**THE ENGLISH TEACHERS ASSOCIATION OF QLD INC**

**ABN: 17 664 872 321**

**REGISTRATION FORM/ TAX INVOICE**

**ANNUAL STATE CONFERENCE, 18 – 19 August, 2017**

To register for this seminar, please send this completed form to:

Mrs Trish Purcell

PO Box 3375

STAFFORD QLD 4053

**Or** [trish.purcell@bigpond.com](mailto:trish.purcell@bigpond.com)

**Early Bird registration closes on FRIDAY, 14thJuly, 2017**

Full registration and sale of tickets for social events closes on **Sunday 6th August.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_P/code \_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Home)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Work)

**Membership Status**

1. Personal member [ ]
2. Corporate member [ ]
3. Retiree [ ]
4. Student [ ]

**Registration**

|  |  |  |
| --- | --- | --- |
|  | Early  Bird $ | No Early  Bird $ |
| Personal member | 143 | 193 |
| Corporate Member  First registrant  Other registrants | 143  154 | 193  204 |
| Retiree | 66 | 116 |
| Full time student | 66 | 116 |
| Presenter | 44 | 94 |
| Non-Member | 190 | 240 |
| Pre-conference birthday  Celebration | 30 | 30 |
| 50th Anniversary Dinner | 85 | 85 |

**Late fee**of $40 will apply to conference registrations booked after 6th August

***All prices include GST***

**Payment for:**

Registration $

Pre-conference birthday celebration $

50th Anniversary Dinner $

Late fee for conference (if applicable) $

**TOTAL $**

**PAYMENT METHOD:**

* EFT: ANZ, Redcliffe:014 228 2856 47675 $\_\_\_\_
* I enclose my/school cheque for $\_\_\_\_\_\_\_\_\_\_\_
* Please charge my credit card with $\_\_\_\_\_\_\_\_\_
* My credit card is: MasterCard VISA
* Its number is: \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_
* Name on Card: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Expiry Date is: \_\_\_\_\_\_/\_\_\_\_\_\_
* Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Special dietary requirements**……………………………………….

I would like to sit with the following people at dinner

(Seating for dinner will be **E** shape or **U** shape)

…………………………………………………………….

**NOTES**

* You may place more than one name on this sheet, but ETAQ does require a Registration Form. A separate workshop selection form for each person would be appreciated.
* You may **replace** any name on your registration form, but please let me know by e-mail the name of the replacement person so I can prepare the correct Certificate of Participation and workshop program.
* If you **cancel** by Sunday, 6th August, you will receive a full refund; by Friday, 11th August, a 50% refund. After that, there is no refund.

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| --- |
| **OFFICE USE ONLY** |
| * Date Received: \_\_\_\_\_\_\_\_\_\_\_/ 2017 * How Paid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Receipt #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * PCBC ticket no/s * Dinner ticket no/s   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Workshop Selection**

**Name School**

As maximums apply to some workshops and NOT all workshops listed will necessarily run, it is important that you choose a **first and second preference** for each session. Places will be allocated as registrations are received*.*

|  |  |  |
| --- | --- | --- |
| **Number** | **Title** | **Select 1 & 2** |
| **Workshop Session 1** | | |
| 1A | Three Level Guides and Detailed Reading: the past meets the future |  |
| 1B | Equity and excellence: meeting students where they are using differentiated writing practices |  |
| 1C | Popular or pulp? |  |
| 1D | The Professor and Mary Ann: ripening the writing fruit |  |
| 1E | Crash course: the short story |  |
| 1F | Mind the gap |  |
| 1G | Re-imagining Senior English through the Bard |  |
| 1H | SlammED! Queensland’s biggest interschool poetry slam |  |
| 1I | Some approaches to teaching an Australian war poem |  |
| 1J | Myth busting: what exactly do English teachers look for when marking an analytical exposition? |  |
| 1K | So your data sucks. Where to from here? Tips for aligning goals with student success |  |
| 1L | Practical exercises to help even your most reluctant students become better speakers |  |
| 1M | Digital tools and technologies in English teaching |  |
| 1N | Speaking, thinking, writing |  |
| 1O | What knowledge counts? Using Literary Knowledge to enhance the teaching of texts |  |
| **Workshop Session 2** | | |
| 2A | The power of reading |  |
| 2B | A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore |  |
| 2C | Three Level Guides and Detailed Reading: the past meets the future |  |
| 2D | Crash course: the short story |  |
| 2E | Mind the gap |  |
| 2F | Re-imagining Senior English through the Bard |  |
| 2G | ‘All things are ready, if our minds be so’ |  |
| 2H | Re-imagining the teaching of poetry in Queensland |  |
| 2I | SlammED! Queensland’s biggest interschool poetry slam |  |
| 2J | Access success |  |
| 2K | Practical exercises to help even your most reluctant students become better speakers |  |
| 2L | AdAPPting to the new English classroom: APPly yourself to formative assessment |  |
| 2M | Digital tools and technologies in English teaching |  |
| 2N | Designing senior assessment: exploring curriculum ‘permission points’ |  |
| **Workshop Session 3** | | |
| 3A | The past meets the present: wise reflections on English Teaching |  |
| 3B | Popular or Pulp? |  |
| 3C | A narrative of professional growth within a conceptual framework: a tribute to Nea Stewart-Dore |  |
| 3D | Scaffolding students’ analysis: applying a three-level reading to literary texts |  |
| 3E | Ten things you need to put on your cheeseburger: a fast food approach to the short story |  |
| 3F | The Professor and Mary Ann: ripening the writing fruit |  |
| 3G | ‘We know what we are but know not what we want to be’: teaching Shakespeare in contemporary classrooms |  |
| 3H | Re-imagining the teaching of poetry in Queensland |  |
| 3I | Taking the textbook online with Education Perfect |  |
| 3J | Coming to terms with data |  |
| 3K | Finding the lost treasure that is your motivation to teach English |  |
| 3L | Teaching students from the Torres Strait |  |
| 3M | Tes: for teaching |  |

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