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Positioning for Change

Individual Teachers
Groups of Teachers
Schools
Professional Associations
Systems
States (eg NSW)
Analysis Framework – Moments in Time
(modified by Senior 2011 from Taylor 2001; Harré and Slocum 2003; and Dixon 2008)

**Stated:**
What public documents actually say? *(and how it is said)*

**Intended:**
The overt and covert political, administrative and managerial intentions

**Enacted:**
Identification of various storylines: Positioning of parties or stakeholders relative to storyline: links between discourses of curriculum development, implementation and enactment

**Realised:**
How do students engage with, experience, or speak of *the* curriculum/content/material?; what are the perceived learning outcomes for students?; what do teachers learn about their students’ learning, their own professional practice, knowledge and experience?
## Seven Historical Understandings

<table>
<thead>
<tr>
<th>Use of evidence</th>
<th>Multiple perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuity and change</td>
<td>Empathy</td>
</tr>
<tr>
<td>Cause and effect</td>
<td>Contestability</td>
</tr>
<tr>
<td>Significance</td>
<td></td>
</tr>
</tbody>
</table>
Australian Curriculum
Design Principles
Policies
Understandings
Framework Design: Principles and Policies

- 2008 Melbourne Declaration
  - Asian literacy

- 2009 Shape Paper
  - Futures

- Equity/Inclusiveness

- Cross curricular connections

- Sustainability

- Behavioural Curriculum

- ATSI perspectives

- 2010 Australian Curriculum
  - Knowledge/Understandings & Skills
  - Inquiry-based
  - Year level content descriptions
  - Elaborations
Design Principles: Focus F-6

# F-2 Family History and Community Heritage

Historical/social context of family friends and community

# 3-6 Local National/Global Histories

Develop a broader understanding of nation and world

Bring in to play multiple perspectives especially ATSI perspectives, democracy, justice, fairness and diversity
Framework Design Principles Years 7-10
Focus - Content vs Depth?

Choice of themes and topics within Year Levels is not merely chronologically-based but is conceptually-based ie a selection of generally-agreed key events, individuals, groups, movements and ideas that have major significance in the period under study - linked and contextualised by Overviews. This helps with the ‘What’s in and what’s not?’ issue.

Overviews and Depth Studies to allow deeper understanding and avoid either a chronological race or decontextualised patch histories.

Year-by-year periods however are chronologically and conventionally sequenced

Prehistory-Modern

Topics are balanced across
Australian/Euro-origin/Asian themes

World history approach to give a broader view and to avoid Australian exceptionalism

Emphasis on Understanding moves us away from Skills-only emphasis
Framework Design Principles (7-10)

Choice at each year level helps prevent student resistance to compulsory topics

But basic concepts still covered in Overview

Depth Study content descriptions help inform Overviews

Year 7 Investigating the Past is a research-based common starting point

Framework originally designed on 80 hours p.a. or 3 classes p.w. in a whole year course

Indigenous, Asian and Sustainability perspectives where appropriate

Australian history topic repetition avoided by differentiating between primary local focus and secondary national/global focus

This is the essential compulsory school-age course. Senior can be more selective.
Primary Year by Year
<table>
<thead>
<tr>
<th>Yr</th>
<th>Knowledge/ Understandings</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Present and past family lives Continuity/change – causality - empathy - significance</td>
<td>How has family life changed? How past and present different? How do we describe the passage of time?</td>
</tr>
<tr>
<td>2</td>
<td>Past in Present: Significant person/site; changing technology.</td>
<td>What can I see today of past? What remains important to community? How have techno changes changed our lives?</td>
</tr>
<tr>
<td>3</td>
<td>Identity and Diversity; Commemorations local national and global. Sources - continuity/change – perspectives- causality - empathy - significance</td>
<td>Who live here first and how do we know? How has community changed? Contribution of different groups? How the past remembered?</td>
</tr>
<tr>
<td>Yr</td>
<td>Knowledge/Understandings</td>
<td>Questions</td>
</tr>
<tr>
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</tr>
<tr>
<td>5</td>
<td>Australian Colonies Sources - continuity/change – perspectives- causality - empathy -significance</td>
<td>Peoples lives in colonial times and how do we know? How did one colony develop? How did settlement change land? Significant events and people?</td>
</tr>
</tbody>
</table>
The Common Year
Year 7
Last year of primary in SA but this is the model for secondary 8-10
Year 7

The Ancient World

Depth study 1. Investigating the Ancient Past

Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.

Depth study 2. The Mediterranean world - one of Egypt, Greece or Rome

Depth study 3. The Asian world - one of China or India
Inquiry Questions Year 7
Framing the year’s work

• How do we know about the ancient past?

• Why and where did the earliest societies develop?

• What emerged as the defining characteristics of ancient societies?

• What have been the legacies of ancient societies?
Depth Study One is
What is (Ancient) History?

- How historians and archeologists investigate the past
- Use of different sources
- One history mystery
- Sources in Australia’s ancient past
- Conserving the past
Ancient Rome
The Framing Questions

• How do we know about the ancient Rome’s past?

• Where and why did Rome develop as it did?

• What emerged as the defining characteristics of ancient Roman society

• What have been the legacies of ancient Rome?
### Year 7 - Plan A and Plan B in a 40 week year

<table>
<thead>
<tr>
<th>Plan A</th>
<th>Plan B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>DS1 Investigating the Ancient Past 6 weeks</td>
</tr>
<tr>
<td>Egypt/Mesopotamia/Persia/Greece/Rome/India/China/Mayas in 8 sessions/lessons spread throughout the year</td>
<td>Overview Egypt Mesopotamia and Greece in 6 weeks or 12 sessions</td>
</tr>
<tr>
<td>DS 2 Rome in 10 weeks or 20 sessions/lessons</td>
<td>DS 2 Rome in 10 weeks</td>
</tr>
<tr>
<td>DS3 India in 10 weeks or 20 sessions/lessons</td>
<td>Overview China in 4 weeks or 8 sessions</td>
</tr>
<tr>
<td></td>
<td>DS 3 India in 10 weeks</td>
</tr>
<tr>
<td></td>
<td>Overview Mayans and summary in 4 weeks</td>
</tr>
</tbody>
</table>
Year 8
THE ANCIENT TO THE MODERN WORLD

Depth study 1. The Islamic and Western World - one of Vikings, Medieval Europe, Ottoman Empire, Renaissance Italy

Depth study 2. The Asia-Pacific World - one of Angkor Wat, Shogunate Japan, Polynesian expansion

Depth study 3. Expanding contacts - one of Mongols, Black Death, Aztecs/Incas
Importance of the Inquiry Questions – Year 8

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?
Year 9

THE MAKING OF THE MODERN WORLD

Depth study 1. Making a Better World? One of Industrial Revolution, Movement of Peoples, Progressive Ideas and Movements

Depth Study 2 Australia and Asia – one of Making a Nation, Asia and the World (one Asian society)

Depth study 3. World War I including commemoration
Importance of the Inquiry Questions Year 9

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?
Year 10
THE MODERN WORLD AND AUSTRALIA

# Depth study 1. World War II

# Depth study 2. Rights and freedoms – mainly US and ATSI

# Depth study 3. The globalising world
Either popular culture, music, film - global
Or
The environment movement – mainly Australia
Or
Migration to Australia 1945-present
Importance of the Inquiry Questions Year 10

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?
Historical Understandings
Significance: 5 R’s
The Counsell Model

• Remarkable – commented upon by people at that time and/or since
• Remembered – crucial at some stage in history within the ‘collective memory of a group or groups’
• Resulted in change – had consequence for the future
• Resonant – people like to make modern analogies with these past events
• Revealing – tells us about some aspect of the past
Combining Knowledge with Skills - leading to Understanding

An evidence example: testing eyewitness accounts

- known or likely attitudinal disposition of the witness
- physical location of the witness
- time the witness spent in or near the event
- known physical and intellectual capabilities of the witness
- known state of mind of witness
- accuracy of testimony corroborated - or not
- evidence of suggestibility to other points of view or reactions
- internal consistency (plus or minus)
- external consistency
- completeness of account
Combining Knowledge with Skills leading to Understanding - Empathy

- Empathy is a recognition and comprehension of the thoughts and feelings of another or others.
- Not sympathy
- Not identification
- Not emotional contagion
- Developing empathy means acquiring knowledge and using skills

- Students need to be able to explore the thoughts and feelings of others by carefully sifting the evidence
- Students need to contextualise the thoughts and feelings of others by examining the evidence of the disposition of others apart from the subject or subjects
- Students need to contextualise their response by looking at contemporaneous ethical and moral views
Why it doesn’t work!
Year 7 Overview (10%) and Depth Studies (90%)

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

The theory that people moved out of Africa around 60 000 BCE and migrated to other parts of the world, including Australia.

The evidence for the emergence and establishment of ancient societies (including art, iconography, tools and pottery).

Key features of ancient societies (farming, trade, social classes, religion, rule of law).

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Year 10 Overview and Depth Study

Overview
- Inter-war years
- Post-war years
- Major social movements
- Cold War
- Social change

Depth Studies
- WW2
- Rights and Freedoms
- One of:
  - Popular Culture
  - Environmental Movements
  - Migration
Possible Year 7 Revised Version with Rome and China DS's

Whole year Overview that includes Out of Africa/Emerging Societies/Key Features/Egypt/ Greece/India - up to 25%

Depth Study 1 Investigating the Ancient World 20%

Depth Study 2 – Rome 30%

Depth Study 3 China – 25%
Will the AC pass the Mixed Ability Test?
Resourcing and assessing

- National curriculum means national online resourcing
- National publishers CUP Pearson OUP Jacaranda - hard copy and online ready 2012
- States and territories developing local responses eg AUSVELS
- States and territories responsible for local materials and PD
- States and territories responsible for assessment
National Testing?

‘periodic sample testing of specific learning areas within the Australian Curriculum as part of the National Assessment Program (NAP).’
Framework Design Principles Years 7-10

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