

THE WINSTON CHURCHILL MEMORIAL TRUST OF AUSTRALIA

Report by Tracy Sullivan

2009 Churchill Fellow

The Churchill Fellowship to study the design and implementation of World History based curriculum to support the creation of the Australian national curriculum in History – US

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Signed _____

Dated _____

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INTRODUCTION

Throughout my time as both a student and teacher of History - beginning with my introduction to History as a discipline at age 12, I have both loved History and yet felt disconnected from it. I loved learning about the Great Pyramid of Giza, I loved teaching students about the Whitlam Dismissal, but I felt I was only telling a very small piece of the story. What did they mean in the 'big picture'? How do all these people, places, events and civilizations fit together? Why do they fit together?

In May 2008 a Framing Paper was released by the National Curriculum Board (now Australian Curriculum & Reporting Authority) to guide the structure and content of a national curriculum in History. The Framing paper was to provide a global perspective with a World History focus. What did this mean? Like many teachers I was confused and concerned that this approach was unrealistic and in practical terms too adventurous for lower secondary students. However, on closer investigation I became intrigued by this approach and excited about its potential to offer future students of History what I felt had been lacking in my experiences. The Churchill Fellowship has given me the opportunity to meet with leaders in the field of World History scholarship and teaching. I have met with academics and curriculum designers, observed classroom teachers and spoken with secondary students. As a result I am now more than ever convinced that the focus on World History is both a viable and necessary move forward in the teaching of History in Australia.

I would like to acknowledge and thank the Churchill Trust for this opportunity. I am certain my experiences will influence my future contribution to the History teaching profession. The Churchill Fellowship has enabled me to forge relationships with leaders in the field of World History that will inform my work for many years to come.

I would like to thank Associate Professor Bob Bain and Dr Lauren Harris from the University of Michigan; Associate Professor Craig and Pamela Benjamin from Grand valley State University for their insight and hospitality; Neal Schultz , New Rochelle High School; John Klemme, Maggie Favretti & John Harrison, Scarsdale High School; Mr Kirk Ankeney Principal of the School of International Studies, San Diego; Professor Ross Dunn, San Diego State University and all the other teachers and students who welcomed me so openly into their classrooms. Finally, I would like to thank Marnie and David who planted the seed of possibility when I feared it was all too big!

EXECUTIVE SUMMARY

Tracy Sullivan

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Director, Australian History Museum, Macquarie University

Winston Churchill Fellowship to study the development and implementation of an Australian national curriculum in History based on a World History conceptual framework – US (Michigan, New York, San Diego, Riverside, Los Angeles)

Highlights:

- Meetings with Associate Professor Bob Bain, University of Michigan, Associate Professor Craig Benjamin, Grand Valley State University, Emeritus Professor Ross Dunn, San Diego State University.
- Observing 7th – 11th grade World History classes across 3 states
- Attending and presenting a paper at the California World History Association Conference.
- Visiting the National Centre for History in the Schools, UCLA and meeting with the Director (Professor Gary Nash)

Recommendations:

- Endorsement of the Rudd Government's commitment to the teaching History as a discrete discipline.
- State implementation bodies allow necessary time in curriculum required to teach a course with a World History based conceptual framework. Teachers need a **MINIMUM** of 80 hours instructional time per year.
- Maintain strong and consistent lobbying of State and Federal education funding bodies to develop funding plans and timelines for professional development and resourcing of a national History curriculum to be implemented in 2011 – at the date this report was written this has **NOT** taken place.
- History Teachers Association of Australia and State History Teachers Associations' to be encouraged to disseminate scholarly and practical materials to teachers informing them of the foundational aspects of a World History conceptual framework for the teaching of History under a national curriculum.
- Publishers of Secondary History textbooks be encouraged to develop resources for teachers facilitating the teaching of World History in the classroom by creating textbooks adopting a world history conceptual framework for the organization of content and pedagogy across Years 7 – 10.
- Meaningful and relevant professional development activities be developed bringing teachers, teacher educators and World History academics together to discuss and develop units and strategies for successful introduction of a World History conceptual framework into the classroom.

Dissemination:

- An abridged version of this report will be forwarded to the Prime Minister, the Federal Minister for Education and all State Ministers.
- An article outlining the fundamental aspects of a World History conceptual framework as it applies to the secondary classroom will be submitted to all State History Teachers Associations for publication in their respective journals.
- Submission of a paper relating to the teaching of World History in the classroom in-line with the Australian national curriculum at the 2010 History Teachers Association of Australia National Conference
- I am consulting with McGraw-Hill on developing a series of textbooks for national distribution in 2011 for years 7-10 which will apply the World History conceptual framework.
- Coordination of a national forum on the teaching of World History in early 2011 bringing together teachers, educators and world historians from across Australia and the US. (Dependent on funding)
- Development of an 'institute' drawing History teachers from across Australia to undertake a 5 day intensive series of seminars and workshops on the discipline and teaching of World History, developing units of work for nation-wide dissemination. (Dependent on funding)

PROGRAMME

September 19th – 23rd
Michigan, US

- Associate Professor Bob Bain & Dr Lauren Harris, School of Education, University of Michigan
- Associate Professor Craig Benjamin, History Department, Grand Valley State University

September 24th – October 1st

New York, US

- Visited New Rochelle High School, observed World History classes and teachers, Mr Neal Schultz (classroom teacher)
- Visited Scarsdale High School, observed World History classes and teachers, Mr John Klemme (Principal), Mr John Harrison (Department Chair), Ms Maggie Favretti (classroom teacher)

October 2nd – 15th

San Diego, US

- Emeritus Professor Ross Dunn, San Diego State University
- Mr Kirk Ankeney, School of International Studies (Principal, former San Diego Unified Schools District Director of Curriculum)
- Visited School of International Studies, observed World History classes and teachers
- Visited CPMA Middle School, observed World History classes and teachers
- Visited Pacific Beach Middle School, observed World History classes and teachers

October 16th – 23rd

Riverside & Los Angeles CA, US

- Attended California World History Association conference
- Presented paper at California World History Association Conference, *'Australian & Development of World History Curriculum'*
- Professor Gary Nash, Director, National Centre for History in the Schools, UCLA

MAIN BODY

CURRENT STATE OF SECONDARY HISTORY IN AUSTRALIA

Australia is currently undergoing a process of educational reform that is unprecedented in its scope and potential impact. Following his election in 2007 Prime Minister Kevin Rudd announced plans for an 'Education Revolution' comprising among other reforms the development of a national curriculum, beginning with the subjects areas of English, Maths, Science and History. Prime Minister Rudd outlined the key rationale behind this overhaul in a media statement in January 2008 highlighting the lack of curriculum consistency and standards across Australia stating,

*"Australia currently has 34 separate organizations contributing to the development of curricula...New South Wales is the only state to better the average of Year 8 students reaching the advanced international benchmark in maths and science...We need to ensure children get the basic right, but we also need to focus on the achievement of excellence. We want to develop a rigorous national curriculum that helps Australian students and Australian schools compete internationally."*¹

This lack of consistency is a clear and problematic issue in the teaching of History across Australia. Currently New South Wales and Victoria (since 2007) are the only states that teach History as a discrete subject across all secondary years of schooling. The remaining states and territories teach Studies of Society and Environment (SOSE) an integrated social studies course in which History may be integrated with other content matter as a strand entitled 'change and continuity'. This approach does not allow for the teaching of the distinct understandings that define History as a field of study. Since New South Wales and Victoria are the only states with a clear background of teaching the understandings and proven historical thinking processes related to History as a field of study, the teaching models of these two states will be the primary focus of this report.

¹ Prime Minister Kevin Rudd, ALP Media Statement, January 30 2008, <http://www.alp.org.au/media/0108/msedpm300.php>

In 2008 Prime Minister Rudd and Deputy Prime Minister and Minister for Education Julia Gillard called for the creation of a body to oversee the creation of national curricula with a set of content and achievement standards to be implemented by the states in 2011. This body was the National Curriculum Board (NCB), later to become the Australian Curriculum and Reporting Authority (ACARA). The NCB co-opted Professor Stuart Macintyre together with a small group of ‘critical friends’² to produce a framework to guide the approach and ideals for a national curriculum in History. This was to become the *National History Curriculum Framing Paper*, published in November 2008. The recommendations and ideas of this Framing Paper and the subsequent revision of this paper, *Shape of the Australian Curriculum: History* frame the basis of this report;

*The National History Curriculum Framing Paper proposes broad directions for what teachers should teach and young people should learn in the national history curriculum from Kindergarten to Year 12.*³

The Framing Paper provided a clear organization of historical periods across the different stages or levels of compulsory schooling, with an emphasis on a pedagogical approach based on World History.

*The global perspective is crucial, but not all of the world’s history can be considered. World history is a distinct field of historical study, with its own practitioners, practices and literature that seeks to comprehend the forms and patterns of all human societies, and it is a popular field in the teaching of History in the United States. The approach to World history envisaged in this paper draws on the insights of that field but uses it to enrich the study of world history as it bears on Australia and its place in the world.*⁴

In the context of the stages of schooling in NSW the periodisation and content structure suggested are as follows:

² *National History Curriculum Framing Paper*, National Curriculum Board, November 2008, p 26
http://www.acara.edu.au/verve/_resources/National_History_Curriculum_-_Framing_Paper.pdf

³ *Ibid*, p iii

⁴ *Ibid*, p 14

Year 7: 60000BCE – 500CE (History from the time of the earliest human communities to the end of the Ancient period)

Year 8: 500CE – 1750CE (History from the end of the Ancient period to the beginning of the modern period)

Year 9: 1750CE – 1901CE (The Modern World and Australia)

Year 10: 1901CE – present (Australia and the Modern World)⁵

This paper also set out a pedagogical framework based on the use of overview, bridging and depth studies linked to the conceptual framework of World History.⁶ History teachers across Australia, as do I, commend the Rudd government on its commitment to the creation of a national curriculum, and more importantly, to including History as a first round subject for development alongside English, Maths and Science. However, the World History approach outlined in the Framing Paper has been of considerable concern to Australian teachers, since it is an approach with which they are unfamiliar. This is evident in the revised version of the Framing Paper, *The Shape of the Australian Curriculum: History*, which was based on widespread consultation with teachers. This revision maintains the original periodisation scheme however the removal of the ‘bridging’ component from the framework, has also removed a fundamental tool of a World History curriculum which facilitates movement between different scales of time and space in a global context.⁷ It is this unease and unfamiliarity that motivated me to apply for a Churchill Fellowship in order to learn more about this approach and framework. From this, I hope to be able to familiarize Australian teachers with the workings of a World History curriculum so that future consultation on national curriculum and its implementation process based on a world history conceptual framework is informed, open and aware.

WHY TRAVEL TO THE UNITED STATES?

Whilst World History scholars and teachers come from all over the world, the teaching of World History, especially in the secondary classroom, is strongest in the United States where

⁵ Ibid

⁶ Ibid, p 3

⁷ *Shape of the Australian Curriculum: History*, Australian Curriculum & Reporting Authority, May 2009 p 5.
http://www.acara.edu.au/verve/_resources/Australian_Curriculum_-_History.pdf

it is a compulsory subject for United States secondary students in 30 of the 50 States⁸. Advanced Placement World History is presently being taught to 1 691 905 students in 17,374 schools⁹, by far the largest candidature for a World History curriculum anywhere in the world. The United States is also the only country with a fully developed (though not implemented) set of national World History standards¹⁰. Whilst research into the teaching of History is a highly developed field across the United States, Canada and Europe, specialist research into the teaching of World History as a distinct sub-branch of History education is minimal and currently examined in depth in the United States. It is for this reason that I have travelled to the United States to meet with key World History curriculum researchers including Associate Professor Bob Bain, University of Michigan, Emeritus Professor Ross Dunn, University of San Diego and Professor Gary Nash, National Centre for History in Schools UCLA. However, I felt it was also imperative to meet with practicing teachers and observe students in the classroom engaging with a World History curriculum. I chose to visit two of the states where the teaching of World History is strongest, New York and California. I visited teachers and classrooms at New Rochelle and Scarsdale High Schools in New York and the International Studies School, Pacific Beach Middle School and CPMA Middle School in San Diego. Throughout my Fellowship experience I learnt three important lessons, the three lessons that I wish to share with Australian teachers as they begin to engage with a curriculum in World History;

1. It can be done.
2. Students are capable at all levels of secondary schooling of understanding and engaging with this framework.
3. It is a natural extension of what Australian History teachers are already doing.

WHAT IS A WORLD HISTORY APPROACH?

Currently the teaching of History in Australia prioritises the ‘local’ over the ‘global’ and focuses on individual civilisations and or peoples. The fundamental difference in World History is that the ‘global’ is prioritised using ‘local’ examples to illuminate a ‘global’ trend or theme and

⁸ National Centre For History in the Schools, UCLA, 1996, <http://nchs.ucla.edu/standards/>

⁹ *AP Data 2009*, The College Board, <http://professionals.collegeboard.com/data-reports-research/ap/data>

¹⁰ *National Standards for History Basic Education*, National Centre For History in the Schools, UCLA, 1996, <http://nchs.ucla.edu/standards/>

answer 'global' questions. The diagram below illustrates in basic terms the predominant framework through which History is currently taught in NSW:

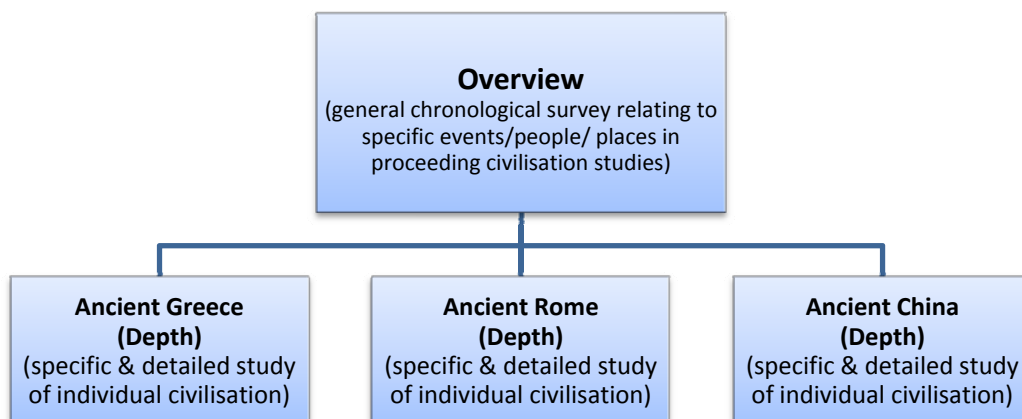


Figure 1. Basic traditional framework for the teaching of History in New South Wales.

Generally broad sweeping overviews of an historical period are followed by individual 'in depth' studies of civilizations and peoples. Often there is little or no study of the interactions between these civilizations beyond mapping their duration on an expansive timeline.

Traditionally it has been implied that an 'in-depth' study - defined by the History teachers Association of Australia as, 'an inquiry-based, resource rich study in which students develop a response to a key question'¹¹ - takes place at the 'local' or civilization level. However in a World History conceptual framework an 'in-depth' study may take place at a 'global', 'regional' or 'local' level, depending on the chosen line of inquiry.

Throughout my fellowship it has become clear to me that there are three defining features of a curriculum in World History that underpin the effective teaching of this discipline;

1. The division of the globe into three primary geographic zones (Afroeurasia, the Americas and Australasia)
2. The viewing of differing historical trends and movements through three interrelated scales of time and space (global, regional and local)
3. The prioritization of the 'global' over the 'local' in the line of historical inquiry.

¹¹ HTAA Response to the National Curriculum Board's History Framing Paper, 11 Feb 2009.
<http://www.historyteacher.org.au/?p=140>

1.) THREE GLOBAL GEOGRAPHICAL ZONES

If students are to understand the movements of people across the globe it is imperative that they have some understanding of a geography of the world that links world zones together in a way that facilitates or impedes the movements and interactions between peoples across large expanses of land. Connecting people through pathways of human interaction rather than boundaries of 'culture', 'civilisation' or 'nation'. This allows students to develop a picture of the 'face' of the world they will be studying before examining the distinctive 'culture' or 'nation' based groups that inhabit the globe at a particular time in the history of humanity.¹²

AFROEURASIA

This geographic region cuts across Africa, Asia and Europe and helps students to contextualise movements and interactions that cut across traditionally culturally defined separate regions.

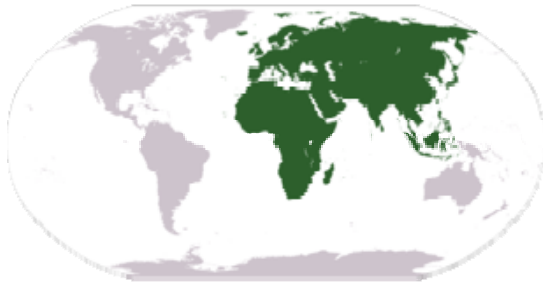


Figure 2. Basic map of Afroeurasia¹³

THE AMERICAS

The geographic region that cuts across North America 'new world' and South America 'old world'

¹² Burke E III, Christian D & Dunn R, *World History: The Big Eras: A Compact History of Humankind for Teachers and Students*, National Centre For History in the Schools, UCLA, 2009, p 6.

¹³ <http://upload.wikimedia.org/wikipedia/commons/thumb/5/52/LocationAfricaEurasia.png/300px-LocationAfricaEurasia.png>

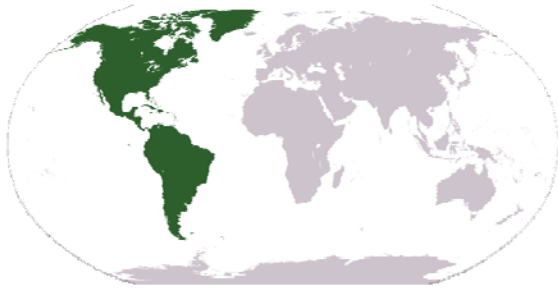


Figure 3. Basic map of the Americas¹⁴

AUSTRALIASIA

The geographic region that cuts across Australia, New Zealand, New Guinea and neighbouring islands

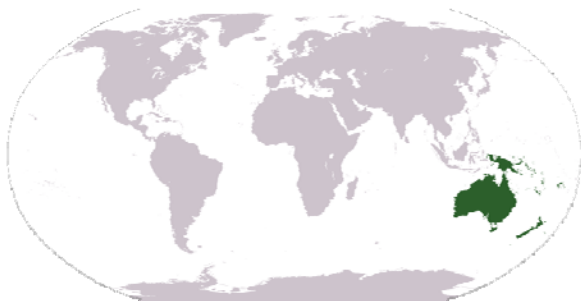


Figure 4. Basic map of Australasia¹⁵

2.) THREE INTERRELATED SCALES OF TIME & SPACE

Traditionally in the teaching of secondary History, time and space have been perceived as linear, chronological constructions, linking a series of events along a continuum of time, operating at a 'local' level. World History interprets periods of time and space operating simultaneously at three differing scales. Whilst the chronological structure remains, by looking at movements and events at different scales it is possible to see different images emerge to show what was happening historically at the differing levels. While at a scholarly level these scales of time can seem quite abstract, as my thinking developed throughout my fellowship, for the purposes of the secondary student, 3 very clear and distinct scales emerge that are conceptually accessible to them; the global scale, the regional scale and the local scale. The teacher's role is to scaffold for students the movement between these scales of history and so enable them to understand how events, people and places at the local level are interrelated to

¹⁴ <http://upload.wikimedia.org/wikipedia/commons/8/82/LocationAmericas.png>

¹⁵ <http://en.wikipedia.org/wiki/File:LocationOceania.png>

movements on larger scales and vice-versa; what happens at the civilization or national level is not isolated but part of a larger 'global' picture.

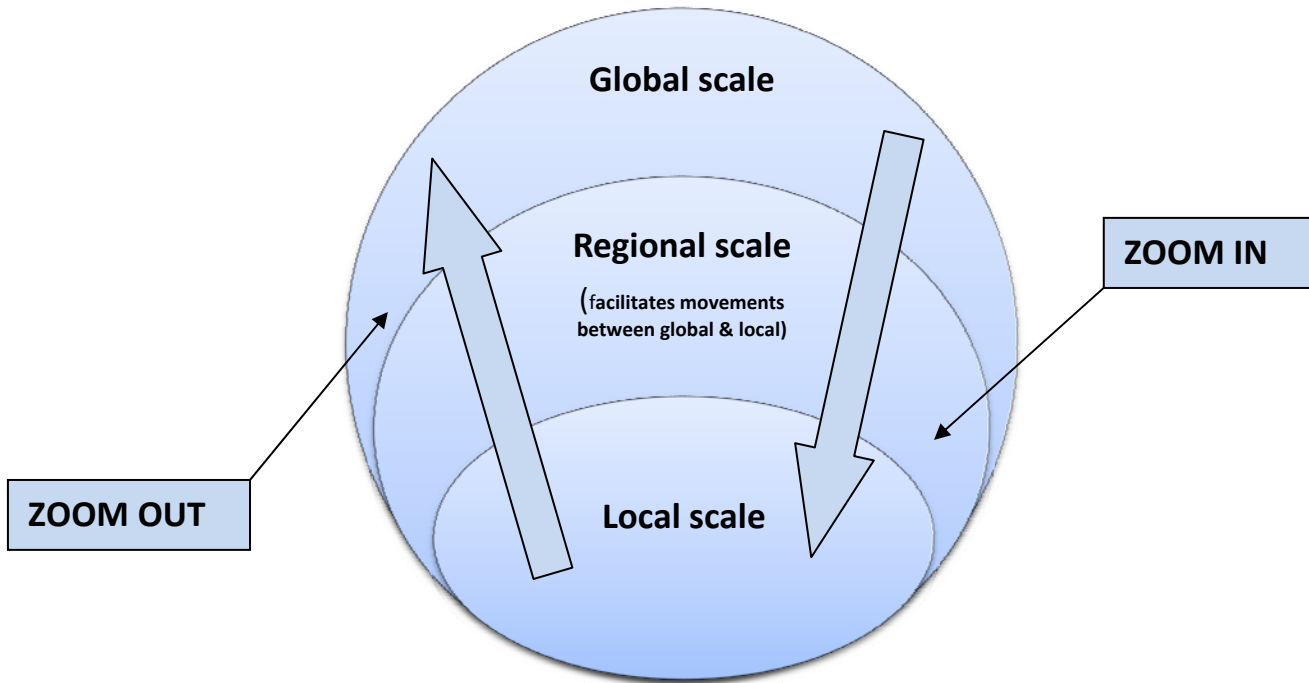


Figure 5. Basic World History conceptual framework

I observed this framework in practise in a Year 7 middle school classroom in San Diego. The lesson was looking at expanding zones of trade and encounter throughout the period 300CE – 1500CE. At the global scale, students were asked to locate Afroeurasia on a map and discuss the concept of a trade route, exchange and the implication of previously unconnected groupings of people beginning to interact via trade (global level). They then moved into an activity using Constantinople as an example of this interchange. Students would each take on the role of a trader from an Afroeurasian region and 'travel' (across the classroom) to meet in the trade hub of Constantinople to 'exchange' goods (regional level). Students would then return to their desks with their newly traded 'goods'. The teacher would then focus on life in Constantinople in terms of what impact trade had had on the everyday lives of the people of Constantinople; what were peoples clothes made out of? Silk. Why? Because this was brought from China through the trade routes etc (local). Whilst this overview is of an isolated activity and extremely basic, in the space of 60 minutes, students had developed an understanding of the movements and interactions of peoples of Afroeurasia on a global scale and gained an

appreciation of the importance of trade in the process of interaction between previously geographically and culturally separate peoples on a regional scale. They also developed, on a local scale, an insight into the lives of people living in Constantinople in the distant past.

3. Prioritising the global over the local

The most crucial component of a world history curriculum is a movement away from the an historical inquiry based on an investigation of the 'local' to an historical inquiry based on an investigation of the 'global' . The historical questions asked need to be broadened from questions such as, 'What was daily life like in Ancient Egypt?' to consider more significant questions such as 'Why did civilizations emerge?' or ' Why in the late 18th and 19th centuries did revolutions take place almost simultaneously across the globe?'. It will always be the 'local' examples of independent states, peoples and events, and the comparison of these that will provide the examples needed to answer these 'global' questions. However it is always the 'global' question that remains the goal of any historical inquiry.

CURRENT CONCERNS & RESPONSES

Prior to embarking on my fellowship I had formulated three key questions regarding my major concerns about a World History approach to the teaching of History in Australia. These were based on informal discussions with teachers and educational professionals, and represent the major concerns of the wider History teaching community. I posed these questions to all teachers, academics and educators whom I met and observed in the course of my fellowship. I was both surprised and reassured at the consistency of the responses from all those I interviewed. The composite responses outlined below reflect the definite and consistent nature of these responses.

- **How do you cover such vast expanses of content while maintaining historical inquiry method and developing historical understandings?**

Like most teachers I expect, when first confronted with a World History model for a national curriculum my initial response was 'it is too big!...there is too much to cover...it can't

be done'. Throughout the course of my fellowship I came to understand that I had reached that conclusion by focusing on the content to be covered, when the real focus needed to be on the inquiry questions to be posed. From there the content will naturally align itself. A World History approach to curriculum compels teachers to be highly selective in their choice of content. It is true that you can't do everything, but this has always been the case regardless of the conceptual framework that is being used. History has traditionally been carved up into neat civilization units for the very reason that you can't cover everything; they are therefore seen as manageable small pieces that do not seem overwhelming to students and teachers. In a World History focused approach, those palatable pieces are lines of inquiry rather than cultural or regional groupings. The fact that the question rather than the civilization or 'period' becomes the organizer means that there is a much sharper focus on the method of historical inquiry and historical understandings.

A World History approach to curriculum does not marginalize historical inquiry method and historical understandings by drowning them in content it is in fact a natural extension of the process of historical inquiry; it merely makes the questions bigger and 'global' in nature. The key issue in creating a successful World History curriculum is developing effective global questions that stimulate 'curiosity' in students, as Claire Keller states;

'the ability to ask the right questions is at the centre of inquiry and good teaching'¹⁶

If a national curriculum in World History is to be implemented successfully, teachers and educators will require a tremendous amount of support in developing these questions. History teachers, especially in NSW, have become experts in developing good questions that engage students and nurture historical understandings at the 'local' level. To replicate this at a 'global' level will be a challenge as teachers not only face the enduring issue of developing questions that develop content knowledge simultaneously with methodology but also developing solid 'global' questions that facilitate 'local' illumination.

¹⁶ Keller C W, 'Adding Inquiry to the 'Inquiry' method' in Dunn RE & Vigilante D (eds) *Bring History Alive!: A Sourcebook for Teaching World History*, National Centre for History in The Schools UCLA, California, 1996, p16

- **The ‘people’ in history will be lost in the vast expanses of global overviews**

The most profound moment of my entire fellowship in terms of developing my understanding of World History as a conceptual framework for teaching secondary students came in a meeting with Associate Professor Bob Bain at the University of Michigan. He explained to me that while the teaching of world history prioritizes the ‘global’ over the ‘local’, it is the ‘local’ that is used to illuminate the ‘global’. I began to understand that whilst answering the global questions will always be the aim of the historical inquiry it is the local examples that will ‘bring to life’ the global context. You cannot have one without the other; they co-exist.

Neither academics nor teachers would disagree that the stories of people of the past operate at the ‘local’ scale. Christopher Columbus, the individual, is not visible when examining global migration and exploration in the second millennium CE. However, for a student to grasp the concept of exploration and what that meant for the peoples of the world, it is imperative that students study Christopher Columbus the individual, his discoveries and their implications. The ‘global’ and the ‘local’ work together, they are not mutually exclusive lines of inquiry. This conceptual framework is supported by Peter Lee’s current research into history education;

Students need to acquire a usable framework of the past, a big picture organized by substantive concepts they increasingly understand and can reflect upon. It also means they need an in-depth knowledge of contained (not overlong) passages of the past, with time to explore the way of life and world view of the people they are studying.¹⁷

- **Students (especially junior secondary) will find it too conceptually challenging to move between ‘scales’ of time and space.**

¹⁷ Lee PJ, ‘Putting Principles into Practice: Understanding History’ in Donovan SM & Bransford JD (eds) *How Students Learn: History, Mathematics and Science in the Classroom A Targeted Report for Teachers*, National Research Council, Washington, 2005, p 69

Throughout my fellowship experience this was the question that I found most challenging. It is the area where a lot more research in the field needs to be undertaken. Having said that, the oversimplified answer is that at junior levels especially, students are not required to independently move their thinking processes through these scales. It is too advanced a concept for them to independently comprehend. It is the teacher that will scaffold this movement for the students in a very overt and constructed fashion.

The most productive time I spent in classrooms was watching teachers at different levels of schooling lead their students, using historical inquiry questions as the pivot, to zoom in and out of these three scales of time and space. At the same time they were developing a reasoned and evidenced response to the line of inquiry that was being explored. In the seventh grade classroom teachers told the 'global' story and gave the students 'regional' and 'local' examples using primary source material, often focusing on an individual civilization, person or event. By the tenth grade teachers would tell the 'global' story based on a line of historical inquiry, give students the primary source examples and students would discuss (with teacher support and direction) the ways in which these primary sources and 'local' examples related to the 'global' story. By the beginning of the twelfth grade the teacher would provide the 'global' question, outline the parameters of the 'global' story and students would research their own 'local' examples to illuminate the 'global' issue. Students would then apply this framework by formulating and answering their own 'global' questions.

The lesson I learned was that just as a teacher would not expect a student to be able to develop a line of inquiry at a civilisation level, research, analyse and synthesise information to develop an evidenced hypothesis at the age of 12, a World History approach to curriculum does not expect 12 year olds to be able to develop a 'global' line of inquiry and draw conclusions about its progression making links to 'regional' and 'local' movements, events and people. To my surprise in classroom after classroom with teacher facilitation I witnessed students of 12 and 13 years old describing how the daily lives of individuals at a 'local' level were reflective of movements and developments taking place at a 'global' level.

The common denominator in all of these classrooms was the teacher and their ability to facilitate student's conceptual progression from the 'global' to the 'regional' to the 'local' and

back again. If Australian teachers are to acquire these same skills, they will need to be supported by a strong professional development program and the provision of appropriate teaching resources. This will be most urgent in the beginning stages when teachers will be developing their own mastery of a World History conceptual framework at the same time they are introducing it to their students.

CONCLUSIONS

I would like to again commend the Rudd Government on its commitment to the development of a national curriculum for Australian students and particularly for identifying History as a core learning area placing it in the first round of subjects for implementation.

The World History approach and conceptual framework for the organization of a national curriculum in History is timely and reflective of the global community that today's students inhabit from the earliest of ages. The World History template of 'big questions' and 'local examples' is a template for student-led problem solving on a broader scale, facilitating students understanding of the interconnected world in which they find themselves living, not just as they study and explore the discipline of History.

Based on the experiences, conversations and observations throughout my fellowship I have concluded that this conceptual framework for teaching secondary History is eminently feasible and if well-structured can foster deep and relevant historical understandings in students. While this approach is based on historical inquiry methods already used well in discipline specific History classrooms in Australia, it requires a significant re-orientation of traditional lines of inquiry and source selection. Therefore, for this conceptual framework to be successful, a firm and substantial commitment of funding and resources is required from Federal and State education funding bodies to provide teachers with adequate professional development and resourcing. Unsupported national curriculum in any form will ultimately be less than successful.

I would finally like to once again thank the Churchill Memorial Trust for this valuable opportunity to discover, explore and immerse myself in a line of intellectual thought and inquiry that I would otherwise not been able to access. What was a curiosity and largely unexplored field for me on leaving for my Fellowship experience is now a feasible and workable conceptual framework that I am committed to supporting and developing in the Australian context. I am firmly convinced that this is a very positive step forward in the teaching of History in Australia.

RECOMMENDATIONS

- I fully endorse the Rudd Governments development of a national curriculum and commitment to the teaching of History as a discipline through its allocation as a first round subject for development and implementation.

- I strongly urge State implementation bodies to allow the necessary time in the curriculum required for a World History based conceptual Framework for teaching secondary students to be successful. Professor Stuart MacIntyre announced at the History Teachers Association of NSW State Conference at the PowerHouse Museum in May 2009 that curriculum writers are writing a curriculum to be delivered in **80 hours** of instructional time per year. If this amount of instructional time is not allocated to teachers effective and meaningful student learning will be unachievable.

- Strong and consistent lobbying continue (it is already being undertaken) of State and Federal education funding bodies to develop funding plans and timelines for professional development and resourcing of a national curriculum in History to be implemented in 2011 – at the date this report was written this has **NOT** taken place.
 - An abridged version of this report will be forwarded to the Prime Minister, Federal Minister for Education and all State Ministers

- The History Teachers Association of Australia and State History Teachers Associations should be encouraged to produce and disseminate scholarly and practical materials to teachers informing them of the foundational aspects of a World History conceptual framework for the teaching of History under a national curriculum.
 - I will be submitting to all State History Teachers Associations for publication in their respective journals, an article outlining the fundamental aspects of a World History conceptual Framework as it applies to the secondary classroom.
 - I will be submitting a paper relating to the teaching of World History in the classroom in-line with the Australian National Curriculum at the 2010 History Teachers Association of Australia National Conference.

- Publishers of Secondary History textbooks be encouraged to develop resources for teachers facilitating the teaching of World History in the classroom creating textbooks adopting a World History conceptual framework for the organization of content and pedagogy across Years 7 – 10.
 - I am consulting with McGraw-Hill on developing a series of 7-10 textbooks embracing and applying the world History conceptual Framework for nation-wide distribution in 2011

- Meaningful and relevant professional development activities are developed bringing teacher, teacher educators and World History academics together to discuss and develop units and strategies for successful integration of a World History conceptual framework into the classroom.
 - Dependent on funding, I will endeavor to coordinate a national forum on the teaching of World History in early 2011 drawing together teachers, educators and world historians from across Australia, inviting Associate Professor Bob Bain, University of Michigan and Ms Maggie Favretti, Scarsdale High School.
 - Dependent on funding, I would like to develop a fully funded 'institute' drawing History teachers from across Australia to undertake a 5 day intensive series of seminars and workshops on the discipline and teaching of World History, and have them develop units of work to be disseminated nation-wide to secondary History teachers in relation to the parameters of the national curriculum document.