# 20 18 ENGLISH LEADERSHIP CONFERENCE

## Whether you are a leader in English already or an aspiring one, this conference is all about the key skills and knowledge to help you make a difference in English education.

Sessions will cover: text selection; supporting EAL students and additional needs students; developing and supporting your staff; using data effectively; strategies for consistent marking and assessment; change management; conflict management; running better meetings and more!

## Keynote Panel

What creates sustainable, positive change in schools?

**Maxine McKew** is an Honorary Professor of the Melbourne Graduate School of Education at the University of Melbourne. Beginning her career in journalism, Maxine anchored programmes such as the 7.30 Report and Lateline, with her journalism recognized with Walkely and Logie awards.

Making the switch to politics, in 2007 she famously defeated sitting Prime Minister John Howard in the Sydney seat of Bennelong. With experience as parliamentary secretary for early childhood and later, for regional development and local government, Maxine now is a director for three not-for-profits. She has written two books, most recently Class Act, which looks at education, national and international politics, and the challenges of the changing workforce.

**Sean Box** is the Director of Improvement and Accountability at the Victorian Department of Education and Training.

Previously, he was Manager of the Professional Learning Communities Initiative and Curriculum Manager for English at the Victorian Curriculum and Assessment Authority (VCAA). He has also held positions with the Student Learning Division of the Victorian Department of Education and Early Childhood Development and the Teaching and Learning Branch of Education Queensland.

**Caitlin Penrose** is Senior School Leader at Montmorency Secondary College, a high performing coeducational government school of over 800 students. For the past nine years, she has focused on developing English curriculum and improving student outcomes in English across Years 7 – 12. Prior to this she spent 14 years teaching in the Western suburbs of Melbourne.

She has significant experience in VCE and VCAL, and has been a Year 12 English assessor.

Register at www.vate.org.au

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VICTORIAN ASSOCIATION FOR THE TEACHING OF ENGLISH

## Monday 6 August 2018 - Victoria University City Convention Centre, 300 Flinders Street, Melbourne
## Program Overview

| | | Leadership skills | Curriculum leadership | Student Support | Relationships |
|---|---|---|---|---|---|
| 8.30am | | Registration and bookshop - Victoria University City Convention Centre | | | |
| 9:15am – 10.30am | **Keynote Panel** | **What creates sustainable, positive change?** Maxine McKew, Sean Box , Caitlin Penrose | | | |
| 10:30am | | Morning tea, bookshop and networking | | | |
| 11:00am | **Workshop 1** | **1a: How do we lead teams through change?** Leon Furze | **1b: How do we select texts?** Text selection for the mixed ability classroom for Middle Years to VCE. Jacqueline Moore | **1c: How do we make a difference?** Targeting school improvement and change management. Caitlin Penrose | **1d: What are schools looking for in an English leader?** Managing conflicts, dilemmas, and interpersonal issues. Yasmine McCafferty |
| 12.10pm | **Workshop 2** | **2a: How should we manage?** Decision making, meaningful meetings and more. Hugh Gundlach | **2b: How do we ensure consistent marking and assessment?** Skills-based rubrics in the English classroom. Rohan McCarthy and Melanie Carroll | **2c: How do we support EAL students in mainstream English classrooms?** Janelle Lugg | **2d: How do we support and develop our team?** Leading by example. Cindy Sullivan |
| 1:20pm | | Lunch, bookshop and networking | | | |
| 2:10pm – 3.20pm | **Workshop 3** | **3a: How can we use data effectively?** Tim O'Leary | **3b: How do we fit it all together?** Creating an integrated, cohesive curriculum. **Jill Fitzsimons** | **3c: How do we create an inclusive curriculum and classroom?** Sarah Popelier | **3d: How do we lead a learning community?** Jessica Sargeant |

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# Program

## 1a: How do we lead teams through change?

Change in schools is often met with objections from staff, students, parents and leadership. This workshop proposes a number of effective methods both for leading change, and for producing and promoting new curricula and teaching methods.

**Leon Furze**, English Faculty Leader, Monivae College

## 1b: How do we select texts?

Managing a text selection process is a key responsibility of the English leader. Selecting the right balance of texts requires taking into consideration your student cohort and enabling access across a range of ability levels. We will consider ways to involve your faculty in an effective process to ensure a range of voices and experiences for your students.

**Jacqueline Moore,** English Curriculum Manager, Victorian Curriculum and Assessment Authority

## 1c: How do we make a difference?

This session will explore different aspects of the English Learning Area, focusing 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.

**Caitlin Penrose**, Senior School Leader, Montmorency Secondary College

## 1d: What are schools looking for in an English leader?

Being in middle management means managing up, managing down, as well as managing yourself. What does this look like in practice? What are the current demands on a Head of Faculty and how can you manage all these different expectations?

This workshop will explore the demands on you as a Head of English and will give you some suggestions on what might be expected of you by the people above you, by your peers in curriculum leadership and by the staff in your faculty, as well as students, parents and community.

**Yasmine McCafferty**, Head of Teaching Instruction and Learning, Carey Baptist Grammar School

## 2a: How should we manage?

To be an effective leader of change in your organisation takes an ability to read the culture of your team, an understanding of how to motivate others, awareness of multiple stakeholders and being able to make high stakes decisions with incomplete information. Join us for a 'Mini-MBA' for English teachers!

**Hugh Gundlach**, Education Officer, VATE & Melbourne Graduate School of Education

## 2b: How do we ensure consistent marking and assessment?

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,** English/Literacy Leader, Brunswick Secondary College and **Melanie Carroll**, Faculty Head English, University High School

## 2c: How do we support EAL students in mainstream English classes?

The session will focus on three main areas: Knowing your EAL students so you can meet their needs; differentiating and scaffolding mainstream tasks to enable students to work independently; and assessing EAL students against the EAL Continuum as well as Victorian Curriculum. It includes practical ideas and suggestions to support your EAL students within the mainstream classroom.

**Janelle Lugg,** Literacy Specialist & EAL Curriculum Co-ordinator, Elwood College

## 2d: How do we support and develop our team?

In an educational landscape in which administrative tasks seem to consume a disproportionate amount of our time, it can be challenging to find time to engage in mentoring, modelling and team-teaching. In this session, we will explore ways of fostering and maintaining a culture of curiosity, collaboration and commitment to a shared vision. Use of apps as a space for collaboration, productivity and sharing of resources will be featured. We will also consider some strategies for enabling and empowering colleagues.

**Cindy Sullivan**, English Faculty Leader, Suzanne Cory High School

## 3a: How can we use data effectively?

Being comfortable with using data to reflect upon and improve practice is increasingly a central element of what it means to be a teacher and school leader. This presentation is designed to challenge teachers to think differently about data by considering a range of educational data and, more importantly, how they might be put to good use and assist in improved outcomes for all our students.

**Tim O'Leary**, Director Learning and Curriculum, St John's College

## 3b: How do we fit it all together?

This practical session will focus on how to create an integrated, inclusive and cohesive 7-12 English Learning Area curriculum. We will cover the practicalities of curriculum design and course planning, as well as assessment and reporting. Working models from a range of schools will be examined.

**Jill Fitzsimons**, Curriculum Leader, St Columba's College

## 3c: How do we create an inclusive curriculum and classroom?

There are a number of students who need additional support in order to achieve their potential, such as students diagnosed with Autism, Auditory Processing disorder, Attention Deficit disorder and those who have transitioned out of funded support. This workshop provides guidance on how to lead colleagues in understanding the needs of these students and supporting the development of consistent strategies, supports, materials and assessments.

**Sarah Popelier,** English Teacher, Wheeler's Hill Secondary College

## 3d: How do we lead a learning community?

This session will explore how we can build a learning community that includes students, parents, teachers, university preservice teachers and other key stakeholders to have a shared vision for what learning is in our community.

**Jessica Sargeant**, Associate Principal, Ballarat High School

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