

The Queensland History  
Teachers' Association  
presents



# State History Conference

JUNE 22, 2024

**QHTA**



## Registration

<b>QHTA individual members</b>	\$231	<b>Non-member</b>	\$330
<b>QHTA Institutional members</b>	\$231 each	<b>Primary teacher</b>	\$189
<b>QHTA Regional members (over 120km from Brisbane CBD)</b>	\$187	<b>Tertiary undergraduate and/or preservice student (student number and institution required)</b>	\$55

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# 2024 QHTA STATE CONFERENCE PROGRAM

8am	<b>Registration</b> (Tea and coffee available. Trade Display Open)					
8:45am	<b>Conference Opening</b> <b>Welcome to Country</b> <b>Presentation of Teacher Awards</b> <b>Keynote Address –Professor Frank Bongiorno</b>					
10:15-11:15am	<b>1a: Dr Alan Barrie</b> Cleopatra: Analysing and understanding different perspectives	<b>1b: Associate Professor Andrew Bonnell</b> The Rise of Nazism 1924-1933	<b>1c: Dr Glenn Davies</b> Great Odin’s Raven: the Viking expansion in the early Middle Ages	<b>1d: Peter Lawrence</b> Meanjin: the first 30 years	<b>1e: Dr Jan Oosthoek &amp; Jenna Williams</b> Empowering students with GIS Tools in the History Classroom	<b>1f: Katherine Hart</b> Effective Feedback Strategies for 7-12 History
11:15-11:40am	<b>Morning Tea</b>					
11:40-12:40pm	<b>2a: Louise Brown</b> Second Wave Feminism in Australia: A unit plan for the new Senior Syllabus	<b>2b: Clair Monnickendam</b> Sometimes I like to be a bit source-y: Practical strategies for using sources in 7-12 History	<b>2c: Dr Craig Johnston</b> “As long as they fear me”: Dictators and Dictatorships in World History	<b>2d Richard Leo and Alison Quin</b> First Nations perspectives in Deep Time History	<b>2e: Sarah Coleman</b> Are the tracks blocked? Cognitive Load in the History Classroom	<b>2f: Natasha Ratajczek</b> Bring history to life! Curriculum Connections at State Library of Queensland
12:40-1:40	<b>3a: Paul Baker</b> An Epiphany: OMG, it’s Lateral Reading	<b>3b: Douglas Michael</b> The case for a local focus in implementing Yr 7 Deep Time	<b>3c: Oskar Fletcher &amp; Tyla Cascaes</b> Cups, coins and carvings: Using material evidence in Ancient History	<b>3d: Darlene Hill</b> Engaging our students – Using AI and other strategies	<b>3e: Dr Linda Wade</b> It’s new! It’s improved! Unpacking the Independent Source Investigation	<b>3f: Associate Professor Andrew Bonnell</b> Fall of the Soviet Union
1:40pm-2:20pm	<b>Lunch</b>					
2:20-3:20pm	<b>Afternoon Address - Dr Brian Hoepper OAM</b> (includes prize draw)					
3:20-4:20pm	<b>4a: Dr Alison Bedford</b> Teaching for Democracy: Historical thinking and citizenship	<b>4b: Kelly Chase</b> Going beyond the History textbook: Creative ideas for the History Classroom	<b>4c: Karis Hill-Milnes &amp; Karen Van Harskamp</b> Aboriginal and Torres Strait Islander Histories and Cultures: Ways of working across curricula in a cultural intelligence space	<b>4d: Vince Wall</b> ‘Doing History’ at School in the age of Generative AI	<b>4e: Sarah Coleman</b> Historiographical Approach to the teaching of the Collapse of the Res Publica	<b>4f: Kira Sampson &amp; Kristi Gregory</b> The OER Project: the fully resourced online History Curriculum you (possibly) never knew existed
4:20pm	<b>End of Conference Program</b>					

## Keynote Address: Professor Frank Bongiorno

Frank Bongiorno AM (born Nhill, Victoria, 1969) is an Australian labour, political and cultural historian. Prior to joining the Australian National University, he held lecturing positions at King's College London (2007-11), the University of New England (2000-07) and Griffith University (1996), and also taught previously at the ANU (1994). He has been an Australian Research Council Postdoctoral Fellow at the ANU (1997 and 1998-2000), and in 1997-8 was Smuts Visiting Fellow in Commonwealth Studies at the University of Cambridge and Mellon Visiting Fellow at the University of Texas at Austin. He has worked for the Department of Foreign Affairs and Trade.

Frank is the author or co-author of five books and many articles and book chapters on Australian history. *The Sex Lives of Australians: A History* (Black Inc., 2012), won the ACT (Australian Capital Territory) Book of the Year and was shortlisted in the Australian History category of the Australian Prime Minister's Literary Award and the New South Wales Premier's History Award. His book, *The Eighties: The Decade That Transformed Australia* (Black Inc., 2015), was shortlisted for the Ernest Scott Prize, the New South Wales Premier's History Award and the Council for the Humanities, Arts and Social Sciences (CHASS) Book Award, and won ACT Book of the Year. His most recent book is *Dreamers and Schemers: A Political History of Australia* (2022).

He has served on the New South Wales Arts Advisory Council and as a member of the New South Wales Ministry of the Arts Literature and History Committee, including as its chair for three years. He is an Editorial Board member of *Labour History*, *Journal of Australian Studies*, the *Australian Journal of Politics and History*, and *History Australia*, and was co-editor of *History Australia* from 2013 until 2015. ([Frank Bongiorno – The Conversation](#))



## Afternoon Address: Dr Brian Hoeppe OAM

Dr Brian Hoeppe 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. In recent years 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. In 2024, Brian was recognised for his great service to education with an Order of Australia Medal.



## Session 1 – 10:15-11:15am

<p><b>1a: Dr Alan Barrie</b> <b>Cleopatra - analysing and understanding different perspectives</b></p> <p>This presentation will itemize the varying perspectives, both ancient and modern, on Cleopatra. Are we able to find a 'real' historical figure, or one that is interchangeable across the centuries, contrived and constructed according to the confines of varying eras? Ironically, in answering this quest, perhaps one should speculate as to what her long-term plan actually was, or if, indeed, she actually had one ... other than that of simple survival. This presentation will also include audience participation in group source-based activities.</p>	<p><b>1b: Associate Professor Andrew Bonnell</b> <b>The Rise of Nazism 1924-1933</b></p> <p>In mid-1924, Adolf Hitler formally stepped down from the leadership of the National Socialist German Workers' Party (NSDAP), announcing his withdrawal from political life. Hitler had just been convicted of treason by a Munich court and was serving a prison sentence in Landsberg. The NSDAP subsequently suffered from internal divisions, and soon became marginal in the electoral landscape as the German economy recovered from the hyper-inflation of the early 1920s. This presentation seeks to address the reasons why a failed fringe party was able to become the strongest in Germany by mid-1932 and why Hitler was then appointed head of government in January 1933.</p>	<p><b>1c: Dr Glenn Davies</b> <b>Great Odin's Raven: the Viking expansion in the early Middle Ages</b></p> <p>It's easy to see the appeal of the Vikings. Vikings were uproarious and anti-authoritarian, but with a warrior code that values honour and loyalty. The first Viking raid on what we now know as the United Kingdom is said to have been in June 793 CE, when three longships arrived at Lindisfarne Priory in Northumberland. Believing the ships to be those of Norse traders, the priory's reeve, the brilliantly named Beadherd, approached the sailors. He was instantly cut down, then everyone on the island was murdered. The Viking raids continue today. This time though their target isn't the priories of Northumberland but modern popular culture, as seen in the six seasons of <i>Vikings</i>. This presentation will explore the impact of the <i>Vikings</i> through the modelling of an Independent Source Investigation.</p>
<p><b>1d: Peter Lawrence</b> <b>Meanjin: the first 30 years</b></p> <p>This presentation will examine the arrival of non-Indigenous people at Redcliffe 200 years ago and the subsequent occupation of Meanjin (Brisbane) in its early years. It will discuss the key events of the time period, the historiography of this part of Queensland's history and examine the required cultural competency needed to teach this topic. It will embed elements of Uncle Ernie Grant's holistic framework as a key element of this presentation. It will use primary and secondary sources to show the emerging relationships between Aboriginal and non-Indigenous people as part of the process of colonisation.</p>	<p><b>1e: Dr Jan Oosthoek &amp; Jenna Williams</b> <b>Empowering students with GIS Tools in the History Classroom</b></p> <p>Geographical questions play a role in historical exploration, prompting questions about the reasons behind city locations, battle strategies, and the development of knowledge and trade networks. This conference session explores the integration of Geographic Information Systems (GIS) into history classrooms, emphasizing its potential to reveal historical connections and foster spatial thinking among students. The session commences with an introduction to the ArcGIS platform, offering a glimpse into the diverse tools available for history students. Two case studies will follow, showcasing practical applications of GIS in historical education.</p>	<p><b>1f: Katherine Hart</b> <b>Effective Feedback Strategies for 7-12 History</b></p> <p>In this workshop we will explore classroom feedback strategies that are specific to 7-12 history, with the goal of making students more active participants in the feedback cycle. We'll look at a number of strategies including self and peer feedback and the use of exemplars and non-exemplars to both improve student outcomes and minimise "marking burnout" for humanities teachers. We'll look at these practices in the context of preparing for short response exams, essay exams and research tasks with an emphasis on historical skills.</p>

## Session 2 – 11:40-12: 40pm

<p><b>2a: Louise Brown</b> <b>Second Wave Feminism in Australia: A Unit Plan for the NEW Senior Syllabus</b></p> <p>This workshop will share the story of Second Wave feminism in Australia. From its beginnings in the 1960s, to the flourishing of the 1970s, the exhilaration of the Whitlam victory and challenges of the Fraser years, this is a story of both reform and revolution. The workshop will examine the personalities who inspired and drove the movement forward, the solidarity and divisions of women's liberation, its allies and opponents. The narrative will be used to examine just how much was achieved by Second Wave feminism by the early 1980s, suitable for any teachers delivering Unit 2 Modern History. There will be a suggested unit plan structure and ideas for using this content with an IA1, IA2 or short response assessment.</p>	<p><b>2b: Clair Monnickendam</b> <b>Sometimes I like to be a bit source-y: Practical strategies for using sources in 7-12 History</b></p> <p>Sources are a fantastic way of engaging our students in the classroom and provide so much rich information about events and lives of people from the past. The challenge we face as teachers is to make these sources accessible to our students, encouraging them to undertake the role of an historian. Ultimately, we want our students to be able to understand complex concepts such as continuity and change, cause and effect, significance and contestability. We want them to become skilled at evaluating information and testing the claims made by historical sources. In this workshop you will engage with a range of practical strategies which are ready for use in your classroom and will engage students in the skills of historical analysis and evaluation. In addition, you will come away with a bank of primary and secondary sources which can be used as a starting point for source-based lessons in history.</p>	<p><b>2c: Dr Craig Johnston</b> <b>"As long as they fear me": Dictators and Dictatorships in World History</b></p> <p>History is replete with dictators from Cincinnatus, Sulla and Caesar in ancient Rome to Stalin, Hitler and Mao in the 20<sup>th</sup> century. But what makes a dictator? How do they come to power, how do they keep it, and what happens to a society that it gives rise to a dictator? By examining the rise of some ancient and modern dictators, this paper provides insights into those who wielded absolute power. It examines their motivations, successes, failures, and ultimately their downfalls. It offers some historical parallels between Roman and modern dictators which aim to deepen students' understanding of power and authority then and now. The paper concludes by looking at those who could have become dictators and posits questions about dictatorship in the 21<sup>st</sup> century. Far from historical anomalies, the dictator remains a threat to democracy now as much they ever have.</p>
<p><b>2d: Richard Leo and Alison Quin</b> <b>First Nations perspectives in Deep Time History</b></p> <p>Co-delivered by two education specialists, one First Nations and one non-Indigenous, this presentation will explore how teachers can authentically incorporate First Nations perspectives in the Deep Time History of Australia sub-strand in Version 9 of the Australian Curriculum. The presentation will discuss through First Nations and Western perspectives how teachers can address understandings of time, questions of origins, regenerative economics, and how archaeological and other historical source materials can be used in culturally appropriate ways.</p>	<p><b>2e: Sarah Coleman</b> <b>Are the tracks blocked? Cognitive Load in the History Classroom</b></p> <p>Do you want to improve retrieval in your classroom? Cognitive Load Theory (CLT) is an instructional design theory that deals with how the human brain processes and stores information. By being familiar with the basic principles of CLT, educators are supported to consider how learners process knowledge, and therefore improve engagement and results in your History classroom.</p>	<p><b>2f: Natasha Ratajczek</b> <b>Bring history to life! Curriculum Connections at State Library of Queensland</b></p> <p>Join Natasha from the State Library of Queensland for an insightful exploration of the diverse online and in-person learning opportunities available to you and your students. Delve into State Library's extensive collections and educational resources crafted to bolster the Australian Curriculum, with Queensland perspectives and learn more about their new innovative Virtual Veterans AI chatbot, providing students and history enthusiasts an immersive gateway to the vast array of World War I resources from the State Library of Queensland, Trove (Queensland digitised newspapers), and the Australian War Memorial.</p>



## Session 3 – 12:40-1:40pm

<p><b>3a: Paul Baker</b> <b>An Epiphany: OMG, it's Lateral Reading</b></p> <p>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.</p>	<p><b>3b: Douglas Michael</b> <b>The case for a local focus in implementing Yr 7 Deep Time</b></p> <p>Several presentations at the 2023 QHTA conference encouraged a local focus for implementing the Deep Time History of Australia unit. This presentation will report on key learnings and successes in the case of Toowoomba Grammar School pursuing a local focus in our inaugural Semester in 2024. Discussion will surround how the unit was designed, resourced, and implemented with a local focus, including an excursion to 4-6,000-year-old stone arrangement and initiation site Gummingurru, around which the assessment was based. This presentation will also report on the particular content delivered in the unit through which students achieved the strongest engagement with their local First Nations' history, how developing the unit established a relationship between TGS and the Western Wakka Wakka community, and also how development of the unit coincided with research that shed really interesting light on the school's place in southeast Queensland's Indigenous cultural landscape.</p>	<p><b>3c: Oskar Fletcher &amp; Tyla Cascaes</b> <b>Cups, Coins and Carvings: Using Material Evidence in Ancient History</b></p> <p>Material evidence is an incredibly useful and engaging source for examining the ancient world. Pottery, coins, figurines, inscriptions, household items, and other artefacts all serve as a direct window into the lives and experiences of ancient people. This presentation will outline the benefits of material evidence for the study of Ancient History, and how teachers can make use of this evidence to teach specific topics in the Australian Curriculum. It will explore how material evidence can be used both as a compliment to written sources, and to explore groups and topics that are underrepresented in Ancient History. It will also provide practical and interactive examples of how object analysis can be carried out with students to encourage complex and nuanced historical thinking.</p>
<p><b>3d: Darlene Hill</b> <b>Engaging our students – Using AI and other strategies</b></p> <p>Sparking history's flame for all learners requires flexibility and creativity! Engaging with and differentiating for diverse learners with varying levels of capability is a continual challenge – and time consuming. In this session, explore a range of ways to engage students in Years 9 and 10 with v9 of the Australian Curriculum. Take a fresh look at teasing out fascinating aspects of the curriculum. The ways in which AI tools have been used to support teaching and learning experiences, including making differentiation easier, feature in this presentation. By embracing some of these strategies and ideas, your history classroom should become a vibrant tapestry woven by all learners, fostering and igniting a passion for understanding the past.</p>	<p><b>3e: Dr Linda Wade</b> <b>It's new! It's improved! Unpacking the Independent Source Investigation</b></p> <p>It is a truth universally acknowledged, that every single History teacher in possession of curriculum/syllabus changes, must be in want of ideas and sources for more lesson resources. This session is designed to get you across some of changes to the senior History ISMG for the Independent Source Investigation, then step you through resources to help students in Years 9 and 10 practice the skills of analysis, evaluation and synthesis that they'll need to master to successfully complete the ISI in senior History.</p>	<p><b>3f: Associate Professor Andrew Bonnell</b> <b>Fall of the Soviet Union</b></p> <p>In 1991, the Soviet Union broke apart, ending nearly 75 years of rule by the Communist Party of the Soviet Union, ending the superpower rivalry between the USSR and United States that had shaped global politics since 1945, and bringing the "Soviet experiment" of a non-capitalist social order to a conclusion .</p> <p>This paper reviews the process of the unravelling of the Soviet Union from the advent of Mikhail S. Gorbachev as Soviet leader in 1985, with attention to the political processes set in motion by Gorbachev, the economic difficulties of the Soviet system, and the emergence of nationality conflicts in the Soviet Union.</p>

## Session 4 – 3:15-4:15pm

<p><b>4a: Dr Alison Bedford</b>  <b>Teaching for Democracy: Historical thinking and citizenship</b></p> <p>Recent research suggests that Queensland history teachers see their work as vital to the development of the next generation of our nation’s citizenry. This presentation will explore the relationship between teaching history and fostering democracy at a time when anti-democratic voices are gaining ground here and abroad. It will also consider points in the curriculum that offer rich opportunities to explore the concept of democracy and explicitly engage with the skills needed to be an effective citizen.</p>	<p><b>4b: Kelly Chase</b>  <b>Going Beyond the History Textbook: Creative Ideas for the History Classroom</b></p> <p>In this workshop, Kelly will share some creative ways to engage with students in the history classroom. Whether it simply be getting outside the classroom, incorporating games, taking ownership of the classroom space, utilising artefacts or simply dressing for a historical theme. She will share practical ideas to apply to your own class and will include a brainstorming session at end of the workshop to share ideas and pick the brains of other teachers about how you could bring some creative ideas to topics you are teaching.</p>	<p><b>4c: Karis Hill-Milnes &amp; Karen Van Harskamp</b>  <b>Aboriginal and Torres Strait Islander Histories and Cultures: ways of working across curricula in a cultural intelligence space</b></p> <p>Underpinning our History curricula across 7–12 are general capabilities, specifically intercultural understanding, and cross-curriculum priorities, including Aboriginal and Torres Strait Islander Histories and Cultures, which build all of our students’ strengths both in school and beyond. Understanding ways of working with and including First Nations Peoples of Australia in studies of History with integrity, is both dynamic and evolving within our curriculum courses in 7-12. Explore strategies and resources that enable developing and embedding cultural intelligence ways of working across curricula.</p>
<p><b>4e: Vince Wall</b>  <b>‘Doing History’ at School in the age of Generative AI</b></p> <p>“‘Doing History’ at School in the Age of Generative AI” explores the transformative role of Generative AI in the pedagogy of history teaching. This session delves into the integration of AI within the inquiry process, its synergy with historical thinking, and the imperative for History teachers to consider a pedagogical ‘reboot’. The session will explore the development pedagogical frameworks underpinning history teaching, offer insights into the implications of Generative AI for learning in the History classroom, and will suggest some practical strategies for educators as they embrace the teaching of History in this AI-driven era. Attendees will gain insights into the potential of AI to re-energise History education as it creates conditions which foster engaging, dynamic, student centred and personalised learning environments.</p>	<p><b>4f: Sarah Coleman</b>  <b>Historiographical Approach to the teaching Collapse of the Res Publica</b></p> <p>The Collapse of the res publica is an incredibly rich period in Roman History. The evidence is likewise rich and multilayered and incredibly powerful in bringing not only the stories of this period, but to build the skills of analysis, evaluation and synthesis</p>	<p><b>4g: Kira Sampson</b>  <b>The OER Project: the fully resourced online History Curriculum you (possibly) never knew existed</b></p> <p>The OER Project - the fully resourced online History curriculum that you (possibly) never knew existed. This presentation will introduce you to an online resource that is predominately American, but still very useful for Australian teachers. A special highlight will be the fabulous, student-favourite Big History Project- an entire course for Year 9 students that was devised in Australia and is run in many Australian schools as a Year 9 elective. Not interested in teaching a history of the entire universe and how humans came to dominate the Planet? That's fine- the OER project has resources relevant to every unit we teach. Written resources come at different Lexile levels as part of their Close Reading focus (want to improve literacy in your classes?) and the videos and primary sources are excellent. Sign up your class or just take some of their free resources. Come along and have a tour!</p>

## Presenters:

**Dr Alan Barrie** has been a teacher in Ancient and Medieval History for nearly 25 years. He studied at the Universities of Queensland and Cambridge, was the Chief External Examination Officer for QCAA prior to the 2019 changes), was a member of the Expert writing team for Ancient History syllabus and assessment (2016-2017) and writer for several publications through Cambridge university Press. He currently teaches at ACC Moreton, Caboolture.

**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), *Robert Michels, Socialism and Modernity* (2023), 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.

**Dr Glenn Davies** has been a secondary history teacher in Queensland schools since 1992. He is currently Head of Social Sciences & Languages, Craigslea SHS. He has been the QHTA ePublishing Manager since 2006, presented at QHTA and HTAA National Conferences, lectured in history pedagogy at ACU, participated in various QCAA State committees, and written seven secondary history textbooks. In 2023 he received a QHTA Outstanding History Teacher Award. If you're making one, he prefers his coffee instant with lots of milk. No sugar. Thanks.

**Peter Lawrence** identifies as a Yugarapul man through his great-grandmother Fanny Bunney's connection to the Rosewood Scrub. 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 Queensland History Teachers State Conferences. Peter contributed a chapter to the Cambridge Press, Senior Modern History text and its 2<sup>nd</sup> edition. He has been a researcher for the Ration Shed Museum including the WW1 Black Diggers story – The Boys from Barambah. He has written for both *Australians Together* and for the Academy of the Social Sciences in Australia. He is a presenter of *Crossing Cultures Hidden History*, *8 Ways* and *Uncle Ernie Grants Holistic Framework*, *Black Diggers* and the *Frontier Wars*.

**Dr. Jan Oosthoek**, is a historian and is currently Head of Humanities at St. Mary's College Ipswich, where he teaches Ancient and Modern History. Previously, he served as Education Officer for Humanities and Social Sciences at Brisbane Catholic Education and taught at Education Queensland Schools on Brisbane's southside.

**Jennah Williams** is an educator, marine scientist and Education Manager with ESRI Australia.

**Katharine Hart** is a Highly Accomplished Teacher (HAT) and Senior Ancient History teacher at Cannon Hill Anglican College. Prior to her role at CHAC she worked for Education Queensland in both metropolitan and regional schools as a history teacher. She has worked for the QCAA as a confirmer, external assessment marker and as a subject matter expert. In 2022 Katherine received a grant to work with Independent Schools Queensland and The University of Queensland to explore the role of student-centred feedback in improving student outcomes and increasing student self-efficacy. She presented her findings at the UQ Learning Labs Symposium. Katherine leads the Feedback Project at CHAC and is passionate about preventing teacher burnout in early career teachers through effective mentoring and practical solutions to managing workload.



**Louise Brown** studied History at Oxford University and was a History teacher and subject leader in the UK for over 20 years. She is now Head of the Sociocultural Faculty at St Margaret's Anglican Girls School in Brisbane. Louise is Vice President of QHTA and the co-organiser of the termly online TeachMeets, where History teachers share practical ideas for immediate use in the classroom. Louise is the author of a chapter on the Women's Movement in the new edition of the Cambridge Senior Modern History Textbook. Louise's blog, [secondarysource.com.au](http://secondarysource.com.au) shares her reflections on teaching 'from Bradford to Brisbane'.

**Clair Monnickendam** 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.

**Dr Craig Johnston** completed his PhD in History at the University of Edinburgh on constructions of identity. As a secondary teacher, he implemented and taught both the senior Ancient and Modern History syllabuses at Clayfield College. Since 2021 he has lectured in History Curriculum and Pedagogy at the University of the Sunshine Coast, where he uses benevolent dictatorial powers to mould the minds of new generations of History teachers. Or so his students let him believe.

**Alison Quin** is a Tagalaka woman from far north Queensland. Originally an English and SOSE teacher, she worked on First Nations community education and knowledge projects before moving into the tertiary space where she taught pre-service teachers in Indigenous education for more than a decade. She is currently a First Nations curriculum specialist with Brisbane Catholic Education.

**Richard Leo** is a career educator having worked in schools in Tasmania, South Australia and Queensland as a History, English and Modern Languages teacher for 20 years before moving into Initial Teacher Education where he taught pre-service education for over a decade. He splits his time between roles as the Research Co-ordinator (National) for Together for Humanity, an intercultural education NGO, and as a Research Assistant in the Office of the Deputy Vice-Chancellor (Indigenous Engagement) at The University of Queensland.

Alison and Richard co-authored the Deep time history chapter in the *Cambridge Humanities and Social Sciences for Queensland 7 (2nd ed)* published in 2024.

**Sarah Coleman** has been teaching history across Catholic and Independent sectors for 18 years in Far North Queensland. She is currently the Deputy Principal at MacKillop Catholic College in the southern corridor of Cairns. A contributor to Cambridge Senior Ancient History for Queensland and Oxford Year 7 HASS, as well as an external exam writer and marker, she is a passionate and enthusiastic history teacher.

**Natasha Ratajczek** has a wealth of experience as a former high school English and History teacher, and 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 learning!

**Paul Baker** has presented at HTAA National Conferences and QHTA State Conferences. His recent presentations have explored the emancipatory effect of studying history and demonstrated how that can be made practical in the history classroom, investigated the classroom teaching dilemma of striving for objectivity whilst creating 'active' citizens in schools where political discourse is circumscribed, and provided practical pedagogies for teaching 'perspective' without the pitfalls.

**Douglas Michael** is a teacher of Modern History and Years 7-10 History who has taught at Toowoomba Grammar School for 12 years. He has a keen interest in Australian history, particularly Queensland and Indigenous history. He has helped develop TGS's Deep Time History of Australia unit while researching the Indigenous history of the school, working in consultation with Western Wakka Wakka custodians of Gummingurru cultural heritage site and Indigenous Pathways staff at UniSQ's College for First Nations.

**Tyla Cascaes** is a PhD candidate at The University of Queensland, researching Rome and its reception on film and in popular culture. Tyla has been a tour guide at the RD Milns Antiquities Museum since 2017 and a casual academic for HPI since 2019, during which time she has developing pedagogical training tools and has received a faculty award for her excellence in teaching.

**Oskar Fletcher** is an MPhil candidate at The University of Queensland, researching Classical Greek religion, animal iconography, and cultural development. Oskar has been a tour guide at the RD Milns Antiquities Museum since 2020, and as Museum Engagement Officer works to facilitate and develop education programs relevant to the Australian Curriculum.

**Darlene Hill** is Head of Department – Humanities and Library at Kepnock SHS in beautiful Bundaberg. She has a passion for engaging students in History and developing positive pedagogical practices of staff in a local, state and national level. Darlene has been a presenter at QHTA conferences as well as History Teachers Association of Australia National conferences over the years. As a dedicated and awarded teacher librarian, Darlene has presented at state and national school library conferences and EduTech showcasing the synergy between teacher librarians and classroom teachers, with a distinct focus in the History space.

**Dr Linda Wade** is a mad-keen teacher of History, intent on helping students explore ways the stories we tell ourselves about the past can work towards achieving social justice in the present by amplifying marginalised voices. Her especial passions lie in investigating experiences and memories of war, as well as the ways language can be used as an instrument of oppression. She has worked in school and university settings, and is currently Head of Department (Social Science) at All Hallows' School.

**Dr Alison Bedford** has 18 years experience teaching secondary history and now lectures in history curriculum and pedagogy at the University of Southern Queensland. She is interested in how history can empower students to be independent learners and critical thinkers.

**Kelly Chase** is the Humanities HOD at LORDS. She has been teaching for 21 years. In 2023, Kelly was the recipient of the QHTA Outstanding History Teacher award and the winner of the BCE Excellence in Learning and Teaching in Secondary School award. In 2023 Kelly published her book, History, Her Story, Our Story a resource for teachers and she also creates the History Detective podcast and YouTube channel as a classroom ready resource.

**Karis Hill-Milnes** is a proud Dunghutti woman and Humanities, Visual Arts and Aboriginal and Torres Strait Islander Studies teacher of over 10 years. She has worked in various state schools in Queensland sustaining a strong vision and practice of social justice in education.

**Karen van Harskamp** is a Queensland High School educator of over 30 years specialising in Senior and Junior History courses across years 7-12, working also in Aboriginal and Torres Strait Islander Studies for over 20 years. She is currently a HOD Humanities and Social Sciences and has worked in specialist roles with the QCAA related to Humanities since 2017.

**Vince Wall** is a full-time classroom History teacher and the AI for Teaching and Learning Project Leader at All Hallows' School. He is an innovative classroom practitioner who has authored numerous journal articles on history teaching and on leveraging digital technology to enrich learning experiences. Vince has post-graduate qualifications in historical studies and in educational leadership. He is currently working on his PhD. It focuses on best practice use of emergent digital technologies – including Generative AI - within historical pedagogy.

**Kira Sampon** is a teacher at Somerville House and has been teaching the Big History Project since the pilot and loves the multi-disciplinary approach that gives students not only an overview of Humanities' current knowledge of everything and an introduction to all the many disciplines in the Social Sciences, but also the opportunity to ponder big questions.

**Kristi Gregory** is a teacher at Somerville House and is a new recruit to the Big History classes. She is loving trying on different interdisciplinary 'hat's and constructing a narrative in which to contextualise historical developments.