**WTE (Write That Essay) Conference Notes**

Keynote Speakers

*Dr Ian Hunter (WTE founder)
Julia Quinn – Catholic school in Brisbane
Jeremy Coley St Paul’s Collegiate*

**Keynote 1 – Dr Ian Hunter**

32 schools in programme (Queensland)
WTE is a fully integrated writing system.

Problems in schools: Students who can verbalise ideas but cannot write, students who don’t have the tools to write, getting students writing for passions sake.

Stop teaching recount and focus on opinion pieces.
Introduction of sustained silent writing. Drop, Stop, Write.
Writing about whatever you want, then read aloud. Writing is written to be read.

Students often lack fluency.

**WTE suggests 12 sentence styles –** Very short sentence, W-start sentence, Adverb start, Simple sentence, The Power sentence, Red, White and Blue, Begin with a preposition, The Ing start, The Ed start, The Semi-Colon, The Em-Dash sentence, Explore the Subject.

**Workshop 1 – Geography of Writing**

Sentence Card/Topic Cards resources (Could be used for historical event writing or generating lyrics in music).

If you want to change performance, you have to do it in the arena (don’t mark books at home).

Sentence Train – basic resource for Year 9s. Clear the playing field for students by using your own work – remove the anxiety/barriers to learning.

Self-Analysis – Highlight the end of every sentence. Count the number of words, add number in margin. Underline the first words. This strategy is called the Geography of words.

**Workshop 2 – Online Tool**

Use of the Online Tool.

We have a free 90-day trial. Potential for the school to use, however probably further into 2020 with technological changes taking place.

Interesting tool that could be use across subjects, adding in subject specific literacy. Not sure if necessary.

**Keynote 2 – Jeremy Coley**

St Pauls Collegiate. Introduced WTE in 2013. Have seen a dramatic improvement in students writing across all subjects. Specifically, in scholarship writing.

Boys particularly enjoy WTE because it is formulaic, simple and easy to understand. Gives students the agency to make changes in their writing.

Makes students want to write. Switch from a pedagogy of enjoyment vs rigour.

Implementation – Call to Action, PLD on site with all staff, ensuring you can see the evidence of it working.

Coaching clinics where staff model tools to teacher and class. Runs from Years 4-12 in terms of development.

**Workshop 3 – Introduction Paragraph**

Five common errors

1. Too long – no more than 80 words.
2. Use of I – scrap it
3. The philosopher
4. The 3 things error – process of introductions
5. The So What Test – I.E Why should I care?

Multi-purpose introduction

Neutral sentence
Context sentence
Argument sentence
Sum Up

Statement of Intent, what is the consequence of your position?

**Workshop 4 – Research Report (Compare and Contrast)**

Although , link, + hint.
Variable 1 & Variable 2
In contrast,
Variable 3 & Variable 4
Why the difference matters

Useful potentially for information literacy, business studies.

**Workshop 5 – Philosophers Paragraph**

Scrap PEEL, TEEPEE etc. Too restrictive and don’t allow insight.
One quote, one fact, one thoughtful question

**Philosopher’s Paragraph structure**

Pose Question
Tell us how we might think about this
Quote an expert
Tell us what the quote means
Drop in a fact sentence
But is (insert researcher) right?
Flatly agree/disagree
Two sentences saying why this is the case

**Final Keynote – Dr Ian Hunter**

In education Engagement and Confidence exist in Silos. Massive focus on engagement through choice, responsive materials, difficult questions but only skill can feed into confidence.

Controversial opinion – LI/LO stop the process of discovery/revelation in learning.

Write cold – reveals the limit of your world.

Moving to instinctive casting of sentences

System 1
Fast, responsive, instinctive, automatic, habitual, programmed

System 2
Slower, deliberate, effort

Shifting students from system 2 to system 1 with their writing. Once this happens, they are free to think about other elements (spelling etc) because they have more memory/working space.

Sentence Style training – working memory – games, activities, challenging, modelling, practice – move to instinctive, habitual, skill, mastery – working memory released for higher order writing functions

Practise the rules like a professional, so in time you can break them like an artist.