

2019 QHTA STATE Conference

**29th June 2019**

**Brisbane Grammar School, Gregory Terrace**

**What Matters?**

**Registration Costs**

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| Member Registration up to 120 km away from Brisbane | **$220** |
| Member Registration over 120 km from Brisbane | **$187** |
| Non-member Registration | **$308** |
| Primary School Teacher Registration | **$165** |
| Student or unwaged | **$99** |
| Invited Presenters | **No charge** |

Institutional Members of QHTA can send up to 7 teachers at the Member Rate.

Registration includes all refreshments for the day, keynote presentation, workshops, satchel, trade displays.

Art work by Cassidy Bell, John Paul College

 

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| **QHTA State Conference - Saturday 29th June 2019** | | | | | | | | | | | | | | | | |
| **8am** | **Registration**  (Tea and coffee available. Trade Display Open) | | | | | | | | | | | | | | | |
| **8.45**  **(30)** | **Conference Opening**  Acknowledgement/welcome to country  **Presentation of the Dr Russell Cowie ‘Excellence in History Education’ Award, and the Outstanding Teacher Awards** | | | | | | | | | | | | | | | |
| **9:15**  **(15)** | **Curriculum Briefing – Ms Julie Hennessey** | | | | | | | | | | | | | | | |
| **9:30 am**  **(60)** | **Keynote Address – Associate Professor Anna Clark** | | | | | | | | | | | | | | | |
| **10:30am**  **(30)** | **Morning Tea** | | | | | | | | | | | | | | | |
| **11:00-12:00**  **(60)** | 1a  **Alison Bedford and Emma Kann** Socrates’ Heir: Having student led conversations with the Harkness Method | | 1b  **Casey Lever and Kim Lochner** Literacy gains using the Big History Project | | 1c  **Dr Ines Dunstan** History 2019: Between the Humanist and Postmodernist Paradigm | | 1d  **Kerry Daud**  Improving Literacy and Academic writing in the drafting process | | 1e  **Dr Serena Love**  Akhenaten and Hatshepsut: A critical examination of source materials | | 1f  **Assoc Prof Tom** **Stevenson** Some Context for the Career of  Scipio Africanus (236-183 BC) | | 1g  **Assoc Prof Andrew Bonnell**  From the Weimar Republic to Hitler:  Understanding the Rise of Nazism | | 1h  **Michelle Brown** Historical Consciousness: a connective device that can link seemingly disparate units? | |
| **12:05-1:05**  **(60)** | 2a  **Melissa Alexander & Kelly Allgood** Forming better formative habits | 2b  **Kathleen Collin**  Developing student interest and curiosity – A Cultures of Thinking Approach to Aboriginal and Torres Strait Islander History Units | | 2c  **Amanda O’Neil** Archaeology: It Matters! | | 2d  **Michael Cocks** Teaching source analysis and evaluation | | 2e  **Louisa Tyrrell and Mark Avery**  Teaching Year 10 with a view to senior History | | 2f  **Rowan Hofmeister** Deconstructing Democracy: Exploring 5th Century Athens in the new Senior Ancient History Syllabus | | 2g  **Kay Bishop** Breakdown or Transition of the Roman Republic? | | 2h  **Lisa Yallamas** Placing Cold War events (significance) on a spectrum of world or national stability (cause and effect) | | **2**i  **Sonia Ackerman** Competing Narratives: Israel, the Palestinian Territories and Others |

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| **1:10-2:10pm**  **(60)** | | | | | | | | **Lunch** | | | | | | | | |
| **2:10-3:10pm**  **(60)** | 3a  **Scott Kerr**  Many a slip between cup and lip: the integration of the new Senior Syllabus and formative assessment | 3b  **Kelli Chapman**  Music Matters: Engaging students in History with the power of popular music | | 3c  **Craig Johnston**  “I intend to write it”: Encouraging historiographical thinking in source analysis | | 3d  **Lisa Stewart** Engagement with Primary Sources: Australia’s Military Past | | 3e  **Dr Alan Barrie**  A History of Crusades Historiography | | 3f  **Kerry Daud** Phillip II and Alexander III of Macedon | 3g  **Sarah Coleman** Augustus: A historiographical approach | | 3h  **Susan du Rand** *Comprehending, Analysing, Evaluating & Synthesising Madiba!* The challenge of change – Mandela’s role in the anti-Apartheid Movement. | | 3i  **Assoc Prof Andrew Bonnell** Stalinism: Debates and Sources | |
| **3:15-4:15pm**  **(60)** | 4a  **Crystal Thompson**  Re-engaging boys in Modern History through popular culture – Civil Rights Straight Out of Compton | | 4b  **Ryan Slavin**  Meiji Modernisation: Enlightenment, Industry and Imperialism in one! | | 4c  **Louise Brown** Secure planning, responsive delivery, successful outcomes: A toolkit for new and returning teachers | | 4d  **Clair Monnickendam** Teaching the Independent Source Investigation | 4e  **Dr Glenn Davies** Agrippina the Younger | 4f  **Jay Taylor**  Filling in the gaps: Augustus and image control before the *res gestae* | | | 4g  **Adrian Skerritt** The radical mainstream of the US Civil Rights campaign | | 4h  **Lynda Robertson**  Teaching students to “think historically” about Australia’s involvement in the Vietnam War | | 4i  **Paul Baker**  The world needs more unafraid historians |
| **4.15** | | | | | | | | **End of day program – Wine and cheese** | | | | | | | | |

**Keynote Address – Associate Professor Anna Clark**

Anna Clark is an Australian Research Council Future Fellow at the Australian Centre for Public History at the University of Technology Sydney. With Stuart Macintyre, she wrote the *History Wars* in 2003, which was awarded the NSW Premier’s Prize for Australian History and the Queensland Premier’s Prize for Best Literary or Media Work Advancing Public Debate. Her PhD thesis, *Teaching the Nation*, was published by Melbourne University Press in 2006 and examines debates about teaching Australian history in schools. Follow up research, *History’s Children: History Wars in the Classroom* (New South, 2008), used interviews with 250 history teachers, students and curriculum officials from around Australia to explore Australian history teaching in school. She has also written two history books for children, *Convicted!* and *Explored!*



Anna’s most recent project, *Private Lives, Public History*, used interviews with 100 Australians from around the country to consider and include their thoughts on history alongside public and political discussions about the past and is published by Melbourne University Press. Reflecting her love of fish and fishing, she has also recently been written a history of fishing in Australia, which will be published in 2016.

Her current project, 'Re-imagining the National Story', is a history of Australian historiography, funded by the Australian Research Council.

Anna's teaching interests range across Australian history and historiography, including contests over the past, oral history, history education, memory studies, and public history.

**Conference Sessions**

**1a - Socrates’ Heir: Having student led conversations with the Harkness Method - Alison Bedford and Emma Kann**

Many teachers adopt the Socratic Method as a model for student conversation, however, at its core this is still teacher-driven, as they provide the questions in order to achieve a pre-determined outcome. This presentation will outline our recent experiences in adopting the Harkness Method, which fosters a more genuine student-driven mode of conversation and provides a strong scaffold for the gradual release of responsibility and decision-making to the students. Our initial experiences have shown that, if given full control, students develop not only a deep knowledge of historical content but also refine their ability to engage critically with historical source material. Beyond these discipline-specific skills, they also work collaboratively to reach decisions and make judgements, provide thoughtful feedback to their peers and both lead and participate in conversation. Many of these skills transcend the History classroom and better equip our students as they become active members of our democracy and of the global community, reflecting the 21st century skills of the Australian Curriculum. We see the Harkness Method as a valuable addition to our repertoire of learning experiences we can offer our History students.

*Alison is a senior Modern History teacher in regional Queensland. She is a Queensland Curriculum and Assessment Authority District Review Panel Chair, organiser of the Darling Downs Modern History Teachers Network and a co-organiser of the ‘Reimagining the Past’ conference, a regional event to support implementation of Queensland’s new senor curriculum. Alison is interested in inquiry learning and fostering independence, collaboration and critical thinking in her young historians. She is on Twitter @bedforda1 @ddmodernhistory*

*Emma is a dedicated middle and senior Modern History teacher and a Queensland Curriculum and Assessment Authority District Review Panellist. Emma is a founding member of the Darling Downs Modern History Teachers Network and a co-organiser of the ‘Reimagining the Past’ conference, a regional event to support implementation of Queensland’s new senior curriculum. Emma enjoys using visible learning in her classroom to showcase student progress and seeing the independence and confidence students gain when learning collaboratively through inquiry.*

**1b - Literacy gains using the Big History Project - Casey Lever and Kim Lochner**

This presentation aims to explain how teaching Big History through the Big History Project (BHP) or supplementing your current History course with BHP materials and activities can have a positive impact on your students’ writing and higher order thinking. The Big History 13.8 billion year history of the universe narrative is introduced for those unfamiliar with this approach, which originated with Macquarie University’s David Christian. Accessing the BHP website, literacy focused activities and resources will be identified and explained. An example of a specific investigation will be deconstructed showing how the activities support students’ ability to write a 5 paragraph essay in which a claim (thesis) and arguments are formulated, and relevant evidence is drawn upon to support that claim. Students will also learn to make a counterclaim in this genre. Using BHP Score through the website will show how students and teachers receive instant machine generated feedback on student work.

*Casey Lever and Kim Lochner are Big History teachers and BHP Teacher Leaders in Queensland. Casey is Head of Department Humanities at Ipswich Girls’ Grammar School where she is teaching a semester long elective to Year 9/10 students. Kim works at Stanthorpe State High School where she teaches a two year Big History elective to Year 9/10 students. They are passionate teachers of History and of Big History.*

**1c - History 2019: Between the Humanist and Postmodernist Paradigm** – **Dr Ines Dunstan**

This presentation will explore considerations of a philosophical/epistemological kind that have implications for the practice and teaching of history. It will examine the different conceptions of history that teachers bring to the classroom, as well as the different educational philosophies that influence these conceptions. ‘What is it that we are actually teaching?’ The discussion will consider three main propositions: ‘History is no more than what the historian dreams up’; ‘History is the study of alternative interpretations of the past’; ‘History is about encountering how the past really was.’ The presentation will devote much space to the question of Truth in history.' How do we communicate uncertainty without endangering credibility?

*Dr Inés Dunstan is an academic at Flinders University and a QCAA and IB Spanish high school teacher, IB history examiner, and IB history EE supervisor. She has been a topic convenor, lecturer and tutor for the history courses 'Creating a Nation: A Brief History of Australia', and 'The Lucky Country: Australia and the World since 1939'. She has also created and taught a Third Year/Honours course entitled 'Latin American History and Culture through Film and Literature.' Inés has also taught Indigenous Studies at the David Unaipon Centre at UniSA. She has published numerous peer reviewed articles in academic journals, as well as book reviews, creative works, columns, and interview-based articles.*

**1d - Improving Literacy and Academic writing in the drafting process.- Kerry Daud**

Thirty years of research indicates persistent problems in students between Years 4 and 10 in relation to reading comprehension, extended writing and linguistic patterns. This workshop focuses on strategies that have been proven to improve outcomes across a range of schooling contexts, both nationally and internationally.

*As Curriculum Leader in Humanities and Business, and Literacy Coach, at St Paul’s School Kerry has led: transdisciplinary curriculum changes throughout the Middle Years of Schooling, the implementation of ACARA and the current transition to the new Queensland senior phase of schooling. Leading teams and coaching are an area of passion. With a current project focus on whole school literacy improvement, Kerry has the expertise to lead and develop teams through periods of significant change.*

**1e - Akhenaten and Hatshepsut: A critical examination of source materials - Dr Serena Love**

Two of the most famous ancient Egyptian personalities, Akhenaten and Hatshepsut, were never meant to be remembered. Both of these rulers were intentionally omitted from historical documents and their memories diligently erased following their deaths. Both of these figures are hugely controversial in the academic discourse, largely due to contradictions in the source materials. The purpose of this session is not to focus on the historical details of their reigns but to challenge the sources of knowledge and question our assumptions. Serena will demonstrate how historical knowledge is a social construction and how textual sources are easily manipulated by ancient authors. Considering the 80% illiteracy rate in ancient Egypt, who were these texts written for and by whom? Visual representations of these two rulers were methodically destroyed as a deliberate act of erasing their memory, removed from history, yet they remain two of the biggest names in ancient Egyptian history. Perhaps these rulers are more important to us than they were to the ancient Egyptians? Dr Love will provide practical examples for the classroom, resources to follow, and encourage a dialogue between the teachers and herself.

*Dr Serena Love is an archaeologist with 25 years’ experience and has participated on excavations in Egypt, Turkey, Israel, and Iraq. She earned a PhD from Stanford University and held several positions at universities in the USA before relocating to Brisbane to lecture at the University of Queensland. Her research interests include prehistory, sacred landscapes, architecture, geoarchaeology, and social theory. Currently, Serena is working in the cultural heritage sector with Indigenous communities in Queensland and is passionate about teaching Aboriginal archaeology.*

**1f - Some Context for the Career of Scipio Africanus (236-183 BC) - Associate Professor Tom Stevenson**

Scipio Africanus, the conqueror of Hannibal at the Battle of Zama in 202 BC, was a Roman noble whose stellar achievements eventually aroused such fear and jealousy among his contemporaries that many combined to oppose and remove him. He was apparently labelled a ‘tyrant’ in contemporary debate, as though he sought deliberately to seize the government, supplant the elected officials, overturn tradition, and make himself Rome’s ruler with the backing of the people and the army. What if, however, Africanus’ power, aims, and potential were not those of a Roman-gone-rogue but of an ‘imperial personality’, whose image was shaped by factors deriving from Rome’s acquisition of an empire rather than from Africanus’ supposedly monarchic aspirations. This paper aims to put Africanus into a context somewhat different from the norm.

*Tom Stevenson teaches Classics and Ancient History at the University of Queensland. He is at heart an historian of Late Republican and Augustan Rome, though in recent years he has developed an interest in representations of the ancient world in historical novels and films. Tom is President of The Australasian Society for Classical Studies, regularly presents at the QHTA Ancient History Student Seminars, a**nd is a member of the Executive of the QHTA.*

**1g - From the Weimar Republic to Hitler: Understanding the Rise of Nazism - Associate Professor Andrew Bonnell**

The workshop will discuss different interpretations of the rise of the Nazi party in Germany's Weimar Republic (1919-1933) and particularly the reasons for the Nazi party's success in gaining power in 1933. There will also be discussion of relevant kinds of source material on this topic.

*Andrew Bonnell is Associate Professor of History at the University of Queensland, specializing in modern German history. Publications include The people’s stage in Imperial Germany (2005), Shylock in Germany (2008) and An American Witness in Nazi Frankfurt: The Diaries of Robert W. Heingartner, 1928-1937 (edited, 2011), as well as numerous articles and book chapters. He is history editor of the Australian Journal of Politics and History and on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Executive, has presented conference sessions and Modern History Student Seminars for a number of years.*

**1h - Historical Consciousness: a connective device that can link seemingly disparate units? - Michelle Brown**

Looking to connect units when you are not following chronology or theme in establishing your 2 year course?  The most interesting thing about the 2019 syllabus is the foregrounding of the concept of historical consciousness which has an interesting history extending beyond the definition provided in the syllabus from the Centre of Historical Consciousness.  Students sitting in your room may not be looking at a long term academic career after finishing your course, so the challenge is to show students the narrative and drama of history, develop solid higher order thinking skills and to help them make sense of the world – and, of course, pass the external exam. Examples of how this concept can not only be used as a connective device, but to create some really interesting conversation opportunities will be provided through topics from Unit 1:  French Revolution/Frontier Conflict, Unit 2:  Women’s Movement and American Civil Rights movement and Unit 3 Communism in China.

*Michelle Brown is a long-time executive member of QHTA and a popular presenter at QHTA conferences. The work produced by her students is notable for the depth of historical understanding demonstrated within it. Michelle’s workshops provide teachers with food for thought and ideas for practical activities to further learning goals in the History classroom.*

**2a - Forming better formative habits - Melissa Alexander & Kelly Allgood**

Formative assessment often gets a bad reputation, and it can sometimes be hard to think of engaging and rigorous ways of gathering and collating formative data. In this session, Melissa and Kelly will introduce you to tech tools that will make formative assessment fun and easy for you and your students. Showcasing tools such as Flipgrid, Formative and Nearpod, you will leave this session with formative assessment activities that move far beyond post-its and Kahoots, and a range of resources, that you can implement on your next day back in your classroom. Examples of how Melissa and Kelly have used each of the tools will be also be provided, as well as opportunities to try them out from the perspective of a student.

*Melissa is a passionate History and Legal Studies teacher, who has taught in several independent schools in Queensland and New South Wales. She has a focus on developing and implementing engaging lessons for students around project based learning strategies.*

*Over the past seven years, Kelly has taught Senior Modern and Ancient History, in addition to English and Middle Years Social Science at St John’s Anglican College. A key professional interest is in the utilisation of ICT to complement more ‘traditional’ teaching methods, rather than replace them. More recently, this interest has focused on using a variety of tech tools for formative assessment.*

**2b - Developing student interest and curiosity – A Cultures of Thinking Approach to Aboriginal and Torres Strait Islander History Units - Kathleen Collin**

This workshop will allow participants to experience a small selection of practical Project Zero – Visible Thinking strategies, that they could use in their own History classroom with a focus on Aboriginal and Torres Strait Islander Australian Curriculum and QCE History Units.

This workshop would be beneficial for teachers who are developing learning activities for the Aboriginal and Torres Strait Islander Units of work in the Australian Curriculum and QCE History courses and are curious to know more about Harvard Project Zero – Visible Thinking/ cultures of learning. It will also be useful for teachers who are looking to develop independent thought in their classrooms and to inspire curiosity in all learners. The thinking strategies are suitable for students in primary school through to Year 12.

*Kathleen Collin has over 22 years of History teaching experience at Independent and Catholic high schools in NSW and Qld. She has held a range of roles including Head of Faculty, Director of Learning and Teaching and Head of Secondary. She was a member of the writing team for the NSW Ancient History HSC Examination and was an Assessor for the NSW HSC Extension History paper. Currently Kathleen is the Curriculum Leader of Humanities at Clairvaux Mackillop College and an Expert Teacher Group leader of Ancient and Modern History for Brisbane Catholic Education*. *Kathleen is also a member of the QHTA Executive.*

**2c - Archaeology: It Matters! - Amanda O’Neil**

As history educators, it is vital that we underpin our understanding of history and people with evidence. “How do you know that?” is something heard many times in the classroom. Because of archaeology, we can answer many of those questions. Archaeology Matters! The senior Ancient History Syllabus begins with Unit 1 – Digging up the Past. This positions archaeology as an important study in its own right and links it to our continued understanding of the ancient world. In Year 7, we begin with Ancient Egypt and work with a range of artefacts and objects that better inform our understanding of this fascinating civilization. Archaeology, however, is not just about understanding the ancient past. There are many examples of archaeology happening in Australia, that seek to clarify our colonial past, and battlefield archaeology continues in Europe. This session will provide ideas and suggestions for bringing archaeology into the classroom/school environment for a range of year levels. Some activities are tried and tested, some are new and use cutting edge technology. There will be links to useful sites, practising archaeologists and helpful textbooks.

*Amanda O’Neill is an ancient history teacher at St Hilda’s School in Southport. She is passionate about engaging students in historical investigation, exploring the nature of the past and how it can inform our present. She recently participated in an archaeological dig in Tasmania and is keen to show teachers how exciting archaeology can be in the classroom.*

**2d - Teaching source analysis and evaluation - Michael Cocks**

Source analysis and evaluation skills can be challenging, for both students and teachers. This seminar will equip teachers to help their students master them. It will explain each source criticism skill as found in the new senior syllabuses, show how students can demonstrate an understanding of each one, and will provide advice for how they can incorporate high quality source criticism into their assessment pieces, particularly short responses and essays. Attendees at this session will leave with a range of ready-to-use activities for their own classes.

*Michael Cocks is a senior History teacher at Toowoomba Grammar School in Queensland and runs the educational History website,* [*www.HistorySkills.com*](http://www.HistorySkills.com)*. He is a textbook author for Cambridge University Press and HTAV Publishing, is a fact-checker for the BBC History Magazine, was a 2015 finalist in the QCT Teaching Excellence Awards and has been awarded as a Microsoft Innovative Education Expert.*

**2e - Teaching Year 10 with a view to senior History -** Louisa Tyrrell and Mark Avery

In this session Louisa will share a Year 10 unit that she’s developed and implemented introducing senior Ancient History and how she went about trialling a mini-version of the Independent Source Investigation – the ‘new’ assessment type in the incoming senior curriculum. Mark will bring a Modern History dimension to the presentation, showing the potential application of

a Year 10 Australian Curriculum unit. The presentation will outline teaching strategies to target key skills and junctures in modelling and scaffolding an Independent Source Investigation. It will also show how Year 10s can very capably tackle senior schooling type assessment and be ready to meet the demands of the senior histories.

*Louisa Tyrrell has spent over 17 years teaching in Central Queensland in co-educational and single-sex schools. For over 10 years she’s been a Head of Department, leading curriculum development and implementation primarily across the Social Sciences. In 2019 Louisa has gone back to ‘just teaching’, and is loving it. She has finally started her Masters. Other professional roles have included being a DRPC and most recently State Panellist for Ancient History.*

*Mark Avery has spent 9 years teaching in Central and South-East Queensland in the State, Independent, and now Catholic sectors. He has been leading curriculum design and implementation across the Humanities in both Middle and Senior years. Other professional roles have included being a QCAA District Panellist for Modern and Ancient History. Recently he has been a contributing author to the Senior Modern History for Queensland textbook from Cambridge, and has just entered a new role as Head of Social Sciences and English at St Ursula’s College.*

**2f - Deconstructing Democracy: Exploring 5th Century Athens in the new Senior Ancient History Syllabus - Rowan Hofmeister**

The varied challenges of democracy in the 21st century have received ample focussed media attention in recent years. Students of antiquity will understand that such challenges are not new, when considered against the experiences of 5th Century Athens. This presentation will focus on equipping teachers with a deeper understanding of how they might approach planning, teaching and assessing Unit 3: Topic 4 - 5th Century Athens (BCE). According to the QCAA Ancient History Syllabus (2019), Unit 3 “allows for greater focus on historiography and challenges associated with an interrogation of evidence”. Throughout the workshop, teachers will be equipped to feel confident in selecting material and historical content to sequence engaging learning experiences for students. A variety of important historiographical issues regarding the time period and society will be examined, particularly with regards to using the playwrights as valuable sources of evidence. Playwrights such as Sophocles, Aeschylus and Aristophanes will serve as examples for how the historical skills of analysis and evaluation can be developed by students. Discussion of assessment approaches that address the cognitive skills underpinning the new QCE will be discussed and sample resources will also be provided to assist teachers. Participants are invited to have an opportunity to share their experiences in planning new units in order to learn from our collective knowledge.

*Rowan Hofmeister has been teaching Ancient History in Queensland across the independent and state education sectors for the past nine years. During this time he has worked in curriculum leadership and as a district review panellist. Rowan continued his development of curriculum knowledge by completing a Master of Arts in Ancient History and Modern History in 2015. He was recently involved as a contributing author for the Cambridge Senior Ancient History for Queensland publication. Rowan is currently teaching Ancient History at Indooroopilly State High School.*

**2g - Breakdown or Transition of the Roman Republic?- Kay Bishop**

The aim of this presentation is to try to assist teachers to organise a possible plan of attack for this very content heavy topic. Kay will suggest a couple of approaches as well as some pedagogical activities. Teachers will have the opportunity to explore possible issues underlying the topic through an investigation of some key sources. This will be done using approaches teachers could use with their classes. Ways of keeping the theme of power and authority in the forefront of students’ minds will be investigated. Since Augustus is the topic for the external examination, an understanding of the events leading to his Principate would seem useful. The career of Tiberius Gracchus will be used as an example of how to drill down deeply to expose the behind-the-scenes political manipulation of public and individual opinion. There is probably no better period in Ancient History for an understanding of the argy bargy of political life in many Western countries today than the period of the Roman Republic.

*Kay Bishop is an experienced History teacher and was Head of Social Sciences and Head of Curriculum at Frawley College and then Head of Social Sciences at John Paul College. After a very temporary retirement in 2007, Kay became Project Officer for a Curriculum Corporation national curriculum project and then Project Manager for the Asia Education Foundation to develop professional development modules for Asian units in the Australian Curriculum: History. She worked on several other projects before taking up teaching contracts at Somerville House from 2009 to 2011. She has been President and an Executive Member of QHTA for many years and was President of HTAA and then Executive Officer of HTAA for several years.  Kay was a member of the History Sub-Committee for the Board of Secondary School Studies, later QSA and now QCAA for several decades and was Chairperson for a number of years.  She has spent the last seven years working at Education Queensland writing Curriculum 2 the Classroom resources for the Australian Curriculum: History and Geography. She is currently a Principal Education Officer with Education Queensland.*

**2h - Placing Cold War events (significance) on a spectrum of world or national stability (cause and effect) - Lisa Yallamas**

The Cold War is a possible topic for exploration as a “National Experience” in the Modern World (Unit3) or an “International Experience” in the Modern World (Unit 4) of the new syllabus. The Australian experience of the Cold War was shaped by earlier anti-Communist fears that fuelled the Brisbane riots, outlined by historian-author Peter Fitzsimons in his documentary “The Great Australian Race Riot”. The multi-award-winning animated drama “Giovanni’s Island” depicts the displacement and internment of Japanese inhabitants by the USSR, a gulag experience. These are two examples of using popular culture to teach the Cold War.

Neuroscience research, supported by educationalist Howard Gardner (multiple intelligences) shows the importance of emotional engagement in deep learning, learning which is synthesised into a personal world view and retained. Using recognised pop culture memes (e.g. James Bond, the Doomsday Clock) in a Cold War unit, students connect with unfamiliar timelines and content. By applying their judgement in group discussions, placing events on spectrums of stability and significance (historical concepts), students explore how the hands of the Doomsday Clock moved in response to Cold War events. The activities are designed to make learning visible, in a social context of peer tutoring, guided by the teacher.

*After crafting a “first draft of history” working as a journalist covering everything from Wik to the living conditions of veterans’ widows and the dissolution of Classics departments in universities, Lisa’s lifelong love of learning led her through photojournalism, digital media production and finally into teaching. Lisa has been teaching Humanities and English for six years, with the intention of bringing 21st century skills and experience into the classroom, as well as a range of old technology and artisan know-how. Lisa believes that artful expression is the highest form of higher order thinking (synthesis).*

**2i - Competing Narratives: Israel, the Palestinian Territories and Others - Sonia Ackerman**

Rather than holding out hope for a just peace to end the long-standing Israeli-Palestinian Conflict, “international peacemaker and reconciliation expert” Prof. O’Malley (2016) controversially speaks of a *Two-State Delusion*. His pessimism is borne out of analysis of the disparate narratives that Arabs and Israelis use to define the conflict. For students and teachers wishing to understand the importance of ‘perspectives’ in shaping global realities, investigating the history of this part of the world offers remarkable insight. This session will look at these competing narratives but will also examine the awkward interventions of others, who each come to the table with their own agendas and preconceptions.

*Sonia completed a Bachelor of Business (majoring in journalism) at the Queensland University of Technology before working as a reporter and a public relations professional in Central Queensland. After completing her secondary education graduate diploma at Monash, most of her teaching experience was gained at Whitsunday Anglican School. There she taught Ancient and Modern History, junior secondary Humanities, and English. Since moving to Brisbane, she has taught casually and contractually in private and public education spheres. Sonia is one of the authors of the new Modern History for Queensland text.*

**3a - Many a slip between cup and lip: the integration of the new Senior Syllabus and formative assessment - Scott Kerr**

Whether it be Hattie's Visible Learning or the Education Endowment Foundation's more recent extensive investigation, the effectiveness of formative assessment as a powerful teaching tool is supported by a substantial research base. One popular formative assessment model, popularised by Dylan Wiliam and Paul Black, contains elements, such as the clarification, sharing and understanding of learning intentions and success criteria, as well as the activation of students as learning resources for one another. However, similar to all education interventions, its implementation is highly problematic. This presentation explores my attempt to integrate this model of formative assessment into the teaching of a Unit 1 (Year 11) topic of the new Senior System. There will be a number of resources and activities distributed in this session.

*For over fifteen years, Scott has taught History and Economics at a variety of independent schools in Queensland, New South Wales and the United Kingdom. His current studies in psychology have led to an interest in the application of cognitive science as well as educational research to classroom teaching, in particular, the role of memory in effective learning. Since 2011, Scott has taught at St. John’s Anglican College, Forest Lake*. *Scott is also a member of the QHTA Executive.*

**3b - Music Matters: Engaging students in History with the power of popular music - Kelli Chapman**

From Billie Holiday to Helen Reddy to Briggs - this presentation explores ways teachers can integrate popular music of the time to engage students in History. Music is an integral part of students’ lives (as the perpetual battle to get students to remove their headphones in class can attest!). Why not work with our students and make music the highlight of their History lessons? Music can be incorporated into a host of junior and senior History topics not only to deepen the students’ understanding of historical issues and develop their ability to critically analyse sources, but to foster a love of, and genuine interest in, History.

*Kelli Chapman is the Head of Faculty Humanities at St Patrick’s College in Townsville. With over 15 years teaching experience, she is passionate about all things History and all things music – and endeavours to combine the two where possible. Kelli’s areas of expertise and interest include Indigenous History, women’s history, and the social justice issues of then and now.*

**3c - “I intend to write it”: Encouraging historiographical thinking in source analysis - Craig Johnston**

Both the new Senior Ancient and Modern History Syllabi emphasise the importance of historiography. Historiography goes beyond a cursory CUP analysis of a source. It requires the student to be able to understand the motivation behind the creation of the source. Winston Churchill made it easy, stating clearly that he would literally write his own place in history, would be the master of his own history, ensuring that it “would be kind” to him. The sources in the external exams, primary and secondary, will require students to establish motive for themselvesIn preparing for the external exams, History students will need to engage with the sources in a complete, complex, and historiographical way. The aim of this presentation is to share techniques to engage students in a much deeper understanding of sources and their context by interrogating them thoroughly. It will provide ideas to introduce students to, and familiarise them with, the language of historiography, giving them the aptitude to approach and interpret unseen sources with confidence. It aims to provide teachers with some tools to be able to encourage students to think like historians.

*Craig Johnston has degrees in History from the Universities of NSW and Edinburgh, where he did his PhD on the construction of identity in the modern world. After a career in the corporate world, he has returned to teaching with a GradDipEd from QUT. He is a staunch advocate of History in schools and believes that enthusiastic High School students can become ardent historians. His engaging style draws on a wealth of experience in public speaking and corporate presentations.*

**3d - Engagement with Primary Sources Australia’s Military Past - Lisa Stewart**

This presentation details opportunities for students of Australia’s military history to engage with relevant primary sources, which have been mapped to the curriculum. Visual representation of these artefacts, together with a series of inquiry questions to lead discussion and research are included within accompanying Student Field Visit and Teacher Companion Booklets (hard copy or digital platforms available) and relate to the Maryborough Military and Colonial Museum and Gallipoli to Armistice Memorial.   The booklet contains contextual information regarding WW1 particularly, together with an inventory of selected and relevant artefacts housed at the museum. The booklet has been endorsed by Dr Brendan Nelson (Director, Australian War Memorial), Dr Craig Barrett (Fraser Coast Military Trail consultant), Mr Steve Case (Retired Regional Director of Education Queensland) and several local History teachers.

*Lisa Stewart is a teacher of History and English at St James Lutheran College. She is currently completing her Master of History at The University of New England, Armidale. Lisa is interested in all aspects of history and upon completion of her current post-graduate studies, intends to embark on a PhD which will focus on the tension between colonial settlement and indigenous history in the Wide Bay region.*

**3e - A History of Crusades Historiography - Dr Alan Barrie**

Given the explosion of religious violence, hatred, and global terrorism since 9/11/2001, it is interesting to posit the idea that a study of the Crusades may help in understanding contemporary events (which has also helped pique general interest in the Crusading era); however, there is an inherent danger in interpreting historical material through modern events, and using historical precedents – outside of historical contexts – to further political opinions and agendas.  This is what makes the option of studying the Crusades a particularly attractive choice of topic for Unit 3, which allows for greater focus on*historiography* and *challenges* associated with an investigation into evidence.

This presentation will provide an overview of changing views of the Crusades over time, from the Renaissance to the present, with a focus on the *analysis* of specific source extracts and *evaluation* of new issues that have emerged in recent scholarship.  Assessment to accompany these issues will also be considered.

*Alan has been a teacher at Brisbane Grammar School for 20 years. He has worked with QCAA for 14 years as a Panel Member, and as chief examiner of the Qld External Ancient History Examination. He was a member of the Expert Panel Writing Team for the new Queensland Ancient History Syllabus, has developed further resources for QCAA with regard to the new syllabus, and is the lead author for the new textbook, Ancient History for Queensland.*

**3f - Phillip II and Alexander III of Macedon - Kerry Daud**

A workshop presenting the Unit Reconstructing the Ancient World, Topic 5. A focus on archaeological evidence, ancient sources and new interpretations will frame the presentation and help prepare teachers to support students through rich knowledge development and the preparation of their Independent Source Investigation.

*As Curriculum Leader in Humanities and Business, and Literacy Coach, at St Paul’s School, Kerry has led: transdisciplinary curriculum changes throughout the Middle Years of Schooling, the implementation of ACARA and the current transition to the new QLD senior phase of schooling. Leading teams and coaching are an area of passion. With a current project focus on whole school literacy improvement, Kerry has the expertise to lead and develop teams through periods of significant change.*

**3g - Augustus: A historiographical approach - Sarah Coleman**

An exploration of the evidence for the Augustan era, especially sources that might be perceived as more abstract, such as the literature, art, epigraphy, epistles and numismatics of the period. This presentation seeks to provide teachers with the tools to provide their students with a deeper knowledge of the range of evidence, its strengths and limitations.

*Sarah is currently the Associate Principal – Learning and Teaching (secondary) at MacKillop Catholic College, Mount Peter, in Far North Queensland. She is a passionate educator of 14 years, and has been involved in the writing of the 2019 Ancient History syllabus, and the Cambridge University Press published Senior Ancient History for Queensland, where she wrote the chapters for Boudicca, Pompeii and Herculaneum, Julius Caesar and Augustus. Sarah has a Master of Arts, Ancient History, from the University of Queensland, and is currently completing her second Masters in Educational Studies – Curriculum.*

**3h - Comprehending, Analysing, Evaluating & Synthesising Madiba! The challenge of change: Mandela’s role in the anti-Apartheid Movement - Susan du Rand**

This presentation will examine the system of Apartheid which was introduced in South Africa by the Malan administration in 1948 and continued until Mandela’s release from prison in 1990. The presentation will cover the challenges endured by the anti-Apartheid Movement in its struggle to gain racial equality with a focus on the role played by Mandela. The content of the presentation will link directly to the teaching of the cognitive processes, ‘Comprehending, Analysing, Evaluating & Synthesising’, to meet the new syllabus objectives.

*Susan du Rand is the Head of History at Brisbane Grammar School. Her background of over 25 years of teaching includes History, English and French. Susan has worked as a History writer for Curriculum into the Classroom Project, has published a book on Z.K. Matthews and written for Senior History textbooks in South Africa and Queensland. Susan is a member of the Modern History District Panel and Vice President of the Queensland History Teachers Association.*

**3i - Stalinism: Debates and Sources - Associate Professor Andrew Bonnell**

This workshop will consider the state of scholarly debates on some key aspects of Stalinism (repression and the purges, economic transformation, social history of the period, etc.) and will introduce participants to a range of sources on the period and on these issues.

*Andrew Bonnell is Associate Professor of History at the University of Queensland, specializing in modern German history. Publications include The people’s stage in Imperial Germany (2005), Shylock in Germany (2008) and An American Witness in Nazi Frankfurt: The Diaries of Robert W. Heingartner, 1928-1937 (edited, 2011), as well as numerous articles and book chapters. He is history editor of the Australian Journal of Politics and History and on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Executive where he has presented conference sessions and Modern History Student Seminars for a number of years.*

**4a - Reengaging boys in Modern History through popular culture: Civil Rights Straight Out of Compton - Crystal Thompson**

Through popular culture mediums, music and film, students are immersed in how creative mediums have provided a voice for the Civil Rights Movements, from the 1960s through to the 1992 LA Riots, to the current Black Lives Matter Campaign. Through exploring different cultural mediums, in conjunction with historical sources, students gain an in-depth understanding of institutional racism and how it transcends cultures and eras.

*Crystal Thompson is the Acting Curriculum Leader for Humanities and Business at St Paul’s School, an Anglican PP-12 school in Brisbane’s north. Crystal is a passionate History and Legal Studies teacher, who excels at designing and implementing exciting and engaging units for students in both Humanities and Business. Her passion for the pastoral care of students has also driven her to complete a Master of Education, Guidance and Counselling, and brings a richness to her practice as she leads the team incorporating student agency into unit design.*

**4b - Meiji Modernisation: Enlightenment, Industry and Imperialism in one! - Ryan Slavin**

This presentation will focus primarily on QCAA Unit 1, Topic 7: Meiji Restoration (1868-1912) with the inquiry aspect *Meiji modernisation*. Despite having a Senior Modern History focus, the presentation will also make direct links to the ACARA Year 8 History Depth Study – Japan under the Shoguns (c.794 – 1867). Therefore, throughout the presentation, sources of evidence relating to both contexts will be offered, analysed and evaluated, not mutually exclusively, but in the sense that the senior course offers opportunities to draw on or dove-tail with prior learning (and resources) generated in Year 8. Firstly, the presentation will contextualise the unit of study through historical sources and activities relating to Japan’s pre-Meiji xenophobic and isolationist foreign policy *sakoku* (with a comparative look at contemporary Australian immigration policies). Secondly, the presentation will explore the causes of the 1868 Restoration further through the rise of the Japanese nationalist movement *sono joi* (revere the emperor, expel the barbarians) and the political and economic turmoil that ended more than 250 years of Tokugawa rule. Thirdly, Japan’s consequential modernisation, as outlined by the Charter Oath, will be investigated through historical sources reflecting social change (end of the class system - and the samurai, and education reform), economic change (industrial and financial) and political change (the degree of democratic process adopted by Meiji Japan and the development of imperialist sentiments that set Japan on a collision course with the West).

*Ryan is the Head of Humanities at Unity College on Queensland’s Sunshine Coast where, in addition to his departmental leadership, he also leads the explicit teaching of literacy at the College. Ryan has taught History and Geography to students across Years 7 to 12 in several Queensland schools. He has been a member of the Executive for the Queensland History Teachers’ Association for many years and is the editor of the Association’s eJournal. Ryan is a contributing author to the Senior Modern History for Queensland textbook published by Cambridge. Ryan also has over 20 years of martial arts teaching experience and manages a traditional Japanese martial arts school (dojo) on the Sunshine Coast.*

**4c - Secure planning, responsive delivery, successful outcomes: A toolkit for new and returning teachers - Louise Brown**

This workshop will share strategies for planning and delivering a history unit for the first time. It will include techniques for developing your own subject knowledge, planning your unit for progression, and ensuring learning activities meet lesson objectives. It will also include how you can use direct instruction to promote critical thinking, and ways of using on-the-spot formative assessment to secure understanding. A toolkit of techniques for the new and returning teacher, with opportunities for sharing best practice amongst workshop participants. All welcome.

*Louise has taught History in the UK for 20 years. Most recently she was Head of Humanities at one of the UK’s most successful Academies. She has been a mentor to many pre-service teachers and delivered lectures to teacher trainees at the University of Leeds. Louise emigrated with her family to Australia in August 2017 and is now Assistant Head of the Socio-Cultural Faculty at St Margaret’s Anglican Girls School in Brisbane. Louise has a passion for making History both accessible and challenging – in a good way! – for students, through careful planning of curriculum and lessons.*

**4d - Teaching the Independent Source Investigation - Clair Monnickendam**

This workshop will outline strategies for teaching the Independent Source Investigation and go through the possible pitfalls faced by students new to this kind of task. Teachers will receive sample assessment items, planning materials and resources to support them in the implementation of this task. The workshop will include strategies to support students to undertake research and locate reputable sources.

*Clair has taught in a range of schools in the Brisbane metropolitan area, including two years teaching Senior Modern History at an independent school for girls. She is currently teaching Year 10 History at Balmoral State High School. Clair is a regular attendee at QHTA conferences and has recently had resources published in the QHTA e-journal. Whilst she is not teaching senior History this year, she continues to stay involved in new senior curriculum planning through networking and collaboration with other teachers. Clair is currently working towards accreditation as A Highly Accomplished Teacher.*

**4e - Agrippina the Younger - Dr Glenn Davies**

2019 is the 2000th anniversary of ancient Rome’s ‘JFK’ moment when Germanicus Caesar died mysteriously in Antioch, aged 34. His demise shook the very foundations of the Roman state. His death also fractured his young family. Even so, his daughter Agrippina the Younger became one of the most influential women of the Julio-Claudian Roman Imperial family during the first century CE. Agrippina the Younger is most generally known as the mother of the Emperor Nero. The study of ancient women, especially those who held power, is inherently fraught with the opinions and influence of men. The majority of ancient Roman written sources were critical of Agrippina the Younger because she was seen by them as stepping outside the conservative Roman ideals regarding the roles of women. However, the material record of Agrippina the Younger is conspicuously different from those in the literary narrative sources. The visual representations of Agrippina’s image include coins, sculptures, and cameos and are products of the Roman Imperial dynasty itself, its supporters, or those wishing to obtain its favour. Interestingly, Agrippina, along with her two sisters, became one of the first living women to be represented on coins of the Roman mint by image and name.

*Dr Glenn Davies has been a secondary History teacher in Queensland schools since 1992. He is currently Head of Social Sciences & Languages, Craigslea SHS and lectures in History and Politics Education at ACU. He has been the QHTA State Executive ePublishing Manager since 2006, presented at QHTA and HTAA National Conferences, participated in various QCAA State committees, and written six secondary history textbooks. A long-time admirer of Agrippina the Younger, he continues to lament the loss of her ‘Memoirs’.*

**4f - Filling in the gaps: Augustus and image control before the *res gestae* - Jay Taylor**

Many courses on Augustus start and finish with the *res gestae –* Augustus’ own summary of his achievements. This is often done with little appreciation of the fact that the document was not published until after Augustus’ death – after a reign of almost 50 years. The document often distracts attention from more contemporary sources which provide valuable insight into the way that Augustus constructed his image during his own lifetime. Of particular interest are sources, which cast light on Augustus’s intentions before the creation of the principate itself. This presentation will explore approaches to evidence such as numismatic material and epigraphy, which give a more contemporary insight into the way Octavian/Augustus constructed an image of his power, that permitted a normalisation of his supremacy in a society inherently hostile to the idea of one-man rule.

*Jay Taylor has been teaching History for seven years and has worked as a teacher of Ancient History and Latin at Brisbane Grammar School for the past five years. He studied Classics at the University of Queensland and is currently reading for a Master of Arts in Ancient Greek at the University of New England.*

**4g - The radical mainstream of the US Civil Rights campaign - Adrian Skerritt**

Often, when the history of the US civil rights movement is presented to students, there is considerable emphasis upon the polite, measured and respectful tone of the protests. A middle-aged woman carrying a purse refuses to stand in a bus in Montgomery, a preacher turns the other cheek time and again, when campaigning for voting rights, and a responsive and enlightened judiciary captures the spirit of the times and enshrines in law the principle of desegregation.   
  
This is a version of the civil rights campaign that can be easily consumed by a broad cross-section of American society and Australian society for that matter, and absorbed into a general tale about national unity that begins with Washington, Jefferson and the other founding fathers. This seminar will seek to include the more troubling and confronting elements of the civil rights campaign. Before Rosa Parks stepped on that bus in Montgomery she was a well-known criminal justice activist. For years she had been campaigning against sexual violence directed towards black women. The campaign to desegregate the south began well before the 1950s. It involved radical Communists, both black and white, who courageously fought to stop lynchings and fulfil the promise of Radical Reconstruction. Dr King’s ideas towards the end of his life converge with those of the nemesis of the white establishment, Malcolm X. They both believed that the economic system that produced racism and war had to be challenged and overthrown. The key strategy of Dr King’s poor people's campaign was the mass occupation of city streets.  The Black Party was not a militant aberration but a continuation of strategies that had been evolving since the 1920s.

*Adrian is a Humanities HOD at Centenary SHS. He is a regular presenter at the QHTA annual conference.*

**4h - Teaching students to “think historically” about Australia’s involvement in the Vietnam War – Lynda Robertson**

Thinking historically extends beyond the ability to analyse sources and apply cognitive processes. It requires an understanding of *how* to interrogate the past through the application of historical skills and concepts. With the introduction of the new senior syllabus and external assessment, the need to purposefully support the development of students as “historical thinkers” continues to be essential.

This workshop aims to review and model approaches to this through the content of “Australia’s Involvement in the Vietnam War.” Unit materials designed for use in Senior Modern History classes will be presented to model how the deliberate teaching of key historical themes, chronology and source analysis skills can develop students’ ability to think historically and achieve success.

*Lynda has taught History for fourteen years in both Victoria and Queensland. She is currently employed at Pimpama State Secondary College on the northern Gold Coast, where she teaches both Year 11 and Year 12 Modern History. In 2016, Lynda was a teacher chaperone for the Honouring Australian Vietnam Veterans Competition and has also served as a Victorian state judge for the National History Challenge. Before moving interstate, Lynda also served as a board member for the History Teachers Association of Victoria.*

**4i - The world needs more** **unafraid historians**

Should you let your students skip school to be part of a political protest? Given the theme is ‘What Matters?’ there is probably no conversation that matters more in history education today than that around what PISA describes as ‘young people’s role as active and responsible members of society’ and what the Melbourne Declaration’s Goal 2 articulates as ‘young Australians committing to the values of equity and justice… by active participation in civic life… and being responsible global and local citizens.’ This seminar will explore those issues from a history teaching perspective and is very much the logical follow on from the 2018 ‘Courageous Conversations’ seminar (attendance at the latter is not a prerequisite for this workshop) Using the recent #SchoolStrike4ClimateAction as a case study, participants will investigate the classroom teaching dilemma of striving for objectivity and balance along with the creation of ‘active’ citizens in schools were political discourse is sometimes circumscribed and neutrality is demanded. A particular focus will be how this dilemma is apparent in the diverse responses to the student strike, from various media outlets, politicians and everyday Australians. Delegates will be challenged to reflect on their own classroom goals and practices and, indeed, ask the question “What is history education for?

*Paul presented at the 2017 HTAA National Conference providing delegates with several practical ways to increase the Inquiry Method’s effect size by demonstrating how he creates a genuine culture of inquiry, using a ‘history of the now’ approach, to validate the passions and interests of his students. At the 2018 QHTA State Conference his ‘Courageous Conversations’ workshop explored the emancipatory effect of studying history, embedding the latter in an impressive and detailed theoretical context and – most importantly – demonstrated how the theory can be made practical in the history classroom*