



July 2001

QHTA Newsletter

**the newsletter of the Queensland
History Teachers' Association Inc**

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Queensland History Teachers' Association
Incorporated

PO Box 1486

Kenmore, 4069

Phone/fax 07 3378 5425

www.qhta.com.au

Looking for a Years 8 to 10 SOSE/History Work Program?

A program with History topics mapped against the Queensland Studies of Society and Environment core learning outcomes was published in *The History Teacher* in February 2000. It can be found electronically inside the 2000 edition of *The Australian History Teacher*, the journal of the History Teachers' Association of Australia (HTAA.)

- Go to the LINKS section of the QHTA website, select the first link, to AFSSSE, then Member Associations, then History Teachers' Association of Australia. Scroll down until you see *The Australian History Teacher*

Recommendations for promoting the study of Australian history in schools have been published

The final report on the National Seminar on Teaching Australian History in School has been published. The seminar was held in Canberra on the 4th and 5th of June 2001. It grew out of the national inquiry into History teaching that occurred last year. This report, a DETYA initiative, contains recommendations for teacher educators, academics, curriculum writers, employing authorities and teachers. The report can be found as a Word attachment in the News section of the QHTA website.

The new Modern and Ancient History syllabuses have been on the BSSSS website and are now available for trial. This coincides with proposals to amalgamate the Board of Senior Secondary School Studies and the Queensland School Curriculum Council that are still being considered. It may therefore be timely to critique the drafts with some acknowledgement of emerging Council perspectives. For example, BSSSS documents emphasise the variable of time in curriculum design, and require compulsory 55-hour minimums. Little acknowledgment is given to prior learnings. In contrast and in theory a Year 7 student could demonstrate all Level 4 core learning outcomes fairly rapidly and move on to Level 5 and 6. The BSSSS specifies the number of hours a Semester unit is to last, rather than considering how long it takes for a

student to learn. Issues such as this are likely to tax our minds in the near future.
Correspondence welcome.

Empathy and History

History teachers have long recognised that one result of studying History is that students learn to be more empathetic. By the end of primary school the Queensland Studies of Society and Environment syllabus expects that typically students will be able to 'share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history' (TCC 4.3)

Assessing this core learning outcome is one of the challenges facing teachers implementing SOSE and it is one worth confronting. The report to UNESCO on education in the twenty-first century *Learning: The Treasure Within* (Delors 1996) identified four pillars for education: Learning to know, learning to do, learning to live together and learning to live with others, and learning to be. The importance of *belonging* to personal and global cohesion is explained in the following: '*Learning to live together, learning to live with others*:... If one is to understand others, one must first know oneself. To give children and young people an accurate view of the world, education, whether in the family, the community or at school, must first help them discover who they are. Only then will they genuinely be able to put themselves in other people's shoes and understand their reactions. Developing such empathy at school bears fruit in terms of social behaviour throughout life.' (p. 93).

A HISTORY OF AUSTRALIA SINCE FEDERATION



Seen the COMIC BOOK HISTORY in your school? As described by the following media release copies have been sent to all schools...



Media Release: Tuesday, 10 April 2001

AUSTRALIAN FEDERATION GETS STREETWIZE

History has never been so palatable as new 'comic' history hits schools

After tackling innovative projects informing youth about such issues as health, the law, reconciliation, drugs, family violence and discrimination, specialist youth communicators **Streetwise** launched ***It's About Time*** during Youth Week.

Streetwise Communications specialises in communicating social issues and other messages to young people in accessible, entertaining and culturally relevant ways utilising a unique research process and extensive national distribution networks.

The Youth Week release being distributed to high schools throughout Australia, ***It's About Time***, is a new comic aimed at inspiring and educating young people about Australia's recent history since Federation. The blockbuster 32-page full colour comic was developed in consultation with young people from NSW and Victoria and with the assistance of historians Australia wide.

General Manager of Streetwise Communications, Ms Liz Skelton said, "Streetwise has brought the past 100 years to life with a slice of reality, providing a fantastic opportunity to engage young Australians in discovering their history - a crucial factor in understanding and making sense of present day Australia." The comic traces the history of Australia's past 100 years through the eyes of Johnno and Mary, two young people from 2001.

Our heroes are attending the 2001 Centenary of Federation celebrations in Sydney where they meet an old man who offers them a chance to travel back in time. Much to their astonishment his claim proves to be true and they find themselves zapped back to the 1890s.

They subsequently travel through the 20th century finding themselves either being affected by, or in the midst of, a host of major events, trends and issues such as Federation, world wars, The Depression, Indigenous struggles, changes in the role of women, the development of a multicultural society, 'Bodgies and Widgies', surf culture and the first Mardi Gras.

The comic will be used in the classroom along with Educators Notes for teachers and aims to provoke lively and informative discussion about Australia's history.

It's About Time is funded by the National Council for the Centenary of Federation.

Liz Skelton is available for interview. Media information contact:

Steven Godbee at Jenni Carbins Marketing

Ph: (02) 9130 2633 Mob: 0408 706 099



Bridging the Gap

Carlton Crest Hotel, Ann Street Brisbane

16 - 17 August 2001

The National Education and Employment Forum, initiated by The World Education Fellowship, brings together the community, industry, all education sectors and government to look at the most serious issue facing our future: *Bridging the Gap - The role of education in overcoming the increasing distance between the 'Haves' and the 'Have nots'.*

The National Forum follows a series of State forums through 2000 and 2001. Findings of the State forums will be explored and expanded.

WHO WILL BE THERE?

High profile academics, business chief executives, educators, politicians and community leaders will lead the debate across fields including education, child and adult development, pedagogy, economics, sociology, social welfare, community development and public policy. **AND most importantly** - young people, as participants in education, will be able to chat on the web about Forum topics in the months leading up to the Forum.

Conference Facilitator: Professor Neil Dempster, Griffith University

CONFIRMED SPEAKERS AND PANELISTS INCLUDE:

Kurt Larsen, OECD; Robert Stimson, University of Qld.; Julian Disney, International Council of Social Welfare; Michael Raper, Director, ACOSS; John Speirings, Research Strategist, Dusseldorf Skills Forum; Mark Bagshaw International Marketing Manager IBM; Moira Scollay, CEO, ANTA; Kip Cole, Director, Marketing/Strategic Alliances, CISCO; Sue Richardson, Director, National Labour Institute; Jim Cumming, Australian College of Education; Margaret Henry, Queensland University of Technology; David Akers, Brisbane City Council; Christine Wykes WEF International; Phil Candy, DVC, Ballarat University; Terri Seddon, Monash University; David Saunders, Qld. Chamber of Commerce & Industry; Gerald Burke, Monash University; Penny Tripcony, Chair, Indigenous Education Consultative Body; David Wyatt, Consultant; Mark Paterson, CEO, Australian Chamber of Commerce; Peter Moore, TELSTRA; Senator Kate Lundy; David Gray, Managing Director, BOEING, Jim Varghese, DG Ed. Qld.

THIS IS NOT YOUR EVERYDAY CONFERENCE!

This will be an interactive forum where YOU as the participants will work together to finalise strategies that will be collated into a *Proposal for Policy and Action* to be presented to Federal Parliament and the State Parliaments.

HOW TO REGISTER

You can register your interest now at e-mail jmnorton@ozemail.com.au Registration fee of \$200 includes all conference sessions, and conference dinner.

Major sponsors to date: Queensland Government; TAFE Queensland; University of Queensland; Australian Scholarships Group Friendly Society Ltd; Rotary International, 9600; WACOSS; VCOSS; Victorian Department of Education, Employment & Training; Australian Council WEF.

Have you used the Tourism Queensland SOSE module,

Tourism, Culture and Change ?

It is available at: <http://www.tq.com.au/education> This self-contained module addresses SOSE core learning outcomes at Level 6 and was collaboratively produced by Tourism Queensland and the Queensland School Curriculum Council. If materials are to continue to be produced in this way it is important that feedback is received from teachers, especially if it is positive. Please contact Sarina Hobbin, from Tourism Queensland HobbinS@tq.com.au and/or Ian Gray at the Queensland School Curriculum Council ian.gray@qscq.qld.edu.au with your feedback.

Incidentally The only section of the site that is protected by a **password** is the answers section in the teachers area and the password is tcc-ans....shhhh !

Web stuff

Incredible as it may seem it appears there are some Queensland schools where History as a separate subject, as an element of SOSE, as part of a transdisciplinary approach or in any other form, is not offered to students. In fact social education of any form is not offered. If you are in this situation or facing limitations in the amount of time being offered to History/SOSE it may be worth consulting the Adelaide Declaration. This was an agreement between all Australian Minister's of Education signed in 1999. It offers certain minimum guarantees.

The Adelaide Declaration can be used to justify why SOSE and the other seven key learning areas are crucial for all students

<http://www.curriculum.edu.au/mceetya/nationalgoals/natgoals.htm1999>.

If you are looking for materials for teaching SOSE/History, the most relevant can be found through Access Education, a section of Education Queensland. See the Curriculum Exchange at:

http://education.qld.gov.au/tal/curriculum_exchange/teachers/sose/

Education Queensland's curriculum support for Studies of Society and Environment can be found at

<http://education.qld.gov.au/tal/kla/html/sose/sose.htm>

If you're still curious about some American developments try West Virginia

Discovering Democracy Discussion Group

Wondering how to make Federation come alive for your students or how to incorporate local Indigenous history in your curriculum?

Now you can ask other teachers around Australia.

The Discovering Democracy Discussion Group on the Curriculum Corporation website helps civics and citizenship teachers throughout Australia to share ideas and information in ways that they never have before.

Discovering Democracy Discussion Group enables teachers to:

- exchange ideas about civics and citizenship issues and how they can be addressed with students
- provide suggestions about how Discovering Democracy materials are being used in different settings
- give information about how DD materials can be used to address state and territory outcome frameworks and/or syllabuses
- discuss teaching and learning and whole school implementation strategies
- share ideas about resources and seek help with finding them
- exchange ideas about adapting and linking DD materials to other resources to meet the needs of particular student groups
- find details of professional development activities, seminars, talks and study tours.

Subscribers post their contributions to the list administrator at the Curriculum Corporation who posts them online after checking that they meet the discussion group protocols.

To stimulate discussion, the Curriculum Corporation organises regular online symposiums where leaders in civics issues and teaching practice will discuss a topic and how it could be addressed in the classroom, followed by discussions between the experts and online participants. At the end of a fortnight, the discussion will be summed up and archived on the Discovering Democracy website for future reference.

Teachers can subscribe to Discovering Democracy Discussion Group through the Discovering Democracy website: www.curriculum.edu.au/democracy/discuss.htm

For further information, contact the Discovering Democracy Project Officer, at the Curriculum Corporation on 03 9207 9600 or dhb@curriculum.edu.au.