



# 2024 HASS SA CONFERENCE

**JUNE 01**

8:45-3:30PM

**URRBRAE AGRICULTURAL  
HIGH SCHOOL**

***EMPOWERING  
AND  
CONNECTING***

**REGISTRATION FEES**

**TEACHER - \$80**

**EARLY CAREER TEACHER (<3 Years)/ TRT- \$60**

**PRE-SERVICE TEACHER - \$40**

# Program

HASS SA 2024 CONFERENCE

8:00am	Registration Opens
8:45am	Welcome and Housekeeping
9:00am	HASS SA Awards
9:15am	Key Note: Elspeth Grant
9:55am	Empowering and Connecting Conversations
10:10-10:45am	Morning Tea (provided) Take the opportunity to explore the <b>Urrbrae Barn Markets</b>
10:45-11:45am	Session A
11:50am-12:50pm	Session B
12:50-1:30pm	Lunch (provided)
1:30-2:30pm	Session C
2:30-3:00pm	Empowering and Connecting Raffle, Drinks and Networking
3.30pm	AGM - All Welcome

We encourage all interested attendees to join us for the HASS SA Annual General Meeting, particularly if you are interested in joining our Committee.

We seek nominations to represent R-3, 4-6, 7-10, senior classes, tertiary HASS educators and pre-service teachers.

Visit Our Website  
[hass-sa.asn.au/conference/](https://hass-sa.asn.au/conference/)



## Elsbeth Grant

*'But our history is SO boring!'*

Is South Australia's history inherently uninteresting, or do kids everywhere think their personal and local stories don't matter? Is the result that young South Australians think "real" history happens "elsewhere"? How does this impact on their sense of belonging and their agency to shape the world around them?



Elsbeth Grant recently completed a Churchill Fellowship into ways to revive learning about state and territory perspectives under our national History curriculum. These Fellowships, established in 1965 to honour Sir Winston Churchill, are awarded annually to passionate Australians from diverse industries and backgrounds. A generously funded study tour enables them to travel overseas to investigate, and return home to innovate!

Elsbeth undertook the remaining part of her trip in 2023, after the pandemic rudely interrupted her first journey in 2020. Her destinations have included places with a strong sense of identity like SA, such as Scotland, Wales, Catalonia, Chiang Mai, and Utah. She consulted experts from institutions like Stanford University but equally as important were her conversations with students and practising classroom teachers, who provided insights into how they study their past, present, and futures in diverse school settings.

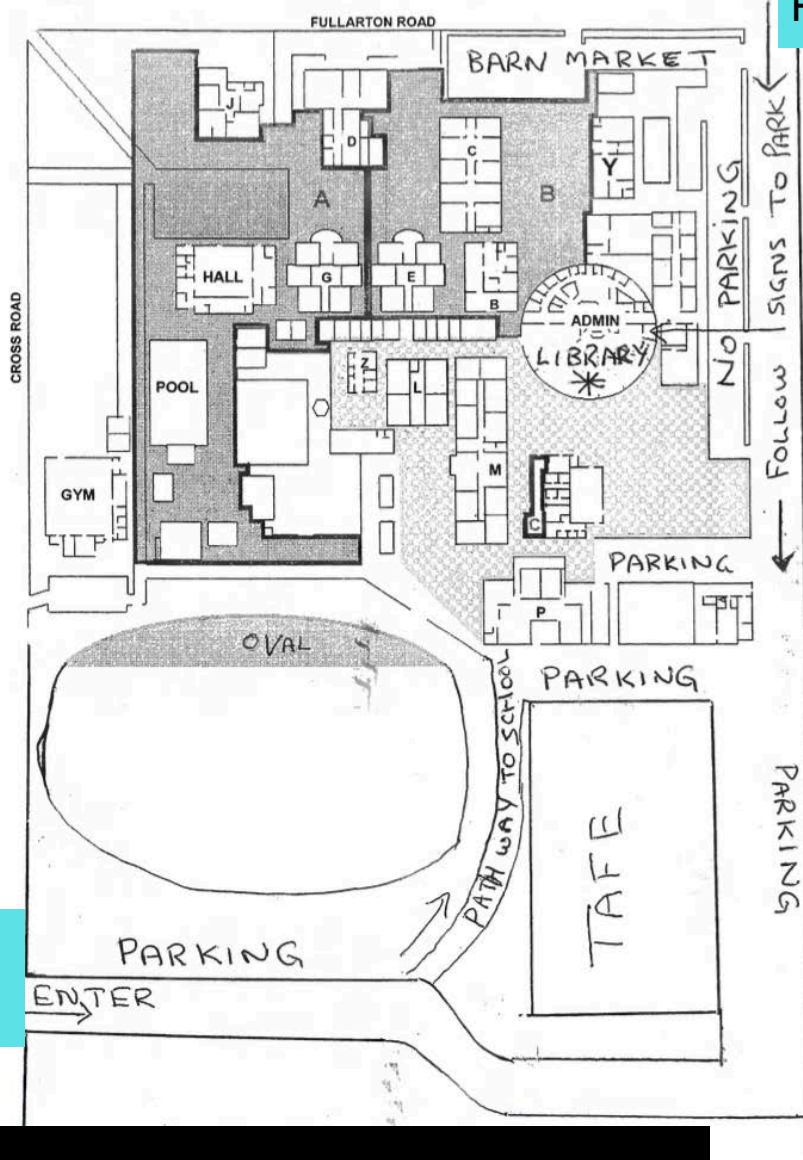
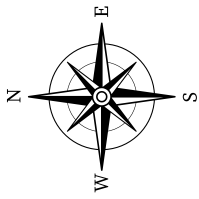
Where is the place for personal and local histories in the Australian Curriculum? Elsbeth will share some of her findings on how we could (and why we should) include more South Australian and local perspectives in HASS, including Aboriginal and Torres Strait Islander histories and cultures.



# Conference Map

HASS SA 2024 CONFERENCE

Entrance from Fullarton Road



Entrance from Cross Road

The conference will be in the LIBRARY in the Main Admin building.

## Parking

There is plenty of parking available within the campus, with entry via Cross Road or Fullarton Road Entrance, however the Urrbrae Barn Market (next page) will also be held on the day of the conference. As a result, once inside the campus, please ensure you follow the conference signage.

As always, participants are encouraged to utilise public transport.



# Workshops

HASS SA 2024 CONFERENCE

Please select 1 workshop from each session as part of the registration process.

Many of our workshops cover aspects from a range of focus areas, however the main focuses of each workshop are indicated using the icons below.

Workshop descriptions also indicate the relevant year levels of the content focus.

## ICONS - Subject Focus



HASS (cross-disciplinary)



Economics & Business



Geography



History



Civics & Citizenship



Aboriginal & Torres Strait  
Islander




## What to Bring

We look forward to welcoming you to the 2024 Annual Conference. We ask that attendees each please bring:


- a reusable cup
- a conference bag
- your own name tag
- one high-impact lesson, project or resource you are willing to share (for our *Empowering and Connecting* session)

## Urrbrae Barn Market



<p><b>A1: Bin Blitz: Whatchya bin doing? Where ya bin going? why ya bin caring?</b></p> <p>Jo Hendrikx, Resource Recovery Officer <i>KESAB Environmental Solutions</i></p>	<p>Most DfE sites have a new bin system to help conserve resources and reduce waste. We will cover: how is your site is managing the new system? where do materials go and why source separation is vital to daily habits at home, work and school. Discussion, presentation, interactive sorting games and a relay will have you walking away with tools to inspire and engage your site with the new systems!</p>	<p>R-12</p> 
<p><b>A2: Me and my world through stories</b></p> <p>Katie Silva, <i>Teacher Librarian, Wilderness School</i></p>	<p>Carefully selected texts broaden the perspectives and experiences of R-2 learners and enhance their HASS skills. Adventure together through a range of mostly Australian fiction and non-fiction books which link directly with HASS themes.</p>	<p>R-2</p> 
<p><b>A3: Working with the Key Concepts to create learning experiences for multi-age classrooms.</b></p> <p>Deb Lasscock <i>Teacher mentor, tutor at University of South Australia</i></p>	<p>It often feels difficult to create learning experiences when faced with multi-age classrooms. A focus on the key concepts helps to design learning experiences that will match the needs of a diverse range of learners in multi-age classrooms.</p>	<p>R-7</p> 





<p><b>A4: Take a walk on the watery side...marine parks that is...</b></p> <p>Angela Colliver <i>Self Employed</i></p>	<p>HASS Teachers, this is your opportunity to develop your knowledge of how to teach marine science, geography and use the sustainability and ABTSI cross curriculum priorities in an exciting and engaging manner. The workshop sessions will cover a range of new resources including 'SEALION. Life on a Whisker' and 'Want to be part of an Invention Convention about marine parks in South Australian waters'. You'll be introduced to the 'Solution fluency' pedagogy for effective teaching of HASS concepts and a wealth of activities for engaging students. Examples of current research and background information on key aspects of marine parks will enhance your confidence in teaching the subject effectively. The Workshop session will be varied and provide you with opportunities to:</p> <ul style="list-style-type: none"> <li>• trial "hands-on" activities you can take back to the classroom</li> <li>• incorporate the latest research in marine parks education in your teaching</li> <li>• take home a range of useful and practical resources and ideas that you can use with your students.</li> </ul>	<p>4-7</p> 
<p><b>A5: Bring Back the Butterflies</b></p> <p>Deidre Knight <i>Australian Association for Environmental Education (AAEE)</i></p>	<p>Over 40 butterflies native to the Kaurna (Adelaide) plains and hills have lost their habitat through vegetation clearing. We need your help to bring them back! BBB is for everyone, it supports the creation of native butterfly attracting habitat in the front gardens and verges, schools, community centres, etc.</p>	<p>4-8</p> 
<p><b>A6: The ATO's New Curriculum- Aligned Teaching Resources</b></p> <p>Reeta Sindu <i>Australian Taxation Office</i></p>	<p>The ATO has developed new and free teaching resources to help teachers deliver the new Australian Curriculum v9. Learn more about these teacher-developed online resources and how you can use them in the classroom.</p>	<p>6-10</p> 




<p><b>B1: Global Goals for Sustainable Development - more than half way!</b></p> <p>Elspeth Grant <i>Seaton High School</i></p>	<p>The UN has released new resources to help young people understand the urgent need to persist with the 2015-2030 Global Goals, despite the pandemic and heightened international conflict. Elspeth will share her ever-evolving Year 12 Society and Culture unit, highlighting strategies and materials that can be adapted for R-11.</p>	<p>R-12</p> 
<p><b>B2: The Power of Picture Books - a hands-on approach to Key Ideas and Concepts</b></p> <p>Deb Lasscock <i>Teacher mentor, Tutor at University of South Australia</i></p>	<p>Picture books are a powerful way to explore the Australian Curriculum across the years of Primary School. This workshop will use a range of picture books and show how they link to key ideas and concepts using a hands-on approach. Participants will take away learning experiences that can be used easily in any classroom.</p>	<p>R-7</p> 
<p><b>B3: Civics &amp; Citizenship Jeopardy!</b></p> <p>Natalie Badcock <i>Parliament of South Australia</i></p>	<p>I'll take "Civic Participation" for 100 points - Through a game of jeopardy, unpack different Civics &amp; Citizenship concepts. Challenge yourself and play against others to check your existing Civics &amp; Citizenship knowledge, and learn new facts and information along the way. This session is structured as a group game that you can take away to run with students, but with commentary to provide context and curriculum links.</p>	<p>4-10</p> 






<p><b>B4: Aboriginal history in South Australia since 1800</b></p> <p>Adele Pring <i>Aboriginal Studies Writer/Educator President, HaSS SA</i></p>	<p>Role play is a non-threatening way to learn about our shared South Australian history. The main aim is to develop empathy and understanding to act for a fairer and more ethical future. The method is adaptable for more effective teaching of any history.</p> <p>Scripts for various historical role plays can be downloaded at <a href="http://www.hass-sa.asn.au/resources">www.hass-sa.asn.au/resources</a> together with other useful resources for teaching and learning.</p>	<p>3-10</p> 
<p><b>B5: Monopoly as a cautionary tale. Using the boardgame to teach economics.</b></p> <p>Elisa Resce <i>Playford International College</i></p>	<p>Did you know that when Monopoly was first created, it was meant to be a warning? This session demonstrates a HASS unit that uses Monopoly's origin story to teach the Civics concepts of government intervention in the market, and invites students to create their own rules for Monopoly that would lead to a fairer economy. The unit has been designed using Robust Vocabulary Learning and Explicit Direct Instruction, because even though these are high-order concepts, they need to be accessible for every student.</p>	<p>8-10</p> 
<p><b>B6: Source Analysis for low SES and beyond</b></p> <p>Caitlin Boyd &amp; Issy Hamblin <i>Playford International College</i></p>	<p>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, this session incorporates Explicit Direct Instruction and Robust Vocabulary Learning.</p>	<p>7-12</p> 



<p><b>C1: I want to teach Aboriginal perspectives, but I'm embarrassed to admit how little I know...</b></p> <p>Lily McNamara (<i>CAMHS</i>) and Elisa Resce (<i>Playford International College</i>)</p>	<p>For many non-Aboriginal teachers, there is still a lot of nervousness attached to bringing Aboriginal perspectives in the classroom. What if we do it wrong? What if we make a mistake? How do I authentically bring in perspectives when I don't even know much about the histories and cultures, myself? How do I ask for help without revealing how little I actually know? If this sounds like you, you're not alone. Elisa Resce is a non-Aboriginal teacher, and even though she's been working in the Aboriginal Studies space for 15 years, she still has a lot to learn. Lily McNamara is a Yuin woman from the South-East coast of NSW. They will be leading a session where participants can admit the things they're nervous about, get a basic overview of topics and links to sources for further learning, ask questions, and grow in confidence.</p>	<p>R-12</p> 
<p><b>C2: Windows and Doors through Literature</b></p> <p>Katie Silva, <i>Teacher Librarian</i></p>	<p>While Year 3-6 learners are supported to locate and select information and data from a range of primary and secondary sources, the teacher and teacher-librarian can provide a rich and diverse range of stories and sources which offer windows and doors to explore perspectives, relationships and experiences across HASS themes for these year levels. Take a peek or head through the door.</p>	<p>3-6</p> 
<p><b>C3: Finding Fascination through travel or local environment and connecting this to learning in your classroom</b></p> <p>Deb Lasscock <i>Teacher Mentor, Tutor at University of South Australia</i></p>	<p>Receive a free inflatable globe when you attend this workshop. Have you ever travelled, looked at world news or been curious about your local environment and wondered about how it might connect to the learning in your classroom? This workshop takes each of these ideas and develops learning experiences that could be used easily in any classroom environment.</p>	<p>R-7</p> 



<p><b>C4: Kurna Culture and Plant Food Trail</b></p> <p>David Larritt <i>Urrbrae Agricultural High School &amp; AAEE</i></p>	<p>A walk around Urrbrae School focusing on local Indigenous plants and how they were used by the Kurna people for food, medicine and implements. Notes will be supplied to assist you to identify these in your local area.</p>	<p>4-12</p> 
<p><b>C5: Citizen Historians - Telling serviceperson stories through primary records</b></p> <p>Kate Johnson <i>Virtual War Memorial Australia</i></p>	<p>The online accessibility of serviceperson records from WW1/WW2 provides an opportunity for students to explore the profound impact of war. Engaging with primary sources, students experience authentic research. Their work is moderated and published on the VWMA. The VWMA Schools Program Manager offers guidance regarding how this type of research can accommodate the diverse learning needs of students.</p>	<p>8-10</p> 
<p><b>C6: Supporting the teaching of South Australian History</b></p> <p>Michelle Fulham <i>History Trust of South Australia</i></p>	<p>Learn about how the History Trust of South Australia can help bring South Australian perspectives to the teaching and learning of the HASS curriculum. Hear about who we are, what we do, and the resources we have available. Interact with hands-on Museum in a Box kits, explore our gamified experiences and view our latest YouTube videos.</p>	<p>R-10</p> 



# Conference Connections

HASS SA 2024 CONFERENCE

## Outcomes for Participants

Outcomes will depend on which workshops a participant chooses; however, attendance at our conference applies to the following AITSL Standards

### **Standard 2: Know the content and how to teach it**

2.1 Content and teaching strategies of the teaching area

### **Standard 6: Engage in professional learning**

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

### **Standard 7: Engage professionally with colleagues, parents/carers and the community**

7.4 Engage with professional teaching networks and broader communities

**Certificates will be awarded following the event via email.**

## Presenter Partners



HaSS SA



**URRBRAE**  
AGRICULTURAL HIGH SCHOOL



**Australian Government**  
**Australian Taxation Office**



**History Teachers' Association of SA**



**Flinders University**

