

		Workshop	Presenter Bio	Synopsis
Session A: 12.00 – 12.55	1	<i>Playing with History</i>	<p>Mr Giles Bartram</p> <p>Brief Biography: Giles is a self-confessed gaming nerd and parent of other gaming nerds, especially if his long-suffering wife is to be believed. He is a passionate student of history in various forms, especially games and novels. In his professional capacity Giles is HASS Co-ordinator at Nuriootpa High School where he has been heavily involved in trialling, developing and consulting on the implementation of Australian Curriculum: History. He has taught and moderated Stage 2 Australian History, Modern History and Classical/Ancient Studies as well as being the HASS representative on the DECD Advisory Group on the implementation of Australian Curriculum in Secondary Schools. He was selected to accompany the Premier's Anzac Spirit School Prize Tour in 2012 and is now an affiliate member of the RSL. In 2014 he was co-History Teacher of the Year, sharing that honour with Mr Malcolm Massie.</p>	<p>In this hands on session participants will play some games that Giles has used in his classes. 'Kahoot' (an online quiz) and Timeline (a card game about sequencing events). Giles will also introduce participants to a range of other History themed games of the board and computer variety and discuss ways of using them in class.</p> <p><i>Please bring an internet enabled device.</i></p>

2	<i>Curating a SACE Modern History Course to reflect your school and community.</i>	<p>Ms Georgy Jureidini</p> <p>Teaching since 2010, Georgy Jureidini is Head of the Senior School Humanities Department at Seymour College. Prior to her entry into teaching, Georgy was a lawyer in Adelaide. A lifelong fascination with history was sparked by a year in Dresden, Germany in 1994. Here she experienced first-hand the toll that ‘interesting times’ can have on individuals and communities and how much perspective can alter one’s interpretation of the same set of facts.</p>	<p>This year at Seymour we are teaching Stage 1 Modern History to our Year 10 cohort, in preparation for our inaugural Year 10 trip to Cambodia in September. This course is tailored to Seymour College. First we teach about decolonisation in South-East Asia in respect of Cambodia and secondly we study indigenous peoples with our focus the Scottish Highlander culture and its near destruction. Cambodia is one of the most beautiful countries in South East Asia. It is also one of the poorest and youngest. Students learn about a genocide which happened more recently than the Nazi Holocaust, and much closer to our borders. In their studies they consider the themes of colonisation and decolonisation and learn of the curious state of hostility which was the Cold War. This course builds on our Year 8 study of Angkor, enabling students to learn about Cambodia’s distant past in Year 8, its recent past in Year 10 and then to experience Cambodia in person.</p> <p>Scaffolded and differentiated, the unit allows accessibility for a wide range of student ability. The focus of this session will be the teaching of over 100 students about Cambodia’s recent past. Resources, assessment tasks and how we cover this complex material in 9 weeks of direct teaching will be presented and shared.</p>
3	<i>Aboriginal perspectives in the classroom.</i>	<p>Mr Neil Blenkinsop & Ms Kunyi McInerney</p> <p>Kunyi is a member of the Stolen Generation at Oodnadatta and is an artist. She has worked as a nurse and has a BA in Aboriginal Studies. She recently had an exhibition at the Migration Museum. Neil has taught in Ernabella and teaches History in both Middle and Senior school.</p>	<p>Kunyi will share her story and answer delegates questions. The aim of this workshop is that through hearing Kunyi's story and perspective, the experience will support and inform teachers in their own teaching. Neil will share resources and strategies that he has found effective which in turn will be useful to teachers.</p>

4	<i>Flipping History - Using Tech in the History Classroom</i>	<p>Mr Simon Baker</p> <p>I'm a stereotypical History Geek, I love the latest tech and spend too much time online. My passion is History, I read about it, play games based on History, watch documentaries on it, I even paint miniature historical figurines! You will often find me posting on the HTASA Facebook Group, as I love to chat about History and the teaching of History. Feel free to contact me at any time, I'd be happy to connect with you.</p>	<p>This workshop will focus on how to Flip your History classroom. From the first steps, through to some advanced strategies. It will be a practical session, demonstrating how to create Flipped content and share it with your students. There will be some examples of what can be achieved in the freed up instructional time. So if you're looking at Flipping your classroom, already Flip and want some ideas or just like integrating technology into the classroom, then this is the workshop for you. This session will be interactive, as we will go through the steps of creating Flipped content together. Please bring a laptop (Mac or PC) with an internet connection, or a tablet.</p>
5	<i>Explore and discover the stories of South Australia and more at the State Library of South Australia.</i>	<p>Ms Karen Brandwood and Mr Stamos Ganiaris, Community Learning Librarians, State Library of South Australians</p> <p>Karen and Stamos are Community Learning Librarians at the State Library of South Australia with decades of experience with the Library's collections.</p> <p>They present a variety of curriculum related education programs for upper primary and secondary students.</p>	<p>Learn about South Australian history in connection with the Australian Curriculum through the State Library of South Australia's primary, secondary and digital sources both online and onsite.</p> <p>Selected examples of the following range of materials will be highlighted: personal papers, maps, photographs, newspapers and oral histories.</p> <p>A rare chance is provided to access the restricted storage areas to view original documents which preserve the stories of South Australia.</p>

		Workshop	Presenter Bio	Synopsis
Session B: 2.00 – 2.55	1	<i>Life in North Korea Today - Politics, Society and Institutions</i>	<p>Mr Billy Penfold</p> <p>Billy Penfold is a history archivist who has a particular interest in Asia and the Cold War. Notably the Khmer Rouge regime in Cambodia and the Vietnamese communist movement. Billy runs an educational travel company and has conducted numerous student tours throughout Vietnam, Cambodia, China and Laos for over 18 years. Billy took part in a 4-day research trip through the exclusion zone of Chernobyl in July 2017 and he has just returned from exploring North Korea in July of this year to mark the 65th Anniversary of the signing of the Armistice Agreement.</p>	<p>The focus of this workshop is on travelling in North Korea as a foreigner, the experience of a school visit, the daily life of the locals, propaganda, how the economic sanctions are taking effect, similarities of communism with other current and former communist regimes (Vietnam, Soviet Union, Cambodia). The rules and expectations the locals have to abide by, and reunification issues and the DMZ.</p>
	2	<i>History 7-10: Five snapshots of methodology and assessment in other classrooms.</i>	<p>Malcolm Massie, David Albano, Grace Rillo, Megan Tucker and Paul Foley have collectively over 100 years teaching experience. The terrific news is they are all still learning and are as passionate as ever about teaching History.</p>	<p>The HTASA Team will, in 10 minutes each, share a unit of work they are delivering in their respective schools. The session will be jam packed with ideas and diverse methods of teaching the Australian Curriculum: History.</p>

3

The Anzac Portal – Beyond a Century of Service And Beyond Mel Gibson at Gallipoli! Research opportunities using World War 1 sources

Ms Bronwyn McGree, Department of Veterans Affairs & Mr Malcolm McInerney, Manager, 2018 Premier's ANZAC Spirit School Prize

Bronwyn is a Senior Community Support Officer with the Department of Veterans' Affairs (DVA), she has worked in a variety of roles within DVA. Her current role has a focus on commemorations and includes promotion of DVA's commemorative resources and other projects involving veterans and the wider community.

Since 2007 Malcolm has been working in the area of Humanities and Social Sciences (HASS) in the South Australian Department for Education and is currently the Manager for the Premier's ANZAC Spirit School Prize and the Department liaison officer for the Virtual War Memorial. Malcolm is also a Teaching Academic in the area of HASS at the University of South Australia.

The Department of Veterans' Affairs Anzac Portal was first launched in October 2014 with an educative focus to support community understanding of Australia's wartime experience, and to promote awareness of commemorative programs and events. The Anzac Portal provides a range of education resources to support classroom teaching of Australia's wartime history. It contains historical publications, veterans' stories, commemorative websites and interviews with veterans to build a greater understanding of Australia's wartime experiences both on the frontline and on the home front. The educational resources have been developed specifically for teachers and students, and is aligned with the Australian Curriculum. This workshop will showcase what is available for teachers on the Anzac Portal and how it might be used in conjunction with other digital resources including the National Archives of Australia and the SA Virtual War Memorial. This workshop also explores the potential to teach war and commemoration through historical conceptual thinking using research skills to develop authentic learning in the classroom. Learning about Australia's involvement in the Great War, World War 2, Korean War and Vietnam War should be more than learning about chronology, battles and statistics. The Australian Curriculum: History provides the opportunity to connect students to the stories and events through conceptual thinking. At the same time the use of research skills to research stories is a way to personalise the learning for students. During the workshop the Virtual War Memorial and the Premier's Anzac Spirit School Prize will be profiled as examples of unique initiatives for students to participate in high quality historical research and to personally engage in learning about war beyond just learning 'about' the conflict involved.

4

*Sourcebooks,
Database and
Journals Oh My!
Developing a
Culture of
Academic
Researchers in
Stage 1 and
Stage 2 Ancient
Studies.*

Ms Sophie Dimitropoulos
Sophie Dimitropoulos Sophie is currently the Curriculum Leader for Society and Cultures at Cardijn College. She is a fifteen-year internationally experienced Senior School educator who has a Specialised Honours Degree in History. Her area of focus is in Ancient Studies and Canadian History.

Driven by the ICT and literacy capabilities, the focus of the workshop will centre on the ways senior school students can easily access resources and conduct research for inquiry tasks using online journals, databases and sourcebooks. This session aims to address the ways Ancient Studies students can increase their understanding of the texts, artefacts, ideas, events and people of the ancient world (KU) by improving the quality of their research and analysis of appropriate primary and secondary sources (RA). There's a long list of advantages associated with drawing information from focused and credible academic journals and synthesising historical evidence from sourcebooks. Developing a culture of academic researchers amongst senior school students is a strategy that will improve student outcomes. There is more out there than "Google"!

		Workshop	Presenter Bio	Synopsis
Session C: 3.00 – 3.55	1	<i>The Donald Trump Phenomenon</i>	<p>Dr Tom Buchanan</p> <p>Tom Buchanan's academic training began at Oberlin College in Ohio where he graduated with a Bachelor of Arts and an honours degree in history. Later he received his Masters and Ph.D. in history from Carnegie Mellon University in Pittsburgh. After doing postdoctoral work at the University of Memphis, he taught as an assistant professor at the University of Nebraska at Omaha. He has been teaching at the University of Adelaide since 2005. Tom's teaching interests are broad as he is interested in understanding the effects of large scale historical change, represented in the growth of capitalism, and their impact of systems of labour. His interests balance elite perspectives with consideration of how ordinary people have negotiated systems of power.</p>	<ul style="list-style-type: none"> □ Is the Trump phenomenon unprecedented? □ Are there any areas where the Trump administration has made progress? To what extent are we being blinded or distracted by the twitter discussions? □ Is the current polarisation within U.S. politics unprecedented or do we have poor memories of previous administrations? □ Is President Donald Trump making the United States 'irrelevant' in terms of global affairs? □ What is the data and discussion about whether this is a one Term or two Term experience? □ After two years what is myth and what is reality about President Trump and his administration. <p>There will also be time for Q and A in this session.</p>

2	<p><i>Creating Connections: Community Involvement and Student Engagement in History</i></p>	<p>Miss Megan Tucker</p> <p>Megan has held the position of Senior School History teacher at Kadina Memorial School since 2009. She has a particular interest in political history, and her Honours thesis focussed on the role of Australia's diplomats during the Versailles Peace negotiations. Originally from a rural background herself, Megan strives to engage country students in the study of History and encourages them to become active, global citizens.</p>	<p>Belonging to a regional community comes with perks for a History teacher. While the curriculum delivered may have changed over time, the creation of connections with local and national community groups encourages curriculum engagement by students. Through the recognition and celebration of history, students develop not only an empathy and understanding of the past, but also a sense of local and national identity. This session will consider some of the ways in which schools can connect with their community in order to develop student engagement in History across year levels.</p> <p>Examples will include:</p> <ul style="list-style-type: none"> - Events (including on-site services, local historical celebrations and camps) - Activities (including R-12 learning possibilities, year level-specific projects and whole-school projects) - Awards (offered through local community groups and national organisations) <p>This session connects specifically with TFEL Domain 1.4 (leaders and teachers interact with communities to build learning partnerships and connect student learning beyond the school).</p>
3	<p><i>Marcus Tullius Cicero – Career Politician and Defender of the Republic</i></p>	<p>Ms Natalie Paelchen</p> <p>Teacher and leader in the subject of Ancient Studies for over 15 years. Currently the Dean of Teaching and Learning (Senior School) at Seymour College. A graduate of Adelaide University majoring in both Classical Studies and Drama. Most recent qualification is a Master of Education (Studies of Asia) from Flinders University.</p>	<p>Participants will explore the political career, life and celebrity of Rome's most complex and adaptable political figure in the tumultuous years of the late Roman Republic. Utilising a range of primary and secondary source materials to explore the complexity of Cicero's character and at times bizarre circumstances he found himself central to, participants will consider ideas, teaching materials and assessment examples for the classroom. The aim of the session is to bring to life for Ancient Studies teachers and students, a central but often overlooked individual, with all the juicy gossip, personal intrigues, conspiracies, political manoeuvres and civil unrest of the late Roman Republic.</p>

	<p>4 <i>Making the Holocaust Relevant in the Classroom</i></p>	<p>Ms Stacey Moros, Senior History teacher, Tatachilla Lutheran College</p> <p>Mr Daryl McCann, History teacher, Pembroke School. Stacey Moros has been teaching Senior and Middle School History at Tatachilla Lutheran College for the past twelve years. Stacey is a graduate of the Gandel Holocaust Studies for Australian Educators in 2013/2014 and recently attended the 10th International Conference on Holocaust Education at Yad Vashem, Israel. She is a strong advocate for ensuring that Holocaust studies is taught in schools. Daryl McCann has taught at Pembroke School for twenty years and also a graduate of the Gandel Holocaust Studies (2012) who attended the 2018 Tenth International Conference on Education at Yad Vashem in Jerusalem.</p>	<p>This workshop is aimed at providing educators practical strategies and themes to explore ‘The Shoah’ in the classroom. From the importance of recognising Pre Jewish life in Europe, to identifying the stages of persecution in the Holocaust, the philosophy of Yad Vashem’s ‘Safely in and safely out’ will be addressed. The importance and strategies that could be used to incorporate survivor testimony will also be addressed. The workshop will provide examples of how different aspects of the Holocaust can be explored including Cultural and Spiritual resistance, Holocaust Inversion and tackling Denial.</p>
	<p>5 <i>Pre-Service and Early Career Teachers Q&A</i></p>	<p>Ms Kirsty Raymond and Ms Elspeth Grant</p> <p>Kirsty and Elspeth work in the Independent and Public Education sectors respectively. They are committee members for the History Teachers Association of SA and have a keen interest in supporting new educators.</p>	<p>An opportunity to meet with fellow new educators in the HTASA network and some HTASA committee members. By way of introduction, Kirsty and Elspeth will speak briefly about their experiences of becoming teachers. Then, in the spirit of ABC’s Q&A, they will open the floor to questions and offer perspectives from across South Australia’s three education sectors. Please register in advance to receive a survey before the conference asking you to pre-submit your audience questions. Contributions to the discussion from all attendees are also warmly welcomed on the day.</p>