



**2024 STATE CONFERENCE:
"RIPPLES IN TIME"**

Session 1 Workshops

<p>Natalie is the Community Education & Engagement Manager at the Parliament of South Australia. Natalie is an admitted solicitor and registered teacher. Over the last 8 years Natalie has worked to develop teaching resources and activities to make communicating Civics & Citizenship and SA's democratic history lively and engaging.</p>	<p>Join in for an interactive session with the Parliament of SA. This session involves recreating the 1894 parliamentary debates around granting women the right to vote and the right to run for SA Parliament. Practice how this activity could be delivered in class and get tips on how to link the 1894 suffrage story to contemporary issues (e.g. lowering the voting age to 16).</p>
<p>Stage 2 Exam Preparation - Anna Curry, Xavier College</p>	
<p>Anna, an experienced educator, dedicating 15 years of her career to teaching History and Geography in middle and senior schools in Ireland. In 2005, she moved to Australia, where her passion for History continued to thrive. Anna has been an integral part of Xavier College since 2013, teaching humanities to students in both the middle school and senior school. For the past five years, she has taught History as a Stage 2 teacher. Coming from an exam-focused educational system in Ireland, Anna is committed to empowering her students to excel in the school and exam-based sections of SACE, all while fostering their love for the subject.</p>	<p>Looking to expand your resources in preparing your students for their exam? Have exam resources you are willing to share? Eager to connect with colleagues to support the development of new ideas? Then this is the workshop for you. Experienced, pre-service and early career teachers are welcome. Join me to review resources, trial ideas and participate in the conversation.</p>
<p>Engaging Boys: Tips and Tricks for Engagement in Middle Years - Courtney Dawe & Alexander Bean, Prince Alfred College</p>	
<p>Courtney and Alexander are both History teachers at Prince Alfred College, an independent boys' school in Adelaide.</p>	<p>There is a marked gap in Year 12 SACE achievements for boys and girls. It is our belief that this is not because boys are less capable than girls, but are hampered by lower emotional regulation. If not taken into account, this can have a tangible impact on a boy's behaviour and engagement in the History classroom. This session will focus on ways that Middle School teachers can foster engagement and consequently achieve greater outcomes for boys. We will discuss causes of disengagement according to the literature, share lessons we've used to help keep students engaged, as well as behaviour management strategies that we have found effective in our practice.</p>
<p>Re-Thinking The Historical Inquiry Process – Mike Reilly, Glenunga International High School</p>	
<p>Michael earned his Bachelor of Arts (Modern American History) from Roosevelt University., Chicago in 2000, a Bachelor of Education (Secondary) from The Flinders University of South Australia in 2003. Michael's professional interest is in innovative methodologies, integrating game-based learning into formative assessment and automating student information curation. These areas enhance engagement, foster collaborative exploration, and personalise application of the Learning Intention and Learning Outcome Cycle. He is excited to share insights and experiences with others, to elevate collective practice.</p>	<p>We will collaborate to design a more engaging inquiry process, to shift students from compliance to authentic engagement. We will interrogate my current scaffolding of the inquiry process, discuss current and emerging definitions of inquiry, and analyse student feedback. We will use their recommendations and our own knowledge and experience to begin enhancing, personalising, and automating an enhanced process. As a result, we will generate ideas, activities, and outcomes that are relevant to our individual cohorts, and contexts. After a brief introduction and instruction, we will workshop our analysis, task design, and share our ideas.</p>
<p>Stage 1 & 2 Ancient Studies - Giles Bartram, Department for Education & Simon Baker, Faith Lutheran School</p>	
<p>Giles and Simon are experienced Ancient Studies Teachers with a preference for student directed learning. Giles is an Ancient Studies Lead Practitioner and was co-winner of the History Teacher of the Year in 2014. Simon is a trained archaeologist and nationally recognised Ed-Tech specialist.</p>	<p>Giles and Simon will do an introduction to the Ancient Studies course at both Stage 1 and 2, share and demonstrate possible assessment tasks, share tips and tricks and answer questions. Simon will focus on the use of Ed-Tech in Ancient Studies but also broadly across the curriculum. This session will therefore suit teachers new to the subject as well as those looking to further their skills and understanding. (In this repeat/update of last year's booked out session)</p>



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Session 2 Workshops

Citizen Historians: Students telling the unknown stories of WW1 and WW2 servicepeople - Kate Johnson, Virtual War Memorial Australia	
<p>Virtual War Memorial Australia Schools Program Manager, Kate Johnson is a former HaSS Curriculum Leader who has over 25-years teaching experience. She has a personal interest in Australian military history, particularly WW1.</p>	<p>Are you looking for authentic ways to teach about the World Wars and commemoration while developing students' historical skills? The VVMA Schools Program and the Premier's Anzac Spirit School Prize engage students in high quality historical research that goes beyond just learning 'about' wars and helps students to become co-creators of new knowledge about the people of the past and the events that shaped their lives. Students complete a serviceperson biography by engaging with online primary and secondary sources. The task can be adapted to accommodate the diverse learning needs of your students, to ensure the task is accessible to all. Students' work is moderated and could be published on the VVMA providing a valuable addition to the public record. The VVMA website has numerous resources to assist with the delivery of WW1 and WW2 units. Come along to the workshop to find out more.</p>
History Competitions and Challenges – Paul Foley and David Albano, HTASA	
<p>Mr Paul Foley is Humanities Learning Area Coordinator at Loreto College, Adelaide, South Australia. Paul is current History Teachers' Association of Australia, Vice-President (Past-President 2015-2020). He was also South Australian President, HTASA 2007-2020. Paul is a regular contributor to PD activities for History teachers. Paul represents History teaching on various boards and is Chair of the Simpson Prize Competition. In 2020, Paul was awarded 'South Australian History Teacher of the Year,' and in 2021 he was awarded 'The Department Head of the Year for Australia,' in the Australian Education Awards. David Albano is the President of the HTASA and Head of Humanities at Scotch College. He regularly facilitates and contributes to HTASA / HTAA workshops.</p>	<p>The workshop will begin with a focus on the Simpson Prize Competition and its role as unique learning experience for Year Nine and Ten Students. This competition provides teachers with a ready to use assessment task and challenges students each year to respond to a question/proposition using either their own research or in the Simpson Prize the provided 7-9 primary and secondary sources balanced with their own research. The competitions may be incorporated into any History/HASS curriculum as a Year 9 History or Year 10 History task or an extension activity. Furthermore, the competitions enhance source analysis skills in students as they progress through the Australian Curriculum: History and in their SACE Senior Years.</p> <p>The National History Challenge portion of this workshop will offer advice on how to use it to develop students' critical thinking skills, their research capacity and love of History. The free-to-enter Challenge can be programmed at any school year level to help achieve Australian Curriculum general capabilities as well as History-specific knowledge and skills. You will be guided to make the most of the Challenge's extensive resources and advised on how to assist your students to present their work in a variety of formats. The final area of analysis involves the use of the Australian History Competition and its exceptional role in developing critical thinking skills in Years 7-10.</p>
Developing Student Comprehension of Historical Significance - Alec Santucci, Hills Christian Community School	
<p>Alec Santucci is a History and English teacher, working at Hills Christian Community School in the Adelaide Hills. Alec graduated from the University of Adelaide with a Bachelor of Arts in English Literature and History, alongside a Bachelor of Teaching. Completing his studies as an Adelaide Graduate Award recipient, Alec has subsequently designed History and English curriculum for both the Australian Curriculum and SACE. He currently serves as faculty convenor for English as a member of the Curriculum Development Team. In 2023, Alec presented at the South Australian History Teachers State Conference focusing on v.9 curriculum implementation. He is currently working towards completing his Highly Accomplished Teacher Certification.</p>	<p>In May 2024, Alec's article Developing Student Comprehension of Historical Significance was published by the national educational publication Teacher Magazine. This workshop disseminates the research involved in this publication and focuses on the teaching of historical significance. By encouraging the skills concomitant with understanding historical meta-concepts, teachers may build the historical literacy of their students.</p> <p>Alec will share his created resource with delegates and engage in a practical session with a direct demonstration of how this resource may be used in a classroom context. This workshop combines educational research with practical resources, designed to directly build teachers comprehension and application of historical thinking skills with their students.</p>
Student Agency in Middle Years History - Rachel McLaine, Roma Mitchell Secondary College	
<p>Rachel McLaine is the Director of Curriculum and Learning: Humanities, English, Languages and Literacy at Roma Mitchell Secondary College. She is a passionate and experienced history teacher in the middle and senior years. She has been teaching for over 20 years and teaching within the International Baccalaureate Middle Years Program for over 10 years.</p>	<p>This presentation explores the concept of student agency, focusing on the Australian Curriculum topic 'Empires or Expansion' for Year 8 History. It addresses the challenge of engaging students as active participants in their learning journey, rather than passive recipients of historical narratives. The session will introduce innovative pedagogical strategies that encourage critical thinking, personal connection, and active inquiry, which are essential for understanding history.</p>
Stage 2 Modern History Moderation Preparation and Assistance - Megan Tucker, HTASA	
<p>Megan has been a Stage 2 Modern History teacher since 2012. She has helped to guide teachers through the HTASA SACE Refresher afternoon and publishes tips and tricks to assist teachers/students through the HTASA Instagram account. Megan is adept in supporting both early career and experienced teachers, and looks forward to making the moderation process less daunting for teachers.</p>	<p>Are you a teacher working in a small school with limited access to collegial moderation? Are you worried about a specific piece of work and how it may be received by moderators. Are you unsure how to package your moderation materials for submission to SACE in December? Then this opportunity is for you! Bring along whatever you have and we will work through it together. This workspace will be available for the whole conference so you are not limited by time, and you are free to come and go to other workshops as you would like.</p>



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Session 3 Workshops

Safely In, Safely Out: Pedagogical Approaches to Teaching the Holocaust (the Shoah)- Stacey Moros, St Michael's College	
<p>Stacey Moros is Head of History at St Michael's College. With over 18 years of experience in teaching History at a secondary level, she has developed a passion for teaching about the Holocaust. As a 2014 graduate of the Gandel Holocaust Program for Australian Educators and attendee of the International Conference for Holocaust Studies at Yad Vashem, Israel she has developed an understanding of the importance of teaching about the Holocaust. In 2021 she was awarded the Gandel Australian Holocaust Educator of the Year for excellence in teaching, promoting and developing Holocaust education initiatives and activities. In 2017 she was the recipient of the HTASA History Teacher of the Year.</p>	<p>This workshop focuses on presenting pedagogical approaches to teaching about various aspects and resources available to teach the 'Shoah'. This workshop is applicable to educators teaching in Year 10 History and 11 and 12 Modern History.</p> <p>In this workshop teaching and learning strategies will be shared on how to design a unit, and individual lesson plans around different aspects of key themes to explore when teaching the Holocaust.</p> <p>The areas covered will include .</p> <ol style="list-style-type: none"> 1) Pedagogical approaches- 'Safely in, Safely Out' (Yad Vashem) 2) Topics that can be covered 3) Ideas of using of art, music, eyewitness testimony, films and dilemmas in teaching 'the Holocaust' 4) Ideas for lesson focuses – Stages of Genocide <ul style="list-style-type: none"> - Teaching about how to combat Denial - Resistance - the institutionalisation of anti-semitism and the Final Solution in Nazi Germany - Suggested resources
More than Dominoes: Australia in the Cold War – Zachary Gorman, Robert Menzies Institute	
<p>Dr Zachary Gorman is the Historian and Research Manager for the Robert Menzies Institute at the University of Melbourne. The Institute is a prime ministerial library and museum dedicated to furthering knowledge of 20th century Australian history and the Menzies era in particular. Dr Gorman is currently editing a four volume history of the Menzies period, produced by Melbourne University Publishing.</p>	<p>The history of the Cold War is often told from the American perspective, but for Australian students an Australian lens can be more revealing, particularly in relation to how the story intersects with our relationship with the Asia and Pacific region. While the popular memory concentrates on Australia's involvement in large scale conflicts in Korea and Vietnam, contemporary debates on defence conducted through 1950-65 focused heavily on the nearer threats posed by Indonesia's large Communist Party and the Malayan Emergency. These countries threatened to fall to communism even without the 'domino' behind them, and it is these 'what if' conflicts that never escalated in the way in which they threatened to, which ultimately informed key decisions like the introduction of conscription and Australia's desire to get America militarily involved in the region. This content knowledge workshop aims to provide vital context and nuance for SACE Modern History Stage 2.</p>
How to run an engaging History Week,- Clare Dorey, Department for Education	
<p>Clare has taught History for 25 years, mostly in NSW, but has recently stepped back to enjoy the freedom that relief teaching offers. She was previously the Humanities Learning Area Leader in a Hills school, where she raised the profile of History by helping her students win the Anzac Day Schools Award, two Anzac Spirit Prizes and four Governors Civics Awards. She has just become a Scouts Venturers Leader and loves the outdoors, reading, volunteering and travel.</p>	<p>In August 2023 Clare's History Club boys ran the school's first History Week, with help from the HASS department and many others in the school. They offered a variety of activities each morning for the whole school (in homeroom and chapel time) as well as different lunchtime activities throughout the week. They had a variety of engaging displays in the library (Including some excellent student History tasks) and she had fun dressing up each day (and convinced a few others to join her). Many staff and students commented positively on the enthusiasm the Club showed for the subject and how so many people got involved. (We also managed to incorporate our other HASS subjects, but we all wanted to focus on History as that's our passion.)</p>
Source Analysis in the Middle Years: Working Backwards by Design- Tim Camilleri, Gleeson College	
<p>Tim Camilleri is an energetic and enthusiastic teacher of both Middle and Senior Years History at Gleeson College in the North-Eastern suburbs. Working from the belief that the goal of History is to enable students to draw their own conclusions about the past, he has become passionate for the use of Source Analysis within the History Classroom from Years 7-12.</p>	<p>As the scope of humanities is expanding and with Source Analysis remaining ever prevalent, it has never been more important to ensure that students are equipped with the skills to effectively engage with sources. This workshop will explore methods to prepare students for Senior Humanities working backwards by design to develop student confidence between years 7-9 in a holistic, engaging, and relevant approach to cross-disciplinary Source Analysis techniques. Utilising Gleeson College as a case study, the impacts of a faculty wide approach will be examined for how Source Analysis skills were developed amongst both teachers and students to enhance critical-thinking skills.</p>
Stage 2 Modern History Moderation Preparation and Assistance - Megan Tucker, HTASA	
<p>Megan has been a Stage 2 Modern History teacher since 2012. She has helped to guide teachers through the HTASA SACE Refresher afternoon and publishes tips and tricks to assist teachers/students through the HTASA Instagram account. Megan is adept in supporting both early career and experienced teachers, and looks forward to making the moderation process less daunting for teachers.</p>	<p>Are you a teacher working in a small school with limited access to collegial moderation? Are you worried about a specific piece of work and how it may be received by moderators. Are you unsure how to package your moderation materials for submission to SACE in December? Then this opportunity is for you! Bring along whatever you have and we will work through it together. This workspace will be available for the whole conference so you are not limited by time, and you are free to come and go to other workshops as you would like.</p>