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This keynote explores the role that teaching models have in supporting aspiration, access and achievement.

Drawing on research undertaken in the ALTC project ‘Historical Thinking in Historical Education’, this paper will tease out how student and staff perceptions of the models of teaching and classroom activities needed for academic success in history have wider pertinence for staff interested in the first year experience.

In particular, it will note how staff privileging of PhD supervision as a model for teaching might be harnessed to develop more effective teaching models for large first-year classes, and in turn, how those experiences might be used to support aspiration, attainment and achievement in higher-degree research programs.

In support of these arguments, examples of practice from the 12 participating institutions in the project will be given.