

2017 HASS SA CONFERENCE



AUSTRALIAN CURRICULUM:

- **History**
- **Geography**
- **Civics & Citizenship**
- **Economics and Business**
- **General capabilities**
- **Cross-curriculum priorities**



For all educators R-12, new and pre-service teachers

Sat 25th Feb 2017, 8.30am-4.00pm in the Amy Wheaton Building

UniSA, St Bernards Road, Magill

Sun 26th Feb 2017 – field trips various locations

Please share
the program
with colleagues

Choose sessions from this program then register at <https://hasssa2017conference.eventbrite.com.au>

Keynote presentation – Malcolm McInerney

The place of HASS in curriculum, time to argue our case!



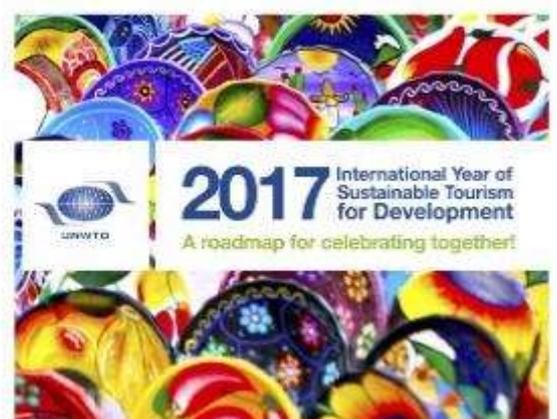
When talking about critical and creative thinking, 'real world' application and future 'usefulness' of a learning area, the HASS learning area is often undervalued in schools. Malcolm will discuss the important place of Humanities and Social Sciences (HASS) in the curriculum and the need for schools to seriously consider the extent and quality of the HASS curriculum they are presently offering.

The conceptual thinking of the HASS subjects can provide a context for the contemporary world and a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live.

Connecting concepts across the HASS subjects can enhance thinking and in turn contribute to the all-around intellectual and societal development of students.

The UN International Year of Sustainable Tourism for Development will provide a context for the keynote.

Malcolm McInerney has been heavily involved in the development, teaching and promotion of the HASS learning area for many years. Malcolm's experience includes being a humanities coordinator in South Australian secondary schools since 1982, past chair of the Australian Geography Teachers Association (2008–13), member of the ACARA Australian Curriculum: Geography Advisory Panel (2009–13), Executive Director of the Education Services Australia *GeogSpace* Supporting Australian Curriculum Online project, President of the Australian Alliance of Associations in Education (2013–16) and the HASS Curriculum Manager for the South Australian Department for Education and Child Development (DECD) (2007-11 and 2015/16). Presently Malcolm works at Uni SA as a lecturer in HASS and manages a range of HASS Projects in DECD.





"With more than one billion international tourists now traveling the world each year, tourism has become a powerful and transformative force that is making a genuine difference in the lives of millions of people. The potential of tourism for sustainable development is considerable. As one of the world's leading employment sectors, tourism provides important livelihood opportunities, helping to alleviate poverty and drive inclusive development." United Nations Secretary-General, Banki-moon, World Tourism Day Message, 2015

The year will promote tourism's role in the following five key areas:

- (1) Inclusive and sustainable economic growth
- (2) Social inclusiveness, employment and poverty reduction
- (3) Resource efficiency, environmental protection and climate change
- (4) Cultural values, diversity and heritage
- (5) Mutual understanding, peace and security.

How can we as educators encourage children and students to consider aspects of these key ideas when they and others (including family) are planning and promoting trips and tours in Australia and globally?

Conference Program

Amy Wheaton Building, UniSA, St Bernards Road, Magill

Saturday 27th February 2016

- 8.30 – 9.00 Registration
- 9.00 – 9.15 Welcome
- 9.15 – 9.30 HASS SA awards
- 9.30 – 10.30 Keynote presentation
- 10.30 – 11.00 Morning tea
- 11.00 – 12.30 'A' series of workshops
- 12.30 – 1.30 Lunch
- 1.30 – 2.45 'B' series of workshops
- 2.50 – 3.55 'C' series of workshops
- 4.00 Refreshments

Sunday 26th February 2017 – see details p.6

- E1 Hamlyn Cottage, garden of Sophie Thomson
- E2 Warriparinga Bushtucker, History, Music and Art Workshop
- E3 Adelaide International Bird Sanctuary
- E4 Beaumont House

Are you a teacher new to the profession, or a pre-service teacher? If so we have indicated the workshops most suited for you with three green asterisks ***

Displays

- Australian Association for Environmental Education (AAEE)
- www.sachildrenswalk.org.au
- International Red Cross
- National Capital Tourism Education
- Natural Resource Management (NRM) Education <http://www.nrmeducation.net.au/>
- Oxfam
- St Georges Books
- Sustainability, and Aboriginal Studies books



<http://chicagopubliclibrary.tumblr.com/post/53362727955/the-credible-hulk-always-cites-his-sources>

Workshops A series 11.00 –12.30

A1 Years R-2 ***

The ethics of hunting Pokemon and other creatures of the imagination

Martyn Mills-Baynes, UniSA / SA Philosophy in Education Assoc. (SAPEA)

Explore some popular culture phenomena and how they can be examined in early years' classrooms and settings using ethical and philosophical reasoning within a Community of Inquiry.

The session will involve participants in activities that can be used in everyday teaching practice with a minimal resources and space. Resources provided.

Martyn.Mills-Bayne@unisa.edu.au

A1a Years R-2 ***

My personal world and beyond

Deb Lassock, Geography Teachers Assoc. SA.

The Focus of the Australian Curriculum HASS starts in Reception/Foundation with my personal world and develops to encompass past and present and broader communities by year 2. What is my personal world and how can we use it to enable learners to question, research, analyse, reflect and communicate. This workshop will explore personal worlds and beyond to challenge the thinking of learners in the early years.

deb.lasscock@flinders.edu.au

A2 Years R-12

Sustainable backyards make a world of difference.

Sophie Thomson, garden consultant, writer, author and presenter on ABC TV *Gardening Australia*.

We need to be sustainable in our own backyard for the future of the planet. Sustainable backyards lead to sustainable cities, which leads to a sustainable country. We will delve into the way sustainable backyards are a key to the survival for bees which are now under threat.

Bees are a key part of survival - the plants they pollinate produce seeds that produce food. These foods are the basis of the complex food chain. Without bees, other insects, birds and mammals would suffer. Sustainable backyards - an important concept. There will be time for a question and answer session at the end of the presentation.

A3 Years R-10 ***

Illumination and Unravelment- beaming brightness onto the 2017 UN Theme 'Sustainable Tourism for Development' within the context of HASS

Louise Mason - Working with the UN 2017 theme of 'Sustainable Tourism for Development' and the HASS Curriculum, participants will undertake a series of quests and then a Tourism-related challenge to construct a group landscape of sustainable practices relating to cultural heritage and understanding, natural resources and environmental issues, and special places and events. Creative and critical thinking will underpin the process. Participants will need a copy of the HASS Curriculum for their relevant or chosen year level.

louise@enodatio.com.au

A4 Years 3-12 *** FULL

Sources Analysis: To think or not to think?

Janet Farrall, Senior Educational Consultant, Assoc. of Independent Schools SA (AISSA). www.ais.sa.edu.au

The HASS in the Australian Curriculum contains five main skills: Questioning, Researching, Analysing, Evaluating and Communicating.

Participants will develop further the skills of analysing and evaluating a range of primary and secondary sources. They will know and understand how to construct challenging sources analysis tasks for their students, using higher order questioning skills.

farrallj@ais.sa.edu.au

A5 Years R-12 ***

Creating Rubrics that actually work

Adrian Cotterell, Director of Teaching and Learning Middle School, Emmaus College. A poorly written rubric is a waste of time, both for teachers and students.

When done properly, a rubric should assist teachers in making valid and reliable judgments, can be a tool for self/peer assessment, give rich feedback and be an effective method for differentiation.

In this interactive session, we will use well-researched principles to guide us in designing quality rubrics for our teaching practice, with participants receiving the resources to get them started.

Participants should bring a laptop, ipad or other device. acotterell@emmauscc.sa.edu.au

A6 Years 7-10 ***

History teaching for early career teachers

Kirsty Raymond, History Teachers Assoc. of SA (HTASA) shares history teaching strategies that are not content specific.

Adaptable also to upper primary.

A7 Years 6-8 History

Khmer Archaeology

Martin Polkinghorne, Research Fellow in the Department of Archaeology, University of Sydney.

Martin completed his PhD on the people and technology that made Angkor. Between 2011 and 2014 he was part of the ARC Discovery project on the economies in Cambodia.

This initiative was part of the research at Angkor, and discovered the first iron and bronze foundry known in Southeast Asia.

Martin is Director of the University of Sydney Robert Christie Research Centre in Siem Reap and administers various international research projects Cambodia wide.

See A8-A11 workshops over page

Cancelled with apology due to research demands

A8 Years 8-10

Business and Economics

Anne Glamuzina, Ann Rayson, and Mary Lange, Business Education Teacher Assoc. (BETA). An abundance of resources, programs and ideas for teaching Economics and Business from Year 7 through to Year 10 will be delivered in this session.

How did Donald Trump become the President of the United States of America?

How did Steve Jobs and Bill Gates make money?

How does the share market work?

This session will look at engaging students to think, analyse and understand the world from a business perspective.

A9 Years 6-10 ***

Games in History: Free, Fun and Functional

The History Trio: Malcolm Massie, Elizabeth Heuzenroeder, David Albano from History Teachers Assoc. SA (HTASA).

HTASA has run this session at state and national conferences with great success. You will walk away enthused, amused and prepared to present your students with easy to make, curriculum relevant and highly engaging games.

mmassie@scotch.sa.edu.au <http://htasa.org.au/>

A10 Years 2-10

Talking history – the potential of the Virtual War Memorial for authentic learning

Elsa Reuter, RSL Virtual War Memorial (VWM) project officer presents this workshop encouraging teachers to use the primary sources on the VWM and to participate in the 'detective' work that is required when researching the stories of the Australian soldiers and nurses who participated in the global conflicts of the 20th Century and beyond. The workshop is a great opportunity for primary and secondary teachers to gain an appreciation of the potential of the VWM for quality historical research, learning and remembrance.

<https://rslvirtualwarmemorial.org.au/>

A11 Years R-12

The experimental mad science of it all makes papermaking one continuing obsession!

Tracy King, on behalf of KESAB environmental solutions and www.thetravellingpapermaker.com

Many improvements have been made in the physical processes of papermaking e.g. no-mess & handmade paper of a fine, lightweight nature. 20 sheets of old makes 17 new!

Papermaking focuses on fine motor skills (ELYF) through to personal learning skills such as communication, teamwork, tolerance, understanding & problem solving.

This is a hands-on workshop using various templates covering plain & lace embossed paper, flower petals, seeded plantable cards, secret invisible writing, marbling, natural dying, handprint keepsakes, papier-mâché & creative pulp moulds.

A12 Year 10 History

Weaving Ngarrindjeri History

Fiona Ryan with Ngarrindjeri women Betty Sumner and Verna Koolmatie. Fiona Ryan is a researcher, curriculum writer, adult educator and artist who has worked in Aboriginal communities and who has wide ranging experience in museum related research and teaching at the University of South Australia, Adelaide and Flinders University.

Fiona will share her research source 'Weaving Ngarrindjeri' which has been adapted to other Aboriginal communities.

- Ngarrindjeri
- All Things
- The Stolen Generation
- Weaving: History and
- Waterflows.

Lessons are aligned to the Australian Curriculum and educators can share and adapt using Creative Commons share-alike.

You are invited to download the science and history resources developed through funding from the *Yitpi Foundation*.

https://www.dropbox.com/sh/dx76027rmwpcwd8/AABca-15AQixS-ZCMrGAh_MPa?dl=0

Cancelled with apology due to low participant numbers but Fiona may be at a table in the foyer with materials during breaks.



Workshops B series 1.30 – 2.45

<p>B1 Years R-7 *** An introduction to Aboriginal and Torres Strait Histories and Cultures in the Australian Curriculum (early years and primary focus) Christine Reid, Educational Consultant. An overview of how to incorporate Aboriginal and Torres Strait Islanders histories and culture into the curriculum. Looking at subjects, year levels and Indigenous content.</p>	<p>B6 Years 3-12 Thinking in HASS, all of HASS! FULL Malcolm McInerney provides an opportunity to become familiar with and develop programs involving the HASS subjects of History, Geography, Civics and Citizenship, and Economics and Business. The session will provide a process to identify the concepts in the HASS achievement standards. Conceptual thinking in HASS is a way of looking at the world so students should be encouraged to engage directly with the concepts to develop their knowledge and understandings in the HASS sub-strand, and to develop the general capabilities such as ethical understanding, intercultural understanding and critical and creative thinking. manning@cobweb.com.au</p>
<p>B1a Years R-2 *** Transforming tasks 'from tell to ask' Deb Lassock, Geography Teachers Assoc. SA A workshop based around the concepts that are the key ideas in developing HASS understanding, based on the DECD Leaders Resource and the idea of transforming tasks particularly in relation to 'from tell to ask'. Rather than tell kids particular bits of information, give them the learning environment to think about particular concepts to construct meaning. deb.lasscock@flinders.edu.au</p>	<p>B7 Years R-12 *** Frogwatch SA and the Frogwatch SA citizen science program Steve Walker, Frogwatch SA Coordinator, NRM Education. An introductory workshop for the Frogwatch SA citizen science program. Includes information on the resources, other information available on the website and app, plus options for engaging students in the program. info@frogwatchsa.com.au www.frogwatchsa.com.au</p>
<p>B2 Years 3-7 Social Sustainability and Litter Less Cally Malone, NRM Education, provides an interactive workshop exploring how social sustainability could be included in student learning and curriculum, with various themes of wellbeing, culture, and citizenship discussed. NRM Education resources and case studies will be showcased and available to support educators. Engaging activities from KESAB's new Litter Less resource will also be presented. http://www.naturalresources.sa.gov.au/adelaidemtloftyranges/education/for-educators cally@kesab.asn.au</p>	<p>B8 Years 6-10 *** Voting in the classroom Develop practical skills in teaching electoral education as part of Australian Curriculum in Civics and Citizenship with the AEC's professional learning workshop. The AEC's professional learning aims to equip you with the skills and knowledge to run an election in your classroom, which is a great way to help students understand the decision making process of an election. http://education.aec.gov.au/teacher-resources/megan.mccrone@aec.gov.au</p>
<p>B3 Years R-7 *** Visiting you, visiting me: what would people see? Katie Silva, Teacher Librarian, Wilderness School and President of HASS SA. Build a visitor experience to your school and local attractions using the HASS key idea 'The ways people, places, ideas and events are perceived and connected'. Use a variety of media and be critical and creative with elements of Sustainable Tourism. hass.sa.online@gmail.com</p>	<p>B9 Years R-12 How schools can be involved in working with refugee communities Ruth Harbinson-Gresham and refugees from <i>Welcome to Australia</i>, an organization that exists to engage everyday Australians in the task of cultivating a culture of welcome in our nation, will share ways that schools can be involved. A question and answer panel session. https://www.welcometoaustralia.org.au/about/</p>
<p>B4 Years 3-7 Our connected 3D world Mandi Dimitriadis, Makers Empire. 3D technologies provide the perfect vehicle to connect students across the globe through exciting design challenges whilst developing intercultural understanding and empathy. In this workshop, participants will find out what happened when we sent Luna Park to Tehran and exchanged liveable cities with Guangzhou. Find out how your students can be involved and how 3D technologies can help us achieve integrated HASS learning outcomes. mandi@makersempire.com www.makersempire.com</p>	<p>B10 Years 10-12 *** FULL Respectful Classrooms using Community of Inquiry Approach Lorelei Siegloff BA(Hons) BVA(Hons) MTeach, President of the SA Philosophy in Education Assoc. (SAPEA) Finding space to develop genuine opportunities for deeper learning of concepts and ethical understandings can be a real challenge in the SACE curriculum. Lorelei shares an approach to building a respectful classroom where all students have the opportunity to develop their own opinions, ideas and ability to express these. Lorelei will discuss the Community of Inquiry approach and give practical examples of both formative and summative activities across units of work applicable to History, Politics, Ancient Studies and the Classics.</p>
<p>B5 Years 5-7 *** Inquiry approach in History Kirsty Karapas and Deanna Cuconits of Parafield Gardens Primary School share ways they engage students in learning history using an inquiry approach. Participants will be guided through each phase of an inquiry, developing a deep pedagogical understanding. Resources will be shared to provide participants with the best opportunity to integrate the inquiry approach within their own HASS programs. kirsty.karapas818@schools.sa.edu.au deanna.cuconits726@schools.sa.edu.au</p>	

Workshops C series 2.50 – 3.55

C1 Years R-7

Creating a No (or very low) waste site or event at your site

Jo Hendriks - Wipin Coordinator
Session will provide participants to reflect on their site and brainstorm opportunities for making changes (there may be some tasks too). We will audit and discuss materials generated from the conference the day, and share case study sites that have achieved zero (or very low) waste outcomes at their sites and events.

jo@kesab.asn.au

Cancelled due to low numbers

C2 Years R-9 ***

The Bush Classroom

Shanelle Palmer, Lead Educator – Walk and Talk – take a walk around the local environment with The Bush Classroom, including hands on activities, to explore and discuss methods and significance of engaging children in urban bushland environments.

R-2

- Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)
- The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)

4-7

- The importance of environments, including natural vegetation, to animals and people (ACHASSK088)
- The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)
- The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)

shanellethebushclassroom@gmail.com

www.thebushclassroom.com.au

C3 Years 3-7 ***

Nature-based learning within the Adelaide International Bird Sanctuary (See also E3)

Julian Marchant, NRM Education and the City of Salisbury, and Ian Falkenberg, Adelaide International Bird Sanctuary Co-ordinator.

Every year over 27,000 migratory birds travel from the Arctic Circle to the northern Adelaide metropolitan shoreline to feed in the biodiverse rich mud flats of the Adelaide International Bird Sanctuary (AIBS). The AIBS stretches from St Kilda to Port Parham along the upper St Vincent Gulf coastline.

The AIBS education program aims to engage schools across the northern Adelaide area with the habitat, ecosystems and conservation value of the AIBS through immersing students in nature-based learning and activities. A pilot program has been delivered to three schools in 2016 with the aim of increasing this in 2017.

jmarchant@salisbury.sa.gov.au

ian.falkenberg@sa.gov.au

<http://www.naturalresources.sa.gov.au/adelaidemtloftyranges/educate/for-educators/plants-and-animals/coastal-marine-environments>

<http://www.naturalresources.sa.gov.au/adelaidemtloftyranges/plants-and-animals/adelaide-bird-sanctuary>

C4 Years 3-7

Using technology to interpret local heritage

Helen Lawry from the National Trust SA and Mandi Dimitriadis from Makers Empire will share what happened when they took Year 4/5 students out into their local community to uncover hidden stories and get to know some of the beautiful old buildings that surround their school. Students demonstrated their history learning and design skills by creating 3D models influenced by features of heritage buildings. Come along and find out how your students can be involved in projects like this.

<https://www.nationaltrust.org.au/sa/>

<https://www.makersempire.com/>

C5 Years 6-7 ***

Voting in the classroom

Develop practical skills in civics and citizenship education as part of Australian Citizenship and Citizenship with the Learning workshop. The Learning aims to equip you with the knowledge to run an election in your classroom. A great way to help students understand the voting process of an election.

<http://education.sa.gov.au/teacher-resources/>

megan.mccrone@dec.gov.au

Cancelled but keen participants can choose B8 which is inclusive of Years 6-10

C6 Years 3-10 ***

FULL

Let's be civil: Civics and Citizenship in the HASS curriculum - a practical look

Malcolm McInerney explores the nature of conceptual thinking in the civics and citizenship curriculum and provides a practical approach for students to explore the nature of their thinking and the extent of their knowledge in the HASS classroom. Participants will discuss their civics and citizenship knowledge, understanding and skills, and will be provided with resources and ideas for the development of engaging and meaningful civics and citizenship learning in the classroom. manning@cobweb.com.au

C7 Years 8-12

Responsible Tourism

Scott Litchfield and Neil Blenkinsop. Strategies are shared to help teachers plan the best way for students to learn about and support other peoples and cultures without imposing on them. Community examples discussed include Aboriginal communities in Australia and peoples in Vietnam and Cambodia.

C8 Years 7-10 ***

Stolen Generations

Christine Reid, Educational Consultant. An in-depth look at the Stolen Generations of Aboriginal children. Why did this happen? How did this affect Aboriginal people? What has been the result of the Stolen Generation? This workshop gives you an understanding of what the Stolen Generations are all about. Links to Australian Curriculum - Rights and Freedoms, Federation. **See more over page**

Conference Registration

Print this program, consider your session preferences, then to register, go to

<https://hasssa2017conference.eventbrite.com.au/>

Then scroll down to ensure you register as a

Teacher OR Early Career OR Pre-service AND

Day 1 only OR Day 1 and 2 with an excursion of choice then scroll further to add extra excursion tickets for colleagues or family to attend excursion.

Bring a name tag, a bag for your handouts, and a re-usable cup or mug.

Conference outcomes for participants

Outcomes will depend which workshops a participant chooses, however, we hope that all participants will apply their learning outcomes to the *National Professional Standards for Teachers*: <http://www.teacherstandards.aitsl.edu.au/Standards/AllStandards>

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area

Standard 6: Engage in professional learning

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

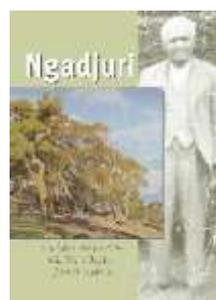
Standard 7: Engage professionally with colleagues, parents/carers and the community,

7.4 Engage with professional teaching networks and broader communities

HASS SA Resources on discount at conference

Songs for Aboriginal Studies and Reconciliation

Songbook and CD with 17 songs by Buck McKenzie with lyrics, teaching activities, photos, background information. Songs are for learning about Aboriginal culture, Dreaming, urban and rural life, feelings and more. Buck, an Adnyamathanha man from the Flinders Ranges supported Aboriginal Studies in schools for 20 years. Suitable for preschool to adult. The webpage <http://www.hass-sa.asn.au/resources/songbook-music-scores/> has downloadable backing tracks to sing along to as well as piano sheet music. Spiral bound to open flat. Normally \$29.95 – **only \$10 at conference**



Ngadjuri: Aboriginal people of the Mid North Region of South Australia

148 pages colour and b/w pics and maps. Authors: Fred Warrior, Fran Knight, Sue Anderson and Adele Pring. Content includes description of country, Dreaming stories, language, traditional foods and life, archaeology, history from 1930s to today, interviews with Ngadjuri descendants, historical role play script and genealogies. Normally \$40 **only \$30 at conference**

Aboriginal artists in South Australia

116 pages, full colour, features colour photos of a wide range of artists in their communities throughout South Australia, their artwork and interviews with them in their words. Normally \$44.00 **only \$30 at**



conference. Limited copies

Other Suggested Resources & Links

ABC Science Catchment Detox Game

<http://www.abc.net.au/science/catchmentdetox/files/home.htm>

FrogWatchSA

<http://www.frogwatchsa.com.au/about/about-frogwatch-sa>
FrogWatch SA is a collaboration of state, local government and non-government organisations. It supports individuals, schools and local groups to gather more information than was possible with previous programs and technologies.

KESAB Litter Less

<http://www.kesab.asn.au/programs/litter-less/>

KESAB Papermaking

<http://www.kesab.asn.au/schools/classroom-sessions/papermaking/>

KESAB Wipe Out Waste

<http://www.kesab.asn.au/programs/wow/>

NRM Education Teaching Resources

<http://www.naturalresources.sa.gov.au/adelaidemtloftyranges/education/for-educators>

NRM Education is a program of the Adelaide and Mount Lofty Ranges Natural Resource Management Board supporting preschool and school communities in Education for Sustainability.

Natural Resources SAMDB School Programs and Resources

<http://www.naturalresources.sa.gov.au/samurraydarlingbasin/education/school-programs>

PRIMEZONE www.primezone.edu.au

Primary Industries Education Foundation (PIEFA)

Tourism - Free online resources for secondary schools

<http://guides.library.uq.edu.au/cyberschool-students/schools/tourism>

Warriparinga Cultural Education Program

<https://www.marion.sa.gov.au/webdata/resources/files/2016-2017-Warriparinga-Cultural-Education-Program.pdf>