

The Queensland History
Teachers' Association
presents



QHTA 2023 State History Conference

Brisbane Girls Grammar School
Saturday 24 June 2023


QHTA

Registration

QHTA individual members	\$231	Non-member	\$330
QHTA Institutional members	\$231 each	Primary teacher	\$189
QHTA Regional members (over 120km from Brisbane CBD)	\$187	Tertiary undergraduate and/or preservice student (student number and institution required)	\$121

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Registration includes welcome tea/coffee, morning tea, lunch, keynote and all sessions.

8am	Registration (Tea and coffee available. Trade Display Open)							
8.45	Conference Opening Presentation of the Outstanding Teacher Awards (sponsored by WorldStrides)							 WorldStrides Educational Travel & Experiences
9:15 am	Keynote Address –Professor Emeritus Henry Reynolds							
10:15am	QHTA 60th Birthday Presentation							
10:30am	<i>Morning Tea</i>							
11:00-12:00 (60)	1a Rachelle Willington Australian Curriculum V 9.0 Key Changes: History 7 - 10	1b Julie Hennessey Teaching the Aboriginal Tent Embassy in the Year of the Voice	1c Harrison Smith Creating websites as teaching resources	1d Dr Jan Oosthoek The Third Archive: the use of sources in teaching First Nations Australian Deep Time History	1e Natasha Ratajczek State Library of Queensland - adding Queensland stories to your classroom	1f Ana White Genocide and Ethnic Cleansings: a unit plan and IA3 style assessment for 12 Modern History	1g Assoc Prof Andrew Bonnell The Nazi Concentration Camp System, 1933-1939: from political repression to enforcing racial policy	1h Darlene Hill Picture books and the transformation of learning while studying World War I
12:05-1:05 (60)	2a Susan du Rand Voices of History: Teaching students to become historical thinkers	2b Annabel Elliot Integrating experiential learning into the secondary History classroom	2c Paul Baker An Epiphany: OMG, it's lateral reading	2d Louise Brown 'Language as a Descriptor and a Cue': Using Writing frames to improve the quality of students' writing	2e Georgia Williams and Laura Bowen Deep Time History of Australia	2f Assoc Prof Tom Stevenson Cicero and Pompey: the Voices of Cicero's <i>De Re Publica</i> (On the State), 51BC	2g Peter Lawrence Teaching the history of the Native Police as part of the Frontier Wars	2h Scott Kerr The IA1 in the Modern History classroom
1:05-2:10pm	<i>Lunch</i>							
2:10-3:10pm (60)	3a Ben Hegerty Digital and physical escape rooms in the History classroom	3b Paul Cavanagh Creative ways to engage with sources and knowledge	3c Kelly Chase Sharing Women's voices through primary source documents	3d Kerbi McMillan Alexander the Great: was he?	3e Kathryn Allen WW1: Guiding students through a sequence of learning to find their literary voice	3f Jay Taylor The many voices of Thucydides: encouraging dynamic evaluation and learning to trust again	3g Mitch Sokolowski Visualising historical thinking and skills in the classroom	3h Dr Glenn Davies A student voice – how to write a 25/25 Senior Ancient History IA3
3:15-4:15pm (60)	4a Dr Alison Bedford and Dr Naomi Barnes Teacher Source Selection in History Classrooms	4b Dr Craig Johnston Whose Voice? Teaching Year 7 Deep Time History of Australia	4c Clair Monnickendam and Carley Krause Teaching, Learning and Assessment in Version 9	4d Suzy Collyer Approaches to Marginalised Voices in the Viking Age	4e Natasha Rogers The Appeal of Ancient History in the Digital Age	4f Chloe Curtis Developing an IA1 in Senior Ancient History	4g Luke Grimish Xerxes – Personalities in their Times	4h Mandana Mapar and Dr Eve Haddow <i>Kirrenderri</i> , a resource for implementing the HASS curriculum

Keynote Address –Professor Emeritus Henry Reynolds



In recent decades the voice of Henry Reynolds has been unsurpassed in its importance and influence in shaping Australians' understanding of their own history and identity. And Queensland is central to this story. Having completed his university studies in Tasmania, Reynolds worked as a secondary teacher for some years and lived in London before he came to North Queensland in the mid-1960s to become a lecturer in History at what would become James Cook University. At the time there was almost no teaching of Australian indigenous history and historians had virtually no interest in investigating it.

Yet living and working in Townsville for more than 30 years, Reynolds realized that the question of the relationships between indigenous and non-indigenous peoples and the factors that had shaped these were profoundly important. He saw the reality of it all around him and believed that "to teach my students, I really had to understand this myself". In the absence of other historical inquiry, Reynolds knew that he had to go back to the original sources. It was in Bowen that he found a copy of the first newspaper, dating to 1861, that had appeared in North Queensland. The news and violence and "in a way the conscience of that small settler society" which emerged from this paper set him on a course to address the absence of First Nations' voices from the accepted narrative of Australian history. Years later and after the publication in 1981 of his seminal work, *The Other Side of the Frontier*, an old First Nations' man in Yarrabah, carrying a much-read copy of *Other Side*, would say to him, "We've never heard white fellas talk like that". In books that followed

such as *Frontier* (1996), *Why Weren't We Told* (1999), *Forgotten War* (2013 and 2022), *Unnecessary Wars* (2016), *Tongerlongeter* (with Nicholas Clements, 2021) and *Truth-Telling, History, Sovereignty and the Uluru Statement* (2021) Reynolds has given voices to countless other First Nations and non-Indigenous Australians from around the country, who previously had been silenced. And in a lifetime of addressing the 'Great Australian Silence' his viewpoint has often been different from almost all the other writers coming from Melbourne and Sydney and even Brisbane because he was "looking from the North down and they looked up from the South".

As a result of his outlook, research and writing Henry Reynolds has forged a career characterized by courage, tenacity and commitment. In so doing he has inspired others to interrogate First Nations' Peoples histories and persevere in their campaigns for First Nations' land and other rights. His oral history project in the 1970s connected him with Eddie Mabo and contributed greatly to the High Court's recognition of land rights. All those who read his books or hear him speak come away with a deeper understanding of Australia's past, often from 'the other side', because he believes that the "most important thing that history can do (is to) take us out of our own ambience and put us in someone else's shoes, trying to see the world through their eyes and that is a very worthy thing and a politically important thing to do."

Amongst other things Henry Reynolds has been an intellectual warrior; a pioneer writer of alternative narratives and a leader in the scholarship of First Nations' history prepared to confront institutional and societal prejudices; an historian determined to write clear prose for the general rather than an academic audience; an outspoken public intellectual and advocate for indigenous rights; and a loving husband, prepared to stay in Queensland to support the career of his wife, Margaret. There can be no doubt as to why, amongst his very many other awards, Henry Reynolds is considered a National Living Treasure.

1a Rachele Willington - Australian Curriculum V 9.0 Key Changes: History 7-10

Educators will be guided by ACARA's Curriculum Specialist HASS, Rachele Willington to explore the changes and refinements to History 7-10 curriculum content in the Australian Curriculum V 9.0. Key changes will be identified for Years 7 to 10. They will explore specific changes within History including updates to Level Descriptions and changes to Knowledge and Understand sub-strands.

Rachele Willington, Curriculum Specialist, Humanities and Social Sciences, Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the Australian Curriculum: Humanities and Social Sciences. Rachele coordinated the development and review of the F-10 Australian Curriculum: Humanities and Social Sciences learning area. She has participated in a number of national projects including the recent Constitutional Education Fund resources project. Rachele is an experienced educator that has worked in both K-6 and 7-10. During her career she has been a classroom teacher, HASS curriculum coordinator, curriculum adviser for the Queensland Department of Education and HASS curriculum specialist at QCAA.

1b Julie Hennessey – Teaching the Aboriginal Tent Embassy in the Year of the Voice

This session will share an approach and resources to teach the Tent Embassy in the year of the referendum for the Voice.

Julie Hennessey is Head of History at Brisbane Girls Grammar School, contributor to several Modern History textbooks, and a recipient of the Russell Cowie Excellence in Teaching in Queensland Schools.

1c Harrison Smith – Creating websites as teaching resources

This presentation will walk participants through how to create websites (using Google Sites) as teaching resources that can be used in History classes. The presentation will include a tutorial on how to build the website and useful ICT's that can be embedded in the website to deliver History lessons. This session will also include examples of websites the presenter uses for Modern and Ancient History units across 7-12.

It is recommended that participants create a google account before the session.

Harrison Smith is a History teacher at Mt Maria College in Brisbane. Harrison began creating websites as teaching resources as a simpler way to house all the resources that are involved in teaching a unit of work that was not only easily accessible to students but engaging for them as well. Harrison's work has led him to contribute to the development of resourcing and assessment for the ACARA V9 syllabus. See his examples below:

Medieval Japan - <https://sites.google.com/view/japan-under-the-shogun-unit/introduction>

Philip II and Alexander III of Macedon - <https://sites.google.com/view/unit-3-philip-ii-and-alexander/home>

1d Dr Jan Oosthoek – The Third Archives: the use of sources in teaching First Nations Australian Deep Time History

Deep time history of Australia is shaped by both the Western Archive, including archaeology, science, and anthropology, and the First Nations Archive, which comprises oral traditions such as lore, songlines, and Dreaming. This session aims to demonstrate how a culturally sensitive approach can combine First Nations sources with Western sources to achieve a better understanding of Australia's deep past, with a prominent First Nations perspective. Additionally, it will offer practical examples of how First Nations sources can be used to teach the deep time history of Australia using the content descriptors and concepts found in version 9 of the Australian Curriculum.

Dr Jan Oosthoek is a historian and education specialist in the humanities and is working for Brisbane Catholic Education as an Education Officer in the Humanities and Social Sciences.

1e Natasha Ratajczek – Connecting with State Library of Queensland—opportunities for adding Queensland stories to your classroom

Get ready to take your classroom to the next level as Natasha shares State Library of Queensland's growing suite of learning opportunities and educator-developed curriculum resources, designed to infuse your lessons with the rich tapestry of Queensland's diverse stories and perspectives. Don't miss out on this chance to ignite your students' imaginations, build your personal professional capabilities and inspire a love of learning that will last a lifetime! Whether connecting with State Library in person or online – there is something for everyone!

With a wealth of experience as a former high school English and history teacher, Natasha has dedicated over a decade working at the State Library of Queensland in the delivery of programs for children and families. As a passionate advocate for education and literacy, she is now leading the charge in coordinating the delivery of both online and onsite engaging and dynamic schools engagement opportunities for teachers and students across Queensland—and encouraging the incorporation of Queensland stories to classroom curriculum!

1f Ana White – Genocide and Ethnic Cleansing: a unit plan and IA3 style assessment for 12 Modern History

With time tight during a unit with a research unit, it can feel daunting planning a unit on such a heavy topic. However, with rising antisemitism in our society, it is crucial to empower young people with an understanding of the manifestations and ramifications of prejudice, stereotyping, xenophobia, and racism. This unit prioritises sharing voices of survivors and victims using testimony to understand how it is humanely possible. This workshop will share a unit plan, resources and exemplar assessment for a unit on Genocides and Ethnic Cleansings since the 1930. This unit covers more than one genocide; sharing voices from the Holocaust, Rwanda and Cambodia.

Ana White is a senior Modern History teacher at Mt Gravatt State High School. As a recent graduate of the Gandel Holocaust Studies program she is passionate about the teaching of genocides in a safe way.

1g Assoc Prof Andrew Bonnell - The Nazi Concentration Camp System, 1933-1939: from political repression to enforcing racial policy

The presentation will consider the development of the Nazi concentration camp system from its inception in 1933, when political opponents of the new Hitler government were detained, initially in improvised prison camps. In 1933/34, the main function of the concentration camp system was to break political opposition to the Nazi regime. Camps were initially run by both the Storm Troops (SA) and the SS, but the SS took over in 1934 and put the camps under increasingly centralized administration. In 1936/37, an expansion of the camp system began with the construction of new camps, which were increasingly used to enforce Nazi racial policy and to discipline people viewed as undermining the Nazis' racially defined "People's Community".

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 Management Committee 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.

1h Darlene Hill – Picture books and the transformation of learning while studying World War One

Picture books absorb the reader and take them to a deep personal connection in their construct. Though a work of fiction, these picture books seem very realistic and showcase easily the events and actions of World War I. Additionally, with a teacher working collaboratively with the teacher librarian in your school, success in information literacy is accentuated, allowing students to develop their skills. In this workshop, teachers will develop ways of strengthening the General Capabilities and Cross Curriculum Priorities through the use of picture books as a construct through studying World War I, leading to positive, transformational results and bespoke learning outcomes.

Darlene Hill is a Head of Department for Humanities and Library at Kepnock State High School. As a previous Lead Chaperone for the Premier's ANZAC Prize Tour, Darlene was able to delve into primary sources on the battlefields, and use these sources as she passionately regales to students on World War I. In 2022, Darlene was named the Queensland Teacher Librarian of the Year.

2a Susan du Rand – Voices of History: Teaching students to become historical thinkers

Historical thinking is mastered by engaging students in historical questions that spark curiosity and make them passionate about seeking answers. It is the questioning that sends students back to the original sources to formulate historical arguments. Sourcing and contextualisation are central to learning to read and write like a historian. These skills transform the act of reading from a passive reception to an engaged and enthusiastic interrogation and constitute students taking ownership and having a voice in the learning process. Students need to develop the learning behaviours that support the progression of this thinking.

This presentation offers insight into how History teachers can create a progression of thinking behaviour from Year 7 in ways that allow students to achieve the discerning analysis and evaluation required by Year 12. This focus on the development of historical thinking also prepares teachers to respond to incoming curriculum changes. The session includes evidence and examples directly from the classroom and from student voice.

Susan is Head of History at Brisbane Grammar School and is a member of the QHTA Executive Committee. Susan has taught history for many years in both South Africa and Australia. Susan has contributed to writing curriculum and textbooks. She wrote a chapter on the French Revolution and the Anti-Apartheid Movement for Senior Modern History for Queensland published by Cambridge University Press. Susan also manages the National History Challenge.

2b Annabel Elliot – Integrating experiential learning into the secondary History classroom

This Workshop/Seminar will give practical and useable ideas for integrating meaningful experiential teaching and learning activities in the Secondary History Classroom. These activities will also be aligned with skills and content outcomes across the 7-12 curriculum. This Workshop/Seminar will give you engaging ideas, step by step lesson plans and resources that can be adapted to suit most situations, classrooms, year groups and students. Even the most disengaged classes can gain something from experiencing History in a physical and practical way. With so many demands on a teacher's time, experiences like this are often just one thing too many to plan for, but with the resources, knowledge, and confidence from this Workshop/Seminar, you will be ready to deliver fun, valuable, and worthwhile experiential learning activities to your classes next week!

Annabel Elliot has taught in Secondary and University classrooms and has a passion for History education. A graduate of St Andrews University (Scotland) and Victoria University (Melbourne), Annabel is also embarking on a PhD in History Education. Currently teaching Humanities and Senior Ancient and Modern History at The Rockhampton Grammar School, Annabel is a firm believer in the integration of relevant, valuable experiential learning to deeply engage students throughout their History education.

2c Paul Baker – An Epiphany: OMG, it's lateral reading

I used to advocate checklists to evaluate websites. I used to think critical thinking was the answer to misinformation. I was wrong. Big time wrong. This workshop will explore how a 'road to Damascus' moment (an encounter with Sam Wineburg and Lateral Reading) caused a reconsideration of how evaluation was taught in the humanities classroom which led to a new school-wide approach to reading online material. You could be the catalyst at your school for getting all students, not just humanities students, to read like an historian. Interested? Then this presentation is for you.

Paul has presented at HTAA National Conferences and QHTA State Conferences. His most recent presentations have explored the emancipatory effect of studying history and demonstrated how that can be made practical in the history classroom; provided practical pedagogies for teaching 'perspective' by avoiding the pitfalls, and delivered a verdict on whether cognitive load theory has killed the inquiry method. Dr Russell Cowie Award winner Brian Hoeppe described one of Paul's recent presentations as, "For me...it was the highlight of a day of quality presentations."

2d Louise Brown – 'Language as a Descriptor and a Cue': Using Writing frames to improve the quality of students' writing

'Teach Like a Champion' author Doug Lemov talks about the importance of the language we use when we build students' understanding of what good writing looks like. By developing 'language as a descriptor and a cue' we can build a common understanding of quality. In giving feedback, this clarity allows students to focus on precise elements of their work in order to make improvements. This session will share common classroom language, and writing frames, both of which support students in their short response or extended essay writing. There will be ideas for building students' academic vocabulary and developing their ability to express an idea with 'nuance'. Using 'language as a descriptor and a cue' will also be applied to feedback, with suggestions for self and peer as well as teacher assessment. Examples will be drawn from Junior and Senior History classes.

Louise Brown studied History at Oxford University and was a History teacher and subject leader in the UK for over 20 years. 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 a member of the QHTA Management Committee and the co-organiser of the termly online TeachMeets, where History teachers share practical ideas for immediate use in the classroom. Louise has a particular interest in literacy, particularly developing students' academic vocabulary and improving the quality of their written expression. Louise has a passion for making History both accessible and challenging for all students.

2e Georgia Williams and Laura Bowen - Deep Time History of Australia

This session will cover two key themes relating to the new Year 7 history unit 'Deep Time History of Australia', specifically the peopling of Australia and deep time. Our presenters will introduce the scientific perspective of peopling Australia and deep time by referring to archaeological evidence, key terminology, and academic debates. An Indigenous perspective on both topics will also be provided, drawing on references to Aboriginal culture and connection to Country in relation to concepts of time, the Dreaming, Ancestor Spirits and the significant role Aboriginal storytelling and oral histories have held within these themes. The session will conclude with a 10 – 15 min Q&A session, where participants are welcome to ask questions relating to 'Deep Time History of Australia' or general queries that they would like answered by our Indigenous educator. An understanding of Indigenous perspectives and Australian archaeology will be vital to the implementation of 'Deep Time History of Australia'. This session hopes to provide an accessible introduction to the incoming unit.

Laura Bowen is a cultural educator and facilitator. Her Indigenous connections are to the Biripi people of Manning River area of NSW, Australia. Laura has worked previously as a Business and leadership teacher in the Vocational Education and Training sector and has a keen interest in education, intergenerational learning, and teaching. Laura shares her connection to her culture and to country through her published works and culturally safe educational programs.

Georgia is a qualified archaeologist with first-class honours from the University of Queensland. Her thesis focused on the topic of 'archaeology education' and the new 'Deep Time History of Australia' teaching unit. She presented her findings at the 2022 Australian Archaeological Association conference in Darwin and is now the co-chair of the

Australian National Committee for Archaeology Teaching and Learning (ANCATL). In her present role at Everick Foundation, she is the Education Program Coordinator, coordinating projects relating to archaeology, education, and outreach. Georgia has a passion for engaging the public with Australia's complex history and heritage.

2f Assoc Prof Tom Stevenson – Cicero and Pompey: the Voices of Cicero's de re publica (On the State), 51BC

Cicero's *De Re Publica (On the State)*, written between 54-51 BC, is ostensibly a philosophical discussion about the best form of constitution for a state. Most scholars agree that Cicero favours a mixture of monarchy, aristocracy, and democracy, which resembles closely the traditional constitution of Rome. There is less agreement, however, on whether Cicero has embedded in his philosophical discussion an argument for Pompey to be made a temporary dictator to quell civil violence and restore settled government in the city. No explicit words to this effect appear in Cicero's work, but that is to be expected under the circumstances and the implicit message about Pompey seems clear enough.

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

2g Peter Lawrence - Teaching the history of the Native Police as part of the Frontier Wars

The Native Police operated in most of Queensland before Queensland's separation from NSW in 1859 and into the 20th century. It is not a well-known topic in the broader community. The Native Police in Queensland is pivotal in understanding how colonisation occurred in colony of Queensland as part of the Frontier Wars for students. This presentation will discuss the historiography of this part of Queensland history and examine the required competency needed to teach this topic. It will embed elements of Uncle Ernie Grant's framework as a key element of this presentation. It will use primary and secondary sources to detail the impacts of this force on Aboriginal people but also discuss resistance to this process of colonisation.

Peter Lawrence identifies as a Yugurapul man through his great-grandmother Fanny Bunney's connection to Rosewood and the Abrahams and Costello families. Peter has taught Australian history with Aboriginal focus for the past 25 years and taught Senior Aboriginal and Torres Strait Islander Studies in the late 1990's. He has taught Senior Modern History for over 20 years and has presented at the Queensland History Teachers State Conferences. Peter contributed a chapter to the Cambridge Press, Senior Modern History text and has been a researcher for the Ration Shed Museum including the WW1 Black Diggers story – The Boys from Barambah. His current research is on the ideology of Protection, the Rosewood area and Queensland contact history.

2h Scott Kerr – The IA1 in the Modern History classroom

The IA1 for Modern and Ancient History is perhaps the most challenging of the internal assessment items for Senior students to complete. They are certainly the most difficult assessment item to construct for busy teachers. This practical session will provide an overview of the thought processes, practices and resources for the teaching of an IA1 unit in Modern History. Additionally, it will cover some principles and practices that will aid in the creation of IA1s based on the presenter's professional experiences and knowledge.

For over twenty years, Scott has taught History and Economics at a variety of independent schools in Queensland, New South Wales and the United Kingdom. His recent 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 and cognitive load in effective learning. Since 2020, Scott has been the Head of Humanities at The Rockhampton Grammar School. Scott is a former member of the QHTA Management Committee and has held a number of roles with QCAA, such as Lead Confirmer, EA Lead Marker, EA Marker, Endorser and District Panellist.

3a Ben Hegerty – Digital and physical escape rooms in the History classroom

History escape rooms are a great addition to any teacher’s repertoire. They provide an opportunity to get students working collaboratively to solve problems and analyse evidence to achieve a shared goal and can be utilised for different purposes, including to introduce new topics or as synthesising/revision activities. These are often memorable, high-energy lessons that can help build student interest and engagement in a topic through enjoyable and challenging learning experiences. This session will present a range of ideas, examples and tips for running a successful digital or physical Escape Room in your History classroom. All participants will be provided with a range of resources to help them run their own Escape Rooms on a variety of History topics.

Ben Hegerty is the Leader of Learning – Humanities, at Stuartholme School in Brisbane. He is the lead history author for the Year 7 and Year 8 titles in the recently released ‘Cambridge Humanities and Social Sciences for Queensland’ textbook series (published 2021). Ben was also a contributing writer for the textbook ‘Cambridge Senior Ancient History for Queensland’ (published 2019), is a member of the QHTA Management Committee and has contributed to the QCAA in various roles.

3b Paul Cavanagh – Creative ways to engage with sources and knowledge

This presentation examines ways in which students can effectively synthesise their knowledge of historical events and the sources by using fun and creative activities. Three focus activities include the creation of deep timelines that capture multiple connections, the creation of playing cards to cement students’ knowledge and understanding of sources including evaluative features related to usefulness and reliability, and the use of narrative to assist students cognitive connections related to the sequence and significance of historical events.

Paul Cavanagh is a History and English teacher with more than 20 years of experience. He has taught in the public and private sector across Queensland and also manages the gifted and talented program at Sheldon College which captures the diverse needs of students who are gifted across all KLA’s. His experience with senior English and History(Ancient and Modern) has provided Paul the opportunity to embed engaging creative and literacy elements into his teaching of senior humanities that has seen increased engagement and stronger academic performance from students.

3c Kelly Chase – Sharing Women’s voices through primary source documents

Often in history textbooks, women’s voices are underrepresented. Even though the makeup of our classes are 50% girls, the textbooks heavily skew to the male perspectives with the stories that are told and the primary sources that are shared. In this presentation, Kelly will share primary source documents from the female perspective on several topics that align with the Australian curriculum and the Senior Syllabus. You will leave with a goodie bag of sources that you can use with your classes to make them a more inclusive space for women’s voices.

Kelly Chase has been the Curriculum Middle Leader for the Social Sciences at Assisi Catholic College since 2015. She has a passion for ensuring that women’s stories are represented in the history classroom. In 2020, Kelly started the History Detective Podcast as a practical resource for teachers to use while teaching online, that has now

expanded into the History Detective YouTube. Since then, she has released more than 55 episodes of the podcast with more than 37 of these episodes focused on stories about women from history.

3d Kerbi McMillan – Alexander the Great – was he?

Where does greatness come from? Can one simply assert greatness without the acknowledgement of where one has come from?

Historians have generally looked favourably towards Alexander the Great, with a raging debate as to the 'greatness' of Philip II. This presentation will focus on Alexander and his father Philip, whilst spring boarding from modern examples of greatness, and delving into examples of complex father/son relationships present in popular culture.

Kerbi McMillan is a senior Ancient and Modern History teacher at Loreto College, Coorparoo. She has been teaching across Brisbane and Sydney for the past 18+ years and has a passion for engaging students through meaningful and creative contexts and pedagogies, in the history classroom.

3e Kathryn Allen – WWI: Guiding students through a sequence of learning to find their literary voice

This seminar/workshop aims to present a sequence of learning activities within the topic of World War 1 that will assist students to become more confident writers, enabling them to express their voice with better clarity. Topics will include the deconstruction of texts and the structure of succinct paragraphs. To assist students to structure quality responses, the incorporation of skills specific to the Year 9 assessable elements is vital. The ability to incorporate cohesive explanation and the analysis/evaluation of sources should be a focus. This will be modelled through the presentation of a variety resources ranging from lesson starters, explicit and implicit ideas to teach cognitive verbs, source analysis activities, writing scaffolds and exemplars.

Kathryn Allen is an Experienced Senior Teacher in the Humanities Department at Ferny Grove SHS. She has 18 years of experience teaching history in the Junior School and has been a passionate Senior Ancient History teacher for 13 years. Kathryn has a deep love of history as it is a wonderful opportunity to bring the voices of the past back to life to inspire the next generation.

3f Jay Taylor – The many voices of Thucydides: encouraging dynamic evaluation and learning to trust again

Two significant problems appear to have emerged in the work of high-school historians that put them at odds with the practice of tertiary and professional historians, and these have emerged in the domain of evaluating historical sources. The first is a generic approach that focuses on sources as opposed to evidence, where authors (ancient and modern) are generally adjudged reliable or unreliable, and this judgment is applied as a blanket to the entirety of their work. This often leads to generic or over-simplified judgments based on origins or perspective. The second involves overly reductive criticism that leads to a default doubt of the reliability of any evidence, and leaves students frustrated and confused as they cannot seem to find any plausible foundation for the arguments they produce. This presentation seeks to provide tools and suggestions to encourage more dynamic and nuanced evaluation across topics in Ancient and Modern History, and better equip students to develop logical and coherent arguments based on their understanding of historical sources and the evidence within them.

Jay Taylor has taught Ancient History, Modern History and Latin at Brisbane Grammar School since 2014. His current research interests are in the fall of the Roman Republic, the Peloponnesian War, the Cold War and classical pedagogy. He has worked extensively with the QCAA in the areas of confirmation, marking, and writing.

3g Mitch Sokolowski – Visualising historical thinking and skills in the classroom

Along with historical empathy and curiosity, authenticity and agency can be powerful tools for a budding historian as they begin to find their voice, inquire, create driving questions, and draw connections between past, present and future. Church, Ritchhart and Morrison's research offer opportunities for teachers to use many thinking routines that link directly to historical skills and understanding. Additional research from Pendergast, Main and Bahr suggest that a heterogeneous, flexible and engaging pedagogy is needed for middle years, which a select number of visible thinking processes can effectively create while also allowing for differentiation (visual, auditory and kinaesthetic).

This session will introduce many processes and routines teachers can use so that students can confidently share explicit and implicit source information to then analyse and evaluate sources at a deeper level. They offer a pragmatic approach to help students visualise their thinking and confidently share it. Additional examples of thinking routines which visualise historical voices (perspectives) will also be highlighted and use of these routines in the senior classrooms will be mentioned.

Since arriving to Australia in 2011 from Canada, Mitchell has worked hard to improve and advance his pedagogy with experiences in both urban and rural school environments; traditional and progressive approaches; and boarding and day school routines. He is currently in his 12th year, teaching Years 7-9 Humanities and coordinating Year 11 Modern History.

3h Dr Glenn Davies – A student voice – how to write a 25/25 Senior Ancient History IA3

Curious as to what a 25/25 student essay looks like? This presentation will involve a deconstruction of the process a Year 12 student went through to write a successful Ancient History IA3. The research essay was confirmed at 25/25, and won a place in the 2022 QHTA Historical Writing Competition. The presentation will include written commentary from the student during the drafting process.

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 since 2000, participated in various QCAA State committees, and written six secondary history textbooks. If you're making one, he prefers his coffee instant with lots of milk. No sugar. Thanks.

4a Dr Alison Bedford and Dr Naomi Barnes – Teacher Source Selection in History Classrooms

This pilot study explored the sources that secondary History teachers in Queensland use on both resourcing lessons and supporting student research. Findings suggest that while some teachers draw on a wide range of sources, there is scope for greater inclusion of "differing perspectives" or diverse voices and that teachers may benefit from greater support with strategies to locate these resources. This presentation will explore our research findings, drawing directly on the voices of Queensland teachers, and propose some initial solutions to ensuring differing perspectives can be found in Queensland History classrooms. We will also outline further research being undertaken in this space.

Dr Alison Bedford is a Lecturer in History curriculum and pedagogy at the University of Southern Queensland. She is also a senior History teacher with 17 years classroom experience and continues to teach at The Glennie School Toowoomba. Dr Naomi Barnes is a Senior Lecturer in History at QUT, specialising in European and Australian Modern political history. She was also a senior Modern History teacher with 13 years of classroom experience in government, Catholic and Independent schools.

4b Dr Craig Johnston – Whose Voice? Deep Time History of Australia

Of the changes in Version 9 of the ACARA History curriculum, perhaps the most daunting is the new Year 7 unit, Deep Time History of Australia. How are we to teach it? What should be included from over 60,000 years of history? What balance should there be between palaeolithic, ancient and modern history? This session offers some

suggestions for a pedagogical framework for a Deep Time unit, from the competing theories of human migration from Africa and the earliest settlement of Australia, to the modern impacts of Europeans on Indigenous Australians. It also challenges teachers to address their own beliefs and values in taking on Indigenous History. Including some ideas for interesting and engaging activities to help inspire unit planners and teachers alike, the aim is to provide practical ways of implementing a new and exciting unit.

Dr Craig Johnston completed his PhD in History at the University of Edinburgh just in time for the millennium. He implemented and taught the senior Ancient and Modern History syllabus at Clayfield College before taking 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.

4c Clair Monnickendam and Carley Krause – Teaching, Learning and Assessment in Version 9

Clair and Carley will present a unit plan, assessment and resources for one unit using version 9 of the Australian curriculum-this will focus on the new mandated sub-strand in version 9-Making and Transforming the Australian Nation. The presentation will include a unit plan clearly mapped to version 9, sample assessment items and resources suitable for use in the classroom. Adjusted resources for students with English as an additional language or dialect and diverse learning needs will be included. Resources and activities mapped to the general capabilities will also be included.

Clair has taught both junior and senior History as a subject in a range of school contexts in metropolitan Brisbane. She is a member of the QHTA management committee and manages the teacher webinars for both Modern and Ancient History. In 2022, Clair achieved accreditation as a Highly Accomplished Teacher. She loves to network and collaborate with other teachers online and in person.

Carley Krause has been teaching for 23 years in Mt Isa, the Whitsundays, Gold Coast and Brisbane. She is a trained Japanese and Geography teacher however has taught in the area of Humanities for the past ten years. She teaches junior humanities including Business and senior Legal Studies. Carley is Head of Department-Humanities, at Sunnybank State High School and networks across multiple high schools in Queensland.

4d Suzy Collyer – Approaches to Marginalised Voices in the Viking Age

This presentation will consider marginalised voices in the Viking Age including women, children, slaves, and the elderly. It will suggest possible sources for students to use as part of an inquiry in Unit 1 Ancient History or the Year 8 Australian Curriculum Vikings unit. Drawing on recent archaeological discoveries, scientific methods of analysis including stable isotope, DNA and osteoarchaeology, it will attempt to address the question: who was considered a 'person' in Viking Age society?

Suzy Collyer is a senior Ancient History and Geography teacher at Fairholme College, Toowoomba. Completing a Master of Letters in Viking Studies through the University of the Highlands and Islands in 2021, she is now a PhD candidate with the same university exploring the Western Isles of Scotland as a 'central place' in the Viking Age political, cultural, and economic sphere.

4e Natasha Rogers – The Appeal of Ancient History in the Digital Age

The number of students choosing to study Ancient History in senior secondary has been falling since 2000. History teachers already know that students, parents and school administrators responsible for timetabling sometimes question the relevance and usefulness of the study of Ancient History in the modern world. This research is investigating why the number of students studying Ancient History is declining and what could potentially be done to reverse this trend.

Early data collection has shown some themes regarding the motivations behind senior high school student subject selections. Listening to student voice and understanding what student preconceptions, assumptions and values are prior to and during their senior studies will provide important insights into how to promote Ancient History more effectively at subject selection time. In addition, Ancient History teachers, Heads of Humanities and staff responsible for timetabling have been given an opportunity to voice their concerns regarding the conditions required for strong Ancient History enrolment numbers in schools.

This seminar will provide interim research details, opportunities for discussion and an invitation for schools to add their voices by participating in the research.

Natasha Rogers is a high school History teacher and former Head of Humanities, working for Education Queensland since 1997. She completed her Research Master's degree, a case study on enhancing Junior History engagement using historical fiction. Natasha is now completing her PhD on the topic: The appeal of Ancient History in the Digital Age: motivating factors and deterrents for high school students considering studying Ancient History.

4f Chloe Curtis – Developing an IA1 in Senior Ancient History

This workshop is intended to support senior Ancient History teachers to develop an IA1: Examination - essay in response to historical sources. The workshop will focus on selecting seen and not seen sources that enable students to meet the upper performance levels of the ISMG for the IA1. The workshop will include practical activities and opportunities for collaboration.

Chloe Curtis is the Principal Education Officer in the QCAA's Senior Curriculum and Assessment branch, which provides advice and professional learning to all Queensland Schools to support the implementation of the Senior Curriculum in Ancient History.

4g Luke Grimish – Xerxes – Personalities in their Times

Xerxes is one of the less popular topics from the personalities unit. This seminar is a comprehensive guide to teaching Xerxes in the Personalities unit. Discover all the sources and evidence and why this is the perfect unit to act as an introduction to historiography.

Luke has 10 years experience teaching ancient history. He graduated from Padua College in 2005 with a Dux in Ancient History. He built the new ATAR program for his college, Mt Maria, from the ground up and continues to polish and improve it.

4h Mandana Mapar and Dr Eve Haddow- Kirrenderri, a resource for implementing the HASS curriculum

This session explores the creative process of developing the Kirrenderri Education Resources, reflecting on the ways that museums, First Nations researchers, and teachers can collaborate in the co-development of meaningful learning initiatives.

Mandana Mapar is the Curator, The University of Queensland Anthropology Museum. With extensive curatorial and research experience, Mandana works with a particular focus on building community connections, extending visual arts and social history beyond the gallery. Recent exhibitions Mapar has curated present Queensland stories to regional and remote audiences throughout the state.

Dr Eve Haddow is lecturer in Museum Studies at The University of Queensland. Eve has extensive curatorial experience with diverse collections, including artefacts, art, archival, photographic, and digital material cared for by museums. Actively working to make collections material more accessible and visible to First Nations and Pacific communities and other researchers.