



2026 HTASA State Conference

Accepting History

Session 1 Workshops

SACE Stage 1 & 2 Modern History Renewal Update - Jane Marshall, SACE	
	As the renewal of SACE Stage 1 and Stage 2 Modern History continues, this session provides an update on where the implementation process currently stands and the key developments shaping the subject's next phase. Jane presenter will outline the current direction of the renewal, including emerging considerations around subject design, assessment structures, curriculum coherence between stages, and the place of historical inquiry skills within the updated framework. Attention will also be given to the practical realities schools are beginning to consider as they prepare for transition, including planning sequences, resource alignment, and moderation conversations. Designed as a timely professional update, this workshop offers history teachers and curriculum leaders the opportunity to engage with the latest thinking surrounding the Modern History renewal and to consider the implications for their own contexts as the process continues to unfold.
Teaching Australia in the First and Second World Wars – Innovative classroom practices and resources - Helen Searson, Department of Veteran's Affairs	
The Education team in the Department of Veterans' Affairs is a team of highly experienced History teachers from around Australia. We create and publish innovative teaching and learning resources on Australia's experiences in wars. Helen Searson is a Senior Content Writer with the DVA Education Team, bringing to her role, over 35 years of experience in teaching History, curriculum leadership and syllabus development. Specialising in developing innovative and motivating History lessons and resources, her work is informed by contemporary pedagogical practices and current historical research.	This workshop will provide innovative approaches to teaching the First and Second World War, for the Australian Curriculum, in Year 9 and 10 History classrooms. It will include approaches to source analysis skills, student ready lessons with explicit explanations, scaffolded tasks and skills practice; extension activities and sources that explore the first-hand experience of veterans of the First and Second World War. Content examples will include the Kokoda Campaign 1942, Gallipoli 1915 and the Western Front 1914-1918. The experienced and dynamic History teachers in the Department of Veterans' Affairs Education Team, focus on developing innovative, historically accurate and fully resourced lessons and learning resources, which motivate and engage students in surface, deep and transfer learning. Our resources are published and freely available on the Anzac Portal Classroom, Classroom resources - Anzac Portal. Designed for the new and experienced History teacher – your prep is done!
Welcome back on site! Learning about the Holocaust at the Andrew Steiner Education Centre - Elspeth Grant , AHMSEC	
Elspeth is AHMSEC's new Education Manager, leading the Museum's school programs now that the Andrew Steiner Education Centre is officially (re)opening. Elspeth brings with her over 10 years of experience teaching and leading in a variety of school settings, as well as being a museum curator prior to becoming a teacher. She is a nationally-certified Lead Teacher and Churchill Fellow.	The Andrew Steiner Education Centre is back delivering on-site programs at the Adelaide Holocaust Museum on Wakefield Street. The Museum's initial one-room display will be expanding across our newly renovated multi-storey interior as 2026 progresses. Significant investment into our heritage-listed building includes much improved accessibility. Whether you are engaging with AHMSEC for the first time or a long-time supporter, come along for an update about what is currently on offer to schools. We'll help you know what to expect, what has changed from our off-site program, and our plans for the future. If you are unable to attend the workshop but are still keen to know what is happening, be sure to follow us on social media and ensure we have your latest contact details for our mailing list.
Activating Student Agency: Mini-Lessons in the History Classroom - Alec Santucci, Hills Christian Community School	
Alec Santucci is a History and English teacher at Hills Christian Community School, where he contributes to curriculum development across both the Australian Curriculum and SACE. In addition to his role as 7–12 English Coordinator, Alec serves as treasurer for the History Teachers Association of South Australia (HTASA), council member for Humanities Association Australia (HAA) and as a key member of his school's Learning Area Coordinator curriculum group. He worked as a pilot teacher for the 2023 SACE Learner Profile and sits as a committee member for the current Subject Renewal Group (SRG) for Modern History. He values the opportunity to collaborate with the broader Humanities community and recently completed his Highly Accomplished Lead Teacher (HALT) certification as part of his ongoing commitment to professional growth and student learning.	This workshop examines an innovative 'mini-lesson' assessment task developed for a Year 10 Cold War unit in 2024. A 'mini-lesson' comprises a 10–15 minute student-led instructional segment focused on a predetermined historical topic or concept. The session will explore how student-led approaches foster greater agency and engagement within the History curriculum. Participants will review explicit curriculum mapping to the Australian Curriculum v9.0 content descriptors, achievement standards and general capabilities. We will adopt a candid perspective in evaluating the pedagogical strengths and practical limitations of implementing this methodology within a secondary classroom setting.
A Beginners Guide to Teaching Ancient Studies - Giles Bartram, Department for Education	
Giles is an experienced Ancient Studies Teacher 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.	Giles 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.



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Session 2 Workshops

SA Curriculum for Public Education	
TBC	TBC
Authentic Historical Inquiry: Students Documenting Untold WW1 and WW2 Service – 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 the World Wars and commemoration while explicitly developing students' historical inquiry skills? The VWMA Schools Program provides meaningful opportunities for students to undertake high-quality historical research. Rather than simply learning about wars, students investigate the lived experiences of servicepeople and become active contributors to new knowledge about the past and the events that shaped individual lives. Students research and write a serviceperson biography using online primary and secondary sources, developing skills in questioning, source analysis, evidence-based interpretation and historical explanation. The task is flexible and can be differentiated to support diverse learning needs, ensuring accessibility for all students.</p> <p>Completed work is moderated and may be published on the VWMA website, contributing to the public record and giving students an authentic audience for their research. The VWMA website also provides a wide range of curriculum-aligned resources to support the teaching of WWI and WWII units. Join this workshop to learn how you can implement this powerful, inquiry-based approach in your classroom.C8</p>
ANZUS at 75: Mythbusting Australia's Key Security Treaty - Zachary Gorman, Robert Menzies Institute	
<p>Dr Zachary Gorman is the Historian of the Robert Menzies Institute at the University of Melbourne. The author or editor of nine books, he is known as one of the foremost experts on the Menzies era, having overseen the production of a four-volume Melbourne University Press series on the subject. He previously taught at the University of Wollongong, where he received his PhD.</p>	<p>Signed 75 years ago in 1951, the ANZUS Treaty has long been considered the cornerstone of Australia's strategic defence and the bedrock of an enduring and at times controversial Australia-US Alliance. But many forget that the Australian prime minister who agreed to its terms, Sir Robert Menzies, was acutely aware that the treaty fell short of the definition of an alliance. This talk will explore the treaty's origins, limitations and historic tensions, revealing how the Howard-Bush era rhetoric of profoundly shared values papered over a relationship that had previously been fraught and transactional. With the recent differences between Trump and Albanese being just the latest example of how Australian and American interests have not always aligned.</p>
How useful are artefacts and artwork as historical sources when researching the experience of Australians who served in either the First World War or Second World War?- Paul Foley	
<p>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</p>	<p>Teachers of Year 9 and 10 History will benefit from this interactive workshop which examines the breadth and depth of artefacts and artwork in providing insights to the experiences of Australians serving in WWI and WWII. Furthermore, the issues of historical debate and reliability surrounding the role of artefacts and artwork will also feature strongly in this presentation. Teachers of Year 9 and 10 can expect to leave this workshop with a complete assessment task for their history classes.</p>
Making History Public or Writing Local Military History (or Life after Teaching?) - Clare Dorey	
<p>Clare Dorey has taught history for over 25 years, including Senior Modern, Ancient and Extension classes (in Sydney, London and Adelaide.) While Head of HASS Clare's students won four Governor's Civics Awards, two Anzac Spirit Prizes and the Anzac Day Schools Award. She has previously presented on running a successful History Week. Now she balances relief teaching with writing and research, using Veterans SA grants to write a book about local Mount Barker WWII servicemen and design a new memorial.</p>	<p>Clare wants to share how her love of History has given her a passion for projects outside of teaching. She recently wrote a book 'Stories from Stone: Honouring Mount Barker's WWII Memorial Men', which was supported by Veterans SA and inspired by her experience of leading her Year 10 students through the Anzac Spirit prize research task. She spoke at History Festival events in 2025 and will do so again this month. She has recently obtained another smaller grant to update a local school's Memorial Path and install a small war memorial, following her research uncovering former students being omitted from the original commemoration. Clare hopes to follow this by speaking at local Anzac Day services and obtaining new projects. She hopes to encourage others to creatively their local servicemen.</p>



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Session 3 Workshops

A Prisoner's First Day at Adelaide Gaol - Madeline Zweck, Department for Environment and Water- Adelaide Gaol	
Madeline Zweck has worked at the Adelaide Gaol since 2022 and currently has the roles of Education Officer, Retail Assistant, and Site Interpreter. She has completed a Bachelor of Archaeology (2016), and Graduate Diploma of Archaeology and Cultural Heritage Management (2022) at Flinders University. She has an interest in early Adelaide and connecting students with history outside of a classroom setting.	Learn about an exciting new immersive program at Adelaide Gaol for Year 9 and 10 History students. In this program, students role-play as real historic prisoners. Using primary and secondary sources, students uncover details of prisoners' daily lives, and experience the Gaol as real inmates would have. During the hour-long excursion, students will compare the first day of an 1840s prisoner with that of a 1960s prisoner and consider questions such as: how did prisoners' daily lives differ over time? What crimes were common in different periods? And how do changes in the types of crimes people were committing reflect what was happening in the world? Students will be sent to real cells setup to reflect the time period, experience exercise time, and see what visiting hours were like. Come along and see how this program can benefit your students' understanding of prison life in early Adelaide compared with life in a post-WWII Adelaide Gaol.
A Bayonet Made of Milk: An Analysis of the Coherence and Impact of Mussolini's Ideology- Emily Holds	
Emily Holds has taught History through the Australian Curriculum, SACE and the IB for 15 years.	In an age of increasing populism, it seems important to look back to previous leaders who have harnessed flexible and antagonistic ideology to gain power. Mussolini said that a child without discipline was like a 'bayonet made of milk' but did his ideology have any more structure and substance? This lecture will examine the changing nature of Mussolini's ideology and evaluate its significance for his rise to power.
Reviewing AHMSEC's Year 12 Modern History programs - Elspeth Grant , AHMSEC	
Elspeth is AHMSEC's new Education Manager, leading the Museum's school programs now that the Andrew Steiner Education Centre is officially (re)opening. Elspeth brings with her over 10 years of experience teaching and leading in a variety of school settings, as well as being a museum curator prior to becoming a teacher. She is a nationally-certified Lead Teacher and Churchill Fellow.	The Andrew Steiner Education Centre is back delivering on-site programs at the Adelaide Holocaust Museum on Wakefield Street. As the museum enters a new phase, new Education Manager Elspeth Grant is responsible for reviewing and renewing its school programs. The museum's flagship program, Introduction to the Holocaust, continues to be delivered. At present, this program is designed for Year 10 students but can be adapted for Year 12 Modern History and other classes to begin, renew, or revise their understanding of the Holocaust. At the HTASA conference, Elspeth is seeking initial input from Year 12 Modern History teachers on a proposed "extension" program for classes seeking more from the museum. Please come along to help shape the design of this new offering, which will be piloted in Terms 2 and 3 for full implementation from 2027.
Building blocks to deliver a Stage 2 Source Analysis construction assessment task - Kelli Shephard and Ebony Muller, Pedare Christian College	
Kelli Shephard is a senior history teacher at Pedare Christian College and has been teaching Stage 2 Modern History for 10 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. 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.
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.	
Between the Lines: A Toolkit for teaching conflict and Revolution- Megan Tucker, HTASA	
Megan is a senior History teacher at Kadina Memorial School and has been teaching Year 10-Stage 2 Modern History since 2009. In 2026, she is developing a series of resources designed to help embed the study of the Korean War into History teaching as part of a joint project between the Korean War Legacy Foundation and History Teachers' association Australia.	Using the Korean War as a lens, this workshop explores a range of ways conflict and revolution can be taught in South Australian schools. Attendees will walk away with literal hands-on strategies to help students develop source analysis, cause and consequence thinking, and use of the political scale. The resources showcased will demonstrate how the Korean War can be studied while also providing inspiration for fresh, adaptable approaches to teaching Conflicts and Revolutions more broadly