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# **QHTA August/September Webinar Program**

**History Essentials for Teachers**

Ben Hegerty – Wednesday 26th August – 4:30pm

**The Value of the Three-Level Guide for Historical Inquiry (for both Middle School and Senior School)**

Dr Glenn Davies – Tuesday 1ST September – 4:30pm

**Contested Places, Contested Spaces: using statues and monuments as sources to teach the complexities of Public History**

Dr Craig Johnston - Wednesday 9TH September – 4:30pm

QHTA presents the above webinars to further support teachers in their work. These three webinars are repeated from our recent State Conference, with more focus on different year levels, both Ancient and Modern History and with more time allocated for discussion, questions etc.

\*\*please note, these are live webinars and recordings will not be available.

**Cost:**

Members:

$20 for one webinar

$30 for two webinars

$35 for three webinars

Non-members:

$30 for one webinar

$50 for two webinars

$70 for three webinars

Registration here: <http://qhta.com.au/professional-development-workshops_2020/>

**About the webinars:**

**Ben Hegerty - History Essentials for Teachers**

While this webinar 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, it would be of value for anyone looking to refine and expand their 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.*

**Dr Glenn Davies - The Value of the Three-Level Guide for Historical Inquiry (for Middle School and Senior School)**

NB. As a point of difference to the session run as part of our Conference, this session will include examples for both Middle School and Senior School.

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*

*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.*

**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.*