10 – 13 July 2024, Adelaide
Adelaide Convention Centre

AATE
ALEA

National Conference

ABSTRACT
HANDBOOK

2024

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AATE Australian Association for the Teaching of English

AUSTRALIAN LITERACY EDUCATORS' ASSOCIATION

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Prof. Cynthia Brock

Dr David Caldwell

Dr. Denise Chapman

Prof. Teresa Cremin

Phil Cummings

INVITED
SPEAKERS

Emeritus Prof. Beverly Derewianka

Ms. Louise Dempsey

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Dr. Marcello Giovanelli

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INVITED
SPEAKERS

Prof. Larissa McLean Davies

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Prof. Sue Nichols

Alice Pung OAM

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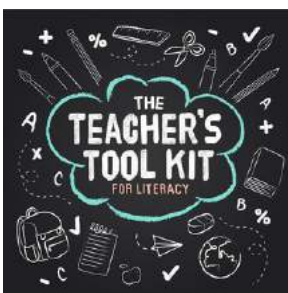
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Department for Education

The South Australian Department for Education is continuing to maintain a strong focus on literacy.

Our literacy improvement agenda includes a phonics screening check initiative that has seen improved results for all students across the state each year since its inception in 2018. Educators are supported to develop their early literacy teaching practices through professional learning, supported release time and targeted work with the coaches of the Literacy Guarantee Unit. This has improved the quality and consistency of the teaching of reading and demonstrates that public schools and preschools are implementing the right practices to improve the literacy of our children and young people.

In addition, the department's annual Literacy Summit brings together international, national and local experts in the field of literacy improvement and reaches a broad audience with over 2000 teachers registering in 2023. Educators are given the opportunity to further their professional learning through online courses developed from summit presentations that showcase evidence-informed practices.

In 2023, the department entered into a collaboration with the University of South Australia to support the improvement of oracy teaching and learning. Oracy is a powerful tool for learner agency and wellbeing. Through high-quality oracy education, children and young people learn to talk and learn through talk, empowering them to find their voice and thrive in school and life beyond. You can hear about the experience of one of our participating schools in a symposium at this year's conference.

You can learn more about teaching and learning in South Australian public education by listening to our monthly podcast – Teach.

Teach Podcast

https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/teach-podcast

Government
of South Australia

Department for Education

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PROGRAM
PRE-CONFERENCE
Wednesday 10 July

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WEDNESDAY 10 JULY 2024

University of SA

193 – What do we now make of "Literature"?
Dr. Ian Reid, University of Western Australia, Australia

198 - Teaching (in) the Textshop?
Emeritus Prof. Bill Green, Charles Sturt University, Australia

Making literature in the UK: Some reflections on where we are and what cognitive poetics might offer.
Dr Marcello Giovanelli, Aston University, UK

What are we making? Literature in anti-colonial classrooms
Prof. Larissa McLean Davies, University of Melbourne, Australia

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PROGRAM

DAY ONE
Thursday 11 July

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THURSDAY 11 JULY 2024

PLENARY SESSION 1

Room: Hall L

176 - PLENARY SPEAKER (60min): Culturally Responsive Pedagogy and literacy: What Teachers know and do to facilitate learning with Aboriginal and Superdiverse learners Professor Irabinna Rigney, University of South Australia, Australia

CONCURRENT SESSION 1

1A	Room: Hall L

190 - KEYNOTE (60min): Transmediation: The Track to Literacy Learning with Tech
Prof. Kathy Mills, Australian Catholic University, Australia

1B	Room: L1

151 - WORKSHOP (50min): A New Chapter Awaits: Applying our Understandings about English Orthography. Mrs Julie Shepherd, Camelot Rise Primary School

1C	Room: L2

111 - ORAL (40min): Using narratives to enable children's literacies for participating as active global citizens. Dr Pauline Harris, University of South Australia

57 - LIGHTNING (10min): Transforming the Teaching, Learning and Assessment of Literacy Jacqueline Clarke, Essential Assessment-education Perfect

5 - LIGHTNING (10min): Establishing an effective spelling routine
Mrs Hayley Harrison, Connect Literacy

1D	Room: L3

134 - ORAL (20min): AI is here! Is it time for an Educational Revolution? A philosophical response. Mr Adrian Cotterell, Emmaus Christian College

1E + 1F	Room: City Room 1 & 2

188 - KEYNOTE (60min): Getting beyond the old/new binary: Literacies as multitemporal assemblages. Prof. Susan Nichols, University of South Australia, Australia

1G	Room: City Room 3

124 - SYMPOSIUM (100min Part 1): International Perspectives on Literacies, Diversities, and Opportunities for Learning: Critical Conversations, Prof Cynthia Brock, Prof Lester Irabinna Rigney, Prof Pauline Harris, Prof Beryl Exley, Prof Lisa Kervin, and Ass Prof Darian Thrailkill

1H	Room: City Room 4

11 - ORAL (40min): Exploring the possibility of a social semiotic perspective for multimodal reading: A systematic review. Dr Nathan Lowien, Unisq

135 - ORAL (20min): "Eye-opening": How multiple and intertwined uses of Englishes challenge perceptions of the self and others. Ms April Edwards, The University of Melbourne

1I	Room: Riverbank Room 5

85 - WORKSHOP (50min): Inspiring a Love of Literature Drives Student Progress. Mrs Allison Edmonds, Mrs Antonia McGuire, Ms Jane Frazer, Turner School, ACT Education Directorate

1J	Room: Riverbank Room 6

72 - WORKSHOP (50min): What have bodies got to do with teaching and learning in English? Mrs Sarah Forrest, University of South Australia

1K	Room: Riverbank Room 7

144 - ORAL (40min): Designing a dialogic space: How do writing workshop facilitators create safe conditions for students to talk, learn and write? Ms Tommie Clark, Story Factory

58 - ORAL (20min): "Dialogic talk" leading group work to productive group work through café conversations. Mrs Sarada Surampudi, Ms Elaine Nay, Department for Education

1L	Room: Riverbank Room 8

23 - ORAL (40min): Assess Less, Assess Better – hybrid teaching & learning in Middle Years English. Miss Rhiannon O'Hara, St Michael's College

119 - LIGHTNING (10min): The benefits and challenges of using creative writing in the high school English classroom. Dr Sam Franzway, University Senior College

154 - LIGHTNING (10min): Each One Teach One: Hip Hop As An Educational Framework Nick Bryant-Smith, Story Factory

CONCURRENT SESSION 2	
2A	**Room: Hall L**
172 - KEYNOTE (20min) Creating my latest releases; Footprint (A&U) and The Hidden Hat (Scholastic Press), Phil Cummings, Author, Australia	
180 - KEYNOTE (20min), The Other Shadow – Exploring Difficult Topics through Magic Realism, Tania Ingram, Author, Australia	
181 - KEYNOTE (20min), Silly Songs and Shortlisted Stories, Danny Snell, Author, Australia	
2B	**Room: L1**
178 - KEYNOTE (30min) The Significance of Young Readers' Literary Choices, Charlie Archbold, Author, Australia	
171 – KEYNOTE (30min) From self-published poetry to shortlisted Young Adult horror Mike Lucas, Author	
2C	**Room: L2**
94 - ORAL (40min): Making significant improvement in literacy outcomes through a whole school approach underpinned by an explicit language-based pedagogy. Mr Brian Dare, Professor Gail Forey, Mark Howard, Lexis Education	
2D	**Room: L3**
161 - ORAL (20min): Your next chapter awaits: creating ways for you and your students to interact with the world using dynamic spaces and learning opportunities. Wendy Rutten, Martha Itzcovitz, Australian School Library Association (ASLA)	
86 - ORAL (40min): Critique, connect and create: the importance of media literacy Mrs Christine Evely, ACMI	
2E + 2F	**Room: City Room 1 & 2**
202 - KEYNOTE (60min): Reflecting the world back to our readers, Alice Pung OAM, Author, Corporate, Curriculum Specialist, Australia	
2G	**Room: City Room 3**
124 – SYMPOSIUM (100min Part 2): International Perspectives on Literacies, Diversities, and Opportunities for Learning: Critical Conversations, Prof Cynthia Brock, Prof Lester Irabinna Rigney, Prof Pauline Harris, Prof Beryl Exley, Prof Lisa Kervin, and Ass Prof Darian Thrailkill	
2H	**Room: City Room 4**
89 - ORAL (40min): People Over Programs: A Tale of Two Schools. Catherine Nash, Rachel Matthews, Louise Zeitlhofer, Torrens Primary School, Katie Smith, Duffy Primary School	
2I	**Room: Riverbank Room 5**
22 - ORAL (40min): Understanding and Responding to Literature: Exploring the use of sound in filmic literature adaptation. Dr Thu Ngo, University of New South Wales, School of Education	
2J	**Room: Riverbank Room 6**
16 - ORAL (40min): "Rules of Summer" How contemporary picture books open different ways of 'seeing reading' for teachers and students in the upper primary years. Dr Kelly Carabott, Monash University	
2K	**Room: Riverbank Room 7**
47 - LIGHTNING (10min): Writing about sport 7-10. Mr William Juniper, Westminster School	

2L	**Room: Riverbank Room 8**
10 - ORAL (40min): Evaluating Students' Coding of Animated Narratives as Contemporary Multimodal Authoring in the Middle School English Curriculum. Prof Len Unsworth, Australian Catholic University	
13 - LIGHTNING (10min): Using Canva and CapCut in the classroom Ms Alecia Raper, Roxby Downs Area School	

CONCURRENT SESSION 3	
3A	Room: Hall L
175 - KEYNOTE (60min): 'D' is for Disrupting Dominant Deficit Discourses: If not in English and literacy classrooms, then where? Assoc Prof Jennifer Alford, Griffith University	
3B	Room: L1
201 - VIRTUAL KEYNOTE (60min): Supporting pupils' plurilingual repertoires: language learning with benefits for all learners. Déirdre Kirwan, Scoil Bhríde (Cailíní) Primary School, Ireland	
3C	Room: L2
143 - WORKSHOP (50min): Supporting students to choose and use appropriate vocabulary and grammatical features in written texts. Dr Kathy Rushton, Ms Joanne Rossbridge, University of Sydney	
3D	Room: L3
40 - ORAL (40min): English teachers who are creating possibilities for their students to go beyond the mundane. Dr Kerry-Ann O'Sullivan, Macquarie University	
92 - LIGHTNING (10min): Affect and agency – reflections on building a culture of student agency in the English classroom through attention to student affect. Ms Grace Elkins, University of Melbourne; Flore Education	
3E	Room: City Room 1
98 - WORKSHOP (50min): Poetry strategies that work! Mrs Anne Wood, English Teachers Association of Queensland	
3F	Room: City Room 2
12 - WORKSHOP (50min): Exploring 'survival' using Alone Australia. Emma Jenkins, Vate	
3G	Room: City Room 3
18 - ORAL (40min): 'Twas a Dark and Stormy Avocado. John Marsden, Alice Miller School	
3H	Room: City Room 4
69 - LIGHTNING (10min): Speed-Running the Science of Reading: Making Sense of What We Know and How We Know It. Dr Laurie Thrailkill, East Carolina University	
110 - ORAL (40min): Developing young children's STEM/STEAM literacies through community connections and 'real world' problems: Insights from an Australian and an American context. Dr Jessica Mantei, Dr Mike Karlin, Prof Lisa Kervin University of Wollongong	
20 - LIGHTNING (10min): Empowering Learners: A Hybridised Approach to Student-centred Curriculum Planning in Year 6. Jack Davis, Charles Sturt University	
3I	Room: Riverbank Room 5
162 - ORAL (40min): Inspired by Hamilton: A story of student agency and impact. Mrs Jessie Copeman, Mrs Wendy Cave, Mr Jim Gray, Mrs Lynne Sheville, Ainslie School	
3J	Room: Riverbank Room 6
118 - ORAL (40min): Poetry — Why Bother? Dr Ian Reid, University of Western Australia	
31 - ORAL (20min): No Bad Blood: The literary merit of songs by Kendrick Lamar and Taylor Swift. Ms Eleni Stamelos, Department for Education	
3K	Room: Riverbank Room 7
88 - ORAL (40min): Literacy Acquisition for Pre-primary Students (LAPS): Nurturing Linguistic Expression and Fostering Diversity in Early Years Education. Ms Melinda Fitt, Mrs Lucy Billingham, Waardi	
3L	Room: Riverbank Room 8
29 - ORAL (40min): Counter-narratives in senior English; how unearthing forgotten literary narratives can help us to reshape our identity and rewrite our future. Leah English, Seymour College	
156 - ORAL (20min): Not marble, but the toys in cornflakes packets: Textual engagement; Reframing and Recreating Shakespeare's Sonnets. Dr Aidan Coleman, Southern Cross University	

CONCURRENT SESSION 4	
4A	Room: Hall L
179 - KEYNOTE (60min): Reading for Pleasure: Conversations and connections. Professor Teresa Cremin	
4B	Room: L1
34 - ORAL (40min): Teacher use of text comparison to generate classroom dialogue that builds language for meaning making within the scientific world. Dr Lisl Fenwick, University of South Australia	
76 - LIGHTNING TALK (20min): Transforming the Tabernacle: Shifting from linguistic malaise to desired futures. Mrs Joanna Tooley, Toowoomba Catholic Education	
4C	Room: L2
132 - WORKSHOP (50min): ChatGPT in the English Classroom Mr Adrian Cotterell, Emmaus Christian College	
4D	Room: L3
24 - WORKSHOP (50min): Interactive Digital Fiction: future focused creative writing for the English classroom using Twine opensource software. Mrs Claire Mincham-Trowbridge, Birdwood High School	
4E	Room: City Room 1
70 - WORKSHOP (50min): Senior Story Telling Awards: supporting every child to share their story of hope and optimism is our most exciting challenge. Mrs Allison Edmonds, Mrs Anna Dougan, Turner School, ACT Education Directorate	
4G	Room: City Room 3
71 - ORAL (40min): "Feeling panicky when we get it wrong": The possibility of safe spaces for encountering difficult knowledge in English classrooms. Ms Jennie Darcy, Deakin University	
4H	Room: City Room 4
112 - ORAL (40min): Co-constructing a multilingual family literacy approach with children and their families and educators through narratives. Prof Pauline Harris, Prof Elspeth McInnes, Dr Amy Farndale and Dr Gunay Aghayeva, University of South Australia	
4I	Room: Riverbank Room 5
15 - WORKSHOP (50min): DRAMA AS A NARRATIVE OF AGENCY AND NON-AGENCY: Liberating students through reflective practice. Dr Scott Welsh, Victoria University	
4J	Room: Riverbank Room 6
106 - ORAL (40min): Stories at your fingertips: Finding new texts for your classroom Ms Jenny Ryan, Ms Nicola Evans, Karen Yager, Jemma Myors, Anna Burkey, Copyright Agency	
4K	Room: Riverbank Room 7
177 - KEYNOTE (60min): Scratching the Surface: Teaching First-Year Education Students Systemic Functional Linguistics. Dr. David Caldwell, University of South Australia, Australia	
4L	Room: Riverbank Room 8
200 - Writing for ALEA's journals: Practical Literacy: the early and primary years; Literacy Learning: the Middle Years; and the Australian Journal of Language and Literacy. Dr Jill Colton, University of South Australia, Mitchell Parker, University of Wollongong	

CONCURRENT SESSION 5	
5A	Room: Hall L
186 - KEYNOTE (60min): 'Multiple and Interwoven Ways of Knowing the World' Through Disciplinary Literacy in the Primary Grades. Prof. Cynthia Brock, Uni of Wyoming, USA	
5B	Room: L1
8 - ORAL (40min): Embedding syntax into your teaching and learning Mrs Hayley Harrison, Connect Literacy	
104 - ORAL (20min): The Children's Picture Books Sight Words: A New State-of-the-Art Reading Resource for Teachers. Julia Prout, Deakin University	
5C	Room: L2
56 - WORKSHOP (50min): Exploring the Possibilities of Decoding Media Dr Laurie Thrailkill, East Carolina University	

5D	Room: L3
61 - WORKSHOP (50min): What We Do With Texts: Enriching reception by involving interpretive communities. Mr Jacob Anstey, Etansw	
5E	Room: City Room 2
170 - KEYNOTE (60min) Eyes on text: raising reading achievement by increasing reading fluency and mileage, and nurturing a love of reading. Ms Louise Dempsey, The Literacy Place	
5F	Room: City Room 2
195 - WORKSHOP (50min): Sizzling Starts: The easiest way to improve students' writing Cathy Conway, Seven Steps to Writing Success	
5G	Room: City Room 3
126 - ORAL (20min): Innovation not Intervention; successful writing support for students in the middle years. Ms Susan Daintith, Newcastle Grammar School	
46 - ORAL (40min): Assessing reading through writing Mrs Paula Beck, Dr Sandy Heldsinger, School Curriculum and Standards Authority	
5H	Room: City Room 4
49 - WORKSHOP (50min): Using Functional Grammar to Teach Narratives Ms Claire Nailon, Ms Kate Cash and Ms Anne Dalmau, Nazareth College	
5I	Room: Riverbank Room 5
103 - WORKSHOP (50min): Functional Grammar Goggles: Utilising Functional Grammar for Critical Literacy. Mrs Libby Baker, Hughes Primary School/Libby Baker Literacy	
5J	Room: Riverbank Room 6
82 - WORKSHOP (50min): HELP! What to do with the tricky and quirky ones. Ms Jacky Hiscock, SAETA	
5K	Room: Riverbank Room 7
41 - ORAL (40min): Adapting and learning from the past and present to create the future Mrs Karen Yager, AATE and ETA NSW	
5L	Room: Riverbank Room 8
155 - WORKSHOP (50min): Admit impediments: teaching Shakespeare in middle school with humility (a beginner's guide). Dr Aidan Coleman, Southern Cross University	

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PROGRAM

DAY TWO
Friday 12 July

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FRIDAY 12 JULY 2024

PLENARY SESSION 2
Room: Hall L
192 - PLENARY SPEAKER (60min): The Language of Children's Literature: A Stylistician's Perspective. Dr. Marcello Giovanelli, Aston University, United Kingdom

CONCURRENT SESSION 6	
6A	Room: Hall L
194 - KEYNOTE (60min): "Donald Graves, meet Gen AI": Possibilities aplenty for new relations in writing education, Donald Graves Address, Assoc. Prof. Lucinda McKnight, Deakin University, Australia	
6B	Room: L1
45 - ORAL (20min): Reading rurally for (professional) pleasure: what enables and constrains the recreational reading of secondary English teachers in rural NSW? Mrs Nicole Sanders, Macquarie University	
44 - ORAL (40min): Transformative Teaching: Embracing Performance for Poetry Engagement in the English Classroom. Miss Erica Lovell, Poetry In Action	
6C	Room: L2
62 - WORKSHOP (50min): The next chapter for Film Study: How starting with movement changes everything. Dr Paul Sommer, Curtin University	
6D	Room: L3
2 - ORAL (40min): "Can you draft this for me, Miss?" One school's experience of teacher-led drafting, the challenges we encountered and what we're doing about it. Jane Sykes, St Michael's College	
77 - ORAL (20min): Three subjects walk into a bar: Interdisciplinary English at the senior school level. Mr Jesse Atkinson, Australian Science and Mathematics School	
9 - ORAL (40min): Walls of possibility - implementing "Bump it Up Walls" to facilitate student writing growth. Emma Bennis, Catherine Mcauley Catholic College Medowie	
6E	Room: City Room 1
42 - ORAL (40min): Daydreamy girl, restless woman: A secondary English teacher's ADHD diagnosis and reflective writing practice cultivate optimism. Mrs Joanna Beresford, Central Queensland University	
113 - ORAL (40min): Exploring 'Positive Education' approaches in an English class Mrs Kate Searson, Adelaide Botanic High School	
6F	Room: City Room 2
87 - ORAL (40min): Improving students' science literacy through harmonising the patterns of meaning-making in the science classroom. John Polias, Lexis Education	
133 - ORAL (40min): Penola High School's New Narrative – A Focus on Literacy Being "Everybody's Business". Mr Matthew Strother, Ms Rikki Helps, Department for Education	
6G	Room: City Room 3
91 - SYMPOSIUM (100min): Teaching English in Rural Australia. Dr Jennifer Dove, Prof Susanne Gannon, Emeritus Prof Bill Green, Australian Council for Educational Research	
6H	Room: City Room 4
78 - SYMPOSIUM (100min): Learning Out Loud: doing oracy and dialogic pedagogy in a Primary School. Dr David Caldwell, Dr Lisl Fenwick, Ms Isabelle Watts, Ms Sarah Newton, Ms Helena Lambrinos, University of South Australia	
6I	Room: Riverbank Room 5
59 - SYMPOSIUM (80min): Teachers as Readers Dr Jill Colton, Dr Mellie Green, Prof Alyson Simpson, University of South Australia	

6J	Room: Riverbank Room 6

68 - ORAL (40min): Zoom – Enabling Kindergarten children to confidently share their connection to and understanding of their place in the world. Mrs Sophie Mendick, Mrs Clare Dunn, Mrs Sophie Mendick, Broulee Public School
81 - ORAL (20min): Preschooler apps as digital texts: How do young children make meaning from digital play? Dr Maria Clara Rivera, University of Wollongong
37 - ORAL (20min): Text production as an opportunity for critical literacy in digital spaces for students (Foundation to Year 2). Lisa Kilgariff, University of Wollongong

6K	Room: Riverbank Room 7

105 - SYMPOSIUM (100min): Quality Teaching of Reading: Longitudinal Study Prof Beryl Exley, Dr Kylie Bradfield, Monash University

6L	Room: Riverbank Room 8

146 - ORAL (40min): Translanguaging Possibilities in Literacy Education Ms Debra Hannagan, Language and Literacy Consultant
80 - ORAL (20min): 'Ngarililnu Mange Ngay' I write it myself: Developing Murrinhpatha classroom writing through processes of connectivity. Megan Wood, The Australian National University, Rosaria Parlun Tipiloura, Francella Deminhimpuk Bunduck, Our Lady of the Sacred Heart School
96 - ORAL (40min): Implementing a whole school approach to an explicit language-based pedagogy – A case study. Kate Logan, Pakenham Secondary College
19 - LIGHTNING (10min): Navigating Structural Barriers in Education and Transforming Perspectives in the Pursuit of Social Justice. Jack Davis, Charles Sturt University

CONCURRENT SESSION 7	
7A	Room: Hall L

KEYNOTE (60min): Serendipity & the Art of Navigating Choices. Scott Hicks, Australian Film Director, Producer, Writer, Australia

7B	Room: L1

54 - WORKSHOP (50min): A hivemind writing at TikTok speed: Creativity & collaboration in Frankenstories. Andrew Duval, Writelike.org

7C	Room: L2

79 - ORAL (40min): Languages as a learning asset in a preschool context Ms Maria Iovino, Assoc Prof Victoria Whitington, University of South Australia
157 - ORAL (20min): Enhancing Vocabulary Development in the Early Years Ms Kelly Taylor, Mrs Nadia Hunt, Mrs Francine Palermo, Mrs Jess Nailer, The University of Notre Dame Australia

7D	Room: L3

117 - ORAL (40min): Weaving local Indigenous knowledge and languages into an integrated contextualized Australian Curriculum to improve English learning in a bilingual school where local families are empowered to lead learning. Mr Charlie Klein, Ms Lois Fraser, Ms Marianne Fraser, Ms Hazel Fraser, Ms Mary Fraser, Mrs Emily Tigresse, Kenmore Park Anangu School

7E + 7F	Room: City Room 1 & 2

187 - For the love of reading: What highly effective teachers know about the quality teaching of reading in the early and primary years of schooling. Prof Beryl Exley, Griffith University

7G	Room: City Room 3

125- WORKSHOP (50min): Using drama to develop comprehension, oral language and critical thinking. Ms Louise Dempsey, The Literacy Place

7H	Room: City Room 4

30 - WORKSHOP (50min): Marrying grammar and poetry Mr Garry COLLINS, English Teachers Association of Queensland (ETAQ)

7I	Room: Riverbank Room 5

185 - ORAL (20min) Cultivating critical engagement with Generative AI through OzYA Mrs Bridget Forster, Mentone Girls' Grammar

7J	Room: Riverbank Room 6

26 - ORAL (20min): Considering the role of data in literacy assessment in a Middle School EAL text response: The Burnt Stick. Dr Jennifer Sze, The University of Melbourne	
136 - ORAL (40min): Leading Literacy - a 'let's see' approach to assessing literacy in Year 7-10. Miss Rhiannon O'Hara, St Michael's College	
7K	Room: Riverbank Room 7
21 - WORKSHOP (50min): Tools for explicit writing instruction. Ms Jessica McCarthy, Gleeson College	
7L	Room: Riverbank Room 8
43 - WORKSHOP (50min): Getting student stories started: a practical workshop on amplifying creativity and confidence in classrooms. Mr Simon Conlon 100 Story Building	

CONCURRENT SESSION 8	
8A	Room: Hall L
183 - KEYNOTE (60min): The Poetry Project. Beverley Deriwianka	
8B	Room: L1
84 - WORKSHOP (50min): Using Critical Literacy Insights Cards with EAL/D learners: innovative ways of interacting with the world. Assoc Prof Jennifer Alford, Griffith University	
8C	Room: L2
67 - ORAL (40min): We Know Something You Don't Know: Exploring Empathy through Role-Playing Games. Dr Laurie Thrailkill, East Carolina University	
158 - LIGHTNING (10min): Turning in their graves: a history of educational thought and the science that erases it. Dr Natalie Thompson, Charles Sturt University	
8D	Room: L3
131 - WORKSHOP (50min): Scope and Sequence - A Doorway to Possibilities Miss Lee Dunstall, Education Department, South Australia	
8E + 8F	Room: City Room 1 & 2
169 – KEYNOTE (60min): Unsettling northern models of literacy Dr Janet Armitage, University of South Australia	
8G	Room: City Room 3
142 - SYMPOSIUM (50min): Creating and using authentic case study materials in initial teacher education. Mrs Sarah Forrest, Ms Therese Lovett & Dr Amy Farndale, Uni SA	
8H	Room: City Room 4
AATE Journal	
8I	Room: Riverbank Room 5
148 - WORKSHOP (50min): Grammar Goldmines: Exploring the Power of Picture Books to Teach Grammar. Mrs Libby Baker, Hughes Primary School/Libby Baker Literacy	
8K	Room: Riverbank Room 7
196 - WORKSHOP (50min): I HATE SHAKESPHERE Jo Bloom and Charles Mayer, Come you Spirits	
140 - LIGHTNING (10min): How to run a Socratic Seminar Ms Eleni Stamelos, Department for Education	
8L	Room: Riverbank Room 8
75 - WORKSHOP (50min): Poetry: Dwell in Possibility Ms Meaghan Hird, Association of Independent Schools NSW	

CONCURRENT SESSION 9	
9A	Room: Hall L
189 - KEYNOTE (60min): Holding on – the possibilities of Pitjantjatjara literacies for learning Dan Bleby (AATE/ALEA), South Australian Department for Education Co-Presenters: (DEM MOB) Elisha Umahuri, Jontae Lawrie, Basso Edwards and Matt Gully	
9B	Room: L1
101 - WORKSHOP (50min): Literacy Pods: Collaborative Learning in the Middle School setting. Ms Margaret Moon, Ryan Catholic College	
9D	Room: L3
32 - WORKSHOP (50min): A narrative takes shape as we inspire students to write their world. Ms Heidi Mcleod, Books With Heart	
9E + 9F + 9G	Room: City Room 1, 2 & 3
191 - KEYNOTE (60min): Boys, masculinity and reading in the digital age: Key literacies needed for critical meaning making in digital spaces. Assoc. Prof. Laura Scholes, Australian Catholic University, Australia	
9H	Room: City Room 4
159 - ORAL (40min): Dr Google, children's agency and algorithmic imagination: a case for radical thinking. Dr Natalie Thompson, Charles Sturt University	
90 - ORAL (20min): A Professional Learning initiative to empower primary teachers through use of the Strathclyde Three Domains Model. Ms Jess Nailer, Ms Kelly Taylor, Mr Ron Gorman, The University of Notre Dame Australia	
9I	Room: Riverbank Room 5
150 - WORKSHOP (50min): Reflecting on chapters: past, present and future. My thoughts on returning to the classroom. Mrs Julie Shepherd, Camelot Rise Primary School	
9J	Room: Riverbank Room 6
127 - WORKSHOP (50min): Accelerating writing progress using poetry Ms Louise Dempsey, The Literacy Place	
9K	Room: Riverbank Room 7
145 - ORAL (40min): Designing assessments with generative AI in mind Dr Kelli Mcgraw, Queensland University of Technology	
83 - ORAL (20min): Exploring the possibilities of personalising reading text using student prompted AI Chat Bot technology. Robyn English, Sarah Prior, Rob Brown, Education Department, Victoria	
9L	Room: Riverbank Room 8
149 - ORAL (40min): Working Smarter Not Harder – Drafting Strategies to Save Time and Effort Without Forgoing Quality Feedback. Ms Holly Peters, Saint Ignatius' College	
97 - ORAL (20min): Student-generated questions to foster student engagement and love for reading in a middle school English class. Dr Gunay Aghayeva, University of South Australia	

10 – 13 July 2024, Adelaide
Adelaide Convention Centre

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2024

PROGRAM

DAY THREE
Saturday 13 July

Your next chapter awaits with possibility, aplenty

SATURDAY 13 JULY 2024

CONCURRENT SESSION 10	
10A	Room: Hall L
197 - KEYNOTE (60 min): Unsettling English: why text selection isn't the answer. Garth Boomer Address, Prof. Larissa McLean Davies (AATE), University of Melbourne, Australia	
10B	Room: L1
66 - ORAL (40min): "Wow, there is so much more to writing sentences than I ever remembered doing in primary and high school!" Lessons learnt from AERO's whole-school approach to teaching writing. Ms Christine Jackson, Australian Education Research Organisation and Ms Rebecca Birch, Queenwood	
163 - ORAL (40min): Writing assessment: a whole school approach Ms Deborah Hemming, Ms Catherine O'Dea, Ms Adrianna Kyriacou, Department for Education SA	
107 - ORAL (20min): Understanding Multiple and Interwoven Ways of Knowing the World: A Framework for Comparative Analysis with a Disability Lens. Dr Leanne Longfellow, Unisa	
10C	Room: L2
137 - WORKSHOP (50min): Making zines as a process for reflecting on, refining, and communicating research. Ms Claire Bowmer, Flinders University	
199 - ORAL (20min): The troubles and potentials of empathy in high stakes English classrooms. Allayne Horton, University of Melbourne	
10D	Room: L3
174 - ORAL (40min): The SA Curriculum for public schools: Embracing Dispositions, Capabilities, and Conceptual Understandings. Mr Michael Randall, DfE	
25 - ORAL (40min): Moving from decoding to fluency - understanding the neurological implications of orthographic mapping. Ros Lugg, Stepsweb	
10E	Room: City Room 1
129 - ORAL (40min): IMPROVING WRITING OUTCOMES IN SECONDARY SCHOOL MATHEMATICS. Mrs Sharon Robertson, Unley High School	
122 - ORAL (20min): Culturally Sustaining STEM (CS-STEM) Teacher Education: A Transformative Equity Focused Model. Dr Fenice Boyd, University of South Carolina	
10F	Room: City Room 2
64 - SYMPOSIUM (100min): GuerillAI Girls take on generative AI possibilities in English Dr Lucinda McKnight, Dr Bella Illesca, Dr Kelli McGraw, Dr Fleur Diamond, Deakin University	
10G	Room: City Room 3
130 - WORKSHOP (50min): Creative engagement with culture: yes, even you! Ms Ailsa Liu, Story Factory	
153 - ORAL (20min): Pride Inside: Creative Writing and Self Esteem In Young People Nick Bryant-Smith, Story Factory	
152 - ORAL (20min): Secrets of the Stars: Using Star Stories of the Dreaming to Inspire Creative Writing. Vanessa Andres, Story Factory	
10H	Room: City Room 4
165 - ORAL (20min): Exploring New Worlds - Teaching with Videogame Worlds, Characters, Narrative and Agency. Vincent Trundle, ACMI	
147 - ORAL (20min): Lessons Learned from Luka Lesson – Performance Poetry in the Classroom. Ms Holly Peters, Saint Ignatius' College	
99 - ORAL (20min): End of the world or bright future: Navigating liminal experiences of apocalypse and adolescence through Brendan Ritchie's Eta Draconis. Dr Emily Palmer, Edith Cowan University	
10I	Room: Riverbank Room 5
102 - WORKSHOP (50min): Connected Curriculum: Creating translanguaging spaces in secondary settings. Dr Kathy Rushton, Dr Janet Dutton, University of Sydney	

10J	Room: Riverbank Room 6
141 - ORAL (40min): Writer's Notebook – Engaging Hearts and Minds with Possibilities, Aplenty. Dimi Ferizis, Lisa K Connections	
164 - ORAL (40min): A Human-Centered Approach to Using Artificial Intelligence to Assess Extended Writing Tasks. Mr James Smith, Mark My Words	
166 - ORAL (20min): Transforming writing classrooms with Story Hubs Jessica Tran, 100 Story Building	

10K	Room: Riverbank Room 7
128 - WORKSHOP (50min): Turning a rejection from a publisher into a rich literacy learning experience. Mr Andrew Lamond, Mr Lachlann Carter, Whitfield State School	

10L	Room: Riverbank Room 8
108 - WORKSHOP (50min): ALEA Teacher Education Special Interest Group (TESIG) Prof Beryl Exley, Dr Kylie Bradfield, Monash University	
168 - WORKSHOP (50min): Teaching for critical comprehension - a new perspective Ms Kerry Gehling, University of South Australia	

PLENARY SESSION 3
Room: Hall L
182 - PLENARY SPEAKER (60min): Performing the counter-narrative: A means towards disrupting hegemonic cultural code in children's literature Dr. Denise Chapman, Monash University, Australia

WHAT DO WE NOW MAKE OF "LITERATURE"?

Ian Reid[1]

[1]University Of Western Australia

My little book The Making of Literature (1984) has been hailed for its "decisive impact on English and Literature teaching," supposedly producing a "revolutionary" change in classroom practices that "continues to appeal to later generations of teachers." Even if there is some historical truth in such appraisals, this book's shelf life may now have expired — something its readers can judge more reliably than its author. Nevertheless I've been invited to say what I think at present about the ideas I formulated 40 years ago, and about certain inescapable questions. Do I still agree with myself? Have some readers interpreted my views in ways that trouble me? After such a long period of social transformation, does the book have much relevance? Might any newer challenges confronting a teacher of English supersede those discussed in The Making of Literature? Have externally imposed curriculum frameworks changed the way we should approach creative writing? Has the broadening of text selection been entirely beneficial for students? Has the pervasiveness of screen media, especially through online access, changed the cultural status of literary texts and the reading capability of students? Must the very mention of "literature" now be qualified by scare quotes?

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Teaching (in) the Textshop?

Emeritus Professor Bill Green[1]

[1]Charles Sturt University, Australia

Ian Reid's The Making of Literature is a landmark text in the curriculum history of English teaching and literary education, emerging in a period of decisive change and creative rethinking in the field and the profession. This presentation will revisit that moment, expressly from an educational perspective, with some commentary on key ideas and figures paralleling and complementing Reid's initiative here. Forty years on, it will review some of the book's enduring insights and challenges, and suggest ways of thinking into the future.

Making literature in the UK: Some reflections on where we are and what cognitive poetics might offer

Dr Marcello Giovanelli

Abstract not provided

What are we making? Literature in anti-colonial classrooms

Professor Larissa McLean Davies (PhD)[1]

Abstract not provided

Culturally Responsive Pedagogy and literacy: What Teachers know and do to facilitate learning with Aboriginal and Superdiverse learners

Professor Lester-Irabinna Rigney PhD, AM[1]

[1]University of South Australia

International research investigating low outcomes by schooling toward Aboriginal and superdiverse learners highlight how a diverse and inclusive curriculum or literacy approach in themselves are not enough to shift learning disparities. Although an emerging body of Culturally Responsive Pedagogies (CRP) by Rigney and Hattam (2019, 2022, 2023) has shown success, relatively little is known about how teachers trained in CRP account for the range of repertories of literacy practice and associated teaching strategies. Drawn from my latest co-authored book "International perspectives, literacies, diversities and opportunity for learnings" I report on a three-year study of 10 schools involving classroom observations and interviews with teachers and principals. This paper explores the teaching practices and strategies used to reconcile aspects of curriculum and literacy aims. Improving Aboriginal and diverse students' outcomes from schooling requires schools to be learning organisations where teachers are engaged in learning to research their practice. The important message to leaders and teachers is that culturally responsive schools goal setting, strategic planning and resourcing are necessary to ensure ownership, sustainability and spread of culturally responsive practices and their literacies actions in their schools. Strong and determined culturally responsive school leaders succeed in changing practice to ensure equity with firm responsive structural reform resolute and decisive against dilution or abandoning of the pedagogy. The findings show that these practices of teacher pedagogical re-designing and teacher identity as research practitioner cultivates of a positive sense of teacher and student. As such, knowledge and talk about pedagogy need to be at the core of the professional culture of schools. This paper will conclude that this will require the valuing of teachers' researching practice, that is, their pedagogical practices, to be a central focus of educational policy.

Transmediation: The Track to Literacy Learning with Tech

Professor Kathy Mills[1]
[1]Australian Catholic University

Learners shift meanings across sign systems before they have mastered formal writing skills, yet many digital technologies offer new affordances for transmediation. In this presentation, I share multiple examples from many years of classroom research to illustrate how elementary and middle school students translate ideas from speaking, writing, and drawing to express ideas through virtual, augmented, and mixed reality media. These shifts highlight a lack of equivalence between the sign systems involving more than the simple reproduction of narrative and non-narrative content. The use of immersive and 3D technology involved transformed meanings through dramatically different and previously unexplored extended reality (XR) materialities. It also provided new haptic and locomotive ways of working within 3D textual worlds that supported the learners' embodied cognition.

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A New Chapter Awaits: Applying our Understandings about English Orthography

Mrs Julie Shepherd[1], Mr David Hornsby
[1]Camelot Rise Primary School, , Australia

As educators, exciting opportunities await us when we develop and apply our understandings of English orthography.

This practical workshop will focus on using a wide variety of authentic texts to build learners' knowledge of our writing system. This knowledge leads to an intense curiosity about spelling and to inquiring minds. We will review the three interrelated aspects of orthography (morphology, etymology and phonology) and show how they are integral to all aspects of language and literacy.

We will show exciting examples of what students can achieve as their understandings of orthography develop. Students' rapidly developing understanding about spelling positively impacts their writing. In addition, orthographic inquiry builds a broad vocabulary, enabling students to see connections between words. This strengthened vocabulary positively impacts oral expression and comprehending.

We will share some useful resources and stories of teachers who have experienced a new chapter in their teaching and learning. We will describe some of practical learning experiences they have employed with their students. Their stories will encourage others to launch their own orthographic journeys and see their classrooms brimming with *possibility, aplenty*.

Using narratives to enable children's literacies for participating as active global citizens

Professor Pauline Harris[1], Associate Professor Louise Phillips[2], Professor Cynthia Brock[3], Professor Andrew Peterson[4], Associate Professor Jenny Ritchie[5]
[1]University Of South Australia, Adelaide, Australia, [2]University of Queensland, Brisbane, Australia, [3]University of Wyoming, Laramie, USA, [4]University of Birmingham, Birmingham, UK, [5]Te Herenga Waka Victoria University of Wellington, Wellington, New Zealand

Collectively envisioning ways to build a better, more just world through hopeful narratives is a hallmark of active global citizenship. Narratives provide powerful tools for children to participate and insert their voices as global citizens. But just what are the literacies involved in this work and how might educators ensure children's access to these literacies? We explore this question through our *Transformative Literacies for Active Global Citizenship Framework*. This Framework acknowledges that narratives can mobilise and connect us, but can also divide us. Narratives can perpetuate existing power relationships, yet also disrupt power patterns and amplify diverse and marginalised voices. Broadly conceptualised in our Framework, narratives include personal lived stories, poetry, artistic expressions, film and digital documentaries, and stories embedded in texts of argument, persuasion, discussion, and information. Through our Framework, we explore literacies and classroom practices related to global citizens' access, understanding, inquiry and action through narrative. We align this exploration with Australia's national literacy and citizenship education curricula, and *Early Years Learning Framework V.2.0* that supports children's participation as citizens. Children's participation is essential, as highlighted in UNICEF's 2019 open letter to children, and the *Alice Springs (Mparntwe) Education Declaration'*s Goal Two for young Australians to understand their responsibilities as global citizens and how to effect positive change. These imperatives recognise children's hope and vision brimming with possibilities; and are strongly grounded in children's rights and research evidencing children as insightful citizens with whom dialogue is crucial for global communities to achieve collective wellbeing and sustainability for all.

Transforming the Teaching, Learning and Assessment of Literacy

Ms Jacinta Browning[1], **Jacqueline Clarke**[1]
[1]Essential Assessment-Education Perfect, Footscray, Australia

Every day, literacy educators face challenges in developing innovative practices to support learners in becoming literate and confident citizens who can meaningfully interact with and contribute to a complex and interconnected world.

What framework can we use as educators to support positive engagement with literacy and help grow literate, confident and independent learners? Identifying and fully understanding what our students know and what they need to learn requires aligning our literacy instruction and assessment strategies. How do we create a more profound and dynamic interaction between literacy learning and assessment to cater to diverse classroom learning styles and abilities?

This talk will highlight a unique approach to literacy assessment. Supported by evidence-based teaching practice that equips educators with student data showing student capabilities and needs. We will examine a real-life example of how a school aligns literacy instruction and assessment to improve teaching methods, content, and assessment to meet individual students' needs.

Furthermore, we'll explore how this assessment methodology goes beyond traditional standardised tests and can provide educators with insights into cognitive skills, analytical abilities, and literacy expertise.

By transcending conventional thinking about assessment, we demonstrate that literacy educators can better understand students and transform their literacy proficiencies and skills.

Establishing an effective spelling routine

Mrs Hayley Harrison[1]
[1]Connect Literacy, , Australia

We understand the importance of spelling and the impact it can have upon the cognitive load and readability of student writing, but as students reach Year 4 and particularly by the time they get to Year 7 and beyond, the variance in student knowledge, understanding and skills around spelling are so drastic, that combating spelling in your class can be overwhelming at best. During this lighting talk; however, I am going to show you how easily you can set up a spelling routine in any year level (from middle school anyway!) and have the confidence that you are supporting student spelling effectively and purposefully. It is not complicated, so 12 minutes should be ample time to get you excited about the possibilities of what spelling can look like in your classroom!

AI is here! Is it time for an Educational Revolution? A philosophical response.

Mr Adrian Cotterell[1]
[1]Emmaus Christian College, Adelaide, Australia

The tech industry is calling for a fundamental disruption to education driven by Artificial Intelligence. While these advancements hold significant potential, it is critical to approach this technology from a strong philosophical position. Drawing upon Gert Biesta's educational framework, this presentation will argue against blindly trusting the premise of the Edutech revolution.

The narrative surrounding AI in education should be primarily guided by educators themselves. By placing teachers at the helm, we can preserve a holistic, human-centred purpose of education that transcends a mere utilitarian approach. This session seeks to articulate a balanced view of AI's role in education, one that considers both its pedagogical possibilities and its philosophical implications.

Getting beyond the old/new binary: Literacies as multitemporal assemblages

Professor Susan Nichols

'New' and 'innovative' are terms often used for literacy practices associated with digital technology. In past times, similar terms were applied to literacy practices which are now commonly represented as outmoded, such as reading hard copy books. The new and the outmoded are often pitted against each other in public discourse about literacy. I argue that this binary is limiting and there are alternative ways to think about literacies in relation to social and technological change. Using the example of an immersive digital video game, I show how each component has its own history, connecting with literacy practices of the past and giving them new life. I consider how recognising these connections between past, present and future literacies can support educators to be more inclusive of the heritage literacies of our diverse communities. Further, multitemporality provides an additional tool that teachers and students can use to decode and analyse texts and literacy practices.

International Perspectives on Literacies, Diversities, and Opportunities for Learning: Critical Conversations

Dr. Cynthia Brock[1]**, Professor Lester Irabinna Rigney**[2]**, Professor Pauline Harris**[3]**, Professor Beryl Exley**[4]**, Dr. Darian Thrailkill**[5]**, Professor Lisa Kervin**[1]
[1]University Of Wyoming, Laramie, United States, [2]University of South Australia, Adelaide, Australia, [3]University of South Australia, Adelaide, Australia, [4]Griffith University, Brisbane, Australia, [5]East Carolina University, Greenville, United States

Symposium Chair: Dr Jennifer Alford

Symposium Discussant: Dr Fenice Boyd

Presenter: Professor Cynthia Brock
Title: Exploring Literacies, Diversities, and *Opportunities for Learning*

This presentation provides an overview model of *opportunities for learning* literacies with a particular focus on co-constructing literacies learning opportunities with students from diverse backgrounds. The presentation begins with brief working definitions of *learning*, *literacies*, *opportunities*, and *dialogic encounters*, which serve as foundational concepts for the *opportunities for learning* model presented in this talk. Then, the *opportunities for learning* (*OfL*) model is presented drawing on concrete examples from the Children's Voices Project in South Australia; and the Multiliteracies Teacher Institute Project in the U.S. Finally, educational implications of this work are considered.

Presenter: Professor Lester-Irabinna Rigney
Title: Teaching through lifeworlds of Aboriginal children: Australian opportunities through culturally responsive pedagogies

This presentation reports on research that examines how teachers enact culturally responsive pedagogy in diverse Australian mainstream early learning classrooms. It considers *Opportunities for Learning* (O*f*L) as a culturally responsive approach to support teachers in redesigning their practice to connect Aboriginal students' prior knowledge lifeworlds for improved learning. This presentation brings into conversation theoretical concepts of *Opportunities for Learning* (O*f*L) with Culturally Responsive Pedagogies. The presentation concludes that culturally responsive pedagogy can provide '*opportunities for learning'* for all when literacy knowledge co-constructs learning experiences dialogically by teachers and students.

Presenter: Professor Pauline Harris
Title: Understanding and supporting children's engagement in *opportunities for learning* in their classroom literacy encounters

Six-year-old Christine created a collaborative story map as a single picture rather than a map showing the story's chronology, despite having successfully completed story maps before. So why did she do the task this way? Christine's classmate, Jimmy, a prolific writer, wrote stories at home and school and made them into books that he shared with his class amidst teacher praise each day. Yet, by his own emphatic accounts, he disliked writing. So, what provoked Jimmy to continue

producing his stories? In the same classroom, Charlie enthusiastically engaged with and created information texts in free choice reading and writing times. Still, he disengaged from texts and tasks in group literacy situations. Why did Charlie engage in such different ways across different literacy events in his classroom? Resolving such paradoxes are critical for teachers to understand the *opportunities for learning* available in their classrooms; and involves examining children's positioning in these encounters, and how children's positioning enables, constrains, or redirects these opportunities. Thus, this session explores how Christine, Jimmy, and Charlie as academically diverse learners were positioned and (re)positioned themselves in their classroom literacy encounters; and implications for how to support children's engagement and learning in the opportunities teachers provide.

Presenter: Professor Beryl Exley
Title: Learning and teaching literacy in complex times: *Opportunities for learning*

Classrooms the world over reflect our increasingly complex times. In this session, the focus is on one school context where half of the students are from the surrounding middle-class suburb and the remainder of the student population is made up of recently arrived refugees from two dozen nations, with the majority coming from Africa. The "Opportunities for Learning" model is used as a reflective tool to come to render visible how one elementary years teacher successfully engaged her diverse student group in an inquiry project that spanned four curriculum areas. The findings were that the students were both the individual participants and the mediating agents for each other. As individuals transacted, knowledge was shared, and collective knowledge was formed and reformed as learning deepened. As this classroom teacher demonstrates, learnings, past and present, are maximized when individuals and mediating agents transact in meaningful communities of practice to construct richly developing knowledge domains.

Presenter: Lisa Kervin
Title: Classroom video tours: Taking time to look to understand literacy learning opportunities

Classroom learning environments are complex. Motivated by the question - how to best capture the intricacies of the classroom from the perspective of those really in the know (i.e. teachers) without the interference of us being present in the space making observations and checking interpretations – led us to explore "video tours" as a way to examine how teachers understand and describe their classroom spaces to facilitate their literacy teaching. The tour is a full motion video of a linear walk-through of a location. Video tours are an example of "dialogic encounter" as the creator makes decisions about what to prioritise, while they also demonstrate experience, knowledge and stakeholder expectations for their classroom.

Presenter: Darian Thrailkill
Title: LGBTQIA+ students' *opportunities for learning (OfL)* in ELA classrooms

This presentation presents several major themes that appear in the literature in relation to *opportunities for learning* and LGBTQIA+ students' schooling with respect to English language arts (ELA). The presenter shares and analyzes a fictionalized but realistic vignette (Iser, 1997; Leavy, 2018) that reflects dominant research findings regarding efforts at LGBTQIA+ student inclusiveness in ELA classes. This presentation concludes with comments about ways to foster LGBTQIA+ students' *opportunities for learning (OfL)* in ELA classrooms.

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Exploring the possibility of a social semiotic perspective for multimodal reading: A systematic review

Dr Nathan Lowien[1]
[1]Unisq, Springfield, Australia

Cognitive-informed reading education research utilises models that describe reading as a process of decoding and comprehending print-based language. Examples of these models include the Simple View of Reading (Gough & Tunmer, 1986), the Reading Rope (Scarborough, 2001) and more recently the Active Model of Reading (Duke & Cartwright, 2021). These models are grounded in a Science of Reading approach to reading education that encourages learners to focus solely on the language meaning system. From a social semiotics multimodal reading perspective, focusing on the language meaning system is problematic for comprehension. Reading comprehension often requires readers to draw on information in the accompanying visual images and language to interpret and answer literal, inferential and critical comprehension questions. Systemic Functional Semiotics (SFS) approaches to intermodal relations track the meaning potential of language and image to its represented depiction in the verbiage or image of a multimodal text and the identity repertoire of readers (Martin, 2010). Therefore, SFS approaches offer apt language and image intermodal theoretical tools that can be used to inform reading models used by educators (Kress & van Leeuwen, 2006; Martin & Rose, 2007; Painter et al., 2013). This paper presents the findings from a PRISMA review of SFS literature concerned with intermodal relations between language and image. The synthesised themes from the review are used to propose a Social Semiotic Multimodal Reading Model for comprehending multimodal texts. Implications for the teaching of multimodal reading comprehension will be canvased.

"Eye-opening": How multiple and intertwined uses of Englishes challenge perceptions of the self and others.

Ms April Edwards[1]
[1]The University of Melbourne, Melbourne, Australia

Recent Initial Teacher Education guidelines emphasize the importance of using evidence-based practices to support pre-service teachers to adopt culturally responsive teaching approaches. This despite decades of local and international research into how to promote inclusive pedagogies. Yet research has frequently focused on linking pre-service teachers' ability to teach inclusively to binary concepts of racialized multilingual/monolingual or native/non-native English speaker groups. However, determining why one might teach inclusively offers great complexity in an ever-increasingly diverse tertiary classroom where multiple and interrelated ways of knowing and being across Englishes coexist. Building on recent findings into four teacher educator perspectives of two inclusive literacy activities designed to support students see themselves and their peers from an assets-based perspective, this presentation will now offer three student accounts of the same two tasks to more holistically understand the initial findings. Using an experiential checklist and then drawing on Bourdieu's habitus and field theories to thematically analyze data. Emerging findings will be shared into the complex social factors within and beyond the classroom that influenced student responses including the many interwoven ways they self-identified with narrow English language speaker groups as emerging subject area teachers. The presentation will conclude by highlighting the complexity of teacher educator work in multilingual classrooms together with a consideration of the implications for us all of retaining binary language speaker labels linked to abstract notions of linguistic superiority and ownership; labels that continue to perpetuate difference among teachers and students across all educational settings whilst failing to account for the richly unique literate ways of knowing and being we all enact within and beyond the classroom.

Inspiring a Love of Literature Drives Student Progress

Ms Allison Edmonds[1], **Mrs Antonia McGuire**[1], **Ms Jane Frazer**[1]
[1]Turner School, ACT Education Directorate, Turner , Australia

Expanding a love for and a privileging of reading meaningful texts in every classroom expands our students' perspectives, positivity and possibilities. Turner School fosters a culture of learning for teachers, leaders and students where we use our collective strengths to harness high impact strategies to support every child in seeing themselves as a successful literacy learner. This year our action learning was about using Learning walks to enhance the practice of every teacher teaching through exceptional mentor texts to inspire motivated readers and writers. Come learn about what we achieved through our regular Learning Walks where teachers, leaders and students walked together.

Building expertise amongst a community of diverse learners is a central driver in our literacy practice at Turner. In this workshop explore the expectations of our high impact teaching models and how we support regular inquiry into our practice, value student feedback so that we can have a critical impact on students':

- ability to see and understand their world through their own schema, the perspectives of others and the connection between
- possibilities and potential through developing increasingly sophisticated ways to read and comprehend complex text and ways to express their learning
- positive outlook related their motivation as a reader and writer and the associated impact on their learning achievement.

What have bodies got to do with teaching and learning in English?

Mrs Sarah Forrest[1]
[1]Univeristy Of South Australia, , Australia

Bodies. We all have them. We all use them everyday. But what do bodies have to do with English education? In English, we often place an emphasis on the mind and on language, on reading and writing, and the body can be sidelined. A few years ago, I became conscious of how marginalised bodies had become in my own teaching. I developed a curiosity about the role of the body in secondary English education and this led to a change in my practice and the topic for my PhD. In my practice, I adopt drama-based approaches to give bodies a more active and central role in learning experiences and I bring a multimodal perspective to my practice and research, giving explicit attention to how resources of the gestural mode, such as gaze, facial expression and gesture, and resources of the spatial mode, such as levels and distance, work to communicate and make meaning. I'm interested in the learning that can occur with and between bodies in the English classroom and how bodies can be used as tools for representation and communication. In this workshop, I will share what I've learnt about how the body can be used to support teaching and learning in English. We will also get 'hands on' and try out some of my favourite embodied strategies for working with literary texts.

Designing a dialogic space: How do writing workshop facilitators create safe conditions for students to talk, learn and write?

Ms Tommie Clark[1]
[1]Story Factory, Sydney, Australia

Although research into the role of oracy and dialogue in the classroom has burgeoned in the past twenty years, little is known about how to create a dialogic space that is safe for all students to engage. Writing workshops offer opportunities to explore dialogic approaches to helping students to develop the craft of writing. This article uses Wegerif's (2013) conceptualisation of dialogic space and explores how writing workshop facilitators (WWFs) at Story Factory talk about opening, widening, and deepening a dialogic space with their students. The WWFs approach aligns with the sub-theme of *Possibilities: Innovative ways of interacting with the world*. The WWFs use methods to gain trust and develop intimacy with their students prior to entering a dialogic space. Such methods model to students the necessity of kindness and deep listening for a discussion to flourish. The WWFs then place particular emphasis on diversity of voices and allow agency in how and when students contribute to discussion, and encourage students to draw from their own experiences to inform their writing. Again, the emphasis is on listening to shape one's writing. Finally, the article discusses the challenges WWFs face in using a dialogic space to encourage students to identify as writers in an environment where schooling literacy prevails. Overall, the article offers a view into what might work in other teaching contexts to support students to develop more agency with their talking and writing, and to interact with the world in a meaningful and generous way.

"Dialogic talk" leading group work to productive group work through café conversations.

Mrs. Sarada Surampudi, **Ms Elaine Nay**[1]
[1]Department for Education Port Augusta Secondary School, Port Augusta, Australia

This paper presents a case study which has a strong focus on improving Aboriginal and EALD students' engagement in oral language leading to improved writing outcomes. Port Augusta Secondary School (PASS) is a high school in an outer regional country town in SA, which is part of the public education system (DfE). The school has approximately 778 students from Year 7 to 12. The school compromises of 43% of Indigenous students and 33% of students with language background other than English inclusive of Aboriginal English. The Teaching and Learning Cycle's phases were navigated by initiating 'Café Conversations' to create the context for small group conversational rounds, modelling the task to consider different viewpoints and progressing to joint construction before culminating into independent writing. The context was established by setting the classroom in an informal arrangement depicting a 'café.' The classroom became a safe environment, fostering the implementation of a 'dialogic talk', propelling students into oral discussions that paved the way for collaborative group work and enriched conversations. The deliberate transition from shared construction to autonomous writing, evolving from spoken to written tasks, provided a triumphant trajectory for cultivating student agency. This was achieved by creating a safe space and nurturing effective learners who, in turn, became independent writers. The success of this approach lies in confidently engaging the gradual release of responsibility, allowing students to flourish as active participants through team building in their learning, confidently engaging and collaborating in both oral and written expressions.

Assess Less, Assess Better – hybrid teaching & learning in Middle Years English.

Miss Rhiannon O'hara[1]
[1]St Michael's College, Henley Beach, Australia

44 assessments over the course of Year 7 as opposed to 20 assessments in Year 12.

If we rule out the extra time that Year 7 spend at school, it still remains an unfair comparison. With more content descriptors to cover than any other subject in the AC, it's no wonder our students, particularly our juniors are overwhelmed. In such a time poor industry, how can we ensure we work smarter, promoting deep enriching learning experiences for our young people. Fortunately, the sheer scope of the AC does allow endless *possibilities* for English teachers to do what they do best. Get creative!

I aim to present a focus on hybrid unit teaching in the middle years, particularly the success of a Year 7 unit that saw students take concepts from their class novel, to create a transformative narrative. The narrative was then presented in the form of a stop motion animation film. Students displayed narrative techniques, film techniques and applied the learning from the class novel in one assessment task! A successful project that interwove multiple understandings to promote innovation in the middle years space.

Constantly chasing a solution-based mindset, I have spent the better part of the last few years pursuing ways to streamline junior English, developing stronger cross unit connections to foster deep-rooted immersive learning. This presentation aims to provide teachers with simple, effective ways to take existing units of work and capitalize on them for greater 'bang for their buck' within the classroom.

The benefits and challenges of using creative writing in the high school English classroom

Dr Sam Franzway[1]
[1]University Senior College, , Australia

Music teachers who don't play music. Language teachers who don't speak other languages. English teachers who don't write.
High school students who regularly undertake creative writing in class cultivate significant, demonstrable benefits which extend beyond the English classroom, where the practice is taught. Contemporary research concludes that students who engage regularly in creative writing develop heightened communication skills, strengthened self-perception, and an increased capacity for critical thought and analysis. Through creativity and creative writing, students are given the tools to test, reimagine, and re-create their approaches to their lives, careers, and the world at large. Effective, creative writing education encompasses: exposure to cultural heritage; educational development through the production, critique and self-assessment of writing products; training in communication, rhetoric and linguistic forms; and rigorous, explicit development of critical and creative capacities as set out in the Australian Curriculum. Despite these outcomes, the majority of teachers of English are reluctant about or resistant to engagement with creative writing. The reasons for this are structural, cultural and long-standing. Effective creative writing requires both time and consistent practice from learning environments which often have little capacity to provide opportunities for either.
Teachers do not need to think of themselves as 'writers'; we simply need to practice with our students. This Lightning Talk will describe the challenges to beneficial creative writing education, and suggest how to include creative writing in the English classroom.

Each One Teach One: Hip Hop As An Educational Framework

Nick Bryant-smith[1]
[1]Story Factory, , Australia

In the space of a few short decades, Hip Hop has grown to be one of the most powerful forces in shaping global culture today.

From its humble beginnings as a subculture created by the under-resourced youth of oppressed communities of The Bronx in 1970's New York City, Hip Hop has exploded worldwide by providing a suite of artistic tools which are innovative and groundbreaking takes on ancient traditions of storytelling, song, dance and visual art.

Most people these days have at least some awareness of Hip Hop music but not of the rich cultural expressions that accompany it nor the values that underpin it. In this lighting talk, I will introduce some of these concepts and connect the dots to show how teachers can better understand Hip Hop and meaningfully engage with it as a framework for teaching a variety of concepts, subjects and techniques in ways that will resonate with their students.

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Creating my latest releases; Footprint (A&U) and The Hidden Hat (Scholastic Press)

Phil Cummings

I will talk about the background behind the creation of my two latest releases, *Footprint,* illustrated by Sally Soweol Han, published by Allen and Unwin and *The Hidden Hat* illustrated by Jennifer Goldsmith and published by Scholastic Press. I will talk about the inspiration behind the texts and the journey they had to publication.

The Other Shadow – Exploring Difficult Topics through Magic Realism

Tania Ingram

"The first time I saw the Other Shadow was the day Dad died."
Life hasn't been easy for Thomas since his dad passed away. His mother is acting strangely, he needs to care for his little sister and things at school aren't great. And then there's the Other Shadow. The shadow that doesn't belong to anyone. The shadow that wants to be Thomas's friend…
Join Tania Ingram in an intimate look behind her poignant mid-grade novel, *The Other Shadow.* Learn how Tania drew upon her experience as a child psychologist and her own childhood to create a heartfelt story about a child trying to find a sense of safety and belonging, whilst navigating grief, parental fallibility, and the foster care system. Discover the techniques Tania used in writing the book, including magic realism and carefully chosen language, in order to bring the Other Shadow to life.
www.taniaingram.com

Silly Songs and Shortlisted Stories

Danny Snell

I'll talk about how I became a picture book illustrator. My journey from a reluctant reader, as a child, to a lover and creator of books as an adult.

I've spent many years working as an illustrator, but creatives often need to supplement their income with a second or even third job. When I'm not illustrating, I work as a swimming teacher. And interestingly, swimming pools can offer up fruitful ideas for children's picture books – which was the case for my book ONE LITTLE DUCK. I'll talk about the evolution of this particular book, from silly songs in a swimming pool to being shortlisted in this year's CBCA Awards. I'll touch upon the collaborative process between illustrator, author and publisher. And I'll look at the interplay of image and word, and discuss how pictures add fullness and depth to a narrative.

The Significance of Young Readers' Literary Choices

Charlie Archbold

Join award winning author, Charlie Archbold, as she talks about how knowing what young people are reading is vital for engagement and student writing. Gaining insights into their literary choices offers invaluable opportunities to understand the evolving aspirations and values of youth.

During creative writing workshops Charlie noted how middle school students were able to describe the distinguishing characteristics of their favourite genres, identify language features unique to each, and articulate their reasons for reading preferences. This acknowledgment of personal choice sparked enthusiasm, fostered connections among students and became the starting point for their own creative writing.

By harnessing reader preferences, young writers can deconstruct language features within favoured texts and integrate them into independent writing. This approach facilitates a contextualised understanding and empowers students to hone their writing skills through engagement with genres they enjoy. It also fosters critical thinking and curiosity.

Middle Grade and Young Adult fiction frequently explores themes of justice, integrity, courage, compassion, family, and respect. When students forge connections with these themes through independent reading choices, it opens doors for writers and educators. Charlie will share her journey from educator to writer. She will share how writing about specific themes, within genres she enjoys, underpins her own creative process.

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From self-published poetry to shortlisted Young Adult horror

Mike Lucas

I'll briefly talk about the evolution of my writing career. From self-publishing poetry to traditionally published picture books and YA fiction - the opportunities and obstacles faced during that journey. I'll touch upon my other jobs – engineering and managing an independent bookshop – and the importance of the SA writing community to emerging creators. Finally, I'll expand upon the creation of *What We All Saw* and my new novel, *One by One They Disappear*. From my love of horror and the initial inspirations, through the writing process and editing to publication, shortlists and reviews.

Making significant improvement in literacy outcomes through a whole school approach underpinned by an explicit language-based pedagogy

Mr Brian Dare[1], **Professor Gail Forey**[2], **Mark Howard**
[1]Lexis Education, , Australia, [2]Department of Education, University of Bath, Bath , United Kingdom

One of the great challenges for schools is how we can best improve literacy outcomes for students. This has proved to be particularly challenging in contexts where there is socio-economic advantage or in EAL/D contexts. In this paper, we present findings from studies that were undertaken or are being undertaken across three Australian educational sites marked by socio-economic disadvantage and/or high numbers of EALD students.

In each of these contexts, a train-the-trainer course (see lexised.com) was taken up as the major professional development focus by each school and implemented across the whole school with some fidelity. All these courses are underpinned by an explicit language-based pedagogy informed by a systemic functional model of language. A range of data was collected through interviews with teachers, the senior leadership team, student texts, standardized exam results, and field notes. We will report on the very positive literacy outcomes achieved and the significant impact on the teachers and learners in all three schools. The findings demonstrate the value and role of a whole school approach to language-based pedagogy and provide a model that could be adopted in other contexts.

Your next chapter awaits: creating ways for you and your students to interact with the world using dynamic spaces and learning opportunities.

Wendy Rutten[1], Kate Hodgson, **Martha Itzcovitz**
[1]Australian School Library Association (asla), Adelaide, Australia

Integrating the theme of "Possibilities: Innovative ways of interacting with the world" into school libraries can inspire creativity, curiosity, and a forward-thinking mindset.

What toolkit do you use to develop the next chapter for you to be the cultivator, the artist, the narrator in your students learning?

Learn how school libraries can add to your toolkit by:

Curating a collection of books in unconventional formats, such as graphic novels, interactive eBooks, or a plethora of fiction or nonfiction for diverse learning styles that will make the learning experience more inclusive.

Providing collaborative learning spaces that are flexible and encourage collaboration within the library, such as the use of multipurpose areas that encouraging group discussions, student and teacher lead brainstorming sessions and project collaboration. This can be as easy as having writable surfaces, movable furniture, and using technology for seamless interactions.

Inviting guest speakers from various fields such as technology, the sciences and entrepreneurship. Collaborate on workshops to provide hands-on experiences from external visitors.

Storytelling reimagined - Set up a podcasting station where students can create and share stories, interviews, or discussions about innovative topics. Enter students into writing competitions.

These innovations are just a taster of ideas that not only provide information but also inspire students to explore, create, and engage with the world in game changing ways.

Critique, connect and create: the importance of media literacy

Mrs Christine Evely[2]
[1]ACMI, Melbourne, Australia, [2]AMLA (Australian Media Literacy Alliance), ,

The Australian Curriculum sets high expectations and standards detailing what students should know and be able to do. The English learning area highlights the need for all students to engage meaningfully with a variety of texts for enjoyment and to build critical understandings about the ways that texts, including media texts, are influenced by context, purpose, and audience. These important English skills underpin opportunities for students to be "ethical, thoughtful, informed and active members of society" who know how to interpret and respond to the many narratives they encounter within their world. Christine will draw on the relationships ACMI's Education team has with school communities, to remind us that all entertainment texts offer a world view. The presentation will offer ideas about how to get started early, building practical media literacy from primary years, through early secondary – supporting learners to consider, practice and apply critical media literacy skills to the diverse media products they encounter, engage with, and importantly those they create.

Reflecting the world back to our readers

OAM Alice Pung

Alice Pung will talk about the transformative power of literature for children and young adults when they recognise the world in which they inhabit reflected to them through their own experiences.

Most children and young adult books are written by adults - some convincingly, others reflecting a distorted or halcyon view of 'childhood.' Yet never before have we had such a blossoming of young people's voices on the things that matter most to them. Alice will discuss the difference between didactic representation and genuine, soul-seeing representation, through her experience writing for children and teenagers. She'll talk about voice and storytelling, and working with young people to find their own voices.

International Perspectives on Literacies, Diversities, and Opportunities for Learning: Critical Conversations

Dr. Cynthia Brock[1]**, Professor Lester Irabinna Rigney**[2]**, Professor Pauline Harris**[3]**, Professor Beryl Exley**[4]**, Dr. Darian Thrailkill**[5]**, Professor Lisa Kervin**[1]
[1]University Of Wyoming, Laramie, United States, [2]University of South Australia, Adelaide, Australia, [3]University of South Australia, Adelaide, Australia, [4]Griffith University, Brisbane, Australia, [5]East Carolina University, Greenville, United States

Symposium Chair: Dr Jennifer Alford

Symposium Discussant: Dr Fenice Boyd

Presenter: Professor Cynthia Brock
Title: Exploring Literacies, Diversities, and *Opportunities for Learning*

This presentation provides an overview model of *opportunities for learning* literacies with a particular focus on co-constructing literacies learning opportunities with students from diverse backgrounds. The presentation begins with brief working definitions of *learning*, *literacies*, *opportunities*, and *dialogic encounters*, which serve as foundational concepts for the *opportunities for learning* model presented in this talk. Then, the *opportunities for learning* (*OfL*) model is presented drawing on concrete examples from the Children's Voices Project in South Australia; and the Multiliteracies Teacher Institute Project in the U.S. Finally, educational implications of this work are considered.

Presenter: Professor Lester-Irabinna Rigney
Title: Teaching through lifeworlds of Aboriginal children: Australian opportunities through culturally responsive pedagogies

This presentation reports on research that examines how teachers enact culturally responsive pedagogy in diverse Australian mainstream early learning classrooms. It considers *Opportunities for Learning* (O*f*L) as a culturally responsive approach to support teachers in redesigning their practice to connect Aboriginal students' prior knowledge lifeworlds for improved learning. This presentation brings into conversation theoretical concepts of *Opportunities for Learning* (O*f*L) with Culturally Responsive Pedagogies. The presentation concludes that culturally responsive pedagogy can provide '*opportunities for learning'* for all when literacy knowledge co-constructs learning experiences dialogically by teachers and students.

Presenter: Professor Pauline Harris
Title: Understanding and supporting children's engagement in *opportunities for learning* in their classroom literacy encounters

Six-year-old Christine created a collaborative story map as a single picture rather than a map showing the story's chronology, despite having successfully completed story maps before. So why did she do the task this way? Christine's classmate, Jimmy, a prolific writer, wrote stories at home and school and made them into books that he shared with his class amidst teacher praise each day. Yet, by his own emphatic accounts, he disliked writing. So, what provoked Jimmy to continue

producing his stories? In the same classroom, Charlie enthusiastically engaged with and created information texts in free choice reading and writing times. Still, he disengaged from texts and tasks in group literacy situations. Why did Charlie engage in such different ways across different literacy events in his classroom? Resolving such paradoxes are critical for teachers to understand the *opportunities for learning* available in their classrooms; and involves examining children's positioning in these encounters, and how children's positioning enables, constrains, or redirects these opportunities. Thus, this session explores how Christine, Jimmy, and Charlie as academically diverse learners were positioned and (re)positioned themselves in their classroom literacy encounters; and implications for how to support children's engagement and learning in the opportunities teachers provide.

Presenter: Professor Beryl Exley
Title: Learning and teaching literacy in complex times: *Opportunities for learning*

Classrooms the world over reflect our increasingly complex times. In this session, the focus is on one school context where half of the students are from the surrounding middle-class suburb and the remainder of the student population is made up of recently arrived refugees from two dozen nations, with the majority coming from Africa. The "Opportunities for Learning" model is used as a reflective tool to come to render visible how one elementary years teacher successfully engaged her diverse student group in an inquiry project that spanned four curriculum areas. The findings were that the students were both the individual participants and the mediating agents for each other. As individuals transacted, knowledge was shared, and collective knowledge was formed and reformed as learning deepened. As this classroom teacher demonstrates, learnings, past and present, are maximized when individuals and mediating agents transact in meaningful communities of practice to construct richly developing knowledge domains.

Presenter: Lisa Kervin
Title: Classroom video tours: Taking time to look to understand literacy learning opportunities

Classroom learning environments are complex. Motivated by the question - how to best capture the intricacies of the classroom from the perspective of those really in the know (i.e. teachers) without the interference of us being present in the space making observations and checking interpretations – led us to explore "video tours" as a way to examine how teachers understand and describe their classroom spaces to facilitate their literacy teaching. The tour is a full motion video of a linear walk-through of a location. Video tours are an example of "dialogic encounter" as the creator makes decisions about what to prioritise, while they also demonstrate experience, knowledge and stakeholder expectations for their classroom.

Presenter: Darian Thrailkill
Title: LGBTQIA+ students' *opportunities for learning (OfL)* in ELA classrooms

This presentation presents several major themes that appear in the literature in relation to *opportunities for learning* and LGBTQIA+ students' schooling with respect to English language arts (ELA). The presenter shares and analyzes a fictionalized but realistic vignette (Iser, 1997; Leavy, 2018) that reflects dominant research findings regarding efforts at LGBTQIA+ student inclusiveness in ELA classes. This presentation concludes with comments about ways to foster LGBTQIA+ students' *opportunities for learning (OfL)* in ELA classrooms.

People Over Programs: A Tale of Two Schools

Catherine Nash[1,2,3], **Katie Smith**[2,3], **Rachel Matthews**[1], **Louise Zeitlhofer**[1]
[1]Torrens Primary School, Canberra, Australia, [2]Duffy Primary School, Canberra, Australia, [3]ALEA ACT, Canberra, Australia

We all know that education is not "one size fits all". So what is driving schools and school systems to mandate and prioritise programs that can never cater to the incredibly diverse students and teachers in their communities? What impact is that having on students, teachers and our profession?

We bring the stories from our two schools in Canberra, each complete with a cast of characters who will share their perspective as we take this journey, including school leaders, teachers and students. It is a story of highs and lows, struggles and successes, as we come together to do the most rewarding work in very demanding times. In the face of mounting pressure to follow the proliferation of programs in schools, we sought something better. Sure, we could see some benefits in aspects of the pedagogies being touted, but also recognised a narrow focus that did not support deep understanding and a love of learning. Our story is ongoing, but we will reflect on the research, models of practice, resources and outcomes that show how our school narratives are similar in some ways and diverse in others, just like our schools and our people.

We will share the narratives of two schools who value multiple and interwoven ways of knowing the world, and choose to invest in the most valuable of resources: our teachers. Why? Because teachers who feel confident in their knowledge and pedagogy, who love to teach and who continue to learn, will make the biggest impact. It matters for our students, for our teachers and for our profession that our teachers forge bright career pathways with confidence that their next chapter awaits with possibility, aplenty.

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Understanding and Responding to Literature: Exploring the use of sound in filmic literature adaptation

Dr Thu Ngo[1]
[1]University Of New South Wales, School Of Education, Sydney, Australia

Filmic literature adaptation provides invaluable opportunities for teachers in 21st century classrooms to teach students about contemporary literary forms that they are already exposed to in the home environment, and to enhance their multimodal digital literacy while simultaneously developing their evaluative/critical thinking as well as their awareness and appreciation of traditional and contemporary paper media literature. Despite the abundance of such treasurable resources, there has been a paucity of research to guide teachers to use them effectively in their classrooms. Among the filmic meaning making resources, sound remains very largely unexplored. In this presentation, I discuss the role of film sound (i.e., including speech sound, music and sound effects) in the construction of characters, a key element in the study of literature.

Reference
Ngo, T., & Unsworth, L. (forthcoming). *Digital Multimodal Adaptations of Children's Literature: Semiotic Analyses and Classroom Applications*: Routledge.

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"Rules of Summer" How contemporary picturebooks open different ways of 'seeing reading' for teachers and students in the upper primary years

Dr Kelly Carabott[1]
[1]Monash University, Clayton, Australia

This presentation reports on the research findings of a study that focused on how a year 5 teacher and her 26 students read and navigated the picturebook "Rules of Summer" by Shaun Tan using both paper and digital app versions over five weeks. Shaun Tan's work has been described as ambiguous and encourages slow reading as readers must interpret the ambiguity and gaps between images and words to make meaning. This ambiguity, in combination with different mediums (digital app and paper), provided both possibilities and challenges for the readers. Interviews were conducted before, during and after the study along with journals (teacher and students) and work samples were collected. The collected data was analysed using a phenomenological lens to privilege the teacher's and students' lived experiences. Findings from the study describe the changing perceptions of reading and texts for teachers and students as they navigate the complexity of a contemporary picturebook. This session will focus on how working with contemporary picture books opens up multiple spaces for teachers and students to view reading in alternative ways. Findings suggest that despite the persuasive shifts to standardised approaches to reading, contemporary children's literature remains a valuable part of reading experiences, especially in the upper primary years.

Writing about sport 7-10

Mr William Juniper[1]
[1]Westminster School, Adelaide, Australia

This lightning presentation will focus on the coverage and writing of sports. As the sporting world continues to shift with changing social and political landscapes, the coverage of sporting events can be used as a microcosm of society. This unit can be used as a fun, end of year option, with students practicing commentating, debate on sporting issues and attempting live sports coverage, or classes can delve into major sporting events, controversies, and stories of interest. The emergence of a number of sporting documentaries docuseries, books and podcasts resonate with students and provide in depth discussion, these can range from feature length documentaries, thirty minute episodes to short Youtube clips and novel extracts. Students will have an opportunity to research and showcase their interests, with a focus on the specific technical format of sport writing, creative commentary or (for the technologically savvy) creating short films.

Evaluating Students' Coding of Animated Narratives as Contemporary Multimodal Authoring in the Middle School English Curriculum

Professor Len Unsworth[1]
[1]Australian Catholic University, North Sydney, Australia

While proponents of the programming as writing movement based predominantly around the use the *Scratch* block coding approach, has sought to promulgate coding as a creative resource in the teaching of English/language arts, the research to date has not adequately demonstrated how the students' creation of animated stories can be shown to address English syllabus required outcomes related to narrative interpretation and creation. This paper draws on research with year six and year seven students who undertook a program of coding animated narratives as part of their regular classroom work in English over a period of about ten weeks. It presents the development of a framework for analysing the nature and extent of students' deployment of multimodal authoring resources in their coded animated *Scratch* narratives and relates the results of those analyses to the results of analyses of the students coding of their stories that were completed in a previous study. Implications are drawn for the trajectory of further research addressing how coding can be incorporated into English curricula as well as implications for practical regular classroom pedagogy engaging students in coding animated narratives.

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Using Canva and CapCut in the classroom

Ms Alecia Raper[1], Ms Anjolina Lemos[1], Ms Anna Coates[1]
[1]Roxby Downs Area School, Roxby Downs, Australia

In 2024 video's dominant role as a communication mode cannot be understated. Our middle school students spend a significant amount of time interacting with this communication mode by being consumers and creators of a range of video styles. Last year, our middle school English team, decided to embed the use of Canva and CapCut into our learning programs as digital tools to support students' experimentation with different styles of video creation. By using Canva and CapCut students were able to collaborate in real-time across devices and use an experiment with multimodal features such as text, images, audio, stock footage, self-created footage, and animations. These digital tools supported our students to be innovative, creative, collaborative, and confident communicators.

'D' is for Disrupting Dominant Deficit Discourses: If not in English and literacy classrooms, then where?

<u>Associate Professor Jennifer Alford</u>

Deficit is a pervasive, corrosive discourse that constricts the way certain learners are viewed and positioned, often with serious consequences for their education outcomes. It affects many learners and has a particularly long and insidious history in relation to English as an Additional Language/Dialect learners (EAL/D) in English dominant contexts (Gutiérrez & Orellana, 2006). In this talk, I will first outline the deficit discourse - *What is it? From where does it originate? Who does it impact? What purpose does it serve? How does it circulate and reproduce*? Using interview and classroom data from a recent study of three high school English teachers who work with migrant and refugee young people learning English, I will show how these teachers navigate the seemingly intransigent deficit thinking about their learners' capacity to engage fully with the intended or required curriculum. Using positive critical discourse analysis (Fairclough, 2003; Rogers, 2011) as method, I explore how the pervasive deficit discourse can be differently construed through teacher language in two dimensions: power (social hierarchy or low-high) and solidarity (social distance, close-far). By adopting a nuanced stance towards their learners, many of whom are refugee-background and have had interrupted schooling, the teachers speak back to deficit views, offering alternative ways of positioning their diverse learners. The teachers legitimate their learners by "finding cracks and ruptures in the symbolic universe" (Thayer-Bacon, 2011, p.83) through language, rather than casting them in all-too-convenient deficit terms. Images of curriculum as transmission are also disrupted, presenting it rather as complex entanglement with social relations. I will finish with a call to action, suggesting why dismantling deficit sits perfectly in English and literacy classrooms.

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Fairclough, N. (1992). Text Analysis: Constructing social relations and 'the self'. *Discourse & Social Change* Pp. 137-168 Polity Press.
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Thayer-Bacon, B. J. (2003). *Relational Epistemologies*. Peter Lang.

Supporting pupils' plurilingual repertoires: language learning with benefits for all learners

Dr Déirdre Kirwan

Supporting pupils' plurilingual repertoires:
language learning with benefits for all learners

Describing the integrated, plurilingual approach to language learning developed in a primary school in Dublin, where 80% of pupils came from more than fifty linguistically and culturally diverse backgrounds, this presentation will show how multilingual classrooms can provide a valuable source of linguistic knowledge that enriches curriculum content and consolidates curriculum learning. When schools value the linguistic repertoires of all pupils and include them in the life of the classroom, learners of English as an Additional Language (EAL) are helped to gain maximum benefit from their primary schooling.

An essential feature of the approach is the inclusion of EAL learners' home languages in classroom communication in ways that benefit *all* pupils. In such an environment, dialogic teaching and learning facilitates interaction between curriculum content and pupils' existing knowledge and experience. Through active participation in the learning dialogue, pupil agency is fully engaged. A strong emphasis is placed on the development of oral proficiency and literacy as the skills of reading and writing support listening and speaking in many different ways.

Typical outcomes are an unusual degree of language awareness, a readiness to undertake ambitious language learning activities on their own initiative, and the development of high levels of age-appropriate literacy in English, Irish, French (in the last two years of primary school) and EAL pupils' home languages (included without instruction in school but with parental support at home). This approach also fosters pupils' wellbeing and promotes social cohesion.

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Supporting students to choose and use appropriate vocabulary and grammatical features in written texts.

Dr Kathy Rushton[1], **Ms Joanne Rossbridge**
[1]University of Sydney, , Australia

An understanding of a functional model of language and genre theory (Derewianka, 2012; Derewianka & Jones, 2016; Humphrey, Droga, & Feez, 2012; Halliday,1985) can support teachers to develop student agency when making appropriate language choices for the audience and purpose of the texts they are composing. In this workshop, using a wide range of quality children's literature, developing vocabulary and grammar will be explored in the context of subject matter (*field*); relationship between the composer and audience (*tenor*); and the organisation of texts (*mode*). Participants will interact with each other and a selection of texts to choose and try some strategies, including drama strategies, to support field building, text deconstruction, joint construction and independent construction in the context of the Teaching Learning Cycle (Dutton et al, 2018; Rossbridge & Rushton 2010; 2011; 2014; 2015.) The strategies we will explore are suitable for a diverse range of students including EAL/D students, students with low levels of literacy and students who are achieving beyond expected outcomes (Dutton & Rushton, 2018; 2021; 2022; 2023).

English teachers who are creating possibilities for their students to go beyond the mundane.

Dr Kerry-ann O'sullivan[1]
[1]Macquarie University, , Australia

As English teachers experience increased pressures from a global reform agenda, their professional autonomy and pedagogical creativity are constrained. This research presentation draws on in-depth interviews with a small sample of NSW English teachers who shared how they negotiate various constraints to create engaging classroom possibilities for their students. The teachers described the opportunities and spaces they facilitate in their classrooms that open up new worlds for their students' personal exploration, learning and development. Student cultural and linguistic diversity, engagement and inclusion, and the importance of forming an individual voice jostle against educational priorities of national benchmarks and limiting metrics. While the teachers acknowledged professional and practical influences often limit their work in Secondary English, the accounts of their classroom practices demonstrated significant professional agency and a capacity to reach beyond these identified boundaries. They recounted examples that mattered to them of their innovation and planning explaining thoughtful selections of wide ranging texts and purposeful resources that supported their students to go beyond the mundane and the merely functional. Within a context of challenge, they were committed to finding ways to liberate the subject, its students, and themselves so as to experience new possibilities that might be achieved through creating joyful emancipation in their classrooms.

Affect and agency – reflections on building a culture of student agency in the English classroom through attention to student affect.

Ms Grace Elkins[1]
[1]University Of Melbourne; Flore Education, , Australia

We, as teachers, school leaders, and education researchers, have long identified the impact of fostering authentic student agency in our English and Literacy learning spaces. Agency empowers learners and can lead to improvements in engagement and achievement. However, dialogue around student agency still reiterates the idea of 'bestowing' agency, or 'handing over the reins', I argue instead that agency is something that we, alongside our students, can cultivate. This reimagination of the narrative surrounding student agency facilitates a new way of thinking and teaching that can integrate into any unit of study. Agency is a skill, and like any skill, needs to be built up over time. Applying affect theory to the teaching of agency provides a new mode to consider the relationship between student motivation towards learning tasks. This talk reflects on a sequence of practice-based research that explored the possibilities associated with fostering agency in the English classroom through attention to student affect.

Poetry strategies that work!

Mrs Anne Wood[1]
[1]A.B. Paterson College, Arundel, Australia

Do you feel apprehensive about teaching poetry? You are not alone! Teacher knowledge and attitudes to the genre of poetry have been linked to the success and failure of poetry teaching. This practical workshop will increase your confidence in poetry and introduce to the possibilities of a fresh approach to teaching and encouraging student creativity. Developed from evidence-based research, Anne has created a simple poetry analysis framework appropriate for use in Middle and Senior Secondary school classrooms. You will learn strategies for creating activities, units of work and assessments that can lead your students to a poetic heart rather than away from it.

Exploring 'survival' using Alone Australia

Emma Jenkins[1]
[1]Victorian Association for the Teaching of English, Collingwood, Australia

Alone Australia is a 12-episode reality television documentary series that aired on the SBS in 2023. It follows 10 individuals as they self-document their survival in the wilderness for as long as possible. The participants must build shelters, find food, and create fire for warmth as they grapple with geographical isolation, challenging weather conditions, physical duress, and psychological stress. Choosing *Alone Australia* for study in the classroom provides an opportunity for students to not only engage in a rich thematic study of the concept of 'survival', but to learn about the palawa people of lutruwita/Tasmania and their approach to living on Country as the series centers the traditional knowledge of Australia's First Nations peoples. In addition, students can compare experiences of survival in literature, reflect on the human experience of loneliness and isolation, and develop their knowledge of documentary film making and techniques. This workshop will delve into the possibilities that selecting *Alone Australia* for use in the classroom affords including its cross-curriculum links to History and Geography, general capabilities, and the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability.

'Twas a Dark and Stormy Avocado

John Marsden[1]
[1]Alice Miller School, Romsey, Australia

Decades of teaching English could have rendered me moribund, but luckily it's had the opposite effect. I've become increasingly horrified by the termite-ridden foundations upon which English teaching is based and more and more passionate to rebuild the whole subject. Yes, we should teach the so-called 'rules' of English but we should simultaneously teach that there are no rules, merely conventions – and sure, it's useful to know those conventions, and often convenient to follow them. But we seem oblivious to a perplexing paradox: we order students to revere Carlos Andres Gomez and Ocean Vuong and James Joyce, yet we chase kids around the school with red pens if they express themselves in unorthodox ways. In 2024 I'm publishing a book with 1,354 new classroom activities guaranteed to revolutionise English teaching. A.S. Byatt says we should have a 'storehouse of singing things in our minds.' Jane Gardam told an Adelaide Festival audience that 'every child is a poet until she's eight years old.' I want every student to accumulate those singing things in the infinitely capacious storehouse of their minds. I want every student to have an authentic understanding of English, an effective voice, and an ability to communicate with words (even if their gender is male.) I want them to retain and develop the poetic power of their infancies... unless they become bureaucrats. (Some challenges are too great.) Cast off your safety belts, dump your helmets and abandon your Panadol for this session!

Speed-Running the Science of Reading: Making Sense of What We Know and How We Know It

Dr. Darian Thrailkill[1]
[1]East Carolina University, , United States

In this lightning talk, I hope to provide some background and supports so that attendees can gain a clearer understanding of how to evaluate and appropriately apply some of the key aspects of the Science of Reading and better navigate the discourse around the Science of Reading. Teachers may benefit from this exploration of how knowledge in education is created and disseminated. In particular, a professional development's, the Language Essentials for Teachers of Reading and Spelling (LETRS), materials are interrogated and the instructional, political, and cultural climate in which the SoR movement developed in the United States is explained.

Developing young children's STEM/STEAM literacies through community connections and 'real world' problems: Insights from an Australian and an American context.

A/Prof Jessica Mantei[1], **Dr Mike Karlin**[2], **Professor Lisa Kervin**[1], Professor Jessica Zacher Pandya[2]
[1]University of Wollongong, Wollongong, Australia, [2]California State University, Dominguez Hills, Carson, USA

Right from their earliest years, children are curious about the world around them, how it works, who's in it, and how they can be part of it. Their dispositions for exploration, inquiry, and connection with people and resources offer opportunities for teachers to connect classrooms with community settings to focus on issues relevant and important to children's lives. A challenge to interdisciplinarity in school contexts, however, is the separation of discipline knowledges and assessment into individual syllabus documents.

This presentation shares our research into the possibilities when using STEAM (Science, Technology, Engineering, the Arts, and Mathematics) pedagogies to engage children as creative enquirers, problem solvers, and knowledge sharers. Responding to insights from interviews with field experts, we designed experiences to engage children to consider problems, investigate solutions, and construct new possibilities for issues important to them. Language and The Arts were key to this work as the children talked about their ideas, collaborated, reflected, and designed products and associated narratives to express their perspectives and understandings. In Wollongong, prior to school and early primary aged children investigated characteristics of robots to inform their own design and animations of a robot friend. In Los Angeles, 4th grade students drew on community issues such as housing and recycling and used repurposed materials to build robots proposing new possibilities for improving people's lives.

Our presentation will identify opportunities for STEAM pedagogies to extend children's capacities for curiosity, creativity, problem solving, and collaboration.

Empowering Learners: A Hybridised Approach to Student-centred Curriculum Planning in Year 6

Jack Davis[1]
[1]Charles Sturt University, , Australia

"Why are we doing this again?" A question asked ad nauseam by students in my Year 6 class. Reasonable questions to ask as outsiders to curriculum documents. These questions, coupled with my fellow teachers' warnings that Term 4 in Year 6 can go pear-shaped fast as disengagement marries with the finality of the students' primary schooling year, had me feeling an underlying anxiety, the impending doom of Year 6, term 4. Meanwhile, I was performing part-time research work for Charles Sturt University and became increasingly acquainted with Garth Boomer's idea of a negotiated curriculum. I had a thought then: why not allow students to view the curriculum and plan their own learning?
If Learning Intentions and Success Criteria can guide students' learning by making visible what they are expected to achieve, surely going one step extra would aid them further? As such, I developed a hybridised version of negotiated curriculum in which students were given the Victorian Curriculum English outcomes and were given the freedom to plan their own unit of writing. This aimed to engage students in their learning in a period of their schooling where disengagement was high by allowing them to follow their interests and plan a four-week project of their choosing. In this lightning talk, I will share my journey through the challenges and successes of an approach that permitted student voice into the classroom and shifted the question of "Why are we doing this?" to a more enthusiastic question of, "When can I do my writing?"

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Inspired by Hamilton: A story of student agency and impact.

Mrs Jessie Copeman[1], **Mrs Wendy Cave**[1], **Mr Jim Gray**[1], **Mrs Lynne Sheville**[1]
[1]Ainslie School, Canberra, Australia

"The plan is to fan this spark into a flame" - Hamilton the musical

This presentation recounts a case study from an unfolding story of a school situating The Arts as a driver of literacy improvement. Intent on enabling students to compose texts with agency and impact, staff have creatively connected people and places to provide authentic contexts for students' experience and contributions to their community.

The school is using sophisticated and playful Arts strategies as a driver to support students to generate ideas and engage in authentic transdisciplinary learning. Through exploring the less familiar codes found in the Arts, students develop skills in composing multimodal texts. Using the Arts also enables a less constrained practice permitting creation of engaging experiences that encourage students to generate, adapt and compose contemporary text forms. These conditions have given rise to initiatives such as an adaptation of *Hamilton* that was initiated, led and produced by primary school aged students themselves.

The case study goes beyond a thematic link between the Arts and Literacy to detailed practical outcomes from the implementation of research-driven strategies, interventions and instructional examples that have resulted in significant improvements in literacy outcomes. We invite participants to celebrate a shifting data trend, over time, and to provide input into the next chapter of inspiring action, through innovative pedagogies, for far-reaching impact.

Poetry — Why Bother?

Dr Ian Reid[1]
[1]University Of Western Australia, Perth, Australia

The teaching of poetry is on a steep downward path. This is evident from recent analysis of Australian course frameworks for literary studies across several decades. The dwindling place of poetry in English classrooms reflects our society's general turning-away from this once-popular literary form. Few people read poetry today unless required to do so in class — where, regrettably, it is no longer the common experience it used to be, at least in the senior secondary years. Some current Australian course-books for English make no mention of poetry. Yet plenty of good poems are out there waiting to be found. The main reason for a decline in studying poetry is that most of us are so accustomed to skittering over the surface of words that we no longer know how to read slowly and deeply. English teachers should take this problem seriously, recognising that poetry by its very nature offers a unique remedy for the disease of superficial attention. The distinctive form of a poem, segmented into lines of verse, can break the drowsy surface of ordinary language, making us pause, reflect and remember. This presentation will draw on a range of examples to support the view that no adolescents are beyond the reach of powerful poetic language, especially when it conveys insights into life-and-death questions that they care about intensely.

No Bad Blood: The literary merit of songs by Kendrick Lamar and Taylor Swift

Ms Eleni Stamelos[1]
[1]Department For Education, Adelaide, Australia

The modern English classroom represents endless **possibilities**. As a relatively young teacher of English literature, I am fascinated by the question; what *is* literature? While I wholeheartedly believe in the merit of teaching 'literary giants' and the classics, I am also interested in challenging the literary canon within the English classroom and broadening the scope for what may be considered literature within the teaching of English.

While neither pop or hip-hop songs are considered literary in a traditional sense, I have experienced great success in teaching the lyrics of Kendrick Lamar and Taylor Swift in senior English Literature classrooms. From rhyme and rhythm to double entendres, imagery, extended metaphors, allusions and intertextuality, Lamar and Swift's respective catalogues are rich with literary features that are accessible and engaging for students.

This **oral presentation** will focus on: exploring specific literary features of Lamar and Swift's respective works, the strategies and pedagogical approaches I've employed within the English classroom to teach these works as literary forms, and how the analysis of song lyrics can work for both formative and summative assessment.

Literacy Acquisition for Pre-primary Students (LAPS): Nurturing Linguistic Expression and Fostering Diversity in Early Years Education

Ms Melinda Fitt[1], **Mrs Lucy Billingham**
[1]Waardi, Broome, Australia, [2]Monash University, Melbourne, Australia

The Literacy Acquisition for Pre-Primary Students program is a pioneering initiative by Waardi, a non-profit Aboriginal organisation based in Broome committed to early years literacy. LAPS provides early years educators with essential activities, strategies, and assessment tools. The program receives funding from the National Indigenous Australians Agency and Waardi, ensuring its sustainability. Meticulously designed to collect and respond to students' data, LAPS is facilitated by highly skilled coaches. Emphasising a nurturing space for children's linguistic expression, LAPS seeks to foster trust, authenticity, and agency. Our presentation explores inventive community interactions and the diverse literacy learning possibilities accelerated by LAPS, shaped through consultation with schools and research on effective literacy teaching practices. Waardi's programs, LAPS and Building Babies Brains, stand out through innovation and uniqueness with exclusive intellectual property rights. They stem from local and academic insights, embodying a collaborative ethos. LAPS promotes a holistic education perspective extending beyond conventional classrooms, advocating for best practices in diverse landscapes. Understanding a child's background transforms education by prioritising linguistic and cultural diversity. It recognises the significance of experiences and utilises them to generate excitement for literacy. Innovative literacy practices, considering the Kimberley's diverse cultures and languages, enable dynamic interactions. LAPS integrates translanguaging practices, which reveals student's linguistic resources. Focusing on oral language as a foundation for ATSI students' literacy acquisition we validate home languages and build connections with cognitive and emotional development. Our approach acknowledges the power of navigating many worlds, valuing cultural and linguistic diversity to empower students in their literacy journey.

Counter-narratives in senior English; how unearthing forgotten literary narratives can help us to reshape our identity and rewrite our future.

Leah English[1]
[1]Seymour College, , 546 Portrush Rd

Counter narratives are those that give voice to the silenced or oppressed. They challenge the deeply entrenched and problematic meta-narratives that underpin both the literary canon and the very fabric of contemporary society. In the increasingly uncertain and unstable world in which we find ourselves, what role can counter-narratives play in helping us to reflect on the mistakes of the past, redefine our identity as human beings and reshape the possibilities of the future? This 40-minute presentation will advocate for the power and profundity of a study of counter narratives for Senior English students. It will offer text suggestions, teaching and learning ideas and student work samples and allow participants to consider the role that counter narratives might play in their classrooms and how they may help us to foster a new kind of empathy and insight into our young people.by paying attention to the stories that have been lost and the voices that have been silenced, we can begin to write the next chapter of humanity.

Not marble, but the toys in cornflakes packets: Textual engagement; Reframing and Recreating Shakespeare's Sonnets

Dr Aidan Coleman[1]
[1]Southern Cross University, , Australia

After discussing *The Sonnets*' pedagogical reception and their current place in twenty-first century curricula and popular culture, this paper will consider what resources are available and the possibilities for teaching them. Students who look to the internet for help are likely to encounter the story of the fair youth and dark lady. The paper will consider how to approach this story critically (or avoid it altogether) and propose ways to bring contemporary literary criticism into the classroom. We will look at why *The Sonnets* need to be re-read - through a critical lens - and how engaging with them creatively, through the visual arts, drama, music and other media, can re-engage students and foster a new appreciation for poetic form. Special consideration will be given to how twenty-first century poets have reimagined *The Sonnets*, and how such writing might inspire creative engagement.

Reading for pleasure: Conversations and connections

Professor Teresa Cremin

Reading for pleasure is the entitlement of every child. Such recreational reading is associated with a number of academic, social and emotional benefits, including enriched comprehension, wider vocabulary and general knowledge, improved narrative writing and an enhanced sense of psychological well-being (e.g. Sun et al., 2023; Torppa et al., 2020). In addition, studies suggest that those young people who regularly read narratives develop enhanced empathy and social cognition (Dodell-Feder and Tamir, 2008).

However, parents and educationalists cannot require children to read for pleasure, nor can they demand that young people's engage as readers. Furthermore, internationally there is widespread concern about the decline in young people enjoying reading and choosing to read in their own time (Mullis et al, 2023). Recent PIRLS data reveal that 26% of Australian children report not liking reading, with 45% only enjoying it 'somewhat' (Hillman, O'Grady, and Rodrigues 2023). Older Australian students' reports of enjoying reading have also declined markedly since 2000 (Underwood, 2021).

So, in this presentation, drawing on an understanding of reading as social, affective and relational, Teresa will highlight the motivating power of reading conversations and connections. Offering examples to illuminate her argument, she will focus on motivation as malleable, the pre-requisites for building inclusive reading cultures, and the potential of informal book talk. In particular exploring what is afforded by child-initiated book blether, and the factors - pedagogical, textual and material-that enable these spontaneous interactions which are seen to characterise communities of engaged readers. Additionally, Teresa will consider reader relationships and the personal and social connections that develop between young readers, their peers and teachers in such communities. She will argue that relaxed reading conversations and interpersonal connections represent a motivational force and that the relational nature of reading for pleasure pedagogy deserves increased attention.

Teacher use of text comparison to generate classroom dialogue that builds language for meaning making within the scientific world

Dr Lisl Fenwick[1]
[1]University Of South Australia, Adelaide, Australia

Classroom dialogue about text has always been presented as part of genre pedagogy, where students are guided to explore the language possibilities for conveying meanings that allow for interaction with evolving disciplinary contexts. However, the ways in which teachers facilitate purposeful classroom dialogue, which supports students to explore language possibilities within changing disciplinary contexts, is not always foregrounded within genre studies. This research explores the ways in which two secondary school science teachers used practices related to comparing and contrasting texts to generate classroom talk for exploring ways of making meaning about activity sequences in science. Design-based research supported the teachers in two Australian high schools to engage with researchers in iterative cycles of planning and implementation that explored ways in which purposeful dialogue about sequences of activity in biology could be generated. Video footage of the dialogue that occurred was then analysed to uncover the talk moves made by teachers and students to make the classroom talk purposeful and related to learning. The findings presented here indicate that the process of comparing and contrasting texts by teachers and students can be used to create classroom dialogue that supports language learning for representing ideational meanings in science. As texts are compared and contrasted, the students engage in dialogue that includes reasoning and justification for their language choices to make effective meaning within the scientific context. The talk moves used by the teachers and students to make meaning effectively within the scientific world will be explored and highlighted during the presentation.

Transforming the Tabernacle: Shifting from linguistic malaise to desired futures

Mrs Joanna Tooley[1]
[1]Toowoomba Catholic Education, Toowoomba, Australia, [2]Lexis Education, Brunswick, Australia

Transformation, be it of words, or education, is not only inevitable, but predictable - a healthy sign of the progress of culture and innovation. The concept of 'Transforming the tabernacle' is an acknowledgement that even an ancient concept, such as a tabernacle, can, and will, go through periods where it is redefined, reshaped, and repurposed, but will always hold true to a central purpose. Just as the tabernacle has transformed, with many definitions being contextually correct simultaneously, it is important for educational systems to continue to audit and question if the values and priorities that once were true and accurate, have shifted. Literacy, and the policies and practices that surround it, need to be considered from a systems perspective so every student, regardless of individual school context, has access to excellent teaching of literacy in every subject. Thus, a cultural audit of once framed and static organisational priorities, including those in the Literacy space, must be scrutinised to ensure contextual accuracy and continued relevance. This address will look at the recent shift in the Diocese of Toowoomba around literacy in the Secondary space through the Subject Discipline Literacy project and how such transformation can be approached from a systems perspective.

ChatGPT in the English Classroom

Mr Adrian Cotterell[1]
[1]Emmaus Christian College, Adelaide, Australia

This workshop will focus on practical examples of how Generative AI, such as ChatGPT, could be used in an English classroom (Year 7-12). AI technologies should extend well beyond addressing concerns of cheating and plagiarism. Large Language Models (LLM) such as ChatGPT are new modalities, and the subject of English should be at the forefront of exploring this exciting frontier. This technology brings many pedagogical possibilities for teachers who are willing to innovate. Participants will trial various classroom examples such as creating Interactive Fiction (i.e. Choose your own Adventure with ChatGPT); Socratic Dialogue with AI; Using multimodal AI to build your own protagonist; and much more. Designed to be hands-on, participants will directly engage with generative AI tools throughout each activity. Please note that a laptop or mobile phone is essential for participation.

Interactive Digital Fiction: future focused creative writing for the English classroom using Twine opensource software

Mrs Claire Mincham-Trowbridge[1]
[1]Birdwood High School, Birdwood, Australia

Interactive Fiction is a cutting-edge creative text type with near unlimited possibilities that can be used in English classrooms to build core narrative skills directly linked to the real-world multi-billion-dollar gaming industry – a growth area in the Australian economy and an integral part of the lives of many contemporary students. This workshop will equip you with everything you need to create playable, sharable interactive digital fictions - games created by your students using Twine opensource software. Twine is a user-friendly program, simple enough to be operated by students and teachers with no programming knowledge, while simultaneously offering extension for students with interests in coding. In this session, we will explore the genre's history, its stylistic features and tropes, teaching strategies, resources, methods for developing students' skills in branching narrative fiction, connections to Australian Curriculum, the natural way in which this text type creates opportunities for differentiation and student agency, and the basics around accessing and using Twine. You will get to experience playable narratives created by students and, if you bring your device, start building your own! This workshop is adapted specifically for English teaching from my presentation as part of the *Games for Change Asia-Pacific Teacher Summit* at ACMI's DigiCon 2023 and is accompanied by a unit of work explicitly aligned to Australian Curriculum for Years 9 and 10, and SACE Stage 1 English, while adaptable to other contexts. Ready for plug-and-play teaching application, the unit is also resource rich for those who want to dive a little deeper.

Senior Story Telling Awards: supporting every child to share their story of hope and optimism is our most exciting challenge.

Ms Allison Edmonds[1], **Mrs Anna Dougan**[1]
[1]Turner School, ACT Education Directorate, Turner , Australia

Hope and optimism are there aplenty when we draw out narratives from each and every individual student. Inclusive of culture, communication skill and learning capability; finding and encouraging the voice of every child to go forth and create their story is our imperative and indeed, it's one of our most exciting challenges. Turner School privileges a Writers' Story Telling Award each year. We are stretching our students to the edge of becoming an author who shares their authentic voice.

Hear how one class met the challenge for a significantly diverse group of students, including learners with cognitive and communication disabilities to students with high performing literacy capabilities, to narrate their story in a form that showcased strength. Take away practical strategies for your classroom or for you as a leader of literacy learning.

Building expertise amongst a community of diverse learners is a central driver in our literacy practice at Turner. In this workshop we explore the expectations of our Writers' Storytelling Award, hear about the community excitement and curiosity, and see how this learning opportunity has a critical impact on:
- students and teachers seeing themselves as writers whose story can influence the possibilities for others,
- students' ability to develop increasingly sophisticated writing goals, stretching themselves to their learning edge; and,
- assessment and planning for teaching, getting us closer and closer to the point of individual student need.

"Feeling panicky when we get it wrong": The possibility of safe spaces for encountering difficult knowledge in English classrooms.

Ms Jennie Darcy[1]
[1]Deakin University, Burwood, Australia

This paper, which emerges from data collected in a PhD research project in 2022, considers the affordances and tensions of *difficult knowledge*, 'generated through encounters in classrooms that are unsettling and even confronting' (McLean Davies, 2022, p. 121), as personal stories intersect with literary narratives.

This research reveals there are tensions around what constitutes English teaching work, alongside what constitutes legitimate knowledge (McLean Davies & Buzacott, 2022, p. 378). Whilst the study of literary fiction continues to form the foundation of English teaching praxis, multiple and interwoven ways of reading and engaging with texts speaks to the 'complexity that is at the heart of our subject: the relationship between text and knowledge' (Roberts, 2019, p. 215). Whilst the teachers in the study discuss the benefits of exposing students to exigent ideas, they also report challenges 'regarding their own affective responses of discomfort'(McLean Davies & Buzacott, 2022, p. 378). Furthermore, the desire to recognize personal narratives and promote inclusivity, is enmeshed with a hesitancy around causing offence in an era of identity politics. A heightened sensitivity to student mental well-being in the wake of the Pandemic also compounds these tensions.

Thus, this research raises questions about the limits of English teachers' professional expertise and their boundaries of responsibility, thereby prompting considerations for greater professional support and training for English teachers.

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Co-constructing a multilingual family literacy approach with children and their families and educators through narratives

Professor Pauline Harris[1]
[1]University Of South Australia, Adelaide, Australia, [2]University of South Australia, Adelaide, Australia,

The power of narrative and owning and sharing one's own story is well established for the hope and optimism with which it endows a story's creators and those whose voices find a place in the story. It is this power that we have harnessed in co-constructing a culturally sustaining family literacy approach in our critical participatory action research with children, their families and educators in culturally and linguistically diverse early childhood settings. The children and their families are newly or recently arrived to Australia, and are learning English as an additional language (EAL). In exploring this research, we focus on co-creating multilingual, multimodal narratives with children, their families, and educators. These stories are led by the children, related to their lives, and written in their home/community languages and English. Drawing on case study examples, we describe the dialogic processes used to develop the narratives, and provide avenues for considering how a culturally sustaining, multilingual family literacy approach can be collaboratively constructed in early childhood settings. The impact and significance of this work lies in affirming and enriching children's and their families' literacies; contributing to early childhood educators' work for sustaining children's evolving languages and cultural identities in their contemporary lives; supporting and promoting children's and their families' sense of belonging in the community; and expanding cultural horizons through narratives that provide multiple ways of *both* knowing, *and* making known, our worlds.

DRAMA AS A NARRATIVE OF AGENCY AND NON-AGENCY: Liberating students through reflective practice

Dr Scott Welsh[1]
[1]Victoria University, Melbourne, Australia, [2]University of Melbourne, Melbourne, Australia

The idea of cutting ties and emancipation is crucial to our recent work as theatre practitioners and educators. This presentation compares two significant autobiographical works, working with multiple and interwoven ways of knowing the world; and languages in the context of theatre. The first is called 'The Outcaste Weakly Poet Stage Show', a confronting and transgressive piece of theatre, written and performed in the context of homelessness and street life, drawing attention to structural social inequalities through the voice of the oppressed, examining encounters on the street with frequently alienated 'others.' Then, 'Moosh the Hobo Cat', performed a decade later, and in a completely different social context, was positioned in privilege, on the same subject, but with very distinct content and form. This was disturbing to the deeper self of the outcaste weakly poet, who was what we would describe as a voice of lived experience and social justice. The second voice of the narrator of Moosh's guardian in Moosh the Hobo Cat is less empathetic, more uptight, complex and self-obsessed.

This workshop will explore how these autoethnographic applications of reflective practice can introduce us to multiple ways of knowing the world, applying it as pedagogical practice in the classroom to empower students with diverse social and cultural backgrounds. Utilising drama literacies, directly sourced from classroom activities, can provide opportunities to engage in multiple languages, knowledges and perspectives.

The presentation will focus primarily on the central claim, grounded in the experience of writing and acting as literacies of the self, then speculate on its possibilities for tertiary literacy classrooms.

We will then invite the audience to imagine two manifestations of their own agency and identity in small groups, then present a brief performance, using a conversational, 'real fiction' technique. This will lead to an exploration the question, 'How can we conceive of this practice as literacy?'

Stories at your fingertips: Finding new texts for your classroom

Ms Jenny Ryan[1], **Ms Nicola Evans**[1], **Karen Yager**, **Jemma Myors**, **Anna Burkey**
[1]Copyright Agency, Sydney, Australia

We are all aware of the benefits of reading, and particularly reading our own stories. While the classics have their place in the English classroom, it is equally important to share contemporary stories that reflect the world our children and young people live in today. This is why Reading Australia, a Copyright Agency initiative to support the teaching and reading of Australian literature in schools, offers more than 280 freely available and curriculum mapped teaching resources for a diverse range of books. With workloads at an all-time high, though, it can be difficult to stay up to date with new releases and vet them for classroom use. How can we make it easier for teachers and teacher librarians to discover quality literature for their schools?

This panel seeks to help educators demystify and streamline the process of selecting new texts for the classroom. The panellists will discuss the benefits of introducing texts that reflect our changing and increasingly diverse society; important considerations and strategies for text selection; and practical tips and resources for identifying rich literature in an Australian context. 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.

Scratching the Surface: Teaching First-Year Education Students Systemic Functional Linguistics

Dr David Caldwell

University of South Australia

This paper will recount and analyse the course design, content and pedagogy of a large-scale English language and literacy course for first-year pre-service teachers, ongoing from 2014. Following the Australian Curriculum's (ACARA 2022) language strand from the English Learning Area, the fundamental aim of this course is to teach pre-service teachers 'how language works'. Integral to this aim is teaching metalanguage, that is, language about language. Students in this course are specifically taught how language works through Systemic Functional Linguistics (SFL), and SFL metalanguage, focusing on the concepts of genre, register and field grammar, and guided by the textbook: *Teaching Language in Context* (Derewianka & Jones 2016). Despite the foregrounding of SFL in the Australian Curriculum, few pre-service teachers come to the course with strong metalinguistic awareness, and typically minimal understanding of SFL metalanguage. Moreover, because many of the pre-service teachers themselves were not explicitly taught about language and how it works, they do not necessarily have a strong appreciation of (and motivation to learn about) metalanguage for their classroom practice. The challenge therefore has been two-fold: to teach a functional model of language to students with minimal metalanguage, and to 'convince' students of its (metalanguage) importance for effective language and literacy pedagogy.

This paper will recount my attempts to engage pre-service teachers in SFL metalanguage across three main areas: content, readings, and assessment. At times, the paper will also draw on analytical tools from SFL to closely analyse the linguistic and visual elements of selected PowerPoint slides used to teach SFL metalanguage. It will also draw on principles from genre pedagogy to consider the ways in which the content knowledge of SFL was taught and experienced. The ultimate aim of this paper is to provide teachers in similar contexts with criticality, guidance and at times hopefully an exemplar for engaging pre-service teachers (and teachers more generally) in SFL metalanguage.

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'Multiple and Interwoven Ways of Knowing the World' Through Disciplinary Literacy in the Primary Grades

Dr. Cynthia Brock

'Multiple and Interwoven Ways of Knowing the World'

Through Disciplinary Literacy in the Primary Grades

This presentation begins with story of disciplinary literacy in the primary grades. Using the initial storied example of disciplinary literacy, as well as stories from two fourth grade classrooms, the concept of disciplinary literacy is unpacked and defined. As well, drawing on scholarship in the field of literacy—including the substantial U.S. federally funded Reading for Understanding Initiative—a rationale is presented for the importance of providing disciplinary literacy instruction in primary school, beginning in the earliest years. The heart of the presentation includes stories of how two primary teachers (a fifth-grade teacher and a second-grade teacher) employ an inquiry framework for using literacy (which includes reading, writing, speaking, listening, and viewing) as a tool in unique, discipline-specific ways, to engage in meaningful content area instruction with primary students. Stories of how these two units (a history inquiry unit, and a science inquiry unit) are enacted illustrate how primary teachers can meaningfully implement disciplinary literacy in primary classrooms to 'provide multiple and interwoven ways of knowing the world'.

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Writing for ALEA's journals: Practical Literacy: the early and primary years; Literacy Learning: the Middle Years; and the Australian Journal of Language and Literacy

Dr Jill Colton, **Mitchell Parker**

This workshop introduces prospective authors to the ALEA journal editorial teams of *Practical Literacy: the early and primary years (PLEPY); Literacy Learning: the Middle Years (LLMY);* and the *Australian Journal of Language and Literacy (AJLL)*. Each team will provide information and tips for generating and finalising articles for submission for their particular journal. Participants who have ideas for submissions will be invited to discuss their early conceptions in small group situations with the relevant journal editorial teams. Time will be allocated for audience members to ask specific questions. This session is for novice as well as accomplished writers seeking publication in one or more of ALEA's journals.

Embedding syntax into your teaching and learning

Mrs Hayley Harrison[1]
[1]Connect Literacy, , Australia

Finding the space and time to explicitly teach the mechanical elements of writing needn't be a heinous puzzle of squeezing square pegs into round holes. Grammar (syntax, punctuation and spelling) are entrenched within any written text and can easily be embedded into any unit with a little pre-planning and teacher knowledge. During this presentation I will look at five key considerations required to embed syntax specifically, into any unit of work. I will explore the possibilities around scope and sequencing the skills and knowledge; diagnosing gaps and opportunities for explicit teaching; as well as exploring ways to explicitly teach quickly and efficiently. We will then explore syntax in authentic texts and experiment and consolidate our understanding through writing. I'm not sure about you – but that sounds like the most fun way to spend a session I can think of! I apologise in advance for my ridiculous enthusiasm and love for syntax...but be warned: if you come along, it might rub off a little...

The Children's Picture Books Sight Words: A New State-of-the-Art Reading Resource for Teachers

Julia Prout[3], Dr Kathleen Keogh[2], Dr Clarence Green[1]
[1]Faculty Of Education, University Of Hong Kong, Hong Kong, China, [2]Institute of Innovation, Science and Sustainability, Federation University Australia, Ballarat, Australia, [3]School of Education, Deakin University , Melbourne, Australia

This presentation provides teachers with a new sight word list generated from a thorough analysis of a corpus of children's picture books. It contributes a valuable pedagogical resource for initial reading instruction based on up-to-date research methods. Sight word lists are one of the most widely used resources in initial reading instruction (Anderson & Scanlon, 2020), yet ironically amongst the weakest in terms of their research basis. The *Children's Picture Book Sight Words* (CPB SIGHT WORDS) is a high-frequency wordlist from 2146 children's picture books, the largest corpus yet developed of such texts. The resource contains the most prevalent 1000 words (following Fry (1980)), though the presentation focusses on the first 100-300 sight words, their use in phonics and the development of wider reading instruction resources such as flashcards and AI-generated extensive reading input. The CPB SIGHT WORDS are freely available [https://tinyurl.com/3zfvu4za]. This presentation shows how they improve on existing sight word lists, such as Dolch (1936) and Fry (1980) which are extremely dated, and others that also suffer from sampling and methodological problems.

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Exploring the Possibilities of Decoding Media

Dr. Darian Thrailkill[1]
[1]East Carolina University, Greenville, United States

Literacy has always been multi-modal. Though traditional views of literacy and reading typically center on the written/printed word, there has been a persistent shift towards developing our understanding of multi-modal texts. The media types that are consumed in large quantities (e.g. film, television, videogames, etc.), require us to use a tapestry of skills and strategies to become critical consumers. Thus, there is a growing need for teachers to prepare students to understand media that uses words, sounds, images, and other types of sensory input in flexible and overlapping ways. In this workshop, attendees will examine how Freebody & Luke's (1990 1999) four roles/resources model can be a framework to help students develop their multimodal literacy skills. They will be invited to practice noticing the various codes/semiotic resources used by composes of multimodal ensembles to convey meeting and have an opportunity to use the roles/resources as tools to critically engage with complex and sometimes interactive narratives that currently dominate our social worlds.

What We Do With Texts: Enriching reception by involving interpretive communities

Mr Jacob Anstey[1]
[1]ETANSW, Wollongong, Australia

The Australian Curriculum enjoins students to 'reflect on, extend, endorse or refute others' interpretations of and responses to literature', a practice which implicates the interpretive community of the classroom. However, this brief description leaves unconstructed what norms and ways of speaking could serve as a framework for this activity. In her recent book *Reception,* Ika Willis points out that educational training fills in the gap in the Curriculum's schema when she suggests that what is taught in the literature classroom is not the text so much as the proper mode of responding to it. This workshop aims to explore some practical ideas for teaching this aspect of the literature strand in Year 9 and 10 English classrooms by consciously exploring the myriad (and often conflicting) rules concerning interpretation and reception with students. It will model and allow participants to consider what processes support the conscious cultivation of a classroom-based 'interpretive community' that can help students to think through notions of value and authority as well as see a much broader range of possibilities for interacting with the world through the literature that they read.

Eyes on text: raising reading achievement by increasing reading fluency and mileage, and nurturing a love of reading

Ms Louise Dempsey

How do we ensure students have 'eyes on text' during reading time? Louise will share the results from a fluency project she led in a Year 2 cohort. She targeted 12 'at risk' readers and the teachers trialled engaging fluency activities during shared, guided and independent reading. The target students all made accelerated progress, as did the other students below the expected level in the classes.

Sizzling Starts: The easiest way to improve students' writing

<u>Cathy Conway</u>

What do *Mission Impossible* films, Andy Griffiths books and David Attenborough documentaries all do that makes them loved the world over? They all begin with a white-hot Sizzling Start that hooks the audience. In this fun, hands-on workshop, we reveal a whole new world of possibilities for your writing classroom. You'll learn the simple techniques for writing Sizzling Starts that delight, intrigue and seize the reader's attention from the get-go. You'll also experience our popular Five Minute Fast Starts activity firsthand – designed to instantly engage every student and get them thinking and writing creatively like never before. By the end of this session, you'll have a bunch of simple, ready-to-go strategies that will spark wonder, laughter and enthusiasm in your classroom. All it takes is a few minutes a day to turn those yawns and fizzles into cheers and sizzles! Since 2005, almost 50,000 teachers have used the Seven Steps to create vibrant writing classrooms – and they all began their journey with Sizzling Starts. So, embrace your next chapter and witness the genius of Sizzling Starts for yourself.

Innovation not Intervention; successful writing support for students in the middle years

Ms Susan Daintith[1]
[1]Newcastle Grammar School, Newcastle, Australia

In the secondary sector, there are inadequate intervention courses available for students with low literacy to improve their writing skills that are age appropriate and harness a disciplinary literacy approach. As educators, we must continuously evaluate new innovative approaches to enhance writing skills for students to communicate and make connections to the world that is relevant to them across all discipline areas. This workshop examines a successful disciplinary literacy writing program for students who require tier 2 intervention support, in a 7-12 secondary school in the Hunter region of New South Wales. The writing program was developed by the Literacy Coordinator and in conjunction with subject teachers across the curriculum to ensure the essential disciplinary writing criteria is explicitly taught to the students. For instance, how to successfully embed a source into a Historical Report or refer to a table in a Science Investigation. The impact of the program is underpinned by the pedagogies used to deliver explicit literacy instruction to the students that includes using quality writing exemplars, templates, scaffolds, and ridged edit checks after every task. In addition, the school's writing check list and instructional bookmarks are tools used to support the student's writing by providing criteria for students to incorporate into their writing responses. The program's success has been shown by the improvement of the students' writing abilities throughout the program and achieving substantial results and comments in their summative end-of-semester reports.

Assessing reading through writing

Mrs Paula Beck[1], **Dr Sandy Heldsinger**[2]
[1]School Curriculum And Standards Authority, Cannington, Australia, [2]Brightpath, Perth, Australia

Assessment of reading is difficult, particularly given it occurs either through writing or speaking. Students with strong reading skills but poor writing may be unable to adequately demonstrate their abilities through standard assessment tasks. Standard multiple choice type assessments provide limited information about reading and depth of comprehension, and extended responses lead to judgements about writing. The School Curriculum and Standards Authority in WA raised this as a research question with Dr Sandy Heldsinger and jointly they considered the issues around the assessment of reading through writing. The Brightpath Response to Literature assessment task is the result of analysing hundreds of samples of student work, and then developing a task appropriate for use with students from year 4-10 and beyond, consistent with the curriculum and current teaching practices. In this session we will present background research findings from analysing the student work samples, show the sample assessment task and assessment materials, and explain how this work can be incorporated into existing school assessment programs with minimal alterations to your current plans, but significant additional evidence for assessment and tracking of student progress over time, while covering curriculum content consistent with both version 8 and 9 of the Australian Curriculum (and adapted state versions).

Workshop: Using Functional Grammar to Teach Narratives

Ms Claire Nailon, **Ms Kate Cash**, **Mrs Anne Dalmau**
[1]Nazareth College, , Australia

In this presentation we will explore how the tools of functional grammar can be used when teaching narratives. We will use these tools to identify the patterns of language in a range of genres and consider the language choices authors male to connect with specific audiences. We will explore how students can then use this analysis to craft and create their own narratives for their own audiences.

Functional Grammar Goggles: Utilising Functional Grammar for Critical Literacy

Mrs Libby Baker[1,2]
[1]Hughes Primary School, , Australia, [2]Griffith University, , Australia

Functional grammar can provide us and our students with ways to view, know and evaluate texts. This workshop will empower participants with basic functional grammar knowledge, interweaving it with critical literacy. Drawing from an MEd Research case study completed in 2022, this workshop will develop participants' skills to use functional grammar knowledge as a lens for a critical examination of texts. Participants will learn the parts of a clause, and how to identify these parts in quality literature, including picture books and other multimodal texts. Participants will employ a knowledge of the clause to critically evaluate the texts presented. Finally, practical classroom applications of functional grammar to teach critical literacy skills will be presented.

HELP! What to do with the tricky and quirky ones.

Ms Jacqueline Hiscock[1]
[1]Roma Mitchell Secondary College, , Australia

This workshop explores student narratives advocating for differentiation within the middle years. Sharing ideas from her current experience of teaching students in year 7, 8 , 9 and 10 who do not fit within the 'ideal' mainstream abilities expected within a high school setting. Whether they are students who reject the special education class, just have extremely low literacy levels, have diagnosed learning difficulties or disabilities which don't necessarily meet requirements for much support or are learning English as they learn the curriculum teachers need to adapt or modify their current tasks so all students can engage and learn, but how can we do that and still maintain rigor? This interactive workshop will facilitate multiple and interwoven ways of knowing the world, where participants can reflect on their own tasks and pedagogy to support these tricky and quirky students.

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Adapting and learning from the past and present to create the future

<u>Mrs Karen Yager</u>[1]
[1]AATE and ETA NSW, GALSTON, Australia

Literature from the past and present inspires the imagination, provokes critical thought and unleashes creativity. The process of adaptation pays homage to the original text and potentially something new is cultivated. Students who engage with original texts and their adaptations and then create their own adaptation connect deeply with literature and make stronger connections with their own context. They learn how to interpret critically through different lenses and produce different meanings. This workshop will present a range of approaches and numerous original texts and their adaptations for year 7 or 8 units of work. Engaging assessment task ideas will be shared that enable students to adapt an original text to create their own original text. Ways that students can use innovative technology such as AI will be featured in the workshop.

Admit impediments: teaching Shakespeare in middle school with humility (a beginner's guide)

Dr Aidan Coleman[1]
[1]Southern Cross University, , Australia

This workshop will advocate a humble approach to teaching Shakespeare in which we admit our impediments. The canonical weight of Shakespeare can be oppressive. Shakespeare's language can, at times, seem vague, verbose or beside-the-point, and his plots can seem unnecessarily complicated. We will explore a variety of strategies to overcome these barriers. The workshop will also consider when to introduce conventions and features of Shakespeare's work, and the appropriate level of depth in which to cover these, in line with the Australian Curriculum. The workshop aims to give those teaching Shakespeare for only the first or second time everything they need to succeed, and provide new ways into the text for experienced teachers. It is a beginner's guide for those teachers prepared to admit impediments.

The Language of Children's Literature: A Stylistician's Perspective

Dr Marcello Giovanelli

In this talk, I draw on my background as a stylistician to explore the ways in which linguistically-informed approaches have been used – and could be used – to analyse children's literature. I start by considering the nature of the genre and its various sub-genres (writing for young children, tween fiction, young adult fiction and cross-writing), suggesting that the very nature of writing for children is complex and not easily pinned down to a single entity. Equally, although the notion of a 'child reader' is problematic not easy to define, I argue that the genre's style and representations will largely be different from adult fiction and that these therefore provide scope to examine exactly how language is used to represent fictional (and non-fictional) worlds and position readers. My talk then specifically examines some key ideas drawing on scholarship in modern stylistics: the representation of growing up in literature, the modelling of fictional minds, the interplay of text and image in making meaning in children's literature, 'crossover fiction' and the role of literature in education. I end by considering some potential further avenues for work in stylistics.

"Donald Graves, meet Gen AI": Possibilities aplenty for new relations in writing education

Associate Professor Lucinda McKnight

What would Donald Graves make of the widespread uptake of generative AI in classrooms as a means of "writing"? What might this development mean for his famous statement, "Children want to write"? This presentation reflects on the importance of Donald Graves' work in contemporary times and the vital questions it can remind literacy educators to ask. These questions ground us in ethical, student-centred, experiential and meaningful learning. They can provide a guide for navigating technological change happening at a pace that is astonishing, as new forms of generative AI (gen AI) evolve and proliferate on a weekly basis. This change has implications for researchers, teachers and students, who are all, in various ways, writers. Concepts in writing, such as "authenticity", "integrity", "composition" and "authorship", for example, which were already complex, are now troubled even more.

The presentation draws on a three year (2022-2024) Australian Research Council project exploring the teaching of digital writing, through analysis of the national textbook archive, a national survey of teachers and the development of digital writing labs in three Victorian schools. This study has asked, in a timely way, how teachers are conceptualising "digital writing" and what kinds of resources they need to develop pedagogies for their classrooms. In line with Donald Graves' work, this research prioritises the voices and professionalism of writing teachers.

This work has been undertaken on Wurundjeri and Wadawurrung Country, a constant reminder that the teaching of writing in Australia, since colonisation, has largely been an Anglo-centric project. It is also a reminder that new possibilities emerging with generative AI must consider social justice and equity of access to technology for all students as priorities in our aims for how literacy software might be used in the teaching of writing.

Reading rurally for (professional) pleasure: what enables and constrains the recreational reading of secondary English teachers in rural NSW?

Mrs Nicole Sanders[1], Dr Janet Dutton[1], Dr Kim Wilson[1]
[1]Macquarie University, Sydney, Australia

Recreational reading has received increased attention in popular media, academia and English syllabuses in recent years, with Teresa Cremin (et al., 2014, 2023) spearheading research into the significance of reading for pleasure amongst primary teachers and their students. However, no major studies have been conducted into the recreational reading habits of secondary English teachers, and this gap is extended when we consider Australia, especially rural Australia. This presentation will report a qualitative, multiple-phase, explanatory study with data gathered from surveys (n = 29) and follow-up interviews (n = 2), in which secondary English teachers from regional and remote NSW schools were asked about their recreational reading habits and what enables and constrains this reading. The data was analysed using Template Analysis (King & Brooks, 2017) with Soja's (1980, 1996) Sociospatial theory providing the theoretical frame. Sociospatial theory imagines teacher's lives as consisting of three spaces: the real, everyday firstspace, the idealised secondspace, and the innovative thirdspace. The results provide insights into the reading behaviour of rural English teachers, including what, when and how they read. Also illuminated are aspects of the teachers' personal and professional lives that enable and constrain their reading, including reading identity, teacher workload, and the remote location of their school communities. The findings suggest that true recreational reading for English teachers might be something akin to a paradox amidst first- and secondspace constraints, and that it is teachers' own innovative, and at times subversive, reading practices that help them pioneer a thirdspace for their pleasure reading.

Transformative Teaching: Embracing Performance for Poetry Engagement in the English Classroom

Miss Erica Lovell[1]
[1]Poetry In Action, , Australia

This presentation by Erica Lovell explores an innovative approach to teaching poetry, emphasising the transformative power of performance for student engagement. Lovell shares her personal evolution from a poetry skeptic to an advocate, drawing on her experiences as a drama teacher and director. The core strategy presented focuses on rapidly decoding texts through active, visceral encounters with poetry in its spoken form. The importance of meeting poetry in its native environment is emphasised and implementing strategies that highlight the performative qualities of poetry to enhance comprehension and engagement.

Practical exercises, such as breathing punctuation and physical movement, are introduced to expedite text comprehension and create a personal connection with the language. Lovell addresses common concerns and advocates for adapting strategies to resonate with high school students, stressing the need for engaging approaches in a digital age.

The presentation emphasises the integration of emotional responses and personal connections in poetry interpretation. Lovell encourages centering students as responders, fostering a genuine relationship with the text before delving into analytical discussions. By scaffolding the experience and promoting a deeper understanding of emotional content and context, the presentation aims to equip students with storytelling skills and instill a genuine appreciation for literature. The transformative potential of performance is exemplified through Lovell's work with Poetry In Action's plays, showcasing how engagement with poetry can lead to compassionate and transformative conversations.

The next chapter for Film Study: How starting with movement changes everything

Dr Paul Sommer[1,2]
[1]Osaka International School, , Japan, [2]Curtin University, , Australia

Everything in a film moves. Characters, sounds, situations, ideas, and our interest. And yet we often want to stop a film so we can study the visuals. There are good reasons for doing so, but how can we open movement to analysis? How can a film study become more responsive to the very things that attract us to film in the first place. This workshop is about ways into movement through editing, systematic approaches to sound, and a heightened awareness of flow (not show). The workshop draws on ideas from *Film Study and Movement: How starting with movement changes everything,* that is being launched at this conference. Independently, but extending the book's interest, the workshop takes a classroom perspective. We will consider and discuss extracts from films and ways of organising film study in the English classroom to accommodate (and enjoy) a focus on movement.

"Can you draft this for me, Miss?" One school's experience of teacher-led drafting, the challenges we encountered and what we're doing about it.

Jane Sykes[1]
[1]St Michael's College, Adelaide, Australia

The structure of the SACE and other senior curriculum frameworks have emphasised the importance of Assessment for Learning, weighting school-based assessments more and decreasing the focus on exams. One of the practices this has resulted in is far greater expectations from students and parents around teacher drafting of student work. At our site, we observed that some students had become reliant on this to the detriment of their self-efficacy as learners. As a part of my studies for the Master of Education, I conducted research into perceptions of the drafting process and practices at our school, as well as looking into what contemporary research had to say about the impact of drafting on student learning. We have focused on what habits we want to cultivate in our students, and what skills they need in order to contribute to the creation of their world in the future. We have refined the way we approach drafting in light of this, seeking better ways to develop life-long learners. The issues we encountered are not unique to our site, and this presentation may be of benefit to any teacher of secondary English who feels that drafting is where they invest much of their energy, without always delivering commensurate improvements in learning or greater cultivation of skills for the future.

Three subjects walk into a bar: Interdisciplinary English at the senior school level

Mr Jesse Atkinson[1]

21st century jobs require the transfer of knowledge and skills across disciplines to solve problems and be creative. The communication and analytical skills students learn in the English discipline will be utilised in their futures – but let's face it, in other fields. Do not fear though English brethren, English is a natural interdisciplinary conduit. Primary teachers are fantastic at using texts to explore the worlds of science, maths and history. But what does it look like in the Year 10-11 context when siloed faculties, senior school subject outlines and subject specialists make this difficult? This presentation will explore interdisciplinary units and interdisciplinary assessment tasks utilised at the Australian Science and Mathematics School with a focus on how English is intertwined. This presentation may be suitable for teachers, leaders or schools who wish to develop an interdisciplinary curriculum or any curious onlookers.

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Walls of possibility - implementing "Bump it Up Walls" to facilitate student writing growth

Mrs Emma Bennis[1]
[1]Catherine Mcauley Catholic College Medowie, , Australia

Hattie (2012, p.59) asserts that educating students to have high, challenging, appropriate expectations is among the most powerful influence in enhancing student achievement. In a world of digital distractions, reduced focus time and ever-increasing apathy, how do we encourage our learners to have high expectations of themselves as part of our everyday practice? How do we help them visualise what success can look like, and provide them with the tools to reach for it? The use of "Bump it Up Walls" is an increasing practice which combines many high impact strategies into one powerful pedagogy. However, there is limited research into the practice itself. This presentation will share the process and results of a school-based action research project where "Bump it Up Walls" were implemented across all secondary grades with the aim of facilitating writing growth in every student, and deepening staff expertise in teaching writing. Participants of the session will appreciate the practical advice and resources to enable them to transfer the practice into their own context, as well as the analysis of a range of data to evaluate success. The use of "Bump it Up Walls" is a promising literacy practice which demands that students become the cultivators of their own learning, reaching for and realising new possibilities for their own achievement.

Daydreamy girl, restless woman: A secondary English teacher's ADHD diagnosis and reflective writing practice cultivate optimism

Mrs Joanna Beresford[1]
[1]Central Queensland University, Brisbane, Australia

Within educational settings, stereotypes attached to hyperactive-presenting attention deficit hyperactivity disorder (ADHD) traits stigmatise the 5% out of all individuals in Australia thought to live with the neurodivergent condition. Additionally, students and educators harbouring inattentive traits can remain unsupported and be misunderstood. While an English teacher, my understanding of ADHD remained limited to observations of student behaviours that disrupted my lessons. This perspective prevented me from recognising my mental hyperactivity, hyperarousal, and executive functioning challenges as manifestations of ADHD. My clinical diagnosis in 2021 reframed my prior lived experience, cultivating optimism and compassion; for myself, colleagues and students.

As an offering to The Senate's call for more research into 'non-hyperactive presentations of ADHD and gender bias' (2023, p. xvii), I reviewed recent scholarly literature about girls and women with ADHD. Encouragingly, reports recognise lived experiences as legitimate, valid contributions to aid future policy-making decisions. The literature review then informed my critical analysis of my three (PhD) reflective journals written from 2021 to 2023. Here, I uncovered data samples of my pre-and-post-diagnostic ADHD lived experience, as a secondary English teacher and a postgraduate research student.

Therefore, my 40-minute oral presentation aims to demonstrate the ways a professional reflective writing practice revealed personal inattentive ADHD traits. I hope to help create a world where such traits are identified earlier, accommodated and, where appropriate, encouraged in educational settings.

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Exploring 'Positive Education' approaches in an English class

Mrs Kate Searson[1]
[1]Adelaide Botanic High School, Adelaide, Australia, [2]University of Adelaide, Adelaide, Australia

This workshop will explore different possibilities for using Positive Education in an English classroom. It will focus on the 'VIA Character Strengths Inventory' and 'Goal Setting'. In the early 2000s, 55 scientists joined a study that aimed to scientifically classify positive traits in humans. The result was Peterson and Seligman's *Character Strengths and Virtues: A Handbook and Classification*. Following this research, a survey was developed to measure strengths in individuals. Multiple peer-reviewed studies have found that when individuals know and use their signature strengths, they can improve their relationships and well-being. The VIA Character Strengths Survey is free, providing countless possibilities in the English classroom to get to know your students and for your students to create positive narratives about their own lives. This workshop will explore how the VIA Character Strengths can be used as part of the Teaching and Learning Cycle in an introductory task in English and as part of character analysis. Some aspects of Goal Setting Theory, such as 'Mental contrasting' with 'Implementation intentions' as a self-regulatory strategy, will also be presented. Participants can use the knowledge gained to innovate current teaching practices to support their students' well-being. (It is advised for participants to complete the VIA Character Strengths survey before the workshop: https://www.viacharacter.org/account/register).

Improving students' science literacy through harmonising the patterns of meaning-making in the science classroom

Mr John Polias[1]
[1]Lexis Education, North Adelaide, Australia

In this presentation, I will exemplify how students' literacy in science can be improved by their teacher using the various patterns of meaning-making in science in a way that creates harmony, or resonance. These patterns exist in the language of science, the visuals, the content organisation and how we teach that content. To do this, I will consider several notions and patterns: scaffolding at three levels (macro-, meso- and micro-); pedagogical resonance in the classroom (ensuring that the patterns in the way science is taught resonate with the patterns in the content); and multi-semioticity (providing multiple access points to the meanings in science).

Penola High School's New Narrative – A Focus on Literacy Being "Everybody's Business".

Mr Matthew Strother[1], **Ms Rikki Helps**[1]
[1]Penola High School, Department For Education, Penola, Australia

Penola High school is cultivating a new narrative centred on defining literacy as 'everybody's business' by ensuring all staff and students understand effective literacy practices. Collaborating with external partners like Orbis Exemplary Learning and the University of Melbourne, the school has initiated a new whole school approach to literacy, focusing on data-informed pedagogical practices and professional development.

Challenged by frequent turnover in leadership and staff, compounded by the school's rural and disadvantaged context, Penola High School took decisive steps to rebuild its literacy framework. Staff feedback, student achievement data, and an external review with a one-year return, prompted staff and leadership to collaboratively rewrite its School Improvement Plan, granting teachers permission and time to deepen their understanding of pedagogical approaches to the teaching of disciplinary literacy and equipping them with the knowledge and skills to improve student literacy outcomes, particularly in reading comprehension.

In this presentation, teachers will explain the steps they took together to build their new narrative. Through a process of strategic planning and co-design, they were encouraged to embrace vulnerability and trust which lead to collaborative learning experiences such as Applied Learning Projects with a literacy focus, tailored to specific curriculum areas. This approach fostered meaningful connections between teachers and students, ultimately enhancing teacher collective efficacy in literacy instruction through 'tight and flexible' literacy practices across teaching disciplines.

Teaching English in Rural Australia

Dr Trish Dowsett[1], **Dr Jennifer Dove**[2], **Professor Susanne Gannon**[2], Emeritus Professor Bill Green[3]
[1]Australian Council For Educational Research, , Australia, [2]Western Sydney University, , Australia, [3]Charles Sturt University, , Australia

Introduction/Background

Recently there has been a resurgence of interest in rural schooling and in rural education more generally. This has involved new understandings of place, disadvantage, and spatial justice, and new sensitivities to changing educational opportunities in a global world. Australia has been an important player in this resurgence. Yet there has been little attention given specifically to English teaching in this context – that is, with specific regard to teaching English in rural Australia. Nonetheless, many English teachers begin their careers teaching in the country, in one way or another, and a significant proportion spend a good part of their working life in country schools.

Purpose/Objectives

This symposium explores some of the issues shaping English education and the distinctive features of English teaching in rural schools. The two presentations consider, respectively, student voice and creative writing in a rural school, and the effects of the national testing program on the teaching of writing in rural schools. Questions considered include: How is English teaching experienced in country schools, and is this different from teaching in city schools? What do English teachers need to know about their rural students? About rural communities? The symposium is directly related to a Special Issue (in preparation) for the *Australian Journal of English Education*.

List of presentations

Stories from rural students: Aspirations for elsewhere and otherwise (Jennifer Dove)

The voices of students are largely absent in literature surrounding writing pedagogy (Cremin & Myhill, 2012; DeJaynes et al., 2020). The limited presence of student voices in educational research and stories about the places they inhabit are paralleled by the invisibility of students' contexts in standardised testing analysis. In understandings about rural and remote places, terms like 'remote' are used uncritically, and rural students are uncritically labelled according to their distance from metropolitan centres, and as disadvantaged because of that distance. Rural students lack the opportunity to speak back to existing measures of writing outcomes, particularly those related to context, and might welcome the opportunity to comment on how they are depicted, defined and designated as 'disadvantaged' (Corbett & Green, 2013; Halsey, 2018; Reid, 2020). The NSW English syllabus reminds teachers that "language shapes our understanding of ourselves and our world" (NSW Education Standards Authority (NESA), 2021, Rationale), and while stories of experience and place are valuable in the pursuit of this understanding, opportunities for young people to tell these stories to authentic audiences are few. In attempting to represent rural-remote students as disadvantaged, standardised measures ignore their experiences, experiences that I attempted to understand through the collection of student writing artefacts and

interviews. This paper explores the stories of two young people from a small rural town who participated in a year-long writing project and subsequent research interviews about their experiences living and writing in remote NSW and their aspirations for elsewhere and otherwise, beyond (town) limits, deficit discourse, and stereotypes.

Rural Report: Teaching Writing in the NAPLAN Era in Rural, Regional and Remote Schools (Susanne Gannon)
This paper delves into the pedagogical repercussions of the first decade of the National Assessment Program – Literacy and Numeracy (NAPLAN) on rural English teachers. Initially part of a broader study on NAPLAN's influence on writing pedagogies in secondary English, I revisit survey data to reanalyse the experiences of teachers in remote and regional settings in Queensland and Tasmania. Given ongoing concerns about rural education, it is unclear whether or if at all NAPLAN has brought benefits to teachers and students beyond metropolitan areas. In my research, NAPLAN appears to have become a lever to exacerbate inequity, rather than to overcome it. Teachers report ways that NAPLAN reorganises school structures, practices and priorities – sometimes at the cost of richer understandings of how writing might be approached and nurtured in English. Rural schools tend to be smaller and less privileged than the broad scope of schools that participated from urban areas, and to have slightly more experienced teachers who began their careers before NAPLAN. While NAPLAN may reinforce some deficit perspectives of rural students, it also collides with ongoing issues facing rural schools including teachers who are teaching out of their specialist subjects. Broadly, English teachers in rural Australia tend to be sceptical about the value of NAPLAN and it has increased the responsibilities of English teachers relative to their peers. While whole school strategies tend to be most effective in improving student outcomes, they may be erratically implemented. However, some rural schools have taken up NAPLAN as an impetus to develop and resource exemplary professional learning in teaching writing across all KLAs.

Discussion: Issues/questions for exploration
- Are there distinctive features of English teaching in rural schools?
- What needs to happen in teacher education to better understand rural English teaching?
- How might English teaching and rural schooling be more meaningfully and productively brought together in the interests of Australian education and society?

Convenor: Trish Dowsett
Discussant: Bill Green

Learning Out Loud: doing oracy and dialogic pedagogy in a Primary School

Dr David Caldwell[1], **Dr Lisl Fenwick**[1], **Ms Isabelle Watts**[2], **Ms Sarah Newton**[2], **Ms Helena Lambrinos**[2]
[1]University Of South Australia, , Australia, [2]Edwardstown Primary School, , Australia

Introduction/Background

Classroom talk is essential for promoting oracy development and learning. However, effective classroom talk can be difficult to achieve (Cui & Teo, 2021). To participate in classroom talk, students need to feel that they are being listened to and their life worlds are visible and acknowledged (Comber & Hayes, 2022). Active listening by the teacher and student peers is essential (Edwards-Groves & Davidson, 2020). Only when each participant within an oral interaction seeks to understand each other's contributions can meaning be made. While inclusion is an essential part of dialogic pedagogy, there also needs to be an emphasis on learning and cumulative knowledge building (Alexander, 2020). Sustained dialogue within classrooms, which involves students in articulating their thinking, is essential if the classroom talk is to achieve learning goals (Alexander, 2020). A challenge for teachers is to maintain the inclusion of all students while also facilitating student involvement in elaborated classroom talk that involves complex knowledge building. A number of primary and secondary schools in South Australia recently took up this challenge by participating in the "Learning out Loud" professional learning program facilitated by the University of South Australia and the Department for Education.

Commencing in 2023 (and continuing in 2024), the "Learning Out Loud" professional development and research program involves participants from school sites being provided with contemporary theory and strategies in oracy and dialogic pedagogy. In 2023, teachers took up the challenge of facilitating classroom talk that was inclusive of all students in the class and enabled students to engage in classroom dialogue that allowed for the elaboration of ideas and cumulative knowledge building. In this symposium, one school site, Edwardstown Primary School, will discuss how they worked to generate inclusion and elaborated ideas through classroom talk. The presentations will include video footage of classroom talk and range across the primary year levels: Reception/Year 1, Year 3 and Year 5. An overview of the professional learning, and the ways in which the reserachers from UniSA co-constructed theory and practice with the sites in 2023, will be provided in the beginning of the session. Another UniSA researcher will facilitate discussion and critical reflection on the project so far at the end of the presentations.

Purpose/Objectives

The purpose of this symposium is to:

*   Introduce the Learning Out Loud professional development and research program, including outlining the specific theory and practices shared with sites, along with the way design-based research supported co-construction with sites;
*   Demonstrate the practices used by teachers across the primary years to build classroom talk that is inclusive and involves students in the elaboration of ideas for knowledge building;
*   Provide opportunities to discus and reflect on the challenges involved in facilitating dialogue within classrooms that is both inclusive and knowledge building.

List of presentations

Please insert each presenter's name, title of presentation and brief description here.

- Lauren Haggis (Chair) <no title, no brief description>
- Lisl Fenwick is a senior lecturer at the Universtiy of South Australia. Lisl is one of a team of researchers at UniSA who has facilitated the "Learning out Loud" professional learning program. She will provide an overview of the theory and practices that were shared with the participating schools in 2023. She will also outline how design-based research methodology was used to engage teachers in iterative cycles of planning and implementation of practices for facilitating classroom talk that foucses on inclusion and the elaboration of ideas.
- Isabelle Watts is a Reception teacher at Edwardstown Primary School. Her paper will draw on data from her 2023 Reception class, and focus on the implementation and enactment of inclusion through students' active listening. Specifically, her analysis will examine examples of turn-taking in which her reception students built ideas and took up the ideas of other students.
- Sarah Newton is a current Reception teacher at Edwardstown Primary School. Her paper will draw on data from her 2023 Year 3 class. Drawing on dialogic pedagogy and talk moves, Sarah's paper will specifically focus on the role of talk partners to produce productive dialogue,as well as the ways in which the Year 3 students used talk moves to justifying their thinking.
- Helena Lambrinos is a Year 5 Teacher and Learner Agency Coordinator at Edwardstown Primary School. Drawing on data and analysis form her 2023 Year 5 class, she will focus on the strategey of vacating the floor and language bulding conventions to productive productive dialogue and thinking in the upper primary year levels.
- David Caldwell (Discussant) <Dr David Caldwell is a senior lecturer at the Universtiy of South Australia, brief description in Discussion section below>

Discussion: Issues/questions for exploration OR Ideas for discussion

- What practices supported the inclusion of all students in the classroom talk? What were the challenges and how could the practices be extended?
- What practices supported classroom talk that allowed for the elaboration of ideas? How did the teachers ensure that the classroom talk was learning focused and allowed for knowledge building? How could the practices be extended?
- In what ways did the professional learning challenge educators to think about inclusion and the elaboration of ideas as essential components of effective dialogic pedagogy?

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Teachers as Readers

Dr Jill Colton[1], **Dr Mellie Green**[3], **Professor Alyson Simpson**[2]
[1]University Of South Australia, Mawson Lakes , Australia, [2]University of Sydney , Sydney, Australia, [3]Southern Cross University, Gold Coast, Australia

Introduction/Background
Teaching reading is a crucial aspect of primary and early years teacher's work and increasingly part of the English teacher's role in secondary school contexts. This is why the teaching of reading comes under such scrutiny and also inspires teachers and researchers to explore effective approaches and methods of enhancing reading instruction. Enabling young people to engage in and enjoy reading literature has become increasingly recognised as a significant part of teaching reading. The benefits of literature for children are well documented: using literature in classroom reading programs encourages reading for enjoyment and by choice, and enhances academic, cultural and psychological wellbeing. Reading fiction has been shown to correlate with higher performance in reading tests and reading by choice has been correlated with reading performance. Literature has the potential to create meaningful learning experiences that can enhance intellectual engagement and wellbeing. There is a growing movement for teachers to support their students to choose to read literature both in and out of school. In the UK the Reading for Pleasure (RfP) project led by Teresa Cremin has inspired teachers to expand their knowledge of literature and further develop pedagogic insights into how to use literature in their classrooms. Recent explorations of reading for enjoyment in the Australian context have drawn on this RfP work to explore teachers' knowledge of literature and pedagogical approaches. This symposium presents three projects which aimed to cultivate teachers as readers.

Purpose/Objectives
Australia is a large continent with both national and state and territory curriculum/syllabi. This dynamic policy context raises challenges for teachers who wish to encourage children's engagement with literature. The purpose of this symposium is to encourage cultivation of spaces for teachers to explore children's literature at the centre of reading programs.
- To foster interest in children's and young peoples' literature
- To enrich knowledge of children's literature and its affordances for teaching reading
- To nurture connections between practising teachers and researchers around teaching reading
- To promote teachers engaging in communities of readers and networks of reading teachers

List of presentations
Dr Mellie Green
Why children's literature sits at the centre of the Australian Curriculum: English
Across every Year level from Foundation to Year 10, The *Australian Curriculum: English* requires teachers to engage students in reading for enjoyment. It is an important entitlement with significant wide-ranging benefits. Worldwide analyses of the PISA literacy test data recurrently conclude that reading enjoyment is the strongest predictor of reading performance. In UK school settings, the reading-for-pleasure movement has

gained great traction thanks to the robust and rigours research of Professor Teresa Cremin and colleagues involved in the *Teachers as Readers* project.

This presentation explores the cultivation of a reading-for-enjoyment pedagogy with pre-service teachers in Australia. It draws on data sets collected from undergraduates completing a Bachelor of Education, in NSW and QLD, to ascertain reading attitudes and preferences. It describes an initiative introduced to promote positive dispositions as future reading role models. Whilst developing professional knowledge of curriculum content, the project aimed to show rather than tell why children's literature sits at the heart of curriculum enactment. Each activity was designed to do more than explain aesthetic experience of literary texts, but rather, to constitute one.

Professor Alyson Simpson
Building a reading teacher culture in initial teacher education
In this paper Alyson presents findings from a study of how engagement with RfP pedagogies during an initial teacher education program resulted in shifts in preservice teacher [PST] reader identities. The participants in the study learned about RfP theory in their mandated coursework and also voluntarily took part in a semester long 'book club'. Participant observation methods of data collection were used including focus group discussions and a questionnaire. Analysis of the data using a complex model that highlights connections between policy and practice demonstrates shifts in PST's knowledge of RfP; greater understanding of reading pedagogies; increased awareness of systems that influence the teaching of reading; and critical insight of what shapes literate identities. As one participant said, "You learn so much from reading for pleasure". The study was undertaken under Alyson's supervision by an honours student, Kathryn, who gives her permission for the work to be shared. We suggest that engagement with RfP pedagogies led the PST to rethink their personal attitudes to reading and reconsider their professional roles as future reading teachers.

Dr Jill Colton
Cultivating Reader Response
Jill shares insights into setting up a reader response network with teachers in South Australia. Reader response sees reading as an interaction between reader and text – both the reader and the text play a role in the reading process and it is in the interaction that meaning is made. This way of thinking about reading helps readers to enjoy reading literature as it encourages readers to make meaningful connections as they respond to the aesthetic elements of the text. Members of ALEA SA were invited to read recently published children's literature by Australian authors and to share their personal responses to the texts in dialogic interaction during network meetings. The discussion aimed to focus on individual interpretations and moments of connection and to enable teachers to explore how the construction of the texts affected their interpretations and connections. This aim was designed to cultivate insights into the ways that we, as teachers can draw on our own knowledge of children's literature to enrich our teaching of literature.

Discussion: Issues/questions for exploration OR Ideas for discussion
What opportunities are there in the Australian context to build communities of engaged readers (teachers and students)?

Zoom – Enabling Kindergarten children to confidently share their connection to and understanding of their place in the world.

Mrs Cathy West, **Mrs Clare Dunn**, **Mrs Sophie Mendick**[1]
[1]Broulee Public School, Broulee, Australia

At Broulee Public School we believe that relationships are the key to strengthening our sense of belonging, our identity, and our engagement with and understanding of the world. Educators prioritise nurturing authentic connections between people, places and programs. We support literacy development by ensuring children have endless opportunities to communicate, create and compose with influence.

Inspired by Istuan Banyai's book, Zoom, Cathy and Clare have designed a program in which Kindergarten children are invited to initially share their perceptions of the world through visual art and oral language activities. By utilizing modern technology and primary and secondary sources, a guided journey then begins "zooming" in on Australia, New South Wales, Yuin Country and each child's home, family, friends and themselves. Through stories, local excursions on Country, artefacts and engagement with experts, children explore their own history, that of their family and the local community.

This interwoven process enhances the development of each child's identity, understanding of place, and sense of belonging. This learning experience culminates in an exhibition where children reflect and, through the composition of multimodal texts, share their narrative about their place in the world with their families and the school community.

Preschooler apps as digital texts: How do young children make meaning from digital play?

Dr Maria Clara Rivera[1], Professor Lisa Kervin, Associate Professor Irina Verenikina
[1]University Of Wollongong, Wollongong, Australia

Children's play is essential for their literacy development and learning. The significance of play for young children's development in this modern era of digital technologies, however, is complex with polarising debates surrounding its potential benefits and disadvantages. Playful experiences with digital texts such as preschooler apps have the capacity to support children's meaning making. Therefore, the design of digital texts is critical in the ways that this shapes the types of digital play that promote literacy development. To understand the ways children make meaning from digital play, this presentation will report on the unique perspectives of young children's experiences as co-designers of a preschooler app. This study drew from a multi-disciplinary approach informed by children's rights and agency for decision-making, sociocultural theories of play, and participatory methods from Child-Computer Interaction (CCI). Over ten design-based research sessions, six children (ages 6-8) formed a Children's Research Advisory Group (CRAG) in the co-creation of an app called "Tiny Town". Along with four preschoolers (ages 3-5), the CRAG consolidated their understandings of digital play through drawings, playing with prototypes and plenty of talk as they shared stories and made connections with their own experiences. This process of digital text production revealed the ways in which children generated inferences about elements of multimodality and interactivity in the design of preschooler apps. Literacy educators would benefit from understanding how children make sense of preschooler apps. The ways by which young children are supported to produce digital texts can cultivate ways for children to make new meanings and engage in quality digital play.

Text production as an opportunity for critical literacy in digital spaces for students (Foundation to Year 2)

Lisa Kilgariff[1], Professor Lisa Kervin[1], Associate Professor Jessica Mantei[1]
[1]University Of Wollongong, Wollongong, Australia

Following a recent review of The Australian Curriculum, the Information and Communication Technology (ICT) capability was realigned and renamed the Digital Literacy general capability. This realignment focuses teaching and learning primarily on functional and operational skills for using digital technology. While these skills are essential for completing complex digital tasks, there is limited inclusion of another set of necessary skills - media and critical literacy. Using media and critical literacies, an individual can evaluate, curate, critique and respond to digital media while applying the functional skills of digital literacy. When given the opportunity, young children can operationalise these skills together to produce short imaginative or informative digital texts such as pictures or picture books and written or oral stories. This presentation extends analysis of the guiding curriculum alongside an extensive review of the research literature to share insights about practical classroom practice. Through teaching the Australian Curriculum: English, teachers of young children can explore opportunities for the teaching and learning of media and critical digital literacy skills. By leveraging existing activities such as the daily writing session, teachers can engage with media and critical literacy in the classroom through the production of digital text.

Quality Teaching of Reading: Longitudinal Study

Professor Beryl Exley[1], **Dr Kylie Bradfield**[2], Dr Danielle Heinrichs[1], Ms Sonja Clancy[1]
[1]Griffith University, Brisbane, Australia, [2]Monash University, Melbourne, Australia

Introduction/Background

This symposium reports on the outcomes of the *Quality Teaching of Reading Longitudinal Study: Stories of Success* project conducted in 32 Australian primary schools across 2018-2022. This project included a number of sub-investigations, some of which are detailed in the four papers. Paper 1 reports on an analysis of Ministerial comments about the teaching of reading in Australian schools from 2010-2022, compared to the OECD's *Education Policy Outlook in Australia* (2023) report. Paper 2 reports on the findings of a systematic quantitative literature review from 1970-2022 that identifies the 25 research studies that quantitatively examined the teaching of phonics and its relationship to gains in reading scores. We discuss the research literature on effective pedagogies that support learning gain within the context of reading. Papers 3 and 4 both report on the "Stories of Success" project, where we focus on the experiences of students (Paper 3) who have shown higher learning gains in reading assessment from 2018-2022, alongside the recollections of their parents (Paper 4).

Purpose/Objectives

The purpose of this symposium is to provide an evidence-base about the quality teaching of reading as per the research literature, and as per the experiences of students across the primary school years, and the recollections of their parents. At the end of each paper, the discussant will reflect on the findings, and invite audience contributions.

List of presentations

Paper 1

Title: What Ministers of Education say about teaching reading in Australian schools: It's time to shift the narrative

Authors: Beryl Exley[1], Kylie Zee Bradfield[2], Danielle Heinrichs[1] & Sonja Clancy[1]
[1]Griffith University, Brisbane, Australia
[2]Monash University, Melbourne, Australia

Abstract:

Since the drafting of the inaugural "Australian Curriculum English" in 2010, each of the ten federal Ministers of Education have made public statements about the teaching of reading in Australian schools. They spoke with one voice as they each made decisive statements about the importance of learning to read and reading to learn. An appreciation of the complexity and situatedness of teaching reading, including teaching students with complex learning needs, and students for whom English is an additional language, were absent from the statements. Themes were identified that simplify the teaching of reading, or are counter to the research evidence. Our analysis highlights the need for politicians and the media to step up to make an honest and positive contribution to the public discourse about reading as a complex undertaking and to also focus on the impressive achievements of teachers in Australian schools as identified by the "Education Policy Outlook in Australia" (OECD, 2023).

Paper 2

Title: Pedagogies for teaching phonics within the context of reading: A review of the scientific evidence

Authors: Kylie Zee Bradfield[1], Beryl Exley[2], Danielle Heinrichs[2], Sonja Clancy[2]
[1]Monash University, Melbourne, Australia

[2]Griffith University, Brisbane, Australia

Abstract:

This paper reports on a systematic review of empirical literature we undertook to identify quantitative studies reporting data that influenced phonics in mainstream primary school classrooms. Our search examined works published in English from 1970 to 2022 that investigated different demographic groups, students' ages, and stages of development within the primary years. Of the 25 studies that reported on pedagogical interventions for phonics growth, three studies will be explored in this session. These three studies fulfilled the following criteria: our preference for larger scale and/or longitudinal studies; classroom based, or replicable by classroom teachers; an explicit science of research design; significant measurable quantifiable positive intervention; and some point of difference to other studies (i.e. not selecting more than one study with the same intervention). In seeking innovative ways of interacting with quantitative research, we were able to identify effective pedagogies that support phonics within the context of reading.

Paper 3

Title: What the parents said about their child's learning to read journey: More engaging readers please

Authors: Beryl Exley[1], Kylie Zee Bradfield[2], Danielle Heinrichs[1] & Sonja Clancy[1]
[1]Griffith University, Brisbane, Australia
[2]Monash University, Melbourne, Australia

Abstract:

We report on qualitative data from interviews with nine parents whose children made a better-than-expected learning gain in reading during the primary school years. The parents had a strong message about the need for more engaging readers. The parents were cued into the importance of meaning-making, encompassing comprehension strategies such as using visual cues and constructing sentences, problem-solving, and general comprehension. They pointed to sight word mastery as an important indicator of reading success in lower primary as well as the significance of decoding. For upper primary, the parents emphasized the ability to read for different purposes and being able to read to learn. They also spoke about the importance of reading for enjoyment. The parents detailed the pedagogical strategies they believed to be the most effective for their child in the school environment.

Paper 4

Title: What the children say about learning to read: A preference for reading as a relational process

Authors: Kylie Zee Bradfield[1], Beryl Exley[2], Danielle Heinrichs[2], Sonja Clancy[2]
[1]Monash University, Melbourne, Australia
[2]Griffith University, Brisbane, Australia

Abstract:

What students have to say about their experiences as readers in schools warrants our close attention. As they engage in the teaching of reading, students must have a voice in reporting, critiquing, and changing what happens in their classrooms. We report on qualitative data from interviews with eight primary students who were diverse in their experiences as early readers and their challenges and successes in learning to read. The students highlighted skills associated with comprehension in their definitions of "good readers". They identified motivating learning experiences being teacher read alouds, shared book experiences, and independent reading time with carefully chosen reading material. The students shared their strong positive memories about the relational aspect of learning to read such as reading with a more experienced reader and being able to talk to other engaged readers.The roles of teacher-aides and librarians, as partners in learning to read, were also discussed.

Translanguaging Possibilities in Literacy Education

Ms Debra Hannagan[1]
[1]Language and Literacy Consultant, Broome, Australia

This presentation examines research on effective and inclusive English literacy instruction for speakers of languages and dialects other than English. An important approach highlighted is translanguaging pedagogy, which is associated with both cognitive and social benefits for learners. Translanguaging pedagogy invites us to cut ties with monolingual mindsets and create new, inclusive possibilities for interaction. This involves cultivating spaces in which all students' knowledge, skills, and cultural strengths are valued as tools for learning. This presentation will introduce Translanguaging pedagogy and explore its application to Australian educational contexts, including practical examples.

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'Ngarililnu Mange Ngay' I write it myself:

Developing Murrinhpatha classroom writing through processes of connectivity

Megan Wood[1], **Parlun Rosaria Tipiloura**[2], Dr Bill Forshaw[3], **Francella Deminhimpuk Bunduck**[2]

[1]The Australian National University, Canberra, Australia, [2]Our Lady of the Sacred Heart School, Wadeye, Australia, [3]The University of Melbourne, Melbourne, Australia

Our Lady of the Sacred Heart School Wadeye in Australia's Northern Territory has delivered Murrinhpatha/English bilingual education for over 40 years. Almost all students speak Murrinhpatha as a first language. This approach engages students in literacy practices that closely embody the world views of their homes and communities within classrooms. Murrinhpatha classroom writing instruction is guided by locally produced teaching resources, taught by Murrinhpatha educators and refined within evolving communities of practice. This presentation shares promising classroom writing practices from Murrinhpatha language maintenance classrooms, observed and workshopped using place-informed and participatory research methods. We demonstrate how a micro-ethnographic analysis of the interactions between Murrinhpatha teachers, their students and texts provide increased awareness of the multiple yet highly connected ways of knowing the world embedded in classroom writing practices. We then show how collegial reflection on classroom practice allows for local perspectives and varied levels of expertise to inform literacy research and professional learning agendas. This research highlights the significant role of language in teaching, learning and academic achievement and demonstrates promise in a place-informed, strengths-based approach to exploring and refining school literacy. Our reflections provide a counter narrative to the narrow views within literacy education that so often cast Indigenous Australians through 'narratives of failure' - often defined as such through English-only perspectives and standardized tests. We uphold the agency of Murrinhpatha teachers, their students and language maintenance classrooms to cultivate place-informed school-based literacy while also addressing ways to refine and build balance within a Murrinhpatha pedagogic framework.

Implementing a whole school approach to an explicit language-based pedagogy – A case study

Kate Logan[1]
[1]Pakenham Secondary College, Pakenham, Australia

The ongoing and ever present challenge for schools is to ensure that learning growth for students is real and ever improving. This is the story of an outer-suburban, low socio-economic school in South East Melbourne who for many years was producing literacy results that were well below expectations and reflected poor outcomes for students within the College. Despite the best efforts of staff, results did not shift and NAPLAN growth data suggested students were in fact going backwards in some areas from Year 7 to Year 9.

In this presentation, I will outline how a whole-school, strategic implementation of an explicit language-based pedagogy managed to turn the outcomes for students in this school around. I will detail how this was implemented and the steps the College took to ensure that the cultural change required was achieved.

I will outline the key role played by school leadership in ensuring that all staff received the necessary training to equip them with the relevant skills required to implement this program as well as the vital role of teaching staff who embraced the pedagogy and created the necessary environment within their classrooms to deliver this change. I will present clear data that overwhelmingly supports the success of this language-based approach.

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Navigating Structural Barriers in Education and Transforming Perspectives in the Pursuit of Social Justice.

Jack Davis[1]
[1]Charles Sturt University, Albury, Australia

After working 17 years in the wine industry, I embarked on my University journey with a passion for enacting social justice through education. I had very little understanding of pedagogy and theories, perhaps believing, like many, that certain people are born to teach. I soon encountered structural barriers to social justice approaches during my Bachelor of Education studies, and soon understood teachers are shaped, not born. Coupled with my work as a research assistant, my interest in post-structural theories deepened while conducting a literature review mapping the history of Subject English's impact on education. As my teacher education journey progressed, I gained insight into how to utilise pedagogies and theories that work within the structural complexities of the schooling system to enact social justice in the classroom. The research I had undertaken made me challenge policy and curriculum documents and question how, as teachers, can we meaningfully create inclusion for marginalized groups, such as First Nations people.

Guided by these influences, my honours project now delves into how teachers incorporate First Nations voices into the primary English curriculum. This journey includes an examination of my own standpoint as a non-Indigenous teacher and an ethnographic analysis of policy documents with inherent political agendas. Join me in this lightning talk as I share insights from my exploration, weaving personal reflections, and discussing the transformative potential of inclusive educational practices.

Serendipity & the Art of Navigating Choices

Scott Hicks,
Australian Film Director, Producer, Writer, Australia

'Real exploration lies not in seeking new landscapes, but in seeing with new eyes.'

Inspired by these words of Marcel Proust which he wears inscribed on a ring his wife gave him, Scott will take us on his journey from an 'audio-visually deprived childhood' to the pinnacle of the filmmaking Everest: the Academy Awards. He will explore the unpredictable chain of events that make up the course of our lives and careers and the process of choices and responses that flow from this, seen from the point of view of someone who became a storyteller in film from the most unlikely of beginnings.

A hivemind writing at TikTok speed: Creativity & collaboration in Frankenstories

Andrew Duval[1]
[1]Writelike.org, Brisbane, Australia

This workshop explores an online game called Frankenstories, which is like Theatresports for writing. In this game, players write simultaneously in quick rounds, adapt to each other's writing, and collectively construct a unique, surprising, and (hopefully!) satisfying text. We'll discuss the theory behind Frankenstories—a combination of genre-based pedagogy, cognitive load theory, social learning, and behavioural psychology. We'll explore how this approach can excite students, build writing stamina, develop advanced skills, and create a collaborative class culture. (And, while I'm very pro-AI in education, we'll also talk about the way in which Frankenstories completely sidesteps AI by creating a uniquely human experience.)

Languages as a learning asset in a preschool context

Ms Maria Iovino[1], Maria Iovino[2]
[1]Catholic Education South Australia, Adelaide, Australia, [2]University of South Australia, Adelaide, Australia

ECE policy and practice, including regarding literacy, has not to date responded to 'superdiverse' cohorts of Australian children. A linguistically and culturally responsive pedagogical approach has a record of opening possibilities and *new ways of knowing* for children, families and educators. This paper presents research conducted in one Catholic preschool located in a superdiverse area of Adelaide, and emanates from a larger project undertaken in Early Childhood settings. In this research, the teacher/researcher noticed the challenges faced by enrolled children who were speakers of languages other than English, including Vietnamese, Urdu, Tamil, Tagalog, Tamil, Hindi, Punjabi, Amharic, Haka, Malaya, Filipino, Nepali, Tigringa and Farsi. Some families and other educators positioned child's language knowledge in deficit terms. Using an inquiry approach, informed by the culturally and linguistically responsive pedagogies' principles of engaging with children's lifeworlds and positioning cultures and language as learning assets, the teacher/researcher posed the question 'how can engaging with families strengthen our understanding of children's language assets?' The teacher/ researcher learned that informal ways of connecting children and families offered more depth and understanding about children/family's life worlds, e.g., encouraging families to spend time within the space and with their child. Capturing moments of children listening to and using language other than English, supported the learning community in valuing cultural difference, improving children and families' sense of belonging and addressing deficit views. Educators' inquiries into their own practices have been shown to increase their confidence in co-constructing learning experiences in dialogue with children and families.

Enhancing Vocabulary Development in the Early Years

Ms Kelly Taylor[1], **Mrs Nadia Hunt**[1], **Mrs Francine Palermo**[1], **Mrs Jess Nailer**[1]
[1]The University of Notre Dame Australia, Perth, Australia

Early childhood teachers who intentionally invest in children's vocabularies, open children's lives up to a world of possibilities. This presentation describes a recent research project that explored the work of early childhood teachers who intentional focused on vocabulary building experiences in their classrooms. It is well established within research that strong vocabularies establish strong foundations for literacy learning (Bleses, 2016; Dale, 2023; Moran & Moir, 2018). The increasing pressure felt by early childhood teachers to focus on formal literacy skills can often come at the expense of time dedicated to enhancing children's vocabularies and comprehension skills (Mantei et al. 2023). This research interrogated how experienced early childhood teachers navigated these challenges. As educators face the task of working in evolving landscapes, especially in early childhood, pedagogies that enhance children's vocabulary will continue to remain significant to their work. How educators enhance vocabulary development is open to possibilities and innovation.

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Weaving local Indigenous knowledge and languages into an integrated contextualized Australian Curriculum to improve English learning in a bilingual school where local families are empowered to lead learning.

Mr Charlie Klein[1,2], **MS Lois Fraser**[1,2], **Ms Marianne Fraser**[1,2], **MS Hazel Fraser**[1,2], **Ms Mary Fraser**[1,2], **Mrs Emily Tigresse**[1,2], Ms Gemma Brennan[1,2], Ms Rose Nyaramba[1,2]
[1]Education Department, Adelaide, Australia, [2]Kenmore Park Anangu School, Via Alice Springs, Australia

The teaching team at Kenmore Park Anangu School successfully weave together local knowledge and languages within a contextualised Australian Curriculum. Local cultural knowledge and expertise is at the core of supporting students who are grounded in their culture, local family and community, yet globally aware. Through ensuring parity between forms of knowledge, students develop bilingual and biliterate competencies supported by teams of Anangu and non-Anangu educators. This foundation results in improved student achievement in English and Pitjantjatjara and improved wellbeing and agency. It has improved outcomes in other curriculum areas such a Science and HASS.

This will be a collaborative bilingual multimodal presentation by Anangu and non-Anangu teachers who will utilise active group engagement, two languages, short video presentation and visual aids, creating a motivating and a challenging learning session as their presentation. The team will describe the process of building a school where learning is taken from both cultures and languages in a model of independent interdependence that retains clear language and cultural boundaries. Students are engaged in learning on Country, Pitjantjatjara language, English as a second Language or Dialect based learning and Two-Way Science, where Anangu Educators are empowered to lead learning. Based on this foundation, students are engaged in the transference of knowledge between languages and cultures through intergenerational learning that enables them to know where they fit within the complexities of living in two worlds. Kenmore Park Anangu School staff present their work in building a culturally responsive school curriculum where students succeed and are happy.

For the love of reading: What highly effective teachers know about the quality teaching of reading in the early and primary years of schooling

Professor Beryl Exley[1]
[1]Griffith Institute of Educational Research, Griffith University, Queensland

The quality teaching of reading throughout all the years of schooling is a seriously important undertaking. Many stakeholders have entered the discussion, showcasing a wide range of perspectives and principles for pedagogical practice. The quality teaching of reading deserves our attention as too do the voices of experienced and highly effective teachers who have taught cohorts of students with diverse learning needs over a long period of time. This keynote introduces a research project undertaken by researchers from the Griffith Institute of Educational Research and Monash University that examined the voices of 15 primary school teachers who were identified through a bespoke analytical ranking and selection approach as having consistently taught cohorts of students who made a better-than-expected learning gain in reading in either the early years or the middle and upper primary years of schooling. The data showcases an inspiring cohort of early career and experienced teachers. Their interview accounts show they know themselves and their students in personalised ways, and they know how to create reading experiences that are authentic and impactful. They each discuss their personalised learning theories that includes multiple ways of reaching students at their point of need whilst respecting students' unique points of interest. As expected, a recurring theme describing successful readers in the lower primary years was the ability to decode. However, the quality teaching of reading in the early and primary years is, according to these 15 teachers, so much more than facilitating students' code-breaking skills. The teachers spoke about how they purposefully engendered student engagement and curiosity, carefully and strategically selecting "good fit" texts from a vast range of materials, calling on human resources and selectively using programs, observations and documentation, and standardized assessment instruments to successfully teach reading. The most recurring and unforgettable theme was the way these 15 teachers spoke with one voice about the imperative for students to have an emotional connection to the texts.

Using drama to develop comprehension, oral language and critical thinking

Ms Louise Dempsey[1]
[1]The Literacy Place, Auckland, New Zealand

Research on the positive benefits of using drama in the classroom is compelling. Drama activities provide authentic opportunities for students to express themselves creatively, communicate effectively, infer and think critically. Drama provides a different approach to learning and is highly engaging for students.

In this presentation, Louise will share ideas for manageable and achievable drama activities that can be used in reading and across the curriculum to provide authentic and impactful learning.

Marrying grammar and poetry

Mr Garry Collins[1]
[1]English Teachers Association of Queensland (ETAQ), , Australia

The Language Strand of the *Australian Curriculum: English* contains useful concepts about grammar that go beyond a focus on correctness and adherence to 'rules'. A more productive notion about grammar is to see it as a 'box of tools' rather than just 'a set of rules'. Texts could always have been worded otherwise – there are always other verbal possibilities - and the choices made from the potential presented by the grammar system will construct particular sorts of meanings. There was a time when grammar and poetry were seen as quite separate components of the school English program but this need not, and IMO should not, be the case. This workshop will interactively engage attendees in a guided analysis of the grammatical patterns deployed in some pieces of poetry including, with the author's permission, the poem *New Chapter* by Kirli Saunders used to partly express the theme of this conference. This session could be a 'new chapter' in your understanding of grammar.

Cultivating critical engagement with Generative AI through OzYA

Mrs Bridget Forster[1,2]
[1]Mentone Girls' Grammar, Mentone, Australia, [2]Reading Australia, Sydney, Australia

As AI-generated writing becomes ubiquitous in the texts we consume daily, what becomes of the Australian voice? The widespread adoption of Large Language Models such as ChatGPT by students and in the workplace means it is imperative that we equip students to apply a critical and ethical lens to their use. This presentation will investigate the biases and limitations of Large Language Models through the prism of Australian YA Literature. It will also explore how AI generated texts can be used as a foil to explore language, style, and literary features that are unique to Australian writing.

Considering the role of data in literacy assessment in a Middle School EAL text response: The Burnt Stick

Dr Jennifer Sze[1]
[1]The University Of Melbourne, Parkville, Australia

Elwood College has an English Language Centre where students learn English for three to six months before they transfer to mainstream English. In this Middle School English as an Additional Language (EAL) cohort, the students came from all over the world. Most had no prior knowledge of Indigenous culture. During term 1 of this year, the students were studying The Burnt Stick by Anthony Hill (Hill, 1994). The text is a story of the Stolen Generation, where the protagonist, John Jagamarra, was taken away from his mother at five years of age and sent to the Pearl Bay Mission. I used assessment data to inform my teaching and to differentiate to each student's needs. The lessons were planned using Derewianka's teaching and learning cycle (2023). The cycle is supported by Vygotsky's sociocultural theory (Panhwar, Ansari & Ansari, 2016) where students learn 'through interaction with others in the context of shared experience' (Derewianka, 2023, p. 1). I have drawn on my primary teaching experience to teach secondary students. Yes, I did use data from relevant sources such as PAT, NAPLAN and formative and summative assessments to inform my teaching. However, what underpinned the students' engagement was the fact that I used my prior knowledge of the students and their learning styles to teach them at their point of need.

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Leading Literacy - a 'let's see' approach to assessing literacy in Year 7-10.

Miss Rhiannon O'hara[1]
[1]St Michael's College, Henley Beach, Australia

The post COVID world has brought about a nation-wide literacy crisis that is clearly having an undeniable impact on all students' ability to successfully access all parts of the curriculum. It's no secret however, that the default mindset of 'it's the English teacher's problem' is rampant.

I aim to present a mini-introduction on the sitewide creation, development and implementation of a Year 7-10 literacy rubric that seeks to ensure every single teacher across every single subject area in every single summative task explicitly assesses against literacy. The work draws heavily on the Australian Curriculum V9 literacy general capability and literacy progressions in its creation and aligns with ongoing review of both NAPLAN and PAT data in measuring success.

The introduction of this as a new initiative in 2024 has not come without ongoing consultation, refinement, and school wide input for a student-centred approach to improvement. This presentation will discuss its creation and rollout as well as successes and challenges associated with a school wide application.

Tools for explicit writing instruction.

Ms Jessica McCarthy[1]
[1]Gleeson College, Golden Grove, Australia

How can we empower our students to think about their writing in a more critical and independent way? We regularly ask our students to go forth and create, to reflect on and improve their writing, but are we providing the tools they need to do this effectively? I have been grappling with this concern in my own classroom, especially in the era of AI. John Warner (of *The Biblioracle*) said "only humans make sentences. Machines assemble syntax". In this workshop, I will demonstrate some explicit writing instruction that seeks to cultivate a sense of independence and confidence when your students are asked to draft, edit and improve complexity when making sentences, as well as explore the possibilities AI tools offer to support this human endeavour. Participants will engage in a series of mini-lessons around writing and creativity, and explore the ways in which they can embed a literacy focus into their current classroom content, empowering students to become better academic and creative writers. This workshop is a grab-bag of strategies that I hope will prove useful to all, and is suitable for teachers at all secondary levels of English.

Getting student stories started: a practical workshop on amplifying creativity and confidence in classrooms

Mr Simon Conlon[1]
[1]100 Story Building, Footscray, Australia

How do I get students to have ideas? How do I get more hands up? How do I get students started? In this workshop, 100 Story Building Program Manager Simon Conlon will lead participants through a series of simple, generative, story-building activities demonstrating key principles that creative literacy organisation 100 Story Building has developed over a decade to support more than 45,000 students with their creativity, imaginations and story-making across a wide range of settings. Focussing on three key themes: environment (place-based inspiration), creative facilitation (strategies to encourage creative risk-taking), and designing for creativity (example activities and lessons), Simon will share the theoretical foundations and practical applications of the arts-led approaches that 100 Story Building uses to support young people of all ages and backgrounds to explore the world through both personal and imaginative narratives, and confidently share their stories with their teachers, peers, families, and communities. Many of the activities in this workshop can be found in 100 Story Building's Story Hubs programs (a creative school hubs program across greater Melbourne and Geelong) and have contributed to demonstrated improvements in student writing outcomes, agency, engagement and relationships, and teacher practices.

The Poetry Project

Emeritus Professor Beverly Derewianka

This presentation will report on a year-long project conducted by the Association of Independent Schools (Western Australia) which involved a number of primary and secondary schools collaborating in dispelling some of the misconceptions often held by students about the nature of poetry as being 'intimidating, 'boring', 'having to rhyme and follow rules', and 'only for gifted students'. Over the year, the teachers participated in workshops where they shared ideas on how to engage students in appreciating and composing poems. Students were immersed in all kinds of poems, explored how poets use language in various ways, experimented with creating poems – individually and collaboratively – and kept journals documenting their journey in bringing a poem to life. Interviews with students and teachers revealed a new-found enthusiasm for poetry. In the words of one group of young students:

Poetry helps us to contemplate how we feel.
It helps us to be
open
honest
and
very very
real.

Using Critical Literacy Insights Cards with EAL/D learners: innovative ways of interacting with the world.

Associate Professor Jennifer Alford[1]
[1]Griffith University, Mt Gravatt, Australia

Understanding how texts can inform, misinform, shape identities and construct knowledge is paramount in our interconnected world with complex forms of text production and dissemination. Critical literacy, then, has perhaps never been more relevant. English teachers are in a unique position with a curriculum mandate to equip learners with skills and practices that set them up for possibilities a-plenty to be savvy when reading in and out of school. This workshop will demonstrate how to use the *Critical Insights Cards* developed during my ARC DECRA project, through a co-design methodology process *with* Year 10 refugee-background youth learning English, in collaboration with Griffith Design school. Through elegant contemporary designs, the cards provide engaging, stimulating prompts designed to get high school age learners thinking deeply about what they read, how texts are constructed, what messages might be portrayed, and how they can read with critical agency, especially at home. Based in the research literature, and readily linkable to the AC:E and other learning areas such as HASS and Science, the cards provide an innovate way of interacting with the world. They cultivate critical reading as everyday practice to create a new world of possibilities for young adult readers. Free download of the digital cards will be made available. Participants will be shown how the cards came about and how they can be used with a text relevant to junior high and we will discuss how they might be applied in Yr 7-10 units of work.

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We Know Something You Don't Know: Exploring Empathy through Role-Playing Games

Dr. Darian Thrailkill[1], Dr. Karis Jones[2], Dr. Virginia Lund[3]
[1]East Carolina University, Greenville, United States, [2]Empire State College, , United States, [3]Rhode Island University, , United States

Telling a story is an interactive experience where the teller is always trying to communicate something about their experiences or the experiences of others. Based on the work of the Critical Gaming Literacies Study group from the Literacy Research Association, this presentation considers the intersection of role-playing-games (rpgs) and developing empathy for students commonly labeled "troublemakers" in school settings. Well-designed games can allow players to explore shared imaginary experiences, and rpgs do that through collaborative story telling. We explore how inhabiting the role of an archetype whose perception in school settings is often negative, and telling stories from the perspective of those students can disrupt the hierarchies typically held in schools. Players can take-up, resist, or break the dominant structures found in many traditional school settings. We address an essential question in the presentation: When school a poorly designed game, where the win condition is less about teaching/learning and more about controlling/submitting, how do students persevere and develop their identities?

Turning in their graves: a history of educational thought and the science that erases it.

Dr Natalie Thompson[1]
[1]Charles Sturt University, Albury, Australia

Education, as a discipline, is robust, complex, and multifaceted. It is contributed to by decades of multi-disciplinary, international, ongoing, theoretically innovative, and ethically sound research and experience about how different people learn, about how schools can be designed for the public good, and about how teachers can create opportunities for learning that are highly effective, dynamic, responsive, critical, and enacted in ways that fulfill multiple educational purposes, simultaneously. In this lightening talk I will give a snapshot of some of the internationally renowned and indescribably influential educators who have contributed significantly to this wonderful discipline. I will also highlight how they have been systematically erased by narrow, and largely atheoretical understandings of teaching and learning, particularly in the field of literacies education, in recent times—understandings that have originated almost entirely outside the discipline of education. I will argue that this trend of *neoliberal populism* is deeply damaging– damaging for children in the way that it limits the intellectual stimulation they experience in the classroom, damaging for the profession as teachers are increasingly being positioned as the unknowledgeable, unethical and deviant workers refusing to use evidenced-based practices, and damaging for the discipline, and its standing in the public domain as it is increasingly being portrayed as un-scientific and lacking rigor. Join me for a celebration of the past, present, and future of educational thought and an illustration of how it can continue to inspire and inform literacy teaching across Australia.

Scope and Sequence - A Doorway to Possibilities

Miss Lee Dunstall[1]
[1]Education Department, South Australia, Adelaide, Australia

Literacy is a doorway into an ever dynamic, changing world. Therefore, the creation of excellent Scope and Sequence to foster student reading proficiencies and critical literacies in diverse contexts is a must for all literacy educators. It opens the world of possibilities for the learner. This workshop firstly provides numerous examples of topics linked to one another to maximise the building of critical reading skills and the development of rich vocabularies for all learners. How to make a well-designed Scope and Sequence is modelled. Next, using a template to construct Scope and Sequences for Years 7 to 10 English cohorts, participants are then invited to explore the works of Scott Hicks, Alice Pung and Kirli Saunders and, as educators and learners, collaboratively produce strategically interwoven topics to make a high-quality Scope and Sequence. Central to this process is ensuring learners make emotional connections to ideas in the topics as enthusiastic cultivators, artists and narrators. Connection is key, allowing learners to interact with the world, know the world and create the world. During this interactive workshop, a focus on the inclusion of four specific reading skills, evidenced as problematic for most learners in the analysis of the ACER Progressive Achievement Tests in Reading data across many schools, will be considered. In this Digital Age, and with the heart and mind alight, can we go forth and create' excellent Scope and Sequences which ignite the passion for educators and learners alike. The doorway is open.

Unsettling northern models of literacy

Dr Janet Armitage

A fundamental disconnection exists in Australian society in the way forms of knowledge are rendered either powerful or impotent. Contemporary colonial/post-colonial hegemonic society maintains 'epistemic enclosures' (Matereke, 2011) around Aboriginal and Torres Strait Islander peoples' forms and representations of knowledge. This results in a lack of parity in Australian society between forms of knowledge, and a dislocation in socially constructed mechanisms that attempt to render many forms of Aboriginal and Torres Strait Islander knowledge invisible or irrelevant. The 'master narrative' (Wiley, 2006, and 2021) of northern epistemological frames created the myth of *terra nullius* and labelled cultures and communications of Aboriginal and Torres Strait Islander peoples as intellectually lower than that of the colonisers, encapsulated in the term 'oral traditions' (Nakata, 2007). In this presentation I contend that this narrative and related clash of epistemologies is ongoing and that Aboriginal and Torres Strait Islander representations of knowledge 'constantly battles for recognition and place against northern universalisms' (Connell, 2007: ix), including in literacy studies. Northern models of literacy, the autonomous (as defined by Street, 1984), and the ideological (Street, 2000), are critiqued in an attempt to locate their place in northern epistemologies and to identify the extent to which they are inclusive of Aboriginal and Torres Strait Islander literacies. Santos's metaphor of the 'abyss' (2007, 2018) proves helpful in articulating the disconnection and attempts made to span and cross the abyss and find a new analysis of literacy practices that sit outside the northern gaze.

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Creating and using authentic case study materials in initial teacher education

Mrs Sarah Forrest[1], **Dr Amy Farndale**[1], **Ms Therese Lovett**[1]
[1]University Of South Australia, Adelaide, Australia

Introduction/Background

In Australia, one of the key requirements for graduation from Initial Teacher Education is for pre-service teachers (PSTs) to know how to interpret data collected from children about reading and writing. The ability to use data is a key part of professional practice in schools nationally and internationally. To learn how to use data in their planning for teaching and assessing in schools, and to apply this to evaluate the impact of their teaching, pre-service teachers need to be able to engage with authentic materials about teaching and assessing reading and writing. This is not always easy to obtain. In this symposium we share how we produced accessible digital materials that reflect quality assessment practices in schools and kindergarten sites. This project enabled pre-service teachers to practice interpreting and analysing authentic literacy data. Digital case study packages were produced which capture the complexity of data interpreted and used by practicing teachers in educational sites. This project shows how authentic materials can be made and used with pre-service teachers. The three papers illustrate the importance of working in partnership with practising teachers in schools to create authentic resources about English and literacy teaching and learning practices.

Purpose/Objectives
    To promote partnerships between university (ITE) and school sites
    To showcase the use of interactive digital materials in initial teacher education
    To highlight authentic assessment as a tool for teaching data literacy

List of presentations

Sarah Forrest: Real students and a real teacher: Secondary English pre-service teachers explore how formative assessment guides writing instruction in the middle years.
Formative assessment provides teachers with rich assessment data which they use to monitor student learning and plan goals. In this project, I worked with an experienced English teacher and used video to capture the range of assessment approaches she uses with her students including working with a rubric, mock marking, peer feedback and conferencing. These video case studies were explored by a group of secondary English pre-service teachers as they examined and considered the role of ongoing formative assessment and dialogic feedback to support writing instruction. This presentation will include feedback from pre-service teachers about the way they used the case study materials in the course to develop understanding of writing assessment.

Therese Lovett: Interactive video resources for pre-service teacher education: guided reading in year 6.
Guided reading provides teachers with rich data about students' progress in reading. In the authentic assessment project, I worked with an experienced Year 6 teacher and used video to capture the range of assessment approaches she uses with her students

during guided reading. The videos were edited to create an interactive experience for pre-service teachers, highlighting instructional strategies, to explore and examine the role of ongoing formative assessment and dialogic feedback to support reading instruction. This presentation will highlight the way the team created interactive digital resources and how we used them to explore ways of creating and using data about reading in a year 6 context.

Amy Farndale: **Possibilities for bringing the world of kindergarten into the university setting.**

This session explores possibilities, and innovative ways of interacting with the world of literacy in a kindergarten and tertiary setting. The experience of connecting preschool educators' teaching and assessment of emergent reading and writing with children's literacy experiences (book reading, predicting, comprehending, rhyme, letter and word recognition, vocabulary development, and representational mark making) are documented and explored through observations and interviews that support pre-service teachers' tertiary studies. As a university tutor/researcher of early childhood language and literacy, in this session I share my role as a conduit collaborating with camera crews and ICT specialists, educators, children and pre-service teachers to develop online authentic assessment knowledge. I will also share feedback from PSTs relating to their experiences of interacting with our online authentic assessment resources.

Discussion: Issues/questions for exploration OR Ideas for discussion

- How can authentic literacy assessment case studies support pre-service teachers understanding of reading/writing assessment across a range of educational settings?

- How do pre-service teachers respond to the use of authentic literacy assessment case studies as part of their initial teacher education?

Australian Journal of English Education (AJEE) - Meet the Editor

Come meet the Editor and learn more about the scholarly journal, Australian Journal of English Education (AJEE). Titled English in Australia from 1965-2022, the recent title change accompanies a fresh call to international readers and writers to engage with AJEE. This session will provide an overview of the journal's scope, mission, and impact within the field of English education, specifically its editorial focus on dilemmas, debates and concerns facing current contemporary English educators in Australia and elsewhere. Topics to be discussed include the journal's aims, scope and submission guidelines; selecting relevant topics; crafting impactful manuscripts for peer review; and a call for papers for an ARLE/IFTE conference special issue. Participants are encouraged to bring ideas from their conference presentations to see if and how they might be of interest to the readership of Australian Journal of English Education.

Grammar Goldmines: Exploring the Power of Picture Books to Teach Grammar

Mrs Libby Baker[1]
[1]Hughes Primary School, , Australia

The Australian Curriculum English describes Language as operating "within a contextual framework" (ACARA, 2023) and what better context to develop an understanding of grammar than the rich language microcosm of a picture book? During this workshop, I will share quality picture books that can be used as mentor texts to develop students understanding of clause and sentence structures. Beginning with a description of the clause, participants will understand this fundamental meaning structure. Following this I will demonstrate how to investigate clauses in picture books with students from F-6 and beyond. Finally, participants will have opportunities to investigate clauses within a range of picture books and develop strategies to teach clause parts.

I HATE SHAKESPHERE

Jo Bloom, Charles Mayer[1]
[1]Come you Spirits, ,

Abstract:

 We hear it all the time. And for thousands of students, teachers and reluctant audience members, the hatred of Shakespeare is real. After 20 years of performing internationally most of the key leading ladies and men in mainstream theatres and unconventional spaces and school incursions, writing papers and presenting at conferences on Shakespeare and being in classrooms…we have so many devices and exercises to share to bring back the love! Expect fresh ideas on how to choose what leaps out at the students, and demonstration of delving into a detailed investigation along the path of a theme; the pattern of characters, dramatic conventions, cultural context, attitudes, spicy social politics then and now and loads of joy.

 Stage of learning: **Stages 4 & 5, Stage 6**

 Presented by Jo Bloom and Charles Mayer founders of the internationally touring Shakespeare troupe Come you Spirits.

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How to run a Socratic Seminar

Ms Eleni Stamelos[1]
[1]Department For Education, , Australia

This straightforward lightning talk will provide participants with everything they need to run their own Socratic Seminar within their English classrooms.
The presentation will cover the rationale and history of Socratic Seminars, how to set up an effective seminar, skills that students build when they participate in Socratic Seminars, all supported with worked examples and feedback from students from Eleni's Senior English classroom.

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Poetry: Dwell in Possibility

Ms Meaghan Hird[1]
[1]AISNSW, Sydney, Australia

> I dwell in Possibility –
> A fairer House than Prose –
> Emily Dickinson

In a hyper-stimulated world where visual and digital texts overwhelm us all, poetry is an invitation to focus the mind on the aesthetic power and possibility of the written word.

So much can be achieved in the English classroom through the teaching of poetry as it invites, even requires, close and repeated reading. This workshop will explore how poetry can stimulate the development of discipline-specific knowledge about literature, language and literacy. Drawing on the work of poets and academics such as Sarah Holland-Batt, Denise Levertov, and Maryanne Wolf, this workshop will engage with key elements of poetry, including diction, figurative language and the line break. Participants will be engaged in activities to strengthen student engagement with poetry and its impact on readers.

This workshop will be suitable for teachers of Year 5 to Year 12.

Holding on – the possibilities of Pitjantjatjara literacies for learning

<u>DEM MOB</u>

Aṉangu (Pitjantjatjara and Yankunytjatjara speaking) young people live in a world that has undergone unthinkable change since their grandparents' time. From life intertwined with the Country that held them, to missions, stations and communities, clinics, stores and schools. Amidst this change Aṉangu hold tight to their foundations: Tjukurpa; Ngura (Country); walytjapiṯi (kinship); and wangka (language). At times this can be a battle against the relentless tide of English language and Western values in education. But when those strong Aṉangu foundations and the unique ways of expressing them are mobilised in education, the possibilities are endless.

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Literacy Pods: Collaborative Learning in the Middle School setting

Ms Margaret Moon
[1]Ryan Catholic College, Townsville, Australia

While innovative ways of interacting with the world might seem limited in a Middle School classroom setting, the possibilities are tangible and exciting! My interactive Workshop, Literacy Pods: Collaborative Learning the the Middle School setting, will immerse you in a collaborative learning strategy, targeted at (but not limited to) Year 7 and 8 students. You will discover that formalised group work with a Literacy focus can be a rich and rewarding experience for you and your students. Literacy Pods allow opportunities for students to work both cooperatively and collaboratively; while teachers actively provide meaningful formative feedback. I will give you the tools to successfully and confidently implement the sometimes-scary group work concept into your regular pedagogical practice. We will address: how to make up your student groups, develop appropriate differentiated tasks, organise your classroom and materials, and specific group work behaviour management strategies. You will walk away from my Workshop with the resources and skills to bravely get started with collaborative learning in your classroom next week! The possibilities are indeed, aplenty.

A narrative takes shape as we inspire students to write their world.

Ms Heidi Mcleod[1,2]
[1]Books With Heart, Adelaide, Australia, [2]Sacred Heart College, Somerton Park, Australia

The workshop provides various sources, enables discussion and presents practical tasks to assist attendees in teaching text creation. Through this participation, attendees will find ways to inspire and assist their students to identify significant elements of their own worlds through various perspectives and draw meaning from their findings. The workshop title, 'A narrative takes shape' highlights the outcome where the attendees' students may, "with heart and mind alight, go forth and create" texts that reflect and illuminate their worlds. The workshop also addresses transformative writing. The content comes in three parts: engaging with a variety of text-types including diaries, letters, journals, photography and poetry; selecting an episode of real or imagined life from these sources; and then scribing that episode into the format of a chapter of a novel. Attendees may work in pairs to discuss the purpose, audience and meaning of their work, before applying context, characterization, plot development and structure of their short 'chapter'. There may or may not be time to craft finished short texts or paragraphs with a variety of stylistic and language techniques which result in samples of high-quality writing to share with students. Knowing our own world enables us to record and evaluate its meaning. This assists us to understand the worlds of others as we engage with the written work of others.

Boys, masculinity and reading in the digital age: Key literacies needed for critical meaning making in digital spaces

Associate Professor Laura Scholes

Institute of Learning Sciences and Teacher Education, ACU, Brisbane, Australia

What does it mean to be a reader in the digital age and how do notions of masculinity interplay with critical consumption and meaning making in digital spaces? In this presentation I draw on a program of research to explore how the accelerated growth in technologies in the past five years has fuelled the need to recalibrate what it means to read in digital society. Key to the presentation is how digital innovations extend personal reading experiences for boys, open up digital spaces for engagement, and accelerate demands for sophisticated critical reading proficiencies.

In the first part of the presentation, I focus on how the ways in which schools support student reading experiences needs to change if we are going to have an educational system that genuinely values excellence in teaching and equity in opportunity. Drawing on my large scale Australian Research Council program of work, I share research findings that illustrate boy's (sex self-reported by students) engagement with and self-reported proficiencies with print-based texts, video game texts and multimedia. Digital games, eBooks and websites are rapidly being integrated into pedagogical approaches to support reading in classrooms so that these findings provide insights to guide literacy education in the future. I also illustrate how these spaces are inherently dialogic discursive environments that require a specialized set of skills, offering opportunities for wider reading but also dangers for boys who draw on narrow notions of masculinity and simplistic approaches to meaning making.

In the second part of the presentation, I focus on how reading in digital spaces is akin to multimodal + critical + digital literacy with an emphasis on multiple-source texts and multimodal materials that demand strong skills to evaluate texts – or, epistemic skills. I turn to offer a new critical lens based on my ARC research on epistemology that can be utilised to understand which boys fall prey to misinformation, disinformation and outright deception in digital spaces and conclude by illustrating how the epistemic lens can drive literacy education to support boys to construct meaning as sophisticated evaluative readers.

Dr Google, children's agency and algorithmic imagination: a case for radical thinking

Dr Natalie Thompson[1]
[1]Charles Sturt University, Albury, Australia

The digital divide was a term originally used to describe the gap between those children that had access to certain technologies and those that did not, and the educational advantage or disadvantage this gave them. Over time, as access to powerful digital tools became more ubiquitous, the term evolved to describe a gap between the different things people did with these technologies. Recently the term is shifting again, and a new digital divide is emerging—a divide in levels of algorithmic awareness. Considering the ways that our access to news, entertainment, information and services is increasingly filtered through a complex web of largely hidden algorithms, this proposed divide is concerning and worthy of further consideration. In this presentation, I showcase some of the findings from my doctoral research, *Talking to children about literacies in and out of classrooms in the 21st century* that describe the different ways that children experience algorithms in different contexts. Data generation in this research included focus groups, interviews, drawing and photography with fourteen children from two classes in two different public primary schools in regional Australia. Findings revealed that all the children in this research interacted with different algorithms every day in surprising, innovative and troubling ways. Join me in this presentation as I share some of the insights gleaned from this research that demonstrate the urgent need to think differently, if not radically, about relevant, engaging and empowering literacies education.

A Professional Learning initiative to empower primary teachers through use of the Strathclyde Three Domains Model

Ms Jess Nailer[1], Ms Grace Oakley[2], **Ms Kelly Taylor**[1], Dr Jennifer Shand[2], **Mr Ron Gorman**
[1]The University Of Notre Dame Australia, Fremantle, Australia, [2]University of Western Australia, Perth, Australia

Effective literacy pedagogy empowers teachers and learners to meaningfully engage with the world around them. More specifically, it acknowledges and respects the diverse, complex narratives that children construct to know and understand this world. Ellis' Strathclyde Three Domain Model is a framework or tool that accounts for three interwoven elements that underpin children's unique narrative of the world, including their literacy learning experiences. These three elements are cognitive knowledge and skills, personal-social identity, and cultural and social capital. The Strathclyde Three Domain framework can constitute a reflective tool for primary teachers to come to know and honour, and respond authentically, to children's diverse personal narratives when engaging them in literacy learning. This presentation showcases a small study that aims to explore how teachers can be supported in using the Three Domain framework through the provision of ongoing support and mentorship to primary classroom teachers. The study uses a case study methodology and data sources include semi-structured interviews, focus groups and artefact collection. This study explores teachers' understanding and utilisation of the Three Domain Model to embrace and respond to the multitude of narratives present in a primary literacy classroom.

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Reflecting on chapters: past, present and future.

My thoughts on returning to the classroom

Mrs Julie Shepherd[1]
[1]Camelot Rise Primary School, , Australia
Abstract: Julie Shepherd

In November 2022, Julie decided to return to the classroom after many years as a
Literacy consultant and coach. She has taught a Year 2 class at a school in Glen
Waverley, a suburb in Melbourne and loved the experience so much, has returned in
2024.
During this session Julie will examine the reasons she returned to the chalk face and
will reflect on her learnings and wonderings. Part of the reason she decided to re-join
the teaching force was to share with students, teachers and parents what she has
learnt in the last ten years about the learning and teaching of spelling (orthography).
This has taken on a renewed importance in the context of recent literacy practice by
some educators, programs and media promotions.
Julie has had a unique opportunity to apply her learning as a literacy consultant/ coach
with everyday practice. It was a huge learning curve for her as she had to take on board
processes used in everyday school life, but also wanted to bring exemplary practice to
life.

She will share many stories about her students, practical activities, and programming.
She will also show how students are empowered with accurate knowledge so that they
have endless possibilities, aplenty.

Accelerating writing progress using poetry

Ms Louise Dempsey[1]
[1]The Literacy Place, New Zealand

Many students' progress in writing has been impacted by the disruptions of the past tress years. To support students to accelerate progress in writing, we need to explicitly teach writing skills and plan opportunities for them to complete quality pieces of writing that are reviewed and celebrated.

In this practical workshop, Louise will introduce some research based, high impact teaching strategies and share short poetry lessons that can be differentiated across all class levels.

Designing assessments with generative AI in mind

Dr Kelli McGraw[1]
[1]Queensland University Of Technology, , Australia

This presentation will focus on issues in assessment design for secondary English teachers that relate to use of generative AI. Do all students use AI now? Should we ban it from use in assessment, or insist on it? Is it 'cheating' or 'innovative' to use AI in an assessment task? These philosophical questions will briefly be addressed and practical possibilities for assessment change will be shared. As learners' access to free AI tools increasingly becomes the norm, assessment designers can consider a range of task modifications to help learners to use such tools in effective and ethical ways. The presentation will include ideas for assessment design in secondary English and university assessment contexts. Ideas explored will include: learner motivation; academic integrity; portfolio assessment; documenting machine-assisted authorship.

Exploring the possibilities of personalising reading text using student prompted AI Chat Bot technology

Robyn English[1] , **Sarah Prior**, **Rob Brown**
[1]Education Department, Victoria, Bendigo, Australia

Faced with the challenge of inspiring disengaged year eight students in reading, this classroom pedagogy experiment was based on the student feedback in which students reported that there was 'nothing good to read'. The teacher, in collaboration with a small group of colleagues, threw the problem back at students supporting them as they created prompts for AI to be able to create texts that, according to student criteria, would be interesting. What transpired was a process of learning that the prompts given to the AI Chat Bot impact what is created. Students were hypercritical of the results and blamed the Bots for all manner of literary inadequacies. The teaching process turned towards the need for carefully constructed prompts to better inform the 'stupid' Bots about what should be in the stories. This presentation shares a story of what happened when the possibilities of using AI generated text to personalise reading material for disengaged readers was explored in a middle years English classroom.

Working Smarter Not Harder – Drafting Strategies to Save Time and Effort Without Forgoing Quality Feedback

Ms Holly Peters[1]
[1]Saint Ignatius' College, , Australia

Drafting. The bane of every English teacher's existence. The maker or breaker of every fledging secondary English educator. Late nights wading through words and writing endless feedback. Yes, we've all been there. Drafting. We want our students' writing to be the best it can be, but when did it become an expectation from students and parents to basically just write the work for them? Why did we let it get so hard, so onerous and time-consuming? We've all been in the position where it's just easier for us to take the step beyond a suggestion or constructive criticism to just make a small edit here or there on students' work because 'it's just easier to show them what I want'. It's also easy to get carried away and end up elevating student work beyond the scope of realistic improvement and genuine student learning. Don't despair, I've collated some surefire strategies to assist you with taking some of the load off your time and putting the onus back on the students to pull their weight. It's drafting – constructive criticism without the hours of effort. I'll go through some sage advice I've been given and have followed and tinkered with to help you to give your students quality feedback by working smarter, not harder.

Student-generated questions to foster student engagement and love for reading in a middle school English class

Dr Gunay Aghayeva[1]
[1]University of South Australia, Adelaide, Australia, [2]Paralowie School, Adelaide, Australia

Research has shown the critical role of creating learning environments for students where they can be questioners and incorporating student-generated questions into practice to enhance learning (Walsh 2021). This action research was conducted in a middle school English class when the students were encouraged to generate their own comprehension questions based on the class novel. This student-centric learning opportunity recognized student agency which maximized their engagement and learning opportunities. During this learning process, the teacher's role was significantly transformed over time by decreasing the level of transmitting knowledge and becoming a facilitator of knowledge. The new approach sparked the students' interest and curiosity as they actively participated in insightful discussions when collaboratively creating different types of comprehension questions. This paper will show how the students gained a sense of achievement through their active participation in generating and responding to comprehension questions with a shared text. The learners' deep understanding of the comprehension questions has been reflected on their Pat-R test results.

Unsettling English: why text selection isn't the answer.

Professor Larissa McLean Davies

Since 2008, curriculum authorities in Australia have mandated the setting of diverse Australian texts and have emphasised the specific importance of literature by First Nations Australians in our classrooms. Yet, research over the last decade has shown that while English teachers are enthusiastic about teaching texts which reflect Aboriginal and Torres Strait Islander identities, the experiences of Australians of colour, and queer Australians, these texts often do not endure in practice. Instead, established canonical texts remain overrepresented in classrooms and in high stakes assessment, and contemporary Australian students are arguably, at least in some measure, encountering English in the same way as previous generations.

This keynote address draws on research undertaken by the Literary Education Lab to explore the reasons that, although we seek to reimagine English in Australia, the colonial legacy of this subject has remained intractable. Thinking with the concepts of Indigenous relationality (Graham, 2014), literary sociability (McLean Davies et al, 2023), and the possibility in Saunders' poem that frames the conference, I argue that we must explore new approaches to reading, professional learning and literary knowledge for a new, justice-focussed chapter of subject English to emerge.

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"Wow, there is so much more to writing sentences than I ever remembered doing in primary and high school!" Lessons learnt from AERO's whole-school approach to teaching writing.

Ms Christine Jackson, **Ms Rebecca Birch**
[1]Australian Education Research Organisation, , Australia, [2]Queenwood , Sydney, Australia

"If you were to ask me 'what is a complex sentence' before we started AERO's research project, I'd probably have given you a blank stare. If you told me to go teach it before that, I would probably have had a panic attack." Writing is an essential skill for students entering the future world of work. We want our students to become active and engaged citizens, participating in the new knowledge economy. However, writing is a barrier for many. Many teachers have themselves never received instruction on how to write or teach writing, but AERO's Writing Project is changing this. In response to AERO's Writing Report which highlighted the decline in students' persuasive writing ability, a key recommendation was to, "Conduct further research to co-design and evaluate appropriate supports for the teaching of writing, and pilot teacher professional development and initial teacher training to support explicit teaching of writing strategies". Drawing from past and current research, AERO collaborated with schools in three states to develop, test and refine a Writing Instruction Framework to support teachers to prioritise writing in all subject areas. As part of AERO's vision to achieve excellence and equity in educational outcomes for all children and young people, professional learning resources generated from AERO's Writing project will be freely available for all educators and teachers. This presentation will discuss the framework, how schools have approached the implementation of the 'Writing Instruction Framework' and the impact it is having on teacher practice and student learning.

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Writing assessment: a whole school approach

Ms Deborah Hemming[1], **Ms Catherine O'Dea**, **Ms Adrianna Kyriacou**
[1]Department for Education SA, Hindmarsh, Australia

Abstract: How does consistency in writing assessment enrich teacher practice and promote learner agency? In this presentation we will share processes used by a Christies Beach Primary school and Parkside Primary School to implement a whole school approach to writing. In 2021, Christies Beach Primary prioritised writing to accelerate literacy learning for all students. The school implemented the Brightpath writing assessment tool across all year levels to assess and moderate writing, identify the next steps in learning and build teacher knowledge and capacity to design and deliver differentiated learning programs. The aim was to engage all learners and empower them with the skills to be effective communicators in school and in life. In this presentation, reflections on the successes and challenges of leading change in a complex environment will be shared. A whole school commitment to a consistent approach to the teaching of writing commenced at Parkside Primary School in 2018. Using the Brightpath writing assessment tool, this commitment remains evident in all classrooms as embedded practice today. Teachers establish safe and supportive classroom environments for students to conference their writing and engage in rigorous discussion regarding learning goals. We will hear the optimism of students as they share their reflections on writing conferences and how this supports their progress as communicators at school and for the future. Teachers will share their approaches to the teaching of writing and explain how their practice supports learner agency, efficacy and learning.

Understanding Multiple and Interwoven Ways of Knowing the World: A Framework for Comparative Analysis with a Disability Lens

Dr Leanne Longfellow[1]
[1]UniSA, Mawson Lakes, Australia

Literature plays a key role in shaping societal perceptions of togetherness or otherness. This influence is particularly significant in the classroom as many texts fail to represent disabled people in authentic ways and thus work against social justice ideals. This workshop will introduce participants to the Four A Framework, comprising of Author, Agency, Ableism and Appropriation, that scaffolds comparative analysis with a critical disability lens. The term 'critical' means to think deeply and carefully about the values and messages within a text in order to challenge stereotypes and unconscious bias. This comparative analysis framework supports teachers and students to navigate the complexities of disability representation in literature and to question the dominant discourse of ableness.

Making zines as a process for reflecting on, refining, and communicating research

Ms Claire Bowmer[1]
[1]Flinders University, , Australia

Zines and artist books provide a multi-modal format to develop and present reflective practice and learning portfolios. The mode allows for visual metaphors to prompt different types of reflection. It invites more creating, linking, and interpreting knowledge rather than repeating and note-taking in a written journal.

Visual assessments are increasingly offered as alternatives to essays. This is in response to the academic integrity challenges of artificial intelligence but also presents these as authentic tasks across disciplines. From health to science communication, comics, zines and infographics are used to reach a wider audience. A challenge is that students are not always supported in how to develop these skills for life-long learning and employability. In the Australian Digital Inclusion Index, creative digital ability levels are unequal across the Australian population. The zine is a safe introduction to visual communication.

Draw connections between the past and present by exploring lo-fidelity digital media within the lens of the tradition of the zine, which leads to creative ways to present and share ideas. Consider the contradictions whilst making a zine. Work within the constraints of a folded paper book to reflect or refine a concept. Like writing, sketching can be a framework for thinking and developing ideas. Learn some simple drawing and collage techniques for reflective practice and planning visual communication.

The troubles and potentials of empathy in high stakes English classrooms

Allayne Horton[1]
[1]University of Melbourne, ,

In subject English, empathy is often unproblematically regarded as inherently moral and prosocial: a key avenue through which to connect with the lives of others in texts. Indeed, historically and enduringly, English has borne the primary responsibility for cultivating empathy in students, considered vital for their development as cultured and morally conscious citizens. But what becomes of empathy in the high stakes, senior secondary English classroom, where curriculum and assessment demands often overshadow other intentions?

This paper presentation draws on insights from an in-school ethnography and curriculum analysis to explore some of the manifestations and movements of empathy in Victorian Certificate of Education (VCE) English classrooms. It sheds light on the complexities inherent in fostering empathy amidst the rigors of senior curriculum and high stakes assessment, highlighting issues with inauthenticity, passivity and performativity. Ultimately, the presentation takes up the conference theme of innovative possibilities by advocating for the generative potential of different kinds of empathy, including an 'unruly empathy' that welcomes discomfort and disruption, so that we may cultivate more meaningful and reparative connections with the literary lives of others.

The SA Curriculum for public schools: Embracing Dispositions, Capabilities, and Conceptual Understandings

Mr Michael Randall[1], Ms Meridie Howley[1]
[1]DfE, , Australia

This oral presentation explores the South Australian English Curriculum for public schools. The adapted curriculum highlights the transformative potential of cultivating effective learners through embedding dispositions, capabilities, and conceptual understandings. The curriculum emphasises the development of dispositions such as resilience, curiosity, and reflection, which are fundamental for fostering lifelong learning and success in an ever-changing world.

By integrating these dispositions with capabilities and conceptual understandings, the curriculum equips learners with essential skills and knowledge to thrive in the 21st century. It emphasises the development of critical and creative thinking, communication, collaboration, and intercultural understanding, enabling students to navigate complex challenges and contribute meaningfully to society.

Our presentation discusses the adaptation and reimagining of the Australian Curriculum within a South Australian context. It examines how the curriculum is and will continue to be cultivated to meet the unique needs and aspirations of South Australian students, schools, and communities, embracing innovation and flexibility to ensure relevance and effectiveness in a rapidly changing educational landscape.

Moving from decoding to fluency - understanding the neurological implications of orthographic mapping

Ros Lugg[2]
[1]Stepsweb, Rangiora, New Zealand, [2]Auckland University, Auckland, New Zealand

Orthographic mapping is a vital stage in our learners' transition from the conscious decoding stage to achieving genuine fluency. This presentation by a leading NZ literacy specialist will look at the importance of orthographic mapping and will dispel some of the misunderstandings about this process. It will cover the neurological aspects, including a presentation of the research into visual recognition speed recently presented at the World Literacy Summit at Oxford University.

Attendees will understand how and when orthographic mapping develops in most readers and how to identify neuro-diverse learners who are struggling with this aspect. They will be introduced to a tool which enables teachers to track their learners' progress and identify when the correct part of the brain has been activated. We will also look at teaching activities and strategies which can be employed to accelerate this progress. Attendees will have the opportunity to trial this tool with their learners.

IMPROVING WRITING OUTCOMES IN SECONDARY SCHOOL MATHEMATICS

Mrs Sharon Robertson[1]
[1]Unley High School, Netherby, Australia

Title: IMPROVING WRITING OUTCOMES IN SECONDARY SCHOOL MATHEMATICS

Author: Sharon Robertson

Mathematics Leader
Unley High School,
Department of Education,
South Australia

Abstract:
Engaging students to write in Mathematics is challenging in middle school classrooms. In South Australia, the Certificate of Education (SACE) requires senior students to write at least one folio task during their final assessment in Mathematics. In this presentation, a Mathematics curriculum leader reflects on her experience in classrooms and across her school site from Years 7-12. While the subject specific vocabulary of Mathematics is explicitly taught, the need to strengthen the gradual development of other writing skills such as text structure and organisation and the use of other appropriate language features beginning in Year 7 is identified as crucial in preparing students for the writing tasks required in the final years of schooling.

As part of engaging with the ORBIS Years 7-9 Literacy professional development program offered by the South Australian Department for Education and facilitated by the University of Melbourne, the presenter implemented an action research project, focusing on developing pedagogical practices and scaffolds to support the writing of folio tasks in middle school Mathematics classrooms.

Drawing on the learning from this action research-based project, the presenter developed teaching resources which promoted student agency whilst explicitly teaching writing skills. Students were provided with scaffolds to enhance writing; including a 'structure strip' to support the organisation of their writing as well as a 'placemat' tool to guide self or peer assessment. As a result, the presenter noted increased student confidence in writing and improved writing outcomes.

Culturally Sustaining STEM (CS-STEM) Teacher Education:

A Transformative Equity Focused Model

Dr. Fenice Boyd[1]
[1]University of South Carolina, Columbia, United States of America

Teachers' professional learning experiences should always evolve. Initiatives implemented by universities, Departments of Education, and for-profit organizations pursue ways to enhance how teachers are prepared to teach students and design curriculum. Yet, few agencies prepare teachers to include local community assets from marginalized communities as an approach to enhance their knowledge, skills, and dispositions to understand their students and community. In fact, oppressive legislative policies in the US have escalated to constrain what books teachers use, and what they can and cannot teach students in their own classrooms. This presentation offers a comprehensive look at the role of community contexts in preparing teachers in one Gullah community. The intent was to design innovative professional learning experiences for teachers, in informal contexts, through the lens of culturally sustaining STEM (CS-STEM) pedagogy. Using community-based participatory research (Ward, et. al., 2018) model, a partnership between the University of South Carolina, and multiple non-governmental and not-for-profit agencies hosted learning activities that enabled teachers to learn about the Gullah communities, and the practical applications of STEM literacy to design a curriculum. The session aims to demonstrate possibilities, value, and benefits of integrating community assets into transdisciplinary, project-based curricula to enhance teacher knowledge about their students and community. Attendees will leave with recommendations that prioritize professional learning experiences for teachers in informal contexts, and cultural sustainability in STEM literacy education. Equally important, this work aims to shift the narrative so that students from marginalized communities raise questions about who participates in STEM knowledge, skills, and careers.

GuerillAI Girls take on generative AI possibilities in English

Associate Professor Lucinda McKnight[1], **Dr Bella Illesca**[2], **Dr Kelli McGraw**[3], **Dr Fleur Diamond**[4]

[1]Deakin University, Melbourne, Australia, [2]University of Melbourne, Melbourne, Australia, [3]QUT, Brisbane, Australia, [4]Monash University, Melbourne, Australia

Introduction/Background

One of Australia's richest techbro champions has recently announced that generative AI will teach all students, with just a few remaining teachers dealing with kids who fall through the platform cracks. This symposium responds to one of the most significant changes to literacy education since the arrival of the word processor: the advent of generative AI and machines writing human-quality text. Concepts central to English such as "writing", "composing", "brainstorming", "planning", "feedback" and "essays" have been disrupted through technological change at a pace teachers today have not experienced before. In a neoliberal education paradigm, generative AI "solutions" have been advanced by edtech experts who are often male. We provide, in contrast, a feminist and gender-aware framing of what matters in teaching and what must be retained in adopting technological change in a feminised profession.

Purpose/Objectives

This symposium aims to share emergent research and practitioner reflection around the potentials and threats of generative AI in English and literacy education and preservice teacher preparation. It seeks to involve participants in discussion around some of the most important issues facing English teachers today, in particular how to respond to the arrival of generative AI in schools and classrooms.

The presentation covers key aspects of generative AI, including its impact on writing pedagogies, how preservice teachers may be prepared for practice and the looming promises of digital personalised learning. It also explores the place of creativity and the human imagination, the importance of standpoint, the relationship between thought and activity in the making of the human condition in the 21st century classroom. It brings gender to the fore of conversations about the importance of teachers' work and what is at risk when aspects of their work are potentially replaced by generative AI.

This is vital when proposed uses of edtech threaten the affective, relational and ethical dimensions of teachers' work, devaluing intellectual, historical and contextual human activity in the classroom. Most critically, teachers are potentially absolved from taking ethical responsibility for shaping the conditions and purposes of learning in their classrooms.

List of presentations

1. Associate Professor Lucinda McKnight

Title: AI is killing us: Teacher perspectives on generative AI in English

One of the key ways the United Nations has found that the world is failing girls and women is in not preparing them for algorithmically-driven futures. Similarly, in feminised professions like teaching, it's not clear whether practitioners of any genders are ready to negotiate algorithmically-driven content creation in literacy education. This presentation presents findings, based on feminist poststructuralist material-discursive analysis of a national late 2023 survey of English teachers, about teachers' concerns and hopes in relation to contemporary teaching of digital writing. This analysis has sought sites of struggle, both material and discursive, in teacher responses, and as a result, mapped both threats and opportunities in the expansion of the concept of "digital writing" to include generative AI.

2. Dr Bella Illesca

Title: What's love got to do with it? Ethical imperatives in human teaching

This presentation shares findings from research with English teachers who share narratives of the complex nature of their everyday work. Reading these findings through recent developments in generative AI highlights their significance for the field: what is most important about teaching may be what machines cannot (yet) do. Teaching's affective dimensions and emotional labour are the dirty work of teaching, the work most aligned with what society designates as "mothering". Similarly, what is local, contextual and genuinely personal is construed by neoliberalist quality discourses as "messiness". This research provides the impetus to shift discourse from aspiring to accountability, measurablility and a uniform "what works". Instead, this presentation invites teachers and academics to reconceptualise teaching through "love", supported by Hannah Arendt and Paulo Freire.

3. Dr Kelli McGraw

Title: Designing futures: Threats and opportunities in using generative AI for lesson planning

This presentation focuses on the emergent use of generative AI for lesson planning by pre-service English teachers. With the entire field in a state of existential crisis about how to respond to generative AI, academics and teachers need to think carefully about what education is, and what it is for. The presentation engages conceptually with three key questions: 1) What should pre service teachers spend precious energy on in relation to gen AI, in their university courses? 2) What do process/design/inquiry approaches offer pre service teachers to support engaging with gen AI? And 3) How might the concept of student-centredness guide all educators in bringing gen AI into educational practices?

4. Dr Fleur Diamond, Associate Professor Lucinda McKnight

Title: Personalised learning: EdTech narratives and #hopepunk prospects

EdTech narratives of the promises of generative AI and its role in personalised learning draw on a range of tropes that mobilise powerful values. Using feminist critical discourse analysis, this paper presents major narrative tropes the EdTech industry draws upon to naturalise the increasing presence of commercial technical interests in education practices. Four narrative themes: standardisation/quality; assessment/datafication; digitisation/technologisation; inclusion/differentiation are identified as powerful in the mainstream discourses of digital personalised learning. We argue that these discourses recast literacy learning as congruent with data logics and a neoliberal understanding of the mobile literate individual. In contrast, the #hopepunk movement offers counter-narratives of technology for the collective good and sustainable social and ecological futures.

Discussion Questions

1. Is AI killing us? Why or why not?

2. What is the role of "love" in teaching English?

2. How might preservice teachers be prepared for classrooms where students are using generative AI?

3. What are your experiences of "personalised learning"? What are your hopes and fears around this in relation to your students (either K-12 or tertiary) and/or staff?

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Creative engagement with culture: yes, even you!

Ms Ailsa Liu[1]
[1]Story Factory, Parramatta, Australia

Are you ready to avoid shallow engagement with culture? Do you want to dig deeper and explore how you might embed the multiple and interwoven ways of exploring the world in your creative writing teaching practice?

In this talk, we'll use the ice-berg mapping technique to create a greater understanding of creative engagement with culture; investigating how race, religion, generational and subcultural values can be considered in your programming and communicated through writing. This technique can be used both as a reflective exercise to better understand your value systems, or as a creative exercise promoting deeper understanding of characters, their experiences, feelings, thoughts and the world around them.

This session will be a gentle approach to cultural appropriation, values and ideology and will share how to respectfully consider these in a creative writing context. We'll share how Story Factory brings this to life; from literary techniques, to scaffolded stories. We'll consider how we may better support students, particularly those from Culturally and Linguistically Diverse communities, and share prompts that inspire students to want to write about their culture and experiences.

Pride Inside: Creative Writing and Self Esteem In Young People

Nick Bryant-smith[1]
[1]Story Factory, Sydney, Australia

In my work facilitating workshops with students at Story Factory, I have consistently observed that young people often seem to struggle with self esteem or with finding reasons to feel proud of themselves - something I myself remember experiencing as a teenager navigating the challenges of growing into adulthood in a rapidly changing world. I found this phenomenon to be particularly pronounced in a group of Indigenous students I worked with at one high school who were navigating the ongoing impacts of colonisation on the development of their identities as well as the cultural concept of 'shame'.

In response to these observations, in consultation with my colleagues I developed and piloted a one-off poetry workshop in Term 3 2023 entitled 'Pride Inside' designed to help students cultivate a more positive self image and reflect on the things and people in their lives that make them feel proud.

In this presentation, I will run through the content and structure of this workshop as well as sharing some highlights from students' responses, exemplifying the power of creative writing to facilitate transformative experiences by giving young people new possibilities for looking at themselves and the world around them. By establishing a structured framework for reflection within a safe and supportive environment, I have witnessed firsthand the effectiveness of this writing exercise in helping young people cultivate a richer and healthier sense of pride in themselves and each other, and now I would love the chance to share this practice with the conference.

Secrets of the Stars: Using Star Stories of the Dreaming to Inspire Creative Writing

Ms Vanessa Andres[1]
[1]Story Factory, Sydney, Australia

At Story Factory, we know our storytelling workshops build writing skills, confidence and creativity, while also exposing students to a range of texts from diverse writers and cultures. As passionate educators, we're continually looking for ways to include First Nations content in our programming in a way that is both meaningful and engaging. A genuine interest in Aboriginal Astronomy was the seed for the idea behind Story Factory's Secrets of the Stars program, a term long workshop series where students explore the Star Stories of the Dreaming from the Yolngu and Noongar peoples.

As the original storytellers, Aboriginal and Torres Strait Islander peoples have used the stars to inform navigation, advise on harvesting and pass on lore for millenia. In this talk, we'll talk through how we bring these stories to life in our in-person and digital primary school workshops, using games, ideation activities and sensory description to inspire poetic responses from students. We'll share how you might localise the content, incorporate activities around phonemic awareness and add digital elements to make learning both relevant and exciting.

Exploring New Worlds - Teaching with Videogame Worlds, Characters, Narrative and Agency.

Vincent Trundle[1]
[1]ACMI, Melbourne, Australia

This talk not only explores how videogames, with their immersive worlds, highly developed characters and non-linear storytelling, can revolutionise literacy education in classrooms, it aims to give teachers real paths to use this popular text form in their classrooms.

We know that the virtual environments in games immerse students in detailed landscapes, encouraging exploration, interpretation of environmental clues, and can build descriptive language use. We also know that videogames offer interactive narratives, where students can explore multiple paths and outcomes which encourages active story engagement, critical analysis of plot structure, and builds decision-making skills. We understand too that games offer rich and well developed characters providing opportunities to analyse motivation, relationships, and perspectives. All these can help us understand and teach empathy, critical thinking and understanding of textual representations.

Beyond the clear curriculum opportunities that videogames offer, the significant advantage of using videogames in teaching is their ability to captivate students' attention and motivate them to engage with the content. By leveraging the inherent appeal of playing videogames, teachers can create attractive learning experiences that encourage active participation and sustained interest towards reading and writing activities.

Recognising that videogames present both great educational prospects and practical challenges for most teachers to pick up and teach with, ACMI has been working with teachers to create plain speaking, teacher and classroom aware tools to help take advantage of this contemporary culture treasure trove. ACMI's *Game Lessons* is a project that offers teachers professional learning and practical tools for effectively using videogames in the classroom across all subject areas and year levels. Designed to address common barriers and promote teachers' skills and confidence in game-based learning, *Game Lessons* brings together beginner and expert teachers to produce, trial and critique lesson plans for the free online library.

This session aims to show that by leveraging the unique features of videogames, teachers can cultivate literate individuals who not only consume but also critically analyse, interpret, and create complex textual representations, giving them a strong literacy advantage in this digital dominated age.

Lessons Learned from Luka Lesson – Performance Poetry in the Classroom

Ms Holly Peters[1]
[1]Saint Ignatius' College, Athelstone, Australia

In 2021 I was lucky enough to attend acclaimed Australian poet, Luka Lesson's annual poetry retreat in Rhodes Greece and I found that this was one of the highlights of my professional career to date. From this experience, I learned so much from one of Australia's literary greats, not only about his poetry and works but also a greater understanding of the creative writing process, and the value of feedback and the power of sharing and storytelling. It gave me the incredible opportunity to be a on the other side of the desk again - to be a student. It reignited a fire within me and through bringing this inspiration home, I changed my approach to teaching poetry and creative writing in the classroom. This presentation will tell my story and the stories that have come from it, and share the lessons and perspectives that allowed me to cultivate my passion for writing and performing so that I can cultivate passion and skills in my students. I hope it will help teachers of any background also feel inspired to embrace possibilities for using these lessons to see and know the world and find new ways of interacting with it.

End of the world or bright future: Navigating liminal experiences of apocalypse and adolescence through Brendan Ritchie's Eta Draconis.

Dr Emily Palmer[1]
[1]Edith Cowan University, Perth, Australia

Brendan Ritchie's *Eta Draconis* is a young adult novel that reimagines Western Australia's environment as one of hostility: a place where meteors rain from the sky, interrupting the stability of human life. Yet, even during the apocalypse, the future in doubt, mundane experiences of adolescence battle on; surfing by the coast, leavers parties, and the question of what to do with the rest of their lives. In this paper, I examine *Eta Draconis* through a liminal lens, to consider the ways Ritchie explores current prevailing perspectives on the climate crisis – the oblivious, the resigned, the hopeless – and how these representations can be examined in English classrooms to cultivate new ways of seeing the future and experiencing the present. The term "liminality" was defined by Turner (1969) as a stage of "betwixt and between" in human ritual but has since been applied to literature to discuss threshold moments of character self-exploration or between the collapse of one world order and the rise of another. As Peebles (2017) notes, "apocalypse is the very essence of liminality, of being between old and new worlds"; yet *Eta Draconis* allows readers to visualize how our old world may linger; the apocalypse not an ending but a renewal *and* a possible continuation. Teaching this text to adolescents – who are facing their own liminal states of uncertainty, in the search of identity and defining future pathways, as well as grappling with climate anxiety or ennui – provides educators a chance to interrogate climate perspectives, drawing vital connections between classroom content and real-world issues.

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Connected Curriculum: Creating translanguaging spaces in secondary settings.

Dr Kathy Rushton[1], **Dr Janet Dutton**
[1]University of Sydney, Sydney, Australia, [2]Macquarie University, Sydney, Australia

Identity Texts oral, written and multimodal texts can connect students to their communities when they are able to produce texts in a translanguaging space (Cummins & Early, 2011; Cummins, Hu, Markus & Montero, 2015). In this workshop we will explore some creative practical strategies that develop students' linguistic and cultural resources and support them to represent their languages and identity. Examples are taken from secondary English, Music and Art teachers who collaborated in a connected curriculum initiative as part of our 'Identity Texts Project'. The strategies we will explore lead to the creation of identity texts (Dutton & Rushton, 2018; 2021; 2022; 2023) that draw on students' individual linguistic and cultural resources. Participants will be supported to understand how a pedagogy which supports the development of a translanguaging space (Li Wei, 2014) can be developed across subject areas. When translanguaging is supported, students from diverse backgrounds and communities are able to make personal connections and engage with the challenges of academic discourse in a range of secondary subjects.

Writer's Notebook – Engaging Hearts and Minds with Possibilities, Aplenty

Dimi Ferizis[1]
Department of Education, Victoria, , Australia

The writer's notebook is a powerful tool for thinking, creating and writing. It provides equitable, culturally relevant, and inclusive learning opportunities for every student. It is a safe place for writers of all ages and abilities to keep and develop their ideas. The writer's notebook encourages students to be curious about themselves and to develop authentic narratives about their worlds. It is a place where students can play with language, try out ideas, create new worlds and characters. It is a launch pad for creativity, a playground for writing. Each notebook is unique, reflecting the original thoughts, feelings and observations of its writer. Lisa and Dimi will share their keys to success, using practical examples and student work samples. They are excited by the infinite possibilities generated by the writer's notebook. Powerful examples of student writing will inspire and challenge participants to reflect on how to cultivate writer's notebook practice to optimise student strengths and creativity, to enhance agency and wellbeing, and to celebrate student voice and choice.

A Human-Centered Approach to Using Artificial Intelligence to Assess Extended Writing Tasks

Mr James Smith[1]
[1]Mark My Words, , Australia

In this session, the Founder of Mark My Words, an assessment platform purchased by schools to support English teachers, will highlight the endless possibilities that arise when English teachers adopt a human-centric approach to the integration of Artificial Intelligence (AI) into the assessment process. We will explore how teachers can embed their knowledge into an AI system and how this initial investment can significantly enhance the ability of AI to provide detailed and personalised feedback to students. We will also consider how this approach can help schools train a model that closely mirrors their teachers' unique grading styles, and how this can then be used to track student, class and cohort performance across time. A "human-in-the-loop" approach to using AI in the English assessment process has the power to dramatically reduce the burnout experienced by English teachers, whilst still ensuring that every student receives high-quality feedback that accurately reflects the expectations and insights of the teacher.

Transforming writing classrooms with Story Hubs

Jessica Tran[1]
[1]100 Story Building, , Australia

What does thinking with creativity make possible for teaching writing? Beyond the very important skills and knowledge required for learning how to write, what does creativity do that makes new ways of being and interacting in the world exist, especially for those students for whom the current narrow views of learning are harmful? The kind of creativity explored here is the kind that happens when everyone in the classroom is sharing ideas, riffing off each other's stories and getting excited about writing - teachers and students together. It's this kind of creativity that the Story Hubs program aims to bring alive in schools. Story Hubs is a multi-year, school-community partnership that aims to develop curious, confident and engaged learners. In the first year of the program, students co-design a creative space with a local artist, and teachers participate in whole-school professional learning aimed at sparking creativity. This presentation explores how teachers and students together with their Story Hub have embedded creative ways of relating to each other, curriculum and their writing, transforming engagement in learning. A case study of Story Hubs schools will show how activating the creative agency of teachers and students to share in and create stories together can transform a whole-school approach to writing, providing opportunities for rich teaching and learning experiences filled with possibilities.

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Turning a rejection from a publisher into a rich literacy learning experience

Mr Andrew Lamond[1], **Mr Lachlann Carter**[1]
[1]Whitfield State School, Cairns, Australia

Participants in this workshop will explore the possibilities opened up by engaging in the experience of working with an author on real-life incomplete work; how it demystifies the creative process, while reinforcing the core principles of evidence-based learning strategies. Whitfield State School Curriculum Head Andrew Lamond, and author and creative learning specialist Lachlann Carter, will share insights and learnings from a Grade 4 narrative unit that built on Lachlann's creative process and collaboration with his publisher. Using the authentic example of a manuscript that Lachlann submitted and had rejected, the workshop will explore the process of receiving and responding to creative feedback, and incorporating it into revisions. Participants will be invited to collaborate on responses, and in the process explore themes of embracing vulnerability in creative work; harnessing authentic experiences to give meaning to functional and structural language concepts; and exploring how the professional relationship between author and editor can inform the relationship between student and teacher. Participants will then discuss and workshop ways to adapt the workshop to their own school context, with guidance and input from Andrew and Lachlann. They will walk away with a workshop framework, ideas for adaptation, and an understanding of how to turn your vulnerability into your creative teaching superpower.

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ALEA Teacher Education Special Interest Group (TESIG)

Professor Beryl Exley[1], **Dr Kylie Bradfield**[2]
[1]Griffith University, Brisbane, Australia, [2]Monash University, Melbourne, Australia

ALEA TESIG members and other delegates with an interest in teacher education are invited to a workshop being hosted by the two incoming ALEA TESIG Co-convenors, Beryl Exley (Griffith University, Queensland) and Kylie Bradfield (Monash University, Victoria). The purpose of the workshop is to bring together teacher educators, and those with an interest in teacher education, to meet one another, discuss teacher education courses and assessment, the status of literacy teaching and its representations in the media, and plan a series of free webinars for ALEA TESIG members for the next 12 months.

Teaching for critical comprehension - a new perspective

Ms Kerry Gehling[1]
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Teachers often ask:

How do we enable our students to connect, comprehend and question in all subject areas?

By exploring existing understandings about comprehension and critical literacy, a group of teachers made connections in their own work to develop their practice as they moved towards teaching for critical comprehension.

To develop a new perspective this group explored recommendations, read existing literature and made connections between local culture and school texts. In this workshop, I will share the view that these teachers took as they developed their practice to enable students to make connections, comprehend more deeply and ask questions that are literal, inferential, evaluative and critical.

This workshop will explore the understandings and use that this group made of the concept 'critical comprehension' (Comber & Nixon 2011) and ask participants to consider their own texts in light of an extended view of comprehension.

Comber, B & Nixon, H 2011, 'Critical reading comprehension in an era of accountability', *Australian Educational Researcher (Springer Science & Business Media B.V.)*, vol. 38, no. 2, pp. 167-79.

Performing the counter-narrative: A means towards disrupting hegemonic cultural code in children's literature

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Children's literature may be read out loud, and whether it is a parent or a teacher or a child themselves who performs this – the saying out loud adds a dimension to reading for the child that opens the door to the theatrical components of storytelling. This spoken-word activity is a first experience of the theatre for many children. The relay that occurs between the absence of the author and the interpretation of each sentence and how it must be spoken out loud to capture the tone and the meaning allows an otherwise silent page to be absorbed by the body of the reader, who is now a performer. This is also a critical juncture at which hegemonic narratives can be challenged and a counter-narrative formed. The cultural space that we might imagine has informed the original story can be rendered up to a wholly different set of meanings and stories at that very point when another reading, another performance, in another body, commences the operation of affecting self through spoken word performance. The counter-narratives presented here will draw attention to colour-evasiveness of storying practices that contribute to the dominance of a white racial imaginary. This presentation will share the beginning efforts to support adults and students in creating liberating storying contexts to yield new ways of producing and (re)presenting literature for children, a key factor in disrupting racist discourses and empowering children otherwise marginalised by the dominant culture.