

PROGRAMME OF EVENTS



CONNECTION

DramaWest State Conference

4 August 2018

Perth College, Mt Lawley WA

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Venue Partner:



ABOUT THE CONFERENCE

In 2017, DramaWest hosted the Drama Australia National Conference, New Ground Rising. The conference's theme reflected on, and explored the future of, the Arts education landscape locally, nationally and internationally. We planted seeds for growth and transformation and pondered how we could best nurture growth into the future.

This year, we at DramaWest would like to continue building on the principles of nurturing and fostering growth in Arts education through the theme of 'Building Connections'. The roots of a plant weave themselves together and stretch out in a network of interconnected stems to create a strong and resilient foundation from which that plant can thrive.

This year, we are focusing on creating that foundation by seeking out new connections and building on existing ones. This intention is threefold – to increase our visibility in the Arts education community through heightened advocacy and by connecting with teachers, administrators, other associations, industry professionals and companies in a meaningful way; to facilitate dialogues and networking opportunities that strengthen the connections between teachers and industry, teachers and administrators, and teachers with one another; and lastly, through effective, meaningful and relevant communications with our membership, and others.

This year's conference theme continues to build on the principles of nurturing and fostering growth in Arts education explored at the 2017 Drama Australia conference. We believe that to create a strong and resilient foundation from which the Arts in Western Australia can thrive, we must continue to work together to connect, share knowledge, grow our networks and inspire our community to explore new and far horizons. The conference will consider 'connection' in three facets – as the vital life force of a strong community of learners, educators, artists and others; its intrinsic relationship with meaningful and relevant communication; and finally, as a necessary factor in successful collaboration.

The Conference will be held at Perth College, Mt Lawley on Saturday 4th August 2018. It will offer educators from all backgrounds and experiences - including those delivering a Drama curriculum for the first time - an opportunity to network, gather and share knowledge, participate in quality professional learning and access practical support from leaders in the field. A dynamic program of events will include practical workshops, papers, and facilitated dialogue groups.

WHO SHOULD ATTEND?

- Secondary Drama Teachers (Middle and Senior Years)
- Early Childhood and Primary Teachers (Drama Specialists, Cross-Arts and Generalist Teachers)
- Pre-service Teachers and University Students
- Heads of Departments, Heads of Curriculum and Curriculum Coordinators (Drama, The Arts, Creative Industries)
- Academics and Researchers
- Teaching Artists and Applied Theatre Practitioners
- School Leaders, Deputy and Assistant Principals (Curriculum)

KEYNOTE SPEAKER

John Nicholas Saunders



John Nicholas Saunders [B.Cl](#), B.Ed, M.Ed (Research) is a former secondary school teacher and the current Education Manager at Sydney Theatre Company. John has extensive experience in Arts Education and has held positions as a senior curriculum writer with the Queensland Studies Authority, Head of Department: The Arts at Southern Cross Catholic College; Board member of Playlab Press, Associate Academic at Australian Catholic University, President of Drama NSW and Drama QLD, Education Consultant to the Brisbane Festival and guest lecturer at the University of Sydney.

He currently holds positions as: President, Drama Australia; Chair, Australian Major Performing Arts Group (AMPAG) Education Network; Drama representative, National Advocates for Arts Education and Drama Mentor to ACARA.

In 2016 he co-authored 'The School Drama Book: Drama, Literature & Literacy In The Creative Classroom' with his colleague, Professor Robyn Ewing. John is an Honorary Associate at the University of Sydney where he is also completing his PhD exploring the impact of drama-based pedagogy on English and literacy learning.

KEYNOTE ADDRESS

John's keynote will address the history of education through the Arts in Australia, connecting its strong roots in our Australian Indigenous cultures to the present day, and into the future. In our current transitional landscape, connections between our rich practice in classrooms to research, evidence, and policy are vital to moving the conversation forward. John will explore the available tools that empower teachers and connect practice, policy and research when advocating for Drama and The Arts in their own contexts.

CONNECTION (PART ONE)

SATURDAY 4TH
AUGUST

REGISTRATION 8.30am – 8.55am

SESSION ONE 9.00am – 10.30am

WELCOME TO COUNTRY	PERTH COLLEGE STUDENTS
OFFICIAL WELCOMES	JESS WELLMAN
KEY NOTE ADDRESS	JOHN NICHOLAS SAUNDERS (Sydney Theatre Company)
SPECIAL PRESENTATION	Extract from 'Emily: The Musical' devised and performed by Perth College students
HOUSE KEEPING	

MORNING TEA 10.30am – 10.50am

SESSION TWO 10.50am – 12.10pm

2.2 WORKSHOP Jess Wellman – <i>Creating Connection through Drama</i>	
2.3 WORKSHOP Felicity Glendinning & Georgia Contolous – <i>Literacy, Data & Drama</i>	
2.4 WORKSHOP Katherine O'Malley – <i>Poor Theatre Processes and the set text</i>	
2.5 WORKSHOP Danny Parker – <i>Devising a school musical: Creating meaningful connections between Music and Drama</i>	
2.5A PAPER Robin Pascoe – <i>Twice Told Tales: Using Case Stories in learning to teach drama</i>	2.5B PAPER Dr. Kirsten Lambert – <i>The Performing Drama Teacher</i>

LUNCH 12.10 – 1.00pm

CONNECTION (PART TWO)

SATURDAY 4TH
AUGUST

SESSION THREE 1.00pm – 2.20pm

3.1 WORKSHOP

James Dove – *Building a primary framework*

3.2 WORKSHOP

Shane McMullan – *Understanding Laban through comedy*

3.3 WORKSHOP

Brooke van Aalen – *A physical approach to introducing design in your Drama classroom*

3.4 WORKSHOP

Belinda Massey – *Theatre Making, Devising and the Art of Play*

3.5 CONVERSATION

Sven Sorenson & Maxwell Leech – *A conversation about Assessment in Primary Drama*

AFTERNOON TEA 2.20pm – 2.40pm

SESSION FOUR 2.40pm – 4.00pm

4.1 WORKSHOP

John Nicholas Saunders – *The School Drama Approach: Drama, Literature and Literacy in the primary classroom*

4.2 WORKSHOP

Samanda Sankowsky – *Fostering new connections between the body and voice*

4.3 WORKSHOP

Courtney Turner (OpenLid Ensemble) – *An introduction to the Suzuki method of actor training (and how to teach it)*

4.4 WORKSHOP

James Dove – *Connecting ICT to the Drama classroom*

4.5 CONVERSATION

Jess Wellman & Felicity Glendinning – *Connections in and through the Drama space: A Dialogue*

WORKSHOP DESCRIPTIONS

SESSION TWO

10.50am-12.10pm

2.1 – PRIMARY (P-6)

Jess Wellman

Creating Connection through Drama

This workshop is aimed at generalist primary teachers, and primary Arts specialists. The workshop will explore how embedded Drama/Arts processes can be used to develop targeted social and emotional intelligences (using the Habits of Mind as a stimulus) and improve classroom culture whilst still addressing general capabilities, and Drama content. Opportunities for cross-curricular learning within, and beyond, the Drama experience will also be considered.

2.2 – LOWER SECONDARY (7-10)

Felicity Glendinning & Georgia Contolous

Literacy, Data and Drama

One school's idea of how to address Literacy in Lower Secondary Arts Classrooms.

2.3 – UPPER SECONDARY (ATAR/GENERAL)

Katherine O'Malley

Poor Theatre Processes and the set text

Poor Theatre theory and processes that can be used to explore and reinterpret dramatic texts. Grotowski explained in an easy to understand and practical way for teenagers. This workshop is relevant to Year 10 and 11/12 Drama.

2.4 -GENERAL INTEREST

Danny Parker

Devising a school musical: Creating meaningful connections between Music and Drama

This session will run participants through the bond that was fostered between Music and Drama in the creation of Perth College's 'The Emily Musical', which will be performed for all conference guests post-lunch at the conference. Danny Parker, Chris Goff together with some of their talented secondary student cast members will give you an insight to the creation/writing process of the musical as well as the rehearsal, directing and design phases in the lead up to their tour of the performance in Tasmania in the coming weeks. Whether you want to be inspired to write your own musical, go on a tour, merge departments or gain an insight to the production process, this session could suit anyone as it will be an open forum for ideas, questions and brainstorming.

2.5 – PAPERS

Robin Pascoe

Twice Told Tales: Using Case Stories in learning to teach drama

This presentation will showcase an approach to drama teacher education using case stories. The most powerful change agent for a teacher is another teacher. Madeleine Grumet (2004) reminded us that "no one learns alone". We learn with and through others. We learn through the shared experiences of others. Belonging actively to a community of drama educators (a university class or a professional association such as

DramaWest) is one on-going way of learning to teach drama. Sharing case stories is another. In the context of my drama education units at Murdoch University I have been using case story writing as one way of building knowledge and reflection about the challenges of drama teaching. The inspiration for using case stories springs from the book by Norris, McCammon and Miller (2000) *Learning to Teach Drama, A Case Narrative Approach*. I began by using the case stories they included but I have moved on to asking my students to write their own. In 2018 I also encouraged students to consider making their case stories video presentations. While we may learn through others, there is caution needed: good practice can lead good practice while poor or troubling practice can exacerbate what happens in schools.

AND

Dr. Kirsten Lambert

The Performing Drama Teacher

Recent research into drama in Western Australia and around the western world shows that high stakes testing such as NAPLAN and ATAR is having a significant impact on drama and arts education in general. Have you ever felt that you're on the bottom of the curriculum pile? That being a 'good' teacher is as much of a performance as putting on the whole school musical? Explore how your experiences as a drama teacher are echoed across the state. Learn how to empower yourself and your department to be taken seriously. This is particularly relevant to new drama teachers and anyone who wants to go on to do further research into Arts Education.

2.1 – PRIMARY (P-6)

James Dove

Building a primary framework

Here you will be able to develop your skills in planning for primary drama teaching. You will explore various teaching methodologies, games and practices. You will explore the WA curriculum and ways of delivery. Aimed at generalist and specialist teachers of drama.

2.2 – LOWER SECONDARY (7-10)

Shane McMullan

Understanding Laban through comedy

Rudolf Laban's theories of body shape, movement, and flow are surprisingly easy to understand, but remains under utilised by students in their 'Arts Responses'. This physical workshop presented by ITM Theatre will provide teachers with the knowledge, resources and activities to introduce students to Laban in a fun and practical way. By connecting Laban's theory to the comic archetypes of the Commedia dell'Arte teachers and their students will develop a new foundation for understanding characterisation, relationship, and status. Whether you are a lover of the Commedia, or a novice, this workshop will offer something new for everyone.

2.3 – UPPER SECONDARY (ATAR/GENERAL)

Brooke van Aalen

A physical approach to introducing Design in your Drama classroom

This workshop will give teachers some tools and ideas on how to deliver a sometimes 'theory heavy' topic in a physical and practical manner. This workshop is suitable for both middle school and senior secondary drama (general & ATAR).

2.4 -GENERAL INTEREST

Belinda Massey

Theatre Making, Devising and the Art of Play

The focus of the workshop is looking at stimulus for devising with the main focus being "play".

The workshop will explore the use of movement, objects, images, sound, and creating text for a devised performance. The workshop allows you to experiment, laugh, play and be creative.

At the end of the workshop groups will be able to showcase a small devised performance.

2.5 – CONVERSATIONS

Sven Sorenson & Maxwell Leech

A conversation about Assessment in Primary Drama

This interactive workshop will explore the support provided by the SCSA to assist schools to deliver the WA Curriculum – Arts, Drama. In particular, this will be a conversation about how we can make assessment more educative and transparent for teachers, students and parents/guardians. Sven and Max will then collect feedback about the support still needed as we explore this important area of our teaching practice. Best of all, there is a natural space between Assessment and Creativity that we will need to connect together.

2.1 – PRIMARY (P-6)

John Nicholas Saunders

The School Drama Approach: Drama, Literature and Literacy in the primary classroom

This practical workshop will share the methodology of *School Drama™* program, developed by Sydney Theatre Company and The University of Sydney's School of Education and Social Work with Professor Robyn Ewing AM. *School Drama* is a professional development program for primary school teachers, which demonstrates the impact of using drama-based pedagogy combined with quality children's literature to teach a range of English and literacy skills including inferential comprehension, confidence in oracy, descriptive language and narrative writing. Research into the program has indicated increased student outcomes in both academic (English and literacy) and non-academic (engagement, motivation, confidence and empathy) areas. Teachers will leave this practical and engaging workshop with a range of practical process drama-based strategies to use when teaching literature in any primary classroom context.

2.2 – LOWER SECONDARY (7-10)

Samanda Sankowsky *Fostering new connections between the body and voice*

This workshop focuses on grounding students in their own body as they work with texts to find connections between their centre, movement, voice, props, audience and how each of these can inspire one another to transform the delivery of text, character and inform imaginative journey.

2.3 – UPPER SECONDARY (ATAR/GENERAL)

Courtney Turner (OpenLid Ensemble)

An introduction to the Suzuki method of actor training (and how to teach it)

The Suzuki Method of Actor Training is a rigorous training method that teaches you to become more grounded in your body, to move from your centre and to find a strong connection between your feet and the floor beneath. Often referred to as martial arts for the actor, it helps to develop physical awareness and specificity, as well as cultivating a fierce stage presence. In the conference, I would love to present a workshop introducing some of the basic Suzuki Method exercises to teachers. I've presented similar workshops in many schools and found teenagers react really well to this training method. I would run the workshop for the conference very similar to what I present in schools. Each participant would have the opportunity to take part in the exercises, as it's really important to have a physical experience of what it's like. Afterwards I will run through how to teach these each of the exercises – what to look out for, how far to push students and very importantly how to adapt for any students that have injuries. There will also be a handout for each teacher detailing the exercises and how to teach them so that the participants can focus more on doing and experiencing the training method over having to take thousands of notes.

2.4 -GENERAL INTEREST

James Dove

Connecting ICT to the Drama classroom

Aimed at teachers who are interested in developing their use of ICT as part of the drama classroom. Integrating Technology into the lesson to enhance rather than create a barrier to learning.

2.5 – CONVERSATIONS

Jess Wellman & Felicity Glendinning

Connections in and through the Drama space: A Dialogue

Utilising the 'World Café' technique, this interactive and open group dialogue will explore the role of the Drama educator in the present climate of transformation in the Australian education setting. Through focused questions, participants will have the opportunity to contribute to discussions about Arts pedagogy within schools, policies and documentation, methods of delivery, student engagement, and how we share our practice.