

## THE PROGRAMME AT A GLANCE

<b>Monday April 18<sup>th</sup></b>	
9.00 - 10.45	<b>Powhiri</b> and morning tea. Waipapa Marae
10.45	<b>Welcome</b> from NZATE President Leanne Webb.
11.00 - 12.00	<b>Opening keynote:</b> Professor Stuart McNaughton, Head of The Woolf Fisher Research Centre, The University of Auckland.
12.00 - 1.30	<b>Workshops, papers and seminars: Session One</b>
1.30 - 2.15	Lunch
2.15 - 3.45	<b>Sharing our practice:</b> Panel presentation. Mina Pomare and Chris Selwyn will focus on meeting the needs of Maori immersion students in the English classroom <b>OR Workshops Session Two.</b>
3.45 - 4.15	Afternoon tea
4.15 - 5.15	<b>Keynote:</b> Professor Carol D Lee, North Western University, USA.
5.30 - 7.30	<b>Welcome event: Wine, Cheese and Poetry</b> in Owen Glenn Building. A “wine and cheese.
<b>Tuesday April 19<sup>th</sup></b>	
9.00 - 10.30	<b>Sharing our practice:</b> Panel presentation. Claire Amos, Hamish Chalmers and Karen Melhuish will focus on working with new digital technologies within the English classroom. <b>OR Workshops: Session Three</b>
10.30 - 11.00	Morning tea
11.00 - 12.00	<b>Keynote:</b> Professor Pamela Grossman, Stanford University, USA.
12.00 - 1.00	1. A presentation from The Ugly Shakespeare Company: 2. Alison Wong in conversation with Kate De Goldi 3. Screening of The Comics Show [Shirley Horrocks]
1.00 - 2.00	Lunch
2.00 - 3.30	<b>Workshops, papers and seminars: Session Four</b>
3.30 - 4.00	Afternoon tea
4.00 - 5.00	<b>Keynote:</b> Glenn Colquhoun, poet.
Early evening guided walk in the Domain or along the waterfront.	
6.30 - 9.00	<b>Lit Quiz</b> in <i>Fale Pasifika</i> . Register for this event and come ready to make up a team and meet new people.

<b>Wednesday April 20<sup>th</sup></b>	
9.00-10.00	<b>Keynote:</b> Professor Debra Myhill, University of Exeter, UK.
10.00 - 10.30	Morning tea
10.30 - 12 00	<b>Sharing our practice:</b> Panel presentation. Ros Ali, Jennifer Glenn and Shaun Hawthorne will discuss key practices in teaching writing. <b>OR workshops: Session Five</b>
12.00 - 1.00	<b>AGM: NZATE</b> Writing for publication in professional journals.
1.00 - 2.00	Lunch
2.00 - 3.00	<b>Keynote:</b> Professor Barbara Comber, Queensland University of Technology.
3.00 - 3.30	Afternoon tea
3.30 - 4.30	<b>The writers' panel:</b> Glenn Colquhoun, Kate de Goldi, Alison Wong in conversation with Emily Perkins.
Guided walk in domain, university grounds or waterfront.	
7.00.p.m.	Conference dinner at Maritime Room, Viaduct Harbour.
<b>Thursday April 21<sup>st</sup></b>	
9.00 - 10.30	<b>Workshops, papers and seminars: Session Six</b>
10.30 - 11.00	Morning tea
11.00 - 12.00	<b>Closing Keynote:</b> Professor Hilary Janks, The University of Witwatersrand, South Africa.
12.00 - 12.30	Drawing the threads together- a summing up of the conference.
12.30 - 1.00	<b>Poroporoaki</b> or farewell. A bagged lunch will be available for participants as they head off for the Easter break.

<b>Session One: Monday April 18<sup>th</sup>, 12noon – 1.30 p.m.</b>		
<b>Papers – All 45 minute sessions – presentations are paired</b>		
1P	Gary Snapper Rachel Cunneen & Steve Shann	Reading the world: Making the transition from school to university. Mythopoetics in the English curriculum: A dialogue.
2P	Sue Dymoke Jan Chapman	What are the pleasures and challenges of learning to teach poetry in diverse cultural settings? Are Year 12 students interested in English and do they value it?
3P	Melanie Shoffner Andy Goodwyn	Classroom concerns: Examining beginning English teachers issues of practice. That Excellent Teacher of English.
4P	Ronnie Davey & Faye Parkhill Liz Probert	Using subtitled movies for Rapid Reading and Improvement. Not research again- all they do is copy stuff! The increasingly important need to develop students' information literacy skills.
5P	Sarah Beck Larissa MacLean Davies	Literacy tools for literary understanding: An investigation of heuristics in the English classroom. Magwitch madness: exploring archive fever in texts and curriculum in Australia and New Zealand.
<b>Seminars – All 45 minute sessions – presentations are paired</b>		
6S	Carrie Wastal Ken Watson	New Technologies in Neuro-Science and Social Theories of Expertise Transforming Our Writing Pedagogy Great Grammar Hoax.
7S	David Taylor	Web of Deceit: Is the internet making your students stupid?
8S	Janet Alsup, Marshall George & Louann Reid Kelli McGraw	Global Perspectives: Teacher Educators discuss opportunities and challenges.  The English teacher practitioner –rewriting our role
9S	Alison Cleary	Culture Counts: Power sharing in the classroom.
<b>Workshops</b>		
10W	Leith Daniel	Bugs, Buffy, and Santa's Giant Sack: Using Sci-fi, Fantasy and Horror in the English classroom.
11W	Bridget McLeod  Jude Maw	Literacy for Low-level Learners.  When Worlds Collide.
12W	Anna Witten-Sage & Susy Carryer	Diversity is not a euphemism
13W	Leanne Lamb	Students Taking Control – Turning A Reader's Passion into Credits.
14W	Jackie Manuel	Teenagers and Reading: Promoting Transformative Pedagogy.
15W	Joanne O'Mara	"How to Heal a Broken Wing": exploring rich, literary picture books through process drama.
16W	Hamish Chalmers	Visual English - Students utilising digital tools to create teaching texts
17W	Anne Hamer  Yvette Isherwood	Lights, camera, action.  Beyond the Text: a taxonomy of tasks.
18W	Selina Marsh	Weaving Pasifika Poetry Web into your classroom.

<b>Session Two: Monday April 18<sup>th</sup>, 2.15 p.m. 3.45 p.m.</b>		
<b>Sharing our practice: Panel presentation: Mina Pomare and Chris Selwyn. Meeting the needs of Maori immersion learners in the English classroom (see page 15 for details)</b>		
<b>OR</b>		
<b>Workshops</b>		
19W	Phil Maw & Jo Morris	Out with the Old, In with the New.
20W	Julie Bain, Karen Farrow, Louise Cullen	Multi platform storytelling in English classrooms: Inspiration, concerns and practice- experiences of three teachers across different Australian Systems.
21W	Dorothy Vinicombe Summar Austin	Thematic Teaching with a Digital perspective. Digi-English Made Easy.
22W	Michelle Hesketh & Gabrielle Smith	Slave in name only.
23W	Brenton Doecke & Douglas McClenaghan	Imaginative recreation in an Australian literature classroom.
24W	Derek Wenmoth & Neale Pitches	“Bringing Literacy to You” - Transformative possibilities for teacher PLD
25W	Jane Hall	<i>More than meets the eye</i> – close reading visual text with a media eye <b>CANCELLED</b>
Film	Shirley Horrocks {Director}	<i>The New Oceania</i> , a film about Albert Wendt.

<b>Session Three: Tuesday April 19<sup>th</sup>, 9.00 a.m. – 10.30 a.m.</b>		
<b>Sharing our practice: Panel presentation: Claire Amos, Hamish Chalmers and Karen Melhuish (see page 15 for details)</b>		
<b>OR</b>		
<b>Workshops</b>		
26W	Dylan Horrocks	Comics and Graphic Novels in the Classroom.
27W	Fiona Burns	Using blogs for collaborative learning.
28W	Vanessa Gibby	A Vision of the Future.
29W	Lisa Cleland	Using the stairs to excellence: using SOLO taxonomy with unfamiliar texts and essay writing.
30W	Shaun Hawthorne	Effective practices in teaching writing.
31W	Kelly Malone	Crafty Manoeuvres.
32W	Catherine Blomkamp	<i>Being Kiwi</i> – a junior introductory programme suited to teachers in multi-cultural schools in NZ, focusing on what it means to be a “Kiwi”.

<b>Session Four: Tuesday April 19<sup>th</sup>, 2.00 p.m. – 3.30 p.m.</b>		
<b>Papers – All 45 minute sessions – presentations are paired</b>		
33P	Terry Locke & Helen Kato  Gillian Hubbard	Poetry for the disenchanting: How a marginal Year 12 English class was turned on to writing. Text choice in NZ English secondary school programmes: The perceptions of beginning teachers.
34P	Claudia Rozas Gomez	English as “more than a skeleton”: Differentiating literacy in secondary English classrooms.

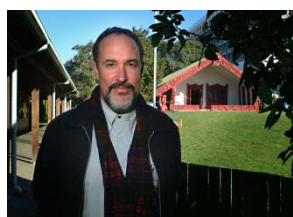
	Low Ying Ping & Joshua Ang	Rewriting the canon: Literature curricula text lists.
35P	Kerry-Ann O'Sullivan  Anne Cloonan, Kirsten Hutchinson & Louise Paatsch	Blogging about books: the online identities and discourses of teenagers.  Twenty-first century literacies: the impact of one-to-one net-books.
36P	Graham Parr  Peter Webb	Literature teachers learning in challenging times: speaking back to standards-based reforms.  Expectations of Heads of Department English
37P	Tara Tuchaai  Andy Goodwyn	Critical literacy practices and higher order thinking in a Western Australian Literature course.  English or Literacy? Whose identity is it anyway?
38P	Sue Dymoke  Eileen Honan	Pre-service English teachers: What does their Masters level assignment work reveal about developing pedagogical concerns?  Rethinking the literacy capabilities of pre-service teachers.
39P	Brian Boyd  Roy Fox	Literature, Evolution, and Cognition  Images, Words, and "Healing": An Experimental Course.
<b>Seminars - All 45 minute sessions – presentations are paired</b>		
40S	Louann Reid  Sarah Beck	Creative Possibilities for Teaching Graphic Narratives.  What do teachers need to know about writing to practice good formative assessment? Implications for teacher education.
41S	Janet von Randow	Much ado about academic literacy: Nine years of diagnostic language needs assessment at the University of Auckland.
<b>Workshops 90 Minutes</b>		
42W	Claire Amos	Using ICTs in English.
43W	Shane Barnes	Much Ado About Shakespeare.
44W	Daniel McQuillan	Deconstructing film for senior English.
45W	Susy Carryer & Massey HS English department	Making it Work: Te Kotahitanga in the Classroom.
46W	Dylan Horrocks	Comics and Graphic Novels in the Classroom [repeat of earlier session]
47W	Hilari Anderson	HOT STUFF - drama inspired by the sun, fire and volcanoes.
48W	Robin Holding	Much ado about making sure all's well and as you like it for Scholarship.
49W	Ngairi Hoben	Juggling support and challenge: Becoming an effective mentor to pre-service English teachers.

<b>Session Five: Wednesday April 20<sup>th</sup>, 10.30 a.m. – 12 noon</b>		
<b>Sharing our practice: Panel presentation: Ros Ali, Jennifer Glenn and Shaun Hawthorne. (see page 16 for details)</b>		
<b>OR</b>		
<b>Workshops</b>		
50W	Sue Dymoke	Writing poetry in the classroom.
51W	Neale Pitches	Comprehension instruction for digital natives: How digital shared reading and co-operative learning are transforming two diverse NZ classrooms.
52W	Debbie Dwyer	Creative responses in English: What, why, who, and how?
53W	Viv Aitken	'Mantle of the Expert' (MOTE), Dramatic-based inquiry learning: a cross-curricular approach to teaching and learning.
54W	Hayden Maskell	We're getting somewhere! - Engaging low achievers and disengaged students through film.
55W	Lisa Samuels Belinda Develter	Teaching Experimental Writing in the English Classroom What is it that makes us human? An NCEA Level 2 visual text study of <i>Moon</i> by Duncan Jones.
56W	Michelle Johnansson	Putting a tick in the "Sione" box
Film	Shirley Horrocks {Director}	<i>Early days yet</i> , a film about Allen Curnow.

<b>Session Six: Thursday April 21<sup>st</sup>, 9.00 a.m. – 10.30 a.m.</b>		
<b>Papers – All 45 minute sessions – presentations are paired</b>		
57P	Janet Alsup, Jennifer Richardson & Lisa Schade Eckert	Continuing Education and the English Teacher: How graduate programs transform secondary classrooms.
58P	Janet McIntosh  Tara Star Johnson	Reflective writing: Enriching practical knowledge of pre-service English language & literacy teachers.  Teachers-turned-lovers: Sexual misconduct signposts in the English classroom.
59P	Julie Bain  Sean Sturm & Stephen Turner	English teachers are curriculum superheroes: Diversity, transformation and direction in the context of secondary, multi-modal English pedagogy.  "Letting Learn": Teaching Digital Literacy
60P	John Taylor  Gloria Latham	Teenage personal reading: An insight into the habits, attitudes and beliefs of a "cuspal" generation  <b>Teaching Reading: Where new narratives in the Virtual inform the Actual.</b> <b>CANCELLED</b>
<b>Seminars – Either 90 minutes, or 45 minute sessions as paired presentations.</b>		
61S	Brenton Doecke, Sandy Harris, Terry Locke, & Graham Parr	Literature teaching across the world: local and international conversations. [90 minutes]
62S	Catherine Beavis & Joanna O'Mara	Literacy, learning, and computer games: Attending to game play [90 minutes]
63S	Marion Meiers  Michael Moore and Don Zancanella	Landmarks in the Evolution of English Curriculum in Vict. Australia: 1968-2010.  The secret history of English Language Arts Standards in the US.

64S	Helen Sykes  Elizabeth Noll	Is there a canon for YA Literature, in particular of those YA books used in secondary English classrooms?  Much Ado About Vampires in YA Literature.
<b>Workshops</b>		
65W	Aaron Wilson	Literacy Learning in Subject Areas
66W	Philippa Wintle	Poetry at Level 2: Stuffy and irrelevant or empowering and 'choice'?
67W	Piper Mejia & Glen Sinclair	Where they start from does not limit where we take them.
68W	Tara Tuchaai	Practical approaches to developing and evaluating critical reading competencies and higher order thinking in a Year 11 literature course.
69W	Jessica Rigold	"The play's the thing...."
70W	Simon Ferguson	Whither the Bard?' Shakespeare and the NZC
71W	Cynthia Orr	Do we have to throw out the baby out with the bathwater? A practical approach to the Level 1 Standards realignment.
72W	Mark Amsler & Miriam Meyerhoff	Critical Pedagogy in the English Classroom.
73W	Leanne Lamb	Tailoring Learning in English – Finding a workable solution for schools somewhere between bespoke and one-size-fits-all English studies.
74W	Annabel Harris & Jon Greer	They say-I say-And So. Case studies of needy students and even needier teachers.
75W	Sian Evans	Literary theory in the English classroom.
76W	Garry Collins	Learning Language with The Lady of Shalott.
Film	Shirley Horrocks {Director}	<i>Marti: The Passionate Eye</i> . A film about Marti Friedlander

## KEYNOTE SPEAKERS



### Opening address

Monday, 11.00 a.m.

### Stuart McNaughton

Professor of Education at the University of Auckland and Director of the Woolf Fisher Research Centre. His research focuses on literacy and language development including processes of education, socialisation and culture, and on the design of elective instruction and educational programmes for culturally and linguistically diverse populations.

### **Abstract: Designing more effective literacy instruction in secondary schools for culturally and linguistically diverse children.**

Several challenges confront those designing more effective literacy instruction in secondary schools. In this talk we examine three challenges identified in recent research into schools. The evidence draws on research with schools which are particularly effective in promoting literacy achievement with Maori and Pasifika students in secondary schools in New Zealand. One of the challenges is designing more effective instruction which promotes content area literacy. A question here is the mix of generic and content specific requirements for literacy and the implications for teaching. In the context of secondary schools this raises a second challenge which is the structure and content of professional learning communities in schools that support a focus on literacy across content areas? Finally, there is the question of the relationships between out of school literacies, family literacy practices and children's learning in

school. A particular issue here is what has been called summer learning effects and the ways to promote literacy development across the full year and supporting social and cultural practices. Solving these can contribute to our designing of more effective literacy instruction.



**Monday, 4.15 p.m.**

**Carol D. Lee**

Professor of Education and Social Policy in the Learning Sciences Program at Northwestern University. Lee is the immediate past president of the American Educational Research Association, AERA's representative to the World Educational Research Association, a member of the National Academy of Education, past President and Fellow of the National Conference of Research on Language and Literacy, former Vice President of Division G of the American Educational Research Association and a former fellow at the Center for Advanced Study in the Behavioral Sciences. She is a recipient of the Distinguished Service Award from the National Council of Teachers of English, Scholars of Color Distinguished Scholar Award from the American Educational Research Association, the Walder Award for Research Excellence at Northwestern University, the Distinguished Alumni Award from the College of Liberal Arts at the University of Illinois-Urbana, and the Lifetime Achievement Award from the American Association of Colleges of Teacher Education. Professor Lee is the author of three books including the most recent *Culture, Literacy and Learning: Taking Bloom in the Midst of the Whirlwind* and co-editor of *Vygotskian Perspectives on Literacy Research*, along with numerous other scholarly publications. Her research focuses on ecological influences on learning and development, including the Cultural Modeling Framework for the design of instruction that scaffolds knowledge constructed from youth's everyday experience to support discipline-specific learning. She is a co-founder of four schools in Chicago spanning a 38 year history, including three charter schools, serving as chairman of the Board of Directors of the Betty Shabazz International Charter Schools.

**Abstract: Much Ado About English Indeed: The Multidimensional Nature of Literary Reading as Cultural Practices – Implications for Teaching Diverse Populations** Drawing on two decades of work in Cultural Modeling, Dr. Lee examines the multiple dimensions of the literary experience as dynamic relationships among cognitive, social, emotional, and cultural processes influencing aesthetic and personally meaningful responses. She then discusses implications of such a model for teaching novices in the context of schooling to develop the competencies required to engage deeply with literary texts - including dispositions, conceptual knowledge, heuristics, knowledge of other texts, of human intentionality, and generally knowledge of the world. She concludes by illustrating the centrality of a literature pedagogy informed by knowledge of cultural resources available across diverse communities of students to teaching (particularly in K-12 settings) that is generative.

*We wish to acknowledge the generosity of the Woolf Fisher Research Centre at The University of Auckland, in supporting Professor Carol Lee's presence at this conference.*



**Tuesday, 11.00 a.m.**

**Pam Grossman**

The Nomellini-Olivier Professor of Education at the Stanford University School of Education, Pam completed her undergraduate degree in English at Yale University and her PhD at Stanford University. Her research interests include teacher education and professional education more broadly, teacher knowledge, and the teaching of English in secondary schools. Along with her colleagues Don Boyd, Hamilton Lankford, Susanna Loeb, and James Wycko, she has been engaged with a five year study of pathways into teaching in New York City schools, focusing on the features of preparation that affect student achievement. She is currently investigating the classroom practices of middle-school English teachers that are associated with student achievement. She is a member of the National Academy of Education and currently serves as the Faculty Director of the new Center to Support

Excellence in Teaching (CSET), part of Stanford's K-12 Initiative. A former high school English teacher, Grossman also teaches the prospective English teachers in Stanford's teacher education programme.

**Abstract: Learning to Ponder: The Puzzle and Pleasure of Literary Text**

The teaching of literature and the humanities more generally, are facing an increasingly uncertain future in the US. Policymakers from the state house to the White House focus most of their attention on issues related to learning in science, math, and technology, with scant attention to the humanities. Even in the area of literacy, arguably a central domain of English teachers, the emphasis has shifted to the importance of teaching expository text, rather than the literary texts that constitute much of the English curriculum. If the humanities are to survive, much less thrive, we need to make a powerful argument for what students learn when reading literature that is distinctive and distinctively valuable. This talk will address how we might talk about what students learn from engaging in literary texts. What ways of reasoning and thinking characterize literary reading? How is puzzling through a poem both similar and different from solving for the unknown in a math problem? At the end of four years of high school English, what might we expect students to know and be able to do when they encounter literary text? Reading literature demands that we engage with demanding text, that we unpack highly compressed language by filling in the gaps of what is not said. Learning to read literature requires that we move beyond the literal world into a symbolic one, and that we respond analytically and aesthetically to the meaning and music of language.

Much work in both literary theory and English education has depicted the end point of literary studies--the transactions with texts that demonstrate expertise in literary understanding (Iser, 1978; Scholes, 1985; 1989; Wolf, 1988). In order to build a curriculum that helps high school students acquire more sophisticated ways of reading and responding to literature, we must first explore what makes such texts difficult. In this talk, I will unpack some of the challenges of puzzling through highly compressed literary forms and explore what students might be learning as they engage in literature. I will also explore how student readers may resist literary texts, leading to affective, as well as cognitive, challenges. Through explorations of student readings, we will ponder together what makes such disciplinary readings difficult, as well as pleasurable.

*We wish to acknowledge the generosity of the Dean of Education at The University of Auckland, in supporting Professor Grossman's presence at the conference.*



**Tuesday, 4.00 p.m.**

**Glenn Colquhoun**

A poet and children's writer. His first collection *The Art of Walking Upright* won the Jessie Mackay best first book of poetry award at the 2000 National book awards in New Zealand. *Playing God*, his third collection, won the poetry section of the same awards in 2003 as well as the reader's choice award that year. He has also written four children's books and published an essay with Four Winds Press entitled *Jumping Ship*. In 2004 he was awarded the Prize in modern letters, New Zealand's largest prize for emerging writers. In 2010 he undertook a Fulbright scholarship to Harvard University to work on a collection of essays on medicine. He

works as a GP on the Kapiti Coast.

*Special thanks to NZATE for their support in bringing Glenn to the conference.*



**Wednesday, 9.00 a.m.**

**Debra Myhill**

Professor of Education at the University of Exeter, and Head of the School of Education and Lifelong Learning. Until recently, she was Head of Initial Teacher Education, leading the School's teacher education courses to national recognition for their excellence. Her research interests focus principally on writing, particularly the role of grammar in writing, but also

the role of talk in language and learning. She is the author of *Better Writers , Talking, Listening, Learning: Effective Talk in the Primary Classroom* and the *Handbook of Writing Development*. She has led two ESRC funded research projects on writing (Patterns and Processes and Grammar for Writing?) and one funded by Esmee Fairbairn (From Talk to Text); co-convoked an ESRC Research Seminar series 'Reconceptualising Writing'; and given research presentations at numerous conferences, national and international, for both professional and research communities.

**Abstract: Language as Putty: how grammar supports writing development.**

This presentation will explore how meaningful use of grammar can assist learning about writing and the shaping and creating of text. In most English-speaking countries over the past fifty years, the teaching of grammar has been abandoned because there was no evidence that it helped language education in any way. In recent years, it has been re-instated in the English National Curriculum, but it remains a contested area, and one associated primarily with standards and accuracy. In contrast, our research took a positive, constructive view of grammar as a tool to enable young writers' to craft and create. The presentation will draw on the results of a large-scale study in England where teachers taught three types of writing, narrative fiction, argument, and poetry, and explicitly focused on aspects of grammar which are relevant to writing in general and to that genre in particular. The results show a strong positive effect of this way of teaching. The presentation will describe these effects and will also illustrate some of the caveats which the research has highlighted.

*We wish to acknowledge the generosity of the School of Arts, Languages, and Literacies, Faculty of Education at the University of Auckland, in supporting Professor Myhill's presence at the conference.*



**Wednesday, 2.00 p.m.**

**Barbara Comber**

A key researcher in the Centre for Studies in Literacy, Policy and Learning Cultures in the Hawke Research Institute at the University of South Australia. Her particular interests include literacy education and social justice, teachers' work and identities, place and space, and practitioner inquiry. She has worked collaboratively with teachers in high poverty locations focusing on innovative and critical curriculum and pedagogies which address contemporary social challenges. She has recently co-edited two books, *Literacies in place: Teaching environmental communication* and *Turn-around pedagogies: Literacy interventions for at-risk students*

**Abstract: Changing literacies, changing populations, changing places – English teachers' work in an age of rampant standardisation**

School-age populations in many nations are becoming increasingly diverse (in terms of languages, countries of origin, ethnicity, faith traditions and so on) especially in low socio-economic communities where recent arrivals tend to be accommodated. In Australian classrooms it is not unusual for a single classroom to include children who speak many different languages. Their family trajectories to their current dwellings and lifeworlds may be very different from each other. Catastrophic weather events and other disasters change the very landscapes in which families and teachers work. At the same time what constitutes literacy continues to evolve as new technologies and communication media enable different forms of meaning-making. Yet simultaneously what counts as English literacy is increasingly 'fixed' by the normative demands of high stakes standardised tests. In this presentation Barbara explores some of the risks and possibilities for innovative and equitable pedagogy inherent in this contemporary demographic, policy and practice mix.

*Special thanks to NZATE for their support in bringing Barbara Comber to the conference.*



**Closing keynote address**

**Thursday, 11.00 a.m.**

**Hilary Janks**

Professor in the School of Education at the University of the Witwatersrand, Johannesburg, South Africa, Janks is the editor and an author of the Critical Language Awareness series of workbooks and the author of *Literacy and Power*. Her teaching and research are in the areas of language education in multilingual classrooms, language policy and critical literacy. As a teacher educator, she has been committed to improving the quality of language and literacy education in South Africa, and other multilingual contexts, for most of her life as an academic. She works in poorly resourced schools with children learning through the medium of English even though it is not their home language. Her research is in the area of critical literacy which is concerned with the relationship between language/literacy and power, diversity, access and design and redesign. Her work is committed to a search for equity and social justice in contexts of poverty.

**Abstract: The importance of critical literacy**

This paper makes an argument for the ongoing importance of critical literacy at a moment when there are mutterings about its being passé. Foucault argues that 'discourse is the power' to be seized because he recognizes its ability to produce us as particular kinds of human subjects. In an age where the production of meaning is being democratized by Web 2, social networking sites and portable connectivity, powerful discourses continue to speak us and to speak through us. We often become unconscious agents of their distribution. At the same time, these new media have been used for disseminating counter discourses, for mobilizing opposition, for questioning and destabilizing power. This is the context within which we need to consider the role of critical literacy in education. The second part of the paper formulates the argument. The 'Mountains of Kong' as a metaphor for the power of text, Said's analysis of Orientalism as an example of the power of discourse, and the force of images, are all used as evidence that an ability to understand the social effects of texts is important. The last part of the paper draws on a new set of materials that I am currently working on, as examples of the kind of work, that I would argue, is still necessary in classrooms around the world.

*We wish to acknowledge the generosity of the University of Waikato in bringing Professor Hilary Janks to the conference.*

## PANELS

### **Meeting the needs of Maori immersion learners in the English classroom: Monday, 2.15 p.m.**

This session will talk about the challenges of moving students from “achieved” to “merit” and “excellence” in the English standards at NCEA levels 1, 2, and 3. It will consider the strategies to use to promote learning in an immersion and e-learning environment and focus on the importance of engaging with students through selected texts in the quest to both promote an enthusiasm for English and enhance learning.

#### **Mina Pomare: Te Rarawa**

Tumuaki (Principal) Te Kura Taumata o Panguru (Panguru Area School). Mina is an extremely dynamic kaiako (teacher) with a wealth of teaching experience and educational leadership in both curriculum areas of Te Reo Maori and Te Reo Pakeha.

#### **Chris Selwyn: Te Rarawa**

Tumuaki at Te Rumaki o Nga Puna o Waiorea/ Head of the Te Reo Immersion Unit at Western Springs College. Kaiako (teacher) Reo Pakeha- English teacher.

### **Using ICTs in English: To I.T. or not to I.T? It is no longer a question: Tuesday, 9.00 a.m.**

Karen Melhuish (Core Education), Claire Amos (English Online) and Hamish Chalmers (HOD English, Albany Senior High) will be discussing the issues and opportunities that arise from using ICTs in the English classroom. The panel will share ideas and strategies for successful integration of e-learning in English and will explore the many questions that arise when introducing ITs into the classroom including; How much do teachers need to know about the IT tools their students use? How do we keep the focus on the learning and outcomes in an IT rich environment? How do we keep ourselves and our students safe online? How do we manage assessment in an increasingly technological age?

#### **Claire Amos**

Claire is the Director of eLearning at Epsom Girls Grammar School. She is also the facilitator of the ICTs in English community on English online. Claire has taught English for 13 years in a range of secondary schools, including Head of English Faculty at Auckland Girl’s Grammar School. In 2009 Claire was a Ministry of Education e-fellow for which she undertook a study of how ICTs can be used to support literacy in and beyond the English classroom.

#### **Hamish Chalmers**

Hamish has a background in technology and is interested in the ways it can be harnessed to assist with learning in English. He started teaching in Christchurch where he also co-developed visual teaching resources with vis-learn. He also writes and plays jazz guitar in his spare time. Presently he is HOD English at Albany Senior High School in Auckland.

#### **Karen Melhuish**

Karen is an e-learning consultant at CORE Education. Before joining Core Education in 2010, Karen managed online learning projects for Learning Media Ltd. After having her children, Karen moved into professional learning for teachers—including English advisory at the University of Wellington—and says she has been juggling ever since.

### **As you Write it: Strengthening student writing - are we making enough difference? Wednesday, 10.30 a.m.**

In this session three panellists offer insights from their own research and practice into what works to lift student writing in an English classroom. Ros Ali will discuss what works when teaching writing. Jennifer Glenn will show how getting teacher feedback processed and used develops student writers and Shaun Hawthorne will show how we can teach students the strategies they need to improve their writing.

#### **Rosalind Ali**

Rosalind is currently a teacher at St Cuthbert’s College and has spent years running writing programmes at St Cuthbert’s and Epsom Girls Grammar School in Auckland. She also works as a tutor for the Michael King Writers Centre and is a member of the BNZ Literary Awards Governance Group. She has been a past presenter of NZATE writing workshops.

#### **Jennifer Glenn**

Jennifer is an English Teacher at Thames High School. She currently leads staff development in formative assessment and has also been involved in research, literacy and distance teaching of visual language. She has experience as an HOD and as a facilitator for the cross-curricular SCT initiative at TEAM Solutions.

### **Shaun Hawthorne**

Shaun is a Deputy Principal at Western Springs College in Auckland. He is an ex HOD of English and, currently, the Auckland representative on the national council of NZATE. He is the primary author, along with Jennifer Glenn, of the new NZATE teacher resource *Effective Practices in Teaching Writing*.

## **WRITER PROFILES**



### **Kate de Goldi**

She has written novels, short fiction and picture books for all ages. Her most recent novel **The Ten PM Question** was NZ Post Book of the Year, 2009, and Readers' Choice in the 2009 Montana Book Awards.

Kate discusses children's books fortnightly on National Radio's *Saturday* programme with broadcaster, Kim Hill and reviews books regularly on TVNZ's *Good Morning* show.

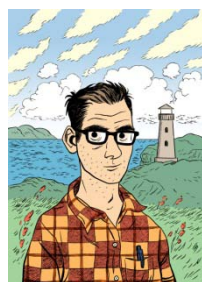
In 2010 Kate was awarded the Creative NZ Michael King Fellowship to research a book on children's literature bibliophile, Susan Price. She is currently working on a new novel.



### **Alison Wong**

Alison Wong is a fourth-generation Chinese New Zealand novelist/poet. Now based in Geelong, Australia, she was raised in Napier, and, apart from several years in China and a year as the 2002 Robert Burns Fellow at the University of Otago, she has spent most of her adult life in greater Wellington. Her debut poetry collection, *Cup*, was short-listed for the Jessie Mackay Best First Book for Poetry in 2007 and her poetry was selected for Best New Zealand Poems 2006 and 2007.

Her first novel, *As the Earth Turns Silver*, won the 2010 New Zealand Post Book Award for Fiction, was short-listed for the 2010 Australian Prime Minister's Literary Awards and the 2010 Nielsen Bookdata New Zealand Booksellers Choice Award. It was selected by the New Zealand Listener and the Sunday Star-Times as one of the best books published in 2009 and it is a New Zealand bestseller. It is also available as an audio book and is translated into several languages.



### **Dylan Horrocks**

Dylan Horrocks is an Auckland-based cartoonist, whose award-winning graphic novel 'Hicksville' has been published in several languages. He has also worked for DC Comics, writing 'Hunter: the Age of Magic' and the monthly 'Batgirl' series. He has drawn newspaper strips and political cartoons, illustrated children's books and contributed to comics magazines around the world. He is a regular guest lecturer at universities and schools and teaches 'Sequential Illustration' at the Auckland University of Technology. He is currently working on two new graphic novels and runs

the website [hicksvillecomics.com](http://hicksvillecomics.com)

### **Abstract: Comics and Graphic Novels in the Classroom**

Comics and graphic novels are an increasingly important presence in the cultural landscape, from the growing popularity of manga to critically acclaimed graphic novels like Marjane Satrapi's 'Persepolis' and Chris Ware's 'Jimmy Corrigan.' Comics today are used to tell all kinds of stories: memoir, journalism, history, biography, and of course every conceivable genre of fiction. This workshop will discuss how you can use comics in the classroom to explore visual media, long and short narrative texts, genre, readership, comparing different media and so much more. From poetry to philosophy, comics are the ideal subject for English teachers at any level.



**Shirley Horrocks**  
(Producer and Director)

Shirley Horrocks has specialised in documentaries about the leading writers and artists of New Zealand. She has run her own production company, Point of View Productions, successfully for 25 years. Her work has won numerous awards and receives festival screenings around the world, in addition to television screenings in New Zealand and Australia. Many of her films (including *Marti*) have been shot by Leon Narbey (the DOP of feature films such as *Whale Rider, No.2* and *Dean Spanley*).

Shirley concentrates on artists who, in her opinion, deserve to be much better known both here and overseas. Among those projects she has found most satisfying are her portraits of poet Allen Curnow (*Early Days Yet*), novelist and dramatist Albert Wendt (*The New Oceania*), and photographer Marti Friedlander (*Marti: The Passionate Eye*). These were the first documentaries made about these important creative figures. Also, in *The Comics Show*, she created the first overview of New Zealand's little known comic-book and graphic novel artists.

Shirley aims at immersion within the artist's world and mind, so that her subjects tell their own stories in their own particular style. The director seeks to put her craft skills at the service of her subject. This involves a process of quiet observation and dialogue over a lengthy period of time – a welcome change from the obtrusive and “once over lightly” approach of television magazine programmes. At the same time, Horrocks focuses closely on the artist's social context and an extensive search for archival material – from news footage to home movies – adds a rich texture to her reconstructions of the artists' early lives. She also adds some highly imaginative sequences where required, such as the remarkable montage of images that accompany Allen Curnow's reading of his poems.

## SPECIAL EVENTS

**The Welcome event: Monday April 18<sup>th</sup>.**

Venue: the Owen Glenn Building.

Time: 5.30-7.30.

Poetry reading and welcoming reception in Owen Glenn Business Building.

Auckland-area poets read and perform their work.

Sponsored by the Faculty of Arts and the English Department.

Readers (not in order of presentation)

Murray Edmond

Michele Leggott

Selina Marsh

Courtney Meredith

The host/emcee for the poetry reading is Emily Perkins.

All but Courtney are current members of the English Department's creative writing and drama staff. All are well published.

In addition:

**Murray** is the dramaturge for India Ink.

**Michele** was the first NZ poet laureate when the position was newly created in 2008.

**Selina** won the 2010 NZ National Poetry Award for her collection *Fast-talking PI*. Selina holds a PhD in English from University of Auckland.

**Emily** won the 2009 Montana Best Book (poetry or fiction) award for her Novel About My Wife, which she wrote while completing her Masters in Creative Writing at the University of Auckland.

**Courtney Meredith** has a BA in English from the University of Auckland. She currently works for the Auckland Council and is the initiator of the Auckland Young Writers Festival 2011. She won the 2008 Going West Poetry Slam and the (YEAR?) Montana Poetry Slam.

### **Panel presentations.**

We have included three panels of expert practitioners in the conference programme and we are most grateful to our colleagues for sharing their enthusiasm and expertise in this way.

**Panel 1: Monday 18<sup>th</sup>, 2.15-3.45.** Mina Pomare and Chris Selwyn.

**Meeting the needs of Maori immersion learners in the English classroom.**

**Panel 2: Tuesday 19<sup>th</sup> April, 9.00-10.30.** Claire Amos, Hamish Chalmers and Karen Melhuish.

**To I.T or not to I.T.? It is no longer a question.**

**Panel 3: Wednesday 20<sup>th</sup> April, 10.30-12 noon.** Rosalind Ali, Jennifer Glenn and Shaun Hawthorne.

**As you write it: Strengthening student writing - are we making enough difference?**

### **Meet the writers**

Four writers are present at the conference, in addition to the poets reading at the opening event on Monday evening. We are fortunate to have Glenn Colquhoun, Kate De Goldi, Dylan Horrocks and Alison Wong with us. Their biographical details are below, but please note the following presentations.

Glenn Colquhoun will give the keynote address, Tuesday April 19<sup>th</sup>, 4-5 pm.

Alison Wong will speak about her writing with Kate De Goldi on Tuesday 19<sup>th</sup>, 12 -1.00 pm.

Dylan Horrocks will present his workshop, Comics and Graphic Novels in the classroom, twice on Tuesday 19<sup>th</sup> [9-10.30, with a repeat, 2.00-3.30]

Kate De Goldi, Glenn Colquhoun and Alison Wong will form a panel, chaired by Emily Perkins, on Wednesday 20<sup>th</sup>, 3.30-4.30 pm.

### **Film screenings**

We are most appreciative of the generosity of Shirley Horrocks in making four of her films available for us to screen during the festival. Shirley's biography is included here.

*The New Oceania*, a film about the poet Albert Wendt will screen Monday 18<sup>th</sup>, session 2, 2.15-3.45.

*The Comics Show* will screen Tuesday 12-1.00 pm.

*Early Days Yet*, a film about the poet Allen Curnow will screen session 5, Wednesday April 20<sup>th</sup>, 10.30-12 noon.

*Marti: The Passionate Eye*, a film about the photographer Marti Friedlander, will screen session 6, Thursday 21<sup>st</sup> 9-10.30 am.

### **Drama presentation**

There are at least six 90 minute workshops with a Drama focus happening throughout the conference. In addition, **The Ugly Shakespeare Company**, known to many English teachers in New Zealand, is performing on Tuesday, 12-1.00. Appropriately, the presentation is entitled: *Much Ado About Anything As You Like It Ending Well*.

### **Writing for publication**

Sue Dymoke, editor of *English in Education*, and Gary Snapper, editor of *EnglishDramaMedia*, will speak to delegates interested in writing for publication on Wednesday 20<sup>th</sup>, 12.00-12.30. Meet beside the NZATE stand in the Exhibition space.

Andy Goodwyn, Cal Durrant and Louann Reid will meet delegates interested in hearing more about book publication proposal on Wednesday 20<sup>th</sup>, 12.30-1.00. Meet beside the NZATE stand in the Exhibition space.

**AGM for NZATE**

Wednesday 20<sup>th</sup> 12-1.00. Venue to be posted.

**Council meeting IFTE**

Wednesday 20<sup>th</sup> 4.30-5.30 pm. Venue to be posted.

**Lit Quiz**

Tuesday 19<sup>th</sup>, at the Fale Pasifika, 6.30-9.00. Cost, \$30.00 includes finger food and drink. Please book and come ready to form a team and make new friends.

**Conference Dinner:** Wednesday 20<sup>th</sup>, at the Maritime Room, Viaduct Harbour.

Booking is essential and ticket numbers are limited. Cost \$130.00. Please let us know in advance [j.curnow@auckland.ac.nz ] that you wish to attend.

## Presenters at a glance

Presenter		Number	Session	Day and Time
Aitken	Viv	53W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Ali	Ros	Panel	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Alsup	Janet	8S	1	Monday 18 <sup>th</sup> 12.00-1.30
Alsup	Janet	57P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Amos	Claire	Panel	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Amos	Claire	42W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Amsler	Mark	72W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Anderson	Hilari	47W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Ang	Joshua	34P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Austin	Summar	21W	2	Monday 18 <sup>th</sup> 2.15-3.45
Bain	Julie	20W	2	Monday 18 <sup>th</sup> 2.15-3.45
Bain	Julie	59P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Barnes	Shane	43W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Beavis	Catherine	62S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Beck	Sarah	5P	1	Monday 18 <sup>th</sup> 12.00-1.30
Beck	Sarah	40S	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Blomkamp	Catherine	32W	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Boyd	Brian	39P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Burns	Fiona	27W	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Carryer	Susy	12W	1	Monday 18 <sup>th</sup> 12.00-1.30
Carryer	Susy	45W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Chalmers	Hamish	16W	1	Monday 18 <sup>th</sup> 12.00-1.30
Chalmers	Hamish	Panel	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Chapman	Jan	2P	1	Monday 18 <sup>th</sup> 12.00-1.30
Cleary	Alison	9S	1	Monday 18 <sup>th</sup> 12.00-1.30
Cleland	Lisa	29W	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Cloonan	Anne	35P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Collins	Garry	76W	6	Thursday 21 <sup>st</sup> 9-10.30
Cullen	Louise	20W	2	Monday 18 <sup>th</sup> 2.15-3.45
Cunneen	Rachel	1P	1	Monday 18 <sup>th</sup> 12.00-1.30
Daniel	Leith	10W	1	Monday 18 <sup>th</sup> 12.00-1.30
Davey	Ronnie	4P	1	Monday 18 <sup>th</sup> 12.00-1.30
Davies	Larissa	5P	1	Monday 18 <sup>th</sup> 12.00-1.30
Develter	Belinda	55W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Doecke	Brenton	23W	2	Monday 18 <sup>th</sup> 2.15-3.45
Doecke	Brenton	61S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Dwyer	Debbie	52W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Dymoke	Sue	2P	1	Monday 18 <sup>th</sup> 12.00-1.30
Dymoke	Sue	38P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Dymoke	Sue	50W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Evans	Sian	75W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Farrow	Karen	20W	2	Monday 18 <sup>th</sup> 2.15-3.45
Ferguson	Simon	70W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Fox	Roy	39P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Gibby	Vanessa	28W	3	Tuesday 19 <sup>th</sup> 9.00-10.30

Glenn	Jennifer	Panel	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Goodwyn	Andrew	3P	1	Monday 18 <sup>th</sup> 12.00-1.30
Goodwyn	Andrew	37P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Greer	Jon	74W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Hall (withdrawn)	Jane	25W	2	Monday 18 <sup>th</sup> 2.15-3.45
Hamer	Anne	17W	1	Monday 18 <sup>th</sup> 12.00-1.30
Harris	Sandy	61S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Harris	Annabel	74W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Hawthorne	Shaun	30W	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Hawthorne	Shaun	Panel	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Hesketh	Michelle	22W	2	Monday 18 <sup>th</sup> 2.15-3.45
Hoben	Ngairé	49W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Holding	Robin	48W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Honan	Eileen	38P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Horrocks	Dylan	26W	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Horrocks	Dylan	46W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Hubbard	Gillian	33P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Hutchinson	Kirsten	35P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Isherwood	Yvette	17W	1	Monday 18 <sup>th</sup> 12.00-1.30
Johnansson	Michelle	56W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Johnson	Tara	58P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Kato	Helen	33P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Lamb	Leanne	13W	1	Monday 18 <sup>th</sup> 12.00-1.30
Lamb	Leanne	73W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Latham (withdrawn)	Gloria	60P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Locke	Terry	33P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Locke	Terry	61S	6	Thursday 21 <sup>st</sup> 9.00-10.30
McIntosh	Janet	58P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Malone	Kelly	31W	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Manuel	Jackie	14W	1	Monday 18 <sup>th</sup> 12.00-1.30
Marsh	Selina	18W	1	Monday 18 <sup>th</sup> 12.00-1.30
Marshall	George	8S	1	Monday 18 <sup>th</sup> 12.00-1.30
Maskell	Hayden	54W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Maw	Jude	11W	1	Monday 18 <sup>th</sup> 12.00-1.30
Maw	Phil	19W	2	Monday 18 <sup>th</sup> 2.15-3.45
McClenaghan	Douglas	23W	2	Monday 18 <sup>th</sup> 2.15-3.45
McGraw	Kelli	8S	1	Monday 18 <sup>th</sup> 12.00-1.30
McLeod	Bridget	11W	1	Monday 18 <sup>th</sup> 12.00-1.30
McQuillan	Daniel	44W	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Meiers	Marion	63S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Mejia	Piper	67W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Melhuish	Karen	Panel	3	Tuesday 19 <sup>th</sup> 9.00-10.30
Meyerhoff	Miriam	72W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Moore	Michael	63S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Morris	Jo	19W	2	Monday 18 <sup>th</sup> 2.15-3.45
Noll	Elizabeth	64S	6	Thursday 21 <sup>st</sup> 9.00-10.30
O'Mara	Joanne	15W	1	Monday 18 <sup>th</sup> 12.00-1.30
O'Mara	Joanne	62S	6	Thursday 21 <sup>st</sup> 9.00-10.30

O'Sullivan	Kerry-Ann	35P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Orr	Cynthia	71W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Paatsch	Louise	35P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Parkhill	Faye	4P	1	Monday 18 <sup>th</sup> 12.00-1.30
Parr	Graham	36P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Parr	Graham	61S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Ping	Low Ying	34P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Pitches	Neale	24W	2	Monday 18 <sup>th</sup> 2.15-3.45
Pitches	Neale	51W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Pomare	Mina	Panel	2	Monday 18 <sup>th</sup> 2.15-3.45
Probert	Liz	4P	1	Monday 18 <sup>th</sup> 12.00-1.30
Reid	Louann	8S	1	Monday 18 <sup>th</sup> 12.00-1.30
Reid	Louann	40S	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Richardson	Jennifer	57P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Rigold	Jessica	69W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Rozas	Claudia	34P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Samuels	Lisa	55W	5	Wednesday 20 <sup>th</sup> 10.30-12.00
Schade Eckert	Lisa	57P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Selwyn	Chris	Panel	2	Monday 18 <sup>th</sup> 2.15-3.45
Shann	Steve	1P	1	Monday 18 <sup>th</sup> 12.00-1.30
Shoffner	Melanie	3P	1	Monday 18 <sup>th</sup> 12.00-1.30
Sinclair	Glen	67W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Smith	Gabrielle	22W	2	Monday 18 <sup>th</sup> 2.15-3.45
Snapper	Gary	1P	1	Monday 18 <sup>th</sup> 12.00-1.30
Sturm	Sean	59P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Sykes	Helen	64S	6	Thursday 21 <sup>st</sup> 9.00-10.30
Taylor	David	7S	1	Monday 18 <sup>th</sup> 12.00-1.30
Taylor	John	60P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Tuchaai	Tara	37P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Tuchaai	Tara	68W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Turner	Stephen	59P	6	Thursday 21 <sup>st</sup> 9.00-10.30
Vinicombe	Dorothy	21W	2	Monday 18 <sup>th</sup> 2.15-3.45
Von Randow	Janet	41S	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Wastal	Carrie	6S	1	Monday 18 <sup>th</sup> 12.00-1.30
Watson	Ken	6S	1	Monday 18 <sup>th</sup> 12.00-1.30
Webb	Peter	36P	4	Tuesday 19 <sup>th</sup> 2.00-3.30
Wenmoth	Derek	24W	2	Monday 18 <sup>th</sup> 2.15-3.45
Wilson	Aaron	65W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Wintle	Philippa	66W	6	Thursday 21 <sup>st</sup> 9.00-10.30
Witten-Sage	Anna	12W	1	Monday 18 <sup>th</sup> 12.00-1.30
Zancanella	Don	63S	6	Thursday 21 <sup>st</sup> 9.00-10.30

# THE FULL PROGRAMME

**Session 1: Monday 18<sup>th</sup> April: 12 noon-1.30**

## Papers:

Number 1P  
Presenter **Dr Gary Snapper** is a research associate at Brunel University in the UK; the editor of *English Drama Media*, the Professional Journal of NATE; and teaches both A Level and IB English Literature in schools in Oxford. He is currently writing a book on the teaching of literature in advanced classes.

Title Reading the world: making the transition from school to university  
Theme 3  
Length 45 minutes  
Description This paper reflects on data from a doctoral study (completed last year) of the relationships between English Literature as an advanced school subject and as a university subject. The study examines the experiences of one class of first year university English students in the UK over one year. The study sets out to explore the attitudes, perceptions and assumptions of students and lecturers in relation to the transition between school and university English, the theoretical and conceptual demands made of students at both levels, and the implications of the transition for curriculum and pedagogy.

The study is set in three main contexts. First, the history of the discipline English, focusing particularly on debates in the UK since 1970 about the theoretical framework of literary studies in schools and universities, and the relationships between literary, linguistic and cultural studies. Second, policy movement in the area of widening participation, and issues of access to curriculum and pedagogy in relation to social and cultural diversity. Third, curriculum change and pedagogic development in schools and universities in the light of recent re-evaluations of the advanced literature curriculum and increased awareness of the need for effective teaching at points of transition.

Taking as a starting point the reforming work of John Dixon and others in the 1970 and 80s (Dixon 1979; Barnes and Barnes 1984), the study roots itself in debates about post-16 curriculum reform in the UK in the 1980s and 90s (Traves 1984; Brown and Gifford 1989; Scott 1989; Peim 1993; Mitchell 1994), and about the most recent developments in A Level and HE English (Eaglestone 2000; Marland 2003; Barlow 2005; NATE Post-16 Committee 2005; Atherton 2006). It also looks to developments in the literature curriculum in schools and universities in Australia (Beavis 2001), Canada (McCormick 1994) and the US (Scholes 1998).

Number 1P  
Presenter **Dr Rachel Cunneen**, Assistant Professor, Faculty of Education, University of Canberra, ACT.  
**Dr Steve Shann**, Assistant Professor, Faculty of Education, University of Canberra, ACT.

Title Mythopoetics in the English curriculum: a Dialogue.  
Theme Theme 3  
Length 45 minutes  
Description **General description:**  
This enquiry began when Rachel, who was training to be an English teacher, submitted a story as her final assessment item, in lieu of the required academic paper on the role of writing across the disciplines in secondary education. Steve was her teacher. The submitted story conformed to none of the criteria on the assessment rubric, yet Steve felt that it had managed to both acknowledge and transcend the concepts that he had been aiming to teach. It provoked him to think further about the place of story in educational practice, and the place of mythopoetics in our current English teaching.

This year, after we became colleagues at the University of Canberra, Steve came across Mary Aswell Doll's book on the mythopoetics of curriculum, *Like Letters Through Running Water*, which begins: "Curriculum theorists have long called for what writers do best: create fictions." We decided to read the book together, hoping that the book would help us to understand curricular thinking which moves beyond the dominant rationality. We wanted to explore the ways, in Doll's words, that "fiction yields transformative insights for educational theory and practice." We were mindful of a draft National Curriculum that seemed to us to be too focused on outcomes; of standardised national testing that worked against imaginative risk-taking in the (English) classroom and of a tertiary system that continually asked us to quantitatively account for our teaching and our research. In studying the mythopoetics of curriculum we hoped to find ways to reassert our belief not only in the centrality of stories in education but also to connect with others who "call for a new literacy of the imagination that will introduce strangeness, encourage slowness, express fluidity, and feed the other mind, the soul."

Number 2P  
 Presenter **Sue Dymoke** is a poet and senior lecturer at the University of Leicester, UK. In 2011 she is a visiting scholar at the University of Auckland. She also edits *English in Education*, NATE's peer-reviewed academic journal. Books include: *Teaching English Texts 11 -18* (Continuum) and *Drafting and Assessing Poetry* (Sage).

Title **What are the challenges and pleasures of learning to teach poetry in diverse cultural settings?**

Theme Theme 3  
 Length 45 Minutes  
 Description This paper will report on the initial stages of a two year research project on the teaching of poetry in secondary schools by pre-service teachers who are developing their classroom practices in two very diverse cultural settings in New Zealand and the United Kingdom during a period of curriculum change in both nations.

The New Zealand Curriculum is in a period of transition. Published in 2007, the same year as the revised English National Curriculum, it is being embedded at the same time as an agenda of National Standards is being implemented. Learning how to teach poetry has long been identified as an aspect of the English curriculum which presents specific pedagogic challenges for both trainee and experienced teachers working in many different international contexts, many of whom appear to lack confidence in the genre (see for example Benton 1984; Ray 1999; Dymoke and Hughes 2009). The parallels between UK GCSE examinations and the first level of "high-stakes" NCEA [National Certificate of Educational Achievement] standards, the policy issues, opportunities and pressures which these two curricula present for pre-service teachers, who are learning to teach poetry, are a particular focus of this study.

Number 2P  
 Presenter **Jan Chapman**  
 Jan is a senior lecturer at Massey University College of Education. Jan began her teaching career as a primary teacher and then taught English for fourteen years in secondary schools. She also ran a learning support centre for students with learning and behaviour difficulties

Title **Are Year 12 students interested in English and do they value it?**

Theme 3  
 Length 45 minutes  
 Description Researchers have found a student's level of interest can have a powerful influence on learning. Furthermore, the degree to which students value a subject and why they value it also impacts on students' motivation and learning. This paper focuses on 116 Year 12 students' questionnaire responses to questions about their interest in English and their valuing of English as a subject. This is part of a much larger study currently being undertaken on students' perceptions of factors that influence their motivation in NCEA level 2 English.

In particular, this paper examines how students rate their interest in English compared with other subjects they are undertaking, and whether they find English interesting or uninteresting. It also examines what aspects they find most interesting or most uninteresting when studying English and why they believe these aspects are very interesting or very boring. In addition, it explores whether students value English and their reasons for valuing or not valuing this subject. Gender differences will also be discussed in relation to interest in English and valuing of English as a subject.

Number	3P
Presenter	<b>Melanie Shoffner</b> is Assistant Professor of English Education at Purdue University (Indiana, USA), with a joint appointment in the Departments of English and Curriculum & Instruction. Her current research focuses on secondary English teacher education, reflective practice and the issues of practice identified by beginning English teachers.
Title	<b>Classroom concerns: examining beginning English teachers' issues of practice</b>
Theme	3
Length	45 minutes
Description	The complicated nature of teaching supports the need to explore beginning English teachers' experiences and identify the issues they face in the first year of teaching. By understanding these issues, English teacher educators may better prepare preservice English teachers for their own classrooms. To that end, this paper explores the issues of practice faced by four beginning secondary English teachers in the United States. Using the framework provided by McCann et al. (2005), the specific concerns articulated by the English teachers were compared to the six major concerns identified in the previous study. Four concerns were found in common between the two studies: relationships, workload, personal autonomy and physical/personal characteristics. Three new concerns were also identified: adjustment to the profession, acceptance of students and management of emotion. These three concerns are presented in detail, with consideration for the need to address these concerns specifically during teacher preparation. In addition, this paper examines the need to develop beginning English teachers' reflection, an element of professional practice that McCann et al. do not specifically offer as a suggestion for teacher preparation. Taught as a deliberate method to explain and solve self-identified issues (Shoffner, 2008), reflection encourages beginning English teachers to question and consider issues of practice (Spalding & Wilson, 2002); develop and refine new perspectives (Loughran, 2002); recognize multiple classroom influences (Liston & Zeichner, 1991) and accept the emotional aspects of teaching (Mills & Satterthwait, 2000). As suggested in this paper, preservice English teachers need exposure to and experience with authentic reflection during their preparation in order to "interrogate their teaching once they enter the classroom and deal with the challenges they face in the first years of teaching" (Shoffner, Brown, Platt, Long & Salyer, 2010, p. 77).

Number	3P
Presenter	<b>Andrew Goodwyn.</b> Professor Andy Goodwyn is currently Head of The Institute of Education at The University of Reading. He is an expert on first language education and also on teacher expertise. He taught in schools for 15 years before joining the University to lead teacher education programmes. He continues to teach on Masters level programmes and has a number of PhD students. He has undertaken many research projects and currently has a team working on models of teacher expertise from a national and international perspective. He has published extensively including single authored and edited books, contributed to many scholarly journals and given lectures and presentations around the world, his latest book <i>The Expert Teacher of English</i> was published by Routledge in July

2010.

Title **That Excellent Teacher of English**  
Theme 3  
Length 45 minutes  
Description The concept of the 'expert teacher' is controversial and problematic but it is equally a vital component in developing the profession of teaching and in improving the learning opportunities of students. This paper will report on on-going research into the role of the Advanced Skills Teacher in England and comparable models around the world with specific emphasis on English teachers. This research involved a national survey of ASTs, followed up by qualitative interviews. The paper will review effective teaching of English historically, review the recent research in the field and propose ways forward for the English Teaching profession.

Number 4P  
Presenters **Ronnie Davey** and **Faye Parkhill**, School of Literacy and Arts in Education, University of Canterbury.

Title **Using sub-titled movies for Rapid Reading improvement**

Theme 4  
Length 45 minutes  
Description Adolescent literacy with all its complex connotations continues to be one of the hottest topics (Cassidy & Cassidy, 2010) in reading research. There is much in the achievement data to concern educators at all levels. Despite the targeted focus in the last decade on improving reading education in many international contexts, there has been a growing recognition that basic skills are not enough to help an adolescent manage the complex literacy levels useful for comprehending and learning from complex, content-rich materials or stay abreast of an increasingly complex high school curriculum (Kamil, 2003; Snow & Biancarosa, 2003) and beyond.

The intent of this study has been to add to the paucity of research in this area. Building from the Audio Visual Achievement in Literacy, Language and Learning (AVAILLL) programme, an innovative, multimedia reading programme that supplements classroom literacy programmes, initially developed by Dr Alice Killackey in the USA, and based on the premise that using popular movies can motivate students into reading books through the harmonious inputs of reading, viewing and listening simultaneously. The programme uses popular movies and subtitles in a six-week intensive instructional programme. It includes targeted literacy -based activities to engage students with quality literature. From preliminary research from both the USA and NZ contexts, particularly with the reluctant and underachieving reader (Parkhill & Johnson, 2009), the programme has proved effective and wholly engaging for both boys and girls at intermediate (middle) school levels. Part of a larger study, our current research extends previous research on AVAILLL into secondary schools where it investigates the impact of AVAILLL on achievement in comprehension and vocabulary for low literacy learners.

A second research question focuses on engagement and motivation and its connection with achievement.

Number 4P  
Presenter **Elizabeth Probert** taught English at secondary level and is also a trained teacher librarian. She currently teaches in the School of Arts, Languages and Literacy at the University of Auckland's Faculty of Education on the Graduate Diploma of Education and Master of Education programmes and will shortly complete her EdD.

Title **Not research again – all they do is copy stuff! The increasingly important need to develop students' information literacy skills**

Theme 4  
Length 45 minutes  
Description Many teachers and schools today embrace inquiry learning to order to involve students in research. Too often, however, because successful inquiry learning requires information

literate students, the results are disappointing. The research questions are low level and answering them requires very little thought or effort on the part of the students. The completed assignments contain too much copied and pasted material and too few thoughtful and well researched findings and conclusions. Research, international and in New Zealand, has found that information literacy skills need to be taught *explicitly* and yet too often this is not happening.

This presentation reports on a project carried out in three schools, with students from Years 7, 8 and 9. The schools recognised the need to improve students' information literacy skills and set out to design and deliver professional development to all staff in an effort to provide teachers with effective strategies which would lead to improved student learning outcomes (and implement the curriculum by developing lifelong learners). The secondary schools involved were hoping that eventually NCEA grades for achievement standards which involved research would improve.

This paper reports on some of the findings from the research, noting factors which enhanced or inhibited the achievement of the cluster's goals. One interesting finding came from some Y13 students. They were not involved in the project, but were taught by a teacher who was, and expressed gratitude at their exit interviews for having been taught methods which enabled them to deal with information more effectively and which they recognised would be of great help to them at tertiary level.

Number 5P

Presenters **Sarah Beck, Brett Burns, Dee Anne Anderson**

**Sarah Beck** is a literacy researcher and teacher educator based at New York University, where she teaches courses in methods of writing and reading instruction, and in the foundations of literacy. **Brett Burns** teaches 10<sup>th</sup> grade English in a New York City high school. **Dee Anne Anderson** is a doctoral student in English Education at New York University

Title **Literacy tools for literary understanding: An investigation of heuristics in the English classroom**

Theme 1

Length 45 minutes

Description Given that writing analytically about literature has been identified as a core practice of the secondary English classroom (Christie, 2002), skill in literary interpretation is both central to adolescents' academic literacy development and a desirable goal for subject English instruction. Concerned with how to improve students' preparation for this kind of literacy, we explored how structured heuristics in the form of questions and graphic organizers might support students' ability to write analytically about literature. Such forms of heuristics as graphic organizers and guiding questions are a common feature of supportive literacy instruction, particularly for struggling readers (e.g. Beers, 2006, Williams et al 2002). In our investigation we explored how structured heuristics can support adolescent readers' written interpretive analysis, as well as how students vary in the ways that they employed these heuristics as tools do develop their thinking.

We conducted our study in the 10th grade English class of one of the authors, a classroom teacher working in a small high school in a large metropolitan district in the United States. We focused on the writing of 8 students over the course of two-and-a-half months, which spanned two curricular units, one on *Night* and the other on *Othello*. Our findings suggest that insofar as the ability to articulate an interpretive stance through the use of such linguistic features as abstract nouns and appraisal markers (Martin & White, 2007) can be considered an index of comprehension, structured heuristics do seem to provide support for the development of the specialized form of comprehension known as literary understanding. Student reaction to the heuristic tools was mixed: some expressed appreciation for the opportunity to respond in writing to the heuristics because this

writing provided material for them to use in their final essays; others saw the questions and organizers as ends in themselves rather than an opportunity to develop their thinking. We conclude by discussing, and inviting audience members to comment on, the possibilities of structured literacy strategies for promoting the capacity for deep literary understanding.

Number	5P
Presenter	<b>Larissa McLean Davies</b> is a Lecturer in Secondary English Education in the Melbourne Graduate School of Education at the University of Melbourne. Her recent publications are in the area of Australian literature and Australian women's writing. Her research interests are in the areas of national literatures; gender in English education; critical literacy; and in the impact of literature on students' conceptions of identity, culture and belonging.
Title	<b>Magwitch madness: exploring archive fever in texts and curriculum in Australia and New Zealand.</b>
Theme	1
Length	45 minutes
Description	In 2010, in an article in the <i>Journal of the Association for Study of Australian Literature</i> , Ken Gelder introduced the notion of 'proximate reading': a practice concerned with "the way readers negotiate place, position and what can be called literary sociality". Within this more general definition, Gelder identified citational literature—texts which exist, through their very conception, in relationship with other texts—as expressing a particular kind of proximity.

Although this framework was developed for the tertiary scholarship of Australian literature, I will argue in this paper that it provides a valuable framework for the analysis of some national texts set for study in senior secondary English in both Australia and New Zealand. To explore this argument, I will discuss four citational, award-winning novels: Peter Carey's *Jack Maggs* (1997); Lloyd Jones' *Mister Pip* (2006); Gail Jones' *Sixty Lights* (2006); and Martin Flanagan's *Wanting* (2008). Each of these texts is used in secondary schools in Australia and/or New Zealand, and can be considered as a suite of contemporary transnational novels that reference the works and life of Charles Dickens.

I will argue that although these novels have largely been read and marketed in the context of a post-colonial paradigm, a proximate reading of these texts emphasises their complex and multi-faceted relationship with Dickens' works and indicates, following Derrida, the presence of a particular kind of 'archive madness' in Australian and New Zealand writing. Further, I will suggest that the popularity of these texts on secondary syllabuses, in Australia, can be understood in the context of a broader, curriculum fascination with the colonial past. Thus, in the final part of this paper, I will show the ways a proximate reading pedagogy can illuminate a curriculum 'archive madness', and will consider the implications of this analysis for the implementation of Australia's first national English curriculum in 2013.

#### **Seminars:**

Number	6S
Presenter	<b>Carrie Wastal</b> directs the Muir College Writing Program at the University of California, San Diego. She oversees the curriculum development and pedagogic approach of the two-quarter sequential writing program required of all Muir College students. Her interests include writing curriculum and pedagogy, diversity, cognition, disability studies, and non-traditional students.
Title	<b>New Technologies in Neuroscience and Social Theories of Expertise: Transforming Our Writing Pedagogy.</b>

Theme	1
Length	45 minutes
Description	<p>New technological developments in neuroscience have enabled researchers interested in brain function to “see” the brain at work in “real time.” This new technology – the fMRI – allows them to track blood flow in the brain during specific cognitive tasks. At the same time, social theorists who study the acquisition of expertise, Ronald T. Kellogg, K. Anders Ericsson, Ray J. Amirault, Robert K. Branson, Michael J. Prietula, and Edward T. Cokely, among others, argue that “deliberate practice,” not innate ability or IQ, is what leads to expertise in activities like chess, sports, music, and writing.</p> <p>Deliberate practice consists of constant practice, intrinsic motivation, high-quality feedback, and tasks that lie just beyond the student’s current abilities. Moreover, neuroscience, capacity theory, and social theories of expertise can help to explain the crucial role of short-term and long-term memory in the development of expertise. Interestingly, the best practices for writing and writing instruction, as suggested by professional organizations like College Composition and Communication, National Council of Teachers of English, and the Writing Program Administrators, consists of similar, if not the same, critical factors.</p> <p>As conceived, the seminar will introduce new developments in technology that could be useful for instructors who teach advanced and basic writers. The seminar will also ask participants to imagine how instructors might harness ideas about cognition and deliberate practice to transform our pedagogy, including pedagogy for writing. Not only does this intersection of neuroscience and social theory, deliberate practice and best practices have potential for transforming pedagogy, it may also enable us to improve the experiences of advanced and struggling student writers.</p>
Number	6S
Presenter Title	<b>Ken Watson</b> , formerly Senior Lecturer, Faculty of Education, University of Sydney.
Theme	1
Length	45 minutes
Description	<p>Over the past century the importance of giving students knowledge of a whole grammatical system has been grossly exaggerated, with the result that ‘subject English’ has been dangerously distorted. Despite a mass of recent research to the contrary, the belief is still widely held that one must have an explicit knowledge of grammar in order to write well. Yet if we look back in history, we find that there were great writers before the first grammar was developed, and that even in Shakespeare’s time a grammar textbook was seen simply as an aid for foreigners to learn English.</p> <p>This paper traces the history of thinking about language from the Ancient Greeks to the present day, and concludes that it is usage, not grammar, that controls the language.</p>
Number	7S
Presenter Title	<b>David Taylor</b> is Acting Head of English at Northcote College
Theme	4
Length	90 minutes
Description	<p><b>Web of Deceit: Why the internet is making your students dumb</b></p> <p>Many New Zealand schools are putting substantial resources into providing students with constant access to the web. The assumption that this is advantageous, desirable and of benefit to students is very rarely challenged by decision makers.</p>

This seminar will focus on a number of important texts which explore the effects of this technology on the human brain and on the process of learning. This will be a starting point for a discussion based around the following key questions:

How does the internet affect learning?

Will this technology produce better educational outcomes?

What is the best use of internet technology in the classroom?

Number	85
Presenters	Janet Alsup, Marshall George and Louann Reid  Janet Alsup: Associate Professor of English education Purdue University <a href="mailto:jalsup@purdue.edu">jalsup@purdue.edu</a> Marshall George: Associate Professor of English & Literacy Teacher Education Graduate School of Education, Fordham University, New York City <a href="mailto:mageorge@fordham">mageorge@fordham</a> Louann Reid: Professor of English Education, Department of English, Colorado State University. <a href="mailto:Louann.Reid@colostate.edu">Louann.Reid@colostate.edu</a>
Title	<b>Global perspectives: Teacher educators discuss opportunities and challenges</b>
Theme	3
Description	In this seminar, three leaders of the Conference on English Education (CEE), a US organization of English teacher educators affiliated with the National Council of Teachers of English (NCTE), will give a short presentation about their organization and its international goals. Topics to be discussed include CEE and multicultural/multinational English education curricula, CEE member efforts in international research and faculty exchanges, relevant CEE publications, and potential global responses to English education policy initiatives. After these opening remarks, dialogue will be encouraged with those in attendance about the potential for international partnerships among English teacher educators and how they can best be nurtured.
Number	85
Presenter	Kelli McGraw is a Lecturer in Secondary English Curriculum at the Queensland University of Technology (Australia). She had previously been an English teacher in New South Wales and has recently completed her doctoral thesis on the innovations and challenges observed in the implementation of the 1999 NSW HSC English syllabus.
Title	<b>The English teacher-practitioner: Re-writing our role</b>
Theme	3
Length	45 minutes
Description	This seminar will weave together two strands of reflection on the nature of English teachers' work. On one hand the nature of assessment in English will be considered, with a critical exploration of the relationship between standardised assessment and teachers' capacity to positively engage in providing formative feedback. A central question that participants will be asked to reflect on is 'how can we reconceptualise our role as a co-practitioner in the classroom and consequently find more enjoyment in the marking process?' The second line of reflection will be a recount of my own journey to seek an antidote to the processes of 'school writing' and recommendations for avenue that other English teachers can explore to stimulate their own creativity and willingness to see themselves as a practitioner as well as a teacher of others.

Number	9S
Presenter	<b>Alison Cleary</b> has over 25 years' experience teaching students in Counties Manukau Secondary schools, including 6 ½ as HOD English at Tuakau College in Franklin. From 2009 – 2010 she worked at Team Solutions as a <i>Te Kotahitanga</i> facilitator in 4 schools, working with teachers to develop effective pedagogy to improve Maori student achievement. She is currently employed at Alfriston College as a professional development facilitator where she leads <i>Te Kotahitanga</i> and Teaching as Inquiry across the school.
Title	<b>Culture counts: Power sharing in the classroom</b>
Theme	2
Length	45 minutes +
Description	<p>Is there a gap between Maori student achievement and other student achievement in your school? Your department? How do your programmes of learning cater for Maori students in your classes? Do you have time in department meetings to discuss or model effective pedagogy for Maori students? How do you know what effective pedagogy for Maori students might be?</p> <p>What is <i>Te Kotahitanga</i>? Does it work? What does a 'culturally appropriate pedagogy of relations' really mean?</p> <p>This seminar will look at these and other questions, and will probably raise a whole lot more! It will develop ideas presented in <i>English in Aotearoa</i>, Issue 71 (July 2010), "Culture Counts: Power Sharing the English Classroom". There will be time for discussion based around a self-reflection activity.</p> <p><b><i>NB If you teach on one of the 49 Te Kotahitanga schools then this is probably not the seminar in this session for you. This workshop will act as an introduction to these key ideas.</i></b></p>

## Workshops

Number	10W
Presenter	Loathed and admired in equal measure, <b>Leith Daniel</b> is a secondary English teacher with over a decade's experience. He has presented at many conferences in Australia; and has been published in journals, FableCroft's speculative fiction anthology <i>Worlds Next Door</i> and McFarland & Company's <i>Buffy in the Classroom</i> .
Title	<b>Bugs, Buffy, and Santa's Giant Sack</b>
Theme	1
Length	90 minutes
Description	Often denigrated as the poor, adopted, slightly stinky cousin of "proper" texts, speculative fiction texts are often overlooked by teachers and programme writers, or relegated to the lower school years where they can't do any real damage. However, horror, sci-fi and fantasy offer opportunities for students of all levels to expand their creativity, analytical skills and even morality, often when they don't even realise it. These texts often use allegories that teach students about the power of symbolism without being impenetrable. Films such as <i>Night of the Living Dead</i> and <i>Starship Troopers</i> are superficially b-grade entertainment, but under examination, prove to be full of complexities often absent in 'issue' films. The power of <i>Buffy</i> has been proven time and time again as a text that works on more levels than many other contemporary texts. Students writing 'what they know' leaves them cold, yet writing what they want to know fills them with excitement and passion for acts of true creation. Leith Daniel will discuss the superior nature of these texts in the English class, providing specific examples, tasks and programmes for the use of English teachers. He will also delve into issues of teaching including the spectre of compulsory text lists, dictated programmes and if teacher modelling can ever spill over into ego-stroking.

Number 11W  
Presenter **Bridget McLeod** taught at Gore High School for 2 years before traveling overseas. She returned in 2009 to do 6 months teaching at South Otago High School. She is now in her second year teaching at Glenfield College and in her final year of a Post Graduate Diploma in Literacy Education.  
Title **Literacy for low-level learners**  
Theme 3  
Length 45 minutes  
Description Every class has students who are simply not equipped with the necessary skills to take part in all English lessons; they simply are not literate enough. Often these students get put into the 'too hard' basket and progress little as they have not mastered the basics. In secondary school English classrooms these students are particularly hard to cater for. Using the latest research, this workshop will explore how teachers can take a more proactive approach to low level students who cannot read or write to the necessary level, but do not qualify as 'reading disabled' to get any extra assistance. The workshop will look at specific strategies and resources that can be employed in mixed or low-band classes. It will also address motivation and assessment.

Number 11W  
Presenter **Judy Maw**: Otago/Southland Regional Representative for NZATE and Assistant Principal at St Hilda's Collegiate School in Dunedin.  
Title **When Worlds Collide**  
Theme 4  
Length 45 minutes  
Description Integrating English and Social Studies in the junior school. Unit plans and lesson ideas for teaching English and Social Sciences in an e-learning environment. Exploring how to create a teaching programme that allows the students to explore a range of texts in relevant historical, global and local contexts and make connections in their learning across disciplines.  
  
Within the workshop I will look at creating an overview for the programme and planning that integrates and weaves the learning areas together.

Number 12W  
Presenters **Anna Witten-Sage & Susy Carryer**  
Anna and Susy both teach English at Massey High School in West Auckland.  
Theme 2  
Length 90 minutes  
Description Many of us teach in classrooms that are very different to the classrooms in which we were taught as high school students. With the successive waves of migration to Aotearoa New Zealand, we find our classrooms filled with students from a wide range of cultural backgrounds. This diversity is rich and can provide the starting point for classroom timetable of inclusive learning activities that acknowledge and affirm diversity rather than treating it as problematic.  
  
As well as ethnicity and culture, sexual orientation, gender, ability, the language spoken at home and religious affiliation all contribute to the diversity we experience in the class room. Our willingness, as teachers, to engage positively with this has the potential to transform the learning experience of our students.  
  
This will be an interactive, facilitated workshop exploring our own experiences of the class room and the breadth of diversity we see as well as exploring practical ideas for the classroom.

Number 13W  
Presenter **Leanne Lamb** is a Senior Leader at Auckland's newest school, Ormiston Senior College, which caters solely for students in Years 11 - 13. She has taught senior secondary English in Australia and New Zealand for over a decade.  
Title **Students Taking Control – Turning A Reader's Passion into Credits**  
Theme 2  
Length 90 minutes  
Description Ever had a student who avariciously devours series after series of Fantasy novels but fails to engage with any texts presented in class? An outline of English 1.10 (AS90854) as an extension unit of work for students who read independently. This unit is NCEA Level 1. It is primarily a web-based, self-paced and self-directed unit. All unit resources, including assessments, will be provided to participants

Number 14W  
Presenter **Jackie Manuel**: Associate Professor Jacqueline Manuel's research, publications, teaching and scholarship are in the field of secondary English education. She has co-authored/edited five books in the field of secondary English, the most recent being *The English Teacher's Handbook, A to Z* (Phoenix Education, 2009). She co-edited *Drama and English Teaching: Action, Imagination, Engagement*, with Michael Anderson and John Hughes, published by Oxford University Press in 2008. She is a Member of the NSW Board of Studies; is Chief Examiner NSW Higher School Certificate English; and convenor of the Arts, English and Literacy Education Research Network (AELE). She currently co-ordinates and teaches secondary English curriculum in the Faculty of Education and Social Work at the University of Sydney, Australia.

Title **Teenagers and Reading: Promoting Transformative Pedagogy**  
Theme 1  
Length 90 minutes  
Description Considering the pervasiveness of new technologies in young people's lived experiences, there has been a good deal of speculation and many assertions made about the changing nature of reading practices and textuality in adolescents' lives.

This workshop is designed to provide educators with an opportunity to collaboratively engage with research-based approaches to optimising teenagers' reading achievement within and beyond formal schooling contexts. The workshop is underpinned and guided by a range of pertinent questions which include, for example:

- What, when, where, how and why are teenagers reading?
- To what extent has the ubiquity of ICT reconfigured or even redefined the epistemology of reading?
- Are the reading practices and preferences of teenagers that are manifested within subject English coextensive with or distinctive from the practices and preferences they exhibit in their 'beyond school' reading?
- Is the idea of pleasure, enjoyment and the aesthetic significant and meaningful to adolescents when it comes to reading?

Number 15W  
Presenter **Dr Joanne O'Mara** is a Senior Lecturer in Language and Literacy at Deakin University. She has researched extensively in literacy and process drama, and is particularly interested in reflexivity in teaching.  
Title **"How to Heal a Broken Wing": exploring rich, literary picture books through process drama.**  
Theme 1  
Length 90 minutes  
Description In this workshop, Jo will lead participants through some process drama work using the prize-winning Bob Graham picture story book, *How to Heal a Broken Wing*. This will be

followed/interspersed with an analytical conversation about what might be happening for participants at each point in the drama.

Number 16W  
Presenter **Hamish Chalmers** has a background in technology and is interested in the ways it can be harnessed to assist learning in English. He started teaching in Christchurch where he also co-developed visual teaching resources with Vislearn. Presently he is HOD English at Albany Senior High School in Auckland.

Title **Visual English - Students Utilising Digital Tools to Create Teaching Texts**  
Theme 4  
Length 90 minutes  
Description This workshop aims to explore the potential for students to deepen their knowledge of texts and develop skills in visual language through the creation of visual texts. With the amazing (and continually growing) selection of digital tools for all skill and keen-ness levels there are solid opportunities here for students to demonstrate their knowledge of literary texts in a visual medium. With some interesting options around standard/traditional text types and hybrid types of students' own invention there are flexibility and opportunities to cater for students' varying interests, skill levels and creative style. Harness the nerd within and explore the possibilities for your students.

Number 17W  
Presenter **Anne Hamer** has taught English in the UK, and for the last ten years has taught in Wellington. She has also worked as a full-time moderator with NZQA. Her current position is HoD at Wellington Girls' College where she has been developing programmes of work across all levels.

Title **Lights, camera, action**  
Theme 1  
Length 45 minutes  
Description The workshop will focus on some higher level concepts of film to help teachers teach film effectively at level 3. It will look at a range of films and consider elements that make them suitable texts for this level. The workshop will include discussion of director's style and touch on auteur theory. It will involve viewing and discussing extracts from some commonly used texts.

Number 17W  
Presenter **Yvette Krohn-Isherwood** has taught English at High school for 18 years in South Africa and New Zealand and specializes in improving thinking skills in all students. She has also worked extensively with GATE and Scholarship programmes and has published a number of educational resources that incorporate higher-order thinking skills into English classrooms.

Title **Beyond the text: A taxonomy of tasks.**  
Theme 2  
Length 45 minutes  
Description How do you cater for all the students in your classroom, when the students range widely in ability and motivation? How do you inspire them to choose and tackle tasks that best suit them? How do you ensure that all students are engaging with your texts, not just on face value, but also in a deeper sense beyond the text?

This workshop aims to provide teachers with an understanding of how to develop tasks that will take students beyond the texts studied in class. The tasks themselves will be based on a number of taxonomies and contemporary teaching strategies and will aim to be inclusive of all levels of learners, from struggling students right through to gifted and talented students. A number of tasks related to a particular text will be explained and demonstrated and teachers will be given the opportunity to test the tasks, as well as spend some time designing their own tasks.

This workshop is about helping teachers to encourage students to find tasks that play to

their strengths and particular learning styles, while fostering a love and enjoyment of English. It also aims to highlight the important connection that texts have with society and the significance of helping students to understand the texts in relation to themselves, their societies and the world.

Number	18W
Presenter	<b>Selina Marsh</b> Dr Selina Tusitala Marsh teaches New Zealand and Pacific literature and Creative Writing at the University of Auckland. She is currently writing a critical book on the first five Pacific women poets to publish in English. Her first collection of poetry, <i>Fast Talking PI</i> (AUP, 2009), won the Jessie MacKay Best First Book award in 2010. She is registered with the New Zealand Book Council and regularly performs her work in schools and the wider community. She is a firm believer in the weaving together of critical and creative methods for teaching and learning.
Title	<b>Weaving Pasifika Poetry Web into your classroom.</b>
Theme	1
Length	90 minutes
Description	Selina will take you through her website, Pasifika Poetry, a sister-site of the New Zealand Electronic Poetry Centre. She will demonstrate how she uses it in her lectures, and what it offers both teachers and students in terms of deepening their appreciation of Maori and Pacific literature.

## Session 2: Monday April 18<sup>th</sup>: 2.15-3.45

### Sharing our practice. The first of three panel presentations.

#### Panelists: Mina Pomare and Chris Selwyn

**Mina Pomare: Te Rarawa.** Tumuaki (Principal) Te Kura Taumata o Panguru (Panguru Area School). Mina is an extremely dynamic kaiako (teacher) with a wealth of teaching experience and educational leadership in both curriculum areas of Te Reo Maori and Te Reo Pakeha. An educator who challenges others to review their own personal and professional practice.

**Chris Selwyn: Te Rarawa.** Tumuaki at Te Rumaki o Nga Puna o Waiorea (Head of the Te Reo Immersion Unit at Western Springs College). Kaiako Reo Pakeha (English teacher).

#### Meeting the needs of Maori immersion learners in the English classroom.

In this session Mina Pomare and Chris Selwyn will talk about the challenges of moving their students from “achieved” to “merit” and “excellence” in the English standards at NCEA levels 1, 2, and 3. They will consider the strategies they use to promote learning in an immersion and e-learning environment. They will focus on the importance of engaging with their students through selected texts in their quest to both promote an enthusiasm for English and enhance learning. There will be an opportunity for questions and discussion.

## OR: WORKSHOPS

Number	19W
Presenters	<b>Phil Maw &amp; Jo Morris.</b> Phil Maw is Vice-President of NZATE and teaches Academic English at the Otago University' Foundation Year. Jo Morris is the Waikato-Central North Island representative on the NZATE Council and HOD at Karamu High School. Both were instrumental in the production of this new teaching resource.
Title	<b>“Out with the Old, In with the New”</b>
Theme	3
Length	90 minutes
Description	“Out with the old, in with the new” is a new NZATE Level One internal standards assessment tasks resource, using the new aligned standards. Jo and

Phil will introduce the new tasks, detail the process of constructing them and outline how teachers can produce their own assessment tasks. Participants are asked to bring along ideas to be developed into future assessment tasks.

Number 20W  
Presenters **Julie Bain, Karen Farrow and Louise Cullen.**  
Karen Farrow, Louise Cullen, and Julie Bain met through an Australian government initiative for English Teachers in 2008. The team has since presented at state and national conferences in Australia, exploring a range of ways for teaching story-telling and writing in Australian English classrooms.

Title **Multiplatform storytelling in English classrooms: Inspiration, concerns and practice - experiences of three teachers across different Australian systems, states and territories.**

Length 90 minutes

Description Through traditional techniques of developing story and character, mixed with the use of different platforms like Web 2.0 technologies and digital media, we motivate and inspire our students to develop a deep understanding of story and narrative structures. The workshop will provide hands on experiences for teachers to add to their pedagogical practice.

Multiplatform story telling mixes digital story-telling, such as digital narrative, podcasts and film, with extended writing activities for the English classroom.

The workshop will explore the different ways active storytelling in primary and secondary classrooms engage students. As professional teachers the workshop presenters will create compelling activities which also explore the reality of resourcing and delivering meaningful and rich writing experiences for students.

Number 21W  
Presenter **Dorothy Dudek Vinicombe** has an MA in English and History. She began teaching in 1986. Now at Carmel College, she has also spent time in the book trade and in publishing. She thinks that being an English teacher has never been more demanding or more exciting, thanks to new technology.

Title **Thematic teaching with a digital perspective.**

Theme 4

Length 45 minutes

Description Against the backdrop of the newly created teaching resource for Pearson's *English With Attitude*, this workshop will demonstrate to teachers how thematic teaching is greatly enhanced with the use of digital resources, how teaching and learning can be more easily targeted to various learning styles and how easy it can be to employ digital technologies.

Number 21W  
Presenter **Summar Austin** is Assistant Head of the Faculty of Languages of Aotearoa and Media Studies at Pakuranga College, Auckland. She is involved with driving E-learning initiatives in the English department through her teaching of junior netbook classes from 2010, and has developed thematic resources for both junior and senior classes.

Title **Digi-English made easy.**

Theme 4

Length 45 minutes

Description Have you ever been impressed with the IT knowledge of other teachers, and wanted to incorporate a little bit of digital technology in your classrooms, but don't know where to start? This workshop will introduce you to a couple of basic, easy to use tools that incorporate free to use, easily accessible digital technology. You will come away with a basic knowledge of how to create an interactive powerpoint for fun creative writing lessons

or unit starters and how to use the online tool *Weebly* to create interesting and functional websites for your class. A basic familiarity with powerpoint is all that is required. A step-by-step guide for each tool will be provided for you to take away at the end of the workshop.

Number	22W
Presenters	<b>Michelle Hesketh &amp; Gabrielle Smith</b> <b>Michelle Hesketh</b> teaches Drama part-time at Marist College in Auckland. She also teaches pre service teachers drama at the University of Auckland. She has lived in New Zealand for 15 years. Previously she worked in theatre in education and youth theatre in the UK. <b>Gabrielle Smith</b> teaches English and is the specialist classroom teacher at Marist College. She is currently completing her PGDipEd L&M at Unitec. Gabrielle has lived in Auckland forever and was a lecturer in music at Auckland College of Education in a former life.
Title	<b>Slave in name only.</b>
Theme	1
Length	90 minutes
Description	This drama workshop for teachers of junior English will explore literacies and literature relating to the theme of slavery, in particular the life of Harriet Tubman. We will ask how people find empowerment in times of despair. Materials will include poetry by Maya Angelou, traditional slave songs and hymns, historical images and information. This workshop is based on original work by Maggie Hulson. Participants will be involved in practical drama work, reading and writing. There will be opportunity within the workshop for teachers to discuss and plan how this work can be used as a cross curricular unit between Drama and English

Number	23W
Presenters	<b>Brenton Doecke &amp; Douglas McClenaghan</b> Brenton Doecke is from Deakin University, Australia and Douglas McClenaghan is with the Victorian Education Department, Melbourne, Australia.
Title	<b>Imaginative recreation in an Australian Literature classroom.</b>
Theme	1
Length	90 minutes
Description	“Imaginative recreation” is a term used to describe a range of activities whereby a text is translated from one medium into another, one form to another, one narrative view point to another, or one context to another (Adams, 1998, pp.67-68). The main purpose of such activities is to enhance students’ interpretation of a text by developing a refined appreciation of the imaginative choices an author has made. By reflecting on their own choices in producing an “imaginative recreation”, students think about their own learning and develop a metalanguage to use when discussing the nature of literary texts. This workshop focuses on examples of imaginative recreation collected over a period of sustained collaborative inquiry into English curriculum and pedagogy, and draws on material now published in <i>Confronting Practice: Classroom Investigations into Language and Learning</i> (Putney NSW: Phoenix Education, 2011). The workshop explores the forms that “creativity” can assume in English classrooms, showing how students can explore “the dynamic nature of textuality” (Frow, 141), and thus step beyond predetermined learning outcomes to richer dimensions of language and learning.

Number	24W
Presenters	<b>Derek Wenmoth &amp; Neil Pitches</b> Derek is currently director of e-Learning at CORE. He is involved with a wide range of e-Learning activities from exploring the innovative use of the latest technologies and researching e-Learning practices to helping establish policy and strategies to enable the implementation of e-Learning. Neale is co-founder and CEO of South Pacific Press. He is an experienced teacher, principal and author, and was the founding CEO of Learning Media Limited. Neale is the co-creator of <i>CSI-Comprehension Strategies Instruction</i> , a hard-copy and digital-media comprehension

resource used in New Zealand, USA, and Australian schools.

Title **"Bringing Literacy to You" - Transformative possibilities for teacher PLD**

Theme 4

Length 90 minutes

Description This session will focus on the innovative use of emerging technologies to engage and accelerate comprehension teaching and learning.

Derek Wenmoth, director of e-Learning at CORE Education, will outline the use of a blended approach for professional learning and development which has supporting in-school strategies and access to external 'expertise' via various online technologies.

Neale Pitches, co-creator of *CSI-Comprehension Strategies Instruction*, will discuss the research and evidence base for the development of the CSI tool used for the online and practical classroom literacy professional learning and development programme. Neale will present results of a recent case study showing the impact this evidence-based blended e-Learning framework has on teacher pedagogical content knowledge and student achievement.

Number **25W CANCELLED**

Presenter **Jane Hall** is currently HOD Media Studies at Northcote College. She has been teaching for 13 years and has had experience teaching both English and Media Studies. Previously she was HOD Media Studies at Western Springs College and the Media Studies Auckland facilitator and National Media Studies Online facilitator at Team Solutions. Jane is a committee member of NAME (National Association of Media Educators) and has also had national experience in curriculum design and construction of the new Media Studies standards.

Title ***More than meets the eye- close reading visual text with a media eye.***

Theme 1

Length 90 minutes

Description This workshop will explore how a visual text is analysed within a media class in terms of social context, genre and technical aspects. Connections will be made to how English teachers can adapt this for their senior classes.

Film **Shirley Horrocks [Director] *The New Oceania*, a film about Albert Wendt**

**Session 3: Tuesday April 19<sup>th</sup>, 9.00 - 10.30 am**

**Sharing our practice: panel presentation 2**

**Claire Amos, Hamish Chalmers and Karen Melhuish**

**Claire Amos** is the Director of eLearning at Epsom Girls' Grammar School. She is also the facilitator of the ICTs in English community on *English Online*. Claire has taught English for 13 years in a range of secondary schools, including as Head of English Faculty at Auckland Girls' Grammar School. In 2009 Claire was a Ministry of Education e-fellow for which she undertook a study of how ICTs can be used to support literacy in and beyond the English classroom.

**Hamish Chalmers** has a background in technology and is interested in the ways it can be harnessed to assist with learning in English. He started teaching in Christchurch where he also co-developed visual teaching resources with Vislearn. He also writes and plays jazz guitar in his spare time. Presently he is HOD English at Albany Senior High School in Auckland.

**Karen Melhuish** is an e-learning consultant at CORE Education. Before joining Core Education in 2010, Karen managed online learning projects for Learning Media Ltd. After having her children, Karen moved into professional learning for teachers, and worked as English advisor at the University of Wellington, and says she has been juggling ever since.

**To I.T. or not to I.T? It is no longer a question.**

Karen, Claire and Hamish will be discussing the issues and opportunities that arise from using ICTs in the English classroom. The panel will share ideas and strategies for successful integration of e-learning in English and will explore the many questions that arise when introducing ITs into the classroom including; How much do teachers need to know about the IT tools their students use? How do we keep the focus on the learning and outcomes in an IT rich environment? How do we keep ourselves and our students safe online? How do we manage assessment in an increasingly technological age?

## OR: Workshops

Number 26W  
Presenter **Dylan Horrocks** is an Auckland-based cartoonist, whose award-winning graphic novel *Hicksville* has been published in several languages. He has also worked for DC Comics, writing *Hunter: the Age of Magic* and the monthly 'Batgirl' series. He has drawn newspaper strips and political cartoons, illustrated children's books and contributed to comic magazines around the world. He is a regular guest lecturer at universities and schools and teaches 'Sequential Illustration' at the Auckland University of Technology. He is currently working on two new graphic novels and runs the website [hicksvillecomics.com](http://hicksvillecomics.com)

Title **Comics and Graphic Novels in the classroom**  
Theme 1  
Length 90 minutes  
Description Comics and graphic novels are an increasingly important presence in the cultural landscape, from the growing popularity of manga to critically acclaimed graphic novels like Marjane Satrapi's *Persepolis* and Chris Ware's *Jimmy Corrigan*. Comics today are used to tell all kinds of stories: memoir, journalism, history, biography, and of course every conceivable genre of fiction. This workshop will discuss how you can use comics in the classroom to explore visual media, long and short narrative texts, genre, readership, comparing different media and so much more. From poetry to philosophy, comics are the ideal subject for English teachers at any level.

Number 27W  
Presenter **Fiona Burns** has been teaching English since 1980, in Zimbabwe, UK and for the last seven years at Mount Roskill Grammar School in Auckland. She is passionate about helping students succeed in their studies and fascinated by the varied and dynamic opportunities offered by eLearning to do just that.

Title **Using Blogs for collaborative learning**  
Theme 4  
Length 90 minutes  
Description This workshop will look at how blogs can be used to promote collaborative learning in the English classroom. Vygotsky and a wide body of research recognise that students learn best when in 'social situations in which they are actively engaged with other learners who are near their same level of understanding'. Added to the importance of collaborative learning is the exponential expansion of technology in the 21st Century.

This workshop aims to address the point at which these two strands cross and give some practical applications of how students can take advantage of digital technology to manage their own learning, as well as participate and contribute to the learning of the group as a whole. This workshop will also explore how other forms of ICT can be incorporated into English teaching to generate constructive conversations to support learning. This workshop will be interactive and is

suitable for teachers new to using ICTs as well as those who want to expand their horizons.

Number	28W
Presenter	<b>Vanessa Gibby</b> is the newly appointed Head of Faculty at Pakuranga College. She began her career in the Waikato, teaching English and Media Studies at Hamilton Girls' High School.
Title	<b>A Vision of the Future</b>
Theme	1
Length	90 minutes
Description	Many students are interested in science fiction; however it is a genre that often throws teachers. Many teachers assume that science fiction texts are nothing more than geeky or violent stories about aliens, robots and nano-technology.

The truth is that science fiction texts are fables that provide a warning for our society. The futuristic setting allows us to see a magnification of our current society and where we may end up if we do not mend our ways.

'A Vision of the Future' aims to help teachers teach this popular genre, thereby catering for students' strengths needs and interests. In the study of science fiction, students explore and critically examine issues such as fear of the other, the landscape of dreams, cloning and genetic engineering, the role of women in society, totalitarianism, and identity and individualism within dystopian settings.

The workshop will cover aspects of the genre such as its origins in popular culture; common themes and analogies, and specific texts such as *The Machine Stops*; *Tomorrow, Tomorrow and Tomorrow*; *Aliens*, *Inception*, *The Handmaid's Tale* and *Only Forward*. The workshop will also cover how to set up thematic programmes for senior students.

Number	29W
Presenter	<b>Lisa Cleland:</b> From 1998-2001 Lisa completed a Bachelor of Arts (English/Art History) and a Bachelor of Teaching (Secondary Education) at Otago University. She lost her 'teaching trainer wheels' at Hagley Community College in Christchurch during 2002 before departing for Taiwan where she taught English and travelled extensively through Asia. On return, in 2003, Lisa began teaching at Northcote College, in Auckland, where she taught English and was then appointed as the Specialist Classroom Teacher. In 2007 she left on her 'OE' ending ( predictably) in London where she taught at a comprehensive girls school in Inner city London before taking on a role at a top public school, St Dunstan's, for the second half of her time abroad. When Lisa returned she accepted the Assistant HOD of English position at Glenfield College.
Title	<b>Using the stairs to excellence: Using the SOLO taxonomy with unfamiliar texts and essay writing.</b>
Theme	2
Length	90 minutes
Description	Breaking down SOLO taxonomy and then making links to the NCEA assessment criteria. We will focus particularly on the assessment criteria of close reading of unfamiliar texts at Level 2.

Looking at how to use SOLO taxonomy and the assessment criteria to scaffold unfamiliar text answers for an Achieved, Merit and Excellence answer as well as paragraphing in response to text essays.

Presentation will be based on activities to use in the classroom as well student

answers and responses from Level 2 past papers.

Number 30W  
Presenter **Shaun Hawthorne** is a Deputy Principal at Western Springs College in Auckland. He is an ex HOD of English and, currently, the Auckland representative on the national council of NZATE. He is the primary author, along with Jennifer Glenn, of the new NZATE teacher resource *Effective Practices in Teaching Writing*.

Title **Effective Practices in Teaching Writing**  
Theme 1  
Length 90 minutes  
Description I will present a Powerpoint presentation about key principles and practices from recent research into effective practices in teaching writing to secondary school age students. The presentation will take teachers through these principles and key practices and intersperse clips from video showing classroom examples of teachers working with students on a range of writing tasks.  
NB: This presentation uses materials developed for a new professional development resource called *Effective Practices in Teaching Writing* which will shortly be released and which was commissioned by NZATE.

Number 31W  
Presenter **Kelly Malone** is a teacher and poet. Before completing her Masters of Creative Writing at the University of Auckland in 2009, Kelly spent six years in the English secondary classroom. In 2010, she continued on with her graduate study and presently tutors in Creative Writing at the University. She was an educational consultant and a contributing poet for the Michael King Writers' Centre project *A Million Poems for Matariki* June-July 2010. She often reads her poetry live, and is published in local zines and print journals.

Title **Crafty Manoeuvres**  
Theme 1  
Length 90 minutes  
Description How can we facilitate students to creatively apply themselves in the craft of writing? How can crafting be a creative practice? Kelly Malone, through her own English secondary teaching experience, as well as both her tertiary study and teaching of creative writing, opens out what crafting can be. She will examine the levels of composition and offer concrete explanations which can be used in the classroom through a metacognitive approach.

Number 32 W  
Presenter **Catherine Blomkamp** has been HOD English and Literacy Leader at Glenfield College, North Shore, for 3 years. She previously taught English at Northcote College for 8 years, some of that time as Assistant HOD.

Title ***Being Kiwi – a junior introductory programme suited to teachers in multi-cultural schools in New Zealand, which focuses on what it means to be a “Kiwi”***

Theme 1  
Length 90 minutes  
Description The workshop will model an introductory module taught to mixed ability, multi-cultural Year 9 students, but could easily be adapted for Year 10s too. We will discuss what “being Kiwi” means to a class such as this and carry out some activities to find out the cultural and linguistic backgrounds of our “class”. These activities will be light-hearted and non-threatening. We will follow up with some interactive reading activities, using appropriate poems and short stories which explore this theme and challenge stereotypes. Participants will be provided with

some resources and a list of other possible texts, activities and assessment suggestions.

Starting the year with this module has a multitude of benefits: the students learn about each other, they are accepting of difference as a result, they improve their literacy strategies, and the teacher has a much better picture of the backgrounds of the students and languages spoken at home, so is able to use this knowledge to adapt future planning to the particular needs of the class. Teachers from other countries are welcome in this workshop and will be able to adapt the strategies by using texts from their own country.

#### **Session 4: Tuesday April 19<sup>th</sup>, 2.00-3.30**

Number 33P

Presenters **Terry Locke & Helen Kato**

**Terry Locke** is Chairperson of the Arts and Language Education Department in the Faculty of Education at Waikato University. His research interests are constructions of English, the teaching of literature, the place of metalinguistic knowledge and the literacy/technology nexus. He is Coordinating Editor of the journal, *English Teaching: Practice and Critique*. His most recent book (edited) is *Beyond the Grammar Wars* (Routledge, 2010).

**Helen Kato** is HOD English at Te Kauwhata College and is currently a teacher researcher in a two-year project on "Teachers as writers: Transforming professional identity and classroom practice"

Title **Poetry for the disenchanting: How a marginal Year 12 English class was turned on to writing.**

Theme 1

Length 45 minutes

Description This paper draws on a case study undertaken by an English teacher in a rural school with a Year 12 English class, most of whom had been singularly unsuccessful in terms of NCEA achievement. The case study was undertaken as part of a two-year project, directed by the first author, entitled: "Teachers as writers: Transforming professional identity and classroom practice". The teacher in this case study was a teacher participant in the first writing workshop conducted as part of this project who, as a result of the workshop, changed aspects of her practice with her Year 12 English class. This paper provides an overview of the intervention implemented by the classroom teacher, indicating the range of activities trialled and the sorts of reflection processes entered into (often collaboratively) as part of the action research recursive cycle. Drawing on a range of data, including pre- and post-test data, writing samples, questionnaire data and reflective journal writing, this paper makes a case for the model of the teacher as writer, and attempts to identify aspects of classroom practice which turned a number of reluctant students on to poetry writing.

Number 33P

Presenter **Gillian Hubbard**, School of Education Policy and Implementation  
Victoria University of Wellington [Gillian.Hubbard@vuw.ac.nz](mailto:Gillian.Hubbard@vuw.ac.nz)

Title **Text choice in New Zealand English secondary school programmes in New Zealand: the perceptions of beginning teachers.**

Theme 1

Length 45 minutes

Description There are no prescribed texts for study in the learning area of English in the *New Zealand Curriculum* (aside from, until 2013, five set texts for Shakespeare study in

Year 13). Teachers in secondary English can choose which texts they will use to teach English. This study asks what factors have influenced the text choice of a group of twelve beginning teachers, all 2009 graduates of secondary English curriculum studies courses at Victoria University.

There is a longstanding and still current debate in English teaching research and commentary on the need for diversified sources of text choice; and this debate includes that over the relative value of canonical and Young Adult literature. Italo Calvino argued passionately for the value of reading the classics in 1999. By contrast, and based on a survey of 142 secondary school teachers, Gibbons, Dail and Stallworth (2006) argue for the value of teaching Young Adult Literature, in part because these texts help struggling and reluctant readers develop literacy skills. Knickerbocker and Rycick (2002) argue that students will naturally develop an appreciation of the classics as adults if they have moved through previous developmental stages in reading, including, in early adolescence, contemporary problem and wish fulfilment novels. In an English survey of 707 secondary school students Rosemary Hopper (2005) found students like to read texts recommended by their peers; and that a high proportion (93%) reported reading sources of text other than books in the nominated week. Hopper argues that teacher knowledge of students' reading preferences helps encourage a reading habit. Given this plethora of potential approaches to text choice it seems timely to enquire into the factors that influence teacher choice in practice.

Number	34P
Presenter	<b>Claudia Rozas Gomez</b> has taught English in secondary school and now teaches in the Faculty of Education, University of Auckland. Her research interests include multicultural education and critical literacy with a particular focus on sociological and philosophical inquiry in education.
Title	<b>English as “more than a skeleton” – Differentiating literacy in secondary English classrooms</b>
Theme	2
Length	45 minutes
Description	In response to concerns about our ‘tail of underachievement’ in Aotearoa / New Zealand two prevailing discourses often inform English teaching. One emphasises the acquisition of basic literacy, the other emphasises catering for individual learning needs. This participatory seminar will present some data of a work in progress that considers how different forms of literacy may be targeted to different groups of students in schools. It considers the extent to which the nature and content of some programmes may be in tension with curriculum mandates which also emphasise the development of creative and critical capabilities.

The seminar will begin with a consideration of how policy and curriculum may have produced literacy and English practices in particular ways. It will then examine data from interviews with English teachers and explore the dilemmas teachers face, how they negotiate policy and curriculum mandates with the needs of their students and their own understandings of what it might mean to make someone literate. It also considers how teachers conceptualise approaches to their English teaching in a way that produces a sense of equity for all students. It will be argued that these are important issues to address as there is currently no significant analysis of how targeted programmes designed to support the learning of underachieving students may simultaneously enable and constrain students.

The discussion will be informed by a theoretical framework underpinned by the work of Paulo Freire. Utilising concepts such as ‘banking education’ and critical literacy the practices of reading and writing in targeted English programmes are understood as political and located within wider relationships of power. It is suggested that what constitutes knowledge in the English classroom requires

dialogue and debate.

Number 34P

Presenters **Low Ying Ping and Joshua Ang**

**Low Ying Ping** (Ms) is an Assessment Officer with the Singapore Examinations and Assessment Board, overseeing English Literature and English Language subjects. Her most recent paper is "Assessing Language Use in Reading Comprehension?", presented at the 2010 IAEA Conference. She holds an MA (Distinction) in English Literature from the University of Warwick, UK.

low\_ying\_ping@seab.gov.sg

**Joshua Ang** (Mr) is an Assessment Officer with the Singapore Examinations and Assessment Board, handling English Literature and Drama subjects. He holds an honours degree in Literature from the National University of Singapore.

joshua\_ang@seab.gov.sg

Title **Rewriting the canon: Literature curricula text lists**

Theme 2

Length 45 minutes

Description 'Rewriting the canon' implies that there is a canon to begin with. This paper will first explore what that implied canon is, and relate it to the question of authority: who has the right or responsibility to determine what is good Literature and essential reads? Students are introduced to Literature through school curricula. Hence, the syllabi text lists are arguably representations of how education authorities define the canon. Through a study of the text lists in Singapore's GCE O- and A-Level English Literature examination syllabi over the years, this paper seeks to examine how the educational 'canon' has evolved, what the nature and drivers of the changes are, and if the changes are in line with global literary and educational movements. Is the influence of the larger canon on the educational 'canon' uni-directional, or does the educational 'canon' aspire, and perhaps even succeed, in impacting the larger canon?

Other than viewing the canon through the introspective lens of the Literature discipline, the paper will also examine how wider curricular initiatives (e.g. the impetus to provide non-humanities students with the opportunity and motivation to read Literature as a contrasting discipline) impact the politics of text representation within Literature. Using Michael Stephen Schiro's categorisation of curriculum philosophies into the four ideologies of scholar academic, social efficiency, learner-centred, and social reconstruction, this paper will use the text lists as a source of input to determine if the Literature curriculum is geared towards a certain curriculum philosophy, and if there has been a shift in ideology over the years. The paper will end off with a discussion on 'where do we go from here?'

Number 35P

Presenter **Dr Kerry-Ann O'Sullivan** is a Senior Lecturer in Education at Macquarie University, NSW. She is an experienced advisor on English curriculum and assessment at National and State levels. She is the recipient of a number of awards for her research and teaching including an *Australian Learning and Teaching Council Citation for Outstanding Contributions to Student Learning, 2010*.

Title **Blogging about books: the online identities and discourses of teenagers.**

Theme 4

Length 45 minutes

Description Blogs are a popular form of online communication for young people and an electronic self may be constructed in different ways from the real self. This paper explores the ways in which teenagers use weblogs to express their opinions and views about books that they read and it examines the nature of their online

discursive and identity constructions. An exploration of the kinds of books teenagers are choosing to discuss in their blogs provides information about what they currently value in new and traditional texts. Through their blog entries we also learn about the sort of literature that teenagers are reading and responding to for leisure.

The focus of this study is an analysis of a small selection of blogs written by teenagers about their personal reading. Although 'books' are a less frequent blogging topic, an investigation of this area reveals valuable insights about teenagers' self-expression and their constructions of identity, their literary preferences and judgements, and it offers useful educational implications for the English classroom.

The impact of digital technologies on the nature of the language used in these blogs and the kinds of interactions they facilitate offer a range of insights into emerging reading and writing practices among teenagers. Producing blogs presents opportunities for a range of textual engagements, critical examination, and self-reflection and inventiveness. The discursive communities in which students participate outside the classroom yield rich potential for English teachers. The teenagers create distinctive voices that resonate with personal authority, conviction and passion. Their fluid individual identity constructions and the confident playful inventiveness of their language and form reveal that these dynamic practices are creating some new kinds of literacy conventions.

Bringing together books and blogs in an English classroom can provide many imaginative and discursive possibilities for teenagers to create their own voices and present their self-identities in engaging and interesting ways.

Number  
Presenters

35P

**Anne Cloonan, Kirsten Hutchinson, Louise Paatsch.** School of Education, Deakin University, Australia

**Dr Anne Cloonan's** research and teaching interests focus on teacher and preservice technological change on literacy education. This includes: digital culture and its impact on teacher and student learning and identities; participatory, multimodal methodologies and their impact on teacher learning; digital culture, multimodality and their impact on English/literacy. [anne.cloonan@deakin.edu.au](mailto:anne.cloonan@deakin.edu.au)

**Dr Kirsten Hutchinson's** research and teaching interests are centred on language and literacy and the nexus between education and social justice. This includes a focus on: the intersections between gender, race, culture and class and their impact on teacher and student learning and identities, and on literacy practices and pedagogies; cross generational pedagogies; home-school relations and multimodal learning beyond the classroom; visual and virtual ethnographic methodologies. [kirsten.hutchison@deakin.edu.au](mailto:kirsten.hutchison@deakin.edu.au)

**Dr Louise Paatsch's** research and teaching interests focus on language and literacy development of pre-school and primary school aged children. This includes a focus on the following: language used by young children during conversations with peers; investigation of teaching strategies used by teachers during story book reading to enhance the development of cognition, language and literacy skills of young children; teacher strategies used to scaffold children's language and literacy learning; impact of technology-infused literacy events on the development of children's language skills. [louise.paatsch@deakin.edu.au](mailto:louise.paatsch@deakin.edu.au)

Title  
Theme

**21st century literacies: the impact of one-to-one netbooks.**

1

Length 45 minutes  
Description This paper draws on the findings of a project which investigated the impact of a one-to-one computing program on an Australian primary school community. Following international trends almost 10,000 school children received netbook computers in 2010 through the Victorian Government Netbook Project. This project focuses on the implementation of a netbook program in a school which didn't receive such funding.

While the rationale underpinning one-to-one computing programs is that netbooks offer students the tools to learn in a digital age, policy tensions exist around large investments in technologies and traditional literacy curriculum. Wide scale literacy testing programs continue to focus on reading and writing, however policy advice is increasingly reflecting the views of those who conceptualise 'literacy' as a plurality of socially and culturally situated practices (Barton & Hamilton, 1998, Gee, 2000, Street, 1995; The New London Group, 2000). Such arguments contend that what counts as effective literacy teaching is changing rapidly in the context of a globalised economy, new media cultures and new technologies.

However, it has become apparent that technology alone does not act as a panacea for underachievement in literacy and disengagement from learning (Andrews et al, 2005; Cuban, 2001). Rather, it is the primacy of the teacher and their pedagogies in the use of ICTS to enhance learning and teaching which have the greatest impact on student outcomes (Miller and Olsen, 1994; Snyder, 2008).

This project explored issues beyond the initial hurdles of classroom organisation and management of technical issues typically associated with the implementation of netbook programs. Of interest was how teachers harnessed the potential of new technologies to enhance literacy teaching; and the impact of a personal netbook on students' literacy learning. Changes to teacher planning, pedagogical practices and assessment is explored with challenges and gains revealed. Case studies of student engagement are shared.

Number 36P  
Presenter **Dr Graham Parr**, Faculty of Education, Monash University  
**Email: [graham.parr@monash.edu](mailto:graham.parr@monash.edu)**

Title Literature teachers learning in challenging times: speaking back to standards-based reforms

Theme 1

Length 45 minutes

Description In policy-making debates about the role of teaching in the global 'knowledge economy', much has been written about the 'new' knowledge and skills that teachers need to be learning in order to keep pace with a rapidly changing world. The proliferation of professional standards documents across the world echoes and re-echoes this message. A 2005 UNESCO report highlights that students and teachers are always needing to renew their knowledge and skills in order to take an active part in the twenty-first century world. To address teachers' needs in this respect, the report recommends that "continuing professional development" become a priority in education policy (Siniscalco, 2005, p. 26). Rather than focusing on particular new knowledge that teachers might need, some international reports emphasize the value of education *cultures* and *communities*, and discuss the ways communities can stimulate and support teachers' continuing or lifelong learning. Typically, these reports advocate practitioner collaboration, teacher networks and research-led innovation.

Professional development or professional learning has been, for some years now, looming as one area in educational debates distinguished by a rare level of international consensus. Ten years ago, *PD 2000 Australia* (McRae et al., 2001), a

federal government funded inquiry identified a growing consensus amongst politicians, policy-makers, researchers, teacher educators and teachers across Australia: more and more people and institutions believed that enhanced teacher professional learning should play a key role in improving the quality of students' learning. Seven years later, a follow-up mapping of professional learning in Australia reported that this consensus in Australia and across the world had strengthened (Doecke, Parr et al. 2008).

This mapping report documents the ways in which powerful and sustained professional learning is no longer thought of as an optional "add-on" to teachers' work and workloads. A large-scale report in the US a year later makes similar findings (Darling-Hammond et al., 2009).

This seminar paper reports on award-winning research published in Parr's (2010) recent book, *Inquiry-based professional learning: Speaking back to standards-based reforms*. The book presents a creative and critical account of the learning of a school-based group of literature teachers in Australia as they grapple with standards-based reforms in a particular school setting.

Number	36P
Presenter	<b>Peter Webb</b> is Academic Coordinator English at a Catholic co-educational high school in Brisbane, Australia. His Doctorate in Educational Leadership is from Fordham University, New York. Today's paper reports on the implications of a recent research study for the ongoing work and professional development of teachers of English as well as for current and future Heads of Department English.
Title	<b>What brave new world are Heads of Department English and those aspiring to this role entering?</b>
Theme	3
Length	45 minutes
Description	<p>The contribution of secondary English teachers is enhanced by the leadership and management of designated Heads of Department English. Those already in this role, those aspiring to this role and English teachers generally will benefit from this exploration of the role of HODs English.</p> <p>Teachers of English and their Heads of Department English can be informed by research describing the crucial leadership work of school heads of departments, with their decisive focus being a focus on students and their learning. However, the same HODs, at least in Australia, are challenged by re-negotiating the place of the English curriculum, given the attention demanded by the annual government-mandated National Literacy and Numeracy tests (NAPLAN) in Years 3, 5, 7 and 9. Mandated testing is also a contentious part of the school landscape in the UK and USA.</p> <p>A 2010 research study has explored the perceptions of a group of Australian Heads of Department English of their role. This paper reports on statistically significant opinions of the respondents on diagnostic value of external tests and on teachers' capacity in discerning standards.</p> <p>In addition, the survey sought HODs' perceptions on topics including: the relationship between literacy and English; expectations about student interest in reading; teachers' skills in teaching grammar, spelling and punctuation; the supervision and mentoring aspects of the Head of Department role; the degree of community and educational community consensus about the purposes of subject English; the appropriate levels of multimodal skills and information technologies in the English curriculum; the appropriate balance among skills in language use, understanding of literature and critical literacy in the English curriculum; and on whether and to what extent the HOD's role includes active promotion of public speaking, of talks by writers and of attendance at theatre events.</p>

This paper examines implications of the study's findings for the ongoing work and professional development of teachers of English as well as for current and future Heads of Department English.

Number 37P  
Presenter **Tara Tuchaai** has taught English in various private schools in Perth, WA. She is undertaking a PhD in critical reading practices and pedagogy at the University of Western Australia. She completed a Masters Degree in Literature and Philosophy in the UK. She has taught for twenty-five years in the UK and Western Australia and is an examiner and moderator for the WACE Literature course in WA  
Title **Critical literacy practices and higher order thinking in a West Australian Literature Course.**  
Theme 3  
Length 45 minutes  
Description This paper examines critical literacy and pedagogy practices that assist students with more effective learning strategies. Sample some ideas and materials that have been used in upper secondary English classes. Share ideas about how to promote critical thinking in your English classroom. What does critical literacy look like and what forms does it take? Come and find out! (Upper secondary audience).

Number 37P  
Presenter **Andrew Goodwyn**  
Professor Andy Goodwyn is currently Head of The Institute of Education at The University of Reading. He is an expert on first language education and also on teacher expertise. He taught in schools for 15 years before joining the University to lead teacher education programmes. He continues to teach on Masters level programmes and has a number of PhD students. He has undertaken many research projects and currently has a team working on models of teacher expertise from a national and international perspective. He has published extensively, including single authored and edited books, contributed to many scholarly journals, and given lectures and presentations around the world. His latest book *The Expert Teacher of English* was published by Routledge in July 2010.

For further info go to  
<http://www.reading.ac.uk/education/about/staff/a.c.goodwyn.asp>

Title **English or Literacy? Whose identity is it anyway?**  
Theme 3  
Length 45 minutes  
Description All subject teachers have highly determined subject identities and English teachers are very well known for their passionate commitment to their subject. What are the potential identities of English teachers? Why in England do English teachers reject adding 'Literacy' to their title whilst in other countries [US and Australia] they are happy to do so? This paper will report on on-going research into the professional identities of English teachers and offer an overview of current issues. The research evidence is drawn from three national surveys in England over the last 5 years, from a survey and interview follow up of Advanced Skills Teachers in England and from a series of interviews with leading English teachers 2008-2010.

Number 38P  
Presenter **Sue Dymoke** is a poet and senior lecturer at the University of Leicester, UK. In 2011 she is a visiting scholar at the University of Auckland. She also edits [English in Education](#), NATE's peer-reviewed academic journal. Books include: *Teaching English Texts 11 -18* (Continuum) and *Drafting and Assessing Poetry* (Sage).

Title	<b>Pre-service English teachers: what does their Masters level assignment work reveal about their developing pedagogical concerns?</b>
Theme	3
Length	45 minutes
Description	In response to reviews of postgraduate awards (Sewell 2007), universities in England, Wales and Northern Ireland have re-modelled Post-graduate Certificates of Education (PGCE) from practically-oriented qualifications into awards assessed at least in part at Masters level. This has required a shift towards a curriculum in which theory and evidence supported by research are interwoven with pedagogical skills development. This paper focuses on research carried out in the UK following the introduction of Masters level modules for primary and secondary pre-service teachers in 2007. It primarily investigates choices of Masters level assignment topics and methods of enquiry made by secondary PGCE English/English with Media pre-service teachers within one HEI over a three year period. The paper explores the reasons for their choices and questions what these reveal about the pre-service teachers' pedagogical concerns within secondary level English and Media. It continues by considering their attitudes to Masters level work and the perceived impact that that it appears to have had on their developing classroom practice.
Number	38P
Presenter	<b>Dr Eileen Honan</b> is Senior Lecturer in English and Literacy Education at the School of Education, The University of Queensland. Her research interests include the use of digital texts in classrooms, and developing professional learning models for teachers that are based on critical reflective practices.

Title	<b>Rethinking the literacy capabilities of pre-service teachers.</b>
Theme	3
Length	45 minutes
Description	<p>International, national, and local focus on achievements on standardised testing in literacy has led to attention to the standard of pre-service teacher education and the literacy capabilities of those people entering the teaching profession. In 2009, the State of Queensland (Australia) announced that the response to a review of primary school education with a focus on literacy, numeracy and science (Masters, 2009) would include nine "key actions" including "building confidence in teaching standards through introducing pre-registration tests in literacy, numeracy and science for all teachers". (<a href="http://education.qld.gov.au/mastersreview">http://education.qld.gov.au/mastersreview</a>). This is the first time in Australia that newly graduated teachers wishing to be registered to teach will need to complete standardised tests. At the time of writing the <i>Pre-Registration Test for Aspiring Primary Teachers</i> is in the trialling phase with implementation due from July, 2011.</p> <p>In 2009, The University of Queensland began the delivery of a four year undergraduate degree in Primary Education. The School of Education at The University of Queensland has traditionally focused on postgraduate and secondary preservice education, and the introduction of this new undergraduate degree with a focus on primary teaching provided the School with an opportunity to begin a research program to investigate the ongoing effectiveness of the development of professional teachers. In particular, we are interested in examining whether our program equips our graduates with the skills, knowledge, growth, and dispositions necessary to become leaders in the education field in the 21st Century.</p> <p>These developments in pre-service teacher education, the attention to development of standards, the introduction of state literacy testing, and the introduction of a new program at UQ with an associated research focus, converge to provide the contextual background for this paper.</p>

Number 39P  
 Presenter Brian Boyd, University Distinguished Professor of English at the University of Auckland, has published in fifteen languages and won awards on four continents. Most recent books: *On the Origin of Stories: Evolution, Cognition, and Fiction* (Harvard, 2009: “masterful...entrancing”) and (co-edited) *Evolution, Literature, and Film: A Reader* (Columbia, 2010).

Title **Literature, Evolution and Cognition.**  
 Theme 1  
 Length 45 minutes  
 Description We naturally love stories. As children, we engage compulsively in pretend play. We read or watch stories, we listen to and retell them. Why? Why do they engage us so much, across cultures? How do they matter to us, how do they help make us what we are? We also like playing with words, with rhyme and rhythm, sound and sense. Yet many feel that poetry is something they just don't get: verse, what could be worse? How can we explain the appeal of playing with words and how can we help readers learn to play and enjoy the games of verse?

The academic study of literature has suffered for decades from dwindling student appeal and dwindling peer prestige. Could that be because so much work in literature over the last few decades has sought to divide humans according to local cultural, ethnic, gender or historical identities?

Evolutionary and cognitive principles suggest that what we *share* as humans is far more important than what divides us. They also suggest ways of linking literary studies with the excitement of what we are discovering about ourselves in other fields, from biology, psychology, anthropology, sociology and economics. Evolutionary and cognitive approaches to literature allow us to ask and answer the questions, what makes us human, what makes us special, and how does literature reveal and deepen what makes us human.

Literature and the other arts lie derive from play. Play, by becoming so compulsive, trains humans and other animals in body and mind. In the same way the imaginative social play of stories serves as a kind of social simulator, and the imaginative verbal play of poetry helps us to enjoy handling language, our single most important human cognitive tool.

Number 39P  
 Presenter **Dr Roy Fox**, University of Missouri, USA.  
 Title **Images, Words, and 'Healing': An Experimental Course**  
 Theme 1  
 Length 45 minutes  
 Description This paper will report on an experimental university class, “Teaching Therapeutic Language, Literature, and Media,” offered during the Spring semester, 2010, at the University of Missouri, USA. Students created ten projects, each of which integrated visual and verbal processes and products. The participants primarily used writing and imagery as a means of exploring and “healing” personal issues, such as the death of loved ones, physical violence, and anxiety. Such issues represented a range of seriousness, from the immediate, specific, and compelling, to the less severe. I will show examples of student work and draw tentative conclusions based upon these texts, students’ written reflections, and a series of interviews with students.

**Research Questions:**

- 1) What happens to university graduate students’ perceptions of (and attitudes toward) thinking, language, visual discourse, and “healing” of personal

issues when they are required to employ both verbal and visual processes and products in composing open-ended, assigned projects?

- 2) What happens when English Language Learners (or English Speakers of Other Languages) engage in the same activities as above?
- 3) How do these students articulate *connections*, if any, between 1) the print and visual parts of their texts—those that were created together, as well as those between and among different assignments; 2) the weekly projects (both print and visual)--and the assigned readings (in theory and research, professional articles, fiction and creative nonfiction); 3) the course work and academic standards and critical thinking.
- 4) What is the role of other discourse processes in this class, such as engaging in peer critique of these projects; and synthesizing all 10 projects into a single piece?

Number 40S

Presenter **Louann Reid**, currently professor of English Education at Colorado State University, taught secondary school English, speech and drama for nineteen years. She is past editor of *English Journal* and co-author of eight innovative textbooks for secondary school students, including the Daybooks of Critical Reading and Writing. A frequent presenter nationally and internationally, she is currently studying and writing about teaching graphic narratives.

Title **Creative Possibilities for Teaching Graphic Narratives**

Theme 1

Length 45 minutes

Description Graphic narratives, increasingly popular in and out of school, are garnering both scholarly and pedagogical attention. These visual texts, also known as graphic novels or comics, move readers imaginatively into “illusioned worlds” (Maxine Greene), and simultaneously make readers conscious of the constructed nature of those worlds through the panels, speech balloons, and other visual tools. Yet one of the greatest objections to incorporating graphic narratives is that they are too easy for use with any student except the most reluctant reader. The argument goes that having visual images in the text replaces the reader’s imaginative participation in the act of reading. This objection is based in a conception of reading and a definition of imagination that has been challenged by Gunther Kress (*Literacy in the New Media Age*, 2003) as well as by teachers who have used graphic narratives with all of their students.

In this seminar, we will consider the potential value and limitations of graphic narratives as texts for students in secondary schools. I will draw from my work with teachers and students as well as the work of theorists and researchers. I conceive of this workshop as an interactive space in which all participants will draw from their experience to contribute to the discussion, with an emphasis on the creative possibilities that graphic novels offer today’s students and teachers.

Number 40S

Presenter **Sarah Beck** is a literacy researcher and teacher educator based at New York University. In addition to teaching literacy methods courses she has taught English at the secondary level and writing to college students. Her research and teaching interests include writing assessment and the development of subject-specific literacy (including but not limited to subject English).

Title **What do teachers need to know about writing to practice good formative assessment?: Implications for teaching and teacher education.**

Theme 3

Length 45 minutes

Description This seminar is inspired by the question, where does teachers’ knowledge about assessment intersect with their knowledge about writing and writing

development? For two decades now, a set of standards for teacher competence in assessment has been in place in the U.S. (NCME, 1990), while in both the U.K and New Zealand, the ability to effectively assess student learning for the purpose of improving instruction is included in standards for teacher competence. The purpose of this seminar is to explore the extent to which these general standards for assessment knowledge and competence intersect with knowledge relevant to the development of expertise in writing. In particular, I will be concerned with the knowledge base necessary for formative assessment, i.e. for the purpose of informing and improving instruction. To launch the discussion I will present characterizations of teacher knowledge for writing assessment gleaned from an ongoing review of empirical research into teachers' writing assessment practices, and will invite participants to respond to and critique these characterizations based on their own practical experiences. Implications for teacher education will be a focal point of the ensuing discussion, since "assessment literacy" has been identified as a neglected competency in teacher education (Popham, 2009).

English teachers as well as teacher educators are the target audience for this seminar, as I hope to foster a dialogue among practitioners teaching and assessing writing and educators charged with preparing teachers for these responsibilities.

In addition to addressing "the impact of assessment on teaching and learning" (conference strand) the seminar also touches on "the tension between literacy and English," by exploring the tensions that exist in the English classroom between the goals of teaching writing as a "real world" form of literacy and teaching writing as a literary practice specific to the subject of English

Number	41S
Presenter	<b>Janet von Randow</b> has managed the Diagnostic English Language Needs Assessment (DELNA) since its introduction at the University of Auckland in 2002. She first joined the University teaching in the Graduate Diploma of Secondary Teaching after a long career as a teacher of English and modern languages. Her research interests include language assessment, second language acquisition and the first-year university experience.
Title	<b>Much ado about academic literacy: Nine years of diagnostic language needs analysis at the University of Auckland.</b>
Theme	2
Length	45+ minutes
Description	Although both domestic and international students seeking entrance to English-medium universities may well meet the minimum language requirement, recent research shows that this level of proficiency is not sufficient to enable them to cope adequately in their new learning community. To identify its first-year students' academic language needs and address them by guiding students to appropriate language enrichment, The University of Auckland introduced The Diagnostic English Language Needs Assessment, DELNA, in 2002. Initially only those faculties which suspected that weak language skills were impacting on student success used DELNA, thus confirming their fears and motivating them to establish language support programmes. DELNA became embedded in most first-year programmes as other faculties recognised its utility, its ability to make individual students aware of the new language environment, and its ability to produce a language profile of a whole cohort, which could shape the teaching and learning in that course.

In 2006 DELNA was made an entry requirement. The increased uptake of the assessment has revealed the extent of undergraduate language needs and language support services across the campus continue to develop to meet them. In this

workshop the presentation and development of DELNA and the academic language programmes at the University over almost a decade will be outlined and participants' views on the process and their suggestions for further development will be sought.

Number	42W
Presenter	<b>Claire Amos</b> is the Director of eLearning at Epsom Girls' Grammar School. She is also the facilitator of the ICTs in English community on <i>English Online</i> . Claire has taught English for 13 years in a range of secondary schools, including as Head of English Faculty at Auckland Girls' Grammar School. In 2009 Claire was a Ministry of Education e-fellow for which she undertook a study of how ICTs can be used to support literacy in and beyond the English classroom.
Title	<b>Using ICTs in English</b>
Theme	4
Length	90
Description	This will be an interactive workshop providing teachers with an introduction to a range of tools and strategies for using ICTs to support teaching and learning in the English classroom. Workshop attendees will be given the opportunity to explore Google Apps such as Google Sites, Google Presentations, Google Forms and Blogger. They will be introduced Digistore, Answergarden, Wallwisher, Wordle and more. The aim is to whet the appetite and consider the possibilities of how ICTs could be used to support and extend student learning.
Number	43W
Presenter	<b>Shane Barnes</b> , co-author of the Insight Shakespeare Plays, is currently Deputy Principal at Craigmore Christian School, Adelaide. He has presented at numerous workshops, has taught Shakespeare to secondary students for 15 years, has been on English marking and training panels, and was recently nominated for a National Excellence in Teaching Award.
Title	<b>Much Ado about Shakespeare</b>
Theme	1
Length	90 minutes
Description	<p>What do <i>The Simpsons</i>, <i>Kath and Kim</i>, <i>Flight of the Conchords</i> and <i>The Bachelorette</i> have in common with Elizabethan theatre? Is Shakespeare relevant to Generation Facebook? Do love at first sight, blinding ambition and destructive jealousy even exist anymore? Are Shakespeare's plays boring? Too hard? And what on earth is iambic pentameter?</p> <p>In our fast-pace, digitally enhanced 21st century, Shakespeare is often relegated to the literary and cultural recycle bin. However, this workshop seeks to promote the creative possibilities of the works of Shakespeare on the basis of their multi-generational and cross-cultural relevance.</p> <p>Three particular aspects of Shakespeare continue to engage readers and audiences in 2011. The language of his plays is rich in delicate shades of meanings and ambiguities; the performance of Shakespeare is open to an astonishing range of interpretations; and, above all, his works remain relevant because they touch on universal themes and experiences that unite humanity.</p> <p>With a particular focus on <i>Romeo and Juliet</i>, <i>Macbeth</i>, <i>A Midsummer Night's Dream</i> and <i>Othello</i>, this workshop will explore practical ways to engage young minds with the language and performance of Shakespeare. Workshop participants will be equipped with creative language activities, ideas to bring performance alive in the classroom, and tools for enabling students to study various film versions of Shakespeare's plays in conjunction with the play scripts.</p>

This workshop does not dumb down Shakespeare; rather, it empowers teachers with ways to make his plays accessible and meaningful. Hand-outs that can be used in the classroom will be available for this purpose.

Engaging, interactive, humorous, relevant and practical: this workshop will prepare you to enthuse today's teenagers in the drama and poetry of Shakespeare. Yes, Shakespeare is challenging, but the reward is in the challenge.

Number 44W  
Presenter **Daniel McQuillan.** After gaining a Bachelor of Directing for Screen from Unitec I worked professionally as a director, editor and production manager. My own short film *Gift* won the 2006 Kodak Filmschool award for cinematography. I am now in my third year of teaching Media Studies and English and I bring a technical and creative approach to film study.

Title **Deconstructing film for senior English**  
Theme 1  
Length 90 minutes  
Description This is an interactive workshop where you will learn new approaches to analysing film. From choosing a good text to decoding the meanings within scenes, these skills are valuable for all teachers of film. There will be a concentration on the technical aspects of filmmaking and the apparatus of the craft and how the use of these affects audiences. We will look at models of close reading used in Media Studies and see how they can enhance a student's ability to achieve in English. Hopefully you will have a new toolbox to call on when you come to analyse films in your classroom.

Number 45W  
Presenter **Susy Carryer & Massey High School English Department.** Massey High School English department is a vibrant and collegial team, where all members are encouraged to participate fully and contribute new ideas and challenges.

Title **Making it work: Te Kotahitanga in the classroom.**  
Theme 2  
Length 90 minutes  
Description Massey High School was one of the original 12 Te Kotahitanga Schools and has been committed to the programme for the past 8 years. All but one or two of the English teachers are involved in the programme and therefore it is becoming embedded in our programmes and department schemes. This workshop will be a facilitated conversation between diverse members of the department from a deputy principal to a second year teacher about how Te Kotahitanga is visible in our department and in our classrooms. The facilitator will guide the conversation between the presenters, and gradually invite participants to join in with their own questions or comments. Therefore, by the end, the workshop will be a time to share ideas and experiences among participants. We will be exploring the pedagogy underpinning Te Kotahitanga and how that shapes departmental processes. In addition, we will be sharing and exploring practical ideas for the classroom that arise from that same pedagogical understanding.

Number 46W  
Presenter **Dylan Horrocks** is an Auckland-based cartoonist, whose award-winning graphic novel *Hicksville* has been published in several languages. He has also worked for DC Comics, writing *Hunter: the Age of Magic* and the monthly 'Batgirl' series. He has drawn newspaper strips and political cartoons, illustrated children's books and contributed to comics magazines around the world. He is a regular guest lecturer at universities and schools and teaches 'Sequential Illustration' at the Auckland University of Technology. He is currently working on two new graphic novels and

runs the website [hicksvillecomics.com](http://hicksvillecomics.com)

Title **Comics and Graphic Novels in the classroom [repeat of 26W]**  
Theme 1  
Length 90 minutes  
Description Comics and graphic novels are an increasingly important presence in the cultural landscape, from the growing popularity of manga to critically acclaimed graphic novels like Marjane Satrapi's *Persepolis* and Chris Ware's *Jimmy Corrigan*. Comics today are used to tell all kinds of stories: memoir, journalism, history, biography, and of course every conceivable genre of fiction. This workshop will discuss how you can use comics in the classroom to explore visual media, long and short narrative texts, genre, readership, comparing different media and so much more. From poetry to philosophy, comics are the ideal subject for English teachers at any level.

Number 47W  
Presenter **Hilari Anderson** lives and works in Auckland. An experienced Drama/English teacher, she has presented at national and international conferences and is currently Head of Performing Arts at Marist College in Mount Albert.

Title **HOT STUFF: Drama inspired by the sun, fire and volcanoes.**

Theme 2  
Length 90 minutes

Description The content of this unit of work has been tried and tested with Year 8 and is aligned to Levels 4/5 of the curriculum. This workshop introduces about 20 hours of lessons through exploring fresh ways of dramatizing local and international myths through story-telling, listening and action. The workshop starts camp-fire style then focuses on a specific Maori myth inspired by the formation of one of the 50 volcanoes on the Auckland isthmus - a story that explains natural phenomena from a tribal perspective.

As a follow-up to the stories explored in the workshop, a bibliography will signpost participants to a range of archetypal myths that all involve 'playing with fire' - an appealing theme for the intermediate age-group.

Number 48W  
Presenter **Robin Holding** is a former HOD English and current teacher of Scholarship at a large co-ed state school in Auckland. She has been a secondary teacher for over 30 years and an HOD for nine years. She has been a marker for UE, and Bursary/Scholarship and has run tutorials for Scholarship students for the past five years.

Title **Much ado about making sure all's well and as you like it for scholarship**

Theme 3  
Length 90 minutes

Description An interactive workshop – be the teacher and share experiences and best practice and become the student for a while. We will use a collection of suggestions, resources, approaches and handy hints about getting the best deal for students entering Scholarship English.

Number 49W  
Presenter **Ngairie Hoben** has been an English teacher for many years. She currently works with pre-service teachers at the University of Auckland where she is engaged in a practicum project with ten Auckland secondary schools. Part of this project involves professional development for secondary teachers who undertake to mentor pre-service teachers.

Title **Juggling support and challenge: Becoming an effective mentor to pre-service English teachers.**

Theme 3  
Length 90 minutes

- Description Pre-service teachers regularly report that practicum is the best part of learning to teach, and while the majority of them enjoy a very positive experience, a number do have a less than optimum one. In this workshop we will begin to address the following questions:
- How can I become an effective mentor to a pre-service English teacher?
  - What strategies can I use to help my PST learn to teach?
  - How can I balance the need to provide support to a learner-teacher while also challenging her to lead learning as effectively as possible in the English classroom?
  - How can I ensure the learning of my pupils is not compromised by the presence of a pre-service teacher?

We will consider what is known about the process of learning to teach, and what pre-service teachers find helpful in a mentor teacher. We will look closely at the practices of an exemplary mentor in English and will see what we can learn from this case study. There will be opportunities for discussion and to engage in finding solutions to some of the challenges that mentors face in their work.

### Session Five: Wednesday April 20<sup>th</sup>, 10.30 a.m.- 12 noon

#### Sharing our practice: Panel presentation 3.

As you write it: Strengthening student writing - are we making enough difference?

#### Ros Ali, Jennifer Glenn and Shaun Hawthorne.

**Rosalind Ali** is currently a teacher at St Cuthbert's College and has spent years running writing programmes at St Cuthberts and Epsom Girls Grammar School in Auckland. She also works as a tutor for the [Michael King Writing Centre](#) and is a member of the BNZ Literary Awards Governance Group. She has been a past presenter of NZATE writing workshops.

**Jennifer Glenn** is an English Teacher at Thames High School. She currently leads staff development in formative assessment and has also been involved in research, literacy and distance teaching of visual language. She has experience as an HOD and as a facilitator for the cross-curricular SCT initiative at TEAM Solutions.

**Shaun Hawthorne** is a Deputy Principal at Western Springs College in Auckland. He is an ex HOD of English and, currently, the Auckland representative on the national council of NZATE. He is the primary author, along with Jennifer Glenn, of the new NZATE teacher resource *Effective Practices in Teaching Writing*.

In this session three panellists offer insights from their own research and practice into what works to lift student writing in an English classroom. Ros Ali will discuss what works when teaching writing. Jennifer Glenn will show how getting teacher feedback processed and used develops student writers and Shaun Hawthorne will show how we can teach students the strategies they need to improve their writing.

OR,

#### Workshops:

Number	50W
Presenter	<b>Sue Dymoke</b> is a poet and senior lecturer at the University of Leicester, UK. In 2011 she is a visiting scholar at the University of Auckland. She also edits <a href="#">English in Education</a> , NATE's peer-reviewed academic journal. Books include: <i>Teaching English Texts 11 -18</i> (Continuum) and <i>Drafting and Assessing Poetry</i> (Sage).
Title	<b>Writing poetry in the classroom</b>
Theme	1
Length	90 minutes
Description	This workshop will focus on practical activities suitable for use across the 11 - 18 age range. All participants will draft some new work during the course of the workshop and share their draft poems with others in the group.

Number 51W

Presenter Neale Pitches has been a teacher and principal before he was appointed CEO of Learning Media from 1993 until 2002. He is currently the CEO of South Pacific Press. He presents nationally and internationally on literacy, focusing on how to teach comprehension strategies across the curriculum.

Title Comprehension instruction for digital natives: How digital shared reading and co-operative learning are transforming two diverse NZ classrooms.

Theme 4

Length 90 minutes

Description This session offers insights into an exciting new way of accelerating comprehension achievement in diverse “21<sup>st</sup> century” classrooms.  
Two case studies will be presented from two New Zealand classrooms where comprehension scores have increased dramatically as a result of a new, evidence-led digital and book-based approach to teaching and learning.  
Neale Pitches, an experienced teacher, principal and author will show video from these classrooms, demonstrate a revolutionary new digital interface for shared reading and discuss data that indicates student achievement is being accelerated as a result of students’ learning comprehension strategies, new vocabulary and fluency in a rich pedagogic framework.  
Differentiation will be discussed in terms of scaffolding that bring diverse learners into a learning community – an inclusive model of differentiated instruction where digital, teacher-based, audio and co-operative learning “scaffolds” result in rich text-based experiences for all students.

Number 52W

Presenter **Debbie Dwyer** has been teaching English for 23 years in high schools and colleges in Canberra, Australia. She is currently the head of English at Dickson College, a vibrant public school for Yrs 11 and 12 (16-18 year olds) in the inner north of Canberra. Debbie has presented at ACTATE (ACT Association for the teaching of English) workshops and annual general meetings, at professional development days and conferences in the inner north schools cluster and at PD days in her own school, college and faculty. Her focus is on developing pedagogy and best practice in English, literacy teachers and in teachers generally.

Title **Creative responses in English: What, why, who and how?**

Theme 1

Time 90 minutes

Description Debbie teaches at Dickson College, a dynamic college for students in their last two years of high school. Dickson is in the inner north of Canberra, in an area which was originally developed in about 1960. Many of the parents of Dickson College’s students are academics at the near-by Australian National University or are high-ranking public servants, but there are many parents with more modest occupations, plus pockets of disadvantage including refugees. However, Dickson College offers a range of exciting educational programs for all so that everyone is included in our school community.  
In this workshop Debbie will solve some of the mysteries of teaching and assessing written and non-written creative responses. You will be shown examples of excellent creative responses including paintings, photography, 3-D pieces and a DVD on dance. You will receive tips on how to teach the creative response and practical and effective strategies for getting your students started.

Number 53W

Presenter **Viv Aitken** is senior lecturer in drama education at the Faculty of Education, University of Waikato. She contributes to programmes for future teachers at primary and secondary level as well as supervising postgraduate students. Viv has a particular interest in the cross-curricular teaching pedagogy devised by Dorothy Heathcote known as 'Mantle of the Expert'. In 2009 Viv hosted "Weaving our Stories: International Mantle of the Expert" conference and she continues to work

with teachers around the country as they implement the approach into generalist and specialist classrooms.

Title **Mantle of the Expert**  
Theme 4  
Length 90 minutes  
Description 'Mantle of the Expert' (MOTE) is a cross-curricular approach to teaching and learning that has been described as 'dramatic based inquiry learning'. It involves students and teachers taking on a range of roles and positions within a fictional but authentic context.  
By embracing problem solving, critical debate, complex questioning, engagement with text, ritual and symbol and meaningful use of technology, MOTE has been found to promote rich learning opportunities and engage teacher and learner alike. Teachers and learners report very strong engagement, heightened motivation, increased meta awareness and a genuine concern with the standards of work produced (in the widest sense of the word).  
First developed by Dorothy Heathcote (UK) the MOTE approach is gaining popularity around the world, including in NZ where many schools are finding an excellent 'fit' with the aspirations of the NZ curriculum (2007).

A naturally integrative system, MOTE is often used in generalist primary classrooms, but is also proving to be a valuable tool within secondary specialist classrooms.

In this workshop, Viv will introduce teachers to the key strategies and structures used in MOTE and suggest some of the ways it might be used to support effective teaching of English. The aim is to give participants an introduction so they come away with a fuller understanding of how MOTE works, why it works, and some simple practical suggestions to get them started.

The workshop will be appropriate for primary and secondary teachers.

Number 54W  
Presenter Hayden Maskell teaches English and Media Studies at Northcote College.  
Title **We're getting somewhere! - engaging low achievers and disengaged students through film.**  
Theme 1  
Length 90 minutes  
Description Engaging difficult students in English can be...difficult. Film and video are excellent tools to hook these students into the subject, and this workshop aims to share some ideas and techniques that have been successful in several different classrooms. The focus will be around using music videos, short films and Youtube as a way to get students to branch out and explore both visual and written language. Equipment required: projector.

Number 55W  
Presenter **Lisa Samuels** has a PhD from the University of Virginia and teaches literature and creative writing at The University of Auckland. She publishes on poetry and critical practice and is also the author of ten poetry collections, most recently *Tomorrowland* (Shearsman 2009), *Mama Mortality Corridos* (Holloway 2010), and *Gender City* (Shearsman, forthcoming 2011), and a creative non-fiction book, *Anti M* (Chax, forthcoming 2011).

Title **Teaching experimental writing in the English classroom**  
Theme 1  
Length 45 minutes  
Description In this hands-on, 45 minute workshop, I explore with teachers the relations between canonical and experimental writing, in various forms and modes, and how we might structure experimental writing into English classroom practices. I will present materials drawn from my own Introduction to Creative Writing

course, adapted to the English curriculum in NZ secondary schools. I will also work with workshop participants to develop materials, ideas, and activities to use in their own classrooms which empower students to think critically and creatively about texts and language.

Number 55W  
Presenter **Belinda Develter** has taught junior and senior English at Northcote College for four years, where she was also an ICTPD Lead Teacher. She is now teaching at Western Springs College.  
Title **What is it that makes us human? An NCEA Level 2 visual text study of *Moon* by Duncan Jones**  
Theme 1  
Length 45 minutes  
Description In this seminar I will discuss the thematic approach used to teach *Moon* to my Year 12 class. *Moon* (2009) is Duncan Jones' critically acclaimed directorial debut, presenting a touching human story within a low-tech science fiction environment. A particular highlight of the film is the soundtrack – this is an element of the film where I focussed on developing student appreciation (and the vocabulary needed to demonstrate this appreciation). Presenting the film's challenging themes within a broader framework has forced my students to look for these issues in the wider world. This study gives students the tools that allow them to demonstrate a discriminating/perceptive understanding, as required at this level of the curriculum.

Number 56W  
Presenter **Michelle Johansson** : Mālo e lelei! Michelle is a Polynesian English teacher in South Auckland and the director/playwright of the P.I theatre company the Black Friars. She also has the role of Tuākana at Auckland University. Currently she is completing the MProf Studies in Education while enjoying the challenge of working as a Pasifika advisor to the Ministry.  
Title **Pasifika Identity and representation in the NCEA: Putting a tick in the "Sione" box.**  
Theme 2  
Length 90 minutes  
Description This presentation will explore the ways in which the texts taught in the NZ classrooms identify and represent Pasifika people. As a lens through which young people view themselves, the world, and their place in the world, texts can be a powerful means of affirming or refuting positive cultural identity and self-image. Also for consideration are the pedagogy and achievement criteria both explicitly and implicitly privilege via the NCEA and the implications that this might have for our Pasifika ākongā.

Film **Shirley Horrocks** [Director], *Early Days Yet*. A film about the poet Allen Curnow.

Session six: Thursday April 21<sup>st</sup>, 9.00 a.m. – 10.30 a.m.

Number 57P  
Presenter Janet Alsup, Jennifer Richardson, & Lisa Slade Eckert.  
Janet Alsup, Purdue University, [jalsup@purdue.edu](mailto:jalsup@purdue.edu)  
Jennifer Richardson, Purdue University, [jennrich@purdue.edu](mailto:jennrich@purdue.edu)  
Lisa Schade Eckert, Montana State University, [eckert@english.montana.edu](mailto:eckert@english.montana.edu)  
Title **Continuing Education and the English Teacher: How Graduate Programs Transform Secondary Classrooms**  
Theme 3

Length 90 minutes  
Description The three papers in this session address various aspects of this research study and argue for the importance of graduate coursework and graduate degrees for secondary school English language arts teachers. The combined argument is based on an empirical, survey and interview based research project we conducted with 160 practising teachers in Montana and Indiana that has demonstrated a statistically significant association between graduate coursework/degrees and the effective use of research-based pedagogies in the teaching of English language arts.

This paper reviews the larger-scale survey findings and then focuses on individual teachers who were interviewed in more depth about their graduate school experiences and connections between these experiences and their current teacher identities and practices. We outline characteristics of graduate programmes mentioned by the teachers as particularly useful and educative to them as teachers and describe how these programme characteristics led to increased use of research-based pedagogies in the participants' classrooms.

Finally, analyzing our findings through critical literacy theory (see Eckert, 2006; Kanpol, 1994; McLaren, 2003) and theories of professional identity (see Alsup, 2006; Cochran-Smith & Lytle, 2009; Smagorinsky et al, 2004), we place our results in the larger context of teacher licensure requirements in both states and recent trends in US state requirements for the continuing education of secondary teachers.

Number 58P  
Presenter Janet McIntosh, Ed.D. is an Associate Professor at the Schulich School of Education, Nipissing University, North Bay, Ontario, Canada. She teaches courses in secondary English language and literacy methods. Her research focuses on response to literature, pre-service and novice teachers' implementation of response journals, and response strategies in classroom practice.

Title **Reflective writing: Enriching practical knowledge of pre-service English language & literacy teachers**

Theme 3

Length 45 minutes

Description Can the development of practical knowledge be enhanced through using a reflective writing strategy in a pre-service literacy course? To what extent does the content analysis of written pieces reveal practical knowledge of pre-service teachers? Having an interest in both literacy course content and practices of literacy teacher educators, I've studied the effectiveness of pedagogical strategies I used as a teacher educator in English language & literacy methods courses. Study results revealed the need for further inquiry into the process pre-service teachers use to effectively integrate theory and practice in course work.

This study examines whether pre-service teachers develop and enhance their practical knowledge in the teaching of grades 7-10 (student ages 12 -15 in Canada) English language & literacy through using a reflective writing strategy in a Faculty of Education methods course. An assignment requires pre-service teachers to create written reflection pieces in response to assigned professional readings from literacy journals. Through analysis of this written reflection, I explore the extent to which study participants reveal development and enrichment of their practical knowledge in the teaching of English language & literacy.

The theoretical framework that guided the current study is based on research in teacher education and more specifically literacy education, teachers' reflective practice and writing to learn.

Qualitative research techniques were used to analyze data which consisted of 97 reflective written pieces created by pre-service teachers after they had read and responded to assigned professional readings. Participants were pre-service teachers enrolled in language & literacy methods courses taught by me over a two year period.

Categories that emerged in the data include: reference to the pre-service English literacy course, inclusion of quotations from readings, gender and literacy, meeting student needs, classroom strategies, practice teaching experiences, own student experience, and growth statements.

Number	58P
Presenter	<b>Dr. Tara Star Johnson</b> is an associate professor of English Education at Purdue University in West Lafayette, Indiana, U.S.A. Her research interests include the intersections among race, class, gender, and sexuality as they pertain to English education, with particular attention to how teacher-student relationships are affected by these identity categories.
Title	<b>Teachers-Turned-Lovers: Sexual Misconduct Signposts in the English Classroom</b>
Theme	1
Length	45 minutes
Description	A prior study investigating the sexual dynamics my participants—pre-service secondary English teachers—were experiencing in the classroom led to this study on whether and how that sexual dynamic, which many scholars believe is a condition present in most classrooms, can become educator sexual misconduct (ESM). This study, theoretically situated within feminism and poststructuralism, employs a qualitative methodology. Multiple interviews and artifacts from two women, former English teachers who had a sexual relationship with a student, are supplemented with cases exposed in the media involving teachers whose backgrounds and affair patterns share similarities.

This paper focuses on just one step of the teacher-student affair process: how the line between “teacher” and “lover” was crossed. The illustrative examples of these women provide signposts for teachers who may be experiencing qualms about the nature of their relationships with students. Creating a space for dialogue within teacher education and professional development programs is a critical step toward addressing the issue of ESM.

Number	59P
Presenter	<b>Julie Bain’s</b> teaching experience has been fuelled by a passion for using digital technologies in teaching. Her work includes the examination and analysis of innovation, using digital technologies (the focus of postgraduate study), ways of adapting information for teacher and students needs that construct islands of meaning through digital narrative. <b>Email:</b> <a href="mailto:jbain@oconnor.nsw.edu.au">jbain@oconnor.nsw.edu.au</a> <a href="mailto:julbain@gmail.com">julbain@gmail.com</a>
Title	<b>English teachers are curriculum superheroes: diversity, transformation and directions in the context of secondary multimodal English pedagogy.</b>
Theme	1
Length	45 minutes
Description	In what ways can multimodality in teaching and learning provide affordances, opportunities and enhancement in literary and language learning in the Stage 6 English curriculum? The paper aims to draw connections between the use of multimodal teaching resources and student engagement within the context of literary and language studies. The paper further aims to connect the ways the use of multimodal resourcing for modeling curriculum content positively affect the use of language and critical analysis through demonstration by students, who create digital narrative, in Stage 6 English courses in response to literary texts.

**Research questions include:**

- What constitutes multimodal teaching?
- In what ways do teachers use multimodal texts in the study of literature in Stage 6 in NSW?
- What support do teachers need in terms of professional development to create multimodal, relevant and meaningful teaching resources?
- In what ways do students respond to multimodal teaching strategies?
- How can student response, through digital narrative, demonstrate learning outcomes in Stage 6 English?

Number 59P

Presenters **Sean Sturm & Stephen Turner**

Stephen and Sean teach writing together at the University of Auckland, Stephen in the English Department and Sean in the Centre for Academic Development. They have co-taught most recently an upper-level undergraduate course on 'Writing Technologies.' They are currently working on a book on learning to teach and teaching to learn, tentatively entitled *Learner Teacher*. Apart from their joint work, Stephen has published articles on the relation between law, history and media in the context of the settlement of New Zealand, while Sean has published articles on settler literature, writing and critical pedagogy.

Title **"Letting Learn": Teaching Digital Literacy.**

Theme 4

Length 45 minutes

Description Teaching writing today is inextricable from the digital environments in which students read, write and learn. Digital literacy in an educational setting, however, challenges teachable knowledge. A teacher may match the hyperliteracy of their students, but cannot claim the same generational experience of technology. Rather than worry about the 'digitised' minds of our students, whether our own concern is their reduced attention span or greater comfort online, we utilise their literacy. We ask how the skills they already have might be framed and exercised in ways that do not simply extend the corporatised imperatives and excitement of new technology itself. Do courses on digital literacy, for instance, simply reflect imperatives to up-education to order to increase student intake, knowledge networks and research outputs?

Our keyword is "status," which links individual and institution in technology networks that "feed" back, among other products, a student's sense of self and social world. Status joins the self-design of students, who must constantly update their status, and the design-drive of increasingly market-oriented education. Status goes to the core of 'econometric' education, which is the learning-by-measure that involves ranking, objectives, aims, outputs and performance indices.

Rather than treating teaching as more benchmarking, we question the very nature of design in the environment of the classroom. In so doing we uncouple learning from econometric protocols, and let our students learn; we model learning by disassembling e-objects (devices, databases, drives, designs, etc.) with a view to exposing their functioning; we oppose users as "functions" to the creative-critical uses that students might make of e-objects; and we mobilise invention to avoid the backwards-designed learning driven by "objectives" and "outcomes". For us, digital literacy involves learning *beyond measure*.

Number 60P

Presenter **John Taylor** is currently a Senior Lecturer in English at the University of Otago College of Education. Previously Head of English at South Otago High School in the south of New Zealand, he has also worked as an English and literacy adviser both in New Zealand and in Niue in the South Pacific.

Title **Teenage Personal Reading: An insight into the habits, attitudes and beliefs of a 'cuspal' generation.**

Theme 1

Length 45 minutes

Description This seminar will begin with a general look into the importance of personal reading and some of the issues and trends around voluntary reading in the twenty-first century. More specifically we will then gain an insight into what a group of older teenagers think about reading and, crucially, how they move between 'digital' reading and 'traditional' reading. It is intended that the seminar will provide opportunities for professional dialogue about the changing face of personal reading and more particularly, the implications of these trends for the teaching of English in the secondary school context and for literacy practices across the curriculum.

Number **60P CANCELLED**

Presenter **Dr Gloria Latham** is a senior lecturer in literacy in the School of Education at RMIT University. Prior to working as a teacher educator she has worked as a primary teacher, a writer for theatre and television and a theatre director. Her work in literacy education has involved being part of a design team for a new teacher education program focusing on New Learning pedagogies, and building a virtual school: Lathner Primary. The 2nd Edition of her book *Learning to teach: New times, new practices alongside colleagues*, will be published in 2011.

Title **Teaching Reading: Where new narratives in the Virtual inform the Actual**

Theme 1

Length 45 minutes

Description This paper will address the role of teacher educators as provocateurs and professional community builders. It will describe and critique findings from an interim Action-Research study to discover how effective change can be managed in the teaching of reading within a virtual school, using a blended model of teaching. In particular, issues of ability grouping, student engagement and ownership of the learning will be explored in this paper. The paper will report interim findings of a study seeking to disturb the known and problematise certainty, in order to unravel and critically examine ways to shift the deeply embedded culture of teaching reading. Alternative narratives, where our pre-service teachers play a central role in the teaching of reading are described. The focus for the study is on pre-service teachers in their final year of their teacher education programme.

Number 61S

Presenters **Brenton Doecke (Deakin University, Australia), Sandy Harris (Mangere College, Auckland), Terry Locke (University of Waikato) & Graham Parr (Monash University, Melbourne).**

Title **Literature teaching across the world: local and international conversations**

Theme 1

Length 90 minutes

Description International debates about literature teaching in schools are invariably inflected by tensions associated with diverse traditions of education and educational reform in different countries. Despite this diversity, the dominance of PISA literacy assessments and other international testing regimes has positioned English and literature teaching across the world as captive to what Ken Jones (2009) calls the "new orthodoxy" of a "globalised policy agenda".

In order to claim legitimacy and validity for their comparisons between countries, PISA applies a single set of mechanical criteria to their assessments, and in doing so it ignores the rich specificity of local settings and downplays the vast cultural, social and linguistic differences between countries. In this orthodoxy the teaching of reading and literary interpretation is fundamentally the same everywhere, while the knowledge of literature teachers is little more than a standardised set of skills

and knowledge that exists irrespective of the setting.

This symposium presents and reflexively scrutinises different experiences and understandings of literature teaching as a 'knowing practice, enacted differently by teachers in different national settings. The focus will be on Australia and New Zealand, but the participants are also part of an international conversation comparing literature teaching in seven different countries across the world, with contributors from the Netherlands, Germany, Norway, Australia, New Zealand, Canada, England and the United States. This larger conversation, featuring chapters written by the participants in this seminar, is presented in a new book titled *Literary Praxis* (edited by van de Ven and Doecke, and soon to be published by Sense). In contrast to the ideologies that support PISA, the spirit of international comparative inquiry that characterizes this volume seeks to describe, understand and appreciate the particularities of the different local settings of literature teaching, particularities that are mediated by language, culture, history, politics, literary texts, etc.

The aim of this symposium, as indeed is the aim of the book, will not be to capture and present examples of 'exemplary, or 'highly accomplished literature teaching. This would be to close down the conversation about language, about literature and about literature teaching that we are attempting to facilitate by conducting this inquiry. The aim might more properly be described as one of investigating the 'ordinariness of literature teaching as it is enacted from day to day in literature classrooms in different parts of the world. This entails making the familiar strange and teasing out assumptions about the teaching of literature that might otherwise remain hidden or taken for granted.

Number	62S
Presenters	<b>Catherine Beavis &amp; Joanne O'Mara</b> <b>Catherine Beavis</b> is Professor of Education at Griffith University, Australia. She researches in the area of digital culture, young people and new media, with a particular focus on the changing nature of text and literacy, and the implications of the online world for English and literacy education and curriculum. <b>Dr. Joanne O'Mara</b> is a Senior Lecturer in Language and Literacy at Deakin University. She has researched extensively in literacy and process drama, and is particularly interested in reflexivity in teaching.
Title	<b>Literacy, learning and computer games: attending to game play.</b>
Theme	4
Length	90 minutes
Description	The need to expand traditional, print-based versions of literacy to incorporate attention to multimodal forms of text and literacy in curriculum and schooling is now well established. Much can be learnt about students and their literacy and learning practices from the exploration of their interactions with digital culture—particularly videogames—from their out-of-school life-worlds. However, the emerging set of skills and competencies or, the 'new' literacies and literacy practices associated with multiple and ever-emerging genres generated through information and communications technologies, present challenges in terms of how they might be thought about in terms of literacy and how the multiple dimensions entailed in gameplay are increasingly a part of what it means to be literate in the 21st century.

The complexity of computer games requires methodologies that enable both close analysis of game play and the surrounding interactions. This seminar discusses methodological issues in researching young people's game playing knowledge, the kinds of literacies and literacy practices entailed in game play, and the ways in which game play is embedded in the social contexts of play.

Calling on a research project into games literacy and games play, the seminar describes the methodologies used, and the ways in which multimodal data was generated, shared and analysed amongst the research team within a shared online space. It describes the methodology used and some of the issues this approach foregrounded or gave rise to. It presents findings about the kinds of literacies and literacy practices in evidence as students played, their game playing knowledge and the integration of games into broader social and textual contexts, as identified in game play, and invites participants to share their own experiences of working with students, literacy and computer games.

Number 63S  
Presenter **Marion Meiers** is a Senior Research Fellow at the Australian Council for Educational Research. She has an extensive background in English curriculum in Victoria, and nationally, as a secondary and tertiary teacher, curriculum officer and advisor, writer and researcher. In 2009-2010, she was a member of the English National Advisory Panel for the Australian Curriculum, Assessment and Reporting Authority

Title **Landmarks in the Evolution of English Curriculum in Victoria, Australia 1968-2010**

Theme 3

Length 45 minutes

Description This paper presents a chronology and commentary on some of the key policy initiatives that have shaped the English curriculum in secondary schools in the state of Victoria, Australia, over a 40-year period. In the current context where the imminent implementation of a national curriculum is about to replace the historically state-based curriculum, it is of particular interest to revisit the evolution of the Victorian secondary English curriculum.

Two sets of policy initiatives have impacted on what has been taught in Victorian schools since 1968. The first set relates to Years 7-10, often referred to as the compulsory years, and the second set is focused on Years 11 and 12.

This chronology begins with a significant move by the then director of secondary education in 1968, when he sent a series of memos to schools outlining principles for the introduction of school-based curriculum development in Years 7-10. This prevailed until 1985, when a set of Frameworks for curriculum was introduced by the Victorian Education Department. Until 1980, the end of school certificate, originally known as the Matriculation, was administered by the Victorian University and Schools Examination Board. This was replaced by a statutory authority that introduced the new Higher School Certificate of Education in 1980, eventually to be replaced by a new structure, the Victorian Certificate of Education, from 1991.

Many teachers contributed to the committees that developed the documents and resources to support these initiatives, and this paper largely narrates the changes and consistencies from that perspective, supported by key documentation.

Number 63S  
Presenter **Michael Moore & Don Zancanella.**  
**Michael Moore** is a professor in the department of Curriculum, Foundations and Reading at Georgia Southern University and is the former editor of *English Education*.

**Don Zancanella** is a professor in the Department of Language, Literacy, and Sociocultural Studies at the University of New Mexico. From 2006-2008, he was chair of the Conference on English Education.

Title **The Secret History of English Language Arts Standards in the U.S.**

Theme 3

Length 45 minutes

Description In 1987 the National Council of Teachers of English and the International Reading Association published a set of standards for the teaching of English language arts. Developed by two professional organisations, with government funding, these were the first standards for the subject of English in the U.S. which were considered to be "national." At about the same time, individual states began developing their own standards in various school subjects.

Since then, school standards in the U.S. have played an increasingly prominent role in school policy, student assessment, and teacher practice. Most recently, in 2010, a new set of (ostensibly) national standards was developed by a quasi-governmental organisation without substantial input from professional organizations. These new standards have begun to replace the state standards, creating (perhaps) the first set of national standards in the U.S. in English language arts to have the full force of policy and law.

The public history of this evolution is not difficult to trace. However, there are a number of untold stories, unexplored tensions, and unexamined assumptions which a careful analysis of the evolution of English language arts standards in the U.S. reveals. In this seminar, we will focus on these stories, tensions, and assumptions - what might be viewed as the "secret history" of the standards - and on what this history suggests about the present state of subject English and its future.

Issues we will pay special attention to include the following:

- The relationship between standards and assessment and, in particular, how assessment has come to shape standards instead of vice versa
- The different ways in which literature - often placed at the centre of the curriculum - has been defined in various sets of standards
- The way in which subject English has been defined by various sets of standards and how and what is included and excluded has shifted over time (the role of media studies being a case in point).

Our hope is that attendees from other countries will share their experiences with subject standards in their own contexts and provide an opportunity for comparison and an exchange of views

Number 64S

Presenter **Helen Sykes** has been a head teacher of English, the author of many books for secondary English, an educational bookseller and a publisher. A regular conference presenter, known for inspiring teachers to share her commitment to getting kids to read, she is co-author of *Choices for English: books, films and other texts that work*.

Title **Is there a canon of Young Adult literature – in particular, of those Young Adult books used in secondary English classrooms?**

Theme 1

Length 45 minutes

Description What qualities do teachers look for – and students respond to – in the books that are chosen for shared reading and discussion? How can we be sure that the books we select for our students will work?

There are thousands of new YA novels published every year, many of them well worth reading. Many of them will fit readily into your English programme: books that you can group together for wide reading programs; books that you can recommend for extension reading; books that you know will suit particular students within your classes. However, finding – from this huge wealth of publishing – that elusive book that will work well as a shared class novel is not so easy, even if we had time to read everything. Those magic books that appeal to

most classes most of the time are rare.

In this seminar Helen Sykes will introduce her YA 'canon' - her choice of those magic texts that work as class set titles: a handful of classics; a few little-known gems that merit more attention; and a selection of the most exciting YA books recently published. The selection will cover books from all parts of the English-speaking world and will include visual texts and verse fiction as well as novels. The selection will include some books that meet the needs of particular classes: for example, some that work well with less confident readers; some that will challenge and extend your gifted students; some that promise to engage those reluctant boys.

Delegates attending this seminar will receive an annotated list of recommended titles.

Number	64S
Presenter	<b>Elizabeth Noll.</b> Dr. Elizabeth "Betsy" Noll, a former English language arts teacher, is a professor of Language, Literacy & Sociocultural Studies at the University of New Mexico (USA). She teaches courses and conducts research in children's and young adult literature, methods of teaching English language arts, academic writing and case study research methods.
Title	<b>Much Ado about Vampires in Young Adult Literature</b>
Theme	1
Length	45 minutes
Description	In the past decade publication of young adult literature about vampires has grown dramatically. This trend has impacted not only teens but (mostly female) adult readers in their forties and older. The widespread interest and sales figures have drawn some attention from popular media but less so from professional publications for literacy educators. This session addresses the attraction of young adult vampire literature, reactions from conservative Christians, and the lessons we educators can learn from teen readers who love and hate these books. Sufficient time for discussion will be included in this session.
Number	65W
Presenter	<b>Aaron Wilson</b> is based at the University of Auckland where he is a researcher with the Woolf Fisher Research Centre, the National Coordinator of the Secondary Literacy project, a lecturer in the pre-service secondary English programme and a PhD student. His research interests are in the area of subject literacy teaching in secondary schools and professional development.
Title	<b>Literacy learning in subject areas</b>
Theme	2
Length	90 minutes
Description	It seems to be widely accepted, internationally and in New Zealand, that all secondary school subject teachers – and not just teachers of English - should be teachers of literacy. It also seems to be widely accepted that many subject-teachers need to know and do a lot more about literacy than they currently do. Most professional development programmes that attempt to raise secondary school students' literacy achievement are essentially cross-curricula in nature and pay comparatively little attention to the highly specialised reading and writing demands of different subjects. In this presentation, Aaron will critically examine the adequacy of such approaches in preparing students to engage with the language and texts valued within particular subjects. He will explore this issue particularly in regard to the language demands of secondary school English and mathematics.
Number	66W

Presenter **Philippa Wintle** is a fifth year teacher of English and Drama at Westlake Girls High School on the North Shore of Auckland. She has taught both in New Zealand and in South East London, where she became focused on making links between texts and what teenagers consider to be 'real life.' Although it's not possible with every text, her pedagogy rests heavily on encouraging ownership and accountability, and making information accessible and relevant. Coz, sumtimez it hlps 2 wlk da wlk & tlk da tlk.

Title **Poetry at Level 2: Stuffy and irrelevant or empowering and 'choice'?**

Theme 1

Length 90 minutes

Description Poetry's stuffy and irrelevant. Manipulate your students to think otherwise: This presentation will focus on how to encourage students to appreciate language and its purpose. By looking at the bigger picture and examining the extent to which we are manipulated by popular culture, students find meaning in the work of Sage Francis, an American poet/rapper and some work of the Beat poets. Students find themselves analysing the power of our language and the normative perception of perfection. Everyone writes better when they feel empowered to articulate ideas to which they feel responsible. This unit encourages students to take responsibility for their ideas and focus on their choice of language in order to best represent something about which they are passionate.

Number 67W

Presenters **Piper Mejia & Glen Sinclair.**

**Glenn Sinclair** (Dip TEFLA Cambridge) and **Piper Mejia** (MA) have 38 years combined experience working with students 'labelled' as working below their cohort. Drawing on their linguistic backgrounds, they have had the unique opportunity to work in many curriculum areas, including ESOL and English, often combining the two. Currently working in completely different types of Secondary schools, Auckland Girls Grammar School and Katikati College, yet surprisingly their conclusions about best practice, in response to changing educational policy, are the same.

Title **Where they start from does not limit where we take them.**

Theme 2

Length 90 minutes

Description So many school-based initiatives are aimed at a specific group of students: ESOL, NESB, Maori, Pacifica, boys, Learning Support, level 2 on asTTle, low literacy. Yet they include many of the same objectives. Why are we not applying these objectives to all students? We think the day to day reality is that you do not direct your teaching to a particular group of students in each class but rather seize the moment when the opportunity arises to fill gaps; being a reflective practitioner who acknowledges that the diverse learners in your class have something to give and by responding to their barriers to understanding, we help clarify understanding for all students. We challenge the concept of teaching to a specific group, as we think supporting any group of students at the lower end moves everyone up.

Shouldn't teachers be aiming high for all students? In this world of information overload, how are you using the plethora of data, identifying the various groups, in a meaningful way that covers the basics for every student? This is how we are trying to 'fill the gaps' and nurture independent learning, through embracing Individual Differences and the burgeoning range of personal response presented in classrooms everywhere.

Number 68W

Presenter **Tara Tuchaai** has taught English in various private schools in Perth, WA. She is undertaking a PhD in critical reading practices and pedagogy at the University of Western Australia. She completed a Masters Degree in Literature and Philosophy in the UK. She has taught for twenty-five years in the UK and Western Australia and

is an examiner and moderator for the WACE Literature course in WA.

Title **Practical approaches to developing and evaluating critical reading competencies and higher order thinking in a Year 11 literature course.**

Theme 1

Length 90 minutes

Description Conference Workshop

Hands on practical strategies to promote critical literacy through critical thinking. There will a range of sample materials so that you can experience these strategies and reflect upon some student samples that have been employed in upper school English classes to promote critical reading practices. Why not come and share your views and ideas about what works well for you with your students. (Upper secondary audience)?

Number 69W

Presenter **Jessica Rigold** is a Drama and English teacher of 20 years experience. She has taught drama at all levels of the curriculum and has a particular passion for Shakespeare. Jessica has been selected as one of twenty teachers from New Zealand to study at the New Globe theatre in London in July.

Title *"The play's the thing..."*

Theme 1

Length 90 minutes

Description Shakespeare's texts are, first and foremost, plays, written to be performed. And yet, in the senior English classroom, with written assessments looming, it is difficult to find time to experiment with performing scenes from the play and using the rich language of the text.

This is a totally practical workshop and the material can be adapted to a study of any senior Shakespearian play. You don't have to be an actor, just bring your enthusiasm for these wonderful plays. The strategies and techniques that we will use could be incorporated into your Shakespearian unit in no more than two periods.

Using only the language of the text and employing a selection of easily accessible dramatic techniques and conventions, we will stand up scenes and speeches to explore the characters, relationships and themes of the plays. Participants will explore and perform carefully chosen key scenes and speeches. In the classroom, students would experiment with given extracts and use them as a basis for the evidence to support their arguments in written research or exam essays.

Full written materials will be given for this workshop including strategies for developing material for a range of plays.

Number 70W

Presenter **Simon Ferguson** teaches English at Western Springs College. He previously had two stints at Onehunga High School with a two and a half year interval in England.

Title **Whither the Bard? Shakespeare and the NCEA.**

Theme 1

Length 90 minutes

Description With the expiry of the Level Three Shakespeare standard in 2013, the Bard will no longer be a formally 'institutionalised' part of the NZ secondary English curriculum.

That is not to suggest for a second that Shakespeare's work will not continue to be taught at many levels. But it does provide another opportunity to raise questions: about whether Shakespeare is 'old' or 'new' knowledge, about taking account of, and responding to, student perceptions of the Bard and, above all, *how* we teach the work that is, to quote Garber, of "his time, *our time*, and all time."

Using *Othello* as an examination of personal identity and how we see "the other",

this workshop will explore the degree to which the play is ideally suited to both the lives of young adults and the goals and aspirations of the New Zealand Curriculum. The rub is not the place of Shakespeare –with his enduring impact on our identity, lives and popular culture– in our Learning Area but how we make him accessible, relevant and enjoyable to the young people we teach.

Number	71W
Presenter	<b>Cynthia Orr</b> is currently the English facilitator at Team Solutions at the University of Auckland Faculty of Education. Her most recent experience prior to that was as Director of English at Avondale College. She was formerly HOD English at Papakura High School and has taught English and Media Studies at every level in a range of schools both here and in England.
Title	<b>Do we have to throw out the baby out with the bathwater? A practical approach to the Level One Standards realignment.</b>
Theme	3
Length	90 minutes
Description	<p>In an educational world that is changing so quickly this practical workshop will aim to help ease some of the pressure...</p> <p>The workshop will look at strategies for using what you already know and a confident with, such as the tasks for the “old” Achievement Standards to develop teaching programmes and tasks that are appropriate for the newly aligned standards. In particular, the session will focus on adapting prior knowledge from AS 90059 Produce a Media or Dramatic presentation to use with the new standard AS 90855 (1.7) Create a Visual Text. We will consider how you can adjust your thinking in line with the requirements of the new standard and the Conditions of Assessment and then develop an appropriate set of student instructions using the old “Shaping Up” task. Time will also be dedicated to looking at how the marking requirements are different for the new standard from the old.</p>

Number	72W
Presenters	<b>Mark Amsler and Miriam Meyerhoff.</b> <b>Mark Amsler</b> teaches literature, linguistics, and writing at the University of Auckland, specializing in language theory, medieval literatures, and language and society. He has worked with teachers and students on linguistics, language arts, and teacher education programmes in North America, UK, and New Zealand. He is currently Assistant Dean (Faculty of Arts) for Schools and Community. <b>Miriam Meyerhoff</b> is Professor of Linguistics at the University of Auckland, specialising in language variation and change and gender and language. She has taught linguistics at many levels: Year 5 and Year 10 kids in Scotland, New Zealand and Vanuatu, as well as UG and PG students at university.
Title	<b>‘Critical Pedagogy in the English Classroom’</b>
Theme	1
Length	90 minutes
Description	<p>In this workshop two teacher/researchers present materials on teaching about and teaching with Critical Language Awareness in the English classroom.</p> <p>Mark Amsler (English, University of Auckland) will present on teaching language and stylistics as part of a broader curriculum in critical reasoning, language awareness, and dialect diversity, using social and literary texts from North American, Australian, and New Zealand classrooms and varieties of English.</p> <p>Miriam Meyerhoff (DALSL, University of Auckland) will present on critical linguistics from the perspective of community and school engagements in Pacific islands communities, especially Vanuatu, drawing on her research and collaborations with teachers.</p>

The aim of this workshop is to ignite participants to reflect on their own critical, linguistic, and social practices in the classroom and how they can shape their teaching to enable students to learn more critically about language, power, and

representation.

Number 73W  
Presenter **Leanne Lamb** is a Senior Leader at Auckland's newest school, Ormiston Senior College, which caters solely for students in Years 11 - 13. She has taught senior secondary English in Australia and New Zealand for over a decade.  
Title **Tailoring Learning in English – Finding a workable solution for schools somewhere between bespoke and one-size-fits-all English studies.**  
Theme 3  
Length 90 minutes  
Description An outline of Ormiston Senior College's Learning Guide approach to instruction for NCEA Level 1 English students. Our journey from a vision of differentiated curriculum to the warts-and-all reality of personalised learning at OSC.

Number 74W  
Presenters **Annabel Harris & Jon Greer**  
**Annabel Harris** is currently HOD English at Hastings Boys' High School in Napier, NZ. Previously she has taught in Australia. As HOD English/ESL at St John's College, Darwin, she won the Chief Minister's Westfield Scholarship to conduct the research on which this workshop is based.  
**Jon Greer** has been a teacher for the past three years at Hastings Boys' High School and is interested in how to use multimedia to appeal to and engage boys in the English classroom.

Title **They Say - I say - And So. Case Studies of needy students and even needier teachers.**  
Theme 2  
Length 90 minutes  
Description This workshop showcases best pedagogical practices from the presenter's six week research trip to the USA to observe English teaching and learning with Grade 10 English and ESL students. Initially anticipating that the key to motivating students was using technology and web-based programs to engage students and enhance outcomes; the presenter has gone from intellectual confidence to intellectual humility as she interviewed practitioners who are managing learning in the classroom through celebration of traditionally underrepresented cultural capital of their students. Using writing journals and writing workshops, the participants will be taken through teaching strategies as well as having the evidence presented to them, that in order to meet the special needs of our students, we first need to have our own professional development needs met.

Participants will be given practical resources including online resources to adapt to their own classroom context. The workshop may also be of interest to Leadership in schools as it calls for more accountability of teachers for their students' learning, and not just through the standardised test results.

Number 75W  
Presenters **Sian Evans** is the Head of English at Christ's College, an independent secondary school for boys in Christchurch, New Zealand. She is particularly interested in working to extend the literary engagement and response of senior high school students. Sian is currently working towards an MA in English literature.  
Title **Literary Theory in the Secondary English Classroom**  
Theme 1  
Length 90 minutes  
Description At the NZATE Enthuseng conference in 2010, I presented a workshop entitled "That's an Awful Lot to Make One Word Mean", on how and why teachers could

use a range of theoretical approaches to literature with secondary school students of English, to improve engagement, interest, and breadth and depth of literary analysis. This workshop included a brief introduction to the concept of literary theory, a discussion of why we could/should move beyond traditional “practical criticism” approaches to literature, and guided examples of several different theoretical approaches to the same text, along with discussions of other texts currently taught in our classrooms and how these might lend themselves to particular theoretical approaches.

Literary theory is a highly engaging field and since becoming more involved in it over the course of my current MA research, I have found that it truly does contain “something for everyone” – as a field it offers solutions for teaching lower ability junior students approachable ways into literature, for teaching Scholarship English students how to think about their own thinking in new ways, and a raft of other options in between.

My workshop in 2010 was very well received, with a brief summary published in the October issue of “English in Aotearoa”. This is a follow-on workshop which covers some of the same ground but looks in depth at theoretical and critical approaches not covered in my 2010 workshop. “That’s an Awful Lot to Make One Word Mean” included guided critical readings of Katherine Mansfield’s “Miss Brill” using Liberal Humanism, Freudian Psychoanalytic Criticism, Structuralism and New Historicism. This workshop focuses on a similar idea, using some new theories. These include Lacanian Psychoanalytic Criticism, Feminist Theory and a Stylistic approach.

Number 12W

Presenter **Garry Collins** is currently President of his state’s English teachers’ association; Garry Collins was an English Department Head in Queensland high schools for over 30 years and also taught in North America during year-long exchanges in Oregon and Ontario. He is now a part-time teacher educator at the Australian Catholic University’s Brisbane campus.

Title **Learning language with the Lady of Shalott.**

Theme 1

Length 90 minutes

Description This session will outline a unit of work for the junior secondary English classroom based on Tennyson’s poem “The Lady of Shalott”. Written in 1843, the poem conjures up the legendary world of King Arthur and “many towered Camelot” as the setting for the tragic tale of the beautiful but doomed lady of the title. The end of the poem finds her dead, but Sir Lancelot thought that she had “a lovely face”.

The unit could run for several weeks or for a whole term. The longer version is envisaged as employing writing workshop procedures adapted from Nancy Atwell’s 1987 book *In the Middle: Writing, Reading and Learning with Adolescents*. These procedures stress student choice and are aimed at ensuring that the time and effort teachers invest in marking make a real contribution to student learning. Imaginative re-creation is the basis for a collection of writing tasks covering a range of narrative and non-narrative text types and often there is potential for a smidgen of playful anachronism.

A consideration of functional grammar is a key element in the analysis and discussion of the textual features of a series of teacher-written genre models. In the opening phase of the session participants will be asked to consider what worthwhile learning experiences could be generated from the title and the opening stanza. Attendees who come equipped with a USB memory stick could go away with a basic set of the teacher-made resources.

Film

**Shirley Horrocks** [Director], *Marti: The Passionate Eye*. A film about the photographer Marti Friedlander.