elliot Wall,  
Northcote High School

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# FRIDAY HYBRID WORKSHOPS

## FW1 / SESSION ONE / 10.10 – 11.10 AM

### FW1.01: Addressing existing literacy challenges in high school English HYBRID

When students enter secondary school with existing literacy challenges, it is easy for them to quickly fall into a self-perpetuating cycle of avoidance, disengagement and negative self-images as learners. Conversely, students who are confident in their ability to read and write make fast leaps forward in their ability to comprehend and articulate complex and nuanced ideas, setting them up early for success in senior English. As an experienced literacy intervention teacher, I will share the strategies I have acquired over the years that support students to feel capable and confident in secondary English while addressing primary level reading and writing challenges.

**Amy Murphy,**  
Footscray High School

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### FW1.02: Enlivening intersections of student experience and voice through Crafting/Creating texts HYBRID

In this workshop, participants will consider the opportunities provided in VCE English Area of Study 2: Crafting/Creating texts for students to express their unique experiences and give voice to their values. The workshop provides practical approaches to Crafting/Creating texts centred around developing students' reflective capabilities, technical skills and

writerly confidence to express their ideas, values and experiences. The workshop focuses on how one school has developed a sequence of units through Years 10–12, encouraging students to draw on their intersecting experiences and express these in different forms of writing. The workshop will also attend to the intricacies of planning Crafting/Creating texts units and some strategies for managing the feedback cycle and marking load associated with this task.

**Vana Watkins,**  
Geelong Grammar School

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### FW1.03: TikToks, reels, and shorts: Using social media to explore identity in the English Language classroom HYBRID

How can we leverage our students' knowledge of social media landscapes and explore ways that language can be used to reflect identities in contemporary Australia? This interactive workshop will explore texts from a diverse range of platforms and creators whose short-form video content can be used to facilitate discussion and analysis of the ways that Australians use language to showcase elements of their identities. We will also consider ways that teachers can use content from Australian creators and influencers to meaningfully engage students with analysis of a diverse range of language examples when writing English Language essays.

**Stephanie Rowston,**  
St Michael's Grammar School

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### FW1.04: To see the world in a grain of sand: Close analysis for new Literature teachers HYBRID

New to teaching VCE Literature? Wondering how to invite student voice while building analytical skills? This workshop will look at various ways of introducing students to critical perspectives and close reading. As a Literature teaching team, we are happy to answer your questions about how to approach the subject and develop a cohesive program across Units 1 to 4.

**Madeleine Coulombe and Stuart King,**  
Eltham College

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### FW1.05: When artificial isn't the answer: Pushing back against (some) AI HYBRID

AI, including Generative Artificial Intelligence chatbots like ChatGPT, is being touted as the solution to all of our problems, but there are real risks inherent in automating education. This workshop looks objectively at AI and edtech, and asks how these technologies can be used in ways which do not deprofessionalise English teachers, or strip them of agency. It's not about being a luddite or 'standing in the way of progress'; it's about staking a claim against technology hype, and (re)evaluating why we teach English.

**Leon Furze**

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# FRIDAY HYBRID WORKSHOPS

## FW2 / SESSION TWO / 12.45 – 1.45 PM

### FW2.01: Authentic assessment of authentic learning: Is this still a thing in the age of AI? HYBRID

AI is here and our students have embraced it. John Hattie, Dylan Wiliam and Arran Hamilton pose this question about AI and our humanity: 'As machines eclipse our capabilities... what incentives remain to learn and grow?' We will explore some possible angles to this question from the English teacher's perspective. There are real challenges now when it comes to determining authentic learning and authentic assessment in the English classroom, particularly with regard to students' thinking and writing. We will look at ways in which we can build student capacity to practise critical and creative skills independently and how we can practically modify our lesson structures and the design and execution of our assessments to promote genuine learning and growth in this era of AI.

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Ross Huggard Consulting

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Assessment Authority

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## FW3 / SESSION THREE / 2.35 – 3.35 PM

FW3.01:

### Authentic writing: (Re)imagining the essay through reflection and autobiography HYBRID

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Oakleigh Grammar

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FW3.02:

### Building on primary school approaches to teaching literacy HYBRID

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Cassandra Mahony,  
Auburn High School

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Annelise Balsamo, VCAA,  
and Helen Billett

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# ABOUT VATE

## Ambition

VATE is a not-for-profit subject association committed to a vision of subject English that is equitable, inclusive, robust, creative, responsive, and critical. Through collaboration and community, VATE serves its members and their students from all sectors and regions across the state of Victoria.

## Purpose

VATE exists to support its members at all stages of their English teaching career in the continuous process of renewal necessary to engage with the dynamic nature of both the profession and subject English. Through professional networks, advocacy, research, journals, professional learning, and resources, VATE leads and nurtures a community of teachers of secondary English committed to their students and the advancement of the profession.

## Commitments

VATE is committed to Makarrata and Truth-telling. VATE acknowledges that we work, teach and learn on unceded land. Our work will recognise and celebrate the Aboriginal and Torres Strait Islander peoples of Australia as the first teachers and storytellers. For a fair and just society, we will promote and advocate for truth-telling in the English curriculum and collaborate with First Nations people and organisations to co-create programs and resources.

VATE will advocate for the English teaching profession and our students in a range of educational contexts and the wider community. We will develop and provide policies and programs that underpin our advocacy work.

VATE will strengthen and nurture learning communities, professional networks, collaborative inquiry communities, and other professional learning contexts which allow teachers to reflect collaboratively, creatively, and critically on current practices and future directions for English teaching.

VATE will continue to develop effective professional learning programs for teachers to ensure continued development in the learning and teaching of English at all secondary levels. We will strengthen our commitment to equity of access for all members by delivering professional learning through a range of modes.

VATE will initiate, support, identify, and disseminate research to our members through our journal, *Idiom*, and other publications and resources.

VATE will strengthen and expand our suite of publications. We will commit to developing new resources that are freely available to our members.

To benefit its members, VATE will develop strategic partnerships at state and national levels with other teaching and subject associations, bureaucracies, statutory bodies and organisations.

To respond to the challenges of climate change, VATE will develop environmentally sustainable practices to minimise our carbon footprint at all VATE events and in all aspects of our work.



# ACCOMMODATION OPTIONS

VATE Conference 21–22 November 2024. Burwood and surrounding area hotels/motels.

## Burwood Serviced Apartments

300 Burwood Hwy,  
Burwood VIC 3125

(03) 8820 6161

[burwoodapartments@outlook.com](mailto:burwoodapartments@outlook.com)

### Cost:

\$169 p/night one bedroom

\$229 p/night two bedrooms

\$329 p/night three bedrooms

### Discount:

Contact Burwood Serviced Apartments either via email or phone and reference the Deakin University Conference with VATE.

## Quest Burwood East

315 Burwood Hwy,  
Burwood East VIC 3151

(03) 9069 6888

[questburwoodeast@](mailto:questburwoodeast@questapartments.com.au)

[questapartments.com.au](http://questapartments.com.au)

### Cost:

\$188 p/night studio

\$228 p/night one bedroom

Please mention VATE when booking to receive the above rates.

## Quest Mont Albert

741 Whitehorse Rd,  
Mont Albert VIC 3127

(03) 8843 1500

### Discount:

Mention VATE to receive 20% off.

# SUPPORTERS

## Caterers

### The Healthlink Crew

**Disclaimer:** Levels to reactions of allergens vary, with some reactions being simply due to proximity (airborne) and others occurring only after consumption of the allergen. VATE is therefore unable to guarantee there are no allergens in the food and beverages being served at this event.

## Official Booksellers

### The Chestnut Tree Bookshop



## CALLING ALL TEACHERS!

Don't forget to sign up to  
The Chestnut Tree special  
Teachers' Newsletter

to hear the latest on upcoming  
Teachers' events, resources  
and new release titles perfect  
for the classroom.

# PLANNING YOUR TRIP TO DEAKIN UNIVERSITY

## By public transport

### Train

From Melbourne CBD it takes about an hour to get to Deakin's Burwood Campus using combinations of train, tram and bus.

### Tram

The most direct journey is by tram: Take the No. 75 tram from Stop 4 (Flinders Street) to Stop 63 (Deakin University/Burwood Highway).

### Public bus services

A Deakin shuttle bus – route 201 – provides high frequency services from Box Hill bus port and train station. For more information visit the Public Transport Victoria Journey Planner: <https://www.ptv.vic.gov.au/journey>

## By car

The Melbourne Burwood Campus is a 30-minute drive from the Melbourne CBD, depending on traffic.

- From the Melbourne CBD join the Monash Freeway (M1).
- Take the Burke Road exit.
- Turn right at Toorak Road and follow it for about 10 minutes.
- Toorak Road becomes Burwood Highway and you'll see Deakin University on the left

### Car parking – Download CellOPark

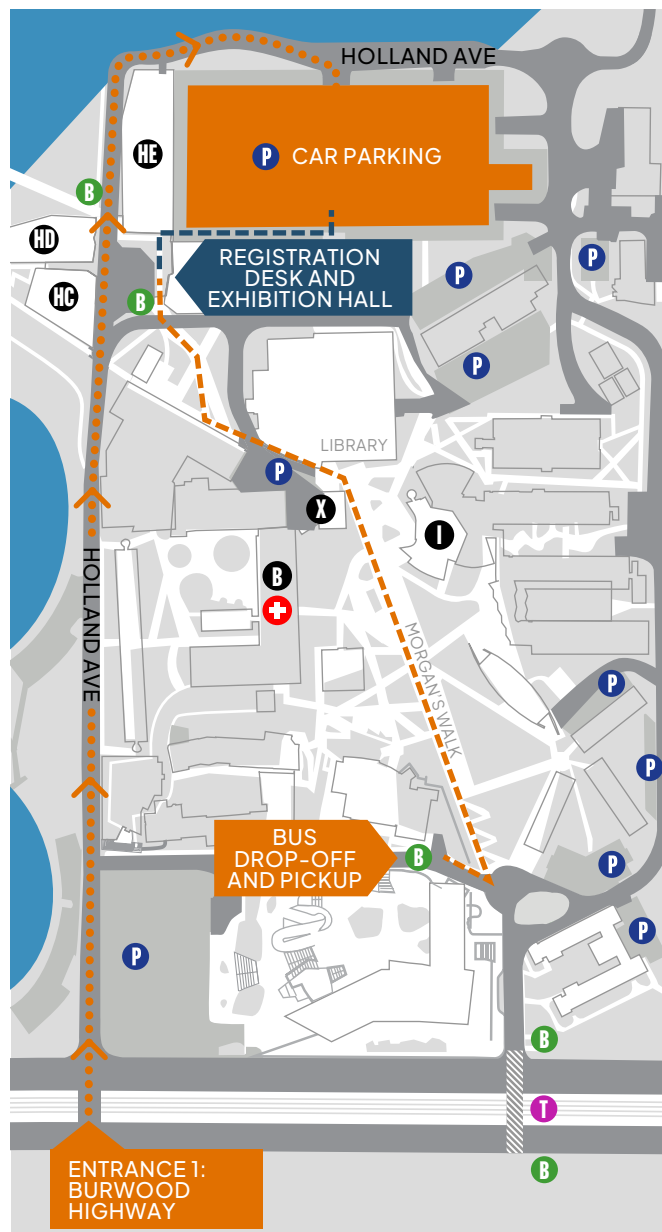
Car parking is available in the multi-level car park (car park 6) at Deakin University, Melbourne Burwood Campus. You are **only able** to pay using the CelloPark app.

Please allow an extra 30 minutes to park. Pay via the **CellOPark** parking app, which is free to download. Please note the payment system is cashless and you need to use the app. You'll need to use the relevant CellOPark zone number for Burwood parking which is **Melbourne Burwood #1040300**.

Cost of parking: 8.30am - 4.30pm: \$1.60 per hour, capped at \$6.40 for the day. All other times: Free

To register, please visit <https://www.cellopark.com.au/Site/>

Visitors can park in the 'General' permit zone white-lined car parking spaces located at the Burwood campus. Don't park in orange or green spaces as these require a different permit type. All hourly and daily parking permits are valid in the General White Parking Zones only. This parking information **strictly applies** and any fines incurred will be the responsibility of the vehicle owner. VATE takes no responsibility for cars that do not follow the parking information provided by Deakin.





# CODE OF CONDUCT

VATE is committed to providing a safe, productive, and welcoming environment for all our in-person and online professional learning events where everyone may learn, network, and socialise in an environment of mutual respect. All participants, including but not limited to attendees, speakers, volunteers, exhibitors, VATE staff members, and service providers, are expected to abide by this Code of Conduct. This Code of Conduct applies to all VATE professional learning events, including those sponsored by organisations other than VATE but held in conjunction with VATE.

VATE has zero tolerance for any form of discrimination or harassment. If you experience harassment or hear of any incidents of unacceptable

behaviour, please contact [Kate Gillespie](#) or a VATE staff member in attendance.

Unacceptable behaviour is defined as the following:

- Harassment, intimidation, or discrimination in any form.
- Verbal abuse of any attendee, speaker, volunteer, exhibitor, VATE staff member, service provider, or other guest, examples of which include, but are not limited to, verbal comments related to gender, sexual orientation, disability, physical appearance, body size, race, religion, or national origin; and, inappropriate use of nudity and/or sexual images in presentations.

- Disruption of presentations during sessions – all participants must comply with the instructions of moderators, facilitators, speakers, and VATE online event staff.
- Inclusion of promotional materials, special offers, job offers, product announcements, or solicitation for services in presentations, postings, and messages; VATE reserves the right to remove such messages.

VATE reserves the right to take any action deemed necessary and appropriate, including immediate removal of a participant violating this Code of Conduct without warning or refund, in response to any incident of unacceptable behaviour.

## VATE Inside Frameworks

Written by Sonia Murr and Ernest Price, VATE's Inside Frameworks guide supports English teachers planning for and teaching the Creating texts Area of Study in VCE English. It is intended to supplement the Study Design, the mentor texts in List 2, and other support material provided by VCAA. This guide explores different ways of approaching each of the Framework Ideas – Personal journeys, Play, Country and Protest – and suggests additional mentor texts to engage students. [Download](#) the Contents page for more details about VATE's Inside Frameworks guide (88 pages).

Available for purchase now in the [online store](#).





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