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| 9-9:30 | Welcome  Announcement of Award Winners | | | | |
| 9:30-10:40 | **Keynote address - Dr Brian Hoepper**  **‘History in the Time of Virus’** | | | | |
| Morning tea break | | | | | |
| 11- 12 | 1a  **Ben Hegerty**  History Essentials for Early Career Teachers | 1b  **Clair Monnickendam**  High impact teaching strategies in the history classroom | 1c  **Kerry Daud**  Xerxes: beyond 300 | 1d  **Dr Alison Bedford and Emma Kann**  Designing a Responsive Classroom | 1e  **Associate Professor Andrew Bonnell**  Historiography of the Third Reich |
| 12:15-1:15 | 2a  **Dr Craig Johnston**  Contested Places, Contested Spaces: using statues and monuments as sources to teach the complexities of Public History | 2b  **Dr Glenn Davies**  The Value of the Three-Level Guide for Historical Inquiry (with a focus on Senior Ancient History) | 2c  **Diana Platt**  Egypt: Land of Plenty | 2d  **Sally Lawrence and Peter Lawrence**  101 - First Nations Histories and Cultures: the bits you didn’t get taught at school  (Building Cultural Capability within Educators) | 2e  **Louise Brown**  The Power of the Well-Chosen Word: widening students’ vocabulary for clear and confident expression |
| Lunch Break | | | | | |
| 1:45-2:45 | 3a  **Rachelle Willington**  Assessment practices in Years 7 to 10 HASS | 3b  **Lauren Hovelroud**  From Historical Analysis to the Human Narrative: how Project Based Learning in the Senior Modern History classroom engages students critically, creatively and empathetically to challenge gender inequality and antisemitism | 3c  **Sarah van der Westhuizen**  Streamlining content in History | 3d  **Julie Hennessey**  Preparing for the External Assessment in Modern History | 3e  **Associate Professor Tom Stevenson**  Sources for the Augustan Age and the Nature of Augustan Monarchy |
| 3-4 | 4a  **Michael Cocks**  Revolutionising, Simplifying and Supercharging Your Unit Planning | 4b  **Lisa Stewart**  The reliability of Martial’s Epigrams as a source for interpreting *clientela* and ancient Roman socio-cultural dynamics | 4c  **Kim Lochner**  Critical Thinking and the Big History Project | 4d  **Paul Baker**  Pedagogy for ‘Perspective’: How to avoid the pitfalls and produce better results | 4e  **Kathleen Collin and Diana Platt**  How to Spice up your Revision Life: Preparing for the EA in the Ancient History classroom |

**Keynote - Dr Brian Hoepper – History in the Time of the Virus**

****The Coronavirus outbreak has precipitated an extraordinary situation in Australia and globally. Amid the anxiety and suffering, much discussion and debate has emerged about the virus’s impact and about the ‘shape of things' once societies ‘come out the other side’. The discussions and debates highlight major issues of politics, economy, society and culture. History can bring an invaluable perspective to those discussions and debates, and history teachers and students are well positioned to participate in the conversations that will help fashion the future ‘shape of things’.

In his presentation, Brian will highlight several of the major issues, locating them in a broader historical context, pinpointing key questions that have emerged and identifying where current syllabuses provide opportunities for teachers and students to engage with those questions.

*Dr Brian Hoepper is widely regarded as one of Australia’s leading lights in History education at all levels. Throughout his professional life, firstly as a secondary History teacher and later as a tertiary academic working with pre-service History teachers, he has encouraged his students to be inquiring, critical and empathetic individuals, whose knowledge of the past can influence them to act in ethical and compassionate ways in the present.*

*His influence on the teaching of History throughout the nation has also been profound because he has helped shape the thinking and classroom practice of thousands of Australian History (and other) teachers by virtue of: his presentations at regional, state and national conferences, workshops and teacher meetings; and the writing of countless submissions, journal articles and texts.* In recognition of this, Brian was the 2019 recipient of QHTA's most prestigious acknowledgement, the Dr Russell Cowie ‘Excellence in History Education’ Award. *Most recently he has worked with QHTA through written and personal submissions to critique the current QCAA Modern and Ancient History syllabuses in the quest to enhance these documents and assessment processes.*

**1a Ben Hegerty - History Essentials for Early Career Teachers**

This session is aimed at History teachers in the early stages of their career, as well as pre-service teachers and teachers who may have had limited opportunities for formal training or professional development in the practice of Secondary History teaching. It will cover the following topics:

* Strategies for helping your students improve their source evaluation skills
* Using sentence starters to help students improve their argumentative writing structure
* Helping students develop nuanced research inquiry questions
* Useful and easily implemented routines and activities to develop thinking skills
* How to build formative assessment opportunities into your lessons

All participants will hopefully come away from this with a few new ideas and resources that can be immediately be implemented in their History classroom.

*Ben Hegerty is a History teacher and Head of Department at Stuartholme School, Toowong. He is a member of the QHTA Executive and has contributed to the QCAA in various roles, as the Brisbane Central District Panel Chair for Ancient History, QCAA Subject Matter Expert for Ancient History, Lead Endorser and Lead Confirmer. Ben was involved as a contributing author for the Cambridge University Press textbook, Senior Ancient History for Queensland, and he has recently completed his Master of History through the University of New England.*

**1b Clair Monnickendam - High impact teaching strategies in the history classroom**

In this workshop/presentation teachers will experience a range of high impact strategies which can be used to foster critical and creative thinking, skill development and literacy in the history classroom. These strategies are underpinned by the work of educational researchers such as Hattie, Marzano and Kendall, among others, and can be applied easily in a classroom context. Attendees will walk away with a range of practical strategies around metacognition, feedback, collaborative learning and explicit teaching which can be used in their own classroom context.

*Clair has been a teacher of English and History for 10 years in a range of different school contexts in metropolitan Brisbane. She is STILL working towards her highly accomplished teacher accreditation and has presented at a previous state conference. Modern History is her vibe but she is now teaching Ancient History at Balmoral High school-and loving it.*

**1c Kerry Daud – Xerxes: beyond 300**

A workshop presenting the Unit Personalities in their times, Topic 3. 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 understanding of how individuals are characterised throughout history.

*For 13 years Kerry has been a Curriculum Leader in Humanities and Business, a Literacy Coach, but most importantly a History teacher. She is a QCAA Confirmer for Ancient History and a previous panellist. Kerry has led the implementation of ACARA and transition to the new QLD senior phase of schooling. Leading teams and coaching are an area of passion. With a current focus on assessment literacy, Kerry is enjoying the opportunities the new syllabus provides in reconsidering teaching and learning.*

**1d Dr Alison Bedford and Emma Kann - Designing a Responsive Classroom**

This session will outline the lesson planning framework we designed to make the historical inquiry process explicit and how we then tailored this to the specific needs of our young historians through the adoption of a consultative interactive cycle which shaped our teaching practice. We will outline how our inquiry-driven framework uses visual cues and explicit skill identification to support students in quickly mastering the language of the History syllabus and how a student-centred collaborative approach to learning informs our lesson design. This includes the use of explicit phases in learning, elements of Visible Learning, and a focus on developing a ‘cohort collaboration culture’. We will then share how we engaged in a series of cohort consultations to reflect upon and refine learning experience design to maximise efficacy and engagement. Through the use of a series of reflection activities, students were able to self-identify areas of strength and weakness and provide feedback on how effective and engaging they found different types of learning experiences. We then undertook an interactive cycle where we trialled three of the most popular modes of content delivery which allowed us to further refine how we move through our inquiry-driven unit framework to genuinely cater to the needs of our students and give them the best chance of growth and success in their study of History.

*Alison is a senior Modern History teacher in regional Queensland. She served as a Queensland Curriculum and Assessment Authority District Review Panel Chair, organiser of the Darling Downs Modern History Teachers Network and a co-organiser of network events, including upcoming regional student workshops focused on preparation for the External Assessment. 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 served as 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 network events, including upcoming regional student workshops focused on preparation for the External Assessment. 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.*

**1e Associate Professor Andrew Bonnell – Historiography of the Third Reich**

2020 marks 75 years since the end of the Nazi dictatorship. In that time, a vast body of scholarly literature has been built up, much of it highly specialized, and covering highly diverse aspects of German History from 1933 to 1945. Even specialists find it hard to keep an overview of the field and to keep up with new developments. This presentation will discuss ways of making sense of the historiographical debates around Nazi Germany.

*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, and has presented conference sessions and Modern History Student Seminars for a number of years. In 2019 he was recognised with a QHTA Outstanding Teacher Award.*

**2a Dr Craig Johnston - Contested Places, Contested Spaces: using statues and monuments as sources to teach the complexities of Public History**

Captain Cook is arguably one of the most celebrated commoners in the world, with over 50 monuments and memorials in Australia alone, and dozens more in New Zealand, Britain and North America. Most belong to the nineteenth century tradition of memorials to “great men”. Monuments of this type are increasingly contested for their silencing of indigenous voices and privileging of a particular history.

However, this is not a new phenomenon. Recent vandalism of such monuments, and the late-twentieth/early-twenty-first century attempt to create a more inclusive public history, has its roots in monumental symbolism in the ancient world. Looking at the use of statues and monuments as expressions of public history, this paper delves into the historiography of the statue and the very nature of how history is manufactured, and asks where does public history go next?

*Dr Craig Johnston completed his PhD in History at the University of Edinburgh, a city abounding with statues. It is to this that he credits his interest in understanding monuments as sources to understand public history. He teaches senior Ancient and Modern History at Clayfield College, which has two statues in its grounds.*

**2b Dr Glenn Davies - The Value of the Three-Level Guide for Historical Inquiry (with a focus on Senior Ancient History)**

The Three Level Guide strategy is an effective way to improve reading comprehension and the subsequent writing, as well as develop higher order thinking.

Three Level Guides were developed by Herber (1970) as a means of improving reading comprehension.

1. *Literal Comprehension: reading on the lines to see what is actually said.*
2. *Interpretative Comprehension: reading between the lines to make inferences about what the author might mean.*
3. *Applied Comprehension: reading beyond the lines to make associations with other knowledge, to solve problems and to modify existing perceptions.*

The support for the Three Level Guide strategy emanated from the 1980s, when the Learning to Learn through Reading (LTLTR) in-service program was implemented across Queensland. The LTLTR program was a practical adoption of a conceptual framework of curriculum area learning strategies known as ERICA, or Effective Reading in the Content Areas, developed by Morris and Stewart-Dore (1984). LTLTR Units were developed at the time based on sections from class textbooks and followed the following sequence:

1. *Preparing to Read*
2. *Thinking Through*
3. *Extracting and Organising*
4. *Translation*

This workshop will demonstratehow to write Three Level Guides, as well as share an LTLTR-styled unit on Unit 3. Topic 6: Early Imperial Rome.

*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 Australian Catholic University. 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.*

**2c Diana Platt - Egypt: Land of Plenty**

A look at artefacts and sites from ancient Egypt. Attending a PD study tour to Egypt with Dr Jennifer Lawless and an Egyptologist as a tour guide, has given me many insights that could be helpful for the teaching of Senior Ancient History, Year 7 History, Year 7, 8 and 10 Geography and Tourism. This workshop will outline curriculum links and resources, share insights and ways these could be applied in the classroom.

*Diana is a Curriculum Leader of Humanities and a teacher with 12 years’ experience. She has co-authored the Cambridge Ancient History textbook, is an Expert Lead teacher in Ancient History, received a QHTA Outstanding History Teacher’s Award in 2019 and is a lead endorser for Ancient History.*

**2d Sally Lawrence and Peter Lawrence – 101: First Nations Histories and Cultures: the bits you didn’t get taught at school (Building Cultural Capability within Educators)**

From now and into the future, Cultural Capability is an essential prerequisite skill that many non-Indigenous people will need to develop in order to actively shape our collective sustainable future.  Building Cultural Capability is a life long journey and whilst some of us have been on this journey for some time, others are still struggling to find their way or make a start on embedding First Nations perspectives within their teaching.  Join Peter and Sally Lawrence as they highlight 3 significant events within our hidden histories for teachers to better understand modern Australia.

1. Black Diggers - The Boys from Barambah - the untold ANZAC story

2. Spanish Influenza 1919 - Lives, culture and ancestral knowledge lost on the Mission of Cherbourg

3. The Great Bunya Gatherings of SEQLD 1842-43 - A time of change - Frontier Wars

Gain insight, knowledge and resources that will support you to embed First Nations perspectives within Senior Modern History and the Australian Curriculum. It's time to build our Cultural Capability so that we can collectively ensure all Queensland students know our true shared history.

*Sally has worked exclusively with both Aboriginal and Torres Strait Islander communities over the past 25 years. Early career positions within the Torres Strait, lay a strong foundation for Sally’s ongoing work with many mainland First Nations communities. In particular, her work for Cherbourg’s Ration Shed Museum is of significance having gained special commendation from the Minister for Education, the Honourable Kate Jones. Our Land Our Stories,**and recently launched at Parliament House in Canberra in 2019,**is Sally’s latest collaboration with Nelson Cengage and AIATSIS.*

*Peter Lawrence has been teaching history and other humanities subjects in Queensland state high schools for over 20 years.  Peter has been on regional panels for Modern History and Economics and was on the Queensland State Panel for Modern History from 2012 to 2019.  His current area of interest is in Aboriginal history with a particular focus on Queensland frontier violence. Peter has been a researcher for a number of books published by the Ration Shed Museum at Cherbourg.  He was a contributor the current textbook for Senior Modern History by Cambridge with a chapter focusing on the New Deal.  His current substantive position is HOD Humanities and LOTE at Meridan State College.*

**2e Louise Brown - The Power of the Well-Chosen Word: widening students’ vocabulary for clear and confident expression**

This session will present a range of strategies for widening student vocabulary and improving the quality of their written expression. It will include how we can use the idea of ‘three tier’ words to carefully plan the vocabulary we want students to understand. There will be a range of teaching activities to get students to understand, practise and develop their use of vocabulary so the ‘inflexible’ first introduction to a word becomes the ‘flexible’ and confident use in a range of contexts. There will also be examples of how we can use fiction in History lessons to widen student exposure to the well-chosen word.

*Louise taught History in the UK for 20 years. Most recently she was Head of Humanities at one of the UK’s most successful Academies. Louise emigrated with her family to Australia in August 2017 and is now Acting Head of the Sociocultural Faculty at St Margaret’s Anglican Girls School in Brisbane. She is the co-organiser of the termly Brisbane based TeachMeets where History teachers share practical ideas for immediate use in the classroom. Louise has a passion for making History both accessible and challenging for all students.*

**3a Rachelle Willington - Assessment practices in Years 7 to 10 HASS**

The purpose of the session will be to examine assessment practices in Humanities and Social Sciences in Years 7 to 10 to support students in the transition between Australian Curriculum and senior assessment.

*Rachelle Willington is the Principal Project Officer Australian Curriculum: Humanities and Social Sciences at the Queensland Curriculum and Assessment Authority and supports Queensland schools to implement the Australian Curriculum. She has previously worked for the Queensland Department of Education as a Principal Project Officer in the Curriculum, Teaching and Learning team. Rachelle is a passionate advocate for Humanities and Social Sciences particularly in junior secondary.*

**3b Lauren Hovelroud - From Historical Analysis to the Human Narrative: how Project Based Learning in the Senior Modern History classroom engages students critically, creatively and empathetically to challenge gender inequality and antisemitism**

With the increasing emphasis on 21st century skills and preparing futures-focussed, global citizens who can learn from the past, to understand the present and look towards the future asking “Where Next?”, understanding and practising empathy has never been more vital. In a world still grappling with issues of gender inequality, prejudice and rising antisemitism, Project Based Learning can authentically engage students in working towards peace, hope and justice.

This workshop will share two Senior Modern History units and PBL projects. The first is a unit on Feminism and Women’s Movements, in which students’ source investigations were part of a project that culminated in a class feminist zine that students shared with the public at the *Brisbane Feminist Festival* in 2019. The second, a project unit on the Holocaust and Nazi Germany, is the culmination of this educator’s experiences during the *2019-2020 Gandel Holocaust Studies Program for Australian Educators at Yad Vashem* in Jerusalem and follows the pedagogical philosophy of Yad Vashem.

Lauren will share her tears, triumphs and resources from both units with the hope that we all can empower our students to be critical, creative, and most importantly empathetic humans who can face whatever and wherever they go next.

*For just over ten years Lauren has taught in a range of English and Humanities classes from grades 8 to 12 within a rural-remote P-12 setting and now at a large metropolitan P-12 state college. Currently in her role as Humanities Coordinator, Lauren enjoys taking part in curriculum development, mentoring, and exploring innovative practices in the history classroom. She also loves that this profession allows her to explore her fierce passions for Feminism and Women’s Movements, the Holocaust and engaging young minds.*

**3c Sarah van der Westhuizen - Streamlining Content in History**

This workshop will highlight the Office365 suite of tools, particularly the use of Microsoft Stream for enabling video content in classes. It will enable teachers to confidently film content, upload and publish into Stream Channels for student use. How to publish to OneNote and Teams is also covered. The functions within Microsoft Stream will be demonstrated – the captioning of content, how students can engage with the video using Forms and the messaging function in Stream itself. An example of an Ancient History class will be used to demonstrate how this is integrated to maximise student learning and engagement in History. Where Next?

*Sarah van der Westhuizen is Academic Leader Humanities at Chisholm Catholic College. She has taught in schools internationally, interstate and locally in Brisbane. She has a passion for online learning and embedding technology to improve student outcomes and engagement. She is currently teaching an Ancient History course online, catering to several schools in the Brisbane Catholic Education system.*

**3d Julie Hennessey - Preparing for the External Assessment in Modern History**

This session seeks to share some strategies and thoughts about how to prepare students for the forthcoming external examination on Australia’s involvement in the Vietnam War.

*Julie is the Head of History at Brisbane Girls Grammar School and is the Vice President (Curriculum) of the Queensland History Teachers’ Association. Julie teaches Modern History, including Australian History and World History. In 2017, Julie received the inaugural Dr Russell Cowie ‘Excellence in History Education’ Award for her invaluable contribution to our profession, including but not limited to contributions to a number of history textbooks.*

**3e Associate Professor Tom Stevenson - Sources for the Augustan Age and the Nature of Augustan Monarchy**

Scholars have devoted much time and effort to investigating how surviving sources for the Augustan Age describe the Augustan monarchy. Less attention has perhaps been given to the fact that the sources are products of that monarchy, viz. they exist in the form they do because of a certain dispensation of power in the Roman state. Historians like Tacitus, and Sir Ronald Syme, picture Augustus encroaching inevitably and calculatedly upon power, bit by bit. Other scholars, such as those who have worked on the Augustan poets, describe sycophancy and submission. The work of social scientists, however, particularly political scientists, sociologists and anthropologists, indicates that attention should be given to the evolving relationship between the monarch and his subjects (the ruler and the ruled). This relationship was (it turns out) not only dynamic and changeable (or fluid) but also reciprocal, so that we should think in a diachronic rather than synchronic way about the constant, ongoing negotiation of monarchic power. The ruler wielded only what the subjects conceded, but the subjects conceded what they judged would make the ruler work best in their interests. Notions of 'propaganda' and 'sycophancy' tend to seem inappropriate in circumstances of relationship (or power) negotiation. In this paper, I'd like to analyse the Res Gestae, the Ara Pacis, some coins, some poetry, and some excerpts from historians and biographers in a way that emphasizes the operation of relationship (or power) negotiation in Augustan Rome and even further afield.

*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 and was recognised in 2019 with a QHTA Outstanding Teacher Award.*

**4a Michael Cocks - Revolutionising, Simplifying and Supercharging Your Unit Planning**

Unit planning and the creation of TLAPs (Teaching, Learning and Assessment Plans) can be cumbersome and overwhelming for even the most experienced teacher. The process of taking vague syllabus objectives and attempting to transform them into a series of effective lesson plans, while also trying to fit it all into a limited number of lessons, is a struggle that teachers know all too well. However, we also know that a well-designed TLAP can support good teaching and set our students up for incredible success.

This session aims to revolutionise how you plan History units and save you hours of frustration and stress by equipping you with powerful, free and ready-to-use resources. During the presentation, each step of the planning process will be simplified whilst also demonstrating how to effectively incorporate key historical knowledge and source criticism skills. The end result will be a fully-functional TLAP with individual lesson plans that are feature-rich for you to teach from immediately.

At the conclusion of this session, attendees leave with a range of free digital resources that can be instantly replicated and shared with other teachers in your department.

*Michael Cocks is a senior History teacher at Toowoomba Grammar School in Queensland and runs the educational History website, 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 the recipient of a QHTA Outstanding History Teacher Award from the QHTA in 2019, was a 2015 finalist in the QCT Teaching Excellence Awards and has been awarded as a Microsoft Innovative Education Expert for four consecutive years.*

**4b Lisa Stewart - The Reliability of Martial’s Epigrams as a Source for Interpreting C*lientela* and Ancient Roman Socio-cultural Dynamics**

Students’ capacity to interrogate primary sources is assessed in senior Ancient History; referenced in the ISMG in both the analysing and evaluating criteria. Martial’s Epigrams is an ancient source that is relevant to Unit 2, Topic 9 and Unit 3, Topics 6, 7 & 9 of the senior Ancient History syllabus.

This presentation will focus on the deconstruction and critical evaluation of ancient texts as problematic in terms of determining accuracy and representativeness. The yield of historical evidence from such texts relies on notional interpretation of content collocated against the literary features and conventions of the text itself (genre, literary and structural devices, narrative voice, perspective, establishment of tone and meter). Reliability of the text as an historical source relies on identifying and segregating the influence of the literary features and conventions from salient content and corroborating against ancillary source material.

*Lisa Stewart is a teacher of senior English, History and Geography at St James Lutheran College, Hervey Bay. She has recently completed her Master of History degree at the University of New England, Armidale. Lisa, having secured a higher research degree supervisor from the University of New England, is currently developing a research proposal in order to undertake her PhD in which she will research ancient Roman socio-cultural dynamics as represented in the works of relatively understudied early Imperial authors.*

**4c Kim Lochner - Critical Thinking and the BHP**

Learn how you can use the free, online Big History Project (BHP) to increase your student’s critical thinking and literacy skills. BHP is a teacher and student centred program with robust wrap-around support. This presentation will give participants an overview of the program, how to access the resources and practical demonstrations on how to use the assessment to develop higher order thinking and literacy skills.

Kim Lochner began teaching Big History in 2016. She teaches the course as a two-year elective during year 9/10, with students meeting twice a week for 70 minutes per class. She has taught Modern History at Stanthorpe State High School since 2015.

**4d - Paul Baker - Pedagogy for ‘Perspective’: how to avoid the pitfalls and produce better results**

Creative, well-meaning history teachers, trying to bring history to life in their classroom, often humanise the dramas of history by inviting their students into the mindset of the past. Certainly ‘perspective’ is one of those distinguishing features of evidence that the new Senior Schooling requires students to understand. But if you don’t teach perspective properly, you may be instilling values you did not intend. This session will look at both the pitfalls and the potential pedagogical panacea for that tricky yet vital historical skill we call perspective. Attendees may be asked to reflect on their own experiences and share them with the group.

*Paul has presented at the 2017 HTAA National Conference, the 2018 and 2019 QHTA State Conferences. His presentations have provided delegates with several practical ways to increase the Inquiry Method’s effect size by validating the passions and interests of students, explored the emancipatory effect of studying history and demonstrated how theory can be made practical in the history classroom, and investigated the classroom teaching dilemma of striving for objectivity whilst creating ‘active’ citizens in schools where political discourse is circumscribed.*

**4e Kathleen Collin and Diana Platt – How to Spice Up your Revision Life: preparing for the EA in the Ancient History classroom**

Join Kathleen and Diana as they explore some source-based activities which could be used to help prepare your students for their External Assessment. While Ancient History sources will be used, these same activities could also be used in the Modern History classroom. The session will end with a chance for delegates to share their own ideas.

*Kathleen Collin has over 25 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 Leader of Learning and Teaching at Clairvaux Mackillop College and an Expert Teacher Group leader of Ancient and Modern History for Brisbane Catholic Education*.

*Diana is a Curriculum Leader of Humanities and a teacher with 12 years’ experience. She has co-authored the Cambridge Ancient History textbook, is an Expert Lead teacher in Ancient History, received a QHTA Outstanding History Teacher’s Award in 2019 and is a lead endorser for Ancient History.*