



VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

2017 VCE Voice... Beyond the Formula

The Comparative Essay: Ungainly Monster or Thrilling Life Form?

Wednesday 7 June

How do we get beyond the lists for comparison which students borrow from study guides or teacher ideas? How do we develop their ability to produce responses that aren't dry and formulaic? This day seeks to develop a model of teaching which enables students to think deeply and develop analytical essays that are fresh with ideas and rich with the deeper understanding of the student voice, which is required by the VCE English study design. Practical activities will involve workshop participants in feeling excited, rather than taxed, and will encourage the sharing of ideas and strategies to help students venture with confidence into working with this essay form. Of course, there is no 'formula' waiting to be discovered, but an awareness of key knowledge, and key skills and the potential for creative play in comparison are invaluable. Teachers will have modelled for them by the presenters a range of innovative and practical ideas for working with their students. Year 11 and 12 English teachers are encouraged to attend.

Venue: Abbotsford Convent, 1 St Helliers Street, Abbotsford

Overview of the program

9am – 9.30am: Registration		
9.30 – 11.00am	Umbrella idea for each pair and connections to their issues, themes and ideas in texts	Briony Schroor
11.00 – 11.15am	Morning tea	
11.15 – 12.45pm	Using embodied learning strategies to teach comparatively	Jennifer Campbell
12.45 – 1.30pm	Lunch	
1.30 – 2.15pm	Drawing ideas together – structure of responses	Sue Sherman
2.15 – 3.30pm	Group collaboration – sharing and developing ideas for teaching your comparative pair	Jenn Campbell Kellie Heintz

Register online @ www.vate.org.au



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Jennifer Campbell

Jennifer teaches VCE English and Drama at Collingwood College. She has worked in a variety of school settings over the last 20 years as a classroom teacher and a Teaching and Learning Coach in both Instructional Practice and Literacy. She has a passion for instructional practice and the 'how' of teaching. She explored this area when completing her Masters of School Leadership in 2010 and this led to her work as an Educational Consultant with the Australian Centre for Effective Partnerships where she trained 57 teachers across the state to be 'Instructional Coaches' using the e5 Instructional Model. Jennifer is passionate about creating an English classroom where students are provided with opportunities to talk about texts. It is through this 'talk' that she feels students develop their 'voice' and confidence as writers.

Kellie Heintz worked for 20 years in secondary schools, teaching English and Literature across Years 7-12 as well as holding positions such as: Head of English and House Coordinator. She has also co-authored a range of English textbooks that include topics such as: film, media texts, careers in teaching and VCE English. Her most recent co-authored publication is *VCE English Area of Study One: Reading and Creating, Reading and Comparing* published by Oxford University Press. In recent years, Kellie has worked in a range of roles at the VCAA, including stints as the Acting English Curriculum Manager. As a member of the VCAA expert reference group and review panel for VCE English, she has been involved in the development of the new VCE English/EAL Study Design. Kellie has been a lecturer in language and literacy education at the Melbourne Graduate School of Education, and currently works as the Education Officer at VATE.

Briony Schroor

After completing a PhD in feminist theory and classical Greek literature, Briony has taught English and Literature in England and Australia for eighteen years. She is now the Leader of the English Domain at Nossal High School, an academically selective high school in Melbourne's South Eastern suburbs. She has marked more essays than she cares to remember, and while she remains extremely interested in what the children have to say, she is increasingly worried about the formulaic way in which they are encouraged to say it. In an era in which anyone with a Facebook page or a Tumblr blog can and does write about those issues which move them, teaching children to be authentic in their writing is an urgent matter for classroom teachers of English everywhere.

Sue Sherman is an experienced teacher and assessor of English, Literature, and IB Language 1A. She taught VCE English at MLC, where she was Senior English Coordinator for five years. She was also on the Literature and Examination Review and Development Panels and is currently on the Literature Text Selection Panel. Sue has contributed to VCE textbooks on English for many years and is the author of text articles and study guides for Insight Publications. She has also been a presenter of VATE student revision days and contributed to VCE Professional Learning workshops.

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