

Session 1 – Split Keynote

Tuesday 2 October 2018

11.00am – 11.55am

1.1 Red Empire: Soviet History for the 21st Century

Professor Mark Edele, University of Melbourne

Soviet history has become highly political again. In Russia, it has become a battle ground between liberals and conservatives, who attempt to understand the relationship between the Soviet past and today's Russia. Elsewhere, too, historians have struggled to make sense of this past, which now has to speak to the multi-national present of the fifteen successor states of the Soviet Union. This lecture will sketch a history of the Soviet Union which takes account of its complexities and contradictions and makes sense of this experience for the 21st century.

Professor Mark Edele

Mark Edele is an historian of the Soviet Union and its successor states, in particular Russia. He is the inaugural Hansen Chair in History at The University of Melbourne as well as an Australian Research Council Future Fellow. He was trained as an historian at the Universities of Erlangen, Tübingen, Moscow and Chicago. His publications include *Soviet Veterans of the Second World War* (2008), *Stalinist Society* (2011), *Stalin's Defectors* (2017), *Shelter from the Holocaust: Rethinking Jewish Survival in the Soviet Union* (with Atina Grossmann and Sheila Fitzpatrick, 2017), and *The Soviet Union. A Short History* (2018). He is currently working on three books: a historiography of Stalinism, a history of Stalinism at war, and (with Martin Crotty and Neil Diamant) a global history of war veterans.

AITSL: 2.1, 7.4

1.2 Aftermath: The legacy of World War I for Australians

Professor Joan Beaumont, Australian National University

It is difficult to exaggerate the negative impact of World War I on Australians. The most traumatic legacy was the 60,000 dead and the 156,000 wounded, but the war also left political division and economic problems, not the least of which was the war debt and the crippling costs of supporting the returned soldiers and their families. These problems demanded that, individually and collectively, Australians find the capacity for adaptation, especially as within eleven years the generation that fought the war faced the second shock of the Great Depression. How then do we explain this resilience?

Professor Joan Beaumont

Joan Beaumont is Professor Emerita, Coral Bell School of Asia Pacific Affairs, The Australian National University. She is an internationally recognized historian of Australia in the two world wars, the history of prisoners of war and the memory and heritage of war. Her publications include the critically acclaimed *Broken Nation: Australians and the Great War* (Allen & Unwin, 2013), joint winner of the 2014 winner of the Prime Minister's Literary Award (Australian History), the 2014 NSW Premier's Prize (Australian History), the 2014 Queensland Literary Award for History, and the Australian Society of Authors' 2015 Asher Award.

AITSL: 2.1, 7.4

Session 2

Tuesday 2 October 2018

12.00pm – 12.55pm

2.1 Cultural Anzackery

Martin Douglas, Corowa High School, NSW

On 25 April 1915 16,000 men of the newly-formed Anzac regiments rowed ashore at Ari Burnu, a small, steep beach on the Gallipoli Peninsula. These men laid the basis for a historical narrative that has dominated the Australian psyche ever since. However, it is important to note that despite the quasi-religious significance that Anzac Day has in the national consciousness today, attitudes towards Anzac have moved concurrently with socio-cultural changes in Australian society. This presentation will aim to provide a brief overview of Anzac historiography and its connection with socio-cultural change in Australia from 1915 to the present. With the approaching commemoration of the Armistice Centenary, two questions come to the fore: how has our cultural identity been shaped by Anzac and how does Anzac continue to shape the way Australians view themselves? This presentation provides an approach for 'Representations of Anzac', a new Case Study in the NSW History Extension course. However, it also aims to generate more general discussion around the legacy of Anzac and how it is addressed in any of our history classes.

Martin Douglas

Martin has been a teacher of Modern and Extension History at Corowa High School, on the NSW-Victorian border, for the past 6 years. He previously taught Ancient History in the Illawarra. Martin has been involved in HSC Marking for Modern History and has a particular interest in developing student engagement in History. His major passion is the First and Second World Wars, especially in relation to the role of Anzac in the construction of Australia's cultural narrative.

AITSL: 2.1, 2.2, 3.2, 3.4, 7.4

Years 11 and 12

NSW Syllabus

2.2 Taking the 'Great Leap' into China

Lani Blackman, Barrenjoey High School, NSW

Now is a great time to take a 'leap' into China, especially with the requirement to pick one non-European/Western option in the NSW HSC Modern History course. This session will provide an overview of the China options available in the NSW Preliminary and HSC Modern History courses and show how China topics can be a fantastic complement to existing options and/or a whole new thematic study. Programming and preparation tips and resources for the study of modern China will be provided, especially the new topic 'Cultural Revolution to Tiananmen Square'.

Lanie Blackman

Lani has been teaching Modern History for eight years in public high schools in Sydney. She has a deep love for teaching Russia and the Cold War and is excited to extend her interest in modern China by incorporating more of it into the Modern History Preliminary and HSC courses. Lani is a contributing author to the upcoming revised *HTA Modern History Study Guide*, dealing with China as a National Study and the Change in the Modern World topic, Cultural Revolution to Tiananmen Square.

AITSL: 2.1, 3.2, 3.4, 7.4

Years 11 and 12

NSW Syllabus

2.3 Narragunnawali: Reconciliation in Schools and Early Learning

Esma Livermore and Sarojni Sami, Reconciliation Australia

This workshop will give an overview of a national program designed to support all schools and early learning services in Australia to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Alex Shain

Alex Shain is a trained teacher and the General Manager of Narragunnawali: Reconciliation in Schools and Early Learning. He joined Reconciliation Australia in 2012 to design Narragunnawali, and firmly believes that without those who have come before, we wouldn't be able to have the conversations we are having today – the work of many Aboriginal and Torres Strait Islander people and non-Indigenous Australians has laid the foundation for the next generation to move forward together.

AITSL: 1.4, 2.1, 2.4, 3.3, 7.4

Years 3- 12

Curriculum resources, professional learning

2.4 Successful History Teaching & Assessment, Requires Future Focused Education Approaches

Matthew Noonan, Future Focused Education School Leader ACT

This session will motivate with passionate and practical ideas on how to develop a truly student-centred, flexible learning environment (more the Woolies Deli than the 'Sage on the Stage'). It will inspire you with teaching through designing rich questions, project-based learning. See history teaching and assessment as Future Focused Education with exemplars from planning units and community connections across years 5 to 12. Investigate 5 new approaches being taken in 2018 by very different P-10 schools and be inspired.

Matthew Noonan

Matthew's philosophy working in a range of roles in education has always been "I don't believe in the 'no-win' scenario". He is a self-confessed optimistic, innovator and agent for change. Believing that strategic risk-taking can engage, empower and develop every learner, he has successfully applied a range of 21st century education approaches in his teaching and leadership with year 5 to 12 students across rural and urban Queensland, England and the ACT. While originally trained in English, History and Politics, he has enjoyed teaching, leading and team-teaching in LSU-Cs and As, International Student Programs and EaL/D, PE, Health, Enrichment, Pastoral Care, Psychology, Russian History. **1.2,**

AITSL: 2.1, 2.3, 3.2, 3.3, 5.1, 7.4

Years 5 - 12

Curriculum, Assessment and Community Connections

2.5 Khmer Rouge – ‘Dark Past and New Perspectives; Perpetrators or Victims.’

Paul Foley and Billy Penfold HTASA & Student Educational Adventures, SA

This workshop will examine the fundamentals for a study of the rise and legacy of the Khmer Rouge regime. Teaching resources and options for assessment tasks will be discussed. The workshop will also examine evidence from primary sources for such a study of modern Cambodia and why the story of the Khmer Rouge is highly relevant today.

Paul Foley and Billy Penfold

Mr Paul Foley is Head of Humanities at Loreto College, Adelaide. He formerly taught in regional Victoria and London and is President of HTASA and HTAA. He has been a regular contributor to PD activities for History teachers. Paul also represents History teaching on various boards and is Chair of the Simpson Prize. Mr Billy Penfold is a History archivist who specialises in the History of the Khmer Rouge. Through historical research and 18 years of conducting historical tours to Cambodia he has gathered extensive oral and written histories of the Khmer Rouge era. Billy is in a unique position to gain access to former Khmer Rouge and would like to share his insights and experiences.

AITSL: 2.1, 2.3, 3.4, 5.1, 7.4

Years 11 - 12

Pedagogy, Assessment and Primary Sources

2.6 Achaemenid Persia: an Unsung Hero for History Teachers

Emily Shanahan, Roseville College, NSW

Persia is an overlooked gem of the ancient world. There is a wealth of resources available to teachers, engaging students away from standard Eurocentric studies. While some know Xerxes, the rest of the Achaemenid period remains untouched in many History classrooms. Participants will learn how Persia can be incorporated into different units in the Year 11 course, focusing on people, power and perspectives, as well as the Ancient Society and Historical Period in Year 12.

Emily Shanahan

Emily has 14 years' teaching experience. She is a perpetual student, receiving several academic awards for her Master of Educational Leadership. Emily is completing a law degree, hoping to then combine her love of law and history, researching legal systems of the ancient world. Emily ventures overseas at every opportunity, walking in the footsteps of historical figures. Recent highlights include her 2017 Gandel Scholarship to Israel, and a 2018 study tour of pedagogy in Finland.

AITSL: 2.1, 3.4, 7.4

Years 11 and 12

Stage 6 Ancient History Curriculum, Pedagogy, Thematic Studies, Ancient Society

2.7 Creating a Culture of Thinking

Sasha McDonald, HOD Humanities, Business and LOTE, Stretton State College, DETE, QLD

“Children must be taught how to think, not what to think.” – Margaret Mead. If you want to develop a culture of thinking in your classroom, and would like some suggestions on how to do so, then this workshop is for you. By establishing thinking routines with your students and empowering them to stretch their minds, you can re-engage them with content, encourage deeper thinking, and pass on transferable skills that they can carry into the future. This session aims to offer attendees a range of practical strategies and routines that can be used specifically in the Humanities classroom.

Sasha McDonald

Sasha is currently the Head of Humanities, Business and Languages at a P-12 school in Brisbane. For the past five years, she has taught a range of Humanities and English classes from Grades 7-12, including Academic Excellence classes, and Senior Ancient History and English. For the past few years, Sasha has presented at the QHTA and HTAA conferences in Brisbane, Sydney and Melbourne, as well as organising and presenting conferences with the Beginning and Establishing Teachers’ Association in Brisbane and Central Queensland. Her workshops cover areas of interest including literacy, differentiation, digital pedagogy, effective feedback, reading strategies and the Australian Curriculum.

AITSL: 1.2, 2.1, 3.1, 3.3, 3.5, 7.4

Years 7 - 12

Pedagogy, Critical Thinking

2.8 Flipping History - Using Tech in the History Classroom

Simon Baker, Nuriootpa High School - Department of Education SA

A workshop demonstrating some practical approaches to using ‘Flipped’ pedagogy within a History classroom. The session will examine the principles behind Flipped Teaching and Learning as well as showcasing some practical applications. If you are looking to free up class time, want a student led classroom or just have an interest in technology then this is the session for you. Please bring a laptop (PC or Mac) along, as this will be an interactive session.

Simon Baker

Simon loves technology and how it can be used to generate engagement and authentic learning. His passion in History is endless, as he reads about it, watches documentaries on it, and even paints miniature historical figurines! He says that he is a stereotypical Geek, in that he loves the latest tech and spends too much time online (just ask his wife!). Simon’s currently a History teacher at Nuriootpa High School in the Barossa Valley.

AITSL: 1.2, 2.6, 3.3, 7.4

Years 7 - 12

Curriculum, Assessment

Session 3

Tuesday 2 October 2018

1.55pm – 2.50pm

3.1 A taxonomy for teaching and learning History

Dr Denis Mootz, NSW

Are we all speaking the same language? I have asked this question a number of times in a number of contexts since the inception of the Australian History Curriculum. In the meantime I have made several attempts, including a Doctorate in History pedagogy, to standardise the language that History teachers and History educators in Australia use to describe and explain the various elements of our discipline. This is the latest iteration of this essential conversation.

Dr Denis Mootz

Denis Mootz taught secondary History for 40 years. He concurrently taught History Method for two decades at UNSW. More recently he has been working in Museum education at Macquarie University and as a research Fellow in Ancient History at Macquarie University. Denis has an extensive record of publications for students and teachers and, also conference presentations, in state, national and international contexts. He is currently a Director / Board member of HTA NSW and HTAA. Denis is also President of NSW Professional Teachers' Council.

AITSL: 2.1, 2.5, 3.3, 3.5, 7.4

Years 7 - 12

NSW Syllabus

3.2 Making Masada Matter

Peter Ramm, Cedar's Christian College, Wollongong, NSW

Why does a rock fortress in the Judean Desert deserve the attention of students on the other side of the world? How can we explore the notions of people and perspectives through the archaeology and mythmaking at the site? More than just a buffer for the fearful Herod or a last point of conquest for Rome's crushing of a Jewish Revolt, it still stands in a strategic location in the history of modern Israel and for teachers of the new NSW Stage 6 syllabus.

Peter Ramm

Peter is currently the Head of HSIE at Cedars Christian College, Wollongong, where he has been teaching for the past decade. He has regularly published articles, teaching and assessment ideas in the HTANSW's journal *Teaching History* and the English Teachers' Association journal *mETAphor*. In 2017, Peter presented at both the History and English Teachers' State conferences on topics in the new Stage 6 syllabi. His passion lies in Persian, Greek and Roman history.

AITSL: 2.1, 2.2, 7.4

Years 11-12

NSW Syllabus

3.3 Teaching history in a blended-learning environment

Ashley Keith Pratt, Melbourne Girl's Grammar School, VIC

How do you teach history in a blended-learning environment and overcome the challenge of seeing your students in fewer classes but still covering the curriculum? This workshop will explore how to prepare and deliver a rigorous, research-based, history programme while helping students develop the skills of scholarly self-regulation that they will need in the modern world.

Ashley Keith Pratt

Ashley Keith Pratt is a Director of the History Teachers' Association of Victoria (HTAV) and is an Instructional Designer and Teacher of history at Melbourne Girls Grammar School. Ashley recently completed his Master of Education at the University of Melbourne with a focus on history curriculum and is a regular presenter for the HTAV on pedagogy and early-modern history.

AITSL: 1.2, 2.1, 2.6, 3.2, 3.3, 7.4

Years 9 -12

Curriculum and Pedagogy

3.4 Inquiring that's Exciting for Teachers and Students Alike

Dr Rosalie Triolo Faculty of Education, Monash University, VIC

Inquiry method units that are rich in the primary sources of brief text excerpts and appealing visuals are not only engaging for more able students, they appeal to students who ordinarily do not enjoy or excel in History education. This workshop provides simple readings, exemplar activities, resources and advice tailored to participants' needs. Participants will be able to locate high quality existing and curriculum-relevant resources, and enjoy the 'art' of creating units of their own.

Dr Rosalie Triolo

Rosalie lectures in History education, is president of the History Teachers' Association of Victoria, Vice-President of the History Teachers' Association of Australia and a councilor of the Royal Historical Society of Victoria. She has published scholarly works, teacher professional learning materials and student resources in diverse forms. She presents on Australian experiences of the Great War to local, national and international audiences and has received numerous Victorian and national History and education awards.

AITSL: 1.2, 1.5, 2.1, 2.2, 2.5, 3.3, 3.4, 7.4

Years 7-10

Curriculum and Pedagogy

3.5 Differentiation and Engagement in Stage 6 Assessment and Teaching

Lisa O'Neill, St Marys Senior High Department of Education NSW

The presentation will provide Stage 6 History teachers of understanding of how to evaluate their assessment practices and develop alternative feedback practices to ensure the three tiers of assessment are addressed. It will highlight how the independent learning framework can be used as a tool by teachers to implement engaging teaching strategies and ensure historical concepts are integrated in the classroom for all teaching practices in Stage 6.

Lisa O'Neill

Currently HT HSIE at St Marys Senior High. She has taught at the Stage 6 setting for 15 years and have created an Independent Learning Framework as a consequence of working with WSU in 2016.

AITSL: 2.3, 3.3, 5.1, 5.2, 5.3, 7.4

Years 6-12

Assessment, curriculum

3.6 Developing Historical Literacy and Empathy through Writing Historical Fiction

Peter McHugh and Anna McHugh, Presbyterian Ladies' College, Sydney, NSW

Peter McHugh discusses how his department addressed the challenge to develop and maintain historical empathy by commissioning a Stage 4 workbook on the research and writing of extended historical fiction. He will discuss obstacles to maintaining senior students' historical empathy, and the benefits of using creative writing outside subject English. Anna McHugh will explain how she drew on her own experience as a historian and author to design and write the workbook.

Peter McHugh and Anna McHugh

Peter McHugh is the Head of History and Religious Studies at the Presbyterian Ladies' College, Sydney. He has chaired the HSC Ancient History committee for the NSW Catholic Secondary Schools Association for many years. Anna McHugh, an English and History teacher, completed a PhD in Medieval Literature at the University of Sydney and a DPhil in History at University College, Oxford where she was a postdoctoral fellow. She has written several creative writing textbooks published by Macmillan Australia.

AITSL: 1.2, 2.1, 2.5, 3.3, 7.4

Years 7 – 12

Pedagogy

CANCELLED

3.7 What's Wat Tyler got to do with me? The Peasants Revolt

Lauren Nitschke, Marian College, Ararat, VIC

It's tricky to capture the imaginations of the students in the Middle Years when teaching the Peasants' Revolt as part of a Medieval History curriculum. How are the events which played out in an English field between King Richard II and Commoner Wat Tyler way back in 1381 relevant to the typical Australian secondary school student today? In this session, educators will be given ideas to authentically engage their students to learn about this pivotal moment in history, which still has deep relevance today - whether we know it or not.

Lauren Nitschke

Ms Lauren Nitschke has taught history to Victorian Middle Years students for the past ten years. She hails from rural Victoria, and is employed in a Catholic secondary school catering for approximately 500 students. There have been several changes to the curriculum in the past 10 years; the fact that Medieval History has always featured confirms its importance. Lauren is also an author of medieval murder mysteries (under a pseudonym), which take place in the generations following Wat Tyler's Rebellion, and her stories pay homage to the commoners who changed their world, and subsequently, ours.

AISTL: 2.1, 2.2, 3.3, 7.4

Year 8

Curriculum and Assessment

3.8 Teaching the Stories - the importance of life before the Holocaust

Crystal Wieringa, Department of Education WA / History Teachers Association of WA

History is about stories, stories of people. The Holocaust is one of the most significant events in world history, and one that is difficult to teach without addressing horror and trauma. Yad Vashem's Educational Philosophy ensures that students are brought 'safely in and safely out' of the topic by teaching the stories of people before, during and after the Holocaust. An introduction for educators to meaningful, engaging and practical strategies using the stories of the Jewish people.

Crystal Wieringa

Crystal Wieringa is an energetic and passionate senior school Modern History and 7-10 HASS teacher at Kelmscott Senior High School in Western Australia. She has been a member of the History Teachers' Association of Western Australia for several years and regularly presents revision seminars for students and professional learning for teachers. Crystal has experience teaching Gifted and Talented through to low literacy students and recently returned from a three week study trip to Jerusalem, Israel.

AITSL: 2.1, 2.2, 3.2, 3.3, 3.4, 7.4

Year 10 -12

Senior School Modern History Nazi Germany Context Curriculum, Pedagogy, Assessment

Session 4

Tuesday 2 October 2018

2.55pm – 3.50pm

4.1 The Core and More

Dr Bruce Dennett, University of Notre Dame Australia, NSW

The new Core for the NSW Modern History Syllabus is explicitly conceptual with a focus on the nature of Power and Authority in the Modern World 1919–1946, including the ideas and ideologies associated with fascism, totalitarianism, militarism and the concept of collective security. These concepts cannot be treated as mere topic headings. The focus of the presentation will be on how to explicitly teach these, and the other sophisticated concepts in the syllabus.

Dr Bruce Dennett

Dr Bruce Dennett has a PhD in History and a Master's degree in Education. He has been a teacher at secondary and tertiary level for over 40 years and is the author and co-author of ten history textbooks. He was a recipient of two NSW Premier's History Prizes, in 2000 and 2005. He currently teaches at the University of Notre Dame Sydney.

AITSL: 2.1, 2.2, 3.1, 3.3, 7.4

Years 11-12

NSW Syllabus, Curriculum and Pedagogy

4.2 Learning Through Discussion and Disagreement

Christopher Bradbury, The King's School, Parramatta, NSW

Most teachers know that discussions can catalyse student understanding but discussions don't always happen the way we hope they would. Why are classroom discussions often so challenging? What can teachers do to improve them? What do we know about why they matter? When teachers create effective opportunities for discussion and disagreement, they develop in students the so-called 21st century skills of critical and creative thinking, collaboration and communication. History teachers must transition from being mere transmitters of content to facilitators of conceptual understanding. Based upon the research from Harvard Graduate School of Education, this presentation will suggest what classroom discussion is and isn't and explore what makes a classroom discussion successful. In particular, we will focus on the new Stage 6 Modern History syllabus and the opportunities it provides to establish practical techniques for engaging in respectful discussions, promoting meaning and building capacities for self-directed learning.

Christopher Bradbury

Christopher Bradbury is the Director of Teaching and Learning at The King's School, Parramatta. He has taught Modern History for over 15 years and was previously Head of History. Chris has a Masters of Education and was a recipient of both the Premier's Westfield History Teachers Scholarship and the Gandel Holocaust Studies Program for Australian Educators Scholarship.

AITSL: 1.2, 3.3, 3.5, 7.4

Years 11 and 12

NSW Syllabus

4.3 Literacy and History: Encouraging Reluctant Writers

Kate Cameron, History Teachers' Association NSW

Writing is learning, writing is thinking and writing is a process that can be used to engage and extend students' historical knowledge and understanding. This presentation provides strategies for building teaching and learning sequences that encourage writing. We will examine curriculum expectations of writing in history, identify the features of successful writing in history and discuss strategies for providing effective feedback to encourage and improve students' writing.

Kate Cameron

Kate Cameron has had extensive experience as a history teacher in schools and as a history teacher educator at Macquarie University. Kate regularly presents professional learning programs for history teachers and continues to publish textbooks, articles and materials to support the teaching of history. Her contribution to history teaching has been recognised in a range of scholarships and awards. Kate has served as NSW and National President of the History Teachers Association.

AITSL: 2.5, 3.3, 5.2, 7.4

Year 7-10

Pedagogy

4.4 Black Mist Burnt Country. Testing the Bomb. Maralinga and Australian Art

JD (Jan Dirk) Mittmann, Burrinja Cultural Centre, VIC

In 1952 PM Menzies granted the British government permission to test atomic weapons in Australia. Twelve such devices were detonated, with long-lasting consequences. The story of the Maralinga tests and its impacts on country and people is largely unknown. A national touring exhibition now tells the story, currently on display in Canberra at the National Museum. Cold War, nuclear arms race and the Maralinga tests have been included in the VIC and NSW curricula.

JD Mittmann

JD Mittmann is curator of *Black Mist Burnt Country. Testing the Bomb. Maralinga and Australian Art*, a national touring exhibition of Indigenous and non Indigenous artworks across the mediums of painting, photography, sculpture, print-making, video and new media concerned with the British atomic tests in Australia. JD Mittmann is curator at Burrinja, the Dandenong Ranges Cultural Centre on the outskirts of Melbourne.

AITSL: 2.1, 2.2, 3.4, 7.4

Years 7-12, specifically Year 10 History, Art, Geography and English

(Australian) History post-1945, Rights and freedoms, Globalising World, Environmental Movement

4.5 Trove for your students: Accessing and using primary sources

Catriona Bryce Trove Outreach Officer, National Library of Australia

Take the Trove Training Toolkit into your classroom. Embed information literacy into your students' research methods and increase their engagement with high quality, digitised, and freely available primary source material. Trove - the National Library of Australia's discovery service - gives students access to a wide range of primary sources, and tools to collect, share and reuse them. This workshop will give you the skills to teach the best use of Trove in your classroom.

Catriona Bryce

Catriona Bryce is a qualified librarian with twenty years' experience. Her qualifications include a Bachelor of Arts majoring in History and Russian with Honours in History. She has worked in the Trove team at the National Library for five years, in roles as diverse as data harvesting and communications. She has a passion for sharing Australia's rich and diverse cultural heritage with the community. Her current role is Trove Outreach Officer.

AITSL: 1.6, 3.4, 7.4

Years 7 - 12

Historical skills, information literacy, IT

4.6 Engaging history: Teaching the Polynesian Expansion

Ren Downing, Alareess, VIC

In a far outer Melbourne government school with a large minority of Pasifika and Maori students, a new unit on the Polynesian Expansion in the Pacific improved student engagement with the History curriculum. The unit was designed with Historical Thinking Skills in mind, ensuring Year 8 students learned about the amazing feats of this wayfaring culture and also how cause and consequence drives history.

Ren Downing

Ren Downing is an experienced educator with an agnostic view of what it means to be a Teacher. Having worked in secondary schools, adult education, and education consulting, Ren brings a unique perspective to teaching which is centered on learner engagement.

AITSL: 1.2, 2.1, 3.3, 7.4

Year 8

Engagement, pedagogy, assessment, Historical Thinking

4.7 Enhancing the teaching of the Industrial Revolution through biography

Lorna Fleetwood, Canberra Steiner School, ACT

The Industrial Revolution is the "missing link" between the highly agrarian lifestyle of the Middle Ages and the highly technological 21st Century. Students respond very positively to biography and, with such a huge topic, it can be much more accessible to them when viewed through the lives of key individuals. The biographies of people like Josiah Wedgwood, Isambard Kingdom Brunel, Lord Shaftsbury, Charles Dickens and Robert Owen, will bring to life the different stages of one of the key turning points in the social history of Western Europe.

Lorna Fleetwood

After completing an Honours degree in History at York University in 1973 and Graduate Teachers' Certificate at Bristol University, Lorna spent a few years teaching in England, followed by six years in Papua New Guinea, during which time she researched and wrote, "A short History of Wewak". She returned to England in 1894 and was involved in research work for Barrie Trinder. She migrated to Australia and taught History at Radford College (1992 -2000) and Orana Steiner School (2003 – present).

AISTL: 1.2, 2.1, 2.2, 3.2, 7.4

Years 7 - 12

History and English. Steiner and ACARA

4.8 Must our 'overview' be a timeline on the wall?

Dr Stephen Powell, Merici College, Canberra

The 'overview' section of an AC history unit often produces a timeline on the classroom wall. It's a valuable 'macro' view of the topics that our students explore in depth studies. But does it engage their curiosity? What if we begin a unit with a 'micro' view of a really intriguing event, and draw links to broader themes and historical skills? With Year 9, this could mean mutiny, murder and a global manhunt

Dr Stephen Powell

Stephen has been teaching History and English to year 8 to 12 students at Merici College, Canberra, since 2014. His PhD was in 20th century history and he worked in environmental and international policy before entering the teaching profession. Stephen was a recipient of a 2017 scholarship for the Gandel Holocaust Studies Program for Australian Educators in Israel. He presented at the 2018 NSW HTA Conference on Norfolk Island, which inspired the current paper.

AITSL: 1.2, 2.1, 2.2, 3.2, 3.3, 7.4

Years 7-10

Pedagogy

Session 5 – Split Keynote

Wednesday 3 October 2018

10.45am – 11.40pm

5.1 Panel Discussion: The new nationalism in Asia

Professor Gavan McCormack, Professor Edward Aspinall, Dr Andrew Kennedy
Facilitator – Dr Chris Kenna

A striking feature of contemporary Asia - including the major nations of China, Japan and Indonesia - is the concept of 'new nationalism'. In the case of China, led by President Xi Jinping, rising economic and military power has been accompanied by perceptions of national assertiveness. President Joko Widodo has been using nationalist sentiment to counter Islamism in Indonesia. And the re-election of Prime Minister Abe suggests the continued appeal of resurgent Japanese nationalism. This distinguished panel will discuss the rhetoric and the reality surrounding the concept of 'new nationalism' in China, Japan and Indonesia in the broader context of post-war history and will also discuss its implications for Australia.

Professor Gavan McCormack

College of Asia and the Pacific ANU

Gavan McCormack is a graduate of the Universities of Melbourne and London and Emeritus Professor of Australian National University in Canberra. He is the author of many books and articles in the field of modern Japanese and East Asian history and politics, most of which have also been translated into Japanese, Korean, and Chinese. He has been engaged with Japan since first going to live and study there in 1962. His most recent book is *The State of the Japanese State: Contested Identity, Direction, and Role*, London, Paul Norbury, Renaissance Books, 201

Dr Andrew Kennedy

Crawford School of Public Policy ANU

Andrew is Senior Lecturer in Policy and Governance at the Crawford School of Public Policy at the Australian National University. His research focuses on international politics in Asia, with particular interest in the foreign relations of China, India, and the United States. He is the author of *The International Ambitions of Mao and Nehru: National Efficacy Beliefs and the Making of Foreign Policy* (Cambridge University Press 2012) and *The Conflicted Superpower: America's Collaboration with China and India in Global Innovation* (Columbia University Press 2018). Prior to his academic career, he worked as a consultant and journalist in Beijing, Hong Kong, and Washington.

Professor Edward Aspinall

College of Asia and the Pacific ANU

Edward Aspinall is a specialist in the politics of Southeast Asia, especially Indonesia. Based at the Coral Bell School of Asia-Pacific Studies at the ANU, he has authored two books, *Opposing Suharto: Compromise, Resistance and Regime Change in Indonesia* (2005) and *Islam and Nation: Separatist Rebellion in Aceh, Indonesia* (2009). A new book (co-authored with a Dutch colleague), tentatively entitled *Democracy for Sale* focuses on vote buying and related phenomena in Indonesia and will be published in 2018. He has co-edited a further ten books, most recently *Electoral Dynamics in Indonesia: Money Politics, Patronage and Clientelism at the Grassroots* (2016). Most of his research has been on democratisation, ethnic politics and civil society in Indonesia, and the separatist conflict and peace process in Aceh, but he has also conducted field research in Malaysia, the Philippines and Timor-Leste. His most recent research projects focus on urban machine politics across Southeast Asia.

AITSL: 1.3, 2.1, 2.3, 3.2, 3.4, 6.2, 6.4, 7.4

5.2 Who do You Think You Are? The Humanities and the science of Being Social

Ms Maree Whiteley, Association of Independent Schools of WA (AISWA); HTAA (Primary Years Consultant); HTAWA (Vice-President)

Have you ever stopped to think about the 'science' our human interaction and the evolution of communication? From a carved inscription on a hand-held stone (tablet) to a text message on a hand-held phone (tablet), teaching in the humanities is fertile ground for using mobile technology and social media to explore new and exciting opportunities to learn together. The virtual classrooms and staffrooms online are alive with rich resources and collegiality. This session will challenge us all to think more deeply about how, when and where we choose to use social media in our professional lives.

Ms Maree Whiteley

Maree Whiteley has been a Curriculum Consultant for the Association of Independent Schools of WA since 2011. Prior to this, Maree was an active participant in the consultation process and writing of the F-6 Australian History Curriculum, whilst a school-based primary teacher and Curriculum Leader. In 2008 she completed a Graduate Certificate of Museum Studies and became involved with the History Teachers Association Australia (HTAA). Maree is a passionate advocate for cultural heritage, social history and global education and continues to share her experience, knowledge and expertise with others in workshops, conferences and in online forums.

AITSL: 1.2, 2.6, 3.4, 4.5, 6.2, 7.4

Session 6

Wednesday 3 October 2018

11.45am – 12.35pm

6.1 Interactions: Decolonisation, Cold War and Indonesian National History

Sharon Champagne, NSW

Significant national events do not occur in isolation. In this presentation Sharon Champagne will discuss the interactions of decolonization and the Cold War with Indonesia's national history. The session will outline the rise of communism and nationalism in Indonesia prior to 1942 and then focus on the 'East-West' story of the Cold War, with its neglect of the importance of 'the South'. These developments provided the context for Indonesia's Declaration of Independence and in turn the Coup of 1965. A demonstration of methods of disseminating this complex information for students of Modern History will be provided.

Sharon Champagne

Sharon Champagne is a retired teacher who is now able to focus on her love of Indonesian history, culture and language. In her final years of teaching she taught the Indonesian National Study for the NSW Modern History HSC course. Sharon was a HTA NSW Premiers Scholarship recipient for 2016 and used the scholarship to further her own understanding of Indonesian history, including the role of Sukarno and the communist coup. Sharon brings her passion for Indonesian history and her desire to have it understood by more Australian teachers and students to the program.

AITSL: 2.1, 2.2, 2.3, 3.2, 3.4, 5.1, 6.2, 7.4

Years 11-12

NSW Syllabus

6.2 The Roman Games: Moving beyond *Gladiator*

David Posker-Hill, St Ignatius College, Riverview, NSW

The Games stand at the heart of what it meant to be Roman. Spreading across the Empire, the games were an opportunity to celebrate the dead, enhance one's political reputation, and engage the provinces with a sense of *romanitas*. This session aims to assist teachers with programming to ensure rich source analysis and written work is at the heart of the course. Activities, assessment and resources will be introduced and shared, to ensure students and teachers alike develop a course that moves beyond Hollywood.

David Posker-Hill

David is the Assistant Head of History at St. Ignatius' College, Riverview in Sydney. He has taught Ancient History for close to a decade, and is passionate about making connections between the past and the present. David is particularly interested in Ancient Roman history, and looks to develop courses rich in primary sources analysis and written work.

AITSL: 2.1, 2.2, 2.3, 3.2, 3.4, 6.2, 7.4

Year 11

NSW Syllabus

6.3 Choose Your Own Adventure: our stories from the past

Maree Whiteley, Humanities Consultant / HTAWA Vice-President, AISWA

In this session we will explore how the key conceptual understandings of the HASS Curriculum come alive through significant (and not so significant!) local, historical investigations. Using the new HTAWA online resource, 'A Centenary of Change 1918 - 2018' as an example, you will be provided with an online template to start your own 'Concepts in Practice' outline and walk away with an authentic, interdisciplinary teaching and learning program for your students.

Maree Whiteley

Maree Whiteley has been a Curriculum Consultant for the Association of Independent Schools of WA since 2011. Prior to this, Maree was an active participant in the consultation process and writing of the F-6 Australian History Curriculum, whilst a school-based primary teacher and Curriculum Leader. In 2008 she completed a Graduate Certificate of Museum Studies and became involved with the History Teachers Association Australia (HTAA). Maree is a passionate advocate for cultural heritage, social history and global education and continues to share her experience, knowledge and expertise with others in workshops, conferences and in online forums.

AITSL: 2.2, 3.2, 3.4, 6.2, 7.4

Years F - 6

HASS Curriculum

6.4 Transferable Skillsets: Teaching children to think in the humanities

Dr Andrew Lee, Geography Teachers Association of NSW

Pupils can be good at thinking but often they need to be guided. Situations need to be created so as to put them into situations where good thinking can be modelled. Pedagogical strategies for modelling and teaching good thinking are shown and shared with best practice examples provided. Differentiation is looked at through examinable tasks that can differentiate not only by knowledge, but also for critical ability, teasing out multi-variables from singular assessment tasks.

Dr Andrew Lee

Dr Andrew Lee holds a doctorate in Geography from the University of Oxford, is a Fellow of the Royal Geographical Society, a Chartered Geographer and a Member of the Geography Association of NSW. He has been teaching geography in Australia, the UK and China in schools and universities for more than 30 years. He has written extensively about teaching thinking in the humanities and has delivered courses on geographical education in the UK, China and Australia.

AITSL: 1.2, 3.1, 6.2, 7.4

Years 5 - 8

Critical thinking, promoting hard thinking in humanities education

6.5 Knowledge v Skills: A Shifting Balance

Dr Paul Kiem, History Teachers' Association, NSW

While it is impossible to accurately characterise nationwide classroom practice, the rhetoric of history teaching has embraced the revolutionary values of the 1980s and enshrined a focus on skills and more student centred pedagogies. With limited opportunity for evaluation or discussion, even during recent periods of major curriculum development at the national and state level, there has been relatively uncritical acceptance of the legacies of the 1980s in Australia. This discussion surveys these developments and then goes on to deal with the more robust curriculum discussion and counter-revolutionary trends that have been evident in the United Kingdom for some time. At a very practical level, there may be implications for how we approach the transmission of knowledge and, particularly in light of the amended outcome in new NSW HSC courses, deal with source work and source based assessment.

Dr Paul Kiem

Paul taught secondary History for 25 years. A former President of both HTANSW and HTAA, he is currently Professional Officer for HTANSW. Paul has extensive experience with assessment and curriculum development and has published and presented widely. In early 2018 he was excited to meet and interview his history heroes, the curriculum counter-revolutionaries Christine Counsell and Michael Fordham.

AITSL: 1.2, 2.1, 2.3, 6.2, 6.3, 7.4

Years 11 - 12

NSW Syllabus

6.6 The 10% Summary in the History classroom

Troy Edwards, Rockhampton Girls' Grammar School, QLD

For many years, students partake in History research tasks and have a very limited understanding to summarise key points from documents. We see endless amounts of highlighting, to the point where papers are so wet they dissolve before our students' very eyes. The 10% summary, developed by internationally renowned Harvard professor John Collins gives students the skills to summarise documents, develop key ideas for assignments and to write a research task without the dreaded plagiarism.

Troy Edwards

After completion of a Bachelor Education (Secondary) (Hons.) at QUT (Queensland University of Technology) in Brisbane and teaching with Education Queensland for five years, Troy now teaches senior History and English at Rockhampton Girls Grammar School (RGGGS) in Central Queensland. This unique school environment has given Troy the opportunity to develop internationally researched pedagogical practices which enhance the abilities of his students across many curriculum areas. **1.2,**

AITSL: 2.5, 3.6, 4.1, 6.2, 7.4

Years 7 - 12

Pedagogy

6.7 How critical are you? Assessing student historical thinking

Dr Aïda McLeod, Brisbane School of Distance Education

This paper reports on a Critical History Pilot Project carried out in a Brisbane school. Focusing on the Year 8 History subject, we tested our teaching methods and learning materials for the quality of their criticality. What critical-thinking affordances do our lesson designs and resources provide? What methods do we use to make explicit the cognitive processes of historical thinking, and critical thinking about history? How do we assess the criticality of student work?

Dr Aïda McLeod

Dr Aïda McLeod teaches English and Humanities subjects at the Brisbane School of Distance Education. She has taught in Queensland, Malaysia and previously in Macedonia, in secondary schools and at university, where she worked in teacher education for 11 years. She has published four books and a number of papers in the field of pedagogy and cultural education, and she is fluent in eight languages: Albanian, Bosnian, Bulgarian, Croatian, English, Macedonian, Serbian, and Turkish.

AITSL: 2.1, 2.5, 3.2, 3.6, 6.2, 7.4

Year 8

History curriculum, assessment, methodology

6.8 Playing the Past - Video Games in the History Classroom

Simon Baker, Nuriootpa High School, SA

This workshop will explore how to integrate video games into the History classroom, and it will look at some examples of modern video game titles, that can be used to engage students across the curriculum. Video games promote learning and mastery, so are the perfect tool for teachers. Due to the interactive nature of video games they also increase engagement. Video games can also be used to explore a historical setting or introduce complex themes.

Simon Baker

Simon loves technology and how it can be used to generate engagement and authentic learning. His passion in History is endless, as he reads about it, watches documentaries on it, and even paints miniature historical figurines! He says that he is a stereotypical Geek, in that he loves the latest tech and spends too much time online (just ask his wife!). Simon's currently a History teacher at Nuriootpa High School in the Barossa Valley.

AITSL: 1.2, 2.6, 3.4, 4.1, 4.5, 6.2, 7.4

Years 7 - 12

ICT, Curriculum, Assessment

Session 7

Wednesday 3 October 2018

1.40pm – 2.35pm

7.1 Civil Rights – going beyond the syllabus

Bernie Howitt, History Teachers' Association, NSW

The new NSW Modern History syllabus summarises the Civil Rights Movement in the USA in six key events. If students limit their understanding to only these events they will also be limiting their understanding of the movement and its significance. This presentation will explore other 'key events' and examine ways of incorporating them into a coherent and meaningful HSC teaching program. It will also acknowledge 21st century developments in the historiography of the movement through the examination of specific people and events.

Bernie Howitt

Bernie Howitt is currently convenor and lecturer in Society & Culture Methods in the School of Education at the University of NSW. He has presented extensively at conferences locally and internationally, including three times at the Rock'n'Roll Hall of Fame in Cleveland, Ohio.

AITSL: 2.1, 2.2, 2.3, 3.4, 6.2, 7.4

Years 11-12

NSW Syllabus

7.2 Improving students' academic writing

Sally Johnstone, Loyola Senior High School, Mt Druitt, NSW

A lot of senior students find it difficult to communicate their thoughts in written form. This can make it challenging for them to experience success in the HSC or other public exams. This presentation will look at the types of strategies teachers can use in the classroom to help their students become better writers. It will be particularly relevant to teachers of mixed ability senior classes.

Sally Johnstone

Sally is the HSIE Leader of Learning at Loyola Senior High School, Mt Druitt. She has spent the last six years working with students in Ancient, Modern and Extension History. Sally has developed significant expertise in teaching mixed ability groups and has been a very popular presenter in this area.

AITSL: 1.2, 1.3, 1.5, 2.1, 2.5, 3.6, 4.1, 5.1, 6.2, 7.4

Years 11-12

NSW Syllabus

7.3 People, Power and Perspectives in a Practically Digital History Classroom

Robin McKean, WA Digital Technologies, WA

In this Practically Digital Classroom, students engage imaginatively and critically with historical narrative, access and examine archival primary and secondary source information located in virtual reading rooms and repositories; participate, collaborate and interact on-line in critical, creative and historical thinking activities; creatively code and craft or remix interactive histories to explain push pull factors and their subsequent cause and effect; storyboard; and finally produce authentic digital landscapes in 3D in order to identify and represent different historical perspectives.

Robin McKean

Robin McKean is a learning design consultant with practicallydigital.design and an active Committee Member of the History Teachers' Association of WA and the Educational Computing Association of WA. Recent projects include development of the digitally enhanced Heritage Perth Learning website, STEM project based learning design for RIC Publications and development of Digital Learning Pathways for Museum Without Walls.

AITSL: 2.1, 2.6, 3.4, 6.2, 7.4

Year 4-12

Transdisciplinary, Critical/Creative Thinking, ICT Capabilities

7.4 Using Empathy to Teach Upper Primary Australian History

Nick Adeney, St Michael's Grammar School, VIC

This session will demonstrate innovative learning platforms to teach Australian History to Years 4-6. Firstly, this session will show you ways to design your curriculum to engage students through empathy. Secondly, this session will model the use of History as an authentic context where diverse skills are learned and applied through inquiry, research and creative expression. The learning platforms present Australian History in a way that students will understand key concepts with depth and breadth.

Nick Adeney

Nick Adeney has been teaching in Primary classrooms in Melbourne since 2001. He has spent the last decade developing learning platforms which use empathy to teach Australian History while connecting with all other curriculum areas. Nick's work earned him the Award for Outstanding Contribution to the Teaching and Learning of History and to the HTAV by a Primary Teacher in 2017. An HTAV Director, Nick is currently teaching Year 4 at St Michael's Grammar School.

AITSL: 2.1, 2.3, 2.5, 3.2, 6.2, 7.4

Years 5-6

Curriculum Design, Australian History, Primary

7.5 The Partition of India: Midnight's Children, Midnight's Furies

Christopher Tidyman, Loreto Kirribilli - Sydney NSW

The British divided and quit India in 1947. The Partition of India and the creation of Pakistan uprooted entire communities and left unspeakable violence in its trail. This paper explores new shifts in the understanding of this seminal moment, including the Subaltern Studies Group, which hoped to offer a new perspective on the decolonisation of India by forming a narrative that told the story of Indian Partition 'from below' - workers, peasants, women - rather than through the words and actions of the political and social Indian and British elites.

Christopher Tidyman

Christopher Tidyman is History Coordinator at Loreto Kirribilli Sydney, a K-12 Girls' school in the IBVM tradition. His interests include Asian history, politics and culture, travel, vinyl record collecting, bike riding and spending beach time with family and friends. He lives in the inner-west suburb of Newtown, sharing house space with his wife, three children and their dog Chloe.

AITSL: 2.1, 3.4, 6.2, 7.4

Year 11 and 12 Modern History

History Extension Case Study / Yr 11 The End of Empire

7.6 "Pedagogy, Power and 'Engaged' History"

Dr Christopher Kenna, Hawker College, ACT

Influential educator Paulo Freire's 'Pedagogy of the Oppressed' was published in English in 1972. This interactive workshop looks partly at Freire's ideas: how the 'banking concept of education' should be replaced by 'problem-posing education'. It explores some power dynamics of different pedagogical approaches to History. And it also suggests how History teachers can take a concerned position on important issues while emphasising contestability and encouraging informed debate.

Dr Christopher Kenna

Chris Kenna teaches at Hawker College, an ACT government senior secondary college. He has contributed to producing some senior secondary History texts. He is an active member of the ACT History Teachers' Association.

AITSL: 1.2, 3.6, 6.2, 7.4

Years 7-12

7.7 Exploring history through a student created museum exhibition

Karen McPherson, PNGAA and the NGVR & PNGVR Association

History is full of stories, some known, others largely unknown. Explore an example of how a student created museum can help students go beyond a textbook to think as historians. While this workshop focuses on Australian - Rabaul connections 1919 - 1945, the featured task uses backward design to embed Achievement Standards and General Capabilities in a meaningful way.

Karen McPherson

Karen's passion for History began as a young girl hearing of her family personal loss as a result of both World Wars. Throughout her teaching career her love of Humanities, and in particular History, has been central to her work. Karen currently teaches Years 8 to 10 History and is a member of the Rabaul and Montevideo Maru Education Committee and contributed to curriculum documents for the PNGAA's Project 150.

AITSL: 2.1, 2.3, 6.2, 7.4

Years 4-10

Australian Curriculum and assessment, pedagogy

7.8 Governance and Power: historical dimensions and modern structures

Sarah Langford and Angela Casey Parliament of Australia

This session will demonstrate a number of highly engaging, hands-on learning activities that explicitly focus on how decisions are made in our democracy. These materials will build understandings of current political structures, why Australia federated into a bicameral system of parliament and how changes may be made by citizen consensus. This practical session will be useful for those looking for an immersive way of teaching systems of government, Australian history and the history of democracy.

Sarah Langford and Angela Casey

Sarah Langford and Angela Casey are part of the Parliamentary Education Office at the Australian Parliament. Together, with the rest of the team, they create engaging, compelling learning environments for civics and citizenship education. Both Sarah and Angela were history teachers in former lives, and are passionate about democracy and helping students to become active citizens who understand their past informs their future.

AITSL: 2.1, 2.2, 3.4, 6.2, 7.4

Years 5 - 10

Pedagogy, curriculum, politics

Session 8

Wednesday 3 October 2018

2.40pm – 3.35pm

8.1 Changing World Order: From Europe, to US, to You

Anne Gripton, St Pius X, Chatswood NSW

This presentation seeks to highlight the relevance of this choice for Year 12 Modern History and its importance in understanding why the world is the way it is today. While the content looks overwhelming, it frames a response to the 'isms' that plagued geopolitics of the 20th century and can be managed through careful deconstruction. Possible exam questions and structures will be explored.

Anne Gripton

Anne has been teaching history in all its forms for over 20 years. She is an active contributor to the history teaching community through different online forums on Facebook and Twitter, as well as writing a regular column, 'Appy Times' for *Teaching History*. Anne is currently Vice President of HTANSW. She has been awarded both the NSW Premier's HTA History Teaching Scholarship and the HTAA Yad Vashem Holocaust Studies Scholarship.

AITSL: 2.1, 2.2, 6.2, 7.4

Years 11 and 12

NSW Syllabus

8.2 Teaching 'The Nuclear Age 1945-2011'

Dr Daryl Le Cornu, Australian Catholic University, ACT

A number of things ended around 1990 – the Cold War, the Warsaw Pact, Communism, and the USSR. However, the one thing that should have ended was the nuclear arms race, but it did not. Instead, the pause button was pushed, and today nuclear weapons remain the biggest threat facing humanity. All the more important to study the history of the nuclear age to understand how we survived the Cold War without a major nuclear (weapons) catastrophe, and to see what lessons were learned, and what lessons were ignored. It is also important to understand how the global nuclear disarmament movement in the 1980s challenged the leaders of many nations to change their policies on nuclear weapons, and had a massive impact. This session will overview the key content for each section of this topic and explore how the content can be taught in a most engaging and meaningful way, using a range of easily accessible and authoritative online sources. We will also survey the significant historical scholarship on the history of nuclear technology, the Cold War arms race, and the nuclear disarmament movement since 1945, and updated to the current time. The latter will help prepare students for 'active and informed citizenship in the contemporary world,' as required by the syllabus.

Dr Daryl Le Cornu

Daryl has many years of experience teaching Modern History in high schools. He has a passion for teaching about human rights, the United Nations, the Cold War, US Presidents, and the history of the nuclear disarmament movement. Daryl has been a history curriculum lecturer at the ACU for the past five years, and is a member of the Board of ICAN Australia.

AITSL: 2.1, 2.3, 2.6, 3.4, 6.2, 7.4

Years 11-12

NSW Syllabus

8.3 Memorials, Medals and Memories

Elizabeth Allen, Department of Veterans' Affairs

Using a range of engaging resources, discover the significance of commemoration with your younger students. Explore different perspectives of Anzac Day in 'Here they come: A day to *remember*'; examine memorials and symbols of commemoration; and understand the important difference between commemoration and celebration. Designed for younger students, these resources are contemporary and innovative tools for teaching in primary classrooms.

Elizabeth Allen

Elizabeth Allen taught History in Australian secondary schools for over twenty years. She now works with the Department of Veterans' Affairs in the Community Engagement Team. She is committed to producing quality resources about Australia's wartime history and telling the stories of veterans' service over the past century.

AITSL: 2.1, 3.4, 6.2, 7.4

Primary F-6

Humanities and Social Sciences: History

8.4 Aboriginal and Torres Strait Islander Military Service: Challenging National Narratives?

A/Professor Noah Riseman, Australian Catholic University, VIC

This presentation provides an overview of Aboriginal and Torres Strait Islander military service from the Boer War through the present. In particular, the seminar will examine the ways in which histories of Indigenous military service are a lens to examine the Anzac mythology in a critical yet non-confronting manner. Moreover, examining Aboriginal and Torres Strait Islander perspectives on Australia's military history opens up further questions about the nature of Australian nationhood and is a way to introduce wider themes in Australia's Indigenous history.

Noah Riseman

Noah Riseman lectures in History at Australian Catholic University in Melbourne, where he specialises in histories of race, sexuality and gender. He is the co-author of 'Defending Country: Aboriginal and Torres Strait Islander Military Service since 1945' (with Richard Trembath, UQP, 2016) and 'Serving in Silence? Australian LGBT Servicemen and Women' (with Shirleene Robinson and Graham Willett, NewSouth, 2018).

AITSL: 1.3, 1.4, 2.1, 2.4, 3.4, 6.2, 7.4

Years 7-12, tertiary

Content; Anzac; Indigenous history

8.5 Big History and Inclusive Education – Connecting a school to the world

Hayden Brown Teacher/Academic Extension Coordinator Broome Senior High School, WA

This session will provide a case study on how the Big History program has used elements of innovative technology, STEAM and cross-cultural perspectives to extend students academically. It will demonstrate how to pull together your own inclusive pilot program that develops student skills necessary for success in their high school years. The session will also discuss emerging academic disciplines and technologies.

Hayden Brown

Hayden began teaching at Broome Senior High School in 2009 as a graduate teacher. His undergraduate degree was a History and Sociology Major from Curtin University in Perth, Western Australia. Following this, he completed his Graduate Diploma of Education at Edith Cowan University. He is a former Australian Curriculum Transition Coordinator (West Kimberley) and a finalist for the WA Secondary Teacher of the Year in 2017. Hayden is currently preparing for the 2018 STEM X Academy at the Australian National University as part of a collaborative project with The Big History Institute, University of Queensland and the Goolarabooloo people of the West Kimberley region of WA focusing on creating a VR package for secondary interdisciplinary education in Big History.

AITSL: 1.2, 1.5, 2.1, 2.2, 2.3, 2.6, 3.4, 6.2, 7.4*Years 7-12*

Pedagogy, assessment

8.6 The Schools of Chernobyl

Billy Penfold, Student Educational Adventures, SA

This workshop will focus on the education system under the Soviet Union in the town of Pripyat located within the exclusion zone of Chernobyl Nuclear Reactor No 4. Frozen in time (1986) we explore several abandoned schools and class rooms. We will look at Soviet era propaganda, symbolism and indoctrination.

Billy Penfold

Mr Billy Penfold is a History archivist who specialises in the History of the Cold War in Asia, notably the Khmer Rouge in Cambodia and the Vietnamese communist movement. Billy has conducted numerous student tours throughout Vietnam, Cambodia, China and Laos for over 18 years. Billy travelled throughout the former Soviet Union in 1992, more recently he returned from a 4-day research trip through the exclusion zone of Chernobyl in 2017 and he just returned from exploring North Korea in July 2018.

AITSL: 2.1, 3.4, 6.2, 7.4*Years 11 and 12**Curriculum, investigative research*

8.7 Whatever you do, don't say HASS is boring!!!

Catherine Baron HTAWA

How can anyone say HASS is boring! This session aims to look at strategies to engage students, while developing important general capability skills. With a focus on practical ideas and resources that teachers can use.

Catherine Baron

Catherine has been a proud HASS and History teacher for 25 years. She is the President of HTAWA and for 6 years was a Teacher Development School Coordinator, supporting WA HASS teachers. Having spent her career in predominately low SEI schools she knows the importance of HASS and History education, as well as the importance of having engaging ideas for when the IT is down or it's a Friday afternoon.

AITSL: 1.2, 2.1, 2.3, 3.4, 6.2, 7.4

Years 5 - 8

Pedagogy

8.8 A history of greater Australia: the archaeological story of 15 amazing places

Dr Duncan White, Australian National University

We are naturally drawn to stories about our ancestors. Focus often rests on spectacular sites built for elites - Egyptian pyramids, Mesopotamian / Meso American temples and enigmatic Neolithic barrows in northern Europe. What about the story of the rest of society, including those living closer to home? This workshop tells the remarkable story of Australia's history focusing (rather subjectively) on 15 sites that excite the speaker! These span first footprints on the Sahul (greater Australian) supercontinent to 19th and 20th century contact experiences on the northern frontier. We will cover prehistoric ochre mining in central Australia during the Last Glacial Maximum, funerary ceremonies in the arid interior (the first of their kind on the globe) and the adoption of new technologies including the boomerang. We will also assess some of the mythologies that have grown around Australian prehistory by visiting prehistoric "villages" and places which witnessed the implementation of ancient agriculture and aquaculture. To conclude, basic advice will be provided to educators about how we might share this adventure with the next generation of Australians.

Duncan White

Dr White is a Senior Lecturer at the ANU, specialising in Australian Indigenous archaeology. His research involves collaborations with Torres Strait Islander and Australian Aboriginal communities who seek to historicise (through archaeology, including rock art) practices and places of social, political and/ or spiritual significance. Dr White is currently working on two Australian Research Council funded projects: exploring long-term human connections on Australia's northern border at the request of Goemulgal and Meriam communities, following in the footsteps of Waieit excavating sites across this Corral Sea region; and exploring the long-term history of the Namunidjbuk estate in the Wellington Range region in Arnhem Land. Dr White has held research positions at Griffith and Monash Universities and completed his PhD at Monash University in 2010. During his career he has been lucky to be involved in projects including excavations of rock shelters and open sites in Australia, Papua New Guinea, Palau, Torres Strait and Czech Republic.

AITSL: 1.4, 2.1, 2.4, 3.4, 6.2, 7.4

Session 9 - Thursday 4 October 2018

11.00am – 12.30pm

9.1 Effective Use of Varied Sources in Teaching History

Professor Bruce Scates

Professor Bruce Scates leads delegates in a discussion about the video 'Australian Journeys: The Story of a Nation in 12 objects' Using segments from the series, attendees identify ways to integrate videos into classroom activities through questioning, analysing and evaluating. Attendees explore issues from Australia's long history and examines the stories told by objects in the Museum's collection.

Professor Scates is part of the ANU College of arts and Social Sciences. He is a Fellow of the academy of Social Sciences in Australia. He has published many books on Australian history including 'Return to Gallipoli' and 'A New Australia' and has advised many cultural institutions, including the National of Australia on gallery content. In 2017, he received HTAV's annual award for 'excellent and sustained contribution to teaching and learning'

Workshop

Unpacking the online resource 'Defining Moments Digital Classroom'

By exploring various aspects of the resources delegates will gain insights into using it in the classroom to examine and evaluate significant people, powers and perspectives that have shaped Australia. Discover the power of objects and how they create an opening for students to create a deep understanding, and to engage with, concepts they may have no personal experience with. Delegates will be led through inquiry-based learning processes and provided with techniques and strategies to utilise in the classroom

AITSL: 2.1, 2.6, 3.4, 6.2, 7.4

Inquiry and skills, historical skills

9.2 A Centenary of Scholarship: Australia and the First World War in 100 years of writing.

Dr Meleah Hampton, Historian

The end of the war and how it has been represented since: heroes and villains! Dr Meleah Hampton is an historian in the Military History Section of the Australian War Memorial, where she has worked since March 2013. She is a graduate of the University of Adelaide and completed her PhD with a thesis on the 1916 battles for Pozieres and Mouquet Farm. Her primary interest is in the operational conduct of the First World War on the Western Front. She is a member of the editorial staff of the Memorial's magazine, *Wartime*, and continues to research and write biographies for the Last Post Ceremony project. Meleah Hampton is the author of *Attack on the Somme: 1st Anzac Corps and the Battle of Pozieres Ridge, 1916*. Helion Publishing, 2016.

Program/tour

Memorial Education staff will guide delegates in small groups through several galleries, and the Commemorative Area, with a focus on the objects and personal stories from the First World War. There will be opportunity to explore how the National Collection is interpreted in a curriculum linked way, using an Inquiry Learning approach in both onsite, and outreach educational programs.

AITSL: 2.1, 2.3, 3.4, 6.2, 7.4

Australia and the First World War

9.3 Art In The Service of History

Prof Tim Bonyhady and Nick Mitzevich NGA

The National Picture: The art of Tasmania's Black War - Tim Bonyhady, Co-curator

The National Picture exhibition shines a light on two enthralling figures in Australian history: colonial artist Benjamin Duterrau and the 'Conciliator' George Augustus Robinson. *The National Picture* examines the period from the declaration of martial law in Van Diemen's Land in 1828 and the beginnings of Robinson's ill-fated 'Friendly Mission' through 1851. The exhibition includes five of the seven known 'proclamation boards' and works from the 1920s to the present that respond to Tasmania's complex past. Curated by Professor Tim Bonyhady and Dr Greg Lehman.

Professor Tim Bonyhady is one of Australia's foremost environmental lawyers and cultural historians. Australian colonial art was the subject of his first three books. Tim has curated exhibitions for the National Portrait Gallery of Australia, the National Library of Australia and the National Gallery of Victoria.

Tour with the Director Nick Mitzevich

A unique opportunity to view works in the national collection from a historical perspective with the newly appointed Director of the National Gallery of Australia, Nick Mitzevich.

Mitzevich is a former university lecturer and schoolteacher. Prior to taking up his position at the helm of the NGA he was the director of the Art Gallery of South Australia and previously director of Newcastle Art Gallery and the University of Queensland Art Museum. Mitzevich is passionate about education and feels that the gallery can be a place for formal and informal ways of learning about art and history.

AITSL: 2.1, 3.4, 6.2, 7.4

Year 9 History, The making of the modern world: Movement of peoples and Making a nation. Year 7-10 Historical skills: the analysis and use of sources and perspectives and interpretations

9.4 Take it or leave it: the picture-caption relationship in the collection of the National Portrait Gallery, Dr Sarah Engledow, Historian

Appointed in 1999 Dr Engledow has written more than seventy articles on portraiture and curated many exhibitions including *The Popular Pet Show* (2016), *Arcadia sound of the sea* (2014), *Rick Amor: 21 portraits* (2014), *Paris to Monaro: Pleasures from the studio of Hilda Rix Nicholas* (2013), *White, Whiteley* (2012), *Jenny Sages: Paths to portraiture* (2011), *Idle Hours* (2009), *Open Air* (2008, with Andrew Sayers and Wally Caruana and the National Photographic Portrait Prizes of 2017, 2014 and 2011). In the Gallery's first decade Sarah has written many hundreds of biographical captions to portraits in the collection and temporary exhibitions. She has spoken frequently about portraiture in a very wide range of situations and forums. Recipient of the University Medal in English from ANU in 1995, she obtained her doctorate in Literature in 2003.

Workshop/tour - Beyond face value – looking at portraits as primary historical documents

A workshop to demonstrate best practice in utilising portraits as primary historical documents and encouraging students to develop analytical skills and the capacity to interpret original material. The intimate examination of an artwork can bring a historical world to life, igniting a student's imagination and deepening their learning experience. Portraits of historical personages/figures also raise questions of historiography. This practical workshop demonstrates how portraits are imbued with meaning and may be read and interpreted in a similar way to a text. They have complex messages to communicate. Close visual analysis of a portrait explores composition, process, function, intended audience, date and style. Additional visual material and contemporary texts build a nuanced interpretation of a life and time. Presented by members of the Learning team.

AITSL: 2.1, 3.4, 6.2, 7.4

Workshop: ACOKFH015, ACDSEH020, ACOKFH022, ACDSEH106, ACDSEH134

9.5 What makes a great political cartoon? A hands-on workshop and curated tour of the Behind the Lines 2017 exhibition.

Australia has a rich tradition of political cartooning, nothing and no-one is sacred. Behind the Lines: The Year's Best Political Cartoons is an annual exhibition at the museum which brings together the best works of the previous year. The exhibition explores several themes including free speech, Australian and international politics, and contemporary issues.

This program examines the power of a simple pen drawing from the perspective of a guest political cartoonist whose works are featured in the exhibition. The program will be finished with a workshop on practical and creative classroom resources on how to interpret and analyse contemporary and historic political cartoons as historical records and engage their students in issues of Australian society and our world.

AITSL: 2.1, 3.4, 6.2, 7.4

HASS 3-6, Civics and Citizenship 7-10, History 7-10, English 3-12, Visual Arts 7-10, Media Arts 7-10, Legal Studies 11-12.

9.6 'Indigenous Representation on Screen: Tracking the Changing Shape of Stories of Aboriginal Australians through Cinema'

Anne MacKay, Education Manager

Drawing on a suite of award-winning NFSA education programs, delegates explore the history of Indigenous experiences in Australia since British settlement and map the trajectory of social progress in this area through changing policies & attitudes reflected in landmark cinema, exploring a new angle from which the cross-curriculum priority of Indigenous and Torres Strait Islander Histories and Cultures can be meaningfully approached. Over the course of this session, attendees and facilitators will discuss how to broach this important but often difficult topic of study with students through accessible and recognisable media, including modern popular film and television.

Anne MacKay is the Education Coordinator at the NFSA with a background in classroom teaching, especially of History, Literature and other areas of media education. Her teaching career has included work in schools with a strong concentration of Indigenous students and she has also worked in the community radio sector, managing the Sydney station SURG.

Tour

Walking tour to highlight spots around the building to discuss its history as the Institute of Anatomy, with attention given to the Indigenous Collection held at that time and the changed status of such collections today, as well as any relevant contemporary items on exhibition (e.g. Jessica Mauboy's blue sequin gown from 'The Sapphires'). On return to the Theatre, participants explore further NFSA resources available to help support teaching and engagement with this curriculum area in the classroom, with particular attention given to NFSA's accessible online learning materials and upcoming content in this space.

AITSL: 1.3, 1.4, 2.1, 2.4, 3.4, 6.2, 7.4

Cross-curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures, ACDSEH148, ACHCK053, ACADRR046, ACHHS172, ACDSEH105, ACDSEH020, ACDSEH104, ACELY1749, ACELT1806, ACHCS085

9.7 'Cook and the Pacific': The Library's foundation collections, First Nations peoples, and Europeans
Ben Pratten, Education Manager and Dr Susannah Helman, Co-curator

The National Library of Australia's vast collections include some of the nation's most significant material relating to the exploration of the Pacific and the earliest contact and conflict between First Nations peoples and Europeans. In this workshop we investigate these interactions in their colonial and Enlightenment context and explore strategies to bring primary material from the National Library's foundation collections into your classroom and interpret it with students.

Ben Pratten is the Education Manager at the National Library of Australia. Before joining the Library in 2009 he studied History at the Australian National University and has since completed postgraduate studies in Museum Education.

Tour

Exhibition co-curator **Dr Susannah Helman** leads a special tour the Library's landmark exhibition 'Cook and the Pacific'. The exhibition looks at James Cook's voyages from the ship and the shore, as meetings of peoples in place, with an emphasis on the voices of the voyages. A significant section of the exhibition explores how Cook and his legacy have continued to be revisited and reinterpreted over the centuries, particularly by First Nations peoples of Australia. The Library has strong collections relating to Cook's voyages, which will be supplemented by important loans from overseas and Australian institutions.

AITSL: 1.4, 2.1, 2.4, 3.4, 6.2, 7.4

Primary (particularly Year 4) and Senior Secondary