

The Queensland History  
Teachers' Association



# State History Conference

**QHTA**

**SATURDAY  
28 JUNE 2025**

## Registration

<b>QHTA Individual Members</b>	<b>\$235</b>	<b>Non-member</b>	<b>\$330</b>
<b>QHTA Institutional Members</b>	<b>\$235 each</b>	<b>Primary teacher</b>	<b>\$189</b>
<b>QHTA Regional Members (over 120km from Brisbane CBD)</b>	<b>\$185</b>	<b>Tertiary undergraduate and/or preservice student (student number and institution required)</b>	<b>\$55</b>

**[www.qhta.com.au](http://www.qhta.com.au)**



## Keynote – Professor Andrew Bonnell, University of Queensland

Andrew Bonnell is a Professor in History at the University of Queensland (School of Historical and Philosophical Inquiry), specialising in modern German and European history. His research interests include German cultural and intellectual history in social and political context and the history of German Social Democracy. His teaching areas include: modern German history; European intellectual history; European fascism and the radical right; film and history and nationalism.

Professor Bonnell has written or edited ten books, including *Robert Michels, Socialism and Modernity* (Oxford University Press, 2023) and *Red Banners, Books and Beermugs: The Mental World of German Social Democrats, 1863-1914* (Brill, 2021). His most recent book, *Revolutions in Modern German History*, will be released in 2025. He has written numerous articles for a range of journals and for 21 years was the editor (History), *Australian Journal of Politics and History*. He currently sits on the editorial advisory boards of the journals *German History* and *European History Quarterly*.

Prior to arriving at UQ in 1999, Professor Bonnell studied and taught at the University of Sydney, where he gained his PhD, and Griffith University. While studying, he also benefitted from three semesters at German universities on German government scholarships with one semester in Marburg and two in West Berlin. His recent research has maintained these connections. *Red Banners, Books and Beermugs*, his book on German Social Democracy, benefitted from work in a range of regional archives, including in former German archives now in Poland, which counteracted the tendency to focus on Berlin most of the time. He learned Italian for his book on the German-Italian political theorist Robert Michels and enjoyed doing research in Italy as well as in Germany for that book with two visits to Turin.

His latest book, *Revolutions in Modern German History* (2025) took him forward and backward in time. While much of Professor Bonnell's work has been on Imperial Germany (1871 to 1914), this research took him back to Germany in the period of the French Revolution. It goes up to the peaceful revolution of 1989, some of which he can remember following from a distance, and then on the spot in Berlin and Potsdam in early 1990, when he was doing research for the PhD that later became his first book, *The People's Stage in Imperial Germany: Social Democracy and Culture 1890-1914* (2005).

Andrew Bonnell has been an active and valued member and supporter of QHTA for more than a decade. During that time, he has been a member of the Management Committee, presented student seminars and teacher workshops in regional areas throughout Queensland, delivered numerous webinars and conference sessions, and written for *QHstory*. In 2019 QHTA acknowledged this contribution by awarding him an Outstanding History Teacher Award for his 'teaching which is characterised by deep knowledge, passion and pedagogical skill', 'for inspiring student interest and learning within the discipline of History' and for his 'outstanding contribution to the professional learning of others, including those in QHTA, its student programs and publications'. Through all he has done, Professor Bonnell's contributions to the writing of history and History education in Queensland and beyond have been enormous.



## Session 1 – 10:15-11:15am

### 1a: Sarah Coleman

#### **Balancing the Load: Applying Cognitive Load Theory in the History Classroom for Better Retention and Understanding**

History is a subject with high cognitive demand, requiring students to synthesize vast amounts of information, engage in critical analysis, and retain complex chronological frameworks. Cognitive Load Theory (CLT) provides a valuable framework for structuring history lessons to maximize learning efficiency. This presentation will explore how history teachers can reduce extraneous cognitive load—such as poorly designed instructional materials and overwhelming content—while elevating intrinsic load to promote deeper engagement with historical thinking. A key focus will be on retrieval practice as a means of strengthening memory and reinforcing historical understanding. Attendees will gain practical strategies to optimize lesson design, improve student retention, and create cognitively sustainable learning experiences in the history classroom.

*Sarah Coleman has been teaching history across Catholic and Independent sectors for 18 years in Far North Queensland. She is currently Head of Humanities and Social Sciences 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.*

### 1b: Ahna Munro

#### **Engagement and Gamefication in the History Classroom**

This session explores the power of gamification and high-engagement pedagogy in history education. It examines how game-based learning, interactive revision techniques, and dynamic warm-ups can enhance comprehension, critical thinking, and student engagement. The session will showcase strategies for incorporating game mechanics into source analysis and synthesis, demonstrating how structured play can deepen historical understanding. Attendees will gain practical insights into designing lessons that make history more immersive, accessible, and memorable, fostering active participation and meaningful learning experiences in the classroom.

*Ahna Munro has been teaching humanities in Queensland schools for 14 years, working in both rural and inner-city settings, and is currently Head of Department at Caboolture State High School. She values the critical thinking, analysis, and perspective-taking that history teaches—skills that are essential for life beyond the classroom. Passionate about the role education plays in creating opportunities for disadvantaged students, she works to make history engaging and relevant for all learners. In 2024, she was awarded the QHTA Outstanding History Teacher Award for her contributions to history education.*

### 1c: Peter Lawrence

#### **An Introduction to 8 Ways: the Kilcoy Massacre**

This presentation is an introduction session to teaching in the 8 Ways Pedagogy developed by Dr Tyson Yunkaporta. It will also use content that is both historically important as a way of showing how this pedagogy can be used to localise the Year 9 Australian Curriculum or Senior Modern History. The topic to be used will be the Kilcoy Massacre during the Frontier Wars.

*Peter Lawrence identifies as a Yugarapul man through his family's connection to the Rosewood Scrub. Peter has taught Australian history with Aboriginal focus for over 25 years and taught Senior Aboriginal and Torres Strait Islander Studies in the late 1990s. 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 WWI 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*.

#### **1d: Darlene Hill & Lynne Howkins**

##### **Engaging Years 7 – 10 History: Inspiring Teaching, Creative Learning**

This dynamic history workshop is designed to inspire teachers to explore innovative pedagogical approaches that make history exciting and relevant. Through a combination of traditional methods and modern technology, participants will discover strategies to enhance engagement, develop critical thinking, and foster creativity in responding to historical sources. The workshop will focus on using digital tools, interactive storytelling, and hands-on activities to bring historical events to life. Educators will gain insights into techniques that challenge students intellectually while making learning more immersive and enjoyable. Through these techniques and inquiry-based learning, students will be encouraged to interpret and analyse historical sources creatively to make decisions and judgments. By incorporating technology and active learning strategies, the workshop aims to make history more accessible and captivating for all learners, including those who may find the subject challenging. Participants will leave with practical ideas to energize their classrooms, ensuring history is not just studied but experienced in a meaningful and memorable way.

*Darlene Hill and Lynne Howkins have each been teaching History, including Ancient History and Modern History for over 30 years. They are heads of department/faculty at a state and independent school in Bundaberg and have presented at conferences for many years. Bringing History to life, these passionate educators excite both students and teachers with their unique teaching styles and methodologies. Darlene and Lynne hope to encourage teachers to take an unusual approach to teaching History that engages students.*

#### **1e: Phillipa Boettcher**

##### **Gender and gender relations: a history of the changing representations of Aphrodite and Venus**

Inspired by Bettany Hughes' *Venus and Aphrodite: History of a Goddess* and Catherine McCormack's *Women in the Picture: Women, Art and the Power of Looking*, Phillipa presents a unit of work on the changing representations of Aphrodite and Venus. The session will begin with exploring the theory of historical consciousness and how this theory can inform the teaching of gender and gender relations in the history classroom. Representations of Aphrodite explored include the multi-faceted goddess of the ancient world, her increasingly objectified image over time and finally, how contemporary intersectional feminist artists have reimagined Venus as an empowering and liberating force. Designed to meet the requirements of the Year 11 Ancient History Unit 2 Personalities in their times or as a unit to be taught in a Year 10 elective history course, this unit of work offers a great way to explore gender-related concepts in the ancient world as a precursor to teaching Cleopatra for the External Assessment (EA) in Year 12.

*Phillipa Boettcher is a history teacher at Mt Maria College, Mitchelton, a Catholic coeducational school. She is completing a PhD in History Education through Deakin University, focusing on the role of art history and arts-based practices in developing historical consciousness. This unit of work on the changing representations of Aphrodite and Venus has been developed as part of this research. Phillipa will share copies of her lessons that have been compiled and created as part of this unit of work with those attending her workshop. Interested teachers are also invited to participate further in her research project*



## 1f: Clair Monnickendam

### From Fireside Chats to Alphabet Soup - FDR and the New Deal

Franklin Delano Roosevelt came to the Presidency during a period of significant economic and political disruption. He has been seen variously as the archetypal Great Man, a leader who steered America through the storm of the Great Depression, an unapologetic populist and a threat to US democracy. His successes are well known, and his failures less so. Whilst he expanded the role of government and spoke directly to the people, he compromised with Southern Democrats and his presidency was marred by continued racial violence in the South. This presentation will share possible approaches to teaching the New Deal, provide practical strategies for engaging students in the study of the New Deal and explore the range of primary and secondary source material available through the Library of Congress.

*Clair Monnickendam has taught history in a range of schools in metropolitan Brisbane for the last 15 years. She is a member of the Queensland History Teacher's Association executive committee, manages the QHTA teacher webinar programme and has presented at State Conferences and QHTA History Teach Meets. Clair also moonlights as a sessional tutor at the Queensland University of Technology and is currently teaching third year education students about medieval history. She gained certification as a Highly Accomplished Teacher in 2022.*

## 1g: Dr Brian Hoepper OAM

### Exploring the Ukraine conflict in your classroom

Many see the Russian invasion of Ukraine as one element of the breakdown of a post-1945 'rules-based world order'. The conflict has deep historical roots, but also serious geopolitical, economic and humanitarian dimensions. Comparisons have been made with the turbulent world-changing 1930s. While the Ukraine conflict might not be a syllabus topic, history teachers in particular might want to help their students understand its causes and possible consequences. This workshop will propose a framework for exploring and discussing the conflict with your students.

*Dr Brian Hoepper OAM 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 2024, Brian was recognised for his great service to education with an Order of Australia Medal.*

## 1h: Dr Alan Barrie

### The People's Crusade: The First Holocaust?

The 'Peoples' Crusade and the attacks on the Rhineland Jews in 1096 is fraught with misconceptions. This paper seeks to remedy this. It will show that there were actually several 'waves' of groups lumped together under the one banner - 'Peoples Crusades'. It was not just random mob violence, but organised and deliberate, underpinned with ideological fanaticism, actioned by class of battle experienced knight. This paper also blames Peter 'the Hermit' for the violence. Wherever he went, the wolves followed. And the Crusading message he preached was radically different to that which Pope Urban II preached. It was apocalyptical and grounded in millennialism. Peter was a liar, a fraud, and very dangerous. Join Alan to find out why this this topic might be a great topic to have in your teaching program.

*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.*

## Session 2 – 11:40-12:40pm

### 2a: Dr Craig Johnston

#### The flipped classroom: Ideas to make it work

In the traditional classroom, the teacher stands at the front, the students sit in rows, and knowledge flows in one direction. This model, unchanged in form for over a century, echoes an industrial-era mindset — efficient, standardised, and largely unchallenged. But just as the 20th century forced a reckoning with old diplomatic paradigms, the 21st century demands a reimagining of how we engage learners in a rapidly shifting educational landscape. The flipped classroom offers a provocative inversion of expectations: content delivered at home, application in the classroom. Yet this method, often heralded as transformative, is not without its complications. What happens when students don't watch the videos? What if the classroom becomes chaotic rather than collaborative? Is flipping just a fad, or a genuine pedagogical shift? This session examines the theory and practice of the flipped classroom model in History teaching — its promises, its pitfalls, and its potential. Drawing on practical examples and honest reflections, it explores strategies that make flipping work in real-world classrooms, and asks whether this approach, like Munich in 1938, marks a turning point or a cautionary tale.

*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.*

### 2b: Dr Natalie Fong, with Majella Wessel, Greg Lally and Nathan Williams

#### Leading Through Change: A HASS HoD Panel Discussion

This workshop is for Humanities/HASS Heads of Department (HoDs) and aspiring HoDs to engage in an informal discussion with a panel of experienced leaders. It will explore key challenges and opportunities, including the implementation of AC9 and the 2025 Senior Syllabuses, as well as strategies for managing student and staff use of AI. The discussion will also address staff shortages and turnover, focusing on the time spent recruiting and interviewing candidates, along with ways to support new or temporary HASS teachers. This includes practical strategies for upskilling teachers who may not have prior HASS experience, helping them navigate the syllabus, develop confidence in using GIS, and integrate effectively into a team.

With an open and collaborative format, this session provides a valuable opportunity to share insights, ask questions, and explore solutions to the evolving challenges of leading a HASS department.

*Dr Natalie Fong is Head of Humanities at Citipointe Christian College, Brisbane, and an administrator of the QLD Heads of HASS Facebook group.*

*Greg Lally is Head of Department – Humanities at Kawana Waters State College.*

*Majella Wessel is Head of Department – Humanities and Languages at MacGregor State High School, Brisbane.*

*Nathan Williams is Head of Department – Humanities at Bundaberg State High School.*

## 2c: Laure Coleman

### Best practices for Holocaust education in today's classroom

In the context of contemporary education, the teaching of the Holocaust remains a critical component in developing students' historical understanding, ethical awareness, and capacity for critical reflection. As a current Yad Vashem scholarship recipient, this presentation will share internationally recognised best practices in Holocaust pedagogy, with a focus on evidence-based methodologies that support the delivery of accurate, meaningful, and age-appropriate content. Particular attention will be given to practical classroom resources, including adaptable lesson plans, primary source materials, and survivor testimonies, designed to foster engagement while navigating the inherent complexities of the subject matter. This session will explore pedagogical strategies that encourage thoughtful inquiry into themes of antisemitism, human rights, and civic responsibility, equipping educators to build learning environments that empower students to make informed, ethical decisions in the present, through a deeper understanding of the past.

*Laure Coleman is an experienced educator with over 20 years in Holocaust education, drawing on her background as a former Philosophy and Literature teacher. A third-generation Holocaust survivor, Laure is committed to fostering ethical understanding through historical inquiry. She holds a Yad Vashem scholarship and is dedicated to developing innovative, multidisciplinary learning programs that equip educators to teach the Holocaust with accuracy, sensitivity, and impact.*

## 2d: Associate Professor Deborah Henderson, Danielle Gordon and Mark Mather

### Achieving inclusivity in the Junior History classroom through Assessment for Learning (AfL)

The development of historical thinking is necessary for students to make sense of the past and participate as informed and active citizens in society. However, engaging *all* students in meaningful inquiry-based learning and historical thinking in the classroom can be complex and something teachers find challenging when some of their students have language and/or attentional difficulties. This workshop explores an approach to Assessment for Learning (AfL) that fosters active learning in the Junior History classroom. It provides some insights and practical examples teachers may find useful in planning for teaching, learning, and assessment in ways that engage diverse learners and create an inclusive learning environment whereby all students have access to history disciplinary knowledge and understanding.

*Deborah Henderson is an experienced History teacher and academic. She is a Past President of the History Teachers' Association of Australia (HTAA), Life Member of the Australian Curriculum Studies Association (ASCA), and Patron of the Queensland History Teachers' Association (QHTA).*

*Danielle Gordon taught History in secondary schools for 12 years and is a Lecturer at the Queensland University of Technology, Australia.*

*Mark Mather is a Master of Teaching Graduate from QUT and is now a teacher of Humanities and English at Trinity College Beenleigh, Queensland.*

## 2e: Dr Glenn Davies

### The Erasure of Pharaoh Hatshepsut: A Cold Case from Ancient Egypt

For over two decades the eighteenth dynasty Pharaoh Hatshepsut ruled Egypt not only as Queen's regent but as a full-fledged Pharaoh. She presided over an era of peace, prosperity, and monumental architectural achievements. In asserting her authority, she adopted the only titles and symbols available to her, those of a male king. Yet, she retained her femininity in some titles and some statues. Her ability to retain authority while displaying gender duality helps us to understand more deeply the nature of Pharaonic power and the Egyptian psyche. However, after her death, her name and images were systematically erased from temples, statues, and official records—a classic case of *damnatio memoriae*. But who was responsible? And why did they seek to obliterate one of Egypt's most successful rulers from history? Despite the efforts of her detractors, Hatshepsut's legacy was not entirely lost. Modern archaeology and scholarship have



resurrected her story, ensuring that history remembers her not as a forgotten ruler, but as one of Egypt's greatest Pharaohs. Join Glenn to find out how an investigation into the life and legacy of Hatshepsut could be a great addition to your teaching program.

***Dr Glenn Davies** has been an ancient history teacher in Queensland state schools since 1992. He has been a Head of Department since 1997, lectured in History Method at Australian Catholic University, and is currently Head of Social Sciences at Craigslea SHS in northern Brisbane. He has been a member of the QHTA Management Committee since 2003, presented at State and National History Conferences, participated in various QCAA State committees and LARCs, and written seven secondary history textbooks. In 2023 he was one of the recipients of QHTA's 'Outstanding History Teacher Award'.*

## **2f: Dr Zachary Gorman & Matthew Allanby**

### **More Than Dominoes: Teaching the Cold War from an Australian Perspective**

Just as World War II was fought in contrasting European and Pacific theatres of conflict, its Cold War successor divided the world not just ideologically, but also geographically. Asia was the epicentre of the famous domino theory, but the theory and its American origins have helped obscure significant conflicts which raged beyond the Korean and Indochinese peninsulas. This combined historical knowledge and pedagogical workshop brings the Cold War closer to home, by explaining how and why Australian troops were committed to four separate conflicts between the descent of the iron curtain in 1946, and Robert Menzies's retirement two decades later.

***Matthew Allanby** is an experienced History educator who currently teaches at Xavier College and serves as an Education Fellow at the Robert Menzies Institute.*

***Dr Zachary Gorman** is the Historian and Research Manager for the Robert Menzies Institute at the University of Melbourne. The Institute is a prime ministerial library and museum dedicated to furthering knowledge of twentieth-century Australian history and the Menzies era, in particular.*

## **2g Jonathon Dallimore**

### **Dictatorships: Comparing the interwar dictatorships of Russia, Italy and Japan**

How do we make sense of the baffling variety of modern dictatorships that appeared in the interwar period (1919-39)? This session aims to provide some tools to compare and contrast the regimes that emerged in Russia, Italy and Japan from the final stages of the First World War. Using the research of Richard Bosworth, Stephen Lee, Mark Mazower and others, the session aims to provide teachers with practical terminology and conceptual frameworks to help students make sense of these diverse and surprisingly similar regimes. It is primarily aimed at those teaching senior students and those interested in the continuing historical debates about dictatorships and the interwar period.

***Jonathon Dallimore** is the Executive Officer (Professional Services) for the History Teachers' Association of New South Wales (HTANSW). He taught in NSW government schools since the early 2000s and has authored and contributed to thirteen books, including Contesting the Great War, Russia and the USSR, 1917–41, Conflict in the Pacific (due out soon from SmallCaps Publishing), and, most recently Teaching History: A Practical Guide for Secondary School Teachers (Amba Press). In addition to his writing, Jonathon teaches History Methods courses at the University of New South Wales (Sydney) and the University of Sydney. He is actively engaged in collaborative projects with educators and scholars across Europe and Southeast Asia, focusing on the evolution and future of history education.*

## **2h: Kris Katavic, Avril Cross & Helen Searson**

### **Innovations in Teaching Australia in the Wars and Conflicts**

The Department of Veterans' Affairs Education team is a group of highly motivated, dynamic History teachers who design and publish free History curriculum lessons and resources for students and teachers across Australia via the Anzac Portal classroom. Their focus is on developing engaging and contemporary learning resources for the Anzac Portal on Australia's involvement in wars, conflicts and peace operations. This presentation will review the extensive ready to use classroom resources on World War One and World War Two, targeted at Year 9 and 10 students. This includes highly engaging sequenced, ready to use content lessons, source analysis skills lessons, assessments, videos and learning review activities. Designed for the new and experienced History teacher – your prep is done!

*The Education team of History teachers in the Department of Veterans' Affairs develops History Curriculum based resources for the Anzac Portal. Our focus is developing lesson ready materials for teachers, on Australia's involvement in wars, conflicts and peace operations. We utilise nationwide syllabus outcomes, concepts and skills implicitly in our resources and inculcate contemporary pedagogies in each resource. Our resources provide highly engaging learning for students with full accessibility features and learning supports as well as rigorous and challenging fully resourced lessons, assessment tasks, video clips and response activities.*

### **Session 3 – 12:40-1:40pm**

#### **3a: Emily Fraser**

##### **Ordinary Objects, Extraordinary Stories: Exploring Holocaust history through everyday objects and their remarkable narratives.**

This workshop features a classroom loan kit which aims to bring the Queensland Holocaust Museum (QHM) into educational settings across Queensland. By using replica Holocaust artefacts, participants will engage with history in a tangible, thought-provoking way. Participants will explore the personal stories of Holocaust survivors who later settled in Queensland, gaining insight into the significance of physical objects as historical evidence. Through close examination of artefacts, participants will assess their reliability and usefulness as primary sources, while uncovering the extraordinary stories behind ordinary objects. These objects, symbols of courage and resilience, highlight the heroism of individuals who faced unimaginable adversity. The workshop encourages critical reflection on the preservation of survivor stories and the lessons we can learn from history, particularly regarding the dangers of discrimination. Participants will explore these themes through group activities, including hands-on object analysis, guided discussions, and reflective exercises.

*Emily Fraser has been a History and English teacher for sixteen years. She is currently completing a Master of Museum Studies at the University of Queensland and works as the Senior Educator at the Queensland Holocaust Museum. Emily is passionate about cultural heritage, education and making history relevant and impactful for today's learners.*

#### **3b: Melissa Alexander and Josie Cranny**

##### **Empowering Educators: Building confidence in HaSS delivery without feeling like a fraud**

Junior secondary school HASS is often seen as a purgatorial place for teachers – if you can teach English, you can teach HaSS! Past life as an accountant? You can teach HaSS! Can read a map? You can teach HASS! But we know our middle school students are far more valuable than that, and ensuring a quality, enriching program relies not only on resources but the teachers as facilitators of learning. Furthermore, the nature of the History curriculum necessitates an informed approach that continues to develop core skills and keen interest for future Modern and Ancient History senior students. Melissa and Josie talk to their

experiences in navigating staff, students and the heralded implementation of Version 9 of the Australian Curriculum across Years 7 and 8, sharing insights into ensuring the delivery of a high calibre HaSS program with teams of empowered and invested educators who don't feel like frauds!

***Melissa Alexander** is the Learning Area Leader – Business, Economics and Social Sciences at St Aidan's Anglican Girls' School. She is widely recognised for her effective and inspiring work as a middle leader, championing innovative teaching practices and fostering a collaborative learning culture within her faculty. Melissa is a dedicated member of the QHTA Management Committee and was the recipient of the 2024 ACEL Queensland Chapter's Pivotal People Leadership Award, acknowledging her outstanding contribution to educational leadership. She is passionate about equipping students with the skills to think critically about the world around them and brings a thoughtful, strategic approach to curriculum development, staff mentoring, and academic leadership.*

***Josie Cranny** is a Senior Geography and Senior Mathematics Teacher at St Aidan's Anglican Girls' School. Now in her third year of teaching, she has taken on HASS for the first time, focusing on History this semester. In addition to her teaching role, she is in her second year as a House Coordinator, dedicated to fostering school spirit and student involvement. Passionate about making learning engaging and relevant, she helps students connect classroom concepts to the real world. With a strong commitment to critical thinking and curiosity, Josie aims to inspire a deeper understanding of how geography and history shape our lives.*

### **3c: Mark Avery**

#### **Sourcing the Central Queensland Frontier**

Frontier Queensland was the site of warfare, murder and dispersal in the 19<sup>th</sup> century. The advancement of white colonialism in the Australian Colonies, particularly the advancement of pastoralism, required the displacement of Aboriginal Peoples already in possession of the land. Nowhere more so than Central Queensland between 1855 and 1883, where some of the worst collisions between squatters, Aboriginal Peoples and the Native Mounted Police took place. This session will focus on a journey to create a sourcebook for the Frontier Wars in Central Queensland. It will provide an overview of events within the Central Queensland region during the period 1855-1883 and examine some of the source collections in the forthcoming sourcebook *Enemy on Their Tracks* (Coorooman Press, 2025) to show how they can be used in the classroom.

***Mark Avery** is Head of Social Science at St Ursula's College, Yeppoon. He has been a Senior Modern and Ancient History teacher for 15 years and has worked for QCAA as a Modern and Ancient History Panellist under the old syllabus and as a Confirmer under the new system. He has been a writer for the Cambridge Senior Modern History for Queensland 1st (2019) & 2<sup>nd</sup> Ed (2025) on the topic of Modern China. He is also an Adjunct Research Fellow with CQU as part of his research into the Frontier Wars of Central Queensland.*

### **3d: Ashlee Freemam**

#### **Bringing History to Life: Experiential Learning Strategies for Beginner Teachers**

This session will explore how to successfully implement experiential learning strategies to deepen student engagement and understanding. Experiential learning allows students to immerse themselves in historical events through role-playing, simulations, and hands-on activities. This presentation's context is Year 8 Medieval History in a regional Queensland school with very low enrolment numbers in senior history subjects. Consequently, this presentation will provide practical, low-prep activities that are adaptable to various history topics while aligning with curriculum standards. Attendees will leave with ready-to-use strategies that make history interactive and memorable without requiring extensive prior experience.

*Ashlee Freeman is a passionate early career history teacher who completed her Master of Teaching in late 2024 and transitioned into the classroom at the start of 2025 in a regional Queensland school. Ashlee has a background working with disengaged students at a private registered training organisation, completing school-based traineeships, which has shaped her commitment to practical, student-centred learning that makes historical concepts more engaging and fun for students.*

### **3e: Associate Professor David Pritchard**

#### **The Social Structure of Democratic Athens**

Athenian democracy gave poor citizens the power to change state policies and public discourse. The *dēmos* ('people') used this power to redefine the society of their archaic forebears. Perhaps their most striking redefinition concerned elite-membership. The wealthy had always felt obliged to do a great deal for the community. Now, however, the *dēmos* legally required this social class to perform public services, to pay onerous taxes and to serve in the cavalry. Poor Athenians also changed the norms that were used to assess elite-behaviour. This cultural power of the *dēmos* resulted as well in new norms for assessing their own behaviour. Poor Athenians supported public speakers and playwrights who spoke highly of their military service and political participation. They did the same for those who acknowledged their moderation and strong work ethic. But there were also real limits on what the *dēmos* could redefine. It is very striking that the poor continued to be deeply ashamed of their poverty. This uneven redefinition of the old social structure had clear consequences for state policies. The *dēmos* gained most of their social esteem from soldiering and politics. Consequently, they voted for wars as often as they could. They supported the policy of state pay that gave them the free time to fight for the state and to run the government. Since citizenship gave poor Athenians so much, they understandably guarded it closely: they generally tightened citizenship-requirements, rarely naturalised foreigners and went so far as to enslave those resident aliens who had had the temerity to pretend to be fellow Athenians.

*David M. Pritchard is Associate Professor of Greek History at the University of Queensland, where he has chaired the Discipline of Classics and Ancient History. He has authored *Athenian Democracy at War* (Cambridge, 2019), *Public Spending and Democracy in Classical Athens* (2015) and *Sport, Democracy and War in Classical Athens* (Cambridge, 2013), edited *The Athenian Funeral Oration: After Nicole Loraux* (Cambridge, 2024) and *War, Democracy and Culture in Classical Athens* (Cambridge, 2010), and co-edited *Sport and Festival in the Ancient Greek World* (2003). He has held fifteen fellowships in Australia, Europe and the US, most recently at l'Institut d'études avancées de Nantes, and speaks on radio and regularly writes for newspapers around the world.*

### **3f: Sarah Coleman**

#### **Beyond the Middle East: From the Brighton Bombing to *Derry Girls* - Teaching about Terrorism in Northern Ireland as an Alternative Case Study in Modern History, Unit 4**

The global popularity of Netflix's *Derry Girls* has reignited interest in the Troubles, providing a unique cultural entry point for exploring the complexities of terrorism in Northern Ireland in the late 20<sup>th</sup> century. Whilst the study of terrorism in Modern History classrooms often focuses on Islamic extremism, this presentation advocates for an alternative case study beginning with the Brighton Hotel Bombing (1984) and tracing the trajectory of violence, state responses, and the peace process leading to the Good Friday Agreement (1998). The presentation will outline how the Northern Ireland case study aligns with syllabus objectives, offering strategies for integrating historical inquiry, source analysis, and comparative perspectives. It will also highlight how studying the Troubles enhances students' ability to evaluate the complexity of terrorism beyond religious extremism, engaging with themes of political ideology, regional identity, and conflict resolution. Through an exploration of key events—including the Brighton Hotel Bombing (1984), the Enniskillen bombing (1987), Downing Street Declaration (1993), and the Good Friday Agreement (1998)—this session will equip educators with pedagogical tools to diversify their teaching of terrorism and counter-terrorism in the senior Modern History classroom.

***Sarah Coleman** has been teaching history across Catholic and Independent sectors for 18 years in Far North Queensland. She is currently Head of Humanities and Social Sciences 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.*

### **3g: Luke Grimish**

#### **The Secret to Sources**

Supporting students in developing strong research skills is essential for their success in navigating information and constructing well-founded arguments. However, teaching students how to locate and evaluate credible sources can be challenging, particularly when they rely on unreliable websites or struggle to sift through large amounts of information.

This session, designed for Early Career Teachers, explores practical strategies to guide students in effective research practices. It introduces ways to use Wikipedia references as a launch pad for deeper inquiry, leverage state and national library resources, and incorporate AI responsibly in source selection. The session also provides insights into avoiding common pitfalls of low-quality sources and scaffolding techniques that help students analyse information efficiently. Teachers will leave with ready-to-use templates and strategies to enhance research instruction in their classrooms.

*Inspired to teach by his high-school ancient history teacher, Luke Grimish has 13 years experience as a teacher of Ancient and Modern History.*

### **3h: Ben Hegerty**

#### **Approaches to teaching Boudica: Freedom Fighter or Terrorist?**

The aim of this session is to provide participants with a range of easily implemented ideas and resources for teaching and assessing a unit on ‘Boudica: Freedom Fighter or Terrorist’ (Ancient History 2025 v1.2 Unit 2: Personalities in their times). In the context of this unit, we will consider:

- ways to encourage student engagement with sources, with a particular focus on the use of Visible Thinking Routines
- simple strategies for teaching analysis and evaluation of evidence
- ideas for preparing students for an IA1 assessment task

***Ben Hegerty** is the Leader of Learning – Humanities and Social Sciences at Stuartholme School and a 2024 recipient of the QHTA Outstanding Teacher Award. With over 15 years of experience, Ben is recognised for his innovative teaching, leadership in curriculum development, and commitment to mentoring early career teachers. As the founding convenor of QHTA’s Early Career Teachers Conference, Ben has played a key role in supporting and empowering new educators. He is also a contributing author to Cambridge History textbooks and an active mentor through initiatives such as QUT’s School Readiness Immersion Program. Ben’s work reflects a deep commitment to student-centred learning, teacher development, and the ongoing advancement of History education in Queensland.*

## **Session 4 – 3:20-4:20pm**

### **4a: Danielle Flower (QCAA)**

#### **Making Judgements in Ancient History**

The 2025 Ancient History syllabus has updated the features of an IA2: Investigation—independent source investigation, most notably with revisions to the critical summary and ISMG. This session will provide an overview of the revisions to an IA2, explained using subject-specific examples. Participants will see



some example critical summaries and a breakdown of the cognitions and qualifiers of the ISMG, as well as a step-by-step guide to revising an existing sample IA2 in alignment with the updated features of an IA2.

***Danielle Flower** has taught senior history since 2011 in both rural and metropolitan state schools in Queensland. She has tutored undergraduate history and education students at Griffith University and QUT. Danielle has held various Lead and Chief assessor roles across both Modern and Ancient History, and is now Principal Education Officer for Ancient History at QCAA. She enjoys historiography and supporting teachers in building assessment literacy.*

#### **4b: Richard Leo**

##### **Exploring civics in ways that engage young people with environmental and global justice movements Drawing**

The Brazilian Professor of Education Moacir Gadotti describes sustainability as a ‘whole new project for civilization’. Framing history through the lens of sustainability as seen in the *Incheon Declaration and Framework for Action* (2015) of ‘Sustainable Development Goal 4: Quality Education (Goal 4.7)’ contributes to building a vision of education based on human rights, dignity, social justice, inclusion and shared responsibility. Drawing on material from Richard’s chapter ‘Environmental Movements Since the 1960s: Actions for environmental justice in Australia and elsewhere’ in the 2<sup>nd</sup> edition of *Senior Modern History for Queensland* (2025), we explore how young people participate in acts of social engagement in civics and citizenship for creating healthy democracies. This session provides educators with a brief introduction to the history of movements for democracy and global justice within the context of contemporary environmental movements and explores ways to emphasise social learning in communities that encourage young people to participate in democratic society. Originally developed for use in Senior Modern History (Unit 2), this session will benefit any teacher wishing to explore issues of sustainability, civics and citizenship, and social engagement for creating healthy democracies across the secondary curriculum.

***Richard Leo** is an education professional of 30 years’ experience in tertiary education and secondary schooling with a professional background in initial teacher education, the humanities, sustainability, intercultural understanding, cultural diversity, curriculum, and pedagogy. A co-author in Hoepper, B et al (2025) *Senior Modern History for Queensland*, the presentation draws on his updated chapter in the 2<sup>nd</sup> edition, focussing on movements for democracy and global justice and their relevancy for history and civics education. He works as a Research Officer in the Office of the Deputy Vice-Chancellor (Indigenous Engagement) at The University of Queensland, where he is also undertaking doctoral studies in education.*

#### **4c: Andrea Hogg, Josh Ahmat & Tanja Hagedorn**

##### **Facilitating dialogue on bias and stereotyping**

The concepts of bias, stereotypes and prejudice can be difficult to approach. However, it doesn’t need to be and facilitating dialogue on controversial topics such as these can help students to learn critical thinking, empathy and respectful ways to share their opinions. Join the diverse Together For Humanity team in an open dialogue about bias, stereotypes and prejudice, how you can reflect on your own biases, and how you might facilitate open dialogue in your classrooms. We will also share how we as an educational non-profit can work alongside you and your school in exploring intercultural understanding, prejudice and belonging for your students and staff. The session will include a modified version of an activity we run with students on bias and stereotypes called “Out of the Box”, discussion on experiences of bias, approaches to facilitate dialogue on bias or controversial topics, and some possible examples of where these discussions could be used in the curriculum.

*Together For Humanity is a not-for-profit educational organisation that works with schools to eliminate prejudice so all young people feel they belong. We offer free online learning, student programs, and teacher professional learning.*

#### 4d: Kelly Chase

##### Stories, Sources, and Strategies: Energising the Making and Transforming the Australian Nation Unit

Australian history often is accompanied by eye rolls and dismissal by both students and teachers alike. In this presentation, I aim to inject enthusiasm and energy into teaching and learning about Australian history, so teachers are excited to teach this compulsory unit in version 9 of the Australian Curriculum and students are encouraged to take more than a passing interest in the depth and breadth of the history of our own country. I intend to showcase lesser celebrated perspectives and highlight the diverse backgrounds that are often not acknowledged in the traditional historical narrative. You will leave the session with ideas and resources that you can use in the classroom.

*Kelly Chase is a history teacher at St Hilda's School and has been teaching for 22 years. 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 90 episodes of the podcast. She has also released a book called History, Her Story, Our Story: Inspirational Women Who Shaped Our World. In 2023 she was one of the recipients of QHTA's 'Outstanding History Teacher Award'.*

#### 4e: Brianna Sands

##### Receptions of Heinrich Schliemann in the context of Greek museums and cultural heritage

Controversial businessman turned amateur archaeologist, Heinrich Schliemann is a useful and poignant case study for introducing students to the evolution of archaeological practices at the turn of the 20<sup>th</sup> Century. In Queensland classrooms and museum galleries, Schliemann's excavations at Hisarlik, Türkiye (1870-90) in the pursuit of discovering Homer's Troy illustrate the destructive consequences of poor archaeological methods on preserving the past. However, in the halls of the Hellenic National Archaeological Museum in Athens, Schliemann's excavations at Mycenae (1876) and Tiryns (1884-1885) represent the preservation and protection of cultural heritage. This presentation will examine alternative receptions of Schliemann in the context of Greek museums and cultural heritage. It will outline how educators can make use of these different perspectives in Unit 1 'Digging up the Past' to investigate further issues of custodianship, repatriations, and interpretations of cultural heritage.

**Brianna Sands** has a Master of Philosophy and a Bachelor of Arts from The University of Queensland. She has worked at RD Milns Antiquities Museum since 2017 and has experience teaching and developing educational material for secondary and tertiary students. Brianna is passionate about promoting the value of humanities.

#### 4f: Nigel Page

##### Teaching the end of the Soviet Union: core sources, main debates

From teaching the Soviet Union as part of the IB History program, this presentation will try to explore some of the topics and debates that go beyond what currently appears in the latest CUP textbook. The presentation aims to give a potted historiography of the topic, and to show how I intend to use a range of sources and strategies to prepare students for the External Exam.

*Nigel Page has been a History teacher for 30+ years and has been the current Head of Humanities at Anglican Church Grammar School (Churchie) for the last 15 years. Nigel has presented at national and state conferences over this time. He was for a short time the previous Learning Area Manager at the QCAA*

*in 2016-17, overseeing development of HASS Syllabuses, including the Modern and Ancient History syllabuses. Nigel has worked as a consultant and developer for online curriculum providers and is enjoying writing history texts for upcoming release.*

#### **4g: Vince Wall**

##### **Reimagining History: Refreshing Pedagogy for an AI-disrupted Classroom.**

In an age of rapid technological disruption, history classrooms must evolve to remain relevant and impactful. This session explores how educators might embrace AI and emergent technologies to transform history teaching through a refreshed pedagogy. Drawing on research and practice, this session uses a theme of pedagogical continuity and change. It proposes that AI, and other emergent technologies, might be embraced by history teachers in ways that engage students in deeper inquiry, that amplify their voice, and that enhance their agency as global citizens. It proposes that through innovative thinking and the ethical use of AI, many educators might rediscover a sense of purpose and joy in teaching.

***Vince Wall** is a highly accomplished Australian History teacher with nearly 40 years of classroom experience. He has worked in a variety of leadership roles. He currently leads his school's integration of AI into the teaching and learning process. He's a published author with postgraduate qualifications in both educational leadership and history. He's a PhD candidate at the University of Southern Queensland where his focus is on developing a refreshed pedagogy in history for an age of digital disruption.*

#### **4h: Dr Craig Johnston**

##### **“Peace in our time”: Pacts, personality, and the rise of a dictator**

In 1939, British PM Neville Chamberlain signed the Munich Agreement with Adolf Hitler, ensuring that Britain would never again go to war with Germany. We recognise this as the zenith of appeasement, the last gasp of the western European powers to curtail Hitler, a man they consistently underestimated. What is not as obvious is the legacy of Munich as the nadir of 19<sup>th</sup> century colonialism, ironically concerning the fate not of an overseas colony, but of Czechoslovakia, an independent central European country.

Hitler's rise to power and the responses from contemporary world leaders was a dangerous game of brinkmanship. An examination of Hitler's actions from 1933 onwards reveals the failure of other countries to recognise the fundamental shift in international diplomacy the Nazism represented. This paper seeks to understand these changes and offers a reflection on the international order then and now.

***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.*