



Welcome

Welcome to the first edition of the HTAA Newsletter. We hope that it provides an insight into what is happening across Australia, within classrooms and through the support of the History Teachers' Associations in Australia.

HTAA believes it is important to share professional expertise across all sectors, states and territories, utilising the expertise of those closely involved in the development of the curriculum and those building their experience through teaching the curriculum. The articles in this newsletter highlight the great work that is being done by history teachers and teaching associations across the country to support history education.

Across all states and territories many teachers are becoming acquainted with aspects of the Australian Curriculum P-10. HTAA is well aware that implementation varies between jurisdictions and school sectors. However, at the core of this implementation is the enthusiasm of history educators to make sure students are engaged and motivated historians. So whilst the law may divide us, history teachers are united by their dedication and professionalism to ensure that students have access to outstanding history education, regardless of their educational setting.

We envisage that this newsletter can be shared amongst your colleagues to let them be aware of what else is going on in history education around the nation, what resources are available and perhaps even inspire them with ideas for their own practice.

If you would like to share something with a national audience, please feel free to contact us or better still, present at the History Teachers' Association of Australia's national conference to be held in Perth later this year. (See details inside). We know that so much great history teaching and learning is happening in classrooms now so, if you have a colleague who is delivering innovative history programs - perhaps share this newsletter with them and invite them to become of this great community!

Australian Curriculum Update

In the second half of 2011 ACARA has been working on the draft curricula for Senior Ancient and Modern History. The draft released previously for consultation to a select group of teachers and education authorities included a six unit structure: Unit 1, Units 2a/b, Units 3a/b and Unit 4. The model has now been reduced to a four unit structure with each unit containing a range of options from which to choose. Units which were of great concern to the history education community have been revised significantly and specific content has been added to create a more complete curriculum document. ACARA anticipates this revised draft will undergo further consultation in early 2012.

HTAA will keep you informed of developments in the Senior courses throughout 2012.

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Louise Secker
Vice President, HTAA

Competition News

AUSTRALIAN HISTORY COMPETITION



In 2012 the competition will be offered at two separate levels:

- A Year 10 competition will be broadly based on the Australian History Curriculum for years 9 & 10
- A Year 8 competition will be broadly based on the Australian History Curriculum for years 7 & 8

Key Dates for 2012

30 March 2012 Entry/Registration closes

30 May 2012 Both competitions will run

<http://www.australianhistorycompetition.com.au/>



In 2012 it is anticipated that entries for the National History Challenge will no longer be restricted to topics on Australian history. 'People and Consequences' has been approved as the broad theme for the 2012 Challenge.

More detailed information will be available on the website by early March.

<http://www.historychallenge.org.au/>



The Simpson Prize is a national competition for year 9 and 10 students which will see a winner and runner up from each State and Territory, participate in a trip to Canberra where they will be awarded at a ceremony at Parliament House.

Accompanied by two teachers, the eight winners will then be flown to Gallipoli or the Western Front to attend the dawn service and other ANZAC Day ceremonies in 2012.

Entries for the 2012 Simpson Prize closed in December 2011, but keep your eye out for news on the 2013 competition.

<http://www.simpsonprize.org/>

2012 Calendar of Events: February to June

	February	March	April	May	June
HTAA		Simpson Prize Canberra Programme	Simpson Prize Gallipoli Tour	Australian History Competition	
HTAWA		PD Day Primary and Sec- ondary		Student Seminar Day Yr 1 1& 12	
QHTA					
HTAV	VCE Unit 3 Con- ference	<ul style="list-style-type: none"> VCE Unit 1 20th Century HTAV/VATE Conference Student Lectures 			VCE Unit 2 20th Century
HTASA	Senior SACE History Afternoon				
HTAACT					
HTANSW		<ul style="list-style-type: none"> Student Awards New Teacher Day Stage 6 History Lismore PD 	<ul style="list-style-type: none"> Dubbo PD Newcastle PD Albury PD 		HSC History Study Days (14-16 June)
THTA					

This calendar is indicative only: please contact the individual State Association nearer the time for more specific details of any event in which you are interested AND details of any others they are organising.

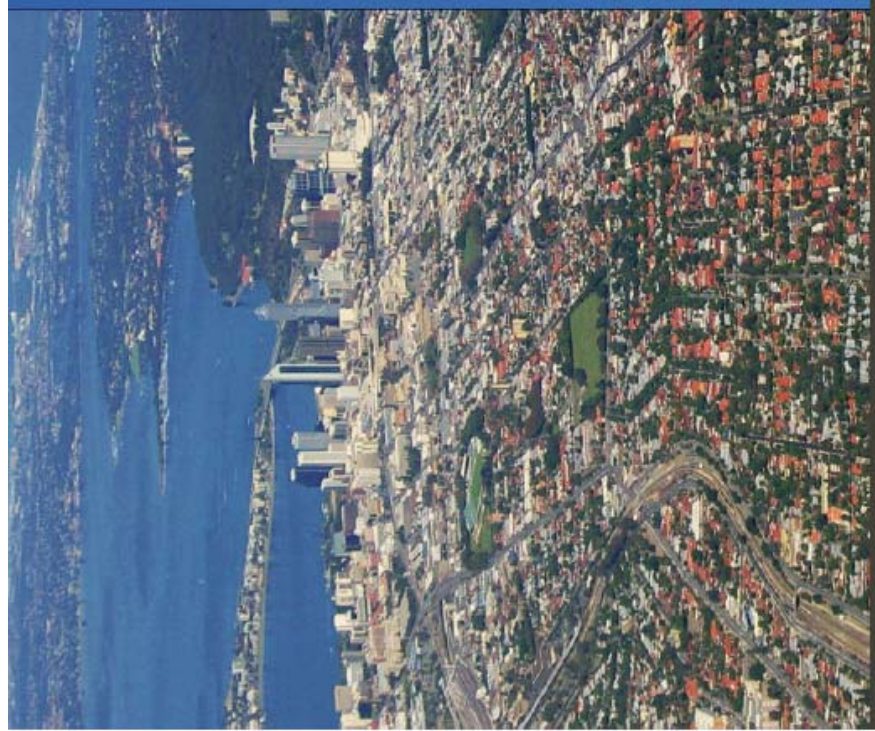


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VENUE:
 Perth College
 31 Lawley Crescent
 Mount Lawley, WA 6050
 Perth, Western Australia

HISTORY TEACHERS' ASSOCIATION OF AUSTRALIA
 2012 National History Conference
 2nd – 4th October 2012
 Perth College, Mt Lawley

**MY HISTORY
 YOUR HISTORY
 OUR HISTORY**



HISTORY TEACHERS' ASSOCIATION OF AUSTRALIA

HTAA
 PO Box 3484
 East Perth, WA 6892
www.historyteacher.org.au





EXPRESSION OF INTEREST IN ATTENDING

Registration of Interest for HTAA Conference 2012

*I am interested in attending the HTAA 2012 Conference
OCTOBER 2nd - 4th 2012 as a:*

- Participant
- Presenter/Workshop Leader
- Sponsor (Sponsor program will be sent to you or is available online at historyconference.org.au)
- Trade display
- Other: _____

Name: _____
Surname First name

School/Institution/Organisation: _____

Address for Correspondence: _____

Email: _____
(you will be sent regular newsletters and updates by email)

Copy your expression of interest and post to:
**HTAA 2012 Conference, PO Box 3484, East Perth,
WA 6892**

*Image credit (top left): The Astor Theatre, corner of Beaufort St and
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noted.*



MY HISTORY - YOUR HISTORY - OUR HISTORY

History Teachers' Association of Western Australia invites you to the 2012 National Conference to be held in beautiful Perth on Tuesday to Thursday 2nd, 3rd and 4th October, 2012.

Come and share our Western Australian and National History to enhance your teaching and inspire your students. The venue is Perth College, a well resourced historic College located close to cafes, shops and restaurants in the leafy suburb of Mt Lawley. The College is close to the Swan River and ten minutes from the city and trendy inner city area of East Perth.

The National Conference will provide intellectual stimulation and practical workshops on Australian Curriculum, Modern and Ancient History and innovative ICT for Primary and Secondary teachers. There will be presentations from the leading lights of the Western Australian academic, indigenous and literary communities as well as the opportunity to experience historical and modern perspectives of Western Australian treasures - New Norcia, Rottnest Island, King's Park and Fremantle.

CALL FOR PRESENTERS

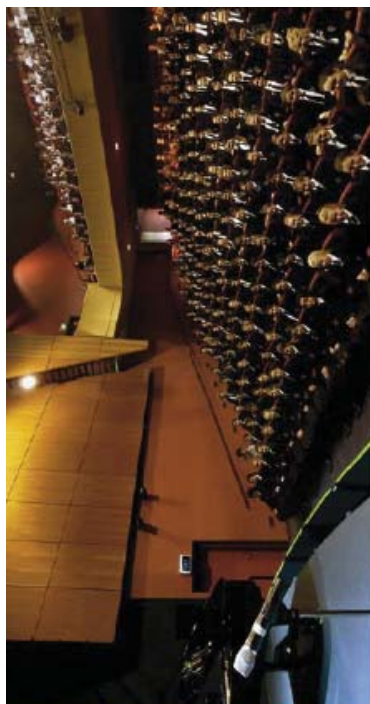
We are calling for papers from a wide range of areas including F - 10 Australian Curriculum, Senior School Modern and Ancient History, Asia Education, Indigenous Cross Curricula studies, ICT and historical fiction.

Presenters will be given a reduced registration. For more details on final registration please visit historyconference.org.au.

Due date for submissions Friday 2nd March 2012. Full conference program available May 2012.

Please contact Helen Wills-Johnson for more information:

Email: conference@htawa.org.au



EXPRESSION OF INTEREST TO PRESENT A WORKSHOP ONLINE

Workshop Presentation Registration

Title Surname First name

School/Institution/Organisation

Street Suburb

State/Territory Postcode

Telephone

Email address

Suitability or focus of workshop (select most relevant option from list)

- Years K-6 (Junior School)
- Years 7-10 (Middle School)
- Years 11-12 (Senior School)
- Teacher Inservice

Preferred date of presentation (select one date)

- Tuesday 2 October 2012
- Wednesday 3 October 2012
- Thursday 4 October 2012

Copy your expression of interest and post to:
**HTAA 2012 Conference, PO Box 3484, East Perth,
WA 6892**

Tasmania

THTA

6 Glen St
South Hobart, TAS 7004
Email:
david.boon@education.tas.gov.au

National History Challenge - Tasmanian State Presentation Ceremony

Over 120 people attended the presentation ceremony for the Tasmanian state awards of the National History Challenge. The ceremony was held at the Premier's Reception Room in Hobart on November 3rd, with one group of students, parents and teacher travelling all the way from Forest Primary in the North West of Tasmania. Once again the premier, the honourable Lara Giddings (MHA), graciously gave her time to present each of the awards and to address those assembled on the value of the Challenge to Tasmanian students.

As with each of our presentation ceremonies, a summary of each student's work was read as they received their awards to show both the depth and breadth of student inquiry as well as to acknowledge

the individual efforts of each student. In the case of grade 5/6 age category winner, the description of his entry on the bombing of Darwin was further enhanced by having his interview subject and great uncle, Bob Minchin, in attendance.

Such was the quality of entries that the work of Kate Johnson from Devonport High School on the life of Kate Weindorfer has been published as a brochure for visitors to the Kentish Visitor Information Centre. A similar accolade went to of students at Forest Primary whose museum display on Dame Enid Lyons is being used as an official museum display at the Home Hill Museum, which was the home of Enid Lyons and her husband, Prime Minister Joe Lyons.

I would like to conclude by thanking state coordinator, Angelique Bowe, for her tireless work for the National History Challenge over a number of years and THTA Vice President, Alison Grant, for her ongoing work, having been involved in every state judging and presentation ceremony since the Challenge began.

David Boon
President, THTA

Tasmanian History Teachers Association State Conference

For the first time in a number of years the THTA ran a state conference which took place on July 1st at the Hobart Campus of the University of Tasmania. Almost 80 teachers, academics and history service providers attended the Hobart conference and a further 80 teachers attended shorter PL sessions conducted in Launceston and Penguin during the week of the conference. The conference was a collaborative one planned in partnership with UTAS Associate Professor, Stefan Petrow, with financial support being provided by the Tasmanian Department of Education.

The conference, titled 'Digging into the past', focussed on resources and ideas to support the 'Historical skills' strand of the Australian History Curriculum and approaches to historical inquiry. The aim of the conference was to highlight the opportunities for teachers to utilise local historical resources and sites in the teaching of history, including archaeology, museums, historic sites, and the collections of archival institutions. For example, John Lennox (Military Museum of Tasmania) highlighted

the value of Anglesea Barracks as a resource for older students to study military history and for younger students to study the Barracks as a significant local site. Other presenters included Wendy Frost (teacher, Ogilvie High School), Erica Boas (author and teacher, Ogilvie High School), Theresa Sainty (Aboriginal Education Services), Tony Marshall (Tasmanian Archive and Heritage Office), Sarah Stockwin (Education Officer, Port Arthur Historic Site), Sam Dix (Narryna Historic House), Adrian Howard (Friends of Soldiers Memorial Avenue) and UTAS staff involved in the development of a Graduate Certificate in History Teaching.

Special thanks to the hard work of THTA committee members and the presenters who made the conference possible and to ensure that the ongoing viability of a state conference is strong.

David Boon
President, THTA

Top: Tasmanian Premier, Lara Giddings with Tasmanian Young Historian, Siobhain Gallea, Ogilvie High School

Below: Anglesea Barracks featured in a presentation by John Lennox - Military Museum of Tasmania



History Week iPod Trail

In October, the HTAV put out the call to History teachers in Melbourne to nominate their students for a two day workshop to research and create an iPod History trail. The response was overwhelming and the student places were filled within an hour. The objective of the project was to inspire student from a diverse range of schools to engage with the history of Melbourne using a combination of technology, fieldwork and primary sources.

Based at the State Library of Victoria, students first undertook a scavenger hunt entitled 'Men of Stone and Steel' created by HTAV using an app called 'Scvngr'. The hunt took students to diverse locations in the vicinity of the SLV such as the Old Melbourne Gaol, Mr Tulk's coffee show and the Coops Shot Tower. The overarching objective was to nurture the skill of 'looking with intent' and in particular to highlight the lack of monuments dedicated to significant women in Melbourne. After completing this induction, the students began the process of brainstorming, researching and developing their own tours around the CBD. They were given esoteric themes such as 'Look Up' and 'Set in Stone' as starting points for their project and were free to develop them as they pleased after initial fieldwork. They were supported by HTAV and SLV staff during the process, but essentially the projects were completed autonomously in pairs or groups of three.

The final products were completed using the 'History Pin' app which allows the user to overlay historical or specific images onto an interactive world map. The groups came up with ideas such as 'Ghosts of Melbourne' which moved from Federici the famous ghost of the Princess theatre who died while performing Faust, to an exploration of spiritual beliefs in China Town. Other groups created projects on 'Transporting Melbourne: Importing and Exporting Trade', 'and 'Money in Melbourne'. One team looked at the clubs of Melbourne by exploring the concepts of discrimination, exclusivity and gender segregation. The prize for best project was awarded to Nathan di Teodoro and Alex Maynard from Mazenod College for their tour 'Set in Stone

(A view on International Influence on Architecture in Melbourne)!' where they imagined statues taking on a first person narrative to inform the viewer of their significance and connection to each other. William Anderson from Yarra Hills Secondary College was awarded the prize for 'best presenter' for his articulate and insightful discussion on early Melbourne industry. The student feedback to the experience was overwhelmingly positive and as facilitators we were thrilled with the authentic learning which we could see taking place.

The proximity of the State Library of Victoria to the CBD makes it a wonderful resource for students conducting fieldwork in the city of Melbourne. One of the most important resources of the library is the staff who worked enthusiastically with students to tease out their ideas and point them towards useful resources. Students were able to access books and many made significant links between the collections and their own tour research. The project also provided a strong endorsement from both staff and students on the benefits of using apps to facilitate the teaching and learning of history. This has led to the development of new PD sessions to be offered by HTAV in 2012 on using apps in the History classroom.

Our thanks go to Lauren Sayer from Promethean, Jess McCulloch from the Chinese Teacher Training Centre at The University of Melbourne and Lynda Angeloni from the SLV for providing technical and research support to the students over the two days. We would also like to thank Apple Australia who provided the equipment for students to use during the project. The overwhelmingly positive response from the student participants ensures that HTAV will continue to offer more opportunities of this kind in 2012.

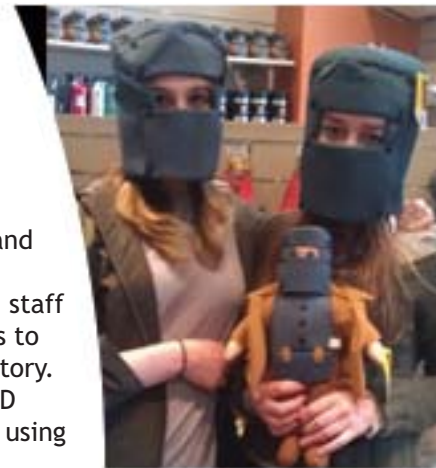
Jo Clyne

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Top: Two participating students impersonate the Old Melbourne Gaol's most notorious inmate.

Below: The group of students who participated in the History Week iPod Trail.

Western Australia

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Professional Learning Outside the Classroom: AC History Excursion Workshops for Teachers

"We Learn . . .

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss
80% of what we experience
95% of what we teach others.

Education is the process in which we discover that learning adds quality to our lives. Learning must be experienced." William Glasser

'Experiencing' historical inquiry is the essential element of these AISWA Excursion Workshops for teachers, providing a very popular way to also explore the Australian Curriculum in a heritage venue. The study of history is based on evidence derived from the past, so what better way to appreciate the significant stories of people, places and events in your local area than to get out and explore for yourself, prior to organizing a school trip for your students.

During an initial planning meeting, Maree Whiteley (Curriculum Consultant P-10 History) gives the education staff an overview of the curriculum document (from a teacher's perspective) with a focus on the appropriate year levels to 'fit' with the story and objects within the venue. The key inquiry questions and historical skills are discussed.

On the day, it's important for teachers to get a sense of place. The workshop begins with a short introduction by the Education staff, followed by a tour and plenty of time to 'experience' the surroundings

and ask questions. After lunch, it's planning time. Maree unpacks AC History with an overview presentation, recognizing that level of engagement still varies in these early days of implementation. The focus is very much on the teachers present (primary and/or secondary) and the links we as a group can now make within the heritage venue.

Excursion workshops this year have been targeted to a specific year level based on curriculum links from AC History, for example

New Norcia Monastic town: Year 3-6, Year 9-10
Shipwreck Galleries (WA Maritime Museum): Year 4-6

Mt Flora Museum (Watermans Bay): Year 2, 3, 6
National Trust (WA) Swan River Settlement, East Perth Cemetery: Year 2, 5, 9

Whiteman Park Transport Museum: Year 1-3
Fremantle Prison: Convict heritage Year 5 & 9, Crime & punishment: Year 6 & 10
King's Park: Swan River settlement & Aboriginal culture; Year 3-6

Chuang Wah Centre: Intercultural Understanding workshop (2 days, primary & Secondary)

Due to the overwhelming response of some of the above workshops, there will be repeat sessions next year. Workshops at other heritage venues will be also be organised around the metropolitan area and some regional towns.

Historical thinking and learning cannot be taught within the confines of the classroom alone. Students (and often teachers) need to be engaged, enthused and inspired so they become active participants in the historical learning journey. By sourcing expertise outside the classroom, teachers can model this collaborative approach, enriching students' experiences and broadened their thinking.

Maree Whiteley

Curriculum Consultant P-10 History
Association of Independent Schools WA
mwhiteley@ais.wa.edu.au

Australian Story - The Migrant Experience

The following article was written by the Year 6 teaching team at Hale School, Perth Western Australia, The activity was based on the Historical Knowledge, Understandings and Skills as stated in the Australian Curriculum:

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II

and Australian migration programs since the war.

comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees)

exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources



Top: Whiteman Park Transport Museum

Below: A Year 6 display celebrating Irish migrants to Australia

describing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and comparing these with those of the communities in which they settled within Australia

connecting stories of migration to students' own family histories (where appropriate)

Source: ACARA | *The Australian Curriculum* | Version 2.0 dated Monday, 17 October 2011 | Year 6 page 35

What drives so many people from all corners of the globe to leave everything behind and journey to a mysterious country, a place which may be without family and friends, where things are likely to be unfamiliar and their future is possibly unknown?

This is the question that Year 6 boys have challenged themselves with during a Term Three module of work that culminated in the Australian Story - The Migrant Experience evening on Monday 26th in the John Inverarity Music and Drama Centre. The key focus was to bring to life the experiences of migrants and how they have contributed to Australia's culturally diverse society. Teaching did not focus on policy, rather we advocated that the module was quite simply something all about stories. Stories told by many story tellers, that link the past to the present. We were very

fortunate in the lead up to our Australian Story evening to be blessed with so many people from our community who were happy to share their story.

Throughout the evening we saw each student perform a monologue. In these monologues the boys chose to portray a snippet of a migrants' life from a particular country of interest to them. Working together in groups they created display stands. Each display stand reflected a country from which Australia has experienced a large influx of migrants. Independently, boys each researched a country in detail and each display was a collaboration of their knowledge. When family and friends visited the boys' stands, they used the question cards to promote conversation centred around the experience of those who have migrated.

The term has been an enormous learning experience in developing an appreciation of Australia's rich migration history. We can also confidently say that the boys have a new found appreciation of the free, safe, secure and stable life we live here in Australia.

Mrs Vanessa Hallett, Mrs Wendy Keene, Mr Mark Hoppe and Mr Tim Simpson
Year 6 Teaching Team
Hale School
Perth Western Australia

News from South Australia

Firstly, congratulations to our parent body HTAA for its initiative in the production of this national newsletter. In addition, thank you to HTAV for handling the logistics of this bulletin.

In some ways the 'big' news in South Australia was the HTAA National Conference held at Loreto College, Adelaide. The event gathered 220 delegates per day across the dates 3-5th October. Under the theme of 'History with a Difference,' Professor Alan Reid opened the conference and provided delegates with a thoughtful critique of the Australian Curriculum and its process of implementation. Other keynotes included Dr. Anna Clark, Jenni Caruso and Cameron Paterson.

What was clearly evident was the genuine appreciation of delegates for the opportunity to access professional development which directly supported them in their understanding of the Australian Curriculum. In addition,

this was complimented by workshops which provided ideas and inspiration for classroom practice.

It was extremely encouraging to welcome so many delegates from interstate and it certainly reflected a real sense of a nation wide community of professionals who take great pride in their vocation. This observation should not be taken for granted as so many of our colleagues work in difficult and often remote circumstances. However, what binds us together regardless of our location is our passion for the past and our aim to facilitate genuine learning in our classrooms which stays with young men and women for life.

Again it was wonderful to see so many of you in Adelaide,

Many thanks,

Paul Foley
President, HTASA

South Australia



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Right: Loreto College, Adelaide

Queensland



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The Community Of Inquiry

Community of Inquiry sessions are a fun, empowering and engaging way for students to openly discuss and form their points of view with their peers and teacher on concepts, themes and actions related to any subject or topic. It is a way of delivering curriculum that integrates a range of strategies in guiding students in learning how to think authentically, rigorously and reasonably. A community of inquiry exists to help each of its members to think creatively, critically, sensitively, compassionately and effectively about matters of significance. Complex thinking "...pays attention to both the substance and its procedures as it moves along." (Cam, 1995) Such thinking often leads to both individual and group action which is then followed by reflection, analysis, planning and further action. The community of inquiry is designed to develop the ability of young people to think for themselves, and to develop the forms of regard, and practices of intellectual exchange, that help to sustain an open society.

What is it Not?

The practice of a community of inquiry is not an add-on to the curriculum, does not require additional content and does not mean teaching students what to think, or telling them what to inquire about. It is not a stand alone practice or new fad.

What is It?

- A way of delivering curriculum, best implemented at the beginning of a unit to preview ideas and content and to generate curiosity and questions that can enable students to shape the direction of their learning.
- A vehicle to integrate a range of productive pedagogical strategies.
- Guiding students in learning how to think.
- Authentic work - Teachers act as coaches to provoke students to learn how to learn. [However, the teacher is, and always should remain, a key source of expertise and guidance for students in matters of process and substance.]

A community of inquiry aims to develop student ability to think for themselves. With artful facilitation by the teacher, they can develop a reflective attitude towards prevailing beliefs, attitudes and values. They can be empowered to articulate and explore alternative possibilities, and develop the capacity for sound independent judgment. The questions and direction of the unit are formulated and directed by the students as a whole, and not by the teacher.

A community of inquiry aims to develop forms of regard and practices of intellectual exchange that help to sustain an open society. Students learn to develop the habit of listening and trying to understand views with which they do not agree. Importantly, they can develop the disposition of giving and exploring good reasons for what they say, and learn to build constructively on the ideas of others.

What happens in a Community of Inquiry Lesson?

1. *The Physical Environment is Established*

Furniture is moved to the sides of the room, or students move into a breakout learning space. Students sit in a large circle, facing each other, with everyone in view and on the same level (teacher included). Tablets or notebooks are placed behind them, out of sight, so that the focus is on personal and face-to-face interaction (especially considering much communication between young people is by interfacing with a monitor, whether it be a phone or computer). Make sure you have A4 paper, marker pens and blu tac handy.

2. *Motivational Stimulus viewed, read and heard by students.*

A carefully chosen piece of stimulus - images and/ or text - should be chosen to generate discussion and questions on the theme to be studied. Preface the reading of the article with some instructions - "You are each going to read some of this article. At the finish, you will be asked to take two pieces of paper and write in large letters two questions related to the article. Perhaps there are words or ideas you think would be hard for people to understand, or things you would like to know more about. Please write your first name at the bottom of the page and then stick them up on the wall/ board with blu tac. There is no right or wrong in this exercise and there may well be many questions that are the same or very similar between students." Then, every student must contribute to reading through the article. You can go around the group or choose students randomly to read. (With some classes, it might pay to get them to remind each other of question starters - How, Why, For what reason, What, Who, Where, When etc)

3. *Recording of individual questions.*

4. *Publication and display of questions.*

Students are asked to read their peers' posted questions and consider similar and different themes and questions. This provides the opportunity for students to consider ideas different from their own, it provides valuable peer feedback and reflection on the task. It also requires change of environment and movement to promote engagement, as well as public affirmation of their ideas.

5. *Classification and sorting questions*

Students are asked to identify and share similar and different questions before physically reorganising them

- classifying and categorising them into types. They are required to justify why they group certain ideas together and not others. This requires rigorous and higher order processing. This could also include the ranking of questions within types from least complex to most complex.

6. *Socratic Dialogue*

Once seated again in the circle the class chooses one category of questions to focus the discussion on for the next learning phase. This requires substantive inquiry about substance or content of the article. For example, How could we get evidence to prove that claim?

What would be an example of that?

From whose viewpoint are we reading, seeing, hearing this?

What is not reasonable and valid, and why?

Why does this matter?

What have we learned today? (KWL)

What were the issues we explored more deeply today?

Is there anything we need to find out more about?

7. *Theme/ Unit construction*

Finally the teacher can develop unit direction and lessons around the core themes or issues that emerge out of this community of inquiry.

NOTE: This strategy could well be translated into a paperless classroom. Discussion forums online could follow a class discussion and, combined with research outside the classroom, conversations could be sustained and projects developed out of the questions and conflicts raised. Certainly this would be a very effective way of integrating technology into core pedagogical practice, rather than the reverse - building lesson plans around the technology.

Sharee Verdon

Brisbane Grammar School

Primary Sources in the History Classroom

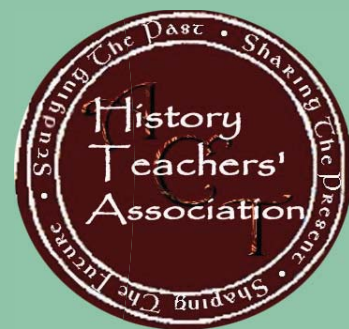
Just a couple of weeks ago ACTHTA ran a PD for history teachers and students on the importance of primary sources to the study of the past. Stuart Baines of the Australian War Memorial gave a fascinating presentation titled, 'A 70 year injustice - Uncovering the truth about the Battle of Magdhaba'. He took the audience through an explanation of the battle and how it is presented in the Memorial's diorama and what the accompanying text panel says. Then he invited the audience to carefully examine the maps he presented, the diorama as it appears in the gallery, letters from various people who were involved in creating the diorama or providing relevant information in order to create it, and the text panel about the battle. The students and teachers were fantastically engaged in testing and corroborating their ideas by using these sources.

Students were really switched on by this experience and one student told his teacher that he 'now gets why she bangs on about the importance of primary sources'!

Hilary Brettell

President, ACTHTA

A.C.T



Email:
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Top: Students marvel over the primary sources supplied by Stuart

Below: Stuart Baines delivers his presentation.

New South Wales



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News from New South Wales

The big event for HTA NSW in 2011 was the 50th anniversary of the publication of our quarterly journal, *Teaching History*. Fifty years in print is a significant achievement and the milestone was celebrated at a special Gala Dinner held at Sydney University's Refectory on 23 July. The Gala Dinner was a rare occasion for HTA NSW to focus on its own history and pay tribute to the generations of volunteers who have sustained the work of the association since 1954. While the journal's foundation editors, Professor A.G.L. Shaw and Mrs Mary Armstrong, sent messages of support, many other former editors, presidents and members were able to attend what turned out to be a most enjoyable evening.

The Gala Dinner was also an opportunity for HTA NSW to present former NSW Premier Bob Carr with the Renée Erdos Award to acknowledge his support for history and history teaching. The Renée Erdos Award, named after HTA's founder, was recently established by the association to recognise outstanding achievement in or contribution to secondary history.

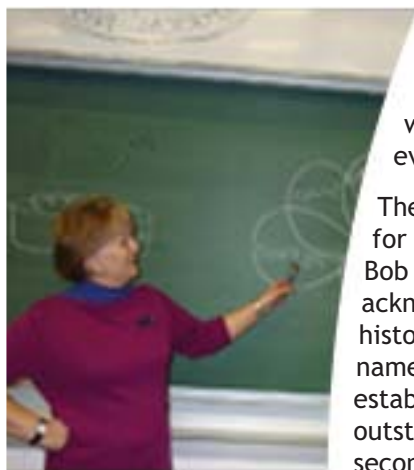
One of Bob Carr's lasting legacies is the NSW Premier's Scholarships, which provide generous funding for secondary teachers to undertake overseas study. Following the

withdrawal of long-term sponsor Westfield at the end of 2010, HTA was proud to be able to announce that it would offer \$10,000 annually to support a history scholarship. With the Commonwealth Bank Foundation also contributing \$15,000 to support a second history scholarship, the immediate future of this great initiative is now assured. Congratulations to the 2011 NSW Premier's Scholarship recipients, Mr David Ardley of Henry Kendall High School and Mr Matthew Leeds of St Andrew's Cathedral School.

The Gala Dinner came at the end of the very successful 2011 State Conference, held at Sydney University and attended by nearly 200 delegates over two days. As usual, the program provided an opportunity for colleagues to share ideas and expertise. It was also evident that there is a growing interest in the implementation of Australian curriculum junior courses and ongoing concern about the development of senior history courses. With well over 30% of senior secondary students currently choosing to do history in NSW, there is a great deal at stake and justifiable anxiety about the ability of new courses to inspire and engage.

Finally, at the 2011 Annual General Meeting, held in October, Mr Bernie Howitt was elected President of HTA NSW. Bernie takes over from Ms Beatriz Cartlidge who has served as President for the past three years. Congratulations to Bernie and best wishes to Beatriz as she assumes the less onerous role of Past President after guiding us through a very busy and successful three years.

Paul Kiem
Professional Officer, HTANSW



Top: Kate Cameron presenting an approach to teaching Australian Curriculum history at the 2011 State Conference

Middle: Former NSW Premier the Honourable Bob Carr delivering the Keynote Address at HTA NSW's 2011 Gala Dinner

Bottom: 2011 NSW Premier's Scholars David Ardley (right) and Matt Leeds with HTA NSW President Beatriz Cartlidge at the award ceremony in August.