



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

# 2017 English Coordinators' Conference

**Friday 5 May 2017**

**Venue: Treacy Centre, 126 The Avenue, Parkville, 3052**

## Overview of the program

8.30am – 9am	<b>Registration</b>			
9am – 9.50am	<b>Keynote address</b>	<i>Amanda McGraw</i>		
10am – 11.15am	<b>Workshop 1</b>	<b>1a: Getting it together and keeping it together: A guide for inexperienced English Faculty Coordinators</b>  <i>Jacqueline Lynch</i>	<b>1b: Text selection</b>  <i>Kellie Heintz</i>	<b>1c: Ways to embed the teaching of grammar in English classes</b>  <i>Ruth Rosenberg</i>
11.15am – 11.45am	Morning Tea			
11.45am – 1pm	<b>Workshop 2</b>	<b>2a: Targeting school improvement</b>  <i>Caitlin Penrose</i>	<b>2b: Reading as an imaginative act</b>  <i>Amanda McGraw and Mary Mason</i>	<b>2c: Improving student writing with skills-based rubrics in the English classroom</b>  <i>Rohan McCarthy</i>
1pm – 2pm	Lunch			
2pm – 3.15pm	<b>Workshop 3</b>	<b>3a: Intrinsic motivation in the English classroom</b>  <i>Amanda Carroll</i>	<b>3b: Reading and comparing: NGV</b>  <i>Susie May and Jenny Isaac</i>	<b>3c: Strategies for teaching EAL students in mainstream English classrooms</b>  <i>Rachael Neale</i>

**Register online @ [www.vate.org.au](http://www.vate.org.au)**



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### Program

#### **1a: Getting it together and keeping it together: A guide for inexperienced English Faculty Coordinators**

In this workshop, we will be discussing how to structure meetings, make a work plan and even some ideas on how manage change and difficult conversations.

*Jacqueline Lynch*, Braybrook College

#### **1b: Text selection**

Managing the text selection process is a key responsibility of the English coordinator. Selecting the right balance of texts requires taking into consideration your student cohort and enabling access to literature that caters to a range of ability levels and interests. The range of voices and experiences your students are exposed to is vital because when they leave school they take with them a particular reading experience. This workshop will provide opportunities to reflect on your current text selection processes and will provide suggestions about ways to 're-energise' your text lists with some new and diverse titles.

*Kellie Heintz*, VATE

#### **1c: Ways to embed the teaching of grammar in English classes**

Grammar can be fun, and relevant too. It includes syntax, verb tenses and punctuation as well, and is the key to clear, powerful writing and excellent reading comprehension. Special effects result from grammatical rules deliberately broken as opposed to careless and ignorant slip-ups which should be picked up through proofreading. Grammar can be embedded in English classes up to VCE, through real-life awkward sentences, passages from class texts, fun and famous phrases, NAPLAN preparation, Spot the Mistake and more.

*Ruth Rosenberg*

#### **2a: Targeting school improvement**

This session will explore different aspects of the English Learning Area, focussing on how to create, manage and sustain change at the faculty level. We will look at practical examples of unit audits and outlines, as well as common learning activities and assessment tasks. We will also consider ways to target student improvement through data collection, focussed extension and support programmes and cross marking.

*Caitlin Penrose*, Montmorency Secondary College

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### **2b: Reading as an imaginative act**

In this workshop, we will examine what students say about the process of reading. Based on our research, we suggest that reading is a dynamic cognitive, emotional and embodied experience that is a social and cultural practice, and that skills are enhanced through rich interconnections between prior knowledge, personal thinking dispositions, dialogical processes and visualisation. We claim that the process of reading is largely an imaginative act. In this workshop, participants will hear the voices of young people, examine a model of reading which can inform curriculum design, and will consider the sorts of learning activities that engage students at all year levels in more meaningful and engaging reading experiences. Participants will leave the workshop with a bank of strategies that focus on building the capacity to read and respond through social, dialogic, embodied, metacognitive and visualisation processes.

**Amanda McGraw**, Federation University and **Mary Mason**

### **2c: Improving student writing with skills-based rubrics in the English classroom**

This session will explore possible ways to deconstruct tasks and use the Victorian Curriculum or English Study Design to build skills-based rubrics in English. We will discuss ways you can get buy-in from your staff regarding the use of skills-based rubrics as formative and summative assessment tools and some of the data analysis possible from such rubrics to support students to improve their writing.

**Rohan McCarthy**, Brunswick Secondary College

### **3a: Intrinsic motivation in the English classroom**

Is there such a thing as effortless learning? This session looks at applying a little of Dan Pink's theory about drive (purpose, autonomy, mastery) and John Bigg's understanding of the behaviours and strategies of 'deep learners' in the English classroom. This thinking informed some modifications made to the structure and delivery of the English curriculum in Years 9 - 11 which improved student learning habits and their levels of engagement. There will be some evaluation of these ideas and their application in the context of supporting the learning of the gifted and talented.

**Amanda Carroll**, Melbourne High School

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### ***3b: Developing the skills of comparison through art***

The development of the skills of comparison in Years 7-10 will become a priority for English teachers as students move into 'Reading and comparing texts' in VCE English. This workshop provides an opportunity for teachers to consider how they might use visual texts as the foundation for comparative writing. In a facilitated discussion, teachers will analyse the visual features of pairs of artworks and use comparative terms and phrases as they explore the similarities and differences between the texts. An example of how these ideas, issues and themes can be expressed using the structure of comparative writing will be provided for teachers to take back to their classrooms.

***Susie May and Jenny Isaac***, NGV

### **3c: Strategies for teaching EAL students in mainstream English classrooms**

EAL students often struggle in a mainstream English classroom due to gaps in their language, cultural differences and our own assumed knowledge. This session aims to highlight some of the common issues EAL students face, bridge the gaps and build a more inclusive classroom where EAL students can thrive. It will also look at how teachers can adjust and adapt curriculum to meet the needs of EAL students especially in a VCE setting.

***Rachael Neale***, Peninsula Grammar

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