



2025 STATE CONFERENCE  
**“Accepting History”**

Saturday May 17th, 2025

Education Development Centre, Hindmarsh

**Registrations (from 8:15am for an 8:45am start)**

**Welcome to Country.**

Aunty Maureen and Aunty Naomi, Spiritual Unity

**President’s Welcome**

David Albano – HTASA

**Keynote Presentation**

Catherine Kevin - Flinders University

**Keynote Presentation**

Thara Brown & Rachel Perkins - Culture is Life  
 “Australian Wars”

**Breakout Workshops**

Workshop 1	<b>Transforming Learning Through Peer Feedback: Lessons from Singapore for South Australian Classrooms</b>  Dr. Rozi Binte Rahmat	<b>Culture is Life</b>  Thara Brown	<b>Department for Education: Hass Programs and Opportunities for South Australian Students</b>  Aaron Harrison	<b>Explicit Teaching for the History Classroom*</b>  Katie Wood	<b>Building Blocks to Deliver a Stage 2 Source Analysis Construction Assessment Task</b>  Kelli Shephard & Ebony Muller
	<b>Explicitly History*</b>  Giles Bartram	<b>Using Historical photographs to be a creative teacher of history</b>  Malcolm McInerney	<b>Citizen Historians: Students telling the unknown stories of WW1 and WW2 servicepeople</b>  Kate Johnson	<b>Voices of the Past</b>  Jeremy Kalbstein & Dr. Dvir Abramovich	<b>Developing Historical Reasoning with a cross-curricular lens: Petrograd PD</b>  Tim Camilleri
	<b>Teaching a knowledge-rich History curriculum with explicit instruction*</b>  Matthew Muscat	<b>Using History Competitions as Assessment/Learning Tasks and as Extension activities</b>  Paul Foley & David Albano	<b>Electoral History of Australia</b>  Natalie Badcock	<b>Using Mini-Lessons as Assessment in the History Classroom</b>  Alec Santucci	<b>Igniting Historical Discourse: Using Socratic Circles to Spark student-led discussion</b>  Emily Brenen
South Australian Museum Excursion - Natalie Castree – Time TBC					

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# 2025 State Conference "Accepting History"

Session 1 Workshops

## Using Transforming Learning Through Peer Feedback: Lessons from Singapore for South Australian Classrooms - Dr. Rozi Binte Rahmat

Dr. Rozi is an education specialist in assessment, curriculum, and professional learning at Flinders University. She began her career as a Senior Humanities teacher in Singapore before earning her PhD. She later worked in education policy development and implementation and as a Teaching Fellow at Nanyang Technological University. In 2019, she became an Education Consultant at the SACE Board and a Project Officer at the Department for Education, leading curriculum, assessment, and professional learning initiatives. She is also a HALT assessor.

Peer feedback is a critical component of formative assessment, enhancing student engagement, self-regulated learning, and a deeper understanding of assessment criteria. This study explores the implementation of peer feedback in a Singaporean secondary school, highlighting its benefits, challenges, and strategies for effectiveness. Findings indicate that students improved the quality of their feedback over time, developed a better grasp of assessment standards, and engaged more actively in learning. However, challenges such as trust issues, concerns over accuracy, and reluctance due to cultural norms hindered its effectiveness. Some students perceived peer feedback as ineffective, preferring teacher guidance. Structured training, clear learning goals, and teacher facilitation were essential to optimise peer feedback. Establishing a culture of trust and collaboration also enhanced its impact. While conducted in Singapore, the study's findings can be transferred to the South Australian education context by adapting the strategies to suit local school environments, ensuring effective peer feedback implementation.

Thara is a qualified secondary teacher, trained dancer and experienced programs manager, passionate about the preservation of Aboriginal cultures and knowledge to strengthen the health and wellness of all peoples, particularly young Aboriginal and Torres Strait Islanders. Thara is a proud Koori woman with maternal connections to Yorta Yorta woka (Country) and Maltese-anglo descent. Thara acknowledges all the incredible role models that have raised and nurtured her, and the generous leaders across education, arts, social justice and community settings. As the General Manager of Aboriginal led non-for-profit, Culture is Life, Thara has led education and social impact projects including The Australian Wars, The National NAIDOC Resources (2023, 2024, 2025), First Weapons, Archie Roach Stolen Generations Education, Back to Nature and The Australian Dream and the organisation's core cultural leadership program, The Fullship Program. Thara is also the founder of Wala Connections, delivering workshops, programs, performances and mentoring that focuses on connection, expression and empowerment through dance and movement.

Building on the themes of the morning keynote, join Thara Brown for an in-depth, hands-on exploration of The Australian Wars classroom resources. In this intimate workshop, Thara will share her personal connections to the Frontier Wars and her experiences as a teacher engaging with this history. Together, participants will unpack key activities, reflect on challenges that may arise for both students and educators, and discuss the importance of self-reflection and vulnerability in truth-telling. This session offers a supportive space to explore these critical conversations with care and confidence.

## Department for Education: Hass Programs and Opportunities for South Australian Students - Aaron Harrison

Aaron Harrison is the Manager of Humanities Projects at the Department for Education, a role he has held since 2023. With over 25 years in education, he has worked across all sectors as a teacher, mentor, and coach, leading professional development and resource development initiatives. Prior to his current role, Aaron spent six years as Schools Education Manager at the Botanic Gardens of South Australia.

Learn about the variety of projects, programs and awards opportunities available to schools, teachers and students of HASS.

The session will include overviews of the Premier's Anzac Spirit School Prize Governor's Civics Awards, Muriel Matters Awards, and Eden School Prize.

## Explicit Teaching for the History Classroom - Katie Wood \*

*NB: It is important to note that while there are three sessions on Explicit Teaching Strategies throughout the day, the content of the sessions will each have a unique focus.*

Katie Wood is a third-year teacher passionate about designing engaging lesson programs that explicitly teach students essential history skills applicable across various contexts. She has been exploring the use of explicit teaching strategies in both middle and senior school classrooms, focusing on enhancing student understanding and skill development. Katie is dedicated to refining instructional approaches that make historical thinking accessible and meaningful for all learners.

Explicit teaching provides a structured approach to developing historical knowledge and critical thinking. This presentation will explore how explicit instruction can be effectively used in middle and senior years history classrooms, alongside investigative learning. Attendees will gain strategies for designing explicit sequences, integrating them into existing programs, and leveraging AI to support the creation of programs. The session will highlight successes and challenges, offering practical insights into balancing direct guidance with inquiry-based approaches. Participants will leave with adaptable lesson structures and tools to enhance historical literacy, source analysis, and argumentation while maintaining student engagement and deep historical understanding.

## Building Blocks to Deliver a Stage 2 Source Analysis Construction Assessment Task - Kelli Shephard and Ebony Muller

Kelli Shephard is a senior history teacher at Pedare Christian College and has been teaching Stage 2 Modern History for 9 years. She has a passion for history and upskilling her students to achieve their absolute best.

A source analysis construction task can be a good way for Stage 2 Modern History students to develop and reinforce their source analysis skills within the contextual framework of the curriculum- as well as giving them insightful knowledge of the specific question requirements for the exam.

Ebony Muller is the Learning Area Coordinator for Humanities at Pedare Christian College with a focus on history. She has a passion for learning and empowering staff and students to grow in the Humanities space.

This workshop will break down the task requirements and construction, then how to explicitly unpack this for student success. The focused task is Topic 7: Changing World Order- Korean War; however, this could be adapted to suit other year levels. Templates will be provided for teachers to incorporate source analysis construction at any year level.



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Session 2 Workshops

## Explicitly History - Giles Bartram \*

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Giles is an experienced teacher and curriculum leader with a preference for student directed learning. He has been involved in the development of Australian Curriculum resources since 2010 and was a seconded writer for the DfE History units. Giles is also a SACE Moderator and Marker, Ancient Studies Lead Practitioner and was co-winner of the History Teacher of the Year in 2014.

Inspired partly by recent policy directions both here and interstate, Giles will draw on examples from his experience in writing and implementing Australian Curriculum: History. This workshop will cover considerations such as how to plan, teach and assess critical skills in the History classroom. Formative assessment ideas and understanding by design (backwards design) methodology will be covered, leading into sharing of task and course design examples and key concepts. The content will be relevant to all year levels and other subject areas.

## Using Historical photographs to be a creative teacher of history - Malcolm McInerney

Malcolm has taught in Department for Education schools as a humanities teacher and coordinator, been the Humanities Manager in the Department for Education and is currently the HaSS Curriculum Advisor at UniSA. Over the years he has managed Premiers' Anzac Spirit School Prize, Governor's Civics Awards for Schools and the Muriel Matters Awards initiatives for the Department. Malcolm is currently a Teaching Academic in Humanities Education at UniSA and the President of HaSS Association of Australia (HAA).

A team of HASS educators at Uni SA have been developing an approach and associated resource to provide guidance and practical ideas for teachers wanting to develop more engaging and creative ways to deliver the History curriculum. Participants will have the opportunity to participate in an activity using historical photographs to be creative with their pedagogy. Participants will receive a creative teaching resource called Historical Photograph Analysis (HPA).

## Citizen Historians: Students telling the unknown stories of WW1 and WW2 servicepeople - Kate Johnson

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.

Are you looking for authentic ways to teach about the World Wars and commemoration while developing students' historical skills? The VWMA 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 VWMA providing a valuable addition to the public record. The VWMA website has numerous resources to assist with the delivery of WW1 and WW2 units. Come along to the workshop to find out more.

## Voices of the Past - Jeremy Kalbstein & Dr. Dvir Abramovich

Jeremy Kalbstein is an experienced educator specialising in immersive learning through multimodal storytelling. He is the Learning Designer and Director of Education for Click Against Hate and Holocaust Education Australia platforms. Jeremy has extensive experience and expertise in teaching, leadership and consulting, he empowers educators and students through workshops and incursions that foster critical thinking and ethical reasoning.

Understanding the Holocaust is vital to fostering empathy, critical thinking and an appreciation for human rights in today's classrooms. This session introduces Holocaust Education Australia, an innovative digital platform designed to equip teachers with an engaging, curriculum-aligned, all-in-one resource that connects the history of the Holocaust to Australia's past and present. Grounded in the Harvard Graduate School of Education's Visible Thinking framework, the resource uses thought-provoking activities to deepen student engagement through a mix of explicit teaching and inquiry-based learning and reflection. It is modular, adaptable and thematically rich, allowing educators to deliver lessons sequentially or flexibly while exploring the Holocaust's enduring significance on Australian society today.

Dr. Dvir Abramovich is Chair of the Anti-Defamation Commission, Australia's leading civil rights organisation fighting antisemitism and bigotry, and the Israel Kipen Director of the Program in Jewish Culture and Society at The University of Melbourne. An outspoken anti-hate advocate, he has authored eight books, served three terms as President of the Australian Association of Jewish Studies and edited the Australian Journal of Jewish Studies.

Through interactive storytelling, survivor testimonies and tailored lesson plans, this FREE FOREVER groundbreaking resource enhances historical understanding while highlighting Australia's role in providing refuge and shaping post-war migration. Participants will explore practical strategies for integrating these resources, fostering meaningful discussions about prejudice, resilience and the ongoing importance of combating antisemitism and other forms of discrimination.

Join us to discover how Holocaust Education Australia empowers educators to give voice to the past, ensuring the lessons of the Holocaust resonate with today's learners and inspire a more just and inclusive future for Australia.

## Developing Historical Reasoning with a cross-curricular lens: Petrograd PD - Tim Camilleri

Tim is a Senior Years History teacher at Gleeson College, a Catholic school in the North-East, who has passion for fostering critical thinking and historical inquiry in students. With a commitment to developing essential historical skills, such as source analysis, argumentation, and contextual understanding, Tim creates engaging, inquiry-based lessons that encourage students to see history as a dynamic and complex narrative

In this interactive session, we will explore a cross-curricular approach to developing historical reasoning by immersing students in a detective-style investigation of Rasputin's death during the Russian Revolution. Blending history with forensic science, critical thinking, and hands-on learning, students analyse primary sources, conflicting accounts, and contextual evidence as if they were detectives in Petrograd. Through this inquiry-based method, students enhance their analytical skills, source evaluation, and argumentation, fostering a deeper engagement with historical skills. The session provides practical strategies for educators to integrate interdisciplinary perspectives, encouraging students to think critically about historical events as dynamic and contested narratives.





# 2025 State Conference "Accepting History"

Session 3 Workshops

## Teaching a knowledge-rich History curriculum with explicit instruction - Matthew Muscat \*

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Matthew Muscat is the Head of Teaching and Learning (Years 7-12) and a member of the Secondary Leadership Team at St Paul's College. He also teaches the History Curriculum and Pedagogy course at the University of Adelaide to Final Year Bachelor of Teaching and Master of Teaching students, which he has been doing for the last 10 years. Matthew has previously had extensive experience working on SACE panels in Modern History and has held a range of curriculum leadership positions. He is also a previous recipient of the HTASA's History Teacher of the Year award.

Last year (2024), the Australian Education Research Organisation (AERO) released several evidence-based research papers, underpinned by cognitive science, that a knowledge-rich curriculum, delivered using explicit instruction is the best way for students to learn. This approach has been gaining traction around Australia and the world, with the New South Wales and Victorian governments making this mandatory in their schools. AERO highlights that "knowledge is essential to how students learn" and that individual subjects have their own unique discipline and knowledge and skills that are subject specific and must be taught in this way. This workshop will provide some of the evidence here, examine how we might incorporate this further into our own teaching of History in our classrooms, and provide a chance for a collegial discussion about all aspects of this approach, drawing on each of our own pedagogical experiences of being a History teacher.

## Using History Competitions as Assessment/Learning Tasks and as Extension activities – Paul Foley and David Albano, HTASA

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.

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.

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.

David Albano is the President of the HTASA and Head of Humanities at Scotch College. He regularly facilitates and contributes to HTASA / HTAA workshops.

## Electoral History of Australia - Natalie Badcock

Natalie is a registered teacher and admitted solicitor and has worked at the Parliament of SA for 8 years, specialising in civics education. Natalie is passionate about finding creative ways to encourage the South Australian community to engage with democratic processes.

Explore SA's democratic history and contributions to international electoral reform – from the most democratic Constitution in the world to the secret ballot. Then turn the process into reality by learning how to model an election in your classroom.

Paula, ECSA's Education Officer, brings 25+ years of Legal Studies and Civics teaching to electoral education. Paula is developing ECSA's electoral education program, driven by a passion for informed citizenry believing a thriving democracy hinges on understanding and embracing voting responsibilities.

## Using Mini-Lessons as Assessment in the History Classroom - Alec Santucci

Alec Santucci is a History and English teacher and proud committee member of the History Teachers Association of South Australia (HTASA). He works at Hills Christian Community School in the Adelaide Hills, where he's designed History and English curriculum for both the Australian Curriculum and SACE. He currently serves as English Coordinator (Years 7-12) at Hills and is a participating member of their Curriculum Development Team (CDT). Alec enjoys contributing to and learning from the History and Humanities teaching communities, where he regularly attends workshops and conferences. He is currently working towards completing his Highly Accomplished Teacher (HAT) Certification.

In this workshop you will learn how student-led mini-lessons can be used as creative summative assessment in History course design. This workshop showcases a Year 10 'mini lesson' assessment implemented in 2024, focused on the descriptor 'AC9HH10K16' which explores the causes and effects of significant events in the Post-Second World War period. We'll discuss how student-led approaches can generate greater student agency, while demonstrating examples of curriculum links to the v.9 content descriptors, achievement standard and general capabilities. The strengths and limitations of adopting this methodology in the classroom will be evaluated.

## Igniting Historical Discourse: Using Socratic Circles to Spark student-led discussion - Emily Brenen

Emily Brenen is an early career teacher at Modbury High School and a Council member of the HASS Association of Australia (HAA). Passionate about student-led learning and creative assessment, she explores ways to enhance classroom discourse that extends beyond the four walls of the classroom. Her focus is on developing students' ability to engage with diverse perspectives, think critically, and apply these skills in real-world contexts.

The need for increased discourse in our history classrooms has never been more important, as students must engage with history not just as a set of facts, but as a dynamic field of perspectives and ideas. This session explores the use of socratic discussion as an assessment tool used to bring discourse and critical thinking to the forefront. Used as a SACE Stage 1 Assessment Task on the Russian Revolution, this approach positions students as the facilitators of historical inquiry and source analysis, encouraging them to engage with multiple viewpoints, challenge their own assumptions and refine ideas through peer-led discussion. This approach not only enhances engagement-it transforms history assessment into a dynamic process of discourse and inquiry, equipping students with skills necessary beyond the classroom.

South Australian Museum Excursion - Natalie Castree