

SATURDAY	PROGRAM	VENUE
8.15 – 9.00am	Coffee and registration	Main theatre
9.00 – 9.15	Welcome to Country and President's Welcome	Main theatre
9.15 – 10.15	KEYNOTE: <b>Prof Barbara Comber</b>	Main theatre
10.15 – 10.45	MORNING TEA	Courtyard
10.45 – 11.45	Concurrent Session 1	Various classrooms
	<ul style="list-style-type: none"> <li>• <b>Liz Parsons – 'Tomorrow's People'</b>: what neuroscience can tell us about the impact of new technologies and changing social formations on children's cognitive processing, and the ways in which children's literature might respond.</li> <li>• <b>Patricia Konigsberg and Adriano Truscott – Misunderstanding the Understanding of English:</b> research on the social and cultural knowledge that teachers' bring to the comprehension of Aboriginal students found that narratives from Aboriginal English speaking children can be misunderstood or misinterpreted, creating a risk that students' contributions are undervalued and even marginalised. DET and Monash University are investigating the reverse scenario: Aboriginal students' understanding of standard Australian English literacy materials. This session will explain the background to the project and highlight some preliminary findings as well as address some overall implications for the classroom.</li> <li>• <b>Ann McGuire – Text as Construction Site:</b> exploring texts and their relationship to culture and how we can encourage such understandings in our students.</li> <li>• <b>Aidan Coleman – O Brave New World:</b> Shakespeare has sometimes been labelled as culturally irrelevant to the 21st Century. This workshop rejects this premise, and seeks to present Shakespeare's cross-cultural and multi-generational relevance and appeal. With a particular focus on <u>Romeo and Juliet</u>, we will explore practical ways to make Shakespeare "work" in the classroom and engage our 21st Century clientele. We need not throw out the Bard with the bathwater.</li> <li>• <b>Eamon Moore – Blue Collar Literacy in a Green World - English for VET:</b> the emerging green economy will present new challenges to teachers of English. Are we prepared for the scope and functionalities of blue collar literacy in a changing environment?</li> </ul>	
11.50 – 12.45	Writers Panel, presented by Fremantle Press	Main Theatre
	<ul style="list-style-type: none"> <li>• <b>Jon Doust, AJ Betts &amp; Kate McCaffrey (chair: Heather Zubek)</b> discuss writing for the YA audience</li> </ul>	
12.45 - 1.30	LUNCH	Courtyard
1.30 - 2.30PM	Concurrent Session 2	Various classrooms
	<ul style="list-style-type: none"> <li>• <b>Andy Griffiths – Pocketbooks Pronto!</b> In this session you will write and illustrate your own 12 page pocketbook! You will amaze yourself!</li> <li>• <b>Martin Strong – Getting Literacy Right:</b> an exploration of the latest research underpinning the GiR Secondary Literacy Strategy. Common messages emerging from research on adolescent literacy will be explored, looking to address the reading demands that confront struggling adolescent readers. The session will also include approaches that classroom teachers can use to apprentice students in the ways of active, strategic reading for success with both class-based reading tasks and NAPLAN tests.</li> <li>• <b>UWA Student Panel – Transitions:</b> a reflection from a group of current education students exploring their own English education and how it prepared them for university and beyond, as well as their thoughts and views on approaching the profession in today's climate.</li> <li>• <b>Jennifer Griffiths – Sonnets for the People:</b> digital storytelling in an English classroom. This practical session will explore the uses of digital storytelling as a teaching and learning tool in English classrooms.</li> <li>• <b>Pippa Tandy and Alex Solosy – Making images, making meanings: teaching the Viewing Outcome:</b> This workshop will be about giving students the opportunity to make their own visual texts in the light of their viewing and analysis of film, and then helping them to bring the understandings they have gained from their visual research back to their viewing of films and other visual texts. The learning process will involve elements of context and the history of film and visual technologies. Alex and Pippa will also talk about the problems and opportunities that arise when writing assessment tasks for the Viewing Outcome. You are encouraged to bring a simple digital camera or mobile phone camera to this workshop if possible.</li> </ul>	

<b>2.40 - 3.40pm</b>	Concurrent Session 3	Various classrooms
	<ul style="list-style-type: none"> <li>• <b>Tara Tuchaai - Through the Looking Glass:</b> teaching reading practices in the new Literature Courses – one teacher’s approach.</li> <li>• <b>Graeme Watson, Film &amp; TV Institute – The New Media:</b> an exploration of the future directions of media texts. This session will explore the world of the ‘digital native’ and the texts that are the future for this demographic. The ease and expertise that digital native students have regarding the production of texts for the ‘new media’ is a phenomenon which should be capitalized by today’s teacher.</li> <li>• <b>Stuart Bender – Interpreting the dramatic text:</b> Taking the perspective of an actor: a presentation of methods for allowing students to access interpretation(s) of character in dramatic texts by drawing on Stanislavski’s theory of actors’ performance.</li> <li>• <b>Anita O’Brien</b> – Creative writing and the new Literature Course.</li> <li>• <b>Belinda Stewart (WATESOL)</b> - The ESL Help Desk - a panel discussion on supporting your ESL students. Discussion will also be offered on the challenges facing the growing number of refugee students in our classrooms.</li> </ul>	
<b>3.45 - 4.15PM</b>	AFTERNOON TEA	Courtyard
<b>4.15 - 5PM</b>	AGM, WINE and CHEESE	Refectory
<b>7.00pm onwards</b>	DINNER, PC Musicians	Maylands Peninsula Golf Club

<b>SUNDAY</b>	<b>PROGRAM</b>	<b>VENUE</b>
<b>8.30 – 9.00am</b>	Coffee and registration	Main theatre
<b>9.15 - 10.15</b>	KEYNOTE 2: <b>Matt Ottley:</b> The Art of Corrupting Youth	Main theatre
<b>10.15 – 10.45</b>	MORNING TEA	Courtyard
<b>10.45 - 11.45</b>	Concurrent Session 4	Various classrooms
	<ul style="list-style-type: none"> <li>• <b>Liz Parsons – ‘Tomorrow’s People’:</b> what neuroscience can tell us about the impact of new technologies and changing social formations on children’s cognitive processing, and the ways in which children’s literature might respond.</li> <li>• <b>Matt Ottley</b> – Requiem for a Beast: a workshop of this fascinating and award-winning picture book from the author himself.</li> <li>• <b>Aidan Coleman – O Brave New World:</b> Shakespeare has sometimes been labelled as culturally irrelevant to the 21st Century. This workshop rejects this premise, and seeks to present Shakespeare’s cross-cultural and multi-generational relevance and appeal. With a particular focus on <u>Romeo and Juliet</u>, we will explore practical ways to make Shakespeare "work" in the classroom and engage our 21st Century clientele. We need not throw out the Bard with the bathwater.</li> <li>• <b>Mandy Nayton (D-SPELD Foundation) – Secondary Students Struggling With Syntax, Spelling and Vocab .....</b> <i>Examining the Implications:</i> Prior to the 1960s children were taught English using <i>traditional grammar</i>, instilling a firm set of beliefs about correct and incorrect usage. From the 1960s to the mid 1990s children were taught little or no grammar at all; resulting in more than a generation of adults possessing a vague, unsystematic appreciation of both word structure (morphology) and sentence structure (syntax), with little understanding of grammatical terminology. What should the study of <i>grammar</i> actually include? Does knowledge of grammar assist students in their efforts both to comprehend and appreciate what they read, and to write with fluency, expression and a personal ‘voice’? This presentation will address these questions in light of current literacy achievement levels, and recent recommendations included in the National Curriculum discussion papers.</li> <li>• <b>Leith Daniel</b> – The F Word: an exploration of the etymology of the world’s most popular profanity</li> </ul>	
<b>11.45 - 12.30</b>	Plenary: <b>Andy Griffiths</b>	Main theatre
<b>12.30 – 1.00pm</b>	Closing: President	Main theatre