

SUMMARY REPORT

OXFORD AUSTRALIAN CHILDREN'S
WORD **OF THE YEAR** 2019



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Oxford Australian Children's Word of the Year 2019

The Oxford Australian Children's Word of the Year is one of the ways Oxford University Press (OUP) engages with the ever changing language of Australian children. Understanding the language that Australian children use helps to distinguish how their environment, age, gender and peers influence their language choices.

The Oxford Australian Children's Word of the Year writing competition is an annual event that gives students the opportunity to write and express themselves freely, showcasing their creativity. During the competition, teachers engage with their students to explore what words are important to them and how they use language to communicate their ideas. The students' stories provide insights into what Australian primary school students are thinking and talking about.

This year, entries have shown us that the importance of '**BRAVERY**' has made its way to the forefront of students' minds, contributing to the way they perceive the world around them. The Oxford Australian Children's Word of the Year, bravery, was entwined into entries that had nominated different words. Bravery was often referenced in relation to climate change and how people can take positive action to improve a negative situation: 'when we don't listen to the warnings given by Mother Nature, pollution ends up destroying life. Take action and care for your nature. Pollution is something humans can control' (Timothy, Year 4).

Bravery also showed itself in children's work through personal development. In many stories, while the protagonist was trying to improve a skill, such as gymnastics or skiing, the most important factor to them was trying their best, not being the best.

The *Australian Concise Oxford Dictionary* defines brave as 'able or ready to face and endure danger or pain' and bravery as 'brave conduct' or 'a brave nature', which appropriately represents the themes in this year's entries. Students have used their stories to tell us how they have shown bravery in the face of adversity and how this has led them, or their protagonists, to achieve personal goals.

According to Brad Gobby, Senior Lecturer at Curtin University in Western Australia, 'bravery consists in unsettling our notions of what is and what should be'. Brad is a former secondary school teacher who has edited books in the areas of government policy, school reform and curriculum. On bravery, he says, 'It is the courageous creation of new worlds, new ways of being and thinking, not yet contained in the present. In the children's writing, bravery is overcoming the constraints of the present with a bold sense of what could be. Adults have much to learn from children.'

Language choice when communicating with students also plays a key role in encouraging them to maintain resilience in the face of adversity.



A study conducted by the Society for Research in Child Development in 2018 shed light on how certain types of language illicit varying responses in children. The findings indicate that when it came to persevering with a difficult task, children display more resilience in response to inevitable setbacks when actions are described using verbs. For example, this means encouraging them to 'help' rather than to 'be a helper'.

By communicating more effectively, students can share their ideas and make sense of subject matter that may otherwise be intimidating. The Communication Trust UK has found that many children with communication difficulties are withdrawn and are less likely to start conversations, indicating that a child's ability to communicate is not just important for the classroom, but also for their expressive development.

About Oxford University Press

Oxford University Press (OUP) is dedicated to improving communication through an understanding of, and a passion for, language around the globe. As experts in children's language, OUP is constantly listening to Australian children, and reflecting on their use of language, in order to develop an understanding of the challenges they are facing.

The Process

OUP invited primary school students from their Foundation to Year 6, to write about a word that best reflected their lives and interests today, whether in the playground or wider community.

Students from primary schools in rural, regional and metropolitan Australia entered the competition, providing insight into the words and themes that interest, inspire and concern them in their everyday lives.

Hundreds of entries were received in September 2019, which led to the selection of the shortlist and the Oxford Australian Children's Word of the Year.

Judges from the education, publishing and linguistics communities were presented with lists of the most common words and themes from all of the entries, and after reading the entries, they provided their feedback on the most significant words used by the children.

The written pieces are overwhelmingly positive and joyful. They give the sense that children are aware of the world around them and that they place importance on issues such as the protecting the environment, overcoming change, kindness and the well-being of others.

The quality of the written pieces is impressive, showing that children are thoughtful, engaged, empathetic and creative.



Oxford Australian Children's Word of the Year 2019

In their entries, children referenced '**BRAVERY**' in relation to:

1. Climate Change
2. Adventure
3. Self Confidence
4. Injustice
5. Trying something new
6. Helping others.



BRAVERY



Australian Children on 'Bravery'

'Emma didn't give up. She kept practicing until she finally did a backflip. Everyone in the class clapped. Emma said "I don't care if I'm the best. I'm not scared to do a backflip anymore"'. – **Kaitlyn, Year 1**

'Being brave is probably the hardest thing to do, but it is really important to know. Bravery includes courage sometimes, it could mean a lot of other things too.' – **Bowie, Year 2**

'I have trained every weekend leading up to now and today is the big day. I am feeling as nervous as a pianist about to play a piece of music in a grand hall but remember I am brave... I didn't care who was in the lead. I cared if I tried my best.' – **Molin, Year 3**

'Fearless means you stand up to bullies and also try new things... it means you take risks.' – **Emily, Year 4**

'We will make sure the future girls know how important equality can be. And the question girls ask all over the world is simple. Why can't we do it? Why can't women?' – **Amelia, Year 5**

'There are people giving up on life with no hope or anyone to fall back on. I want to make a change. We need optimism, strength and support for these people that are suffering and going through the toughest times of their lives.' – **Georgia, Year 5**

Previous Oxford Australian Children's Words of the Year

2018: '**Creativity**'

2017: '**Equality**'



The 2019 Shortlisted Words



Common Themes

- Adventure/Escape
- Family/Friends
- Nature/Environment
- Resilience/Hope

Examples of Characters Created by Children

- Princess Nala in her castle
- Emma the gymnast
- Zack and Tigerina the Food Persons
- Mischievous Minnie the Troublesome Terrier
- Prince Silly Pants
- Luna the Guide Dog
- Uglish the Ugly Fruit
- The Girl with Rainbow Skin
- Sam from Tech Town
- Sasha the Skydiver
- Cooper the Cow who jumped to the moon
- Hattie Headstrong from No-Fun Primary
- Terry Tyrannosaurus who likes to play chess
- Time-travelling kids
- Pet dragons



Judges' Comments on 'Bravery'

Emma Magill

'We can all be brave as long as we try to be.' (Bowie, Year 2)

Bravery was selected as word of the year by Bowie, Year 2, and Molin, Year 3, but also perfectly reflects other word choices students made, such as 'determination', 'fearless', 'adaptability', 'courage' and 'perseverance'. It underpins the adventures stories, personal quests and accounts of overcoming difficulties big and small, and describes many of the writers' attempts to stand up and be counted about issues they care about. Understanding consequences, taking ownership, overcoming obstacles and initiating action were clear themes in the submissions, speaking to the bravery and optimism of our young writers. ('They think they have silenced us, but we are saving our voice / For when we arrive they will be deafened by our noise.')

Mark Gwynn

The theme of resilience and hope was common in many children's stories. In particular the word 'bravery' was often used, and associated with the words 'courage', 'fearless' and 'determination', demonstrating children's understanding of synonyms. The ability to 'pick oneself up' and to 'keep trying' were positive motifs in some of the stories. In a number of stories from the more senior age group, the theme of hope is used in relation to various troubles besetting society today: the ability to think positively and 'hope' for a better future when the world environment is under pressure; and the need to 'hope' for a better outcome for people who are going through tough times.

Lana Schwarcz

The responses to hope and resilience in these works made me leap out of my seat and shout, 'YES! THAT'S HOW YOU DO IT!' Which was awkward, because I work in a Library. But my response did at least inspire the man sitting next to me to also get up out of his seat. One of the reasons I felt inspired was not necessarily because the pieces were about hope and resilience, but that the hope was the shell around which action was the nucleus. Each of these works felt like a recipe that I could follow for resilience: prepare and mix things, set it to bake and voila! The cake of all your dreams come true is ready! But importantly, you must do the work to get it into the oven first. These young writers seem to understand this implicitly, which ironically, gives me great hope. The understanding of shifting politics by young people is deeper than we grownups think.



Rosemary Ross Johnston

As I read through the entries in all categories, I keep returning to the Year 2 student from Regency Park Primary School who tells us, 'We can all be brave as long as we try to be.' Bowie describes what 'bravery' is in a remarkably mature way and shows how it doesn't only relate to grand adventures but to how much we need it in our everyday lives – in singing a song or in making a new friend, for example. The student's conception of bravery and its place in our lives, and his positive and mature understandings that everyone gets scared sometimes but that everyone has also been brave sometimes, is generous, positive and inspiring.

The idea of bravery is implied in many of the other stories as well – bravery is part of resilience and hope, and adventure and escape. As Bowie says: 'Bravery is a really good skill to learn in life because in everything you do you will need to use it.'

Expert's Comments on 'Bravery'

Brad Gobby

Bravery consists in unsettling our notions of what is and what should be. It is the courageous creation of new worlds, new ways of being and thinking, not yet contained in the present. In the children's writing, bravery is overcoming the constraints of the present with a bold sense of what could be. Adults have much to learn from children.

James Arvanitakis

The word 'bravery' has changed dramatically over the years. Once been the focus of outstanding individual acts, it now includes the actions of 'everyday' heroes. These are people like all of us who undertake acts that inspire us. Bravery is evident in the stories that inspire young people: acts of bravery such as standing up to bullies or being honest when things have gone wrong. But there are also more high-profile acts such as Greta Thunburg standing up to world leaders and demanding action on human-induced climate change. Greta's acts of bravery included fronting the world media, confronting world leaders and refusing to back down despite the many criticisms she faced.

What we must also remember about Greta is it all started with her 'striking': being brave enough to defy some of the most influential institution in her life – the school. Many may not agree with her or her methods, but like Malala Yousafzai and her stance on education despite being the victim of violence, Greta has shown what a brave young person can do when determined and full of hope.



Adventure/ Escape

Emma Magill

Adventures are high on the agenda for our young writers, with time travel, quests to find lost horses and the antics of mischievous pets providing entertaining reading.

Mark Gwynn

The imagination continues to be a fundamental tool in the way children understand and relate to the world around them. The ability to use their imagination in telling stories of adventure and escape was prominent in the entries this year. From a time machine made of recycled junk, a magic box leading to a fairy land and a spacecraft used to escape a polluted world – children enjoy using language that takes them away from the everyday.

Lana Schwarcz

What I loved about the stories with these themes is that they start in the normal everyday world of the character and end in adventure. For example, Princess Nala only goes on a giant adventure away from her castle because her horse has disappeared and she strongly suspects that Prince Silly Pants has stolen her. Spoiler alert – the horse was in her own paddock the whole time, but Nala needed her binoculars to see her! I can't tell you how many times I have suspected that my own Prince Silly Pants has stolen my keys only to discover I didn't see them because my glasses weren't on my face. The only difference between my own story and Nala's is that I couldn't go on an adventure, because I needed the keys to get out. I prefer Nala's story.

'Adventure' also reigns in stories about building a time machine from recycled bits and pieces that have fallen off your aging house. If shows like The Block took inspiration from this young writer and recycled their demolition materials into a time machine, I would tune in. That story was thrilling and had a cliffhanger ending (no spoilers...) so I can't wait for the sequel.

Themes of escape also present themselves in pieces about Amelia Earhart who discovers her plane had been stolen by cheeky monkeys, in a story about a naughty terrier and in one about escaping our decaying world: dystopian futures saved by a last minute squeezing of remaining human life into a space shuttle and heading off to a new Earth to hope.

Rosemary Ross Johnston

The adventures described in the 2019 entries are many and various, and demonstrate the always-inspiring power of children's imaginations. They also show that there are many ways to be brave; as the Year 2 student from Regency Park Primary School tells us, 'We can all be brave as long as we try to be'.



The story of Amelia Earhart – the writer’s original spelling is ‘Airheart’, which feels like, and may well have been, a very clever adaptation on the part of the Year 1 Regency Park student – gives an imaginative twist to the story, which is amplified by the pilot’s very original adventures on the island.

James Arvanitakis

‘Adventure’ is a word that is consistently on the minds of young people – and associated with this is ‘escape’. Adventure – from exploring remote parts of the world to ‘time travel’ – is embedded in almost all children’s stories. This year, we have seen a renewed push towards space travel both in Australia and internationally, and this would have likely been a conversation around many dinner tables. Adventure captures the endless possibilities that many young Australians imagine – and it is a word that encapsulates inquisitiveness, curiosity and endless boundaries. As a social commentator, it is exciting to see that this continues to capture the way our young people see the world.



Family/Friends

Emma Magill

Having relocated across the world as an adult and experienced the difficulties and culture shock that can bring, one student's story of her family's moves from Singapore to India, on to Sydney and then to Melbourne really spoke to me. Despite experiencing very real hardships such as flood, going without and family illness, the student wrote heartwarming of adapting to new places and new friends. ('I knew change is always good. I learnt to adapt to new people, places and things.') In her seven short years, the student has overcome more disruption than most of us ever do, and this piece shone with modesty and bravery.

Mark Gwynn

Stories that feature family and friends are once again well represented in this year's entries. They are often situated in the context of family life or within the peer group. The ability for the family to adapt, and for children to accept and embrace change, also comes through in the entries. In one moving story a young child travels through several different countries and cities, facing various upheavals, before finally settling in Melbourne. The message from this story and others is that new friends can be made and together the family can adapt.

Lana Schwarcz

A boy who lived with his mum, a girl who escapes Earth with her parents, parents who travel the world taking their children with them, a class full of classmates eagerly watching you do a backflip without fear....Family and friends are implied as a given in these stories – they are natural sidekicks to the hero's journey and the journey couldn't be done without them.

Rosemary Ross Johnston

The importance of family and friends is implied in many of these stories as the backdrop to the adventures or main story that the writer is telling. Family and friends are depicted as a positive resource and an important influence on wellbeing. I was particularly impressed by the Year 2 student from Truganina College who proposes the word 'adaptability' and describes the adventures of moving again and again across continents and across countries, using a clever acrostic poem to do so. 'Adaptability' is a very important word in 2019 precisely for the qualities attributed to it in the student's acrostic, such as 'adjust, dare, amazing, positive, tremendous.'



James Arvanitakis

Friends and family continue to be the major social influences of young people. For most young people, they are at the centre of their world and shape values, understandings, dreams of the future and aspirations. Despite an expanding social media, 'family values' – a term I employ to reflect the complex values of many different family structures, not the homogenous way they are often portrayed – continue to be the most formative element in our contemporary society.



Nature/Environment

Emma Magill

There was a striking level of awareness, concern and even ownership of environmental issues raised in several entries, which indicates the impact that activism is having. Writers showed compassion for the consequences of human pollution on animals and the earth, their very real worry for the future, and most importantly a brave sense of optimism that change is in our hands. ('...our world is dying but we can do something about that' / '...our future is in our hands, let's not through [sic] it all away') Even in a particularly imaginative piece of science fiction from a Kindergarten student, the writer used the notion of recycling scrap materials into something new to fuel his adventure. Persuasive non-fiction pieces showed mature use of devices such as questioning, and facts used alongside descriptive personal observations to present logical argument and provoke thought.

Mark Gwynn

Stories relating to nature and the environment were a standout. Of particular note was the word 'pollution', which a number of children chose as their word of the year. Several of these stories were of a dystopic nature, including one where the inhabitants of Earth had to leave for another planet due to the degradation of the environment. Although the seriousness of these environmental issues was paramount in the stories, there was also optimism that humans could fix these problems. That young people are engaged with these issues is clearly reflected in the recent climate strikes led by school children across the world. One memorable story featured a boy who continued to ignore his mother's request for him to clean his room – when he finally did clean the room the garbage bag full of rubbish turned into a monster. The young writer explained this story as a metaphor: 'Timothy is us humans, mom represents Mother Nature, and the monster is the pollution done by us humans. When we don't listen to the warnings given by Mother Nature, pollution ends up destroying life. Take action and care for your nature. Pollution is something humans can control.'

Lana Schwarcz

I feel like it would be remiss to not have this as the Children's Word of the Year. Just as the children's climate movement is demanding the adults recognize the issue on the streets, these entries are stomping their feet and demanding that we acknowledge what seems to be the most important issue for children in 2019 on paper. Who are we to dismiss them? The number of pieces about pollution or humanity's effect on the environment, including the emphatic tone of every single one of them is indicative of a focus on urgency.



Can we really afford to leave this word off the table another year? Clearly the dystopian future of being CARTED OFF BY A RUBBISH MONSTER IN ONE'S OWN ROOM indicates we can't. I've never experienced such intense horror. In a 'Dear Reader' moment, the author of the piece I was reading admonished me through the pages for having dared print them. You are correct, I thought. You are absolutely correct. And I said sorry to the tree.

Rosemary Ross Johnston

The level of concern and knowledge about nature and the environment is impressive. There is deep interest and awareness of the importance of the environment and of our human responsibility to take care of it. The suggestion of 'drought' as Word of the Year is obviously heartfelt and expressive of experience and knowledge. The suggestion of 'pollution' is also obviously popular, but what is particularly impressive is how students extrapolate these negatives through imaginative pieces, such as the Kindergarten student who creates his adventure out of recycled materials.

James Arvanitakis

Associated with the above concepts I have unpacked in hope and adventure, nature and the environment play a key role.

Nature and the environment are at the core of what has inspired Greta Thunburg to act in her push for a climate strike. Both her age and her message of protecting the future have resonated with young people across the world. Climate change has been identified as the most important threat to our world – it would be a conversation at home and in schools, and is all over the media. The need to protect the environment is something that continues to resonate with young people.

Likewise, at the core of many adventures is the enchantment of the natural world around us. Many young people dream of visiting the Amazon, seeing lions in Africa, watching crocodiles in the Daintree or catching views of dolphins near their local beach.



Resilience/Hope

Emma Magill

There was an overriding theme of overcoming hardship and of determined problem-solving. Needing to be resilient or courageous featured prominently in many of the pieces in different ways; from an explicit piece about how everyone needs to be brave sometimes ('We can all be brave as long as we try to be. Being brave is the best.') to beating nerves in competitions, standing up to bullies, and voicing something you feel strongly about in the belief that we can all effect change. One very thoughtful poem from a Year 5 student employed a sophisticated metaphor of planting hate and sprouting love to illustrate her hope for female equality. Students also used simile and alliteration to good effect, for example in a Year 3 story about beating nerves to compete in winter sports: 'I am feeling as nervous as a pianist about to play a piece of music in a grand hall but remember I am a brave girl' and '...flying on the fluffy snow'.

Having relocated across the world as an adult and experienced the difficulties and culture shock that can bring, one student's story of her family's moves from Singapore to India, on to Sydney and then to Melbourne really spoke to me. Despite experiencing very real hardships such as flood, going without and family illness, the student wrote heartwarming of adapting to new places and new friends. ('I knew change is always good. I learnt to adapt to new people, places and things.') In her seven short years, the student has overcome more disruption than most of us ever do, and this piece shone with modesty and bravery.

Mark Gwynn

The theme of resilience and hope was common in many children's stories. In particular the word 'bravery' was often used, and associated with the words 'courage', 'fearless', and 'determination', demonstrating children's understanding of synonyms. The ability to 'pick oneself up' and to 'keep trying' were positive motifs in some of the stories. In a number of stories from the more senior age group the theme of hope is used in relation to various troubles besetting society today: the ability to think positively and 'hope' for a better future when the world environment is under pressure; and the need to 'hope' for a better outcome for people who are going through tough times.



Lana Schwarcz

The responses to hope and resilience in these works made me leap out of my seat and shout, 'YES! THAT'S HOW YOU DO IT!' Which was awkward, because I work in a Library. But my response did at least inspire the man sitting next to me to also get up out of his seat.

One of the reasons I felt inspired was not necessarily because the pieces were about hope and resilience, but that the hope was the shell around which action was the nucleus. Each of these works felt like a recipe that I could follow for resilience: prepare and mix things, set it to bake and voila! The cake of all your dreams come true is ready! But importantly, you must do the work to get it into the oven first. These young writers seem to understand this implicitly, which ironically, gives me great hope.

The understanding of shifting politics by young people is deeper than we grownups think. For example, one writer's recognition of the resilience the feminist movement must negotiate in a time of backlash was eye-opening: 'But now, striving for change is thought of as weak, Equality is a word we can't speak.'

That a guide dog puppy can lead the way to success despite failing his tests over and over again, that a child must adapt to three very different cultures in four cities by the age of seven, or that a gymnast nails her backflips so that she is no longer scared of doing them (her class of course declare her 'better than Mia'), all teach us that we can be resilient when we 'Adjust, Dare, are Amazing, Perfectly positive, and Tremendous.'

Rosemary Ross Johnston

Many of the entries, even some of those expressing serious concerns such as 'drought' and 'pollution', carry messages of resilience and hope, as well as of the need for action. There are stories that express, in sophisticated and creative applications, qualities that imply or are characteristic of resilience and hope, such as 'determination' (in the story about the guide dog from a Year 3 student at Camberwell Girls Grammar School), 'bravery', 'fearless', 'new', and of course 'hope'.



One of the most important qualities of both resilience and hope is of course 'imagination' – imagining ways to overcome problems, imagining what actions may be needed, imagining new approaches and solutions, imagining what you can do – and this is beautifully expressed in the poem by a Year 5 student at Hughesdale Primary School:

A determination
For imagination
Provides inspiration
For the population

With imagination
Leads to exploration
And observation
With no limitation ...

With imagination
There is no discrimination
Just ideas of commemoration
And the occasional celebration.

James Arvanitakis

In my research I have found that both the concepts of hope and resilience are not passive but active: they emerge and are reinforced when we undertake actions that we can have a positive effect on the world around us. Despite much of the bad news that young people see around environment disasters, war and a polarised political community that paralyses actions, there are also examples of young people who confront inaction and injustice. In the past we have seen Malala Yousafzai and her stance on education despite being the victim of violence.

This year, many of us – both young and old – have been inspired by the demand for action on human-induced climate change by Greta Thunburg. For young people, here is someone who has taken a stance on protecting the future and embarrassing world leaders who have done very little. Despite a concerted attack by some sections of the media, Greta has shown both hope and resilience.



Words that Students See as Important

Drought: 'If there is no water, the planet will die too. The ground gets lumpy and the dry with holes... The farmers will have no money. Fruits will be expensive. The farmer's need our help because they will have no food, no water, no house and no garden.' – **Chloe, Prep**

Bravery: 'Today is competition day. I have trained every weekend leading up to now and today is the big day. I am feeling as nervous as a pianist about to play a piece of music in a grand hall but remember I am a brave girl.' – **Molin, Year 3**

Ugly: 'The next morning the owner had yelled in excitement "Who wants watermelon for breakfast?" The fruits had asked themselves what does that mean. But soon enough the owner had cut open Uglish and inside was ruby red deliciousness. The fruits had then realised that Uglish was actually sweet and kind. They changed Uglish's name to "Ruby".' – **Iliana, Year 4**

Future: 'Close your eyes... Escape to land of colour and beauty and life. You might be at the Great Barrier Reef or the Amazon Jungle. But wherever you are, find its beauty and embrace it. Then imagine it was all gone.' – **Bethany, Year 6**

Hope: 'What do you think hope is? Just think about it for a minute. What do you hear? What do you see? What does it mean to you and is there anyone in your life that needs hope? That's all I have to share with you but I want you to remember, whenever you are down, there is always support and hope inside of you.' – **Georgia, Year 5**

Women:

'They pummelled us to dirt with the thought we would go
But their hate filled the dirt and a sprout started to grow

Little by little a tree started to emerge,
Fertilised by our love,

We push up against the Earth longing to see above
Now that our love has blossomed into a tree

We will make sure the future girls know how important equality can be
And the question girls ask all over the world is simple

Why can't we do it?
Why can't women? – **Amelia, Year 5**



Trends by Age Group

Early Years

- Many of the younger students created characters that were faced with the challenge of overcoming, or being overcome, by their circumstances.
- Students in the early years used words like 'adaptability', 'bravery' and 'drought'. The characters in their stories displayed a great deal of courage, resilience and bravery, whether it was battling self-doubt or fire-breathing dragons.

Middle Years

- Often the submissions by middle year students were set in school, at home or amongst friends and family. They had an underlying theme of overcoming everyday fears, such as failing a test, attending your first day of school or feeling like you don't belong.
- Middle year students used words like 'determination', 'bravery', 'fearless' and 'unbelievable'.
- Gaming continues to be a significant interest amongst this age group.

Upper Years

- Students in the upper years cover a range of topics including female empowerment, pollution and the future of our planet.
- Sports are also a common topic amongst this age group.
- These students tended to focus on hope in their writing. Despite the protagonist's circumstances, there was an underlying theme that there is always a light at the end of the tunnel. They focused on words like 'imagination', 'new', 'hope' and 'future'.

Examples of Characters Created by Children

- Princess Nala in her castle
- Emma the gymnast
- Zack and Tigerina the Food Persons
- Mischievous Minnie the Troublesome Terrier
- Prince Silly Pants
- Luna the Guide Dog
- Time-travelling kids
- Pet dragons
- Uglish the Ugly Fruit
- The Girl with rainbow skin
- Sam from Tech Town
- Sasha the Skydiver
- Cooper the Cow who jumped to the moon
- Hattie Headstrong from No-Fun Primary
- Terry Tyrannosaurus who likes to play chess



Meet our Judges

Emma Magill

Emma Magill is OUP's Primary Publishing Manager. She has worked in educational publishing for 20 years in both the UK and Australia, and has experience across academic journals, higher education, secondary and primary. In her spare time, she has been a freelance culture writer in London, volunteered on the Education and Training Committee of the Music Publishers Association (UK), volunteered on the Schools Committee of the Australian Publishers Association (Australia) and chaired the Educational Publishing Awards Australia in 2017. A life-long lover of literature, Emma is passionate about the publishing industry and has a firm commitment to producing resources that help children learn to read, read to learn and read for pleasure.

Lana Schwarcz

Lana Schwarcz is the Family Programs Officer at State Library Victoria. She also works as a playwright, performer, puppeteer or comedian, depending on who you ask and what day it is. Her hobbies include dogs, other dogs and avoiding writing proper artist biographies.

Mark Gwynn

Mark Gwynn is a senior researcher at the Australian National Dictionary Centre (ANDC) based at the Australian National University. The ANDC edits Australian Oxford Dictionaries and is Australia's premier research centre on the Australian English lexicon. Mark is the editor of numerous dictionaries, including the Australian Concise Oxford Dictionary and the Australian Student's Oxford Dictionary.

Rosemary Ross Johnston

Professor Rosemary Johnston AM is the author of *Australian Literature for Young People* (Oxford University Press 2017) and the Literature section of *Literacy: Reading, Writing and Children's Literature* (Oxford University Press), first published in 2001, with a sixth edition due in 2020. She has led several research projects, including 'New Ways of Doing School: Mixing story and technology to generate innovative learning, social and cultural communities' (funded by the Australian Research Council), as well as other large externally funded projects, notably IMC Sky High, which works with students in areas of educational disadvantage.



Meet our Expert Commentators

Brady Gobby

Brad Gobby is a Senior Lecturer at Curtin University in Western Australia. He has experience as a secondary school teacher, has been published in a range of international peer-reviewed journals and has edited books in the areas of government policy, school reform and curriculum. He is a chief investigator on an Australian Research Council-funded research project on school autonomy and social justice and is co-editor of *Powers of Curriculum: Sociological Perspectives on Education* (Oxford University Press).

James Arvanitakis

Professor James Arvanitakis is Pro Vice-Chancellor of the Graduate Research School at Western Sydney University. He is also a lecturer in Humanities and a member of the University's Institute for Culture and Society. James was the founding Head of the Academy at Western Sydney University that received an Australian Financial Review Higher Education Excellence Award (2016) and the Western Sydney Leadership Dialogue Excellence Award (2017).

James is internationally recognised for his innovative teaching style and was the recipient of the Prime Minister's University Teacher of the Year Award in 2012 and an Eminent Research Award from the Australian form the Australian India Education Council in 2015. James' research areas include citizenship, resilience, trust and the future of universities, and he has authored over 100 articles and several books. James is a regular media commentator appearing on ABC TV.

Professor James Arvanitakis is currently based at the University of Wyoming (USA) as the Milward L. Simpson Visiting Professor and Fulbright Fellow. In late 2020, he will be returning to his position as a lecturer in Humanities at the University of Western Sydney.

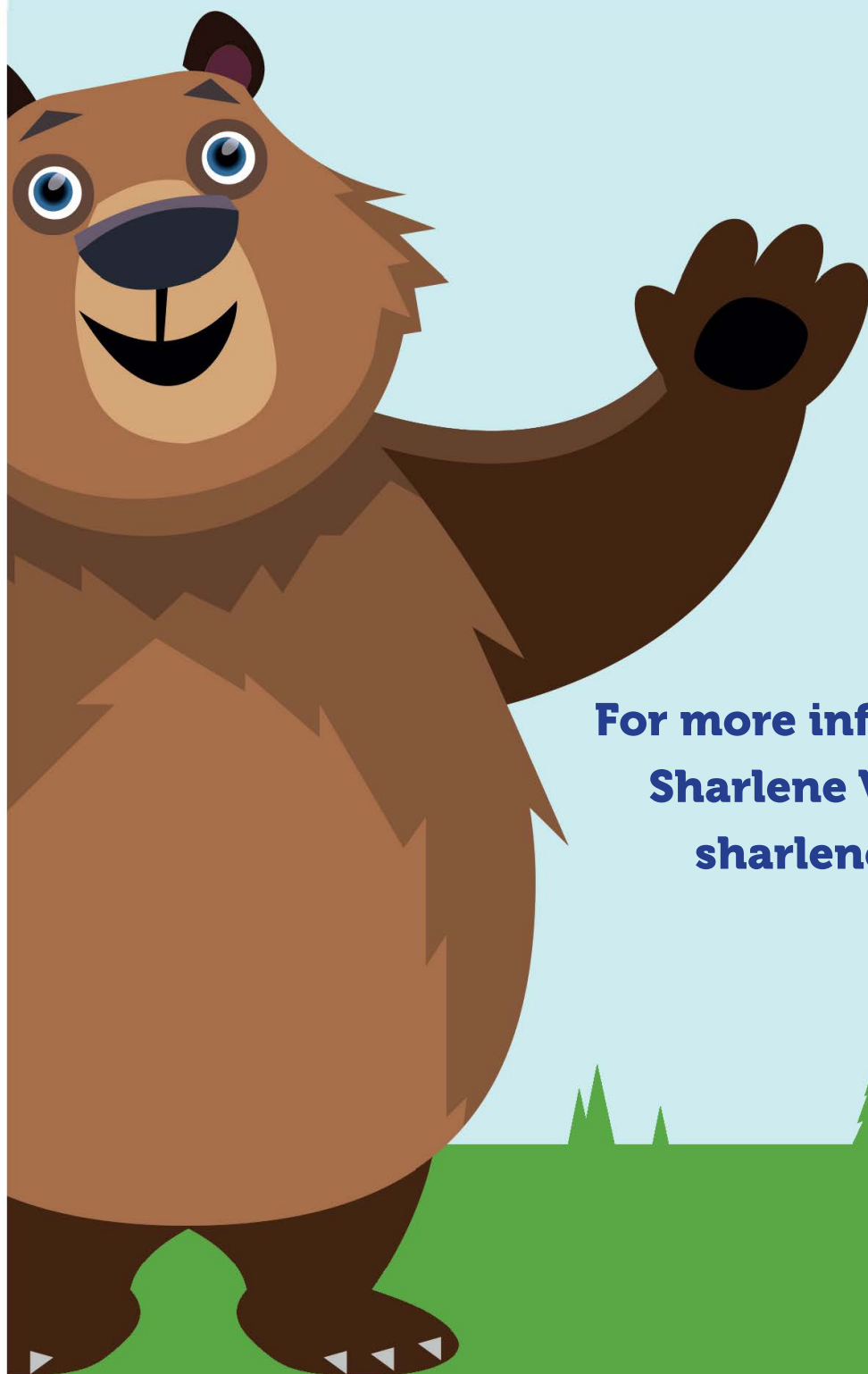


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**For more information contact
Sharlene Vinall at OUP ANZ
sharlene.vinall@oup.com**

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