

**'Citizen Historians: students telling serviceperson stories through primary records' – Kathleen Johnson, Virtual War Memorial South Australia**

Kathleen is the Virtual War Memorial Australia Schools Program Manager and a former HaSS Curriculum Leader who has over 20-years experience as a history teacher in South Australia. She has a personal interest in Australian military history, particularly World War One.

The online accessibility of Australian soldiers' records from WW1 and WW2 provides a valuable opportunity for students to explore the profound impact of war on families and communities. By engaging with primary sources, students gain experience in conducting authentic research that fosters skill-building. Students can share this research in many ways, including publication on the VWMA and entry into the Premier's ANZAC Spirit School Prize. The VWMA Schools Program Manager offers guidance on implementing this project, ensuring it caters to the diverse learning needs of students.

**'The Poon Gooley case: An opportunity to teach continuity and change' - Dr. Rachel Bleeze, The University of Adelaide**

Dr Rachel Bleeze is a Lecturer at The University of Adelaide in the School of Education. Rachel is also a qualified teacher, and over the last six years, has held teaching positions at The University of New England, as well as Tabor College of Higher Education. Rachel has recently received funding to study the implementation of version 9 of the Australian Curriculum: History and the way in which empathy can be encouraged through VR technology.

In 1910, Poon Gooley, an English-speaking Chinese greengrocer and produce merchant who had resided in Australia since 1893, made temporary arrangements for his wife, Ham Hop, to join him in Victoria. The ensuing battle to permanently keep the family together became one of the first legitimate challenges to the Immigration Restriction Act 1901. During this time, Chinese men and women were not only forced to endure public bigotry, but also the discrimination imposed by the policy. Despite this, Poon Gooley was able to garner staunch support from various communities. The reasons behind this, as well as the government's push for deportation, feed into an interesting narrative on the administrative realities of the White Australia Policy, the role of Chinese wives and the hypocrisy of public opinion. This case will be used as a lens to analyse the ways in which the nation has grappled with the complexities of immigration – an issue which was raised in a 2022 HTASA session on the propagation of fear regarding prospective Chinese miners during Australia's gold rush era. Regardless of year level, this session and the primary sources discussed will outline practical strategies and possibilities for teaching history.

**'Teaching Year 7 History' - Malcolm Lindner, Pembroke School**

Malcolm is a member of the Pembroke History faculty, with a passion for the Ancient World. He has an interest in literacy in Middle Years History and teaching approaches that promote historical thinking.

Malcolm will share resources and learning activities that support Year 7 students in their study of Ancient Societies. The following will be shared:

- A possible narrative for an overview about Ancient Civilisations.
- Activities to engage and develop students' historical thinking.
- Suggestions for excursions
- A unit designed on Ancient Greece to support literacy in the History classroom
- A unit on Ancient Rome, utilizing primary source material.

**'Mourning Without Guilt: Forging a United Future from a Fractured Past' - Sam Grieger, Immanuel College / Tabor College**

Sam Grieger has been teaching history for almost a decade in classrooms ranging from Adelaide's most disadvantaged to the private sector. Since 2021 he has been lecturing in historical pedagogy and Indigenous education at Tabor Adelaide where his professional interests include the overlap between personal passion and pedagogical life; and how education can be used to create a flourishing, reconciled Australia.

As our nation continues to forge a path into the future, we are haunted by the shadow of a tragic and uncomfortable past. Frontier violence, uncomprehendingly devastating disease, and the stolen generations combine to form a historical burden that cannot be swept under the rug and threatens to remain a challenge to a united nation for generations to come. As history teachers, we know the importance of remembering the past, but we also know that history can be a weapon causing hostility rather than hope, and animus, rather than unity. How do we model an understanding of the past that honours the truth, without letting the battles of yesterday spill into today? This session is a deep dive on the history of our nation, warts and all. It hopes to emerge from these depths with a framework for interacting with our past in a way that will unite, rather than divide, and with an attitude and perspective teachers can pass on to the students that honours the past, and enables relationships between cultures today.

**'Stage 1 & 2 Ancient Studies'- Giles Bartram / Simon Baker, Kangaroo Island Community Education / Nuriootpa High School**

Giles and Simon have taught both Ancient Studies and Modern History for several years. When there is a question to be fielded by the HTASA, these awesome representatives of the SA teaching community are always the first to provide support, resources and advice for teachers new to the subject and to the discipline of History teaching.

In response to a request by the HTASA community, Giles and Simon have kindly offered to present a session centred on SACE Stage 1 and Stage 2 Ancient Studies. This session will cover general course overview and an opportunity for Q&A with two experienced educators.

**'Lessons from the past – for leaders of the future' - Tamas Lorincz, Adelaide Holocaust Museum and Andrew Steiner Education Centre**

Tamas is a passionate educator who believes that learning about the Holocaust helps students to understand the importance of critical thinking, compassion, standing up for others, and being active and productive citizens. In his work as Education Coordinator at AHMSEC Tamas is involved in developing programs that engage students. Descendant of Holocaust survivors, Tamas wholeheartedly believes in the value of learning about this tragic episode in history to become better people and take better care of one another.

There are few topics in History that give teachers the opportunity to confront their students with some of the most powerful and timely existential questions of today and the future. The Holocaust is definitely one of these topics. Who are we and how do we respond to manipulation, dis- and misinformation? How do we learn to identify and overcome our prejudices and allow our humanity to drive our actions even under extreme circumstances? How can we protect the institutions that safeguard our liberty? By studying the History of the Holocaust and exploring the lessons of the groups affected by the events, students develop a deeper understanding of their roles in society and their immense "power of one". In this session teachers will get to know the Education program offered by the Adelaide Holocaust Museum and Andrew Steiner Education Centre. We will discuss ways in which students from year 7 to 12 can be introduced to this topic in a safe and meaningful way. Participants will develop and share activities, tasks, and resources that help make learning about the Holocaust a transformational experience for their students. We will also highlight cross-curricular teaching opportunities which incorporate learning about the Holocaust.

**'What would Karl Marx think of ChatGPT? A philosophical response to AI in education'- Adrian Cotterell, Emmaus Christian College**

Adrian Cotterell currently serves as the Director of Studies at Emmaus Christian College and is also a passionate English and History teacher. With a background in postgraduate studies focused on quality assessment design, Adrian emphasises the importance of expert teachers guiding the integration of AI technologies in their classrooms. He believes that educators, rather than the tech industry, should drive the narrative surrounding AI in classrooms..

The tech industry is calling for a fundamental disruption to education driven by Artificial Intelligence. While these advancements hold significant potential, it is critical to examine the economic machine driving the technology sector. Drawing upon Marx's critique of capitalism and its propensity to distort humanistic intentions, this presentation will argue against blindly trusting the premise of the edutech revolution. The narrative around AI in education should be primarily guided by educators themselves. By placing teachers at the helm, we can preserve a holistic, human-centred purpose of education that transcends a mere utilitarian approach. This session seeks to articulate a balanced view of AI's role in education, one that considers both its pedagogical possibilities and its philosophical implications within the context of a capitalist society

**'Introduction to Federation: a hands-on simulation' - Brendan Toohey, Mercedes College**

Brendan Toohey has been teaching History for 25 years around Australia and internationally, with particular interest in Australian and military history. He is currently Learning Area Leader – Humanities at Mercedes College.

Come and experience an engaging, hands-on simulation of the issues facing neighbouring territories and specifically the six colonies that helped federate Australia. Guaranteed chaos and learning. Handout supplied so you can take it straight to the classroom! This unit can be used successfully as a Year 6 Civics curriculum, or as part of the Year 9 History course.

**'Source Analysis for low SES and beyond' - Elisa Resce / Caitlin Boyd Playford International College**

Caitlin and Elisa are Humanities teachers and site leaders who work in a Category 1 school where students have significant complexities. Majority of students have chronically low literacy, EALD, regular absences, trauma and behaviour issues. Their passion is to develop and share classroom practices and resources that are accessible to these contexts, using trauma-informed strategies, Explicit Direct Instruction and Robust Vocabulary Learning.

How do you teach Source Analysis in an engaging way, to a disengaged class? What do you do when your students have low literacy, or are EALD learners, or have chronic absences? How do you keep attention when students are used to just 'Googling the answer'? These are the challenges the presenters have identified, and tried to find solutions for. This session demonstrates Source Analysis using the TOMACPRU method. It is a practical, hands on session where teachers will do the activities as students would. The goal of the resources is that they are accessible and provide opportunities for high-level understanding and high academic achievement to students of all ability levels, including low level literacy. As well as TOMACPRU, the session incorporates Explicit Direct Instruction and Robust Vocabulary Learning.

**'Finding Connections Between Ancient and Modern Democracy - Dr David Rafferty, The University of Adelaide**

David Rafferty is a postdoctoral researcher in Classics at the University of Adelaide. He was formerly a secondary teacher and Schools Program Manager at the Virtual War Memorial. His current research uses political science concepts of democratic decay to explain the collapse of the Roman Republic in the first century BC.

SACE Ancient Studies Stage 2 asks students to find connections either between two ancient societies, or between an ancient and a modern society. This presentation aims to give teachers the tools and framing to connect Greek, Roman, and modern Australian societies through the common lens of democracy. While it is commonplace to recognise Classical Athens as a democratic city, recent scholarship on the Roman Republic has provocatively asked "Was Rome also a democracy?" We will explore ways to test this claim, and to compare the democratic and undemocratic features of Athens, Rome, and Sparta. But this task also offers us the opportunity to examine our own democracy the same way, an important skill for students on the cusp of voting age. Following the political thinker John Keane, we will discover that democracy is more than a slogan, it is a meaningful collection of concepts with histories of their own.

**'A Hands-On Approach to Teaching History' - History Trust of South Australia**

Laura is the Education Coordinator for the History Trust of South Australia. She came to the role after time working as a teacher in both primary and secondary classroom settings. In her role at the History Trust Laura works across all branches and with a range of government and private collaborators. She works as the lead and as a collaborator on innovative digital and physical education experiences. She is particularly experienced in digital content creation and feels strongly about the role of immersive and imaginative experiences in education. Deidre has over twenty year's experience delivery education and public programs as a visitor engagement officer at the History Trust of South Australia's Migration Museum.

In this hands-on and interactive session, learn how the History Trust of South Australia is utilising the concept of hands-on object-based learning to teach students about the history of South Australia. Take on the role of a young learner and uncover real migrant stories through our Unpacking Histories program. Hear about and practise the methods and tools that can be used to engage students in problem-solving, creativity, communication and collaboration, all while having fun. Learn how your students can access this program through one of our museums or how you can borrow a Museum in a Box kit to bring this experience to you. This workshop will demonstrate how you can bring a more hands-on approach to the Australian Curriculum and give you practical tips to get started in your classroom.

**'Incorporating History Competitions into your school's History Curriculum'- Paul Foley / David Albano, History Teachers' Assoc. of South Australia**

Mr Paul Foley is Humanities Learning Area Coordinator at Loreto College, Adelaide. Paul is current HTAA Vice-President (Past-President). He 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. David Albano is the President of the HTASA and Head of Humanities at Scotch College. He regularly facilitates and contributes to HTASA / HTAA workshops.

The workshop will begin with a focus on the Premiers' Anzac Spirit School Prize Competition and Simpson Prize Competition and their roles as unique learning experiences for Year Nine and Ten Students. These competitions provide teachers with ready to use assessment tasks 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 task, a 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 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.

**'Course Design 101: Approaches to Designing 7-10 History Learning and Assessment Programmes for the v.9 Curriculum'- Alec Santucci, Hills Christian Community School**

Alec is a senior History and English teacher working in the Adelaide Hills. His pedagogical interests include classroom engagement, curriculum development and innovative assessment design. Alec strongly believes in the importance and promotion of History education in South Australia's dynamic educational context.

As the transition from version 8.4 to version 9.0 of the Australian Curriculum occurs, many coordinators and teachers are looking to revitalise and rejuvenate their existing History year level courses. This session, primarily aimed at Early Career Teachers, takes delegates through practical examples of my own learning and assessment design and deconstructs desired student outcomes. We will explore the function of engaging formative and summative assessment in a year 10 History course. Finally, we will discuss approaches to course design for version 9 of the Australian Curriculum, with specific reference to content descriptors and achievement standards.

**'Stage 2 Modern History Exam Preparation - Anna Curry, Xavier College**

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.

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.

**'Gulags on the Way to Paradise: A Historiographical Approach to Stalin's Maintenance of Power' - Emily Holds, Pembroke School**

Emily Holds has taught History through the Australian Curriculum, SACE and the IB for 10 years.

Stalin killed millions of his own people, yet he was ostensibly beloved by Soviet citizens. This lecture will examine the methods Stalin used to maintain his power and if terror or loyalty played a more significant role in his rule.