



HTAWA 2017 Conference

TURNING POINTS

Saturday 18th March 2017

University of Notre Dame, Fremantle Campus

Welcome to the 2017 HTAWA Conference!

The theme for this year is 'Turning Points in History'. We chose this theme as this year is the anniversary of many important turning points, the 1917 Conscription Referendum, the 75th anniversary of the bombing of Darwin and Broome, the anniversary of the 1967 Referendum on Indigenous inclusion in the census and of course the Russian Revolution. 2017 is also a turning point in WA schools with the mandated changes in lower school and the year upper school teachers can say "I survived 2016".

HTAWA continues to grow and work hard to meet the needs of WA HASS and History teachers and I need to give a big thanks to

the amazingly awesome, super fantastic HTAWA Committee who have worked tirelessly to put the conference together, so if you see someone in orange please say thank you as these guys are volunteers and without them this conference could not occur. I also want to thank our wonderful presenters who have all volunteered their time to present today, we are very grateful.

I hope you enjoy the conference, that you walk away inspired, thinking and with lots of ideas that you can include in your classroom.

Cathy Baron, President HTAWA

SESSION ONE

Fantastic Primary Sources and Where to Find Them

The session will be presented by **Tricia McKenzie** and **Irena Sikorska** who are Education Officers at the State Library of WA where they facilitate History workshops for students from Kindergarten to Year 12, and regularly present teacher professional learning and at State and National conferences. Tricia McKenzie is an experienced primary and secondary school teacher who has taught extensively in both Australia and in the UK. Irena Sikorska is a qualified and experienced secondary school English teacher with educational experience in the public and private systems, as well as in the NGO sector. She has a Master of Education and has recently begun a Doctorate of Education at UWA.

Abstract:

In the digital age, there is an abundance of information available at our fingertips. Navigating through it, assessing its credibility and applying it usefully can be challenging. Using your own device, this interactive session will lead you through a number of reputable websites which you and your students can use to access credible primary and secondary source materials for historical investigations. This 45 minute workshop supports the HASS curriculum (Years 3-10) through the development of students' researching and analysing skills.

New Perspectives on non-British Australian History

The session will be presented by **Merredith Southee** who is a sessional lecturer in Teacher Education at the University of Western Australia's Graduate School of Education and School of Education at Edith Cowan University.

Abstract:

Many Australians from Asian backgrounds have been ignored by the long standing British perspective of Australian History dominating textbooks and other resources available to teachers. The HTAWA's new online resource for Years 5, 6 and 9 HASS teachers provide opportunities to study these blank spaces in between the British version of our past. The resource, sponsored by the Australian Sikh Heritage Association, explores Punjabi, Indian, Chinese and other Asian heritage

Embedding the National History Challenge

The session will be presented by **Roseanne Leece**, a History teacher at Perth Modern School and **Emily Donders** who teaches History at Rossmoyne Senior High School. Both

Roseanne and Emily have a passion for the NHC and are experienced competition judges.

Abstract:

The National History Challenge is unique in its flexibility of topic and presentation formats. It is the only national history competition that engages students in the historical inquiry process while enabling them to focus on an area of personal interest, be that an obscure element of history or a love of visual arts. The NHC asks the students to become the historian, encourages inquiry based learning, the use of primary and secondary sources and is flexible enough to be adapted to individual learning styles.

In this session we will break down the 2017 competition theme *Making a Better World?*, see where there are links to the HASS curriculum across years 7-10, discuss strategies for how to implement the NHC into existing programs and how to offer it as an extension opportunity.

Content Update: Unit 3 Russia

The session will be presented by **Dr. Mark Edele** who is a Professor and Future Fellow of the School of History at the University of Western Australia.

Abstract:

This session will examine the historiography of the 1917 Russian Revolution.

Evaluating Evidence of Leadership in the New Kingdom

The session will be presented by **Jodie Ford** who teaches at Methodist Ladies' College and **Danielle McCabe** who teaches at Mt Lawley Senior High School.

Abstract:

The study of New Kingdom Egypt provides students with the opportunity to learn about one of the greatest periods of leadership and cultural development in the history of Ancient Egypt. The personalities, leadership styles and religious beliefs of New Kingdom pharaohs vary enormously, as we can see from contemporary evidence from the period of study. Interpretation of available evidence has changed over time especially as more women have become involved in the investigation, examination and interpretation of ancient remains. This is particularly interesting in relation to the "Female Horus", Hatshepsut. This topic is taught in units 3 and 4 of the ATAR course, as well as the General course and in the Year 7 History unit.

SESSION TWO

Big History Project

The session will be presented by **Hayden Brown** who is a History teacher at Broome Senior High School where he is the Big History Lead Teacher.

Abstract:

During 2015 at Broome Senior High School, we implemented year 7 and 8 extension classes for identified gifted and talented students. After attending the 'BIG HISTORY Project and the future of education' conference at Macquarie University in 2013, we have become one of the Western Australian pilot schools to implement this online course. It is interdisciplinary and cross-curricular as it weaves together elements of traditional history, science, and 21st century skills through several investigations. These are based on Big History ideas and content/skills from core elective subjects. The Big History Project is mapped to Australian Curriculum skills and content for HASS and Science, in addition to Australian Curriculum Core Literacy Outcomes. The 'Big History Project' uses an innovative online model that makes distribution easy and sustainable while engaging multiple learning styles. Finally, it is flexible with a modular curriculum that can be adapted to fit our school and its students' specific needs.

The Big History Project Extension Class has been combined with an opportunity for students to participate in an overseas Japanese Learning Experience. The tour's objectives focus on three key aspects of student learning:

History/Culture: Japan is a country with a rich culture and history, the tour provides an opportunity to engage with that culture and in a very experiential and hands on way.

Science/Technology: Considering science and technology is an important part of our world, the tour provides an open opportunity for the students to think and talk about the roles and possibilities that science and technology can provide for their future as well as for society in general.

The Big History Project: The final topic of study is 'the future' where the tour provides a perfect setting to reflect on the learning they have done during the year and consider implications for the themselves, their community and the planet as a whole.

The aim of the presentation is to provide teachers with an opportunity to see first-hand the success of the course, as well as the different contexts in which it can be taught.

Travellers and Traders in the Indian Ocean World

The tour will be hosted by **Corioli Souter** who is the Curator of Maritime Archaeology at the Western Australian Museum.

Abstract:

Join us for a rare opportunity to see the original Hartog dish, currently on loan from the Rijksmuseum, alongside the WA Museum's own de Vlamingh dish and countless other treasures gathered from across the world.

Merchants and sailors have crossed the Indian Ocean for thousands of years, and 70% of the world's goods continue to do so today. This vast expanse of water was the world's first highway and has been the centre of world economy for millennia, but how well do we know it? Discover the rich history of peoples who have crossed the ocean for thousands of years, and learn about how these precious objects help tell stories of the turning points in history.

Limited numbers - max 20 participants.

Practical Examples of ICT

The session will be presented by **Roseanne Leece** who is a History teacher at Perth Modern School.

Abstract:

This session will expose delegates to simple and practical ways to implement ICT in the HASS classroom and provide a selection of classroom ready resources which utilise ICT. Resources will assist in the development of research skills, simple tools for collaboration and interactive video presentations. The second half of the session will be an open forum for delegates to bring along an ICT strategy to share with the group.

Unit 4: The Middle East

The session will be presented by **Dr. Samina Yasmeen** who is a Professor at the Centre of Muslim States and Societies at the University of Western Australia.

Abstract:

The session will be aimed at supporting those teachers of the Year 12 Modern History course looking at providing contextual background and help develop our understanding of the 1945-2001 period.

Ancient History – The General EST

The session will be presented by **Sally Davies** and **Cassie Don**. Sally teaches History at Living Waters Lutheran College and Cassie is a History specialist at Applecross Senior High School.

Abstract:

This session aims to up skill and support teachers of General History - both Ancient and Modern. The session will have a focus on the EST and how best to teach these skills.

SESSION THREE

CSI Cold Case – Digital Breakouts

The session will be presented by **Robin McKean** who is an experienced Learning Technologist in primary years and currently works as a Digi Tech Consultant.

Abstract:

Digital Technologies will combine with Historical Turning Points to Influence Passion, Interest, and Engagement in the upper primary and lower secondary studies of the Ancient Past.

This Digital Breakout is based on an immersive digital game based strategy designed to introduce students to a curriculum specific problem - project-challenge based learning activity. Game Play necessitates application of a growth mindset, resilience, and perseverance. This ultra-engaging learning game based on a CSI Cold Case Investigation will teach teamwork, problem solving, critical thinking, and troubleshooting by presenting participants with challenges that ignite their natural drive to problem-solve. Delegates will have an opportunity to engage in the Historical Turning Point Digital Breakout, use the range of digital tools embedded to deliver learning activities during game play and time permitting work with those tools and templates used to design this different way of delivering curriculum content within a collaborative real world context.

Being Capable with the General Capabilities

The session will be presented by **Dr Rosalie Triolo** who is a senior lecturer in History/Humanities Education at Monash University. She is a Life member and past president of the History Teachers' Association of Victoria and has been active in it for over three decades. She is an HTAA Vice-President and its delegate to the Australian Historical Association, also on the council of the Royal Historical Society of Victoria, and Victoria's representative on the council of the Australian National Museum of Education. Rosalie is active in numerous other History Education and historio-cultural communities, and has written scholarly, classroom and professional learning items related to History Education generally and, more specifically, on Australian schools and the Great War.

Abstract:

There are seven general capabilities in Australian and Western Australian Curriculum documents: Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and, Intercultural

Understanding. They encompass the knowledge, skills, values, attitudes, dispositions and behaviours that will assist students to make informed choices in school, work, leisure time and 'daily life' settings for decades to come. While the capabilities may seem to be something new, they have been integral to the work of competent and creative History educators for decades. This workshop demonstrates how they are very likely already present in your work and simply in need of development or 'foregrounding' or, alternatively, how they may be easily introduced.

Approaches to Teaching the Holocaust in Australian Schools

The session will be presented by **Ivan Lucic-Jozak** who is a History teacher at Wanneroo Secondary College. In 2015 Ivan attended the Gandel Holocaust Programme for Australian Educators at Yad Vashem in Jerusalem, Israel.

Abstract:

Approaches to teaching the Holocaust are challenging. Occasionally students may be traumatised by the experience. Yad Vashem's approach to teaching the Holocaust ensures that students 'enter Holocaust Studies safely, and exit safely'. The aim of educators is to teach students content that is age appropriate, without disengaging them in the process. Yad Vashem suggests that students learn about Jewish life before, during and after the Holocaust using a variety of strategies and resources. Often students are only taught about the time during the Holocaust, without considering life before or after. This is problematic, as students do not learn about what was lost as a result of the Holocaust, and more importantly that people survived the Holocaust. Survival before, during and after the Holocaust is an important narrative that needs to be told using survivor, perpetrator and bystander accounts. Teachers will get an insight into teaching strategies that are practical, engaging and useful within an Australian classroom setting. The teaching strategies will enrich students and teacher experiences during Holocaust Studies. The workshop will give teachers an opportunity to participate in activities that are engaging and practical.

Civil Rights: The SIDE Experience

The session will be presented by **Roslyn Keron** who is a HASS teacher at the School of Isolated and Distance Education. Roslyn has over twenty years' experience teaching at year 12 WACE level.

Abstract:

The 1967 Citizenship Rights for Indigenous Australians was

SESSION THREE / FOUR

a major turning point in history. It was influenced by the American Civil Rights Movement. Connecting history to the present has never been more relevant than it is today. This session will look at engaging the students to link the past to the present.

Ancient History: Rome

The presenter for this session will be confirmed closer to the conference.

SESSION FOUR

Yagan from different angles and Museums without Walls

This session will consist of two 20 minute individual presentations.

Presentation One: Yagan from different angles

This session will be presented by **Alex Kopp** who has been a part of the WA Museum Learning and Creativity Team, developing and delivering educational programs for schools. Alex is a former Head of Humanities at Swan Valley Anglican Community School and has taught Bachelor of Education and University Preparation Course units at ECU. Alex is also a freelance writer, and has published several history based magazine articles and educational resources. Her first book, a children's biography about Yagan, was released last year.

Abstract:

Arguably, there is no more significant turning point for the story of Western Australia and its inhabitants than the arrival of European settlers on the shores of the Swan River. Using Yagan as a case study, this session will look at ways of incorporating stories of early colonial conflict through different areas of the Year 5/6 HASS curriculum, and explore how we can use primary sources to engage students in discussion about the nature and impact of European settlement.

Presentation Two: Museums without Walls

This session will be presented by **Joy** and **Mike Lefroy** who are education consultants who develop and deliver enticing and engaging historical experiences for young people, mostly out in the open air. Both have teaching backgrounds and jointly, years of experience with heritage projects across all ages and abilities. Currently, Joy is contracted to Heritage Perth and Mike to the Duyfken Foundation to develop new and exciting HASS curriculum programs.

Abstract:

Museums circle and capture our stories. In the process, context can disappear. Walk beyond the walls into the open air and the stories are here, waiting to surprise you. But places can camouflage our past so let's strip back the façade of the present and explore the familiar to find the unexpected. Discover some local stories and take away strategies to enthuse your students to build their own museum without walls.

History for students who are not fond of books!

The session will be presented by **Crystal Wieringa**, a senior school Modern History and 7-10 HASS teacher at Kelmscott Senior High School. She also holds the position of Teacher Development School Coordinator. Crystal's experience is not limited to HASS and she has experience in the English, Science and Arts classrooms where she has worked with students of varied abilities from Gifted and Talented to low literacy.

Abstract:

History is about stories. Terrifying tales from medieval times, inspiring inventions from the Industrial Revolution and sorrowful stories from soldiers fighting in foreign lands. How do students who have low literacy access these stories? How can we give them required information, keep them interested and encourage them to make connections and attempt some historical analysis. This workshop aims to give teachers a range of learning strategies that will assist low literacy students in accessing the wonderful world of History.

Our Western Australian Schools and the Great War

The session will be presented by **Dr Rosalie Triolo** who is a senior lecturer in History/Humanities Education at Monash University. She is a Life member and past president of the History Teachers' Association of Victoria and has been active in it for over three decades. She is an HTAA Vice-President and its delegate to the Australian Historical Association, also on the council of the Royal Historical Society of Victoria, and Victoria's representative on the council of the Australian National Museum of Education. Rosalie is active in numerous other History Education and historio-cultural communities, and has written scholarly, classroom and professional learning items related to History Education generally and, more specifically, on Australian schools and the Great War.

SESSION FOUR

Abstract:

What did Western Australian teachers and students learn about the British Empire, its allies and its enemies during the Great War? What were some of the values taught by different schools at that time? What were some of the patriotic activities undertaken? Why did some older students and teachers enlist directly from their schools? How did members of school communities respond to the death and wounding of people they knew? Overall, how was the daily life of Western Australian schools affected? Participants will each receive a complimentary copy of DVA's 'Schooling, Service and the Great War (Secondary)' and be able to use its rich array of primary sources to answer the above questions with their unique focus on Western Australia.

Cambodia's Curse: A brief history of Cambodia for Units 2 & 4

The session will be presented by **Alycia Bermingham**, an experienced secondary school HASS teacher. Alycia is Head of Learning Area – Humanities and Social Sciences at Manjimup Senior High School, teacher of ATAR Modern History, WACE Marker, and a Course Advisory Committee Member.

Abstract:

Cambodia has had a long and troubled history, but the turbulent years post-1945 hold particular significance for teachers of Unit 2: Elective 7 *Movements for Peace and Security* and Unit 4: Elective 2 *Australia's Engagement with Asia*. This session will provide for teachers an overview of Cambodia's history from 1945 until 2001, including looking at the rise and fall of Pol Pot's regime, the relationship with Vietnam, and Australia's role as a peacekeeper and regional leader.





Pompeii and Herculaneum: A Tale of Two Cities

The session will be presented by **Liz Mayhew**, a History teacher at Methodist Ladies' College. Liz has taught Ancient and Modern History, as well as HASS, across middle and senior years.

Abstract:

The study of Pompeii and Herculaneum provides students with the opportunity to learn about two unique and vibrant Roman towns and gain a fascinating insight into many aspects of the ancient inhabitants' daily lives. Although the two Roman towns are markedly different in their layout, types of residence and the social classes who lived there, they both enhance our understanding of the minutiae of daily life in the ancient world. The sites of Pompeii and Herculaneum can be taught in Unit 4 (Elective 4: Pompeii and Herculaneum 80 BC – AD 79), as one of the electives in Unit 1 (Investigating the Ancient World) and also in the Year 11 General course. This presentation will introduce teachers to different ways of approaching the two archaeological sites, in particular the difficulties we have in interpreting the remains and what the excavations to date have revealed about the people who lived there.

HTAWA 2017 Conference Programme – TURNING POINTS

Session	Option 1	Option 2	Option 3	Option 4	Option 5
Welcome (8:45am - 9:30am)	<p>Welcome to the 2017 HTAWA Conference! HTAWA President - Cathy Baron</p> <p>2017 National History Challenge - Making a Better World? Launch of new Sikh Resource</p>				
Keynote Panel (9:30am - 10:15am)	<p>Turning Points in History Prof Mark Edele (UWA), Dr Rosalie Triolo (Monash) and Dr Shane Burke (Notre Dame) lead a discussion on the "most significant" Turning Points in history</p>				
Morning Tea					
Session 1 10:45am - 11:30pm	Fantastic Primary Source Materials and Where To Find Them Tricia McKenzie & Irena Sikorska	New Perspectives on non-British Australian History Merredith Southee	Embedding the NHC (Yrs 7-10 & Modern History) Roseanne Leece & Emily Donders 	Content Update: Unit 3 Russia Prof. Mark Edele	Evaluating Evidence of Leadership in the New Kingdom Jodie Ford & Danielle McCabe
Session 2 11:35am - 12.20pm	Big History Project Hayden Brown	Travellers and Traders in the Indian Ocean World (free guided tour - max 20 participants)	Practical Examples of ICT Roseanne Leece	Unit 4: The Middle East Prof. Samina Yasmeen 	Ancient History - General EST Sally Davies & Cassie Don
Lunch					
Session 3 1:00pm - 1:45pm	CSI Cold Case - Digital Breakout Robin McKean	Being Capable with the General Capabilities Rosalie Triolo	Approaches to Teaching the Holocaust in Australian Schools Ivan Lucic-Jozak 	Civil Rights - The SIDE Experience (Yr 10 HASS and Yr 12 general) Roslyn Keron	Ancient History: Rome Session tba
Session 4 1:50pm - 2:35pm	Yagan from different angles Alex Kopp Museums without Walls Joy & Mike Lefroy	History for students who are not fond of books! Crystal Wieringa	Our Western Australian Schools and the Great War Rosalie Triolo 	Cambodia's Curse: A brief history of Cambodia for Unit 2 & 4 Alycia Birmingham	Pompeii and Herculaneum: A Tale of Two Cities Liz Mayhew
Plenary (2:40pm - 3:00pm)					

 Indicates sessions which will be made available to a limited group of online conference delegates.