



2025 HASS SA CONFERENCE

MARCH 15

8:45- 3:10 PM

**URRBRAE AGRICULTURAL
HIGH SCHOOL**

Game Changer...



Change Maker!

REGISTRATION FEES

TEACHER - \$100

EARLY CAREER TEACHER- \$60

TRT- \$60

PRE-SERVICE TEACHER - \$40

Registration via :

<https://events.humanitix.com/2025-hass-sa-annual-conference-game-changes-and-change-makers>

Program

HASS SA 2025 CONFERENCE

8:00am	Registration Opens
8:45am	Welcome and Housekeeping
9:00am	HASS SA Awards
9:10am	Helen Connelly Commissioner for Children and Young People
9:50am	Jared Thomas Nukunu person from the Southern Flinders Ranges Award Winning author of Children's fiction and Churchill Fellowship Fellow.
10:30-10:50	Morning Tea (provided) Room A51 near the main entrance
10:55 - 11:55	Session A
12:00- 1:00	Session B
1:00 - 1:30	Lunch (provided)
1:35 - 2:35	Session C
2:40 - 3:00	Connecting and Sharing Table Discussions
3:00 - 3:10	Raffle is drawn Close of conference

Visit Our Website
hass-sa.asn.au/conference/



Helen Connelly

Helen Connolly is South Australia's inaugural Commissioner for Children and Young People (CCYP) appointed to the role in April 2017. The CCYP was established under the Children and Young People (Oversight and Advocacy Bodies) Act 2016. The CCYP is the state's most senior advocate for children's rights, interests and wellbeing.

"I am required to look closely at the systems and services being planned and delivered to children and young people across South Australia and assess whether or not they're working. I do this with a special focus on meeting the needs of vulnerable and at-risk children and young people across our communities who often struggle to have their voices heard.

I explain to children and young people that my job is to see how well adults keep their promises to do the right thing by them, and to make sure they have all they need to develop and thrive. I am mandated to engage with and listen to children and young people across the state and represent their point of view. In fact, children and young people tell me this is the most important part of my role. They want to know someone is listening to them and working on the things that matter to them most."

Jared Thomas

Dr Jared Thomas is a Nukunu person of the Southern Flinders Ranges and the Adelaide University Coordinator of Indigenous Collections and Archives. His novel Calypso Summer (Magabala Books, 2014) joined the 2015 International Youth Library White Raven list of books that deserve worldwide attention because of their universal themes and exceptional artistic and literary style.



Jared's recent releases include Uncle Xbox (Magabala Books, 2023), Songs that Sound Like Blood (Magabala Books, 2016) as well as the Game Day series which was written with NBA player and Olympian Patty Mills. Jared has worked as an academic, arts administrator and museum curator. To inspire teachers, particularly those teaching Aboriginal students, Jared will share his journey from struggling with literacy at school to completing his PhD with a focus on Aboriginal literacy development, becoming a renowned author and an Ambassador for the Indigenous Literacy Foundation.

As curator of Aboriginal and Torres Strait Islander Art and Material Culture at the SA Museum, I had the responsibility of telling difficult stories of Aboriginal and Torres Strait Islander history and experience. Whereas objects have been used historically to study Aboriginal people, I had responsibility to use objects to create events that underpin maintenance and re-invigoration of Aboriginal and Torres Strait Islander life through exhibition, performance and ritual, within and external to the museum.

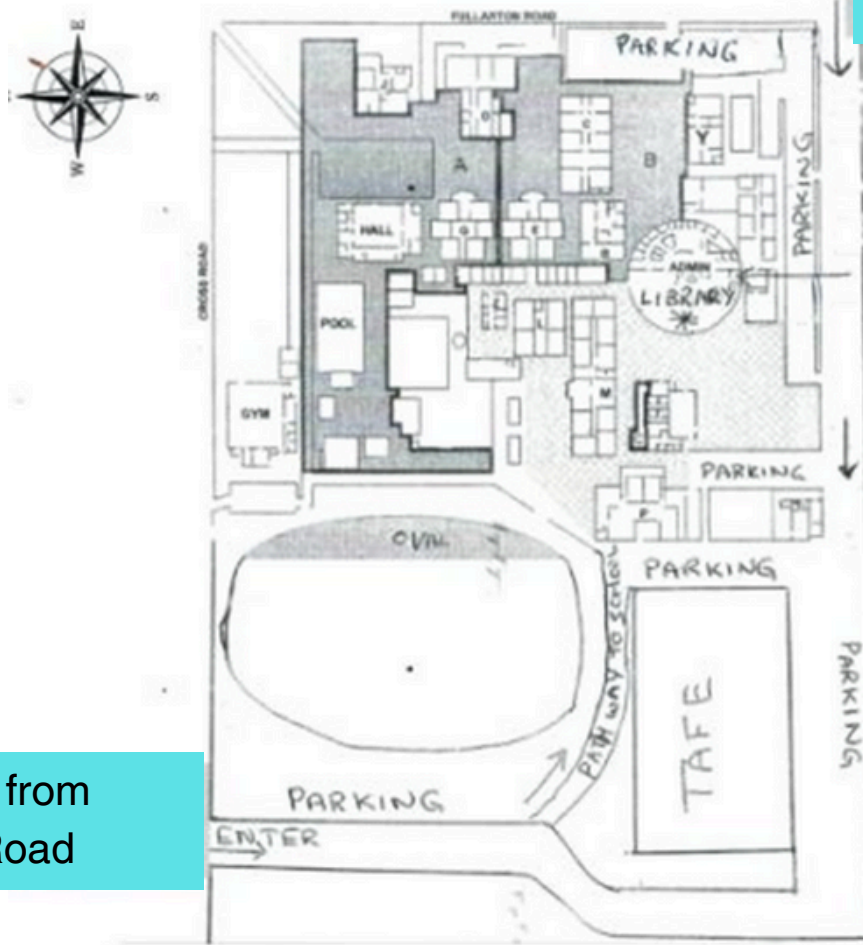
Through my Churchill Fellowship I learned from best International examples of institutions, curators and communities doing this work, and strategies that could transform South Australia's future representation of Aboriginal and Torres Strait Islander art and culture.



Conference Map

HASS SA 2025 CONFERENCE

Entrance from
Fullarton Road



Entrance from
Cross Road

Conference registration will be in the
corridor on the way to the Library

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
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Workshops

HASS SA 2025 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.

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 2025 Annual Conference. We ask that attendees each please bring:

- a reusable cup
- a conference bag
- 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

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<p>A1: Getting to Know SA Change- Makers</p> <p>Katie Silva <i>School Librarian Association SA (SLASA)</i></p>	<p>Change-makers are people that have made a difference to our world and some might be closer than you think. We can meet them through stories and documents and understand how we all have potential to contribute to our local, state, national and global communities.</p>	<p>R-7</p> 
<p>A2: Curating a Year Level Museum Exhibition</p> <p>David Albano and Edward McInnes <i>History Teachers Association SA (HTASA)</i></p>	<p>Each year Scotch College finishes the Year 7 year with a Museum Exhibition. It is a fun way to finish the year and allow other students, leadership, parents and other staff to celebrate great work.</p>	<p>4-7</p> 
<p>A3: Step Outside of the Classroom on a learning Journey</p> <p>David Larritt <i>Australian Association for Environmental Education (AAEE) & HASS SA</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.</p>	 






<p>A4: Developing Student Agency and Self-Worth</p> <p>Evan Polymeneas & Caroline Dean <i>Curriculum Development Department for Education</i></p>	<p>Supporting all young people developing with a sense of agency and self-worth, and the capacity to learn and thrive throughout their lives. Explore approaches to contextualising the SA Curriculum for learners, emphasising teacher agency and making connections to Years 5-6 Economics and Aboriginal Contexts in primary classrooms.</p> <p>Teachers in public education can access SA Curriculum Page https://www.sacurriculum.sa.edu.au.</p>	<p>R-10</p>  
<p>A5: Activating Student Agency: Using Mini-Lessons as Assessment in the 7-10 Humanities Classroom.</p> <p>Alec Santucci <i>History Teachers Association SA (HTASA)</i></p>	<p>Learn about a new 'mini-lesson' assessment task included in a Year 10 Cold War unit designed in 2024. A 'mini-lesson' is a 10-15 minute student run lesson which is presented on a selected or pre-determined topic or concept.</p> <p>We will discuss: how student-led approaches can generate greater student agency and engagement; examples of curriculum links to the v.9 content descriptors, achievement standards and general capabilities; the strengths and limitations of adopting this methodology.</p>	<p>7-10</p>  
<p>A6: Strategies for literacy development, particularly storytelling, for Aboriginal and other students</p> <p>Jared Thomas <i>Nukunu person, writer and ambassador for the Indigenous Literacy Foundation</i></p>	<p>Raised and educated in Port Augusta, Jared's first play was produced in Kenya and Uganda when he was 23 years old. The play was based on his grandfather's experiences as an Aboriginal man in the 1920s. He was inspired to write after seeing the play 'Funerals and Circuses' in Adelaide, on a school excursion, written by Arrente playwright, Roger Bennett.</p> <p>Based on research undertaken for his PhD, and work in many regional, remote, and metropolitan Aboriginal contexts, particularly in his role as Indigenous Literacy Ambassador, Jared will discuss strategies for literacy development. He will focus on the importance of storytelling that enables Aboriginal home and cultural life to be brought into the classroom, and how this not only accelerates literacy development for Aboriginal students, but all students that have this opportunity.</p>	 



<p>A6: Game On: Teaching Elections and Levels of Government Through Play</p> <p>Paula Hensing & Natalie Badcock <i>Electoral Commission Parliamentary Education office and Legal Education Teachers Assoc. SA (LETASA)</i></p>	<p>Get interactive for a friendly game session. Natalie and Paula will demonstrate how civics can be engaging and fun. Get ready for board and card games!</p>	<p>5-12</p> 
<p>A7: Easy Geospatial Tools in Change Marking in the Classroom</p> <p>Danielle Cross and Domna Taverna <i>Geography Teachers Assoc. SA (GTASA)</i></p>	<p>Discover accessible, free geo-spatial tools to transform your classroom! Tailored for middle school geography teachers and adaptable for older years, this workshop empowers both geography-trained and out-of-field educators. Learn to integrate user-friendly, topic-specific tools to enhance spatial learning and enrich your students' understanding of the world around them. A pack of web links will be provided on the day.</p>	<p>6-12</p> 
<p>A8: Explicitly History</p> <p>Giles Bartram <i>HTASA</i></p>	<p>Explicit Teaching, what is it and how to do it in History? How to plan, teach and assess those critical skills in the history classroom. This will cover approaches like formative assessment and understanding by design which are relevant to all subject areas, not just history. Task design and course design concepts will be considered.</p>	<p>7-12</p> 

<p>B1: Build Confidence to enter the National History Challenge</p> <p>Wendy Martin <i>HTASA & HASS SA</i></p>	<p>The National History Challenge is an opportunity for students in pre-primary, primary and secondary schools to research history topics. The 2025 competition theme is Conflict and Resolution. The NHC website contains details about the 2025 challenge. This workshop will explore these, and share some past prize winning entries, so that teachers, particularly primary and middle school ones, will feel confident to support their students to engage in this wonderful learning opportunity. www.historychallenge.org.au</p>	<p>1-12</p> 
<p>B2: Learning Outside the Classroom: Making the Most Out of a Visit to the Zoo</p> <p>Ellie Carless <i>General Manager of Wild Learning at Zoos SA</i></p>	<p>Transform your school's zoo excursion into a rich educational experience with this guide to the programs offered at Monarto Safari Park and Adelaide Zoo. Learn how to align your visit with curriculum objectives, engage students in pre-visit inquiry, and leverage post-visit projects to deepen understanding. This session provides tips for creating interdisciplinary links and maximising the educational impact, along with downloadable resources to enrich your next zoo visit.</p>	<p>R-7</p> 
<p>B3: Have Fun using and Creating a range of maps</p> <p>Deb Lasscock <i>HASS SA</i></p>	<p>Are you someone who says 'I'm no good at directions?' Mapping skills to utilise in HASS that go beyond just using an atlas or copying internet maps. Consider questions to ask students when using and creating a range of maps, including inflatable globes. A set will be provided for you to keep.</p>	<p>4-7</p> 






<p>B4: Where civics, citizenship and art collide</p> <p>Kylie Neagle and Natalie Badcock <i>Art Gallery of South Australia (AGSA) and Parliament House</i></p>	<p>With the State Government’s recent investment in Civics and Citizenship education, AGSA and the Parliament’s Education Office have teamed up to deliver workshops focused on this area of the Australian Curriculum.</p> <p>Using the exhibition Radical Textiles and works of art within the theme of ‘resistance’ in AGSA's permanent collection, we will demonstrate how you can use works of art to address Civics and Citizenship in your classrooms, encouraging students to be actively engaged citizens and become change-makers in their communities.</p>	<p>4-12</p> 
<p>B5: My Tree Project...Where to from Here</p> <p>Steve Fuller <i>AAEE</i></p>	<p>What would happen in an age of rapid change to our world and society if every young person worked with their community to research, plan, propagate, and plant relevant endemic species in their area? And if those young people used artistic expression to share what this experience means to them... what then? Find out what did happen. Be inspired by these passionate people!</p>	<p>5-9</p> 
<p>B5: Introducing Community of Inquiry to Civics & Citizenship, Part 1: Creating Inquiry Questions”</p> <p>Lorelei Siegloff & Liam Goodfellow <i>SA Philosophy in Education Assoc. (SAPEA)</i></p>	<p>‘Creating Inquiry Questions relevant to Civics and Citizenship, using the ‘Community of Inquiry’ method of Philosophy in Schools.’</p> <p>Participants do not have to undertake Part 2 in session 3 do this workshop.</p>	<p>8-10</p> 



<p>B6: Build capacity and confidence to teach Aboriginal and Torres Strait Islander perspectives</p> <p>Desley Edwards HASS SA</p>	<p>Join Desley, a proud Torres Strait Islander woman and seasoned teacher brings a wealth of knowledge and experience in Aboriginal and Torres Strait Islander education in South Australia. Desley brings her expertise in fostering excellence in SACE Aboriginal Studies and guiding Aboriginal and Torres Strait Islander students to thrive.</p> <p>Build your capacity in teaching Aboriginal and Torres Strait Islander cross-curriculum priorities in History and Geography 7-12. Through practical insights, classroom activities and invaluable resources, be come inspired and equipped to make these perspectives a vibrant and integral part of your teaching practice.</p>	<p>7-12</p> 
<p>B7: Students and Citizen Historians</p> <p>Kate Johnson <i>Virtual War Memorial Australia</i></p>	<p>The online accessibility of service-person records from WW1/WW2 provides an opportunity for students to explore the profound impact of war. Engaging with primary and secondary sources, students experience authentic research. Their work is moderated and published on the VWMA. The VWMA Schools Program Manager offers guidance regarding how this type of research can accommodate the diverse learning needs of students.</p> <p>www.vwma.org.au schools.program@vwma.org.au</p>	<p>9-10</p> 
<p>B8: Quote; “If you tell a lie big enough and keep repeating it, people will eventually come to believe it” To “Make America Great Again” why humanity is doomed to keep falling for propaganda</p> <p>David Albano HTASA</p>	<p>Explore the evolution of propaganda from Goebbels’ infamous tactics to modern political slogans. The workshop delves into why propaganda remains effective, its psychological underpinnings, and its enduring impact on societies. Through historical and contemporary examples, participants will gain insights into recognising manipulation and fostering critical thinking to resist deceptive narratives.</p>	<p>10-12</p> 






<p>C1: Have fun using and creating a range of maps</p> <p>Deb Lasscock HASS SA</p>	<p>Encouraging children to ask questions using inflatable globes. A set will be provided for you to keep.</p>	<p>R-3</p> 
<p>C2: Urrbrae House Historic Precinct University of Adelaide</p> <p>Lynette Zeitz</p>	<p>Step back into the recreated world of colonial South Australia in 1892. Attendees drive up to the property for this session at Urrbrae House, Walter Young Avenue, https://maps.app.goo.gl/PbPcLnHE9cbiWoEm8</p> <ul style="list-style-type: none"> • What were school lessons like for Victorian children? • What was it like to be a servant in SA in 1892? • What new technologies were changing people's lives at the time? <p>https://www.adelaide.edu.au/waite-historic/urrbrae-house-precinct/education</p>	<p>R-7</p> 
<p>C3: Integrating Design with the Economics and Business Curriculum.</p> <p>Raelene White and Anthea Perkas <i>Parafield Gardens PS and Spaghetti Lab</i></p>	<p>Explore how Spaghetti Lab as expert partners in both business and education can be incorporated to engage students with design by seamlessly integrating into the E&B curriculum for years 5 and 6, while also aligning with the dispositions and capabilities outlined in the SA curriculum for HaSS. The focus is on using design principles to deepen students' understanding of key concepts such as economic decision-making, resource management, entrepreneurship and the role of design in business. The workshop includes interactive exercises, group discussions, hands-on projects, and opportunities for participants to design their own classroom-based lessons that connect economic theories with practical design tasks. This approach not only makes abstract business concepts more accessible for learners but also encourages critical thinking and problem-solving skills that are essential in both economics and entrepreneurial enterprises.</p>	<p>5-6</p> 



<p>C4: Kurna Food and Fibre Program.</p> <p>Deidre Knight 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.</p> <p>https://www.aaeesa.org.au/kurna-food-and-fibre/</p>	<p>4-12</p> 
<p>C5: "More fun than I thought": Using games to teach HASS in the classroom.</p> <p>Michelle Fullham and Sophia Booi History Trust and UniSA</p>	<p>Join the History Trust and Uni SA. PhD candidate Sophia Booi will explore two new games teaching Australian history. Delve into the pedagogy that underpins game design, and how it is applicable to learning in the classroom. Through hands-on experience you will play the games and explore how to get started using these resources with your class.</p> <p>learn@history.sa.gov.au</p>	<p>5-10</p> 
<p>C6: Introducing Community of Inquiry to Civics & Citizenship, Part 2: Doing Inquiry Dialogue</p> <p>Lorelei Siegloff & Liam Goodfellow SA Philosophy in Education Assoc. (SAPEA)</p>	<p>Doing Inquiry Dialogue as relevant to Civics and Citizenship, using the 'Community of Inquiry' method of Philosophy in Schools.</p> <p>Participants do not have to have undertaken Part 1 in the previous session to do this workshop.</p>	<p>7-9</p> 



<p>C7: Teaching to engage: Creative teaching pedagogy in HASS</p> <p>Malcolm McInerney and Susan Jones <i>UniSA</i></p>	<p>A team of HASS educators at Uni SA have been developing an approach and associated resource to provide guidance and practical ideas for teachers wanting to develop more engaging and creative ways to deliver the HASS curriculum. Participants will have the opportunity to participate in some of the creative teaching activities and will receive a Creative Teaching in HASS resource.</p>	<p>4-12</p> 
<p>C8: Educating upstanders: how to talk about hatred and prejudice in today's history classroom</p> <p>Tamas Lorincz and Andrew Steiner OAM <i>Adelaide Holocaust Museum and Steiner Education Centre</i></p>	<p>Educating young people about the importance of "doing the right thing" starts before we talk about the Holocaust. This is the conviction behind the Adelaide Holocaust Museum's extension. This session explores how museum's education programs help students recognise the signs of prejudice, discrimination, and hate and find ways of addressing these signs by embracing Andrew Steiner's inspiring message of love, compassion and creativity to make the world a better place.</p>	<p>7-12</p> 
<p>C9: HELP! I have to teach Economics and Business, and I don't know how any of it works!</p> <p>Elisa Reece <i>Playford International College</i></p>	<p>Have you been given a Humanities class and thought 'Great! I love history!' - only to realise you need to teach Economics? Maybe you haven't trained for it; maybe you don't even like it (or understand how it works). So how are you supposed to engage students? This session is a crash course in Economic principles, with activities suited to complex classrooms, and an underlying underlying reminder that Economics is really about justice.</p>	<p>7-10</p> 



Conference Connections

HASS SA 2025 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 awarded following the event.

Presenter Partners



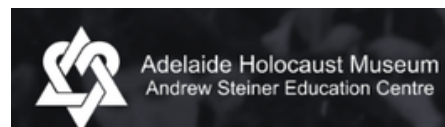
History Teachers' Association of SA

University of South Australia

Community Education



HASS SA



THE UNIVERSITY of ADELAIDE