Welcome

With the centenary of the Gallipoli campaign destined to spawn a plethora of documentaries, TV series and editorial space, 2015 has ‘History’ written all over it. The centenary offers exciting opportunities for teachers to engage in discussions with their students about perspective, contestability and historical significance. Don’t be deterred by the perceived constraint of not teaching Years 3, 6 or 9 where World War I and Anzac commemoration is placed in the Australian Curriculum. Teachers of History should be able to discuss any historical concept that links in with contemporary issues as a way to show History’s currency.

The release of the Review of the Australian Curriculum and the government’s initial response can be found on the Department of Education website. Whilst the review acknowledges the submission from HTAA, it relies heavily on the submissions by Professor Gregory Melluish and Mr Clive Logan (their full submissions are available in the supplementary material).

The federal government’s initial response identifies their key areas of concern, some of which are more relevant to History than others. The need to review the overcrowded curriculum, particularly in primary school and even more specifically in F–2, reflects calls from the Australian Primary Principals Association. Interestingly, this initial response does not specifically refer to History but rather to recommendations in Chapter 7 of the Review which states:

One of the major areas of common and significant criticism is the neglect, and often omission, of the vital role of Western civilisation and Judeo – Christian beliefs and heritage in shaping Australian values, knowledge, culture and experience.

As yet there is no update on what changes will be made by ACARA or the federal government. My conversations with the presidents of HTA affiliates suggest that each state and territory appear to be making their own modifications, either with or specifically in contrast to the federal agenda. It appears a singular Australian Curriculum is still to eventuate.

HTAA will keep on attempting to engage the federal government in conversations regarding the Australian Curriculum and representing the voice of History teachers across Australia.

Louise Secker
President, HTAA
Slow release source study: Jolting student perspective

Dr Denis Mootz, University of New South Wales

Denis Mootz delivered the keynote ‘Playing the game of history’ at the HTAV Middle School Conference in Melbourne in late October 2014. During question time he was asked for an example of how the theoretical taxonomy that he had outlined could be put to work in the History classroom. This short article is a response to that query.

Perspective-taking is an important element in working with historical materials because sources are inherently perspectival. This implies that perspective-taking should be an integral part of all source study. My argument is that sources are the materials that should be used in the History classroom. Therefore, perspective-taking will become an important element of most History lessons. Many researchers have suggested that forcing students to explore different, even contradictory, sources is an important aid to developing their historical consciousness and historical thinking (Burston, 1967; Hallam, 1969; Coltham, 1971; Sawyer & Laguardia, 1998; Seixas, 1999; Tupper, 2005; VanSledright, 2014). This has been expressed in terms of interrupting with ‘breaking’ news (Tupper, 2005) or ‘jolting’ students from one viewpoint to another (Sawyer & Laguardia, 1998, p. 1996). This perspective-taking pedagogy can be implemented through topic studies with students in varying stages.

Elsewhere, I have argued that introducing students to sources and evidence in controlled increments allows the teacher to manipulate those sources in a way that students are forced to think historically (Mootz, 2011). My experience is that this can also be a powerful exercise in perspective-taking because with careful planning by the teacher, students can also be made to take and change perspective as each source is released. This further illustrates my argument that historical empathy is an ever-present requirement of doing history and studying History.

The level of involvement of the teacher in questioning and analysing text and sub-text will vary according to the experience and ability of students. With younger students, it may be the teacher’s responsibility to supply the contextual and sub-textual data in demonstration or modelling. After some discussion, students should write an account or explanation derived from their data collection, analysis and evaluation of the evidence. Sometimes, depending on the class and individual students, this account will be the product of a joint construction (e.g. chalk and talk) but it may also be a collaborative effort (e.g. group work) or individual work.

The next step might be to discuss and reflect on the accounts that individual students have written with questions such as, ‘Where do they converge, or diverge?’; ‘Are there any major differences of interpretation?’; ‘Why?’; ‘Can you justify that interpretation?’ or ‘What is your evidence for that conclusion?’ The organisation of this exercise is flexible. Again, the question of teacher involvement and teacher visibility will vary with circumstances (Wineburg & Wilson, 1988). Often students will learn more from interpersonal interaction and reflection on each other’s work. At some time during this process, students should discuss what appears to be ‘missing’ and ask questions such as ‘Who would you like to interview?’ and ‘What questions would you like answered?’ Once students appear comfortable with their explanation or account, the teacher can announce that a significant discovery has been made and new evidence has come to light. Perhaps reserve the dramatics for younger students. For older students, just hand out a new source and ask, ‘What about this?’ This can be particularly powerful when the new data contradicts the established version in an important area (Hallam, 1969; Tupper, 2005; Sawyer & Laguardia, 2010).

The same process of data collection, analysis, synthesis and reflection should follow. A new account or explanation should result. It may be that the new evidence will not substantially change the established account or explanation, but that is something that has to be determined by following the process. How many increments the teacher introduces will depend on the topic and the class, as well as the availability of sources. This works just as well in different contexts with students in Year 7 as it does with senior students in Years 11 or 12. The three-step process of first-order, second-order and third-order source work as recommended by Wineburg (Drake, n.d.) could be used to vary this model for older students.

This incremental approach was originally derived from using the British School’s Council History Project 13–16’s What Is History? kit. The materials in the kit, such as the Mystery of Mark Pullen or Tollund Man are readily adaptable for this purpose. But the approach has wider applications than using a pre-packaged kit. It is also easily applied to topics in senior Modern and Ancient History. For instance: Death in Sarajevo: Assassination of the Austrian Heir to Throne – a unit of work for senior Modern history students – can demonstrate the lessons that slow-release units teach about history and the historical process. This unit might begin with the question, ‘What happened in Sarajevo on 28 June 1914?’ Students would initially work with a number of sources from textbooks, broadsheets and the internet that are specifically chosen because they have differing details of the events being examined. The initial British account, for instance, reported that an explosive device had killed the Archduke and his wife. Students would collect data and information from these sources and then analyse them in preparation for writing an account. Discussion and reflection would follow.
In a subsequent lesson, students would be presented with a number of ‘theories’ and asked to evaluate each one in terms of the evidence they had collected. These could be first-order or second-order sources (Drake, n.d.). A variety of differing visual sources for evaluation would follow. Many books have incorrectly labelled photos of victims and assassins. Many illustrations of events and maps are inaccurate or confusing. It is difficult to find an accurate map of the route taken by the Archduke’s motorcade. This would allow students to apply and test their own account in various ways. Getting things in the right order is important for this exercise because discussing agency, significance, cause and consequence requires accuracy. Next, a source that presents a very detailed account of the background and training of the assassins would be released, ‘How does this affect your account of events?’ Next, they would receive a pro-Serbian source that details the ‘crisis’ of July 1914 and the outbreak of war. This should promote discussion of significance and agency, but more importantly, it should ‘jolt’ them towards seeing a Serbian perspective. Draft accounts of the events on 28 June 1914 would be (re)written at this stage.

After discussing their various reconstructions, students would now be given a number of sources that examine and describe the activities of the Serbian ‘secret service,’ ‘Black Hand,’ Serbian agents Tankosic and Dimitrievich, Serbian Prime Minister Pasich, Serbian Ambassador Hartwig and Russian ambassador Artomonov. Students would collect data and analyse these new sources. Together, the teacher and students should evaluate these sources for reliability, authenticity and relevance. This should again ‘jolt’ their perspective-taking. The level of teacher direction in this synthesis exercise will vary according to the experience and expertise of students. Discussion and modification of student accounts should result. Various classroom modes, such as group work and explicit instruction, are possible at different stages of this exercise and should be exploited according to differing situations. There is also the possibility of introducing student-directed data collection, research or student collection of third-order sources at any appropriate point in the process (Drake, n.d.).

Finally, students would be given sources that suggest that it was impossible to avoid a general European war in July 1914. One in particular from Turner, Origins of the First World War (1975), introduces the concept of international law and the definition of ‘responsibility’ for the origins of ‘terrorism.’ This issue would require analysis, discussion and, of course, reflection. This discussion could have contemporary overtones given the events in Iraq and Afghanistan. The accounts of events in Sarajevo that were eventually produced could be a summative assessment task. Students should be provided with a substantial scaffold and explicit marking criteria before writing their final version.

While this controlled, incremental, ‘slow release,’ perspective ‘jolting’ does not reflect the realities of historical investigation, it does force students to think critically about sources and evidence and to recognise that the past is ‘perspectival’ (Wallach, 2006) and to consider the nature of our access to the past. They are forced to address issues of epistemology, significance, agency, cause and consequence. They are being forced to become historically literate and to exercise historical empathy. By being challenged to take various perspectives, and by being forced to change that perspective in response to variations in the context of the sources and evidence, they are being encouraged to think like the people of the past. They may become historically conscious, and this may force them to do something ‘unnatural’ – to think historically about the past (Wineburg, 2001).

**Bibliography**


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**Competition News**

**THE SIMPSON PRIZE**

‘The landing at Gallipoli on 25 April 1915 is often given prominence in accounts of the Gallipoli campaign. What other events or experiences of the campaign would you argue require more attention? Why?’

**ENTRIES CLOSE: 16 October 2015**

A competition for Year 9 and 10 students

The 2016 Simpson Prize Question requires students to respond to the question using both the 2015 Simpson Prize Australian War Memorial Source Selection and their own research. It is expected that students will make effective use of a minimum of three of the sources. It is also expected that up to half of their response will make use of information drawn from their own knowledge and research.

Entries via www.simpsonprize.org

**NATIONAL HISTORY CHALLENGE**

The theme for the 2015 National History Challenge is: ‘Leadership and Legacy’

**ENTRIES CLOSE: 21 August 2014**

A competition for students from primary to Year 12

The National History Challenge is an exciting competition where students are encouraged to use enquiry based research skills to learn more about their past. They can investigate their community, explore their own family’s past, or examine the ideas and individuals throughout history. The competition encourages enquiry-based learning, the use of primary and secondary sources and offers a wide variety of presentation styles that can cater to any individual learning style. All participating students are rewarded with prizes ranging from certificates to medals to cash to travel opportunities. Registration is free.

Entries via www.historychallenge.org.au
National History Challenge Report

December 2 saw the cream of Australia’s young historians gather in the Mural Hall of Parliament House in Canberra for the annual National History Challenge awards. In the year of the death of Gough Whitlam, it was an auspicious date. Senator, the Hon Scott Ryan, the Parliamentary Secretary to the Minister for education addressed the students, parents, teachers and sponsor representatives that were present and presented national age group winners.

We were pleased many special category sponsors were able to attend the ceremony to congratulate their most recent awardees. The audience showed their appreciation of the efforts of the students, reading entries on display as well as marvelling at the creativity demonstrated in the various museum displays linked to the ‘Changing Perspectives’ theme. All were suitably impressed with the work of National Young Historian, Angus Christie of Tasmania, whose highly developed historical skills were clearly seen in his DVD investigating the Vietnam War. Proceedings concluded with the launch of the 2015 theme: ‘Leadership and Legacy.’

As we begin the process again, I would like to acknowledge the gallant efforts of our coordinators at state and territory level and also the commitment of those teachers who will again encourage the participation of their students.
Calendar

This calendar is a monthly guide to what is coming up in 2015. Events are subject to change. Please visit each state association’s website for more information about the events and professional learning sessions that you see on the calendar.

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<td>27  Remember, Research, Reflect: Digging Deeper (VIC)</td>
<td><strong>27</strong> Remember, Research, Reflect: Digging Deeper (VIC)</td>
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WINNER PROFILES

The Australian History Competition for Years 8 and 10 students is on again in 2015! To get your school involved go to www.australianhistorycompetition.com.au.

Congratulations to Digby Williams, James Grant, Sarah Berry and Jack Annear for doing so well in the comp this year! Here’s what they had to say...

James Grant
Year 8, William Carey Christian School, New South Wales

Why do you like History?
I like history because I like to look at how things worked in the past, and I like to look at the fine details throughout the ages.

What are your favourite areas of History?
My favourite areas of history are maritime history, medieval history, the World Wars and British history.

Sarah Berry
Year 8, Homeschooled, Victoria

What do you like about History?
I enjoy reading biographies about famous people in history. My favourite series have been Christian Heroes Then and Now by Janet and Geoff Benge and also My Royal Stories published by Scholastic. I really haven’t done much history for school. I have just read these books instead. As a family, we have lived in Mozambique for three months and also stayed at some orphanages in Cambodia, so I have learnt a lot of their history by being there.

What are your thoughts on the Australian History Competition?
The competition is a lot of comprehension, so you could find a lot of the answers in how they asked the questions and looking at the diagrams, tables and pictures. It is always worth having a go and trying.
Jack Annear
Year 10, Christ Church Grammar School, Western Australia

Why do you like History?
You learn about people, events and things that have created the world we live in today. Not only is it interesting, but it also allows us to make informed decisions that are based on the past.

What aspect of the Australian History Competition did you enjoy most?
I found the part on the First World War the most interesting. That part of history has shaped the way we are now. It particularly interests me, as my family believes we had a relative on the first ships to arrive at Gallipoli.

Jack was not planning on studying History in Years 11 and 12, but his result in the Australian History Competition may have changed his mind! He was extremely surprised to discover he had the top score in Australia for Year 10. “If I don’t do History next year, I’ll definitely continue learning and reading for interest as a pastime,” Jack said.

Digby Williams
Year 8, Kormilda College, Northern Territory

What do you like about History?
I’ve always loved Horrible Histories! History can be interesting and fun - I prefer to learn about times that are very different to our current lives. It’s more of a mystery.

What are your thoughts on the Australian History Competition?
I wasn’t expecting to participate, I just got sent on the day. It felt a bit like a test. It was well set out and easy to follow the instructions.
Simpson Prize Report

The HTAA, and particularly the HTAA Secretariat, is most grateful to all HTAA and HTA Affiliate members who supported the Simpson Prize in 2014. The 2014 question and sources centred on the following proposition: “To what extent did Australians enlist in 1914 to defend the ‘Mother Country’?”

It was most heartening to witness a marked increase in the number of entries submitted for judging and the number of schools participating. We are continuing to see teachers, especially of Year 9 students, recognise the benefits of using the Simpson Prize as a ready-made source-based assessment activity that contains depth and variety in the selected historical sources. A wonderful aspect of the Simpson Prize is its ability to draw students into the wonderful experience of analysing sources and balancing their written response with research they have personally gathered to either support or challenge aspects of the question.

At the time of writing, the teachers and students participating in the 2015 Gallipoli Centenary Simpson Prize Tour have been notified and they will gather in Canberra in March for their presentation ceremony at Parliament House and tour the Australian War Memorial and other significant sites in our nation’s capital.

As you are aware, each year the Simpson Prize question corresponds with the events commemorated that year, hence the 2014 question relating to enlistment. As you may have guessed, the theme for 2015 is Gallipoli, and the question is: “The landing at Gallipoli on 25 April 1915 is often given prominence in accounts of the Gallipoli campaign. What other events or experiences of the campaign would you argue require more attention? Why?”

I encourage you to remind your colleagues of the exciting learning opportunity that the Simpson Prize offers each year to our Year 9–10 students. After all, it could be one of your students who will be standing at Anzac Cove at next year’s Anzac Day Dawn Service.

Many thanks,

Paul Foley
Chair, Simpson Prize
Last year was an exciting year for history teachers in Queensland as we hosted the HTAA National History Conference at the Brisbane Grammar School. The array of topics and ideas expressed throughout the keynotes and break-out sessions certainly gave all who attended much to think about, as well as new ideas to try in the classroom. In the opening keynote, Tom Morton encouraged us to consider how our students connect to the past and suggested that ‘Students should know why they are studying history and their place in it. Historical thinking concepts like significance, continuity and change, and evidence with practical teaching strategies for nurturing curiosity, creating real products and sharing them with a wider audience can help make history alive and meaningful for our students.’ On day two, Professor Marilyn Lake discussed how and why there has been a shift in understanding the past, why this has happened and its implications for the present. This paper, ‘History for the future: What future for history,’ has been published in the QHTA journal. The final keynote was presented by Professor David Christian who made substantive connections between the Australian Curriculum and the Big History Project. This was certainly a popular session as there are an increasing number of schools engaging with Big History. More information about this project can be found on the Big History website.

The Executive of QHTA has a renewed commitment to providing professional development for teachers of history across Queensland, and to increasing the number of student seminars offered throughout 2015. Already, student seminars have been booked for Brisbane, Gold Coast, Sunshine Coast, Bundaberg and Townsville during Semester One, with more locations being considered for Semester Two. Likewise, in addition to our Annual State Conference (Brisbane, June/July school holidays) and our Regional Conference (Townsville, September school holidays), afternoon and weekend professional development sessions have been confirmed for a number of towns and cities with more to be announced shortly. All information and registration forms can be found on our website.

In addition to these opportunities, there are other ways you can get involved and connect with the history teaching community in Queensland. Firstly, we have a Facebook page. Please ‘like’ our page and engage with other Queensland history teachers. You will receive curriculum updates, notifications about upcoming events and be able to share practical classroom ideas. Secondly, we have a Google Discussion Group, which provides wonderful opportunities to ask question, seek resources and engage with other history teachers. Just join Google Groups and look for QHTA Discussion Group and ask to join. Please note, you will need a Gmail address to join but these are free. Finally, you can follow us on Twitter @QHTAT. We hope to see you online soon!

Pip Macdonald
Vice President QHTA
One of the highlights of the second half of 2014 for the NSW HTA was our sponsorship of two Premier’s History Scholarships. This year’s winners were Melissa Sorial of SCEGGS, Darlinghurst and Renuka Seneththadivel from Cecil Hills High School. Melissa’s project focuses on Australian archaeology and the development of ‘Archeohub,’ a website/digital resource bank that will include virtual site tours, podcasts and an online forum ‘Ask an archaeologist’ to connect teachers and students with archaeologists working around Australia. Reunka will examine the changing nature of political and economic migrant experiences since WWII with a focus on Sri Lankan migration to Australia, including the impact of the Sri Lankan Civil War.

In other awards to outstanding History teachers, the NSW Professional Teachers’ Council presented two members of the HTANSW executive, Dennis Lendon and Leila Achmad with Outstanding Professional Service Awards. Dennis’ citation included his contribution to the teaching of the NSW Extension History course and mentoring of Head Teachers in the western Sydney region. Leila was recognised for a wide range of achievements including her previous co-ordination of the National History Challenge and the development of teaching resources for both BOSTES and ACARA.

At our AGM, which was held at historic Elizabeth Farm in October, the Presidential baton was passed from Bernie Howitt to Toni Hurley. Toni aims to maintain Bernie’s commitment to both continuity and generational change in her leadership of the current HTANSW executive. In the last two years, new editors for our journals have come on board and we have a talented team of exciting younger teachers who are set to take us in the new directions we are planning for 2015 and beyond. In terms of continuity, NSW HTA continues to thrive especially thanks to the hard work of our Professional Officer, Paul Kiem and our office manager, Maria dos Santos Lee.

For HTANSW, 2015 has the makings of a blockbuster year – quite apart from any Gallipoli commemorations. Our 2015 State Conference, to be held at Sydney University on 24-25 July, will feature the renowned international scholar Sir Richard Evans, whose Australian visit is being sponsored by Academy Travel. We welcome the participation of our colleagues around Australia and remind you that the Call for Papers Proposal is available on the HTANSW website until the end of February.

Toni Hurley
President, HTANSW
South Australia

E: paul.foley@loredo.sa.edu.au  W: http://htasa.org.au

It is extraordinary to think that another academic year is again beginning at the time of writing. We closed 2014 with a wonderful State Award Ceremony for the National History Challenge. Our guest of honour was the Minister for Education and Child Development, the Honourable Jennifer Rankine MP who celebrated the incredible achievements of the finalists and winning students in the 2014 National History Challenge. The ceremony was held at the State Library of South Australia, and National Archives, South Australia kindly sponsored the venue. We are also very grateful for the hard work of our Competitions Coordinator, Ms Filomena Isles.

I would like to draw attention to the recent World Teachers Day Awards held in October, 2014. Last year there were joint winners in the HTASA Teacher of the Year. The 2014 award was shared by Malcolm Massie, Scotch College and Giles Bartram, Nuriootpa High School. In both instances, these are most deserving winners – both individuals are incredibly generous with their time and work collaboratively on a wide range of committees and projects. I am sure you will all join me in congratulating Malcolm and Giles as they are both excellent teachers who have consistently contributed to the History teaching community. Another highlight was the naming of Carol Fine-Clementi, Mark Oliphant College, as the SA/NT Winner in the STUDENT EDGE 2014 Teacher of the Year Awards. Carol is undoubtedly a deserving winner of this award due to her excellence in teaching and engagement with young learners over many years.

For the HTASA, 2015 promises to be a most exciting year. We will again conduct our Saturday morning workshops focusing on Australian Curriculum: History and practical activities for the classroom. The three workshops held over the year, titled ‘Teachers Helping Teachers,’ will again directly attend to the needs of teachers in the Primary and Middle years. The year will commence with our annual Senior Years SACE Review afternoon on Friday, 6 February, which allows experienced Senior years teachers to share best practice with fellow teachers and review modes of assessment and of course the Year 12 Examinations for Modern History and Australian History. Our annual HTASA State Conference will be held on Friday, 7 August and we will once again make great use of the North Terrace precinct, which includes the State Library, South Australian Museum, Migration Museum and the Art Gallery of South Australia.

On behalf of the committee, the HTASA hopes you have all had a safe and relaxing Christmas and a period of ‘downtime,’ with your family and friends. We are again grateful for all of our loyal members and we are looking forward to an exciting 2015.

Paul Foley
President, HTASA
The History Teachers’ Association of Australia in conjunction with The GiantClassroom invite you to participate in the Australian History Competition...

Rationale
The two major aims of the competition are to provide:
• a quality competition that will help lift the profile of History in the community
• a quality resource that demonstrates approaches to the assessment of the skills and understandings required by the Australian Curriculum: History

To achieve these aims the competition tests skills and understandings using a range of historical sources and questions. Students who gain the top results in each state and territory receive special medallions and national winners are recognised with an additional award. Since its inception the competition has grown strongly, with more than 15% of high schools now participating.

Year 8 and 10 Competitions in 2015
The program will provide two separate competitions:
• A Year 8 Competition, broadly based on the Years 7-8 Australian Curriculum: History.
• A Year 10 Competition, broadly based on the Years 9-10 Australian Curriculum: History.

This is what it will Look like
• Each competition will be a 45 minute test
• Each student will receive a question paper, a source booklet and a computer answer sheet
• There will be 50 multiple choice questions graded from easy to challenging and catering for a range of abilities
• There will be a variety of questions, with the primary focus on skills and understandings
• More information is available on the website at www.AustralianHistoryCompetition.org.au

Details
• Competition date is May 27th 2015
• Closing date for registrations is April 2nd 2015
• Results and certificates back to schools by the end of July

Cost
• The cost is a school admin fee of $30 plus $6 per student

Register online at www.AustralianHistoryCompetition.org.au
email Admin@GiantClassroom.com.au
phone 03 6231 2885
Return this form with your registration fees to:
The Giant Classroom
2 Edward Street, Hobart,
Tasmania 7000

School name

Address

State    Postcode

Phone

Fax

Email

Coordinating teacher Mr/Mrs/Ms

Number of students entered

Year 7/8   Year 9/10

Fees enclosed
(Australia $30 plus $6 per student including GST)

Cheques should be made payable to
The Giant Classroom ABN 75 057 516 140

For more information email Admin@GiantClassroom.com.au or go to
www.AustralianHistoryCompetition.org.au

How does it work?

2014 Evaluation

An evaluation of the 2014 Competitions can be found at:
www.AustralianHistoryCompetition.org.au

Australiana History Competition

Love your subject?

Promote it now

Register now, complete the entry form below and post it along with your cheque for registration fees to:
Australian History Competition
2 Edward Street Hobart 7000

Registration for both competitions will close:
April 2nd 2015
September 30th 2014

We send the competition papers for your students to:
The Giant Classroom or online at www.AustralianHistoryCompetition.org.au

We mark the papers and send results to teachers:
Both competitions will run.
May 27th 2015

We send out certificates to your students:
Full details about both competitions will appear on the AHC website.
Victoria

The annual conference at Flemington Racecourse at the start of the second semester was a great success. This venue proved popular with members and exhibitors. It began what became a very busy conference and event period.

There was the Primary Conference at Museum Victoria, the Middle Years Conference at Victoria University, Kid's Conference at the Australian Catholic University as well as consultations for the new VCE courses, the Teachers New to VCE Conference at Camberwell Girls Grammar School and our collaborative event, ‘Remember, Research, Reflect’ held jointly with the Shrine of Remembrance, the State Library of Victoria and Museum Victoria. It was the first of several events that will be held as part of the centenary of WWI.

It was a pleasure to recognise the following people with awards at the Middle Years Conference: Ian Lyell and Kate Jeffery, Award for Outstanding Contribution to the Teaching and Learning of History and to the HTAV by an Early Career Educator; Sara Amos, Sophie Allington, Dr Lynda Carroll and Shean McKeeegan, HTAV 2014 Graduate Teacher Awards.

The new year holds the promise of being even busier and more exciting. The HTAV will carry out a series of workshops on implementing the new VCE courses in rural and urban areas during Semester 1.

Under the Strategic Partnership Program with the Department of Education and Training, over the new triennium, the HTAV will develop workshops for gifted and talented students in rural areas for both primary and secondary level. A series of rural professional learning events will be offered for primary and secondary teachers in three locations each year and VCE students in the rural area will be offered digital access to a special VCE student website that is being developed by the Association. This site will be open for urban students as well but will be offered at a preferential price to the rural students.

The HTAV will host the national conference from Tuesday 29 September through to Thursday 1 October. It is believed that the new Victorian state government will have a public holiday on the 2 October but the HTAV will arrange visits to several of our top institutions for those that have attended the annual conference.

I look forward to a vibrant and exciting 2015.

Richard Smith
Executive Officer, HTAV.

Northern Territory

The Geography and History Teachers’ Association of the Northern Territory (GHTANT) are gearing up for a busy 2015 and hope to consolidate our successes from 2014. We have increased our membership base as the result of our professional development workshops and are gradually being seen as a significant provider of professional learning. Our 2014 mini conference was well supported, with many first timers attending. To date, geographical constraints have meant that the majority of our events have been Darwin based but, hopefully, we will be able to respond to requests from some of our other regions in 2015.

Our first Executive Meeting will be held early in February to establish the professional learning and activity calendar for the year. We have already decided to follow in our Victorian colleagues’ footsteps by introducing a historical fiction competition for primary school students, with the possibility of expanding this to middle school at a later date. We desperately need more primary teacher involvement in our association and hope that this competition, and the professional learning package to go along with it, will enable us to bolster or membership in this area.

Loraine Caldwell
President, GHTANT
The past twelve months have provided opportunities for the Tasmanian History Teachers’ Association (THTA) to consolidate its work in a number of areas, and has served as a year for planning new initiatives and the further development of those already successfully implemented across the state.

Although a small state, Tasmania has once again ‘punched well above its weight’ and achieved outstanding success in the National History Challenge taking out six National awards and the National Young Historian Award. As noted in previous years, there continued to be a number of students entering for a second or third year and several siblings continued the tradition of family involvement in the Challenge.

Our Northwest cluster continued its work in 2014 and in November launched the ‘Northwest Tasmania Great War Centenary Project 2015.’ The project has been established to commemorate the centenary of the Gallipoli landing and Australia’s entry into the Great War. Year 9 students and their teachers from across the Northwest are invited to collaborate on this special inquiry history project, which is designed not as a competition, but as an opportunity for students to share their enthusiasm for understanding World War I history in the wider context of their history studies and to honour the memory of those Australians who have served in all wars. Schools can choose how to participate and will conduct their own inquiry projects as they see fit. Schools are encouraged to use their school and local community as the basis of their project. There are two ways students and teachers will share and collaborate; posting progress updates on the project’s Facebook page, and all Year 9 students from each participating school will take part in a day of sharing and commemoration on Remembrance Day 2015. The continued support of Dr Peter Brett from the University of Tasmania (Cradle Coast Campus) is greatly appreciated. For further information please contact Dione Parker.

Any History teachers interested in forming a (separate) THTA cluster group similar to that of the Northwest are encouraged to contact Wendy Frost (President). Financial support for running professional learning and other activities can be negotiated.

In a move that we hope will foster greater involvement of primary school teachers in the Association and provide valuable support to teachers, a new role of Primary Facilitator has been formed for 2015. Past President, David Boon will take on this role, which will focus on the development of resources and support of teachers in their professional development and classroom practice. We feel this is an exciting new initiative and we are pleased to have David once again involved with the Association’s work.

**Upcoming Events**

*March*
- AGM
- Historical Inquiry workshop – An Inquiry Approach to competitions (including the History Challenge 2015 Launch)

*May*
- Technology in the History classroom

*August*
- One Day State Conference

The THTA welcomes existing and new members to be involved in the activities of the Association. Please visit our website for further information.

**Wendy Frost**
THTA President

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Mr Andrew Wilkie MP with Tasmania’s National winners in the National History Challenge (L-R Raphaela Corney (Year 7), Tristan Meffre (Museum Exhibit P-8), Angus Christie (Year P-6 and National Young Historian), Mr Andrew Wilkie MP, Alice Curtain (Australia’s Heritage) and Beatrice Thurston-Regan (Women’s History).
HTAWA had a very busy and productive second half of 2014. In Term 3, HTAWA was approached by the Department of Premier and Cabinet to produce a teaching resource for the centenary commemoration of the first convoy of Western Australian forces to leave for World War I. WA forces left from Fremantle on 31 October 1914 and joined the fleet that departed from Albany on 1 November 1914. Using archival material, Jan Giles and Merredith Southee developed a range of resources targeting Years 3, 6 and 9 to link in with the Australian Curriculum, which enables students to explore the reasons for WWI, the key events as well as the significance of the Anzac Legend. The Western Australians in World War One website was launched with a professional learning workshops in early September 2014.

HTAWA Vice President Cathy Baron participated in a panel discussion at the State Library of WA’s ‘Future of History’ event in December, which included academics, historians, archivists and librarians sharing ideas for promoting the learning of History. The event also included graduate students in WA History participating in a ‘three minute thesis’ competition, which was won by Jo Hawkins for her presentation on ‘Anzac For Sale: The Commodification of Australian Military History.’ It’s exciting to see what a new generation of historians is producing and the media they are using to communicate.

In 2015, Western Australia will roll out new courses for Year 11, based on the Senior Australian Curriculum. HTAWA conducted seminars for teachers on Capitalism: The American Experience as well as workshops on the key historical skills for secondary teachers. Following the success of the History Teachmeet earlier in the year, HTAWA conducted a primary school focus Teachmeet in Term 4. Capitalising on the success of these events the HTAWA AGM also included a Teachmeet style component, with four graduates (all within the first four years of their teaching career) sharing their ideas and resources for students from Years 3-10. It was an incredible experience to hear young colleagues teaching older teachers new tricks. The Teachmeet style of PD provides an excellent opportunity for teachers to share their resources and is a fantastic way for teachers to gain the confidence to present to their colleagues and develop their skills in delivering PD.

Louise Secker  
President, HTAWA
The last half of 2014 was taken up extensively with planning for the first semester of 2015, as ACTHTA felt this would be the best time for professional development. Despite this, we found time to be involved in a variety of local and national events, thanks to the efforts of dedicated committee members.

Nick Ewbank attended the Schools History Project in Leeds, UK, and has provided us with a variety of useful links to resources and ideas that were circulated to members. Liz McGinnis will present a session on teaching about the Cold War at the UNSW/ADFA Summer School and has been involved in the selection of applicants with Professor Peter Stanley. Professor Stanley also presented awards for our ACT level of the National History Challenge in the House of Representatives at Old Parliament House. This lovely historic setting created a great ambience for the occasion, which was capably organised by Nanette Bragg and Deborah Sulway (from the Museum of Australian Democracy). Members also attended the national presentations in December. We were proud to hear that Matt Noonan was one of two national winners of the Anzac Day Schools’ Award, for the commemoration he arranged for the cluster schools attached to Melba Copeland Secondary College. We were even more pleased when he graciously donated the prize money to provide HTA memberships for these schools. This initiative will form part of an expansion of the association and go on to include a Primary Focus Group in 2015.

In addition, members attended a wonderful lecture by Dr Rosalie Triolo – Schooling, Service and the Great War – at the Inspire Centre, University of Canberra and a fairly large group travelled to the National Conference in Brisbane in September.

Our first Professional Learning session for this year will be held on 26 February in conjunction with the Department of Veterans’ Affairs and will focus on ANZAC resources and commemorations for the centenary year. We will also launch the NHC and Simpson Prize at this event. Other sessions are being negotiated – we are making full use of both the talents of our committee and some funds from the 2013 conference to get historical ideas and resources out to ACT teachers.

Ann Parry
President
Racing into History
HTAA National Conference Melbourne
Tuesday, 29 September – Friday, 2 October 2015
Flemington Racecourse, Flemington

The conference will span four days and will feature three keynotes, and workshops focusing on all areas of History Education:

- The Australian Curriculum: History;
- Developments and best practice in pedagogy;
- Teaching AusVELS, overviews and depth studies;
- New senior history study design;
- Unique ways to engage students;
- A day devoted to visiting various cultural organisations;
- Online tools, social media and the role of emerging technologies to support classroom instruction.

The venue is superbly positioned with uninterrupted views of Melbourne’s skyline. Sessions will be held in rooms that are usually reserved for members of the Victorian Racing Club.

This will be an exciting opportunity for all history educators across Australia to network with peers, academics, keynote speakers and various organisations that specialise in supporting history teachers in the classroom.

The conference will bring together knowledgeable practitioners from across Australia, allowing you to meet those at the forefront of our profession. There will also be various social activities to be involved in. Meet new colleagues who share your interests and passion for history. You will have unparalleled networking opportunities with fellow delegates. Enjoy the opportunities for discussion, reflection and learning.

AN EVENT IN A CITY NOT TO BE MISSED!

For further details, updates or to submit a proposal to present, please visit the HTAV website: www.htav.asn.au