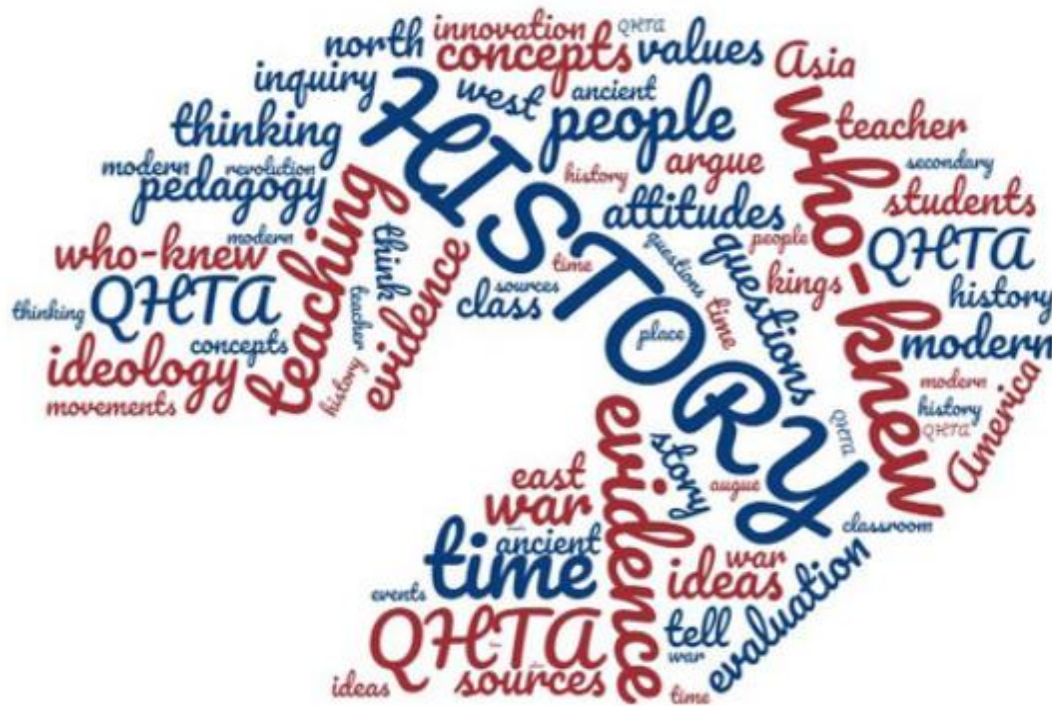




History: Who knew? QHTA 2021 STATE CONFERENCE

26 June 2021 - online

Members:	\$110
Unfinancial members:	\$180
Primary teachers:	\$80
FT students/unwaged:	\$25



Queensland History Teachers' Association

www.qhta.com.au



9-9:30

Welcome
Housekeeping matters
Technology information and support

9:30-10:40

Keynote address – Professor David Christian

morning tea break

11- 12

1a Cameron Martens The Spanish Conquest of the Americas: A source-based inquiry for Year 8 History	1b Lauren Hovelroud and Marianne Stamatiou The Holocaust: A Human Tapestry of Voices - Embracing Project Based Learning	1c Dr Serena Love and Rose Barrowcliffe Teaching Australian History with Bruce Pascoe's <i>Dark Emu</i>	1d Julie Hennessey Preparing for the External Assessment in Modern History	1e Assoc. Prof Tom Stevenson The Triumphs of Pompey and Caesar: Spectacle and Competition in the Late Roman Republic
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12:15-1:15

2a Sarah Coleman Thinking like an historian: Developing confidence in working with sources in the junior secondary classroom	2b Kelly Chase How to model an IA3 on the Cuban Missile Crisis	2c Dr Ines Dunstan Lefty hysteria? 'Identity politics', 'political correctness', and the case of a popular junior secondary Humanities textbook	2d Louise Brown A Taste of Ancient History with Year 10: Nero and the nature of power in Imperial Rome.	2e Assoc. Prof Andrew Bonnell Women and gender in Nazi Germany
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lunch break

1:45-2:45

3a Scarlett Adams Cognitive Verbs in Modern History	3b Gabe Robbie Using Historiography in the IA3: A case study of JFK and the Cuban Missile Crisis	3c Diana Platt Coins 101: Using coins in the classroom	3d Michael Cocks Explicit Teaching Strategies for Source Analysis and Evaluation	3e Dr Stephanie Smith The relevance of political cartoons: Exploring current and history issues through cartoons
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3-4

4a Rebecca Smith Past the Paint: Investigating Renaissance Europe through Art	4b Lisa Stewart Tensions and consequences of interaction between early settler society and Indigenous people	4c Natalie Fong and Theresa Tapara Being a HASS/Humanities HoD	4d Kathleen Collin Mastering the IA2 in Ancient and Modern History	4e Dr Craig Johnston Global Pandemic: Who Knew? The Significance of Teaching History during "Unprecedented Times"
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Keynote – Professor David Christian

David Christian is, by training, an historian of Russia and the Soviet Union, but since the 1980s he has become interested in world history and in history at very large scales and across many disciplines. He began teaching Russian and European history at Macquarie University in 1975; from 1989 he also began teaching courses in Big History. In 2001 he took up a position at San Diego State University, where he taught courses on World History, Big History, World Environmental History, Russian History, and the History of Inner Eurasia. In January 2009 he returned to Macquarie University, where he has mainly taught Big History, but is now teaching Russian, Soviet and post-Soviet history.

He is a member of the Australian Academy of the Humanities, the Royal Holland Society of Sciences and Humanities, and the Royal Society of N.S.W. He is on the editorial boards of the Journal of Global History and the Cambridge World History. He has held temporary appointments at the University of Vermont and at Ewha Womans University in Seoul, and was the founding President of the International Big History Association.



He has written on the social and material history of the 19th century Russian peasantry, in particular on aspects of diet and the role of alcohol. He has also written a textbook history of modern Russia, and the first volume of a synoptic history of Inner Eurasia (Russia, Central Asia and Mongolia). In 2004, he published the first monograph on 'Big History', Maps of Time. With Bill Gates, he is co-founder of the 'Big History Project' (<https://school.bighistoryproject.com/bhplive>), which has built free on-line high-school courses in big history.

Since 2013, he has been Director of Macquarie University's Big History Institute (<https://www.mq.edu.au/bighistory>) and led the collaboration of twenty academics across all faculties to develop Macquarie University's MOOC on big history: "Big History: Connecting Knowledge", on the Coursera platform. He is co-creator of Macquarie University's Big History School, which provides K-12 online courses in Big History. In May 2017 he was awarded an Honorary Doctorate of Humane Letters by North Carolina State University.

(ref - [Professor David Christian - Macquarie University \(mq.edu.au\)](https://www.mq.edu.au/bighistory))

1a Cameron Martens – The Spanish Conquest of the Americas: A source-based inquiry for Year 8 History

This unit of work has been developed around two ‘first contact’ investigations: A Coroner’s inquest into the demise of the Taino people soon after the arrival of Christopher Columbus in the Caribbean, and a war crimes investigation into the actions of Hernan Cortes during the conquest of the Aztecs. Both investigations can lead to a simulated trial. Throughout the unit, students engage with the skills of historical investigation, particularly analysing, evaluating and communicating. This overview of the unit will include a TLAP, relevant sources and a sample short answer assessment item.

Cameron Martens is the Head of the Humanities Department at Matthew Flinders Anglican College on the Sunshine Coast. Following studies in Law, History and Education at the University of Queensland, he served in the Australian Government here and overseas before returning to a teaching career in English, Modern History and Legal Studies. He is currently a Lead Confirmer and a Lead EA Marker in Modern History for the QCAA.

1b Lauren Hovelroud and Marianne Stamatiou - The Holocaust: A Human Tapestry of Voices - How Embracing Project Based Learning and Yad Vashem pedagogical philosophy in the Senior Modern History Classroom Engages Students Critically, Creatively and Empathetically

“My eyes are riveted upon the expanse of destruction – does nothing really remain? Of all the masses, has not a person survived?” ~ Dov Freiberg, a survivor of Sobibor
In a world still grappling with issues of rising antisemitism, prejudice and bigotry, understanding and practising empathy has never been more vital in a history classroom or any classroom, particularly when we face challenges and ignorance head on, asking “Who knew?”

This workshop will focus on a Senior Modern History unit and Project Based Learning (PBL) project on the Holocaust and Nazi Germany, with two educators sharing their first-hand experiences of their different journeys in teaching the Shoah together. This unit was the culmination of one teacher’s experiences during the *2019-2020 Gandel Holocaust Studies Program for Australian Educators* at Yad Vashem - the World Holocaust Remembrance Centre - in Jerusalem.

PBL and the pedagogical philosophy of Yad Vashem combine together to authentically engage students in working towards peace, hope and justice. We will share our tears, triumphs and resources in navigating the IA2 source investigation task, forging community links with the *Courage to Care* program, and celebrating recognition of our students’ quality PBL work through the *Expeditionary Learning Models of Excellence*, as we aspire to nurture critical, creative, and most importantly empathetic humans.

For just over 12 years Lauren has taught in a range of History and English 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 PBL innovation. She also loves that this profession allows her to explore her fierce passions for Holocaust Education and awareness, First Nations and Feminist perspectives, and engaging young minds.

Marianne has 7 years experience teaching English, History, and Geography to a range of students from Years 7 through to 12 in a metropolitan P-12 college. Over this time, Marianne has enjoyed various subject leader roles that have allowed her to develop and work on curriculum and assessment, but enjoys the daily interactions with her students the most. She loves that she can continue developing her practice and incorporating more innovative ideas, and is enjoying graduating from PBL novice to a more intermediate level that further engages and challenges her students.

1c Dr Serena Love and Rose Barrowcliffe – Teaching Australian History with Bruce Pascoe’s *Dark Emu*

Australian curriculum often overlooks Australian history prior to the arrival of the First Fleet. Archaeological discoveries and a growing body of texts about Australia’s ancient past, most notably Bruce Pascoe’s *Dark Emu*, bring a new and more rigorous understanding of the complexities of First Nations societies. This workshop explores how *Dark Emu* can be used in the classroom to teach Australia’s ancient history, providing resources to explore the topic further and practical classroom exercises. We will provide examples of how to use select themes from the book, supported by recent archaeological and archival evidence, and some of the challenges of interpreting Australian prehistory using European paradigms and tropes.

Serena Love is an archaeologist with over 25 years experience working throughout Australia as a heritage consultant and a researcher. Serena has taught archaeology at universities in the United States and at the University of Queensland, and more recently has become the principal researcher for the Everick Foundation, a not-for-profit organisation committed to researching and sharing Australia’s unique cultural story. Serena works closely with Aboriginal communities in Queensland to record, preserve and to gain a better understanding and appreciation for our shared heritage.

Rose Barrowcliffe is a Butchulla HDR student at the University of the Sunshine Coast. Rose’s research is focussed on the K’gari Research Archive, which houses collections about K’gari (Fraser Island) and examines the archive’s representation of the Butchulla people.

1d Julie Hennessey - Preparing for the External Assessment in Modern History

This session seeks to critically reflect on and share new understandings of how to best prepare students of Modern History for the external examination. Particular focus will be on the cognitions, unpacking questions, and the structuring and composition of responses.

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.

1e Associate Professor Tom Stevenson – The triumphs of Pompey and Caesar: Spectacle and Competition in the Late Roman Republic

Roman triumphs were not simply great spectacles. They were arenas for competition between successive warlords, who took the opportunity to surge past the claims made by predecessors and rivals. The aim of this talk is to demonstrate how the triumphs of Pompey and Caesar promoted in competitive fashion the claims of these generals to power and pre-eminence.

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 a past President of The Australasian Society for Classical Studies, regularly presents at the QHTA Ancient History Student Seminars, is a member of the Executive of the QHTA and was recognised in 2019 with a QHTA Outstanding Teacher Award.

2a Sarah Coleman - Thinking like an historian: Developing confidence in working with sources in the junior secondary classroom

The early years of secondary schooling, Years 7 and 8, are fundamental in developing core historical skills, as well as a love of and enthusiasm for the subject. This workshop will explore key historical skills from the Year 7 and 8 History Australian Curriculum, their alignment with cognitive verbs, and practical tools you can apply in your classroom to build confidence, capacity and enthusiasm in your charges.

Sarah Coleman is currently the Associate Principal - Secondary Teaching and Learning - at MacKillop Catholic College, Mount Peter. She graduated from the University of Queensland in 2006 with a Bachelor of Arts (Literature and Classics) and then a Master of Arts, Ancient History in 2011 (UQ) and is currently completing a Masters in Educational Leadership and Management through the University of Newcastle. Sarah is a co-author of the 2019 Cambridge Senior Ancient History for Queensland and has been a regular contributor to QHTA and HTA conferences over the years. In 2020, Sarah joined the Executive Committee of the QHTA.

2b Kelly Chase – How to model an IA3 on the Cuban Missile Crisis

Students often struggle with the processes of creating an IA3 (Historical Essay Based on Research), especially with the detailed source analysis and the synthesis of this into an essay format. This presentation is designed to model to the students the step by step of processes of how to start researching, creating inquiry questions, revising questions, finding and analysing sources and finally synthesising that analysis into an essay. At the same time, they will be learning the content for the Cuban Missile Crisis. All participants will receive a digital copy of the ready to use resources. Even if you are not teaching the Cold War as a topic, this presentation would be useful to see how you could adapt the concept to your own topic.

Kelly Chase has been teaching in both Australia and overseas for more than 18 years and is currently the Head of History, Geography and Civics at Assisi Catholic College on the Gold Coast. Kelly had a passion for making and sharing resources suitable for the Australian and Queensland Curriculums. Her podcast, History Detective, was created as a resource for teachers all over the world to use as a classroom ready resource in both an online teaching and a classroom context.

2c Dr Ines Dunstan - Lefty hysteria? 'Identity politics', 'political correctness', and the case of a popular junior secondary Humanities textbook

This presentation considers the big cultural debate of the moment. Is attention to language, particularly in relation to minority groups, a move towards 'progress'? Is it a case of 'lefty hysteria' and PC gone mad? The presentation focuses on the case of a popular Humanities textbook currently in use in Australian classrooms, noting its use of terminology such as 'pre-historical' and 'Old Stone Age' to characterise pre-contact Indigenous Australian society, economy and culture. The presentation argues that there is an urgent need for this terminology to be revised because regardless of authors' best intentions to render it neutral, its distinctive connotations are inescapable. Moreover, Indigenous groups have cautioned against the use of such terminology. The presentation then considers arguments against the rewriting of textbooks by looking at the Intellectual Dark Web, a growing movement that questions the idea of sensitivity around language deeming it a part of cancel culture and a manifestation of misguided modern progressivism with its alleged over-emphasis on identity groups and their emotions. Where do you stand? While not everything that falls under the rubric of PC may be deemed progress, the presentation argues that so-called PC should not be dismissed offhand as 'millennial oversensitivity.' Much of what may be labelled by some as political correctness is indeed nothing but the search for terminology that moves us closer to the Truth, both historically and ethically.

Dr Inés Dunstan is a Fellow in History at the University of the Sunshine Coast and a high school teacher at Mountain Creek State High School. Dr Dunstan has previously taught history at Flinders University and the David Unaipon Centre at UniSA. She has published numerous peer-reviewed articles in academic journals such as 'History Australia and Gender and History', as well as book reviews, creative works, columns and interview-based articles. Dr Dunstan is a member of the executive committee of the Australian Historical Association (AHA).

2d Louise Brown – A taste of Ancient History with Year 10: Nero and the nature of power in Imperial Rome

This workshop is for anyone wanting to give Year 10 a taste of Ancient History. The session will share an 8-week teaching unit which uses the example of Nero as a case study for helping students analyse the nature of power in Imperial Rome. There will be ideas for making a transition between Yr 9 and Yr 10 History, how to help students make sense of concepts particular to the ancient world, and to continue to develop the skills needed for Senior History. And lots of literacy ideas! Academic vocabulary, complex sentences and, hopefully, some nuanced judgements about Nero.

Louise studied History at Oxford University and taught secondary History in the UK for 21 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 Head of the Sociocultural Faculty at St Margaret's Anglican Girls School in Brisbane. She is the co-organiser of the online History TeachMeets where History teachers share practical ideas for immediate use in the classroom. Louise has a particular interest in literacy and is currently pursuing an ISQ Action Research Project into improving the quality of students' written expression. Louise has a passion for making History both accessible and challenging for all students.

2e Associate Professor Andrew Bonnell – Women and gender in Nazi Germany

Nazism was very much a male-dominated movement, even aggressively so. The topic of women in Nazi Germany received relatively little scholarly attention until the late 1970s and 1980s, when social historians started to turn their attention to the experiences of women in Germany from 1933 to 1945. This field of study has developed considerably since then. Historians have analysed women and work, the Nazi regime's policies towards women and families, and the participation of women in the Nazi movement (and even in the crimes of the regime). More recently, historians have analysed the place of ideas about gender in Nazi ideology and policy more widely, including concepts of masculinity and sexuality. This presentation will provide some introduction to the range of interpretations and debates in this area, as well as offering some orientation with regard to sources.

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), Red Banners, Books and Beer Mugs, The Mental World of German Social Democrats, 1863-1914 (2021), as well as numerous articles and book chapters. He is 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.

3a Scarlett Adams – Cognitive Verbs in Modern History

The new skills of the Senior Syllabus are discreet, complex, and worth their weight in gold for teachers and students alike. The explicit teaching, application of skills, and mapping across the Australian Curriculum and Senior Syllabus are crucial for success in the internal and external exams. This workshop will focus on the embedding and explicit teaching of cognitions, the implementation of these skills in the Year 7-10 curriculum, and overall setting our students up for success in their senior years.

Scarlett Adams is a USQ Masters Graduate, with eight years experience teaching Modern History and junior History. Throughout this time, Scarlett has been a leader in assessment and curriculum development in both her school and local cluster for Modern History. As an Endorser and External Exam marker, Scarlett is familiar with the practices and expectations of the QCAA and the senior syllabus. Scarlett is a Gandel graduate and a passionate historian and teacher.

3b Gabe Robbie - Using Historiography in the IA3 – A case study of JFK and the Cuban Missile Crisis

In this session, you will be introduced to the merits of an historiographical approach to the IA3 – historical essay based on research. Taking an historiographical approach allows students to interrogate the sources they have gathered for their essay in a sophisticated manner, demonstrating research into the historians as well as the historical events. In this way, students are able to increase the sophistication of their writing, and the “discerning” qualities of their source analysis.

This session will explore historiography through the lens of JFK and the Cuban Missile Crisis, paying attention to the different schools of thought such as the Camelot, revisionist and neo-Camelot thinkers surrounding the life and presidency of John F. Kennedy.

Attendees will be given the opportunity to explore the historiography surrounding their own chosen case studies and the potential applications of an historiographical approach in their own contexts and for their more able students.

Gabe Robbie is Head of Department, Humanities and Social Sciences, at Concordia Lutheran College in Toowoomba. He has completed a Master of Education in which his focus was Gifted Education. He has been a senior Modern History teacher for many years in both NSW and Queensland. In NSW, he was an experienced teacher of History Extension, in which these skills of historiography are the core focus.

3c Diana Platt – Coins 101: Using coins in the classroom

This workshop will explore the value of using coins in exploring ancient societies, resources to support the teaching of coins and strategies to support their use in the classroom. Examples will come from the reigns of Philip II and Alexander III of Macedon and Early Imperial Rome.

Diana is a Learning and Teaching Leader of Humanities and a teacher with 13 years experience. She has co-authored the Cambridge Ancient History textbook and was a BCE Expert Lead teacher in Ancient History. Diana has presented webinar and Conference sessions for QHTA and received a QHTA Outstanding History Teacher’s Award in 2019. She is a lead endorser, confirmer and external exam marker for Ancient History.

3d Michael Cocks – Explicit teaching strategies for Source Analysis and Evaluation

With the advent of the external exams under the new QCAA Senior Ancient and Modern History syllabuses, it has never been more important for educators to ensure they teach source analysis and evaluation skills effectively. Since these skills are also at the core of all the senior and junior assessment pieces, students need to be equipped with sufficient knowledge and practice in order to maximise their success in the subject. As a result, our students stand to benefit from a deliberate and structured approach to the classroom teaching of skills.

This session will introduce a skills-based strategy to the teaching of the source analysis and evaluation skills required in the History classroom, covering Years 7-12.

In addition, all attendees of this session will be provided with a series of ready-to-use student activities and lesson resources in order to implement these ideas immediately upon returning to their classrooms.

Michael Cocks is a senior History teacher at Toowoomba Grammar School in Queensland and runs the educational History website, HistorySkills.com. He is a textbook author for Cambridge University Press and HTAV Publishing, a fact-checker for the BBC History Magazine, the recipient of a QHTA Outstanding History Teacher Award from the QHTA in 2019, a 2015 finalist in the QCT Teaching Excellence Awards and has been awarded as a Microsoft Innovative Education Expert for five consecutive years.

3e Dr Stephanie Smith – The relevance of political Cartoons: Exploring current and history issues through cartoons

Australia has a rich tradition of political cartooning; nothing and no one is sacred. As a first draft of history, political cartoons are primary source documents that can help students understand issues and attitudes of the time. They are also a highly accessible resource for students to engage with and unpack some serious issues in a non-threatening way.

Using source material from MoAD's ever popular *Behind the Lines* exhibition, participants will be guided through an interactive analysis of both historic and contemporary political cartoons. In addition, participants will be able to gain insight and practical applications to develop student's social and cultural understanding so they will be able to discover not only "what matters" in their own lives but also "what mattered" in political and social history.

Dr Stephanie Smith is the Learning Design Producer at the Museum of Australian Democracy, Canberra. She has experience working in primary classrooms and a variety of cultural institutions across the country. Her research explores inquiry learning, professional development and play-based learning in primary settings.

4a Rebecca Smith - Past the Paint: Investigating Renaissance Europe through Art

The Renaissance was a key moment between the medieval and modern periods that saw significant shifts in the way people viewed and understood the world around them. This paper discusses how art can be used as a starting point to investigate the ideas and influences of the Renaissance in Italy and Europe more broadly. Following a brief overview of the history of art from antiquity up to the 15th century, this presentation will delve into specific artworks to explore the main artistic centres of Renaissance, the influence of ancient Greece and Rome, and the role of art in the Reformation and Counter Reformation movements.

Rebecca is Program Officer (Learning and Curriculum) at the Queensland Art Gallery | Gallery of Modern Art. She previously taught at The University of Queensland, primarily in the areas of the art and archaeology of ancient Greece and Rome, and held the position of Engagement Officer at the RD Milns Antiquities Museum. Rebecca has a MPhil in Classics and Ancient History from The University of Queensland and a Graduate Diploma in Museum Studies from Deakin University.

4b Lisa Stewart – Tensions and consequences of interaction between early settler society and Indigenous people

Aligned to the Senior ATAR Modern History syllabus (Unit 1, Topic 1: Australian Frontier Wars 1788 – 1930s (First Fleet Arrives in Australia – Caledon Bay Crisis Ends) this presentation will focus on the following in an overview format:

- Wide Bay Queensland: meeting the need for colonial expansion
- Competition for Resources
- Husbandry of the land – antagonistically opposed ideologies

- The introduction of disease: pathological susceptibility, a new diet and access to illicit drugs
- Disarmament of Aboriginal men disrupts enduring culture
- Protection boards and segregation
- Exploitation of Aboriginal people and forcible removal of children
- Christianisation of Aboriginal people – missions and misdeeds
- The economic, social and cultural legacy of Aboriginal people at Wide Bay

Lisa Stewart is a teacher of senior English, History and Geography at St James Lutheran College, Hervey Bay. She is Head of Academic Learning in Humanities. Lisa has a Master of History degree from the University of New England, Armidale. She is a current PhD Candidate with the University of the Sunshine Coast. Her research topic is: Tensions and consequences of interaction between early settler society and Indigenous people during the 19th Century at the first colonial settlement at Wide Bay, Queensland. Lisa also holds dual assessor roles with QCAA.

4c Natalie Fong & Theresa Tapara - Being a HASS/Humanities HoD

Being a HoD is always challenging as you are managing both people and curriculum. Being a HASS/Humanities HoD has its own special challenges – managing staff and curriculum across several subjects (which are distinct disciplines) and year levels. And doing this within a political climate in which Humanities degrees at universities are perceived as not making students ‘job ready’, when in fact we know the Humanities are a prime way through which students are taught to think critically, independently and ethically, as well as being given context that helps them to understand and navigate the present and future world. This workshop is for HASS/Humanities HoDs or those aspiring to be HoDs. We will discuss effective and efficient ways of doing admin, building teams, and scoping and sequencing curriculum. We will also share ideas on hot topics such as excursions, co-curricular activities, and raising the profile of HASS/Humanities in school.

Natalie Fong is Dean of HASS at Redlands College. This includes Years 6-12, History, Geography, Accounting, Business and Legal Studies. Natalie would like more professional development for middle managers. She started a Facebook group for HASS/Humanities HoDs.

Theresa Tapara is Curriculum Leader for Humanities at Good Shepherd Lutheran College. This includes Years 6-12, History, Geography, Legal Studies and Business. She is keen for Leaders of Curriculum to share so they can better support teachers to achieve their work aspirations and departmental goals.

4d Kathleen Collin – Mastering the IA2 in Ancient History and Modern History

This session seeks to unpack each objective and each component of the IA2 to support learning in Senior History classrooms, and backward map the skills required in Years 7-10. Practical examples from Modern History (Nazi Germany) and Ancient History (5th Century Athens) will be provided. Ways to incorporate an IA2 style task into Years 8, 9 and 10 History will also be demonstrated.

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 Assistant Principal Strategy and School Operations at St Augustine’s College.

4e Dr Craig Johnston - Global Pandemic: Who Knew? The Significance of Teaching History during “Unprecedented Times”

“We live in unprecedented times” has become the mantra of the present: a global pandemic, environmental disasters, politics seemingly gone mad. News pundits and social media influencers are as one in declaring the uniqueness of our time.

History teachers, as practising historians, have an opportunity, even an obligation, to contextualise these “unprecedented times”. Through the study of past pandemics, political and environmental crises, it becomes possible to comprehend the patterns in the world. The importance of a deep understanding of History has never been more relevant, as governments seem determined to relitigate the History Wars, privileging STEM and vocational education at all levels from secondary to tertiary. With various class activities included, this presentation makes the case for History in understanding our world and society.

Dr Craig Johnston completed his PhD in History at the University of Edinburgh. For the last three years, he taught senior Ancient and Modern History at Clayfield College. In April, he took a position as Lecturer in Curriculum and Pedagogy (History) at the University of the Sunshine Coast, where he intends to mould the minds of new generations of History teachers.

End of Program

**Do you have suggestions for future sessions at our Conferences or in our webinars, possible keynote speakers or other ideas?
Please let us know by email qhta@qhta.com.au**

