



# 2026 HASS SA CONFERENCE

**MARCH 7**

8:45- 3:10 PM

**URRBRAE AGRICULTURAL  
HIGH SCHOOL**

**CONNECTIONS, STRATEGIES  
AND RESOURCES**

**Choose workshops from following pages then Register via :**

**<https://events.humanitix.com/2026-hass-sa-annual-conference-connections-strategies-resources>**

# Registration fees and Program

## Early Bird Registration fees close 5pm on 7-2-26

\$100 Teacher

\$ 80 TRT

\$ 70 Early Career

\$ 40 Preservice

## Registration fees after 5pm on 7-2-26

\$120 Teacher

\$ 90 TRT

\$ 80 Early Career

\$ 50 Preservice

|             |  |
|-------------|--|
| 8:00am      | Registration Opens   |
| 8:45am      | Welcome and Housekeeping   |
| 9:00am      | HASS SA Awards   |
| 9:15am      | <b>Key Note Speaker: Jack Buckskin</b>   |
| 10:15       | Urrbrae students explain the Economics and Business connection with the Barn Markets |
| 10:20-10:55 | Morning Tea (provided)<br>Optional visit to the Barn Markets                         |
| 11:00-12:00 | Session A  |
| 12:05-1:05  | Session B  |
| 1:05-1:35   | Lunch (provided)   |
| 1:40-2:40   | Session C  |
| 2:45-3:00   | Connecting with new colleagues and sharing great teaching ideas                      |
| 3:00        | Closure and Raffle   |



## Jack Buckskin



### **Keynote - Jack Buckskin**

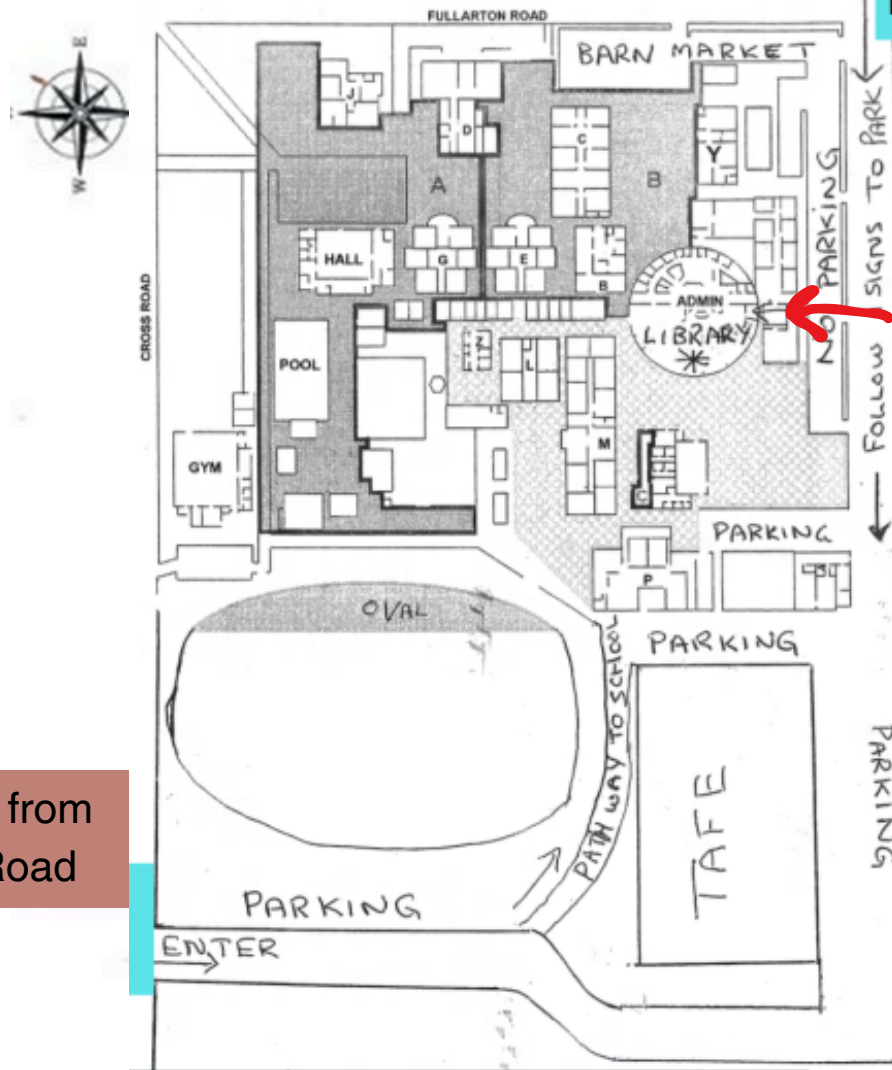
*Jack Buckskin is a proud Kurna, Narrunga, and Wirangu man who has dedicated his life to the revitalization and promotion of Aboriginal culture and language. As the only person fluent in the Kurna language—a language once thought to be extinct—Jack has played a pivotal role in its resurgence. In 2008, he founded Kuma Kaaru, an organization that aims to educate both Aboriginal and nonAboriginal people about the local language and culture. Jack and his team work with various organizations to strengthen relationships between Aboriginal people and the wider community, empowering young people to relearn their language and culture, fostering pride in their history, and inspiring others to do the same <https://knowledgeproject.com.au/the-project>*



# Conference Map

HASS SA 2026 CONFERENCE

Entrance from  
Fullarton Road



**Conference**

Entrance from  
Cross Road

Conference registration will be in the corridor on the way to the Library - see red arrow above

## Parking

There is plenty of parking available within the campus, with entry via Cross Road or Fullarton Road Entrance. Once inside the campus, please ensure you follow the conference signage.

As always, participants are encouraged to utilise public transport.

Visit Our Website  
[hass-sa.asn.au/conference/](https://hass-sa.asn.au/conference/)



# Workshops

HASS SA 2026 CONFERENCE

Please select 1 workshop from each session as part of the registration process.

Many of our workshops cover aspects from a range of focus areas, however the main focuses of each workshop are indicated using the icons below.

Workshop descriptions also indicate the relevant year levels of the content focus.

**\* Please read the workshop descriptions and note the code before registering.**

**Register early to ensure your place in your preferred workshops.**

## ICONS - Subject Focus



HASS (cross-disciplinary)



Economics & Business



Geography



History



Civics & Citizenship



Aboriginal & Torres Strait  
Islander

## What to Bring

We look forward to welcoming you to the 2026 Annual Conference. We ask that attendees each please bring:

- a reusable cup and/or your water bottle
- a conference bag for handouts
- your own name tag
- one high-impact lesson, project or resource you are willing to share (for our Connecting and Sharing session)

Visit Our Website

[hass-sa.asn.au/conference/](https://hass-sa.asn.au/conference/)








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| <p><b>A1: Bringing HaSS to Life - Pedagogies of Engagement</b></p> <p>Nicole Higgins<br/><i>Orroroo Area School</i></p>   | <p>Designed for teachers eager to invigorate their classrooms, or anyone looking to add to their bank of resources, this session explores innovative pedagogies that captivate students from Year 7 to Year 10 (can be modified to suit any age). Discover how to create compelling history exhibits, spanning Ancient Civilisations to Modern Histories, including engaging 90s interest topic stalls. Learn how to empower your students to become natural disaster inventors. Dive into artefact studies, where students develop critical thinking by crafting questions and conducting investigations. All tried and tested in classroom!</p>   | <p>7-10</p>    |
| <p><b>A2: Year 7 Geography - Water in the World 'Meter to Murray</b></p> <p>Stephen Whittington<br/><i>Gawler and District College B-12</i></p>   | <p>Build student relevance by mapping water from 'tap to source'. Evaluate water use and replenishment data, across the water network. Investigate impacts of domestic water consumption on industry and river health in the Murray-Darling Basin. Learn about mapping and website software used to generate lesson resources. Student development of geography related analytical skills. How to build a summative folio of evidence. Units of work are student dependant, resources may differ and are subject to change</p>  | <p>7</p>      |
| <p><b>A3: Empowering Students with Tax and Financial Literacy: CurriculumAligned Resources from the Australian Taxation Office</b></p> <p>Reeta Sidhu<br/><i>Assistant Director of the Australian Tax Office's Schools Education Strategy unit.</i></p> | <p>This session will explore the Australian Taxation Office's curriculum-aligned teaching resources designed to support educators in delivering engaging and practical lessons on taxation and financial literacy. Covering Years 7-12 Economics and Business, the session will highlight key learning areas such as economic literacy, consumer and financial literacy, and interpreting and analysing financial data. Educators will gain insights into strategies for teaching taxation concepts, including income tax, GST, superannuation and financial scams. The session will also introduce the free Tax, Super + You platform, which provides over 1000 online and print resources mapped to the Australian Curriculum v9.0 and senior secondary curriculum. Attendees will leave with practical tools to enhance student understanding of Australia's tax system and financial decision-making. reeta.sidhu@ato.gov.au www.ato.gov.au/education</p> | <p>7-10</p>  |

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| <p><b>A4: Explicit Teaching 101</b></p> <p>Giles Bartram<br/><i>History Teachers Assoc. SA (HTASA)</i></p>                                 | <p>A quick overview of common sense approaches to course, unit and task design. What usually works, what usually doesn't and hopefully how you can save yourself some time and effort while still meeting student needs. Exemplars will be made available. Giles has worked on the Australian Curriculum since it's inception as well as being a previous SA History Teacher of the Year, an experienced SACE moderator, curriculum leader and current Secretary of HTASA.</p>   | <p>9-10</p>   |
| <p><b>A5: Fun learning about government</b></p> <p>Deb Lasscock<br/><i>Teacher Mentor and Tutor</i></p>                                    | <p>Annabel Crabb's 'Civic Duty': Episode 1 'Fairness' ABC iView - have fun designing learning experiences to take away, to support your students to investigate government systems. Even if you're a secondary school teacher, it's worth watching the 3 entertaining and informative Episodes of 'Civic Duty'.</p>  | <p>4-6</p>    |
| <p><b>A6: Step Outside the Classroom to learn about Indigenous plant uses</b></p> <p>David Larritt<br/><i>AAEE (see below)</i></p>         | <p>A hands-on walk around Urrbrae Agricultural High School grounds focusing on Indigenous plants and their importance to First Nations people related to culture, food, medicine and implements. A detailed, illustrated resource 'Kurna Seasonal Trail' will be provided.</p>   | <p>4-8</p>   |
| <p><b>A7: Bringing back the Butterflies (BBB)</b></p> <p>Deidre Knight<br/><i>Australian Assoc. for Environmental Education (AAEE)</i></p> | <p>Bringing Back the Butterflies (BBB) is an AAEE project, (South Australian Chapter), and is an exciting and amazing project linking communities in South Australia. BBB is a community driven Education for Sustainability (EfS) initiative to recreate native habitat for Adelaide's butterflies and other pollinators. BBB is a doorway to wider EfS concepts and shows how together we can reduce our impact on our beautiful planet. Over 40 butterflies native to the Kurna (Adelaide) plains and hills have lost their habitat through vegetation clearing. We need your help to bring them back! BBB is for everyone, it supports the creation of native butterfly attracting habitat in the front gardens and verges, schools, community centres, etc. Each BBB site is accompanied with interpretive signage describing local host plants and butterflies. This signage also invites others to grow BBB gardens and thus expand the BBB networks. <a href="https://www.aaeesa.org.au/bringing-back-the-butterflies/">https://www.aaeesa.org.au/bringing-back-the-butterflies/</a></p> | <p>R-6</p>    |





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| <p><b>B1: The 'South Australian Frontier and its Legacies' website: a resource for secondary school teachers</b></p> <p>Skye Krichauff<br/>Senior Lecturer, Adelaide University</p> | <p>Skye Krichauff is an ethno-historian who combines the methodologies of history, anthropology and oral history. She is interested in colonial cross-cultural relations, the relationship between history and memory, and how societies live with historical injustices (in particular how Australians live with the enduring legacies of colonialism). She is currently employed as a Senior Lecturer at Adelaide University. Australian Research Council funded project '<i>The South Australian Frontier and its Legacies</i>' maps the nature and extent of conflict between Aboriginal people and settlers in colonial South Australia. The project emerged out of the Uluru Statement from the Heart's call to engage in 'truth-telling about our history'. Dr Skye Krichauff was the project's Project Manager, oral historian and archival researcher. Skye will demonstrate the features and functions of the website and interactive story map (which were the outcome of the project) and show how they can be used as a teaching resource for secondary school educators and students.</p> | <p>7-10</p>   |
| <p><b>B2: From Field to Map: Exploring Place and Space with GIS for Beginners.</b></p> <p>April Bickley<br/>Geography Teachers Assoc. SA (GTASA)</p>                                | <p>This hands-on introductory GIS workshop is designed for geography teachers working with Middle Years students (Years 7–9). Participants will explore how simple spatial tasks can build students' geographical thinking and strengthen real-world data skills. Using EpiCollect5, teachers will learn how to collect, map, and interpret field data in an accessible, classroom-ready format. For schools with limited device access, a parallel pen-and-paper workflow will also be modelled, ensuring all activities can be adapted to suit a wide range of contexts and technologies. Participants will be given the opportunity to trial the methods themselves and see how easily students can engage with place-based data collection. This workshop has been designed for those with no prior GIS experience.</p>   | <p>7-9</p>  |



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| <p><b>B3: Business &amp; Economics in Years 7-9</b></p> <p>Werner Geldenhuys<br/><i>Business Enterprise Teachers Assoc. SA (BETASA) and David Albano HTASA Scotch College</i></p>     | <p>A focus on ways to implement business and economics into the year 7 - 9 curriculum. The session will be broken into 2 parts (with a third should time permit). Part 1: Example of a Year 8 Innovators Challenge (Business Economics Unit) Part 2: Modernisation of Japan (Way to add elements of B+E to existing courses) Part 3: Everyone has the chance to discuss current tasks and where B+E could fit.</p>  | <p>7-9</p>     |
| <p><b>B4: Activating Student Agency: Using 'Mini-Lessons' as Assessment in the 7-10 HASS Classroom</b></p> <p>Alec Santucci<br/><i>HTASA and Hills Christian Community School</i></p> | <p>A mini-lesson is a 10–15-minute, student-run lesson presented on a selected or predetermined topic or concept. The example is a Year 10 Cold War unit which has run for the previous two years. We will discuss how student-led approaches can generate greater student agency and engagement in HASS, while showing examples of curriculum links to the Version 9 content descriptors, achievement standards, and general capabilities. We will take a candid approach to discussing the strengths and limitations of adopting this methodology in the classroom.</p> | <p>7-10</p>   |
| <p><b>B5: Beyond the Catch: First Nations Fishing Technologies and Sustainable Practices</b></p> <p>Phola Ramos<br/><i>South Australian Museum</i></p>                                | <p>Beyond the Catch introduces the engineering principles behind Aboriginal and Torres Strait Islander fish traps, designed for sustainable harvesting across diverse environments. Participants will explore how these innovations accounted for seasonal cycles, river flooding, and species conservation, ensuring long-term ecological balance. Through a hands-on activity building a fish trap model, this workshop also serves as an introduction to a new museum program educators can book with their students at the South Australian Museum.</p>               | <p>R-12</p>  |



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| <b>B6: History Skills – Opal Wonders</b><br><br>Crystal Forward & Michelle Fulham<br><i>History Trust of South Australia</i> | Wondering how to foster history skills in R-4 learners? Join the History Trust of South Australia as we introduce you to our latest offering for learners from Reception to Year 4, <i>Opal Wonders</i> , a 5-part video series accompanied by extensive teaching resources. Learn how to incorporate our resources into your teaching and learning to develop skills in questioning and researching, interpreting, analysing and evaluating, and communicating. Leave our workshop with practical tips and ideas, as well as printed resources to get you started in your classroom. <a href="mailto:learn@history.sa.gov.au">learn@history.sa.gov.au</a><br><a href="https://education.history.sa.gov.au/">https://education.history.sa.gov.au/</a> | R-4<br>  |
| <b>B7: Ways to integrate HASS into literacy and numeracy</b><br><br>Deb Lasscock<br><i>Teacher Mentor and Tutor</i>          | Emphasis on literacy and numeracy in primary schools often leads teachers to doing HASS for a small part of the year looking at the time required rather than the ways that it may be thoughtfully integrated with either literacy or numeracy, making it more about exploring the world, rather than doing HASS  | 4-6<br> |

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| <p><b>C1: Geography Without Fear: Supporting Mainstream and Tailored Learning Teachers</b></p> <p>Kain So &amp; Elisa Resce<br/><i>Para Hills High School and Riverbanks College</i></p> | <p>This workshop is for people who are scared of geography or didn't learn it during high school, but now find themselves having to teach it—including those supporting complex students in both mainstream and tailored learning settings. Co-presented by a HASS leader and tailored learning teacher, we will explore sequential mapping skills connected to the curriculum. We'll begin by revisiting the Australian Curriculum, identifying classroom activities for each year level to support disengaged learners in mainstream settings. In the second part, participants will engage in hands-on activities designed for Year 8–10 students in tailored learning programs. Share feedback and ideas as we collaboratively develop practical strategies for inclusive, effective geography teaching</p> | <p>8-10</p>    |
| <p><b>C2: Deep Time History</b></p> <p>David Albano and Ed McInnes<br/><i>HTASA / Scotch College</i></p>   | <p>How to move Year 7 students from big numbers and abstract timelines to historical, geographical and Aboriginal perspectives of Deep Time that are visual, story driven, place based and inquiry rich, aligned to the Australian Curriculum v9.</p>   | <p>7</p> <br> |
| <p><b>C3: Operation Critical</b></p> <p>Phola Ramos<br/><i>South Australian Museum</i></p>   | <p>Step into the world of resource management with this interactive simulation for classroom use. Participants experience the uncertainty faced by real mining companies—starting with only a mineral name, rock type, and locality before bidding. As details about revenue, business challenges, ethical dilemmas, and cost implications emerge, teams decide whether to keep, sell, or trade their mineral. This hands-on activity builds critical thinking, negotiation, and ethical reasoning for students, while teachers gain strategies to link economics, sustainability, and global issues to real-world events in the HASS curriculum. Educators can also book this program for their students at the South Australian Museum.</p>   | <p>9-10</p>    |



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| <p><b>C4: Not Science but Geography Fieldwork! Ideas for engaging and creative geography in the field</b></p> <p>Malcolm McInerney<br/>Adelaide University and HaSS Association Australia (HAA)</p> | <p>The workshop caters for the non-geography trained teacher to those who consider themselves experienced geographers. The workshop is designed for those wanting to do some practical and engaging geography with their HASS class. The workshop is a great chance to energise the geography component of your HASS courses by developing action-based field work involving the development of geographical and spatial skills. All participants will receive a fieldwork resource to support their efforts to be creative with their fieldwork activities. <a href="https://hassaa.org.au/haa-products/">https://hassaa.org.au/haa-products/</a></p>  | <p>R-6</p>    |
| <p><b>C5: Murrays Mission</b></p> <p>Debbie Locke<br/>AAEE</p>  | <p>Murray's Mission is a fun, educational video series for young learners (ages 3–8 / R–2) that inspires a love for the River Murray through music, storytelling and nature-based learning. The free series includes:</p> <ul style="list-style-type: none"> <li>• A story time video with Lucy Rasheed and animated characters</li> <li>• Catchy music videos for singing and dancing</li> <li>• A calming brain break for mindfulness and nature connection</li> <li>• Curriculum-linked teacher resources with hands-on classroom activities</li> </ul> <p>Developed by SeaStar Rock with resources written by the Australian Association for Environmental Education (AAEE SA), this program supports learning about water, ecosystems, sustainability and caring for Country. Bring Murray's Mission into your classroom and inspire your students to explore, connect and care for our river systems.</p> | <p>R-2</p>    |
| <p><b>C6: Kurna Food and Fibre Program</b></p> <p>Deidre Knight<br/>AAEE</p>  | <p>Under the tutelage of first nations people Year 5/6 students researched the properties of selected endemic plants used by the Kurna Miyurna people, specifically, those with food, fibre, medicinal or traditional properties. They then grew these plants to share. A demonstration site with species signage was designed and planted by the students. All plant recipients received interpretive signage with QR Code leading to a manual about their uses and recipes, as well as comprehensive lesson plans. <a href="https://www.aaeesa.org.au/kurna-food-and-fibre">https://www.aaeesa.org.au/kurna-food-and-fibre</a></p>  | <p>3-7</p>  |



13:40-14:40

**C7: HASS in the classroom:  
From ours to theirs. Where  
does engagement begin?**

Charlotte Miller  
Pre-service Teacher

One question that I have always considered is how we can take our learning from our classrooms to theirs, especially when students don't want to engage with us. We can take on as much advice as we wish, but at the end of the day...will we ever know the answer? Let's explore it!! To connect with teachers from all points of their career, to try to answer this question that so many of us ask. We will attempt to unpack one of the hardest questions that has faced HASS teaching. Using our vast range of knowledge around the curriculum and our experiences in the classroom (on placement and in careers), we can develop a growth mindset in regards of supporting other HASS teachers and promoting a positive outlook

7-10



**14:45 - 15:00**

## **Connecting and Sharing Session in the Library**

**15:00-15:15**

## **Closure and Raffle**





# Conference Connections

HASS SA 2026 CONFERENCE

## Outcomes for Participants

Outcomes will depend on which workshops a participant chooses; however, attendance at our conference applies to the following AITSL Standards

### 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

*Certificates will be provided following receipt of event electronic feedback.*

## Presenter Partners



**URRBRAE**  
AGRICULTURAL HIGH SCHOOL

Community  
Education



History Teachers'  
Association of SA



**HASS SA**



GAWLER & DISTRICT COLLEGE B-12



**Riverbanks  
College B-12**



**PARA HILLS HIGH SCHOOL**  
raising aspirations, inspiring excellence



**Adelaide  
University**

