

**Target audience:** AISWA and CEWA (Secondary 7-10) and (Primary 3-6) teachers of Humanities and Social Sciences.

AISWA HASS Conference Humanities And the Science of being Social											
Opening 8.45-9.00 9.00 – 9.10 9.10 - 9.40	<b>Welcome to Country</b> (Future Footprints students) <b>Opening Address</b> – Ms Valerie Gould, AISWA Executive Director <i>HaSScentric: the centrality of Humanities and Social Sciences in the WA Curriculum</i> – Ms Mandy Hudson SCSA Manager of Curriculum and Assessment										
Keynote 9.40 – 10.30	<b>Staying Human whilst being Social</b> – Mr Matt Esterman How often do you check your social media accounts? It may surprise you to know that millennials check their phones over 157 times per day. Many questions arise from this and, as educators, we need to ask what the potential and pitfalls of the almost total access to mobile technology means for who our students are, how we teach them and what we teach. Teaching in the humanities is fertile ground for using mobile technology and social media to explore new and exciting opportunities to learn together. But how can we possible keep up with the pace of change when there seems to be an app for everything? How might this affect our professional learning experience for better or worse? Are face-to-face conferences a thing of the past thanks to social media and other technologies, or an opportunity to deepen our experience like never before? Are we losing something human by giving so much of our social lives to technology? Matt will provide some food for thought, gather some collective intelligence from the room and challenge us all to think more deeply about how, when and where we choose to use social media in our professional lives. This keynote and follow up workshop on learning spaces may raise more questions than answers but it will certainly be a catalyst for conversation.										
10.30 – 11.00	Morning Tea – Poster sessions (Static school displays) / Subject Associations / Publishers										
Session Focus	SECONDARY				P-10			PRIMARY			
	Civics & Citizenship 7-10	Economics & Business 7-10	Geography 7-10	History 7-10	General/Pedagogy Integrated HASS/ ICT / Thinking Skills/ PBL / Global Ed			Year 3-6 Focus Content/ Skills/Concepts / Integrated HASS /ICT/Global Ed			
Session 1 11.05 – 11.55 50 mins	1.1 HaSSplication: applying the concepts and skills of Humanities and Social Sciences in Year 7 – 10 <b>Ms Mandy Hudson and Ms Carolyn Fleischer</b> School Curriculum and Standards Authority							11.10 – 12.00 (50) 1.2 HaSSplication: applying the concepts and skills of HaSS in Year 3-6 <b>Ms Melinda Clifford and Ms Nicole Edwards</b> School Curriculum and Standards Authority			
Session 2 12.05 – 12.55 50 mins	2.1 <i>FBLEP Year 7-10 Civics and Citizenship Programmes and Resources</i>  <b>Mr Dean Curtis</b> Law Society of Western Australia	2.2 <i>Promoting Innovation and Engagement in Year 7-9 Economics and Business.</i>  <b>Mrs Jessica Vuckovic</b> Perth College	2.3 <i>HaSSment – applying the concepts and skills of HaSS in assessment tasks (Geography focus)</i>  <b>Ms Mandy Hudson and Ms Carolyn Fleischer</b> School Curriculum and Standards Authority	2.4 <i>Come Dine With Me: Using a Dinner Party Scenario to Encourage Critical Thinking in Lower Secondary School History Students.</i>  <b>Dr Loretta Dolan</b> University of Western Australia	2.5 Creating Great Learning Spaces  <b>Mr Matt Esterman</b> Six Ideas (Australia)	2.6 Learning about people, place and protocols through a Noongar ‘language bubble’.  <b>Ms Kate Reitzenstein</b> AISWA Languages Consultant	2.7 <i>Future Proofing the Perth Heritage Precinct</i>  <b>Ms Joy Lefroy,</b> Heritage Perth Learning Consultant <b>Ms Robin McKean,</b> Education and Digital Technologies Consultant	12.10 – 12.50 (40) 2.8 <i>Economics and Business in Year 5-6 - stay calm it's not rocket science</i>  <b>Mr Chris Stone</b> EandB Education	12.10 – 12.50 (40) 2.9 <i>Global Citizenship School Champions and Curriculum Value Adding</i>  <b>Mr Rees Barrett</b> United Nations Association of Australia (WA)	12.10 – 12.50 (40) 2.10 <i>HaSSment – applying the concepts and skills of HaSS in assessment tasks Year 3-4 focus</i>  <b>Ms Melinda Clifford and Ms Nicole Edwards</b> School Curriculum and Standards Authority	
1.00 – 2.00	Lunch – Poster sessions (Static school displays) / Subject Associations / Publishers										
Session 3 2.05 – 2.45 40 mins	3.1 <i>HaSSment – applying the concepts and skills of HaSS in assessment tasks (Civics &amp; Citizenship focus)</i>  <b>Ms Mandy Hudson and Ms Carolyn Fleischer</b> School Curriculum and Standards Authority	3.2 <i>Economics and Business in Year 7-10 - putting the pieces together</i>  <b>Mr Chris Stone</b> EandB Education	3.3 <i>Using Project Based Learning (PBL) to teach Critical and Creative Thinking. (Geography focus)</i>  <b>Ms Candice Betts</b> Mazenod College Lesmurdie	3.4 <i>Connecting with History, thinking like its 1876</i>  <b>Ms Catherine (Kate) Akerman</b> State Library of Western Australia	3.5 <i>Virtual Reality (VR) and Augmented Reality (AR) in the HASS classroom using Google Expeditions</i>  <b>Mr Adam Brooks</b> Kolbe Catholic College	3.6 <i>Snippets from the Classroom - Problem Based Learning</i>  <b>Ms Madeline Lynam</b> Thornlie Christian College	3.7 <i>Differentiating for High Performing High Ability students in mixed ability HASS classrooms</i>  <b>Mrs Brooke Tonev</b> Perth College	2.10 – 2.50 (40) 3.8 <i>Differentiating the Economics and Business curriculum in Years 5 &amp; 6</i>  <b>Dr Gemma Scarparolo</b> University of Western Australia	2.10 – 2.50 (40) 3.9 Learning about people, place and protocols through a Noongar ‘language bubble’.  <b>Ms Kate Reitzenstein</b> AISWA Languages Consultant	2.10 – 2.50 (40) 3.10 <i>HaSSment – applying the concepts and skills of HaSS in assessment tasks Year 5-6 focus</i>  <b>Ms Melinda Clifford and Ms Nicole Edwards</b> School Curriculum and Standards Authority	2.10 – 2.50 (40) 3.11 <i>The Battle of Pinjarra or The Pinjarra Massacre - What's the Big Deal?</i>  <b>Ms Brette Lockyer</b> All Saints College
Session 4 2.50 – 3.30 40 mins	4.1 <i>Global Citizenship School Champions and Curriculum Value Adding</i>  <b>Mr Rees Barrett</b> United Nations Association of Australia (WA)		4.2 <i>Using Google MyMaps to transform students' geographical context</i>  <b>Mr Adam Brooks</b> Kolbe Catholic College	4.3 <i>Social Media and Online Resources for the History class</i>  <b>Ms Vanessa Kirkham</b> All Saints College	4.4 <i>The School Library – not just full of books.</i>  <b>Ms Lisa Crofts</b> Scotch College	4.5 <i>BreakoutEDU - It's time for something different</i>  <b>Ms Linley Waters and Ms Leanne Fanetti</b> St Denis School	4.6 <i>Holistic programmes for gifted students</i>  <b>Miss Bek Duyckers</b> Perth College	2.55 – 3.25 (30) 4.7 <i>Connecting with History, thinking like its 1876</i>  <b>Ms Catherine (Kate) Akerman</b> State Library of Western Australia	2.55 – 3.25 (30) 4.8 <i>Future Proofing the Perth Heritage Precinct</i>  <b>Ms Joy Lefroy,</b> Heritage Perth Learning Consultant <b>Ms Robin McKean,</b> Education and Digital Technologies Consultant	2.55 – 3.25 (30) 4.9 <i>FBLEP Year 3-6 Civics and Citizenship Programmes and Resources</i>  <b>Mr Dean Curtis</b> Law Society of Western Australia	
3.35 – 4.00pm	Plenary – Leading Humanities and Social Sciences in the 21st Century - Panel discussion - Mike Turner (Chairperson) – Panellists TBC Feedback survey – Prize draws										
4.15 – 5.15pm	Heritage walking tour of Mt Lawley (ending at The Queens) – optional at additional cost – Details TBC										
Post-Conference Sundowner – Queens Tavern Highgate											

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AISWA HASS Conference – Session details				
SECONDARY (Year 7-10)				
Session 1.1	<i>HaSSplication: applying the concepts and skills of Humanities and Social Sciences in Year 7 – 10</i>	<p>The two strands of knowledge and understanding, and the Humanities and Social Sciences skills, need to be integrated in the development of a teaching and learning program. The knowledge and understanding within the four subjects provides the content focus through which particular Humanities and Social Sciences skills are developed, while the concepts are the high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective and allow students to apply what they have learned.</p> <p>The workshop will unpack the Humanities and Social Sciences Ways of Teaching, through connecting and embedding the skills and key concepts into teaching and learning activities.</p>	<p><b>Ms Mandy Hudson and Ms Carolyn Fleischer</b> School Curriculum and Standards Authority</p>	<p>Mandy Hudson is the Manager of Curriculum and Assessment at the School Curriculum and Standards Authority, responsible for the implementation of the Western Australian Curriculum for Pre-primary to Year 10 and for Year 11 and 12 Humanities and Social Sciences courses. Mandy's career commenced as a secondary teacher of Economics (Years 11 and 12) and Social Sciences (Years 8 to 10). After 27 years in the classroom, including Head of Department, she moved into a curriculum, assessment and moderation role with the Authority. Most recently, Mandy has managed the adoption and adaptation of the Australian Curriculum to develop the Western Australian Curriculum and the Judging Standards Materials.</p> <p>Carolyn Fleischer is the Principal Consultant for Humanities and Social Sciences 7-10 and Senior Secondary Geography and Career and Enterprise at the School Curriculum and Standards Authority. For the past three years Carolyn has been a key participant in developing the Western Australian Humanities and Social Sciences Curriculum, working with key stakeholders. Previously Carolyn was the Educational Measurement Officer in charge of the Western Australia Monitoring Standards in Education for Society and Environment Years 5, 7 and 9 and is currently on the Advisory Committee for the National Assessment Program for Civics and Citizenship. Carolyn has taught Humanities and Social Sciences across Year 8 to 12 in both regional and metropolitan Perth schools for over 20 years.</p>
PRIMARY (Year 3-6)				
Session 1.2	<i>HaSSplication – applying the concepts and skills of Humanities and Social Sciences in Years 3 to 6</i>	<p>The two strands of knowledge and understanding, and the Humanities and Social Sciences skills, need to be integrated in the development of a teaching and learning program. The knowledge and understanding within the four subjects provides the content focus through which particular Humanities and Social Sciences skills are developed, while the concepts are the high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective and allow students to apply what they have learned.</p> <p>The workshop will unpack the Humanities and Social Sciences Ways of Teaching, through connecting and embedding the skills and key concepts into teaching and learning activities.</p>	<p><b>Ms Melinda Clifford and Ms Nicole Edwards</b> School Curriculum and Standards Authority</p>	<p>Melinda Clifford is a Principal Consultant for Primary Curriculum and Assessment at the School Curriculum and Standards Authority. She works in the Humanities and Social Sciences and Mathematics learning areas from Pre-primary to Year 6. She has 23 years teaching experience across the public and private sector, from Pre-primary to Year 12. Melinda is currently developing teacher support materials for the Western Australian Curriculum, and developing additional rulers for the Brightpath resource in Mathematics and Humanities and Social Sciences. Melinda has previously been involved in consultation processes with ACARA for Economics and Business and developing standards in literacy.</p> <p>Nicole Edwards is a Principal Consultant for Primary Curriculum and Assessment at the School Curriculum and Standards Authority. Nicole works in the English learning area having worked collaboratively with stakeholders to develop the Judging Standards materials for English from Pre-primary to Year 6. A primary trained teacher, Nicole has taught across all year levels in both the private and public sector. Nicole is currently preparing the annotated work samples for Pre-primary to Year 6 English for publication and developing the Humanities and Social Sciences ruler for Brightpath. Nicole has previously been involved in developing literacy standards with ACARA.</p>
SECONDARY (Year 7-10)				
Session 2.1	<i>FBLEP Year 7-10 Civics and Citizenship Programmes and Resources</i>	<p>An overview of the FBLEP activities and the updated online student and teacher pre and post-visit resources mapped to the HaSS Civics and Citizenship WA Curriculum for Years 7-10. The updated resources better address Civics and Citizenship items that teachers were finding challenging to address.</p>	<p><b>Mr Dean Curtis</b> Law Society of Western Australia</p>	<p>The Francis Burt Law Education Programme (the Programme) seeks to advance the Western Australian community's understanding of the law, legal principles and the court system. The Programme operates on the principle that all people must understand the law and the legal system, which affects their daily lives. Housed in the Old Court House, the oldest building in the City of Perth, the Programme provides a unique learning environment for education programmes mapped to the WA Curricula for Year 3-6 and Year 7-10 school groups.</p> <p>Dean Curtis is the Law Society of Western Australia's Manager of Education and Community Services - Programmes.</p>

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Session 2.2	<b><i>Promoting Innovation and Engagement in Year 7-9 Economics and Business.</i></b>	This session will provide attendees with examples of how Perth College has developed their Economics and Business units for Years 7-9. It will explore the role of innovation and examples of activities and tasks that assist with building key skills in this area. The presenter will also share examples of tasks and case studies currently used to increase engagement and student confidence in Economics and Business.	<b><i>Mrs Jessica Vuckovic</i></b> Perth College	Jessica is the Head of Humanities and Social Sciences at Perth College. She has a keen interest in developing student engagement in the Humanities and Social Sciences fields of study
Session 2.3	<b><i>HaSSment – applying the concepts and skills of Humanities and Social Sciences in assessment tasks (Geography focus)</i></b>	<p>The two strands of knowledge and understanding, and the Humanities and Social Sciences skills, need to be integrated in the development of a teaching, learning and assessment programs. The knowledge and understanding within the four subjects provides the content focus through which particular Humanities and Social Sciences skills are developed, while the concepts are the high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective and allow students to apply what they have learned in discriminating assessment tasks.</p> <p>The workshop will unpack the Humanities and Social Sciences Ways of Assessing, through connecting and embedding the skills and key concepts into assessment activities. The focus will centre around practical activities to explore the link between teaching, learning and assessment.</p>	<b><i>Ms Mandy Hudson and Ms Carolyn Fleischer</i></b> School Curriculum and Standards Authority	<p>Mandy Hudson is the Manager of Curriculum and Assessment at the School Curriculum and Standards Authority, responsible for the implementation of the Western Australian Curriculum for Pre-primary to Year 10 and for Year 11 and 12 Humanities and Social Sciences courses. Mandy's career commenced as a secondary teacher of Economics (Years 11 and 12) and Social Sciences (Years 8 to 10). After 27 years in the classroom, including Head of Department, she moved into a curriculum, assessment and moderation role with the Authority. Most recently, Mandy has managed the adoption and adaptation of the Australian Curriculum to develop the Western Australian Curriculum and the Judging Standards Materials.</p> <p>Carolyn Fleischer is the Principal Consultant for Humanities and Social Sciences 7-10 and Senior Secondary Geography and Career and Enterprise at the School Curriculum and Standards Authority. For the past three years Carolyn has been a key participant in developing the Western Australian Humanities and Social Sciences Curriculum, working with key stakeholders. Previously Carolyn was the Educational Measurement Officer in charge of the Western Australia Monitoring Standards in Education for Society and Environment Years 5, 7 and 9 and is currently on the Advisory Committee for the National Assessment Program for Civics and Citizenship. Carolyn has taught Humanities and Social Sciences across Year 8 to 12 in both regional and metropolitan Perth schools for over 20 years.</p>
Session 2.4	<b><i>Come Dine With Me: Using a Dinner Party Scenario to Encourage Critical Thinking in Lower Secondary School History Students.</i></b>	<p>The Early twentieth-century educationalist reformer John Dewey said that the most important thing a school should do for a student was to 'develop their ability to think' (Dewey, 1913, p. 179). Teachers in WA are encouraged to incorporate the General Capability of Critical and Creative Thinking into their lessons in both lower and upper school and according to Leat &amp; McAleavy (1998) Humanities subjects are nothing without critical thinking. If you encourage your students to become critical thinkers they will:</p> <ul style="list-style-type: none"> <li>– Become more reflective</li> <li>– Engage with complex knowledge and concepts</li> <li>– Develop their powers of reasoning</li> </ul> <p>These qualities are essential to do well in Years 11 &amp; 12 History. Explicit strategies to encourage critical thinking arguably result in higher scores but these strategies must be introduced in the lower years of secondary school for them to be effective in upper school. Using a dinner party scenario is a very social way to encourage students to physically locate themselves 'within' the argument of the content they have been learning. As part of an Inquiry based Learning approach advocated in the WA Outline, it allows students to evaluate their research from a number of perspectives and understand the actions of individuals in the past.</p>	<b><i>Dr Loretta Dolan</i></b> University of Western Australia	Loretta Dolan is the Humanities and Social Sciences Coordinator (secondary) in the Graduate School of Education at UWA. She has taught HASS and upper school History at high schools in Perth as well as History to undergraduates at UWA. Her research interests include Early Modern childhood, History of Education as well as other historical and educational contexts. Her book on childhood in sixteenth-century northern England has recently been published by Routledge Publishing.



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GENERAL Sessions P-10				
Session 2.5	<b>Creating Great Spaces for Learning</b>	This workshop will challenge participants to critically reflect on where they teach and how that effects student learning. We will reconceptualise what “learning spaces” are, the language we use to describe them and how we might adapt the space to provide more options for our pedagogical toolkit. Participants will be invited to share their stories of innovation and adaptation in the use of space, including ideas that blossomed and those that failed. By the end of the workshop, participants will be equipped with several questions and challenges to put to their teams and their schools in order to improve the use of space for better learning.	<b>Mr Matt Esterman</b> Six Ideas (Australia)	<p>Matt has been involved in education for over 15 years including as a teacher for the last decade focusing on History, English and technology integration. He holds his teaching degree and a Master of Arts degree from Macquarie University and a Master of Learning Science &amp; Technology from the University of Sydney. He has experience teaching all sector of Australian education and has engaged with educators, networks and experts on every continent.</p> <p>Matt has a keen interest in the future of teacher professional learning and growth, the future of schools and the ways we can redesign both for great learning and a deeper sense of belonging in our students. He has contributed articles and chapters to various publications, he has run dozens of workshops, seminars and committees on a range of topics in Australia, Singapore, the UK and the USA, and is a leading member of the TeachMeet community in Australia. Matt’s strengths are in his ability to connect and engage with many stakeholders in a range of contexts. He loves to experiment with new ways to connect people, learning, technology and, of course, history.</p> <p>Matt has won teaching and leadership awards from NGS Super, the Australian Council for Educational Leaders, the Australian Institute for Teaching and School Leadership, the Australian College of Educators, the Professional Teachers' Council of NSW and the ICT Educators of NSW. After successful stints on the design teams for school design projects based in Sydney, he has joined a global design, technology and change consultancy.</p>
Session 2.6	<b>Learning about people, place and protocols through a Noongar ‘language bubble’.</b>	<p>Using the immersion method, this workshop will be conducted completely in Noongar. Come with an open mind and open heart. Be prepared to step outside your linguistic comfort zone. You are sure to come away with more questions and wanting to know more. The learning outcomes for the language lesson include:</p> <ul style="list-style-type: none"> <li>- <i>listen and respond to teacher instructions and common classroom language in Noongar</i></li> <li>- <i>ask and state where you live and where you are going in Noongar</i></li> <li>- <i>learn basic vocabulary such as common verbs, geographical features and basic present tense construction</i></li> <li>- <i>identify local Noongar boundaries/territories</i></li> <li>- <i>using a map, identify local place names and different bodies of water and their significance through Noongar language and culture</i></li> <li>- <i>sing two songs in the Noongar language</i></li> <li>-</li> </ul>	<b>Ms Kate Reitzenstein</b> AISWA Languages Consultant	Kate Reitzenstein has worked as Consultant for Languages of the Association of Independent Schools of WA since 2014. She organises professional development activities and provides advice to schools and teachers on policy, curriculum and resources. Prior to this role, Kate worked as an Indonesian language teacher for fifteen years at three secondary schools, with experience using the Curriculum Framework and the Middle Years Program and Diploma Program of the International Baccalaureate curriculum. She has lived in Indonesia and Germany and has had experience as an International Student Coordinator and at establishing overseas school partnerships and in-country study tours. Kate places importance on effective language teaching methodology and the need to link theory to practice in the Languages classroom.
Session 2.7	<b>Future Proofing the Perth Heritage Precinct</b>	Education through a variety of 21st century learning opportunities is the key to future proofing the heritage value of our unique city precinct. In this session you will explore our historical past through an immersion of virtual and augmented reality and place-based learning interactives. Heritage Perth invites you to explore a variety of heritage focused cross curriculum opportunities. Science, Technology, Engineering (Arts) and Maths are combined within an empathetic historical context to connect the past with the present and prepare our students to jump towards their next learning challenge. Joy Lefroy and Robin McKean have collaborated to create an innovative website for Heritage Perth. Bring your computer, tablet or smart phone to this session.	<p><b>Ms Joy Lefroy,</b> Heritage Perth Learning Consultant</p> <p><b>Ms Robin McKean,</b> Education and Digital Technologies Consultant</p>	<p>Joy Lefroy (formerly National Trust WA) is a heritage education consultant and co-director of Museums Without Walls. She has been contracted to develop learning and discovery programs for Heritage Perth and is an author of local stories for children.</p> <p>Robin McKean (formerly St Hilda's Anglican School for Girls) is an education consultant and sessional tutor in the World of Mobile Learning at UWA. She is a passionate advocate for the invisible and meaningful use of digital technologies across all curriculum areas.</p>

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PRIMARY (Year 3-6)				
Session 2.8	<b><i>Economics and Business in Year 5-6 - stay calm it's not rocket science</i></b>	<p>The title Economics and Business may seem too difficult for Year 5 and Year 6 students. It may even worry some teachers as they organise their teaching and learning program. However, the Western Australian HASS Economics and Business syllabus is age-appropriate and is definitely not 'rocket science'. Some form of economics education has been part of the primary years syllabus since the inception of the Curriculum Framework.</p> <p>This presentation unpacks each content description and links the CDs to the relevant key concepts. It also provides examples from students' everyday experiences that will make the learning more relevant.</p> <p>This demonstration of how to make the syllabus 'work' will make teaching Economics and Business simple yet rewarding.</p>	<b>Mr Chris Stone</b> EandB Education	<p>Chris is the founder of EandB Education. His career commenced as a secondary school teacher of Economics (Year 11 and 12) and Social Studies (Year 8-10). After more than 20 years experience in the classroom he moved into curriculum development for distance education students. Most recently he has held several management positions in the curriculum, assessment and moderation areas at the SCSA.</p> <p>In the last year, Chris has established EandB Education and has published materials for students and teachers of Year 5 and Year 6 Economics and Business.</p>
Session 2.9	<b><i>Global Citizenship School Champions and Curriculum Value Adding</i></b>	<p>The UN regards Global Citizenship Education (GCED) as a top strategic priority underpinning the 2030 Sustainable Development Goals. In our age of digital revolution, global warming, political instability and nationalistic anti-globalisation movements GCED offers our youngsters a positive and empowering worldview. This presentation presents the case for GCED: gaining equivalent status to literacy, numeracy and STEM in primary and secondary education; complementing the WA curriculum through integrated, action-based learning; and providing opportunities for HASS teachers to lead whole-school curriculum value adding. Participants will use a UNESCO model/WA curriculum map to commence a Global Citizenship curriculum audit. The Word version of a Global Citizen Skills 'Passport' (planned digital portfolio) will also be applied to plan a community-based 'Mission' implementing selected Sustainable Development Goals.</p>	<b>Mr Rees Barrett</b> United Nations Association of Australia (WA)	<p>Currently School Programs Coordinator for UNAAWA, Rees has 45 years' experience in education including secondary teaching in the Humanities and Social Sciences area, administration, curriculum, school assessment and review. His curriculum experience includes <i>K to 10 Social Studies</i> syllabus (1980s), <i>National Curriculum</i> (1990s), <i>Curriculum Framework</i> and VET in Schools (2000s). Rees has published textbooks in Australian geography and a primary library series <i>Significant People in Australia's History</i> (2009). Since retiring from full-time work, Rees had led development of UNAA Global Citizenship Schools and related programs</p>
Session 2.10	<b><i>HaSSment – applying the concepts and skills of Humanities and Social Sciences in assessment tasks (Year 3-4 focus)</i></b>	<p>The two strands of knowledge and understanding, and the Humanities and Social Sciences skills, need to be integrated in the development of a teaching, learning and assessment programs. The knowledge and understanding within the four subjects provides the content focus through which particular Humanities and Social Sciences skills are developed, while the concepts are the high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective and allow students to apply what they have learned in discriminating assessment tasks.</p> <p>The workshop will unpack the Humanities and Social Sciences Ways of Assessing, through connecting and embedding the skills and key concepts into assessment activities. The focus will centre around practical activities to explore the link between teaching, learning and assessment</p>	<b>Ms Melinda Clifford and Ms Nicole Edwards</b> School Curriculum and Standards Authority	<p>Melinda Clifford is a Principal Consultant for Primary Curriculum and Assessment at the School Curriculum and Standards Authority. She works in the Humanities and Social Sciences and Mathematics learning areas from Pre-primary to Year 6. She has 23 years teaching experience across the public and private sector, from Pre-primary to Year 12. Melinda is currently developing teacher support materials for the Western Australian Curriculum, and developing additional rulers for the Brightpath resource in Mathematics and Humanities and Social Sciences. Melinda has previously been involved in consultation processes with ACARA for Economics and Business and developing standards in literacy.</p> <p>Nicole Edwards is a Principal Consultant for Primary Curriculum and Assessment at the School Curriculum and Standards Authority. Nicole works in the English learning area having worked collaboratively with stakeholders to develop the Judging Standards materials for English from Pre-primary to Year 6. A primary trained teacher, Nicole has taught across all year levels in both the private and public sector. Nicole is currently preparing the annotated work samples for Pre-primary to Year 6 English for publication and developing the Humanities and Social Sciences ruler for Brightpath. Nicole has previously been involved in developing literacy standards with ACARA.</p>

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SECONDARY (Year 7-10)				
Session 3.1	<b><i>HaSSment – applying the concepts and skills of Humanities and Social Sciences in assessment tasks (Civics &amp; Citizenship focus)</i></b>	<p>The two strands of knowledge and understanding, and the Humanities and Social Sciences skills, need to be integrated in the development of a teaching, learning and assessment programs. The knowledge and understanding within the four subjects provides the content focus through which particular Humanities and Social Sciences skills are developed, while the concepts are the high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective and allow students to apply what they have learned in discriminating assessment tasks.</p> <p>The workshop will unpack the Humanities and Social Sciences Ways of Assessing, through connecting and embedding the skills and key concepts into assessment activities. The focus will centre around practical activities to explore the link between teaching, learning and assessment.</p>	<b><i>Ms Mandy Hudson and Ms Carolyn Fleischer</i></b> School Curriculum and Standards Authority	<p>Mandy Hudson is the Manager of Curriculum and Assessment at the School Curriculum and Standards Authority, responsible for the implementation of the Western Australian Curriculum for Pre-primary to Year 10 and for Year 11 and 12 Humanities and Social Sciences courses. Mandy's career commenced as a secondary teacher of Economics (Years 11 and 12) and Social Sciences (Years 8 to 10). After 27 years in the classroom, including Head of Department, she moved into a curriculum, assessment and moderation role with the Authority. Most recently, Mandy has managed the adoption and adaptation of the Australian Curriculum to develop the Western Australian Curriculum and the Judging Standards Materials.</p> <p>Carolyn Fleischer is the Principal Consultant for Humanities and Social Sciences 7-10 and Senior Secondary Geography and Career and Enterprise at the School Curriculum and Standards Authority. For the past three years Carolyn has been a key participant in developing the Western Australian Humanities and Social Sciences Curriculum, working with key stakeholders. Previously Carolyn was the Educational Measurement Officer in charge of the Western Australia Monitoring Standards in Education for Society and Environment Years 5, 7 and 9 and is currently on the Advisory Committee for the National Assessment Program for Civics and Citizenship. Carolyn has taught Humanities and Social Sciences across Year 8 to 12 in both regional and metropolitan Perth schools for over 20 years.</p>
Session 3.2	<b><i>Economics and Business in Year 7-10 - putting the pieces together</i></b>	<p>The title Economics and Business is new but much of the syllabus content is familiar. Some form of economics education has been part of the lower secondary syllabus for more than 40 years. The Western Australian HASS Economics and Business syllabus is age-appropriate and is definitely not 'rocket science'.</p> <p>This presentation unpacks the content descriptions and links the CDs to the relevant key concepts. It also provides examples of how to apply the EandB ideas to students' own everyday experiences and to contemporary events/issues with the aim of making the learning more relevant. The links to Year 5-6 EandB and the progression of the subject throughout the secondary years is emphasised.</p> <p>This demonstration of how to make the syllabus 'work' will make teaching Economics and Business simple yet rewarding.</p>	<b><i>Mr Chris Stone</i></b> EandB Education	<p>Chris is the founder of EandB Education. His career commenced as a secondary school teacher of Economics (Year 11 and 12) and Social Studies (Year 8-10). After more than 20 years experience in the classroom he moved into curriculum development for distance education students. Most recently he has held several management positions in the curriculum, assessment and moderation areas at the SCSA.</p> <p>In the last year, Chris has established EandB Education and is currently developing materials for students and teachers of Year 7-10 Economics and Business.</p>
Session 3.3	<b><i>Using Project Based Learning (PBL) to teach Critical and Creative Thinking. (Geography focus)</i></b>	<p>In our quest to develop 21st century learners in addition to teaching content, our focus must move to the development of critical and creative thinking (CCT) skills in our students. Although the CCT general capability is embedded within the curriculum, research suggests that students need to be explicitly taught these thinking skills to be able to use them effectively and apply them to new contexts. Project based learning provides an ideal scenario to teach thinking skills explicitly and allows students an engaging, real world context in which to apply them.</p> <p>The first half of this workshop will outline an example of how these ideas were applied to the Year 7 Water Geography unit. The project required students to identify underlying problems in a water scarcity scenario, become an expert on their chosen topic and develop a solution to the problem using CCT skills. The final task was to present these solutions to the school community in an interactive expo display.</p> <p>In the second half of this workshop, teachers will have the opportunity to learn by doing and participate in a series of critical and creative thinking mini lessons that can be easily applied in the classroom the next day.</p>	<b><i>Ms Candice Betts</i></b> Mazenod College Lesmurdie	<p>Candice is an innovative HASS and English teacher, and Year 7 Curriculum Coordinator. She has been teaching for 10 years and has a passion for Project Based Learning and teaching critical and creative thinking.</p>

**Target audience:** AISWA and CEWA (Secondary 7-10) and (Primary 3-6) teachers of Humanities and Social Sciences.

Session 3.4	<b><i>Connecting with History, thinking like its 1876</i></b>	Just after midnight on the 1st of December 1876, the SS Georgette was shipwrecked off the coast of Calgardup Bay, near present day Margaret River. The news of this tragedy took days to confirm and up to weeks to reach the East. How would this West Australian historical event be communicated today? This workshop compares todays communication of the news with primary source material from the time, using the National Library project, Trove, focusing on language and technology. #Drowning	<b><i>Ms Catherine (Kate) Akerman</i></b> State Library of Western Australia	An Aussie who grew up in Bolivia, completed school in Perth, and qualified as a microbiologist from UWA. Kate has since worked as a biochemist, researcher for the BBC and embarked on a Dip Ed. Kate has taught English and Science and now delivers the State Library of Western Australia's education program.
<b>GENERAL (P-10)</b>				
Session 3.5	<b><i>Virtual Reality (VR) and Augmented Reality (AR) in the HASS classroom using Google Expeditions</i></b>	VR/AR is a game changer in the HASS learning area as it gives students the opportunity to garner experiences from across the world and beyond. Using Google Cardboard, an affordable entry level product, we will travel across the universe using Google Expeditions learning along the way.	<b><i>Mr Adam Brooks</i></b> Kolbe Catholic College	Adam is the Digital Technologies Coordinator at Kolbe Catholic College. He is passionate about future readiness, Project-Based Learning and all things tech. Adam is a Google Certified Innovator and co-host of #TMWAreach.
Session 3.6	<b><i>Snippets from the Classroom - Problem Based Learning</i></b>	Problem Based Learning has been a wonderful vehicle in which to develop critical and creative thinking. <b>Snippets from the Classroom</b> includes different ways that the PBL approach has been used in the area of Water in World in Year 7, Economics and Business in Year 7 and Year 8 and Ancient China in Year. This session looks at practical applications and class examples which have been used over the last two years at Thornlie Christian College	<b><i>Ms Madeline Lynam</i></b> Thornlie Christian College	Madeline is an experienced teacher, having taught in a variety of systems and in different capacities, beginning her education journey as a primary teacher for 14 years in the Catholic System and then for a year in Thailand. Upon her return to WA, Madeline moved into Middle School at John Septimus Roe Anglican Community School, as Head of Year 7 and Middle School Co-ordinator. After 8 years, she returned to primary teaching as a Year 6 classroom teacher, at St Hilda's then at Perth College. Madeline is currently teaching Middle School Year 7 HASS, English and Dance as well as Year 8 HASS and English at Thornlie Christian College.
Session 3.7	<b><i>Differentiating for High Performing High Ability students in mixed ability HASS classrooms</i></b>	Differentiating for high ability students is just as important as providing appropriate tasks for students with learning differences. Often these students are forgotten and thought to be managing well as they grasp the concepts quickly. Differentiating early for these students builds resilience for their later schooling careers. This discussion will include some examples of how this can be achieved in a mixed ability mainstream HASS classrooms in upper Primary or years 7-10 in Secondary.	<b><i>Mrs Brooke Tonev</i></b> Perth College	Brooke is a teacher who completed a double degree in Commerce and Social Science and first had a career in the private and government sectors before completing her Graduate Certificate in Education. She is currently a teacher of Humanities and Social Sciences at Perth College, teaching years 7-12. Brooke has a passion for teaching and extending the learning of gifted students within her classroom.
<b>PRIMARY (Year 3-6)</b>				
Session 3.8	<b><i>Differentiating the Economics and Business curriculum in Years 5 &amp; 6</i></b>	This workshop will provide examples, practical ideas and suggestions for how to differentiate the Economics and Business curriculum in Years 5 and 6. Tomlinson's differentiation model will be used as a framework for planning and effective implementation with a focus on addressing different student abilities, student engagement, technology and collaboration. This workshop will address AITSL standard 1.5: Differentiate teaching to meet the specific needs of students across the full range of abilities.	<b><i>Dr Gemma Scarparolo</i></b> University of Western Australia	Gemma is a lecturer at the University of Western Australia in the Graduate School of Education. She is the unit coordinator of the unit 'Differentiating the Curriculum' in the Early Childhood, Primary and Secondary Master of Teaching. She is passionate about differentiation, educational technology, gifted education, student engagement, evidence based research and the HASS and English learning areas.



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Session 3.9	Learning about people, place and protocols through a Noongar 'language bubble'.	<p>Using the immersion method, this workshop will be conducted completely in Noongar. Come with an open mind and open heart. Be prepared to step outside your linguistic comfort zone. You are sure to come away with more questions and wanting to know more. The learning outcomes for the language lesson include:</p> <ul style="list-style-type: none"> <li>- listen and respond to teacher instructions and common classroom language in Noongar</li> <li>- ask and state where you live and where you are going in Noongar</li> <li>- learn basic vocabulary such as common verbs, geographical features and basic present tense construction</li> <li>- identify local Noongar boundaries/territories</li> <li>- using a map, identify local place names and different bodies of water and their significance through Noongar language and culture</li> <li>- sing two songs in the Noongar language</li> </ul>	<b>Ms Kate Reitzenstein</b> AISWA Languages Consultant	Kate Reitzenstein has worked as Consultant for Languages of the Association of Independent Schools of WA since 2014. She organises professional development activities and provides advice to schools and teachers on policy, curriculum and resources. Prior to this role, Kate worked as an Indonesian language teacher for fifteen years at three secondary schools, with experience using the Curriculum Framework and the Middle Years Program and Diploma Program of the International Baccalaureate curriculum. She has lived in Indonesia and Germany and has had experience as an International Student Coordinator and at establishing overseas school partnerships and in-country study tours. Kate places importance on effective language teaching methodology and the need to link theory to practice in the Languages classroom.
Session 3.10	<b>HaSSment – applying the concepts and skills of Humanities and Social Sciences in assessment tasks (Year 5-6 focus)</b>	<p>The two strands of knowledge and understanding, and the Humanities and Social Sciences skills, need to be integrated in the development of a teaching, learning and assessment programs. The knowledge and understanding within the four subjects provides the content focus through which particular Humanities and Social Sciences skills are developed, while the concepts are the high level ideas involved in teaching students to think from a Humanities and Social Sciences perspective and allow students to apply what they have learned in discriminating assessment tasks.</p> <p>The workshop will unpack the Humanities and Social Sciences Ways of Assessing, through connecting and embedding the skills and key concepts into assessment activities. The focus will centre around practical activities to explore the link between teaching, learning and assessment</p>	<b>Ms Melinda Clifford and Ms Nicole Edwards</b> School Curriculum and Standards Authority	<p>Melinda Clifford is a Principal Consultant for Primary Curriculum and Assessment at the School Curriculum and Standards Authority. She works in the Humanities and Social Sciences and Mathematics learning areas from Pre-primary to Year 6. She has 23 years teaching experience across the public and private sector, from Pre-primary to Year 12. Melinda is currently developing teacher support materials for the Western Australian Curriculum, and developing additional rulers for the Brightpath resource in Mathematics and Humanities and Social Sciences. Melinda has previously been involved in consultation processes with ACARA for Economics and Business and developing standards in literacy.</p> <p>Nicole Edwards is a Principal Consultant for Primary Curriculum and Assessment at the School Curriculum and Standards Authority. Nicole works in the English learning area having worked collaboratively with stakeholders to develop the Judging Standards materials for English from Pre-primary to Year 6. A primary trained teacher, Nicole has taught across all year levels in both the private and public sector. Nicole is currently preparing the annotated work samples for Pre-primary to Year 6 English for publication and developing the Humanities and Social Sciences ruler for Brightpath. Nicole has previously been involved in developing literacy standards with ACARA.</p>
Session 3.11	<b>The Battle of Pinjarra or The Pinjarra Massacre - What's the Big Deal?</b>	<p>The Year 5 History Curriculum presents many rich opportunities to look at our local stories, events and people. The Pinjarra Massacre is a good example, particularly when developing the historical skill of understanding perspective.</p> <p>In this practical workshop, we will complete hands-on activities to help us think about how language reveals perspective and defines significance. With a card game, a bit of drama and some student work samples to look at, this workshop will show ways we can deepen students' critical literacy thinking as well as their historical understanding to take them beyond the 'So what?'</p>	<b>Ms Brette Lockyer</b> All Saints College	<p>Brette Lockyer is an experienced Early Childhood educator who enjoys being surrounded by curious and talkative learners. After nine years teaching in Melbourne, Brette has returned to live in her home state, Western Australia. She currently works in the position of ICT Literacy Teacher at All Saints College, working alongside teachers and students in a coaching role.</p> <p>Brette's professional interests include using digital technology with purpose in the classroom, learning outdoors, design thinking and oral storytelling. In the HASS classroom Brette believes in creating ideas, learning from her own 'fail' moments, using thinking routines and getting students to challenge versions of history.</p>



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SECONDARY (Year 7-10)				
Session 4.1	<b><i>Global Citizenship School Champions and Curriculum Value Adding</i></b>	The UN regards Global Citizenship Education (GCED) as a top strategic priority underpinning the 2030 Sustainable Development Goals. In our age of digital revolution, global warming, political instability and nationalistic anti-globalisation movements GCED offers our youngsters a positive and empowering worldview. This presentation presents the case for GCED: gaining equivalent status to literacy, numeracy and STEM in primary and secondary education; complementing the WA curriculum through integrated, action-based learning; and providing opportunities for HASS teachers to lead whole-school curriculum value adding. Participants will use a UNESCO model/WA curriculum map to commence a Global Citizenship curriculum audit. The Word version of a Global Citizen Skills 'Passport' (planned digital portfolio) will also be applied to plan a community-based 'Mission' implementing selected Sustainable Development Goals.	<b>Mr Rees Barrett</b> School Programs Coordinator for United Nations Association of Australia (WA)	Currently School Programs Coordinator for UNAAWA, Rees has 45 years' experience in education including secondary teaching in the Humanities and Social Sciences area, administration, curriculum, school assessment and review. His curriculum experience includes <i>K to 10 Social Studies</i> syllabus (1980s), <i>National Curriculum</i> (1990s), <i>Curriculum Framework</i> and VET in Schools (2000s). Rees has published textbooks in Australian geography and a primary library series <i>Significant People in Australia's History</i> (2009). Since retiring from full-time work, Rees had led development of UNAA Global Citizenship Schools and related programs
Session 4.2	<b><i>Using Google MyMaps to transform students' geographical context</i></b>	The Google MyMaps application is a powerful tool for students to help students to afford contextual information so they can make connections in the HASS learning area. This session will show you that the MyMaps application is not just another mapping tool, and will show you how students can overlay existing data onto a map, or create data of their own to visualise data in a global context.	<b>Mr Adam Brooks</b> Kolbe Catholic College	Adam is the Digital Technologies Coordinator at Kolbe Catholic College. He is passionate about future readiness, Project-Based Learning and all things tech. Adam is a Google Certified Innovator and co-host of #TMWAreach.
Session 4.3	<b><i>Social Media and Online Resources for the History class</i></b>	Social media, especially Twitter, is a valuable tool that allows teachers from around the world to share resources as well as to collaborate on projects and to share their experiences in teaching History. In this session, Vanessa will share useful ideas and a treasure trove of resources via her social media connections (Professional Learning Network – PLN) that has enhanced her teaching and enriched the experience of learning about history for her students.	<b>Ms Vanessa Kirkham</b> All Saints College	Vanessa Kirkham has been teaching for 4 years at All Saints College in HASS and English. She is currently teaching year 8, 10, 11 and 12 Modern History ATAR. Vanessa is interested in making the class experience relevant for her students as they try to negotiate the challenges of the 21st Century and to build positive relationships along the way.
GENERAL (P-10)				
Session 4.4	<b><i>The School Library - not just full of Books.</i></b>	Teachers are time-poor and always looking for ways to engage students. In this session we will look at some simple, yet effective ICT tools that will enhance any learning situation. The focus on this workshop will be on <i>LibGuides</i> , the interactive tool that engages students and supports the curriculum, as well as several other ICT tools to start using in your classroom straight away	<b>Ms Lisa Crofts</b> Scotch College	Lisa has worked as an ICT teacher and Teacher Librarian in various government and non-government schools, for over 19 years. Lisa is not your average 'old school' teacher librarian, but spends her days inspiring students, collaborating, supporting and training secondary teachers to use technology as a Launchpad for curiosity and discovery. Lisa is currently Information and Research Specialist at Scotch College.
Session 4.5	<b><i>BreakoutEDU - It's time for something different</i></b>	Breakout EDU brings escape rooms to the classroom! In a race against the clock, students use critical thinking, problem solving and teamwork to solve a string of puzzles in order to unlock a mystery box. This highly engaging activity can be differentiated for all ages and abilities, and cultivates skills in collaboration, creativity and communication. Games can be curriculum aligned to content, skills and general capabilities. Participants in this session will be solving a Breakout EDU mystery and will gain access to 100+ ready-made Breakout games. Immerse yourself in this exciting learning platform as you try to Breakout!	<b>Ms Linley Waters and Ms Leanne Fanetti</b> St Denis School	Linley Waters has been teaching in CEWA primary schools since 2005. For 5 years, she delivered the WA Curriculum through inquiry-based learning at an International Baccalaureate school in Perth and has since been passionate about helping teachers use concept-based, deep learning that connects students to global contexts. In 2017, Linley will be the School Based Curriculum Leader for HASS (primary) and Inquiry-based Learning for CEWA. Leanne Fanetti, has been Assistant Principal for five years. She is also the St Denis School Technologies Coordinator and CEWA Digital Technologies Lead Educator. Her passion for innovation and developing 21st century skills in her students has motivated her to study a Masters of Education (Knowledge Networks and Digital Innovation) and she has also helped to design contemporary learning classrooms and her school's library.

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Session 4.6	<b><i>Holistic programmes for gifted students</i></b>	Gifted students are unique in their characteristics cognitively, socially and emotionally. Intellectually gifted students can express moral concerns at a younger age which increase, the higher the intellect. They are considered to have higher levels of prosocial moral reasoning and empathy than their same-age peers. So how do we cater for them in our classes and in our schools? How can we create meaningful learning opportunities through holistic programmes specific to the intellectual characteristics and social and emotional needs of gifted students? Programmes that include moral reasoning processes, ethical thinking and decision-making with real world problems? And how can we provide our students with the opportunity to collaborate with like-minded peers internationally? This session explores the research and practical application of holistic programmes and pedagogy, with reference to international online collaborations.	<b><i>Miss Bek Duyckers</i></b> Perth College	Bek Duyckers is the Head of Imaginarium at Perth College Anglican School for Girls in Perth, Western Australia. The Imaginarium is an initiative that is unique to Perth College to cater specifically for gifted girls of very high ability. Bek is currently completing her PhD exploring how intercultural communication competence develops in the cognitive, affective and behavioural domains of students through participating in intercultural online collaborative projects. She is passionate about creating holistic programmes for gifted girls that stimulate curiosity and creativity, expand minds and possibilities, foster innovation, develop social and emotional characteristics and expose girls to a range of careers.
<b>PRIMARY (Year 3-6)</b>				
Session 4.7	<b><i>Connecting with History, thinking like its 1876</i></b>	Just after midnight on the 1st of December 1876, the SS Georgette was shipwrecked off the coast of Calgardup Bay, near present day Margaret River. The news of this tragedy took days to confirm and up to weeks to reach the East. How would this West Australian historical event be communicated today? This workshop compares today's communication of the news with primary source material from the time, using the National Library project, Trove, focusing on language and technology. #Drowning	<b><i>Ms Catherine (Kate) Akerman</i></b> State Library of Western Australia	An Aussie who grew up in Bolivia, completed school in Perth, and qualified as a microbiologist from UWA. Kate has since worked as a biochemist, researcher for the BBC and embarked on a Dip Ed. Kate has taught English and Science and now delivers the State Library of Western Australia's education program.
Session 4.8	<b><i>Future Proofing the Perth Heritage Precinct</i></b>	Education through a variety of 21st century learning opportunities is the key to future proofing the heritage value of our unique city precinct. In this session you will explore our historical past through an immersion of virtual and augmented reality and place-based learning interactives. Heritage Perth invites you to explore a variety of heritage focused cross curriculum opportunities. Science, Technology, Engineering (Arts) and Maths are combined within an empathetic historical context to connect the past with the present and prepare our students to jump towards their next learning challenge. Joy Lefroy and Robin McKean have collaborated to create an innovative website for Heritage Perth. Bring your computer, tablet or smart phone to this session.	<b><i>Ms Joy Lefroy,</i></b> Heritage Perth Learning Consultant  <b><i>Ms Robin McKean,</i></b> Education and Digital Technologies Consultant	Joy Lefroy (formerly National Trust WA) is a heritage education consultant and co-director of Museums Without Walls. She has been contracted to develop learning and discovery programs for Heritage Perth and is an author of local stories for children.  Robin McKean (formerly St Hilda's Anglican School for Girls) is an education consultant and sessional tutor in the World of Mobile Learning at UWA. She is a passionate advocate for the invisible and meaningful use of digital technologies across all curriculum areas.
Session 4.9	<b><i>FBLEP Year 3-6 Civics and Citizenship Programmes and Resources</i></b>	FBLEP Year 3-6 Civics and Citizenship Programmes and Resources An overview of the FBLEP activities and the online student and teacher pre and post-visit resources mapped to the HaSS Civics and Citizenship WA Curriculum for Years 3-6.	<b><i>Mr Dean Curtis</i></b> Law Society of Western Australia	The Francis Burt Law Education Programme (the Programme) seeks to advance the Western Australian community's understanding of the law, legal principles and the court system. The Programme operates on the principle that all people must understand the law and the legal system, which affects their daily lives. Housed in the Old Court House, the oldest building in the City of Perth, the Programme provides a unique learning environment for education programmes mapped to the WA Curricula for Year 3-6 and Year 7-10 school groups.  Dean Curtis is the Law Society of Western Australia's Manager of Education and Community Services - Programmes.
<b>Closing session</b>				
Plenary (Panel discussion)	<b><i>Leading Humanities and Social Sciences in the 21st Century</i></b>	This discussion Forum will explore the opportunities and challenges associated with all levels of HASS leadership: primary, secondary, tertiary and beyond. For aspiring leaders, this will be a rare insight into what it takes to lead, how to advocate for HASS and what to work towards in preparation for a future leadership role.	Chairperson: <b><i>Mr Mike Turner</i></b> Perth College  Panellists TBC	Mike is an experienced and accomplished History teacher with 25 years experience. He has taught in a range of settings and has been the Head of Department at St Mary's Anglican Girls' School for almost six years.