

jac                      Wednesday 27 <sup>th</sup> September 2017								
<b>8am</b>	<b>Registration</b> (Tea and coffee available. Trade Display Open)							
<b>9 am</b>	<b>Conference Opening, including Welcome to Country</b>							
<b>9:30 am</b>	<b>Keynote Address – Peter FitzSimons</b>							
<b>10:30 am</b>	<b>Morning Tea</b>							
<b>10:55-11:55 am</b>	1a <b>Maree Whiteley</b> Making History in the Primary Years	1b <b>Kristy King</b> Teaching Historical Skills in Middle Years	1c <b>Lucy Sly, Sasha Ristic</b> Teaching Through Inquiry: getting the most out of your students in Humanities	1d <b>Darlene Hill</b> Breaking the ICT Boundaries in the Classroom	1e <b>Dr Denis Mootz</b> History and “Untruth”	1f <b>Assoc Prof Tom Stevenson</b> Boundaries Broken: Herodotus Invents History	1g <b>Prof Colin Mackerras</b> What is China? Historiographical Issues from the Qing Dynasty (1644-1911)	1h <b>Assoc Prof Andrew Bonnell</b> Nazism and War
<b>12-1 pm</b>	2a <b>Lisa Curtis</b> There and Back Again: integrating HASS, a journey to success	2b <b>Amanda Paroz</b> Indigenous Perspectives : discovery through dialogue	2c <b>Alison Lloyd</b> Dragons, Devils and Rebels: Empress Cixi and the Making of Modern China	2d <b>Jacques du Toit Jordan Grant</b> Using Social Media to Grow Professionally	2e <b>Michelle Brown</b> Cognitive Discomfort in the History Classroom	2f <b>Rebecca Smith</b> Breaking Through the Glass Cabinet: engaging with students in small museums	2g <b>Liz McGinnis</b> Play “The Repression Game”	2h <b>Assoc Prof Halim Rane</b> Rethinking our Approach to Teaching Islam
<b>1 pm</b>	<b>Lunch</b>							
<b>1:45-2:45 pm</b>	3a <b>Heidi Reece</b> Discovering Anzacs: finding stories within	3b <b>Kelly Chase</b> More than Just Timelines: embedding numeracy in	3c <b>Bernie Howitt</b> Unpacking an Historical Investigation	3d <b>Paul Baker</b> The Inquiry Method: a ‘hands on’ approach for a key	3e <b>Christopher Bradbury</b> Raising the Bar in Explicit	3f <b>Lani Brayer</b> A Holocaust and Genocide Education Program:	3g <b>Dr Kay Carrol</b> Quarantining Death, Disease and Xenophobia: teaching about historic	3h <b>Cathy Clem</b> A History of All Hallows’ School

	service records	middle years' history classes	for Senior Students	pedagogical method	Teaching in History	through the lens of global citizenship and social cohesion	significance and contestability	
<b>2:50-3:50 pm</b>	<b>Keynote – Aboriginal and Torres Strait Islander Social Justice Commissioner June Oscar AO 20<sup>th</sup> Anniversary of the Bringing Them Home Report</b>							
<b>3.50 pm</b>	<b>End of day program – Wine and cheese in the courtyard</b>							

<b>Thursday 28<sup>th</sup> September 2017</b>									
<b>8 am</b>	<b>Registration</b> (Tea and coffee available. Trade Display Open)								
<b>9 am</b>	<b>Welcome, Presentation of Dr Cowie Award and Administration</b>								
<b>9:30 am</b>	<b>Keynote Address – Panel – Associate Professor Deborah Henderson, Dr Brian Hoeffler, John Whitehouse</b> <b><u>Teaching history and fostering historical consciousness – a panel provocation</u></b> Featuring Jessamy Gee “Think in Colour”								
<b>10:30 am</b>	<b>Morning Tea</b>								
<b>10:55-11:55 am</b>	4a <b>Amanda Paroz</b> History Teaching in the Primary Classroom	4b <b>Assoc Prof Deborah Henderson, Dr Mallihai Tambyah</b> Teachers Using Texts: making sense of the past in the present	4c <b>Claire Butler, James Mulhall, Jo Hurwitz</b> Breaking Through from Good to Great: our ongoing journey to refine an existing unit	4d <b>Jacques du Toit, Jordan Grant</b> Gamify History Classrooms with BreakoutEdu	4e <b>Dr Rosalie Triolo</b> Writing and Publishing on Australian History	4f <b>Jay Taylor and Mark Avery</b> Cutting Through: making meaningful use of secondary sources in the Ancient History classroom	4g <b>Dr Jon Piccini</b> How Australian Social Movements Looked Globally in the 1960s	4h <b>Nicole Mansfield</b> Conflict in Indochina 1954 - 1979: Moving Beyond the Vietnam War	4i <b>Assoc Prof Andrew Bonnell</b> The Russian Revolution 1917: Centenary Reflections
<b>12-1 pm</b>	5a <b>Kay Bishop</b> Developing Assessment Instruments	5b <b>Karen Peel, Brad McLennan</b>	5c <b>Sue Burvill-Shaw</b> Perspective skills in the	5d <b>Sasha Macdonald</b> Integrating ICT	5e <b>Lauren Hovelroud</b> Progressive Ideas,	5f <b>John Whitehouse</b> Historical Thinking and	5g <b>Patricia Tancred</b> The History of Anti-	5h <b>Adrian Skerritt</b> Teaching Australia's	5i <b>Jonathon Dallimore</b> Writing the New History

	for the primary HASS classroom	Cracking the Code of Learning	History Classroom: Disney does History	Effectively Using the SAMR Model	Movements and Zombies: one teacher's experiment with project-based learning, ICTs and the walking dead to inspire and engage middle school historians	the History of Writing in Ancient History	Semitism in Europe: why the Jews?	Relationship with Asia	of the Second Indochina War
<b>1 pm</b>	<b>Lunch</b>								
<b>1:45-2:45 pm</b>	6a <b>Helen Hennessy</b> Teaching Literacy in the Primary HASS Classroom	6b <b>Maree Whiteley</b> Taking Action: Students as global citizens	6c <b>Dr Katie Meale</b> Re-examining the Australian POW Experience: Breaking the Boundaries of the Division of the Theatres	6d <b>Deborah Sulway</b> Political cartoons as historic records – breaking the boundaries and shedding a light on our democracy	6e <b>Michael Cocks</b> Mastering Source Criticism (and enjoying it as well)	6f <b>Melissa Riley</b> <b>Sasha Jessop</b> Notes from the Trenches: the “Dirty Weekend of Archaeology for Teachers” – immersing teachers in inquiry-based learning	6g <b>Dr Naomi Barnes</b> Dead White Guys and Nice White Ladies: why imaginative inquiry is important in history	6h <b>Samantha Rutter</b> The Fight for Recognition: Indigenous rights in the 20 <sup>th</sup> century	6i <i>Excursion: double session</i> <b>Karen McPherson</b> Exploring Australia's connection with Rabaul 1919 – 1945  Bus provided
<b>2:50-3:50 pm</b>	7a <b>Darren Copland</b>	7b <b>Alison Lloyd</b> The First Emperor vs	7c <b>Tim Gurry</b> <b>OAM</b>	7d <b>Merrillee Chignell</b>	7e <b>Kira Sampson</b>	7f <b>Darlene Hill</b> Usurper, Beauty and	7g <b>Dr Darius von Guttner</b>	7h <b>Clayton Barry</b>	

	History Must Have a Purpose	the Last Empress: how modern China was made	Great Online Resources for the Australian History Classroom	Wartime Teaching Activities and Resources - Anzac Portal	Teaching Essay Writing for Beginning Teachers	Seductress: 3 leading women in Ancient Egypt	Teaching History in the post-truth world	An Exquisite Tension: historical significance and teacher choice	
<b>6pm</b>	<b>End of day program – Plantagenet Conference Dinner Under the Stars – Purchase your Conference Dinner tickets when you register.</b>								

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<b>8 am</b>	<b>Registration</b> (Tea and coffee available. Trade Display Open)								
<b>9 am</b>	<b>Welcome and Administration</b>								
<b>9:30 am</b>	<b>Keynote Address – Professor Alastair Blanshard</b> <b><u>Classical Greek Warfare and the Trampling of Social Divisions</u></b>								
<b>10:30 am</b>	<b>Morning Tea</b>								
<b>10:55-11:55 am</b>	8a <b>Brette Lockyer</b> The Statues Project	8b <b>Robin McKean</b> Breaking Barriers with Historical Game play	8c <b>Sue Burvill-Shaw</b> Threshold Concepts in History	8d <b>Dr Linda Wade, Assoc Prof Martin Crotty</b> The First World War and Australian Women: beyond “We Were There Too”	8e <b>Joshua Duff</b> “The Source of the Skill”: developing historical skills via source analysis	8f <b>Dr Gary Hine</b> The Presence and Acceptance of Fiction in Ancient Historiography	8g <b>Michelle Brown</b> Feminism: not just a conversation for girls	8h <b>Paul Foley, Billy Penfold</b> Why consider Modern Cambodian History as an Option for your Senior History Curriculum?	8i <b>Elizabeth Little</b> Stories of the Shoah: Holocaust Literature
<b>12-1 pm</b>	9a <b>Nick Adeney</b> Learning Platforms:	9b <b>Deirdre Farrar</b> Beyond Reality:	9c <b>Tracy Sullivan, Des Hylton, Casey Leaver</b>	9d <b>Christian Machar</b> 30 Ideas v.4	9e <b>Ben Hegerty</b> Innovative Ideas for your History	9f <b>Michael Cocks</b> Teaching Research Skills Effectively	9g <b>Simon Baker</b> ‘History of the Future’: using	9h <b>Susan du Rand</b> Historical Thinking:	9i <b>Jonathon Dallimore</b>

	engaging students through empathy	History through virtual creation	Big History Project: developing critical reading and thinking skills		Classroom: as shown through a World War II Depth Study		technology to break physical boundaries	teaching skills through the content of Apartheid	The History of Russia under Vladimir Putin
<b>1 pm</b>	<b>Lunch – Trade Display Closes – Complete ‘Passport’ signatures for gift draw in plenary session</b>								
<b>1:45-2:45 pm</b>	10a <b>Mark Devaney</b> Bringing history alive in the primary classroom through the use of ICT	10b <b>Robin McKean, Maree Whiteley</b> STE(A)Ming into History	10c <b>Simon Corvan</b> Digitally Mediated Conversations	10d <b>Dr Rosalie Triolo</b> Queensland Schools, the Great War, and the First Anzac <i>School Paper</i>	10e <b>Tianna Killoran</b> Queensland’s History Curriculum: negotiating spaces and tensions	10f <b>Dr Luca Asmonti</b> Contestable Citizenship: teaching ancient and modern democracy in times of uncertainty	10g <b>Dr Daryl Le Cornu</b> The Rise of Trump and the Challenge of History	10h <b>Dr Paul Irish</b> Revealing the Hidden Aboriginal History of Coastal Sydney	10i <b>Assoc Prof Jeanne Allen</b> An Historiographical Adventure: translating the works of the French Consul’s wife, Céleste de Chabrilan
<b>2:50-3:50 pm</b>	11a <b>Ian Burgess</b> History in a Brave New World	11b <b>Cameron Martens</b> The Spanish in America: an inquiry-based approach	11c <b>Vincenzo Ferraioli</b> Breaking the Boundaries of History: the flip side of Historiography	11d <b>Scott Kerr, Kelly Allgood, Melissa Alexander</b> The Great War: Successfully Teaching Year 9 with Cognitive Science and Go Formative	11e <b>Kerry Daud, Tim Osborne</b> Design Thinking in the History Classroom	11f <b>Sarah Stockwin</b> Archaeology? History’s Rubbish!: breaking boundaries between theoretical historical inquiry and practical historical inquiry	11g <b>Geoff Keating, Liam Phillips</b> The Yad Vashen Approach to Holocaust and its Uses across History Teaching	11h <b>Keith Smith</b> Can We Write and Teach the History of the Russian Revolution?	11i <b>Natalie Fong</b> Speaking Up: Chinese merchants and organised protest against discriminatory government legislation, 1880-1920
<b>3.50pm</b>	<b>Plenary session-</b> Prizes to be drawn <b>Gladiators: Heroes of the Colosseum</b> – Buses depart for HTAA Teacher Preview of this exhibit at the Queensland Museum (4-6pm). This event includes a brief presentation by the curatorial staff, entry to the exhibit and refreshments. Tickets for this event can be purchased online at <a href="http://www.qhta.com.au">www.qhta.com.au</a> when you register for the Conference.								

# Keynotes

## Wednesday 27<sup>th</sup>

### Opening Keynote Mr Peter FitzSimons

*Peter FitzSimons is a well-respected columnist for The Sydney Morning Herald and Sun-Herald, speaks four languages, has played rugby for Australia, co-hosted radio shows with Mike Carlton and Doug Mulray, interviewed famous people around the globe from George Bush to Diego Maradona, is the Chair of the Australian Republican Movement and has written over 27 best-selling books.*

*He is the biographer not only of World Cup winning Wallaby captains, Nick Farr-Jones and John Eales, but also former Opposition Leader Kim Beazley, boxer Les Darcy, aviator Sir Charles Kingsford Smith, war heroine Nancy Wake and Antarctic explorer Sir Douglas Mawson. In 2001 he was Australia's biggest selling non-fiction author, and duplicated that feat in 2004, with his book on Kokoda. He has been Australia's best-selling non-fiction author in the last decade and in November 2013 released his current best-seller on Ned Kelly.*

### Afternoon Keynote – Aboriginal and Torres Strait Islander Social Justice Commissioner Dr June Oscar AO 20<sup>th</sup> Anniversary of the Bringing Them Home Report

2017 marks twenty years since the release of *Bringing them Home*, the report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families. The inquiry examined the state-sanctioned removal of Indigenous children from their families, tracing the history of separation laws and policies and hearing first-hand about the effects of separation on Indigenous people, their families and communities. Aboriginal and Torres Strait Islander Social Justice Commissioner June Oscar AO will reflect on the ongoing impacts of this forced separation on individuals, families and communities and discuss opportunities for continued healing and reconciliation. She will also discuss the importance of teaching about the history of forced removal of Indigenous children in Australia and introduce teachers to the Australian Human Rights Commission's updated *Bringing them Home* school resource.

(\*Bringing them Home was the name given to the Human Rights and Equal Opportunity Commission's (now called the Australian Human Rights Commission) final report of the National Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from Their Families. The inquiry examined the state-sanctioned removal of Indigenous children from their families, tracing the history of separation laws and policies and hearing first-hand about the effects of separation for Indigenous people, their families and communities.)

*Dr June Oscar AO is a proud Bunuba woman from the remote town of Fitzroy Crossing in Western Australia's Kimberly region. She is a strong advocate for Indigenous Australian languages, social justice, women's issues, and has worked tirelessly to reduce Fetal Alcohol Spectrum Disorder (FASD). June has held a raft of influential positions including Deputy Director of the Kimberley Land Council, chair of the Kimberley Language Resource Centre and the Kimberley Interpreting Service and Chief Investigator with WA's Lililwan Project addressing FASD. She was appointed to the Aboriginal and Torres Strait Islander Commission (1990) and was a winner of the 100 Women of Influence 2013 in the Social Enterprise and Not For Profit category. In 2015 June received the Menzies School of Health Research Medallion for her work with FASD. June has a Bachelor's Degree in Business from the University of Notre Dame, Broome, Western Australia, and is currently writing her Phd. June is a co-founder of the Yiramalay Wesley Studio School and is a Community member of the Fitzroy*

Valley Futures Governing Committee. In February 2017, she was awarded an honorary doctorate from Edith Cowen University. June began her five year term as Australia's Aboriginal and Torres Strait Islander Social Justice Commissioner on April 3, 2017.

## Thursday 28<sup>th</sup>

### **Associate Professor Deborah Henderson, Dr Brian Hoeppe, John Whitehouse and featuring graphic artist Jessamy Gee – Teaching history and fostering historical consciousness – a panel provocation**

In order to engage and prompt debate, a panel of experienced history educators consisting of Associate-Professor Deborah Henderson, Dr Brian Hoeppe and Mr John Whitehouse will contribute reflections on the teaching of history and how historical consciousness might be achieved in Australian classrooms. Panellists will speak for 10 to 12 minutes each, followed by questions and discussion.

*Dr Deborah Henderson is an Associate Professor in the School of Teacher Education & Leadership in the Faculty of Education at QUT. She teaches and researches secondary school social education curriculum studies and pre-service teacher education in relation to history and civics and citizenship education. Deborah researches the relationship between history teachers' practice and fostering young people's historical thinking, the development of civics and citizenship and intercultural understanding, amongst other areas. The quality of her work as a pre-service teacher educator was recognised nationally by the Australian Learning and Teaching Council with an ALTC Teaching Citation for her contributions to student learning in 2009 and an ALTC Teaching Excellence Award in 2010.*

*Dr Brian Hoeppe taught high school history before going on to teach history and history curriculum at tertiary level. He has been active in syllabus and curriculum development, textbook writing and teacher PD provision. Brian's special interest is in promoting critical inquiry in history and more broadly in humanities and social sciences. His most recent publication is Teaching Humanities and Social Sciences (Cengage 2017), a tertiary text co-edited with Prof. Rob Gilbert. Brian is also a Patron of QHTA in recognition of his many years of service.*

*John Whitehouse is Lecturer in History/Humanities in the Melbourne Graduate School of Education. A Fellow of the Australian College of Educators, he is the recipient of the Barbara Falk Award for Teaching Excellence (The University of Melbourne) and a national Award for Teaching Excellence (Australian Learning and Teaching Council). His research interests include discipline-based pedagogy in history, curriculum studies and historiography. He is international consulting editor for Learning and Teaching. His work appears in leading publications such as Educational Practice and Theory and Springer's International Handbook of Research on Teachers and Teaching.*

*Jessamy Gee is an internationally renowned graphic recorder and illustrator who combines a lifelong love of drawing with a passion for helping people to communicate clearly. She specialises in the capture and synthesis of content, presenting it in a way that is both effective and engaging. Jessamy launched Think in Colour in 2011 to provide a full-service option for clients, offering video, illustration and resource creation alongside graphic recording.*

## Friday 29<sup>th</sup> September

### **Professor Alastair Blanshard - Classical Greek Warfare and the Trampling of Social Divisions**

Times of conflict inevitably put pressure on the rules that govern society. In this lecture, I want to examine some of the social changes that occurred as a result of the demands placed upon Greek states by the Peloponnesian War, the great war between Athens and Sparta that dominates the Greek world in the final third of the fifth century BC. During this war, we see many profound changes. The rigid social structure of Sparta fractured as Sparta attempted to harness the talents of ambitious, but lowly born, generals like Lysander. The protocols that governed the conduct of war were challenged by the necessities of this conflict and women were drawn into the conflict in ways that were previously unimaginable. Masters were forced to recalibrate their attitudes towards slaves and grateful city-states sometimes rewarded slaves with gifts of freedom and citizenship. War may be a violent teacher, but one of the lessons that it teaches is never to accept the status quo.

*Professor Alastair Blanshard is the Paul Eliadis Professor of Classics and Ancient History, and Deputy Head of the School of Historical and Philosophical Inquiry, Faculty of Humanities and Social Sciences at the University of Queensland. Prior to returning to Queensland, Professor Blanshard taught at Cambridge, Merton College, Oxford, the University of Reading, and the University of Sydney. He is the author of a number of books on topics such as the figure of Hercules in Western Culture, the afterlife of Greco-Roman erotica, and the representation of Greece and Rome in Cinema. His most recent book is the 'The Classical World: All that Matters'. He is currently editing a collection of papers on the topic of Oscar Wilde and Classics.*

## Special Events

<b>Wednesday 27<sup>th</sup> – 3.50pm</b>	<b>Wine and Cheese in the Courtyard at All Hallows' School</b>
<b>Thursday 28<sup>th</sup> – 6pm</b>	<p><b>Plantagenet Conference Dinner Under the Stars</b></p> <p>Join us for an evening on of delicious food and drink on The Terrace at All Hallows' School. There will be live music and stunning night views overlooking the Brisbane River and the Story Bridge.</p> <p>6pm, 28 September 2017, All Hallows' School</p> <p>Tickets \$80pp (all inclusive), book online at <a href="http://www.qhta.com.au">www.qhta.com.au</a></p>
<b>Friday 29<sup>th</sup> – 3.50pm</b>	<p><b>Plenary session-</b> Prizes to be drawn</p> <p><b>Gladiators: Heroes of the Colosseum</b> – Buses depart for HTAA Teacher Preview of this exhibit at the Queensland Museum (4-6pm). This event includes a bus transfer to the Queensland Museum, a brief presentation by the curatorial staff, entry to the exhibit and refreshments. Tickets for this event can be purchased for \$20 online at <a href="http://www.qhta.com.au">www.qhta.com.au</a> when you register for the Conference.</p>



# Workshops and Seminars

## **1a Maree Whiteley - Making History in the Primary Years**

This session will unpack a newly-released collection of Teaching and Learning Programs based on the Australian Curriculum for primary students to wonder about the past by actively engaging in the historical inquiry process. The choice of year levels included in the *History in the Making* project was as a direct result of teachers requesting additional resources to complement the existing Year 2, Year 4 and Year 6 units found in the excellent History resource developed by the History Teachers Association Australia (HTAA) in 2012: [www.achistoryunits.edu.au](http://www.achistoryunits.edu.au). This collaborative project between the Association of Independent Schools of Western Australia (AISWA) and the History Teachers Association of Victoria (HTAV) was originally established to provide a Professional Learning experience for primary teachers of History, by providing a framework to write teaching and learning programs based on their current implementation of the Australian Curriculum: History. The outcome is a range of AC History units published as an online teacher resource to be shared with the wider Education community. Participants in this workshop will not only walk away with a diverse range of F-6 programs but also planning templates to create their own integrated HASS programs.

*Maree Whiteley is a Humanities consultant with the Association of Independent Schools of WA (AISWA) and an Associate Lecturer at the University of Western Australia (UWA), working directly with teachers and pre-service teachers, to assist them in implementing creative and innovative programs, using the new Australian Curriculum. An experienced primary teacher, with a passion for cultural heritage, social history and global education, Maree was involved in the development process of the Australian Curriculum: History and is now a resource writer, Professional Learning presenter and coordinator of special projects.*

## **1b Kristy King -Teaching Historical Skills in the Middle Years**

In Year 7 History, students are introduced to key historical skills that underpin the rest of their studies in history. Previously I have found that students were coming into senior history without proper foundations of how to use evidence. This workshop will focus on how to teach students in middle years to use evidence. It will provide examples of how to teach students to understand why Historians use evidence, how evidence can help Historians discover the past, reliability, fact and opinion as well as bias. In this workshop, I will give examples and activities that teachers can take back to implement into their classrooms.

*Kristy King is a secondary school History, English and Religion teacher. She has experience teaching Senior Modern History as well as junior History and has a passion for teaching history in engaging ways. Most recently, Kristy has been teaching Year 7 History with a focus on teaching historical skills. She has an interest in using middle years' pedagogy to inform the way she teaches historical skills.*

## **1c Lucy Sly and Sasha Ristic - Teaching Through Inquiry: getting the most out of your students in Humanities (for beginning history teachers)**

Learning about History is about not only taking a journey through the past, but rather understanding how a source may or may not provide reliable, authentic, accurate, non-biased and valuable insight into the past. Teaching students to be critical text decoders, 'deconstructors', analysers and deep and evaluative thinkers is a difficult task. The 21<sup>st</sup> century learner has access to information at their fingertips and may believe / accept the first piece of information surrounding a particular point of view as truth. Teaching our young future leaders about the importance of inquiry, and asking purposeful and critical questions, will develop more independent and responsible learners. Learning through inquiry is a successful and meaningful way to teach and learn about History in the classroom.

*Lucy Sly and Sasha Ristic are both Middle School teachers from Coomera Anglican College. Lucy Sly is a highly enthusiastic and passionate educator who has been teaching Humanities in both a Junior Secondary and Senior Secondary environment. Lucy is also known for her role as Junior Secondary Humanities Co-ordinator. Sasha Ristic is a friendly old man who has been asked to take part in this conference to see how much he knows and explore the beauty of what young people can offer. Sasha is also the Head of Year Nine and has his Masters of Education.*

### **1d Darlene Hill - Breaking the ICT Boundaries in the Classroom**

Gates stated, *Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is most important.* Catering to the needs of our diverse clientele, with their multiple intelligences and preferred modes of learning, technology provides the opportunity to cater to these needs. In this presentation, you will explore a number of ICT tools that can be used in both the middle and senior school classroom. From this foray into the technology space, you could be *Breaking Boundaries* in your own classroom.

*Darlene is an experienced History teacher, who has taught in both state and independent education systems. Her passion for History was ignited as a child, and led her to be part of the Australian Archaeological Expedition to Egypt, working with Professor Naguib Kanawati. Along with her experience in the History field, Darlene has also been a leader in the use of ICT in the classroom, receiving recognition through a number of awards*

### **1e Dr Denis Mootz- History and “Untruth”**

In this era of alternative facts and “untruth” it is doubly disturbing to read a November 2016 report from Stanford University (*Evaluating Information: the cornerstone of civic online reasoning*) that reported that young people in the secondary school demographic have difficulty evaluating information on the internet. It reported that, while it is obvious that they are increasingly social media savvy, “...when it comes to evaluating information that flows through social media channels, they are **easily duped.**” Coincidentally “duped” is **the** term used by Carl Becker in 1938 in a presidential address to the American Historical Association when he warned of the need to develop historical thinking skills.

I have been told on occasions that much of this critical historical thinking is common sense. My years of classroom experience tell me that common sense is not always apparent in this age group. I am also told this facility will come with maturity, but that may be too late. The popularity of programs about the role of “aliens” in human history remains a constant in my classroom experience. When I ask the question, “Who believes that “aliens...etc” In the groups I teach in my museum work, quite a few hands go up immediately. Of more concern is David Irving’s claim that his audience is growing since his loss in the famous libel trial. The audience he gloats about is composed of 14-16-year-old young people. Waiting until “maturity” may see the damage already done!

This presentation will provide definitions of some key terms and suggest classroom activities to develop historical thinking.

*Dr Denis Mootz was a classroom teacher K-12 for 40 years. He also concurrently coordinated and taught History Method courses at UNSW for nearly 20 years. He now works in a research project at Macquarie University, Department of Ancient History. A sometime archaeologist, he also works as an Education Officer at Macquarie University Museum.*

### **1f Associate Professor Tom Stevenson - Boundaries Broken: Herodotus Invents History**

When Herodotus invented the new genre of History, there already existed various traditional ways to narrate stories about people and events of the past. Homer used epic poetry and song, and was universally revered. Other Greeks employed art, or religious ritual and myth, or rhetoric, or drama, or genealogical and geographical works to name but a few. Why, then, did Herodotus invent prose History? What was wrong or inadequate, in his view, with these traditional ways of narrating the past, or of committing the past exploits of certain people and events to memory? What did these traditional genres prevent him from doing? What did Herodotus hope to gain by inventing a radically new genre? Was he prompted by the importance of the events he was describing, by dissatisfaction with the accuracy or truthfulness of alternative genres, by patriotic motives, by the requirements of self-promotion, by the persuasive possibilities of prose, or perhaps by some combination of such factors? Was the most important element the fact that he was a competitive

Greek aristocrat? This paper will examine some of the predecessors to Herodotus, and then explain through answers to these questions how momentous (truly boundary-breaking) it was for Herodotus to invent History under the circumstances.

*Associate Professor Tom Stevenson lectures in Classics and Ancient History at The University of Queensland. His research interests include Roman politics and political ideology of the late Republic and early Empire, the careers of Cicero and Caesar, and the first two centuries of emperor worship at Rome. His current research projects include a book on the history and significance of the idea of the Roman emperor as Pater Patriae (Father of the Fatherland). Tom is a Vice-President of the Australasian Society for Classical Studies (ASCS), and a member of the QHTA Executive where he has co-presented the Ancient History Student Seminars for a number of years, and presented at many of the QHTA State Conferences.*

### **1g Professor Colin Mackerras - What is China? Historiographical Issues from the Qing Dynasty (1644-1911)**

How should “China” be defined, as an actual or potential geographical territory, a culture, a people, a nation, or what? This session emphasizes the first of these understandings.

The contemporary Chinese state puts great weight on territorial integrity and has very clear definitions of its current territory, and that includes all the territory currently ruled by the government of the People’s Republic of China, as well as a few others, chiefly Taiwan. This territory is based on that controlled by the rulers of the Qing Dynasty (1644-1911), who were Manchus, not Han Chinese. The earlier Han Chinese-controlled Ming dynasty was about half the size, and did not include the territories in the southwest, northwest or northeast of contemporary China.

This session will not challenge China’s internationally recognized contemporary extent. However, it will take up some of the historiographical issues involved in a country with many ethnic minorities with cultures and languages very different from what is usually thought of as Chinese, such as Tibetans, Manchus, Mongolians and several Turkic peoples. In particular, it will look at a historiography recently developed mainly by American historians concerning the Manchu-ruled Qing dynasty. There are two main features. Firstly, this historiography regards Qing-dynasty China as one of the world empires of the time, rather than as an incipient, unified nation-state. It suggests that the Manchu empire (Qing-dynasty China) has great similarities with others such as the Russian, Ottoman Turkish, French or even British empires. Secondly, it puts the focus on Manchu identity, not Chinese, and emphasizes the use of Manchu-language sources. Because of the profound implications for China’s contemporary self-definition, Chinese historians, especially those of the People’s Republic, are vehemently opposed to the main aspects of this new historiography.

The presenter does not share this new historiography, but values the discussion of alternative ways of looking at history.

*Professor Emeritus Colin Mackerras AO, FAHA, is a patron of the QHTA and a specialist on China, who has worked at Griffith University since 1974. His research includes Australia-China relations, China’s ethnic minorities, theatre in China and Western images of China and he has published extensively on all these topics. He has visited China some seventy times for research, teaching, conferences and tourism, and first went to the country in 1964, teaching at the Beijing Foreign Languages Institute until 1966. In August 2015 he won a Special China Book Award, given by the Chinese government to foreigners who have made outstanding contributions in spreading Chinese culture through their writing.*

### **1h Associate Professor Andrew Bonnell- Nazism and War**

The history of the Second World War and the political history of Nazi Germany were treated as largely separate topics for decades. Increasingly, researchers are realising that an understanding of the course of the military history requires an appreciation of the nature of Nazi ideology and political practice.

The paper will discuss the place of war in Hitler's ideology, the controversy over the role of the German Army in the crimes of the Nazi regime, the nature of the campaign against the Soviet Union as an ideological and racial war, and the nature of the German population's role in the war.

*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) and An American Witness in Nazi Frankfurt: The Diaries of Robert W. Heingartner, 1928-1937 (edited, 2011), as well as numerous articles and book chapters. He is history editor of the Australian Journal of Politics and History and on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Executive where he has presented conference sessions and Modern History Student Seminars for a number of years.*

### **2a Lisa Curtis- There and Back Again: integrating HASS, a journey to success**

There and back again with integrated planning and teaching. Sharing her journey as a classroom teacher, with the additional experience of being the Head of HaSS for her primary school, Lisa has been involved in creating and supporting integrated planning and teaching of HaSS across Prep to Year 6. Acknowledging the fact that integrated subject teaching has been around for a long time, albeit in a previous form of teaching within a theme, this session will concentrate on the contrasting current version of integrated subject teaching, to teach "Big Ideas" using a number of complementary subjects to achieve understanding of concepts, content and skills. This session will concentrate on referencing Australian Curriculum HaSS documents, suggesting ways to integrate and providing ideas and resources for integrated HaSS units of work that are interesting, meaningful and engaging, not to mention helpful to time-poor teachers!

*Changing careers later in life, Lisa completed her Bachelor of Education (Primary) specialising in Early Childhood at ACU in 2010 and commenced teaching Prep in 2011 at The Lakes College; a young, independent, Uniting Church School. Since then Lisa has taught Year 3 and 5, taken on the role of Primary Subject Co-ordinator for HaSS and Science, as well as externally completing her Master's degree in Educational Leadership and Management at QUT.*

### **2b Amanda Paroz- Indigenous Perspectives: discovery through dialogue**

This session will focus on concrete methods of implementing aspects of the curriculum that explore Indigenous culture and history. Participants will use primary sources to explore practical approaches for teaching complex histories through dialogue and object handling. Teachers will also consider digital resources, how these sources can engage students and develop historical and visual literacy.

*Amanda Paroz is the Manager of Learning at the National Museum of Australia. She has worked in education for over a decade in both secondary schools and cultural institutions. Amanda is passionate about the use of objects and audio-visual sources to open dialogue and engage students in complex histories.*

### **2c Alison Lloyd - Dragons, Devils and Rebels: Empress Cixi and the Making of Modern China**

First Emperor Qin Shihuang and Empress Dowager Cixi are iconic figures in Chinese history. Both had a reputation for ambition and brutality. Both came to power at a time of political crisis and had a profound impact on the Chinese nation. Alison Lloyd has written on each of these leaders and the societies they ruled. Her non-fiction books, illustrated by Terry Denton, tackle themes such as imperialism and social change, in a way that is accessible and entertaining for upper primary and lower secondary students. This presentation will compare the life and times of Qin Shihuang and Cixi: the Qin vs Qing dynasties.

*Alison Lloyd is an Australian writer of historical fiction and non-fiction. Her most recent book is Dragons, Devils and Rebels: the true story of China's last Empress. Alison is a Chinese-speaking 'foreign devil' herself, having invaded China as a university student. She later worked in the Department of Foreign Affairs and Trade. Her account of China's First Emperor, Wicked Warriors and Evil Emperors, was shortlisted by the Children's Book Council of Australia.*

### **2d Jacques du Toit and Jordan Grant - Using Social Media to Grow Professionally**

The growth of social media tools like Twitter, Facebook, Instagram and others has created opportunities for teachers to connect with a global community. Social media allows teachers to create a personal learning network that is focused on contributing, sharing and learning from. This session will focus on learning what is available to use in social media, examples from teachers using it and explore the benefits of connecting with others. There will be a practical component learning how to set up your own Twitter account, how to use it and connecting you with history educators around Australia and the world.

*Jacques is Head of Humanities at Riverside Christian College, a P-12 independent school in QLD. He has presented at numerous Conferences around Australia over the past two years, including EduTECH, CSA QLD, Education Nation in Sydney, Engage Summit, QLD HTA Conference, and many more. He is a Google Certified Innovator and passionate about TeachMeets. In 2016, he was awarded an ACEL 'New Voice' in Leadership scholarship and recognised as a finalist in the QCT 'Excellence in Education' teaching awards. He connects with educators through Twitter @jdtriver.*

*Jordan is a Learning Leader at St. Joseph's College, Echuca, Victoria. His role focuses on developing an engaging curriculum and improving teacher reflection on student learning. As a Google Certified Innovator with a passion for technology integration, he looks for ways in which he, his colleagues and students can utilise Edtech to create vibrant learning environments. Jordan has presented on behalf of the Ed Tech Team at Google Education Summits both nationally and internationally and is a regular speaker at the HTAV conferences. Connect with him via Twitter @JTGrant81*

## **2e Michelle Brown - Cognitive Discomfort in the History Classroom**

This session will consider what makes students uncomfortable in a History class room in terms of their cognitive abilities and discuss how a range of strategies can be brought into the classroom (literacy and thinking strategies in particular) in order to move students into a space where they are prepared and ready to learn. Once this space has been found in the classroom, then there are opportunities for students to grow and develop their learning and thinking skills in the classroom.

*Michelle Brown is a long- time executive member of QHTA and a popular presenter at QHTA conferences. The work produced by her students is notable for the depth of historical understanding demonstrated within it. Michelle's workshops provide teachers with food for thought and ideas for practical activities to further learning goals in the History classroom.*

## **2f Rebecca Smith - Breaking Through the Glass Cabinet: engaging with students in small museums**

At the end of 2015, the RD Milns Antiquities Museum (The University of Queensland) embarked on a review of their Education Programs. This review identified a number of areas for improvement and made recommendations for the future. Throughout 2016 and 2017, the Antiquities Museum has implemented a number of new initiatives, including revised handling workshops and a thematic and interactive tour program designed to better engage with students. This workshop will first provide an overview of current scholarship on museum education and object-based learning. It will then outline how these theories have been applied at the Antiquities Museum and report on their progress.

*Rebecca is the Engagement Officer at the RD Milns Antiquities Museum where she oversees the museum's education programs and various community engagement activities. She completed her Master of Philosophy degree with the University of Queensland in 2013, and since then has taught Classics and Ancient History courses at both the University of Queensland and the University of New England. Rebecca is also currently studying for her Graduate Diploma in Museum Studies with Deakin University.*

## **2g Liz McGinnis - Play “The Repression Game”**

The Repression Game is an Amnesty International resource designed to simulate some of the hardest choices faced by ordinary individuals during the Nazi period. It is simple to set up and play, yet stimulates robust discussion as part of the debriefing. All the scenarios presented are based on actual occurrences. During the session, we will play the game and all attendees will leave with a copy of the resource.

*Liz has been teaching Modern History in WA and the ACT since 1980 and has been a keen member of History teachers associations throughout this period. As she nears retirement she is enjoying presenting to a new generation of teachers some of the resources she has found most beneficial in encouraging student engagement. Liz is also the Chair of the National History Challenge.*

## **2h Associate Professor Halim Rane- Rethinking our Approach to Teaching Islam**

This paper argues for a more critical approach to teaching Islam based on academically rigorous, rather than traditional (and often apologetic), sources. With respect to the study of history, this has significant implications for the extent to which various concepts, institutions and events are considered 'Islamic'. By putting such events as battles and wars, concepts such as *shariah*, and institutions including the *caliphate* into their historic, social and political contexts, a more apolitical understanding of Islam emerges. Using the example of contemporary scholarly analysis of the Prophet Muhammad's treaties with various Christian peoples, the paper demonstrates the approach's capacity to transform long-standing views of Islam's relations with non-Muslims, challenging existing narratives and enabling a distinction between the religion of Islam and the ideology of Islamism.

*Halim Rane (PhD) is an Associate Professor of Islam-West Relations at Griffith University. In 2015, he received the prestigious 'Australian University Teacher of the Year' award for his outstanding contributions to student learning. Associate Professor Rane is the author of numerous articles and books on Islamic and Muslim issues including: Media Framing of the Muslim World: Conflicts, Crises and Contexts; Making Australian Foreign Policy on Israel-Palestine: Media Coverage, Public Opinion and Interest Groups; Islam and Contemporary Civilisation: Evolving Ideas, Transforming Relations; and Reconstructing Jihad amid Competing International Norms.*

## **3a Heidi Reece - Discovering Anzacs: finding stories within service records**

The National Archives of Australia's *Discovering Anzacs* website provides students and teachers with a range of tools for searching, interpreting, and crowd-sourcing knowledge around service records.

In this workshop, we explore how these tools can be used to find and build the stories of those that served in the First World War - stories that aren't always easy to find like those of Chinese and Indigenous Anzacs.

This session aims to provide you with the skills to interpret AIF service records for your students, bringing to life personal stories and recording those stories online.

Heidi Reece is an historian and educational resource developer at the National Archives of Australia. Heidi was a secondary history teacher and has worked with the Queensland Government developing education programs for K-12. She has experience working in cultural institutions in Australia and around the world, from the Victoria and Albert Museum in London and Paramount Pictures in Los Angeles to the National Museum of Australia and the National Library of Australia in Canberra. Heidi is passionate about creating innovative cultural and educational programs that combine history and ICT to enable 21<sup>st</sup> century learners to engage more meaningfully with history.

## **3b Kelly Chase - More than Just Timelines: embedding numeracy in middle years' history classes**

Would you like some practical ideas for incorporating numeracy into your history classes? As history teachers, we are often very strong at the literacy concepts, however the numeracy aspects are not prioritised. In this session, you will learn practical activities and adaptable ideas on how to incorporate

more numeracy into your history programs and lessons. You will leave with access to a digital goodie bag of ideas for use in the Middle Years' classroom. Most activities are suitable for Years 7-9 and could also be used in Year 10 classes. They have been designed with the Australian Curriculum in mind as well as being adaptable for older year levels.

*Kelly Chase is currently the head of the history and geography departments at Assisi Catholic College. She has worked in the education sector for 15 years and taught in several different countries. She has a passion for finding ways to make learning enjoyable and engaging.*

### **3c Bernie Howitt - Unpacking an Historical Investigation for Senior Students**

The new NSW Modern History syllabus requires students to conduct an historical investigation. It provides 11 key steps towards completing a successful historical investigation, which underpin many of the skills required for students to be successful in Modern History. This presentation will unpack those 11 steps and explore an investigation into what was the first rock'n'roll record. In unpacking these steps in an actual investigation, teachers will have a model to apply within their own classroom. It will have direct applicability for the NSW Preliminary HSC Modern History course, but will also provide a pedagogical model that could be utilised in any senior Modern History classroom.

*Bernie Howitt is currently convenor and lecturer in History and Society and Culture Methods in the School of Education at the University of NSW. He has presented extensively at conferences locally and internationally, including three times at the Rock'n'Roll Hall of Fame in Cleveland, Ohio. He has published widely in the areas of History, Society and Culture and Popular Culture.*

### **3d Paul Baker - The Inquiry Method: a 'hands on' approach for a key pedagogical method**

In 2004, in conjunction with Queensland University of Technology's Faculty of Education, Paul and his Year 10 History class modeled (on DVD) the Inquiry Method as a key pedagogy for the teaching of History. It went on to be used in teacher training and is still available through the Queensland History Teachers Association. The workshop today is in many ways the follow up 10 years later. Today's workshop is an adaptation of a presentation Paul made to colleagues on the Sunshine Coast at a recent Staff Collaborative. The aim is to be practical and hands on. A key question will be explored and participants will be involved in analysis, group work and feedback. The difference between teaching *for* Inquiry as opposed to teaching *through* Inquiry will be explored. That's how you turn a Hattie .31 effect size into a .76 or beyond.

*Paul Baker is a QCT, BCE and QIEU award winning secondary school teacher and a highly-experienced Learning Coordinator skilled in Curriculum Design. He is a strong education professional with a proven track record of motivating students to achieve their goals and a lover of anything historical especially Russian History.*

### **3e Christopher Bradbury - Raising the Bar in Explicit Teaching in History**

Developing a culture of explicit teaching in the History classroom has a profound impact on student achievement. The presentation will explore the process of developing a framework for explicit teaching in History that provides scaffolded learning experiences for students to practise, synthesise and consolidate learning. In the process, students will develop a deeper understanding in communicating their arguments and developing the capability to self-regulate and learn independently. We will focus on John Hattie's work on 'Visible Learning' which includes the process of deconstructing and sequencing teaching to focus on the steps that lead to new knowledge and modelling concepts/processes clearly. Explicit teaching involves careful attention to formative assessment as a way for the teacher to know how students are learning and to provide regular, honest and detailed feedback to achieve improvement. The presentation will provide practical teaching strategies that significantly contribute to student academic improvement.

*Christopher Bradbury is the Director of Teaching and Learning at The King's School, Parramatta. He has taught Modern History for over 15 years and was previously the Head of History. Chris has a Masters of Education and was a recipient of both the Premier's Westfield's History Teacher's Scholarship and the Gandel Holocaust Studies Program for Australian Educators Scholarship.*

### **3f Lani Brayer - A Holocaust and Genocide Education Program: through the lens of global citizenship**

This teacher education program aims to educate educators primarily about the Holocaust and Genocide through the use of primary and secondary historical resources. It aims to provide educators with insight into how it was humanly possible that such an event occurred. It is my aim to highlight the responsibility of the self to make the right choices in life and to stand up for what they believe in no matter what others do or say. I will provide up-to-date and relevant videos, cartoons, articles from varied resources (that relate to issues in Australia today) to assist students to understand that change can happen through our voices and actions, and that history does not have to repeat itself. Racial and religious intolerance, prejudice and discrimination can be eradicated through the choices that we make and the understanding that we are all people, we just may believe in different things.

*Lani Brayer is a language and History teacher with 30 years of teaching experience. She has recently retired from the classroom but continues to create and write educational programs. With two trips to Poland as a Holocaust guide and a Holocaust educators' course behind her, Lani fulfilled a lifelong ambition to create an educational program about the Holocaust, not just as a historical event, but as a lesson in how our behaviours and choices can change the course of history.*

### **3g Dr Kay Carrol - Quarantining Death, Disease and Xenophobia: Teaching about Historic Significance and Contestability**

The Quarantine Station, North Head in NSW is a site of historic contestation. It is our oldest place of quarantine from disease, temporary refuge for a rich mix of migrants and displaced peoples in the twentieth century fleeing war and disasters and point of contact for European and Aboriginal peoples. Since 2006 the site has been re-constructed and stories revisited through a myriad of lens. Aboriginal archaeological evidence reveals customs and stories prior to British colonisation. Evidence of Aboriginal connection has been identified in 40 locations around the station and North Head. The evidence is intact and undisturbed and offers us a window into the traditions and customs of the Gayamaygal daily life in the period prior to colonialization. The Quarantine Station was Sydney's solution to protect the colony from diseases and pandemics in 1828. This site offered both seclusion and containment due to its distance from the fledging new colony across the harbour. The site offers significant cultural artefacts and documents about early and later periods of migration and social history. The interpretation of the site's stories has been told through restoration of the buildings, presentation of physical archaeological evidence such as the rock inscriptions, visitor immersion in ghost tours and macabre visits to the site's morgue and hospital. This session will focus on the historic significance of the site as a place of reconstruction and commemoration of these stories of migration and social seclusion. It will consider how we can teach students about historical concepts such as significance and contestability using rich material from Australia's past.

*Dr Kay Carroll is a History Teacher Educator within the School of Education, Western Sydney University. She is a former Head of Department and Education Officer in History and Geography for Catholic Schools. Her research is in History Education and pedagogy. She has supported the implementation in NSW of History K-10 syllabuses and has presented papers at national conferences on inquiry learning and historical significance. She is currently conducting research into sites of commemoration.*

### **3h Cathy Clem – A History of All Hallows' School**

This session will include a walk around the All Hallows' School and a talk on the school's history. Founded in 1861, the school follows in the tradition of the Irish Sisters of Mercy, and caters for over 1,400 girls from Years five to 12. The school was the first permanent home of the Sisters of Mercy in Queensland, and is the oldest surviving secondary school in Brisbane. The school's motto is in French, Dieu et Devoir (English: "God and Duty"). This motto was



formulated in 1911, 50 years after the school opened. The French language was chosen for the motto on the basis of the strong French influence in the school's early years. Many of the All Hallows' School Buildings have been listed on the Queensland Heritage Register.

#### **4a Amanda Paroz- History Teaching in the Primary Classroom**

The implementation of the Australian Curriculum specifically invigorates history teaching in Australian primary classrooms and this workshop is designed to provide history teaching pedagogy professional development for beginning and experienced teachers. Through demonstration and discussion of a variety of methodologies, strategies and practical classroom approaches (including inquiry-based learning, use of artefacts and sources to develop understanding of historical perspectives and using ICT in meaningful classroom investigations), this session will equip teachers to confidently and enthusiastically develop student skills in these areas through implementing historical inquiry in their classrooms.

*Amanda Paroz is the Manager of Learning at the National Museum of Australia. She has worked in education for over a decade in both secondary schools and cultural institutions. Amanda is passionate about the use of objects and audio-visual sources to open dialogue and engage students in complex histories.*

#### **4b Associate Professor Deborah Henderson and Dr Mallihai Tambyah - Teachers Using Texts: Making Sense of the Past in the Present**

In this session, we present some of the findings from a small pilot study conducted in late 2016 into how history teachers in Queensland secondary schools use texts in the classroom. This research project intersects with emerging international research which explores how young people in history classrooms make sense of various social, political and ethical domains of past actions encapsulated and represented in texts and how they consider their consequences for present-day realities. Such research reveals that historical consciousness is a powerful element in framing collective and individual identities (Rüsen, 2002; Seixas, 2006), whilst recent conceptual work contends that history texts play a critical role in shaping young people's understandings of the nation's past in the present and their identity as citizens (Guyver, 2011; Henderson, Mallan & Allan, 2013; Henderson & Zajda, 2015). The current research project contributes to this international literature by providing empirical evidence about the relationship between teachers' selection and use of digital/print fictional and information texts to teach Depth studies from the *Australian Curriculum: History* (Years 7-10) and teacher standpoints on national and civic identities.

*Dr Deborah Henderson teaches and researches secondary school social education curriculum studies and pre-service teacher education in relation to history and civics and citizenship education. As a former secondary modern history teacher and Head of Department, Deborah is passionate about teaching history and researches the relationship between history teachers' practice and fostering young people's historical thinking, amongst other areas.*

*Dr Mallihai Tambyah teaches and researches primary and secondary school social education curriculum studies and pre-service teacher education in primary and secondary history. As a former secondary modern history teacher, and one committed to excellence in teaching practice, Mallihai researches the relationship between teachers' knowledge for teaching and their professional identity and middle school history teachers' conceptions of history as a discipline, amongst other areas.*

#### **4c Claire Butler, James Mulhall, and Jo Hurwitz - Breaking Through from Good to Great: our ongoing journey to refine an existing unit**

The implementation of the Australian Curriculum and the aspirations of the Melbourne Declaration place high demands on teachers. In addition to covering historical content, we must ensure our methods are inclusive of all students, embed critical and creative thinking opportunities, incorporate a meaningful use of technology, promote students' numeracy and literacy, and develop their personal and social capabilities, including their understanding of how they learn. Adopting the principles of reflective practice frees teachers from feeling these demands as a burden, reframing them as opportunities for ongoing growth in maximising learning for our students and ourselves.

This presentation provides practical strategies for putting reflective practice into action in order to effectively integrate best practice pedagogy into new or existing units. Our presentation will primarily focus on a year 9 elective history project-based unit as an example, but the learnings are applicable across a range of units. Teachers will:

- explore ways to implement research and theory in the classroom, including fostering creativity, making learning authentic and allowing for choice in content and product;
- learn how to effectively scaffold units to support all learner strengths including students who are gifted and talented, speak EAL/D and/or have special educational needs;
- broaden their understanding of how to teach metacognition;
- hear our story of reflective practice in action, including successes and failures

*Claire Butler has a Master of Education (Educational Studies) with Excellence from the University of New South Wales. She teaches Modern History Stages 4-6 and is the coordinator of the professional learning community program at Abbotsleigh.*

*James Mulhall teaches History Stages 4-6, specialising in Modern History. He has experience marking the HSC examination and has been a year coordinator at Abbotsleigh for the past five years.*

*Jo Hurwitz is currently completing her Master of Arts in History through the Australian National University. She has experience in History and ESL across stages 4-6, specialising in Modern History.*

#### **4d Jacques du Toit and Jordan Grant - Gamify History Classrooms with BreakoutEdu**

BreakoutEdu presents an opportunity for you to learn how to engage your history students in an environment where they'll draw upon their critical thinking and collaboration skills in order to solve a series of puzzles and open a locked box. This session will not only focus on introducing teachers to a game, but allow them to immerse themselves right into the action so they can understand first-hand how it works in addition to the potential benefits. So, buckle up, roll up your sleeves and get ready to BREAKOUT!

*Jacques is Head of Humanities at Riverside Christian College, a P-12 independent school in QLD. He has presented at numerous Conferences around Australia over the past two years, including EduTECH, CSA QLD, Education Nation in Sydney, Engage Summit, QLD HTA Conference, and many more. He is a Google Certified Innovator and passionate about TeachMeets. In 2016, he was awarded an ACEL 'New Voice' in Leadership scholarship and recognised as a finalist in the QCT 'Excellence in Education' teaching awards. He connects with educators through Twitter @jdtriver.*

*Jordan is a Learning Leader at St. Joseph's College, Echuca, Victoria. His role focuses on developing an engaging curriculum and improving teacher reflection on student learning. As a Google Certified Innovator with a passion for technology integration, he looks for ways in which he, his colleagues and students can utilise Edtech to create vibrant learning environments. Jordan has presented on behalf of the Ed Tech Team at Google Education Summits both nationally and internationally and is a regular speaker at the HTAV conferences. Connect with him via Twitter @JTGrant81*

#### **4e Dr Rosalie Triolo - Writing and Publishing on Australian History**

Many active and retired History teachers, sometimes with their present or past students and local communities, write and publish local histories. Some publications are broadly chronological, or on a specific period, for example 1939-45, or about 'the school' or about other communities or individuals within the local area. The publications range from simple, stapled papers, to short soft-cover publications, to hard copy books, even coffee table photograph

collections. Rosalie is one of three authors of a new, free, online publication for the Federation of Australian Historical Societies and the Royal Historical Society of Victoria. This workshop will simultaneously offer simple approaches to enlivening the learning and teaching of multiple histories, but especially of Australian history, while motivating teachers to explore selected aspects of their local history and publish something significant and lasting.

*Rosalie is a senior lecturer in History Education, presents regularly in state, national and international settings, has published scholarly as well as professional learning and classroom-ready in diverse forms for primary, secondary and tertiary audiences, and has won awards for publications, presentations and service. She is HTAV's president and an HTAA vice-president, having been active with both for many years. She is also an elected or invited member of other state and national education and historical organisations.*

#### **4f Jay Taylor and Mark Avery - Cutting Through: Making Meaningful Use of Secondary Sources in the Ancient History Classroom**

Students often approach secondary sources as inviolable experts on primary documents; so how do we break the bad habits? Approaches to secondary sources need to be taught in a meaningful way to ensure that students make important connections with texts and incorporate essential evaluative arguments into their work. Primary source evaluation sets up students to approach secondary sources in a similar manner when the use of secondary sources is quite different. With these issues in mind, this presentation will explore questioning frameworks for students and teachers to engage meaningfully with secondary sources by prioritising their relationship to primary evidence rather than traditional author-centred approaches that ask questions about reliability and representativeness. Snapshots of student work will be presented to demonstrate issues, and example activities will be provided to offer solutions.

*Jay Taylor and Mark Avery are teachers at Brisbane Grammar School, working within the History and Classics departments. Jay studied Classics at the University of Queensland and is currently reading for a Master of Arts in Ancient Greek at the University of New England. He currently teaches senior Latin and Ancient History. Mark studied Classics at the University of Queensland and completed an MPhil on the history of the later Roman Republic. He currently teaches Modern History and Latin.*

#### **4g Dr Jon Piccini-How Australian Social Movements Looked Globally in the 1960s**

This paper explores how protest movements of the 1960s, principally indigenous and women's movements, looked overseas for ideas and inspiration to fire their activism in Australia. Whether ideas of women's liberation, the American civil rights movement, or black power, a diverse range of Australian activists discovered what one called 'a whole new world' of ideas and practices to employ in Australia, having fundamental impacts on the course of our history. This paper will draw principally on online digital records available for use in secondary school classrooms, from government records to personal papers, digitised oral history interviews and online newspaper archives.

*Dr Jon Piccini is a teaching and research fellow at the University of Queensland, where he studies protest and social change in post-1945 Australia from a global perspective. His first book, Transnational Protest, Australia and the 1960s, was published by Palgrave in 2016.*

#### **4h Elizabeth Little - Stories of the Shoah: Holocaust Literature**

Suitable for teachers of History and English, this session aims to highlight the value of stories when teaching the Shoah. Exploring a variety of text types, including poetry, Hassidic tales, letters and memoirs, you will be guided through a unit that begins with life for Jews before the war, and concludes with the lives that they lived following the war. The unit follows Yad Vashem's pedagogical framework of "safely in and safely out", whereby students are introduced to the traumatic event of the Holocaust by first developing empathy towards the victims. This session will include practical demonstrations of how to unpack primary sources, as well as a variety of source suggestions for your own lessons. Ultimately, you will be shown how literary texts can be used to break down barriers around stereotypes and misunderstandings, as well as breaking down learning barriers for students who don't find History engaging!

*Elizabeth Little is a History and English teacher at Covenant College Geelong where she engages with students from Years 9-12. She is currently completing her Master's in Literary Studies, and is researching Young Adult fantasy fiction. Elizabeth participated in a 3-week seminar in Jerusalem at the International School of Holocaust Studies in January, and is developing a range of teaching units that engage with both historic and literary aspects of the Holocaust.*

#### **4i Associate Professor Andrew Bonnell - The Russian Revolution 1917: Centenary Reflections**

How have historians interpreted the meaning and significance of the Russian Revolution? A study of this question illustrates how historians' perspectives change with the contemporary context in which they write. In 1967, at the 50<sup>th</sup> anniversary of the Bolshevik Revolution, the Soviet Union was seen as the second superpower, a dangerous adversary of the United States, and as a state that had undergone tremendous industrial and economic development in half a century. In 1992, at the 75<sup>th</sup> anniversary, historians were already writing the obituary of the USSR, and trying to make sense of its relatively sudden collapse. With the ideological constraints of the Cold War decades no longer operable, and with the benefit of another 25 years' distance from the conclusion of the history of the USSR, how do historians interpret the importance of the 1917 revolution today?

*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) and An American Witness in Nazi Frankfurt: The Diaries of Robert W. Heingartner, 1928-1937 (edited, 2011), as well as numerous articles and book chapters. He is history editor of the Australian Journal of Politics and History and on the editorial advisory board of the journal German History. Andrew is also a member of the QHTA Executive where he has presented conference sessions and Modern History Student Seminars for a number of years.*

#### **5a Kay Bishop - Developing Assessment Instruments for the primary HASS classroom**

This workshop will focus on unpacking the achievement standards in the primary school units of HASS. It will address just what is meant by the various components of the achievement standards and what these aspects of the achievement standards look like in assessment items. Examples of different kinds of assessment will be used to highlight the way in which the achievement standards are implemented and to identify the strengths and weaknesses of different assessment items. While examples will come from history, they will not be exclusive to history. The workshop will explore all HASS subjects and how the assessment load for primary schools can be better managed without sacrificing quality. The aim is to have teachers leave the workshop with a better understanding of the relationship between achievement standards and assessment, and to be more confident in developing their own assessment items

*Kay Bishop is an experienced History teacher and was Head of Social Sciences and Head of Curriculum at Frawley College and then Head of Social Sciences at John Paul College. After a very temporary retirement in 2007, Kay became Project Officer for a Curriculum Corporation national curriculum project and then Project Manager for the Asia Education Foundation to develop professional development modules for Asian units in the Australian Curriculum: History. She worked on several other projects before taking up teaching contracts at Somerville House from 2009 to 2011. She has been President and an Executive Member of QHTA for many years and was President of HTAA and then Executive Officer of HTAA for several years. Kay was a member of the History Sub-Committee for the Board of Secondary School Studies, later QSA and now QCAA for several decades and was Chairperson for a number of years. She is currently the Assistant Manager for HASS for Curriculum into the Classroom (C2C) with the Department of Education and Training.*

#### **5b Karen Peel and Brad McLennan - Cracking the Code of Learning**

Time demands! Chasing resources! Losing control! How do you break the boundaries for your students to learn through inquiry? Students have a natural desire to satisfy their curiosity and effective teachers have a similar desire to create learning environments that meet this need. An inquiry pedagogical approach empowers students to: question, explore and investigate problems; construct meaningful solutions; and articulate the series of actions

undertaken to achieve specific goals. Although a range of inquiry models exist across educational settings, we aim to showcase *The Code of Learning* model that is represented by the mnemonic of the 4Ps (Preview, Plan, Prove, Perfect). As participants in this presentation, you will experience first-hand this effective inquiry approach, with a view to transforming *The Code of Learning* to your teaching of History, Humanities and Social Sciences and more broadly to learning in your classrooms. This inquiry pedagogical model cracks the code of learning and sparks a shift from “I can’t do” to “I can solve...”

*Karen Peel and Brad McLennan have extensive experience as classroom teachers. They share their expertise in making the connections between practice and theory as pre-service teacher educators. Karen’s research is situated in the primary—secondary school transition years, exploring pedagogical approaches that empower young adolescents to take responsibility for their learning. Brad is an advocate of Self-Determination Theory and specifically the value of designing learning to meet the psychological needs to underpin pedagogy in teacher education.*

### **5c Sue Burvill-Shaw - Perspective skills in the History Classroom: Disney does History**

This workshop will examine ways of using Disney films - in this case ‘Moana’ and ‘Pocahontas’ to examine important issues of perspective, including cultural appropriation and white-washing. While the Threshold Concept of Perspective, identified as one of the significant concepts in the Australian Curriculum, can be difficult for younger students to embrace, using Disney films makes the various perspectives much more accessible than many other texts. The techniques explored in this workshop can be easily transferred to other films or to fictional accounts, such as children’s books or novels.

*Sue Burvill-Shaw has been a classroom teacher for over 32 years. Sue has been a regular presenter of workshops at both State, National and International Teachers’ Conferences and is widely published on a range of issues, including Literacy across the Curriculum, Extending Gifted Learners in the Mainstream Classroom, and Effective Historical Inquiry. Sue is currently a Doctoral Candidate at Griffith University, QLD.*

### **5d Sasha Macdonald - Integrating ICT Effectively Using the SAMR Model**

Many teachers can say that they have integrated technology into their everyday classroom practice, but can they say that they have done so *effectively*? This session aims to offer attendees a range of practical strategies, lesson segments, and scaffolding tools to incorporate into the Humanities classroom using Dr Ruben Puentedura’s SAMR model which designed to help educators transform learning experiences with the use of technology, create tasks that target higher-order thinking skills by planning for ‘Redefinition’ rather than ‘Substitution’, and design technology-driven lessons that challenge students to use their devices as more than glorified notepads. Technology is a tool and we need to plan for its use – leave this workshop with a plan in place.

*Sasha is currently the Acting Head of Humanities at a P-12 school in Brisbane. For the past four years, she has taught a range of English and Humanities classes from Grade 7 through to Grade 12, including Junior Secondary Extension classes and Senior Ancient History and English. Since joining the school she has acted as curriculum leader for several year levels. Last year she presented at the QHTA and HTAA Conference in Sydney, as well as organising and presenting conferences for the Beginning and Establishing Teachers’ Association throughout the year.*

### **5e Lauren Hovelroud - Progressive Ideas, Movements and Zombies: one teacher’s experiment with project-based learning, ICTs and the walking dead to inspire and engage middle school historians**

Creativity, critical thinking and innovation are cited as the keys to success for 21<sup>st</sup> century learners, making Project-Based Learning (PBL) a natural fit for the inquiry-based History classroom. This session will offer a range of practical tools, strategies, lesson and work samples, as well as scaffolding documents that form part of one teacher’s experiment with PBL, ICTs and zombies in a Middle School classroom. Responding to the demands of the Australian Curriculum, as well as adhering to school-based constraints and priorities – and throwing in the pop culture craze of the zombie apocalypse – this workshop is a ‘warts and all’ look at the tears and triumphs of this zombie-inspired experiment! Greater student engagement and depth of understanding can be achieved

through a combination of ICT applications, explicit modelling and teaching of 21<sup>st</sup> century skills. These strategies aim to build historical skills within the inquiry process, engage students in critical and creative thinking, and encourage authentic learning. In *breaking boundaries* to challenge high-flyers and engage learners with difficulties, this PBL-based workshop proposes one way to improve students' critical analytical skills and engage their creativity so they can respond in new, innovative and exciting ways to authentic issues and audiences in History.

*For the past eight years Lauren has taught a range of English and Humanities classes from grades 8 to 12 within a rural-remote P-12 setting and now at a large metropolitan P-12 state college. Within her current role as Humanities Coordinator she has been able to continue to explore her passions for curriculum development, mentoring and supporting her colleagues, as well as engaging young minds in critical and creative thinking in the history classroom in different, exciting ways (including zombies!).*

#### **5f John Whitehouse - Historical Thinking and the History of Writing in Ancient History**

John Whitehouse will lead an invigorating discussion for Ancient History teachers about the ways and means of encouraging critical historical thinking and writing in the senior classroom.

*John Whitehouse is Lecturer in History/Humanities in the Melbourne Graduate School of Education. A Fellow of the Australian College of Educators, he is the recipient of the Barbara Falk Award for Teaching Excellence (The University of Melbourne) and a national Award for Teaching Excellence (Australian Learning and Teaching Council). His research interests include discipline-based pedagogy in history, curriculum studies and historiography. He is international consulting editor for Learning and Teaching. His work appears in leading publications such as Educational Practice and Theory and Springer's International Handbook of Research on Teachers and Teaching.*

**5g Patricia Tancred - The History of Anti-Semitism in Europe: why the Jews?** This presentation will trace the origins of the prejudice against the Jewish people from the destruction of the first temple in 587 B.C.E through to the 1935 Nuremberg Laws and beyond. Using resources accessed especially on the Yad Vashem data base it will seek to show how Hitler was easily able to build on the ancient prejudices against the Jews that had been present in Europe for centuries.

It will be a presentation that could easily be used in the study of both Junior and Senior History when looking at how something like the Holocaust could possibly have happened in such a cultured and arguably civilised place as Germany in the twentieth century.

*Patricia Tancred is a high school teacher of over thirty years' experience. She currently teaches History at All Hallows' School Brisbane. In 2013, she was awarded a Gandel Scholarship which allowed her to travel to Jerusalem with thirty other Australian educators and study the topic of the Shoah at Yad Vashem, The World Holocaust Remembrance Centre.*

#### **5h Adrian Skerritt - Teaching Australia's Relationship with Asia**

The starting point for this seminar is the launch of a White Paper in 2011 called the Asian Century. When introducing the paper, Prime Minister Julia Gillard said "we have not been here before." The purpose of the discussion will be to investigate whether or not this claim is accurate. It is very clear to me that Australia's relationship with Asia is far richer and more nuanced and has a much longer history than Prime Minister Gillard assumed. She was not alone in this attitude. The writer Stephen Fitzgerald believes that Australia did not have any significant long-term contacts with Asia and that Britain was far more important. He said "we do not have the threads of interrelatedness with any society in Asia and we have done almost nothing to develop them" (Fitzgerald, 1997). The seminar will explore the two quite distinct Australian responses to Australia's proximity to Asia. On the one hand there was the fear and the distrust that assumed legal form in the documents that made up White Australia. This was an attitude that continued through Australia's strategic thinking

about the region, the government's attitude towards the decolonisation process at the end of 1945 and I believe continues today in the treatment of refugees, the majority of whom have dark skin. But there's been another response. This is a multicultural Australia that took shape in the multicultural communities of northern Australia towards the end of the 19th century. If we look at the demographic make-up of towns such as Broome, Darwin and Cairns around the 1890s, often white Europeans were in the minority and what is relevant for this unit is that these white Europeans were very comfortable living alongside people from the Asia-Pacific region.

*Adrian Skerritt is Humanities/Languages HOD at Centenary SHS in Brisbane. He is a regular presenter at the annual QHTA conference.*

### **5i Jonathon Dallimore - The History of Russia under Vladimir Putin**

This session aims to discuss some of the broad historiographical trends in the Russian Federation under Vladimir Putin. It looks at some of the challenges facing both Putin and the people of Russia as they try to make sense of their past in the post-Soviet world. Part of the focus of this session will be on how Russia has begun to deal with its own 'age of commemoration' as the events surrounding the Bolshevik revolution of 1917 reach their centenary.

*While Jonathon is currently enjoying a 12-month sabbatical from teaching history at Smith's Hill High School in Wollongong, NSW, he is teaching History Methods at UNSW (Sydney) and the University of Wollongong. In addition, he is also completing an MA thesis through the Australian Centre for the Study of Armed Conflict and Society (UNSW / ADFA) exploring the life of a NSW school teacher who became a PoW of Japan during WW2 and survived to re-enter the profession.*

### **6a Helen Hennessy - Teaching Literacy in the primary HASS classroom**

Primary teachers are often experts in teaching literacy in the English classroom but can be less confident when it comes to the skills needed for comprehending and composing in HASS. This session will examine the different demands of the early years classrooms and the 3-6 classrooms and suggest strategies to unpack the literacy for students.

*Helen Hennessy has worked as an Education Officer in Humanities and Social Sciences for Brisbane Catholic Education for eight years. In that time, she has assisted BCE schools to introduce the Australian Curriculum, Humanities and Social Sciences. Currently BCE has a focus on improving literacy in its schools so Helen is working with schools to consider the literacy demands of Humanities and Social Sciences and how these can be met with explicit classroom instruction.*

### **6b Maree Whiteley - Taking Action: students as global citizens**

Human rights and social justice are the key themes explored in this workshop, as we examine several examples of integrated units, as told by the teachers and students who participated in this action learning project. Australian Curriculum content from History, Geography, English and Civics Education drove each inquiry, as the students, from Year 5 to Year 9, argued an evidenced-based perspective on a global issue. This workshop will outline how to successfully implement Project-Based Learning (PBL) to enable your students to demonstrate their *Critical thinking, Literacy, Ethical and Intercultural Understanding* through an authentic task. This project of global significance was presented to an international audience of educators at the 2016 Practical Pedagogies Conference in France and has ongoing implications in providing our students with an opportunity to make a difference in their world. All participants will leave this session with a toolkit of practical teaching ideas and a copy of this online teaching and learning resource.

*Maree Whiteley is a Humanities consultant with the Association of Independent Schools of WA (AISWA) and an Associate Lecturer at the University of Western Australia (UWA), working directly with teachers and pre-service teachers, to assist them in implementing creative and innovative programs, using the new Australian Curriculum. An experienced primary teacher, with a passion for cultural heritage, social history and global education, Maree was involved*

*in the development process of the Australian Curriculum: History and is now a resource writer, Professional Learning presenter and coordinator of special projects.*

#### **6c Dr Katie Meale - Re-examining the Australian POW Experience: Breaking the Boundaries of the Division of the Theatres**

This paper is based on a doctoral thesis titled 'Leadership of Australian POWs in the Second World War'. The study united the POW experience of Australians held captive by the Germans and the Japanese by examining the human dynamics amongst the POWs. This is possible through examining four similar structures; different types of leaders (positional, professional and emergent), the types of groups men lead (formal, that is the POW population within a camp, compound, battalion or marching group, or informal groups, usually mates or acquaintances who found themselves in the same location), camp types (transit, permanent, working camps or forced movement) and common camp conditions (relatively stable, volatile and extreme). By using this contextual framework, the Australians' POW experience can be studied together through analysing a leader's dominant behavioural style in making his decisions and the interactions he had with the captor and his men. This paper, therefore, demonstrates the ability to use thematic studies of human behaviour to break the boundaries of traditional historical examination of Australian POWs. In this way, it challenges teachers to consider the traditional metanarrative of the European and Pacific theatre in teaching the Second World War.

*Dr Katie Meale is a passionate student and teacher of history. She graduated in 2016 with a Doctorate in History from the University of Wollongong, and has been studying and teaching history since 2005 at Australian National University, James Cook University and the University of Wollongong. Dr Meale has been a secondary teacher at St. Pius X College Chatswood since 2011. In 2017, she was appointed as the Religious Education Coordinator. In her spare time, she enjoys watching the Canberra Raiders winning.*

#### **6d Deborah Sulway - Political cartoons as historic records – breaking the boundaries and shedding a light on our democracy**

Australia has a rich tradition of political cartooning; nothing and no one is sacred. As a first draft of history, political cartoons are primary source documents that can help students understand issues and attitudes of the time. Every year MoAD showcases the year's best political cartoons in the popular *Behind the Lines* (BTL) exhibition. It is available online and as a travelling exhibition.

In this workshop, participants will learn how to deconstruct historic and contemporary political cartoons. Find out how MoAD's online BTL learning resources, including worksheets, slideshare presentations and interviews with cartoonists, can support the use of political cartoons in the classroom to interpret Australia's political and social history. This workshop relates directly to the Australian Curriculum learning areas of HASS, History, Civics and Citizenship, English, Media Arts and Visual Arts.

*Deborah Sulway has a background in primary education as a classroom teacher and in special education. Since leaving the classroom and moving into museum education, she has worked with students and teachers in public programs at Australian Parliament House and developed, and delivered education programs and products at the Museum of Australian Democracy at Old Parliament House (MOAD). She is the Manager of Learning at MOAD.*

#### **6e Michael Cocks- Mastering Source Criticism (and enjoying it as well)**

Do you feel that you should do more source analysis and evaluation in class but not sure how to? Are you unsure about what source criticism actually entails and don't know how to find out? Do you feel that teaching content often gets in the way of incorporating source work into your lesson planning? This seminar will explain each source criticism skill, show you how to easily build lesson experiences around them, and will provide you with ready-to-use activities. Turn source work into one of the most exciting parts of your History classes.

*Michael Cocks is a senior History teacher at Toowoomba Grammar School in Queensland and runs the educational History website, [www.HistorySkills.com](http://www.HistorySkills.com). He specialises in Ancient History and has a passion for reading ancient languages, including Latin, Greek, Hebrew and Egyptian Hieroglyphs. He is a textbook*



*author for the History Teachers' Association of Victoria, is a fact-checker for the BBC History Magazine, was a 2015 finalist in the QCT Teaching Excellence Awards and was recently announced as a Microsoft Innovative Education Expert.*

### **6f Melissa Riley and Sasha Jessop - Notes from the Trenches: the “Dirty Weekend of Archaeology for Teachers” – immersing teachers in inquiry-based learning**

In February 2017, a group of teachers became “novice archaeologists” at the site of Willow Court in New Norfolk, Tasmania. The Willow Court Project, which included the “Dirty Weekend of Archaeology for teachers”, was a joint archaeological/teacher education initiative by Flinders University and University of Tasmania, a hands-on experience designed to introduce teachers to the processes of archaeology in the field. Not only did the exercise enhance teachers’ understanding of archaeology, it also demanded their critical thinking skills and broadened their view of how these might translate to classroom settings.

In this workshop, participants will find out about the site and the “teacher dig”: how and why an immersive learning experience such as this can help with the teaching of History in developing the inquiry process mindset, to introduce deep historical and archaeological questioning and to flesh out key themes and concepts in the teaching of Australian History across all age groups. This discussion will be contextualised within the framework of a new National Curriculum which demands engagement with Australia’s ancient and colonial material culture past like never before. You might even hear a ghost story.

*Melissa is a trained archaeologist turned history teacher. A recipient of the 2014 NSW Premier’s HTA History Scholarship, Melissa has started project Archaeohub and the biennial conference Archaeomeet, bringing Australian archaeology to the forefront of teaching and learning.*

*Sasha has been a teacher of History and HSIE (SOSE/ HASS) in secondary and primary schools, and is an education consultant working for the Australian Catholic University in Teacher Education and AISNSW.*

### **6g Dr Naomi Barnes - Dead White Guys and Nice White Ladies: why imaginative inquiry is important in history**

Every History teacher knows that the historical record is written by the winners, built upon the available archival evidence largely of government and economy. The domestic histories are in written record through the analysis of correspondence, diaries and the society pages. Emphasis within History methodologies on objectivity and historical fact means these histories are the ones which get told. But they are the stories of the famous and the infamous – those who have records. Does this mean that the unrecorded histories are less valid? Of course not, but they require imagination to be recorded. This lecture will challenge History teachers to question their assumptions about historical objectivity and consider imagination as a way to resist the continued reiteration of colonial and patriarchal narratives of history. This lecture will also give practical advice about using metaphor and extrapolation to teach rigorous imaginative historical inquiry.

*Dr Naomi Barnes is a socio-cultural researcher of digital space and uses historical and literary metaphors to provide insight into modern phenomena. She currently teaches History and HASS curriculum studies to preservice teachers. Naomi worked as a History teacher in government, systemic Catholic, and Independent schools for 13 years before making the move to academia.*

### **6h Samantha Rutter - The Fight for Recognition: Indigenous Rights in the 20<sup>th</sup> Century**

2017 marks two very important anniversaries: the 50<sup>th</sup> anniversary of the 1967 referendum, and the 25<sup>th</sup> anniversary of the High Court’s Mabo Decision. These two events were significant markers, on a longer timeline of smaller events across the 20<sup>th</sup> century that together shaped our nation’s gradual recognition of Indigenous rights. In the 1960s and 70s Aboriginal and Torres Strait Islander Peoples used a range of methods in their struggle for rights and freedoms in Australia. From going on strike, to sending a petition to the Queen and ultimately changing the Constitution, these significant moments in

Australian history have been documented in the records held by the National Archives of Australia. In this workshop participants will investigate a range of primary sources from the National Archives' collection and discover new ways to use archival records in the classroom.

*Samantha Rutter is Assistant Director, Learning and Visitor Experience at the National Archives of Australia. A former teacher, her career in education has included the State Library of Victoria, the Australian War Memorial, Bell Shakespeare, and the National Library of Australia. In 2008, she was a research fellow at the Bibliothèque nationale de France, focussing on engaging young audiences. At the heart of her approach to student engagement is a passion for communicating cultural heritage, and a determination to ensure that geographic location is no hindrance to accessing museums and keeping places.*

**6i Karen McPherson - EXCURSION RETURNING AT 4:30PM Exploring Australia's connection with Rabaul 1919 – 1945 including an excursion to Wacol's Military Museum run by the New Guinea Volunteer Rifles and the Papua New Guinea Volunteer Rifles Ex-Members Association Inc.**

Australia's connection with Rabaul began at the Treaty of Versailles when our young nation took responsibility for formerly- German New Guinea. Through the interwar years, many returned servicemen relocated to Australia's mandated territory. By the outbreak of WW2, a vibrant community of ex-pats made New Britain and neighbouring islands their home. Today few know about the Australians in Rabaul who became 'hostages to fortune', their lives sacrificed for Australia's defence. Nor do they know about the Montevideo Maru, Australia's worst maritime disaster, the massacres, the civilian women and children who became refugees, the extraordinary stories of escape through tropical jungle or about those who stayed behind and risked their lives as Coastwatchers. The Australian Government was shaken and our national security dramatically exposed. It is 75 years since the fall of Rabaul and this tragic loss of lives. This session will provide educators with knowledge and resources to ensure this significant chapter of Australian history is remembered.

The New Guinea Volunteer Rifles was established at the beginning of WWII from the local male residents. Wacol's Military Museum is run by New Guinea Volunteer Rifles and Papua New Guinea Volunteer Rifles Ex-Members Association Inc. and is well worth a visit.

*Karen's passion for History began as a young girl when she learned of the personal loss her family suffered as a result of both World Wars. Throughout her teaching career her love of Humanities and in particular History remains at the centre of her work. She currently teaches Years 8 to 10 History in Canberra. Karen is also a member of the Rabaul and Montevideo Maru Education Committee and contributed to the curriculum documents for the PNGAA's Project 150.*

### **7a Darren Copland- History Must Have a Purpose!**

History on a page does not inspire change! As educators, our end goal is to influence lives. We have the incredible opportunity to shape the way young people think, the way they view the world, and the way they behave. Understanding history is perhaps one of the most powerful, but often overlooked connections to identity and purpose.

At Emu Gully, we believe that we must "Acknowledge our History" so that we can "live with Purpose". Through this session, we will examine how Emu Gully's "hands-on approach" to history inspires change. We will discuss a range of strategies, techniques and concepts including: the power of stories, breaking boundaries, the power of a physical experience, history identity and purpose, and real life application.

*Darren is an experienced educator and is passionate about positively influencing young people. Darren taught Physical Education at Southside Christian College for 6 years before moving to Emu Gully Adventure Education Group in 2002. After more than 10 years in the field, Darren is now the CEO of Emu Gully, studying his MBA, and convinced that understanding history is critical for the development of young people.*

### **7b Alison Lloyd - The First Emperor vs the Last Empress: how modern China was made**

First Emperor Qin Shihuang and Empress Dowager Cixi are iconic figures in Chinese history. Both had a reputation for ambition and brutality. Both came to power at a time of political crisis and had a profound impact on the Chinese nation. Alison Lloyd has written on each of these leaders and the societies they

ruled. Her non-fiction books, illustrated by Terry Denton, tackle themes such as imperialism and social change, in a way that is accessible and entertaining for upper primary and lower secondary students. This presentation will compare the life and times of Qin Shihuang and Cixi: the Qin vs Qing dynasties.

*Alison Lloyd is an Australian writer of historical fiction and non-fiction. Her most recent book is Dragons, Devils and Rebels: the true story of China's last Empress. Alison is a Chinese-speaking 'foreign devil' herself, having invaded China as a university student. She later worked in the Department of Foreign Affairs and Trade. Her account of China's First Emperor, Wicked Warriors and Evil Emperors, was shortlisted by the Children's Book Council of Australia.*

#### **7c Tim Gurry OAM - Great Online Resources for the Australian History Classroom**

Australian History Mysteries is a subscription-based website of classroom lessons and interactive learning specifically relevant to the national history curriculum: History Years 1-6, 7, 9 and 10. Current case studies include a wealth of video, print and interactive content. The AHM case studies are designed to stimulate students' interest in and engagement with aspects of their history. By investigating some of the mysteries in Australian History it encourages historical skills development, including equipping students with the capacity to develop historical thinking and imagination in greater depth at their respective learning levels. Participants will be provided with a 7-day subscription to explore the site.

*Tim is managing director of his own award-winning company Ryebuck Media Pty Ltd that specializes in the development of education and public awareness programs. He has co-written and edited a wide range of publications for the Australian Curriculum as well as producing and presenting television and video productions. Tim is a former president of the HTAA, a life member of the History Teachers' Association of Victoria and in 2015 was awarded an OAM for services to education and the community.*

#### **7d Merrilee Chignell - Wartime Teaching Activities and Resources - Anzac Portal**

Inquiry learning publications, documentaries, debates, interviews with veterans and Australian wartime websites are all available on the Anzac Portal. If you want support with teaching the conflicts from First World War to more contemporary times, this hands on workshop will show you how to use this portal of resources with your students. Hard copy resources will also be provided at this workshop.

*Merrilee Chignell presently works in Commemorations Branch, the Department of Veterans' Affairs (DVA) developing education materials for Australian schools aligned with the Australian Curriculum: Humanities and Social Sciences (History). She has a teaching background and has developed educational publications for cultural institutions including the Parliamentary Education Office, the Australian War Memorial, the National Museum and DVA since 1989. She is passionate about producing engaging, inquiry learning history resources and supporting busy history teachers to use rich primary sources. DVA has published award winning books on wartime history for junior through to senior students and continues to provide quality resources free of charge to schools.*

#### **7e Kira Sampson - Teaching Essay Writing for Beginning Teachers**

For beginning teachers! An introduction to teaching essay writing to Middle School students. Kira will share resources and her method of teaching structured, argumentative writing to Middle Schoolers. Discussion about other strategies will be welcome.

*Kira Sampson is an experienced teacher of History, Modern History and Big History from Years 8-12. Currently, she works at Somerville House in South Brisbane and is a great believer in modelling work for students.*

### **7f Darlene Hill - Usurper, Beauty and Seductress: 3 leading women in Ancient Egypt**

Over the years, Egyptian women in leadership roles have been the source of great controversy, being both maligned and lauded. The three women who are the focus of this presentation are Hatshepsut, Nefertiti and Cleopatra. Hatshepsut has been portrayed as a usurper of the throne, whose image was justifiably defiled by Thutmose III, as her interest in the throne lay only in her desire to achieve prestige above her male counterparts. Regarded as the most beautiful woman in the Ancient World, Nefertiti is regarded as the enigmatic wife of Akhenaten, the heretic king, and nothing more than a tokenistic foil to her husband. Cleopatra has been typified as a seductress, employing dramatic and extravagant actions to secure favours for her beloved Egypt. Do these women of Egyptian history deserve their notoriety or did they achieve this as they were *Breaking Boundaries*?

*Darlene is an experienced History teacher, who has taught in both state and independent education systems. Her passion for History was ignited as a child, and led her to be part of the Australian Archaeological Expedition to Egypt, working with Professor Naguib Kanawati.*

### **7g Dr Darius von Guttner - Teaching History in the post-truth world**

In 2016 “Post-truth” became the Oxford English Dictionary’s word of the year. The notion of “alternative facts” is no longer just a mere suggestion but an expression used in everyday language. Both “post-truth” and “alternative facts” challenge History teachers as well as the conceptual framework of History teaching and History curriculum. This lecture will address the fundamental tenets of “historical truth” and the role of teachers as enablers of students’ critical thinking focusing on historical perspectives and historical interpretations.

*Dr Darius von Guttner is a historian whose work concentrates on European history and in particular on its military and religious aspects. He is a Fellow of the Royal Historical Society and the author of *The French Revolution (Cengage, 2016)* and numerous publications on History.*

### **7h Clayton Barry - An Exquisite Tension: historical significance and teacher choice**

That history teachers make harried choices about which history to include or omit in their classrooms seems, to those wielding the chalk, strikingly obvious. One cannot “avoid choices,” as Seixas claims, “one cannot simply include more.” Therefore, for the teacher, an exquisite tension exists between *which* history to rescue for the present and *which* history to allow to recede into the white noise of a black-and-white past. Fortunately for teachers, we can rely on the magisterial and mystical Australian Curriculum: History to decide which history is suitably significant for the present. The document presents in the most neutral of fonts all that is required to be taught in schools. Its majesty lies in the broad strokes of the past that students are required to learn, exemplified best by the sweeping grandeur of Year 7 – 60,000 years of human history across 50 hours of learning! Its mystery lies in the fact that it would require roughly 19436 continuous days of teaching to do justice to the history extant in the Australian Curriculum’s innocent-seeming content descriptors. Certainly, given this pleasant scenario above - an almost infinite history teaching universe! - our students would KNOW their history. But they would be graduating high school at 53 years of age which *may* (the presenter reluctantly admits) have unforeseen economic implications for the nation.

This practical workshop allows teachers to consider *how* they make choices about historical significance in the classroom. Suitable for Early Years to Senior teachers, the workshop promises to pit teachers *mano a mano* in a battle (okay, really just a polite fight) to determine *which* history should enter the classroom and *which* history should be submerged into the murky swamp of the forgotten past.

*Clayton Barry teaches history in a government high school. In his free time, he enjoys long walks on the beach with syllabus documents and is the only teacher he knows of who loves teaching the economic theory of mercantilism.*

### **8a Brette Lockyer - The Statues Project**

Have you ever wondered how to enrich the History Curriculum with interesting local content? Following up on a request from a team of Year Five teachers, the 'Statues Project' was created to bring passion, perspective and a critical voice into the history program. Each week over the course of a year, the Year Five students are presented with stories surrounding some Australian statues, monuments and place-names. Why or why not does this historical figure have statues in our community? Which of their deeds or not-so-good deeds are worth remembering? How do our statues show values and perspectives of a time in history? The 'Statues Project' was a weekly 10-minute oral storytelling session to enhance the local content in the Year Five History program. A blog was set up to enable students to respond to the stories. It was a semester-long collaboration between classroom teachers and the ICT Literacy/Librarian to enrich the subject and get students thinking - and contesting the thinking of others. The culmination of the project was an exhibition evening of student work featuring art, drama and technologies.

*Brette Lockyer is the ICT Literacies Teacher at All Saints' College in Perth. A classroom teacher for most of her career, she has set out on a mission to purposefully integrate ICT in all classroom lessons, whilst improving her own knowledge of history. Brette works alongside teachers in her school to improve student learning with ICT, and integration of STEM in all subject areas.*

### **8b Robin McKean - Breaking Barriers with Historical Game play**

Digital Technologies break historical barriers to *Influence Passion, Interest, Engagement* in the upper primary and lower secondary studies of the Ancient Past. This Digital Breakout is based on an immersive digital-game-based strategy designed to introduce students to a curriculum-specific, problem -, project -, challenge-based learning activity. Game Play necessitates application of a growth mindset, resilience, and perseverance. This ultra-engaging learning game based on a CSI Cold Case Investigation of the ill-fated Narrabeen Man will teach teamwork, problem solving, critical thinking, and troubleshooting by presenting participants with challenges that ignite their natural drive to problem-solve. Delegates will have an opportunity to engage in the Digital Breakout and use a range of embedded digital tools and primary source information to deliver learning activities during game play. To conclude, delegates will work with those tools and established templates to design a learning activity using this different way of delivering curriculum content within a collaborative real world context.

*Robin McKean is a passionate advocate for the invisible use of Digital Technologies across all Curriculum Areas. Her digital delivery of the Western Australian History (HASS) Curriculum as a thematic and empathetic thread for STEM and National History Challenge project and place-based learning has enhanced student learning and piqued teacher enthusiasm and interest at Teachmeets, workshops and conferences at Local, State and National Levels. She is currently 'Breaking Boundaries' designing curriculum linked Mixed Reality Learning Activities for Heritage Perth.*

### **8c Sue Burvill-Shaw - Threshold Concepts in History**

Researchers Jan Meyer and Ray Land have identified a type of concept that, once understood, transforms perception of a given subject. These Threshold Concepts are, therefore, vital to a deep understanding of any discipline. In History, these concepts are identified in the Australian Curriculum and include evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. This workshop will first introduce some of the key research into Threshold Concepts and then facilitate teacher discussion and sharing of ideas about what these threshold concepts mean in History and how they might be taught and evaluated.

*Sue Burvill-Shaw has been a classroom teacher for over 32 years. Sue has been a regular presenter of workshops at both State, National and International Teachers' Conferences and is widely published on a range of issues, including Literacy across the Curriculum, Extending Gifted Learners in the Mainstream Classroom, and Effective Historical Inquiry. Sue is currently a Doctoral Candidate at Griffith University, QLD.*

### **8d Dr Linda Wade and Associate Professor Martin Crotty -The First World War and Australian Women: beyond "We Were There Too"**

Historians have long lamented that the story of Anzac has marginalised the contribution of women to Australian history by suggesting, for example, that it was men who “gave birth to the nation” and by privileging military endeavour, traditionally and with a few exceptions closed to women, as the highest form of civic endeavour. In recent times, some historians have sought to challenge this through “compensatory” or “participatory” history – writing women back into the story of Anzac by emphasising their contribution as nurses and as volunteers. This conference session will discuss the dangers of this approach, and will suggest instead an alternative approach of looking in some detail at the costs which the war imposed upon Australian women – including the difficulties of making do without the menfolk, allegations of disloyalty, grief, and the challenges women faced when the menfolk returned to Australia, to workplaces, and to their homes.

The presentation section of the workshop, led by Associate Professor Martin Crotty, will be followed by a workshop facilitated by Dr Linda Wade. Workshop participants will work with a number of primary and secondary documents suitable for use in the classroom with Year 9 students who are studying the WWI Depth Study. Together, the two strands of the conference session will equip teachers with tools to deliver a fresh perspective on Australia’s war experiences and the Anzac Legend.

*Associate Professor Martin Crotty teaches History at the University of Queensland, where he has recently concluded a term as the Head of the School of Historical and Philosophical Inquiry. Martin’s main areas of research and teaching are Australia in World War I and Australian ideals of masculinity. He has written and commented widely on the Anzac legend, including how teachers might approach the topic with appropriate delicacy and sensitivity, but without repeating its tired catechisms.*

*Dr Linda Wade is Curriculum Leader for the Department of Social Science at All Hallows’ School. Her Doctoral research focussed on Australia’s memories of war experiences in the town of Villers Bretonneux, France. As part of that work she examined the ways women played crucial roles during the war: through voluntary war efforts on the home front, through creating and maintaining networks of support, and through the promotion of war memory in the years after 1918.*

### **8e Joshua Duff - “The Source of the Skill”: developing historical skills via source analysis**

The Australian Curriculum: History has brought about a change in the nature of history as a discipline in schools around Australia. No longer about simply teaching content, history is about teaching historical skills while using the content as the driver to teach these skills. Additionally, one of the most difficult boundaries a history teacher faces is engaging students in the difficult work of source analysis and evaluation.

This interactive workshop will investigate a range of scaffolds and strategies which have been specifically developed to break down the boundaries of source analysis and evaluation. This workshop provides tools for teachers to use in their classroom to help address historical skills such as perspectives and significance, source analysis and evaluation, and motives, values and attitudes. Furthermore, these tools and scaffolds allow the opportunity for teachers to embed higher order thinking while covering key historical content and skills.

*Joshua Duff is Curriculum Head of Department at Moura SHS in Central Queensland, teaching both junior and senior history while also managing Humanities, English, HPE and Arts Curriculum. He is a member of the CQ Ancient History Panel, was a CQ History Mentor for Australian Curriculum: History implementation and presented at the 2014 and 2016 HTAA Conference, as well as the 2015 QHTA Conference. Currently studying his Masters in Gifted Education, Joshua has developed a range of source analysis scaffolds to help promote the development of historical skills and higher order thinking in students.*

### **8f Dr Gary Hine - The Presence and Acceptance of Fiction in Ancient Historiography**

The focus of the presentation is to underline the blurring of fact and fiction in ancient historiography. An appreciation of this aspect of historiography is crucial to understanding the questions of historicity in ancient narratives. At times, the debate is explicit where one author highlights the inadequacy of another historian's narrative. At other times, the debate is implicit where various authors reshape accounts without further reference. Attention will be given to what ancient Greco-Roman historians regarded as acceptable historiographic methodology. It will be suggested that while ancient Greco-Roman historians often set down guidelines for what they considered to be 'good' historiography, adherence to these guidelines was often lax and varied from historian to historian. In practice, ancient Greco-Roman historiography often blurred the boundaries between fact and fiction. Consideration will be given to the manner in which Israelite and Jewish-Hellenistic historians approached historiography by considering the methodology of 'later' historians in reshaping 'previous' accounts. A case study from the Jewish-Hellenistic tradition (1 Maccabees and 2 Maccabees) will be analysed to illustrate that historians felt free to shape previous or contemporaneous historical accounts.

*Gary has taught senior history in New South Wales and Queensland secondary schools for 25 years. His research interests include ancient historiography, New Testament, and Jewish-Hellenistic literature. He holds a PhD in this field with his dissertation addressing the methodology of the Jewish-Hellenistic Historical Fiction Monograph.*

### **8g Michelle Brown- Feminism: not just a conversation for girls**

This session will present aspects of a unit which has been specifically designed for a mixed ability, mixed gender senior Modern History class. It is currently being run as a composite class in 2017. It is also designed for a school with its key LOTE area being Japanese, with a sub-focus on Japanese feminism as a result. This is a unit which is initially met with some trepidation on the part of the boys and in our fourth wave of feminism is increasing anticipated by girls. The teaching challenge set and usually met is to find ways to make it meet the anticipations of the girls in a way that also surprises and intrigues the boys.

*Michelle Brown is a long-time executive member of QHTA and a popular presenter at QHTA conferences. The work produced by her students is notable for the depth of historical understanding demonstrated within it. Michelle's workshops provide teachers with food for thought and ideas for practical activities to further learning goals in the History classroom.*

### **8h Paul Foley and Billy Penfold - Why consider Modern Cambodian History as an Option for your Senior History Curriculum?**

This workshop will examine the fundamentals for a study of the rise and legacy of the Khmer Rouge regime. Delegates will be provided with a proposed course of study, resources and options for assessment tasks. The workshop will also engage in a discussion on the present-day relevance of such a study of modern Cambodia and why the story of the Khmer Rouge is highly relevant today.

*Mr Paul Foley, Head of Humanities at Loreto College, Adelaide. Paul is President of the History Teachers' Association of SA and is also President of the History Teachers' Association of Australia. He formerly taught in regional Victoria and London and has been a regular contributor to PD activities for History teachers. Paul also represents History teaching on various boards and committees including DVA Consultative Forum (SA) and is Chair of the Simpson Prize.*

*Mr Billy Penfold is a History archivist who specialises in the History of the Khmer Rouge and the Battle of Dien Bien Phu. Billy, through his historical research and 18 years of conducting historical tours to Cambodia, has gathered extensive oral and written histories of the Khmer Rouge era. Billy has also spent years collecting relics from the former Khmer Rouge with the intent of one day displaying the items to help educate the Khmer people in Cambodia and around the world. Billy is in a unique position to gain access to the former Khmer Rouge and would like to share his insights and experiences with an eye to showing what future generations can learn about the Khmer Rouge regime.*

### **8i Nicole Mansfield - Conflict in Indochina 1954 - 1979: Moving Beyond the Vietnam War**

The Vietnam War has always been a popular unit in Australian schools. It has normally been studied as a standalone unit or in a Cold War context. Students have often focussed on US Foreign Policies and the nature of the strategies and tactics used by the USA and their allies, including Australia. The Modern History Syllabus in NSW has recently shifted the focus of its study so that students study the growth of nationalism and communism in Vietnam, Cambodia, and Laos. This enables students to look not just at the changing nature of the conflict, but also at the similarities and differences in ideology and implementation in the region.

This session will focus on where the Vietnam War fits into the broader idea of 'Conflict in Indochina' and some of the significant similarities and differences between Vietnam, Cambodia, and Laos 1954 – 1979.

*Nicole is the Head of History at Shore, an independent boys' school in Sydney. She has been teaching senior Modern History for many years and has an interest in 20<sup>th</sup> Century Asian History. She has extensive HSC Marking experience and more recently has also been involved in reviewing the NSW Modern History Syllabus, and writing units of work for the NSW Education Standards Authority.*

### **9a Nick Adeney - Learning Platforms: engaging students through empathy**

This session will demonstrate innovative and engaging learning platforms to teach Australian History to Years 4-6. Firstly, this session will show you ways to design the curriculum to engage students through empathy. Secondly, this session will model the use of History as an authentic context where Literacy and Numeracy skills are learned and applied through inquiry, research and creative expression. The learning platforms present Australian History in such a way that students will engage quickly, empathise with the citizens of the past and understand key concepts with depth and breadth.

*Since beginning teaching in 2001, Nick Adeney has had a variety of classroom experiences and is currently teaching Year 5 at St Michael's Grammar School, St Kilda, Victoria. He is passionate about quality History Education in the Primary Years, developing innovative learning platforms. He has presented at HTAV, HTAA and HTAV/GTAV Conferences since 2014, written articles, and judged the HTAV Historical Fiction Competition. Nick completed a Master of Education in 2010 and is a current Director of the HTAV.*

### **9b Deirdre Farrar - Beyond Reality: History through virtual creation**

Teaching understanding in History has become increasingly challenging. With the ubiquitous nature of the internet and its accessibility through BYOD, 1:1 computing, smart phones, smart watches and tablets, History students so often rely upon the internet for the answers. When we study the past, we already know how events have unfolded, the consequences and implications in the short and long term. How can we encourage students to engage with History and think critically about it?

This presentation looks at Year 10's creation of virtual 3D Holocaust museums and memorials – the successes, the challenges, the unexpected – and how project-based learning can be the new frontier of teaching History. Explore how projects can be used to build student creativity, critical thinking, engagement, ICT skills and a growth mindset.

*Deirdre is a History teacher who, in her ICT Support role, assists teachers to develop their own use of technology in the classroom. She is passionate about using innovative technologies to foster student engagement, critical thinking and creativity.*

*Deirdre has been utilising project-based learning and flipped learning to develop learning experiences that transform how students understand the past. She encourages her students to go beyond the historical content while cultivating 21st century skills and promoting a growth mindset.*

### **9c Tracy Sullivan, Des Hylton and Casey Leaver - Big History Project: developing critical reading and thinking skills**



The philanthropic initiative Big History Project aims to make Big History broadly available in school classrooms and online. It challenges students to ask the big questions about our universe, our planet, life and humanity. Explore where we are going in the future and challenge your students to develop the skills and knowledge they need to get there. This session will outline how the Big History Project course engages students in inquiry, analysis and argument through problem-based learning. You will also hear from Big History Project teacher leaders how the course is being implemented in their classrooms and aligns to the Australian Curriculum.

*Tracy Sullivan is Education Leader of the Big History Institute, responsible for the Big History Project in Australia and coordinating educational initiatives within the Big History Institute to support the growth and development of Big History globally.*

*Des Hylton is Head of Inquiry Learning at St Paul's School and a Big History Project Teacher Leader.*

*Casey Leaver is Head of the Department of Humanities at Ipswich Girls Grammar School and a Big History Project Teacher Leader.*

#### **9d Christian Machar - 30 Ideas v.4**

The latest version of the '30 Ideas' workshop returns to Brisbane – where it all started in 2014 - with 30 new ideas to try out in the classroom. From practical ideas to activities to resources, this workshop provides an opportunity to take something and use it in the classroom tomorrow.

*Christian Machar is the Head of MS Humanities at Brighton Grammar School. He has presented at the HTAA National Conference in 2014, 2015 and 2016. He is a co-author of Oxford Big Ideas - Humanities 7 Victorian Curriculum.*

#### **9e Ben Hegerty - Innovative Ideas for your History Classroom: as shown through a World War II Depth Study**

Does Oskar Groening, the 'Auschwitz book-keeper,' deserve punishment? What evidence would you use if you were the prosecution or defence in a trial for an accused Nazi war criminal?

This workshop will share a concise inquiry unit related to the 10 History WWII depth study, which is likely to generate spirited debate amongst your students, encourage them to be critical with ideas and sources of evidence, and to engage with important and complex ethical issues that are still relevant today. The aim of this unit is to spark students' interest in History with a complex and engaging topic and to involve them in shaping the inquiry through input into the sequence and content of lessons and assessment. The unit provides students with an introduction to life under Hitler and the events of the Holocaust, before requiring them to find, use and cross-examine evidence in a simulated trial of an accused Nazi war criminal. This unit has proved very popular with students at Stuartholme School, with highly positive feedback and levels of engagement. Attendees will receive a digital and hard copy of the unit resources and an introduction to the web 2.0 technologies and games used to organise learning experiences and track student progress.

*Ben Hegerty is a History teacher at Stuartholme School in Brisbane and organiser of QHTA's student seminars. He is currently the vice-president of the QHTA and a Brisbane Central District panellist for Ancient History. His students have been Queensland winners and runners-up of the QHTA writing competition, Simpson Prize and National History Challenge and he is currently studying for his Masters in History at UNE.*

#### **9f Michael Cocks - Teaching Research Skills Effectively**

Students and teachers of History often find research tasks daunting and complicated, resulting in many dreading this part of the subject. However, research does not need to be boring or laborious. This session will provide a clearly structured approach to such assessment pieces and will explain how each step in the process helps develop students' analytical and inquiry skills. Attendees will receive fully prepared resources, including a ready-to-use digital research

journal for student use. If you have always wanted to improve your students' results and enjoyment of research tasks, then you will be surprised how easy and satisfying History research can be.

*Michael Cocks is a senior History teacher at Toowoomba Grammar School in Queensland and runs the educational History website, [www.HistorySkills.com](http://www.HistorySkills.com). He specialises in Ancient History and has a passion for reading ancient languages, including Latin, Greek, Hebrew and Egyptian Hieroglyphs. He is a textbook author for the History Teachers' Association of Victoria, is a fact-checker for the BBC History Magazine, was a 2015 finalist in the QCT Teaching Excellence Awards and was recently announced as a Microsoft Innovative Education Expert.*

### **9g Simon Baker - 'History of the Future': using technology to break physical boundaries**

This session will look at how current and emerging technologies can be used in the History classroom to engage students and drive higher order learning. While the STEM subjects attract a great deal of attention (and funding) there are still endless possibilities to transform the History classroom. 'Flipping' classes have been around for a few years now, however this strategy is rarely used in History or other HASS subjects. We live in an age where students need to be able to learn anywhere, anytime and anyhow. The best way to achieve this is via a Flipped or Blended approach. In this session, Simon will go through the basics of transforming your traditional classroom into an online, 21<sup>st</sup> century course which students can access whenever they want. Simon will give examples of Flipping/Blending in both the Middle and Senior years, as well as other useful 'apps' that will engage students and foster a love of History. Participants will require a laptop (PC or Mac) for the session as it will be hands on.

*Simon loves technology and how it can be used to generate engagement and authentic learning. His passion for History is endless, as he reads about it, watches documentaries on it, and even paints miniature historical figurines! Simon grew up in the UK near Chester (Roman Fortress) which kickstarted his love of History. He says that he is a stereotypical Geek, in that he loves the latest tech and spends too much time online (just ask his wife!). Simon's current position is the Coordinator of Digital Learning at Nuriootpa High School.*

### **9h Susan du Rand –Historical Thinking: teaching skills through the content of Apartheid**

This workshop will concentrate on teaching historical skills through the content of Apartheid. The end of Apartheid in South Africa will be examined through evidence such as cartoons, political posters and iconic photographs. Comparisons and contrasts will also be drawn between Australia and South Africa and the session will highlight other significant examples of racial struggles suitable for the Yr 10 Rights and Freedom Unit. The aim of the workshop is to equip teachers in assisting their students to engage critically with historical sources. Attendees will receive a digital and hard copy of the resources used in the presentation. The struggle to end the Apartheid system in South Africa and to establish a multi-racial democracy would suit senior history classes investigating Apartheid specifically, or civil rights movements more generally.

*Susan du Rand has taught senior history for twenty-five years and is currently teaching Senior History at The Gap State High School. She is author of a History Text Book Series, *Shuters History (2006)* and *A New Spin on History, Grade 12, (2009)* both published by Shuter and Shooter. She also worked as a History writer for Curriculum into the Classroom Project. Susan is a member of the Modern History District Panel and the Executive Committee of the Queensland History Teachers Association.*

### **9i Jonathon Dallimore - Writing the New History of the Second Indochina War**

The last two decades have produced exciting developments in the historiography of the Second Indochina War (Vietnam War). Historians have done much to break through old debates focussing on America to consider a range of new perspectives and experiences connected to these events. This session aims to provide a brief orientation to some of these historians and their work along with some opportunities for including them into secondary courses.

*While Jonathon is currently enjoying a 12-month sabbatical from teaching history at Smith's Hill High School in Wollongong, NSW, he is teaching History Methods at UNSW (Sydney) and the University of Wollongong. In addition, he is also completing an MA thesis through the Australian Centre for the Study of Armed Conflict and Society (UNSW ADFA) exploring the life of a NSW school teacher who became a PoW of Japan during WW2 and survived to re-enter the profession.*

### **10a Mark Devaney – Bringing history alive in the primary classroom through the use of ICT**

Find out how ICT can be used to produce classroom assessments and to help bring History alive on excursions with teachers from Brisbane Urban Environmental Education Centre. Mark will provide information on how teachers can help deliver curriculum content in engaging programs that target year 2, year 3, year 5 and year 6 on their incursions and excursions which all are designed to take learning beyond the classroom. In addition to this, Mark will show how you can use ICT as an assessment tool in the classroom. Mark will demonstrate how the use of technology can assist in taking students back in time to provide a better understanding of what life was like in convict times in the Moreton Bay Penal Colony. Further to this, he will show how teachers can use iPad applications to produce assessable pieces of work when tackling the concepts of continuity and change in the classroom.

*Mark Devaney is a teacher with Brisbane Urban Environmental Education Centre, which specialises in the teaching of History, Geography and Science in the field for primary and high school students. The centre specialises in the meaningful use of ICT to engage with students and the provision of 'real world' learning experiences to provide curriculum support for classroom teachers across the Metropolitan Area.*

### **10b Robin McKean and Maree Whiteley - STE(A)Ming into History**

This session will unpack Historical Inquiry using HASS skills and iSTEM capabilities to explore and create while investigating the significance of time, place and people associated with the past, present and future of a particular place. Participants are asked to BYOD iPad, Smart phone or tablet as you will be introduced to a range of Apps and digital games to start you on your own Digi-storytelling journey, creating *your* digital resource, designed for *your* students in *your* classroom and beyond. All participants will leave this session with a toolkit of practical teaching and learning ideas with authentic curriculum links.

*Robin McKean is a passionate advocate for the invisible use of Digital Technologies across all Curriculum Areas. Her digital delivery of the Australian History (HASS) Curriculum as a thematic and empathetic thread for STEM, the National History Challenge and place-based learning has enhanced student learning and piqued teacher enthusiasm and interest at Teachmeets, workshops, and conferences at Local, State and National Levels. She is currently STEAMing into History by designing curriculum-linked Mixed Reality Learning Activities for Heritage Perth.*

*Maree Whiteley is a Humanities consultant with the Association of Independent Schools of WA (AISWA) and an Associate Lecturer at the University of Western Australia (UWA), working directly with teachers and pre-service teachers, to assist them in implementing creative and innovative programs, using the new Australian Curriculum. An experienced primary teacher, with a passion for cultural heritage, social history and global education, Maree was involved in the development process of the Australian Curriculum: History and is now a resource writer, Professional Learning presenter and coordinator of special projects.*

### **10c Simon Corvan - Digitally Mediated Conversations**

The contemporary teacher-designer has access to digital technologies with extensive pedagogical affordances and the potential to transform the learning environment when utilised appropriately. Through their use, the learner has the opportunity to create, share and organise their personal learning environments as well as to engage in collaborative activities. There is a fundamental shift in the way students can learn, consume and produce new artefacts through the thoughtful and informed implementation of a suitably designed curriculum and learning environment. Advances in technology allow

the student experience to be more interactive and distributed, including the means to be actively involved in incredibly complex networks of information, resources and instruction.

All Hallows' has embraced the capacity of cloud-based technologies and stylus devices to vary the modes of delivery of feedback beyond the traditional handwritten comments. Feedback is given, received, and responded to in the following modes: typed, drawn, audio and video. Varying and combining multiple modes allows teachers to present feedback more meaningfully for their students. Students can asynchronously access, review and respond to feedback. This allows students to be more aware of their own learning, and be more easily able to recognize mistakes and develop strategies for tackling points themselves.

*Simon is responsible for the continuous improvement of teaching and learning practices and the further enhancement of the academic culture at All Hallows' School. He teaches history as a series of arguments and is fascinated by the way technology empowers student voice. Simon has taught in both state and private sector schools in Australia, England, and South Korea.*

#### **10d Dr Rosalie Triolo - Queensland Schools, the Great War, and the First Anzac Day School Paper**

Schools played a much larger role in the institutionalisation of Anzac Day in Australia in the early C20th than many historians have considered. Queensland's Department of Public Instruction, for one, produced its first Anzac Day *School Paper* for Grades V and VI in 1916, complete with a highly decorative and colourful front cover (very rare for the time), a more sombre back cover, and 80 pages of contents related specifically to Australia, the Empire and the war. Teachers, students and wider school communities of the time would have realised the significance of Anzac Day commemoration and that the day would continue to be commemorated for many years thereafter. Workshop participants will receive a complete colour copy of the rare 1916 Queensland *School Paper* as well as the DVA secondary school resource *Schooling, Service and the Great War*. The rich and 'new' primary source nature of both, accompanied by an inquiry-method approach, offers fresh and Queensland-specific considerations for modern-day teaching about the Great War.

*Rosalie is a senior lecturer in History Education, presents regularly in state, national and international settings, has published scholarly as well as professional learning and classroom-ready work in diverse forms for primary, secondary and tertiary audiences, and has won awards for publications, presentations and service. She is HTAV's president and an HTAA vice-president, having been active with both for many years. She is also an elected or invited member of other state and national education and historical organisations.*

#### **10e Tianna Killoran - Queensland's History Curriculum: negotiating spaces and tensions**

History education is a contentious matter due to its civic and nation-building capabilities, which is exacerbated by the 'unfinalisable' nature of successive curriculums dictated by state and federal governments. Very little attention has previously been given to state history curriculums, with Queensland particularly neglected. Yet these curriculums have within them spaces of negotiation and tension while aiming to develop both a collective national identity based on a shared historical memory and also positioning Australian students for success within broader global contexts. This presentation analyses secondary Queensland history curriculum documents from the 1970s through to the present using theoretical concepts around official knowledge, mentioning, and heteroglossia. This analysis finds that whilst successive curriculums have attempted to coordinate the main 'Australian historical narrative' with alternative perspectives, also balancing this with national interests, the curriculum often lags behind current national conversations and attempts at diversity. This presentation discusses the ways in which successive governments have established and negotiated alternative constructions of a national and collective historical memory to produce citizens that are 'prepared for the 21<sup>st</sup> century'. An understanding of the processes of authority and control within the curriculum enables teachers to negotiate these spaces and tensions successfully.

*Tianna Killoran is an Honours student in History at James Cook University, Townsville. She has a Bachelor of Education and Bachelor of Arts with a major in Secondary History and English education. She recently participated as a panel member at the Engaging with Local History professional development session in Townsville.*

**10f Dr Luca Asmonti - Contestable Citizenship: teaching ancient and modern democracy in times of uncertainty**

This paper will address the relevance of the study of history's earliest democracies to introduce high-school students to the idea and practice of responsible citizenship. Drawing on recent debates in education and history, this paper will explore activities and sources to animate classroom discussion on democratic culture and practice through the study of ancient Greek history. In particular, it will be argued that the direct democracy of the Greek city-state provides a very congenial model to address identity and citizenship, the physical spaces of democracy and dissent within the democratic community. This analysis will highlight two key themes, which are essential for the understanding of ancient democracy, and are particularly relevant in today's debates around citizenship and participation:

1. The idea of democracy as a value
2. The ability to address internal and external threats to democracy

Building on these themes, the final part of the paper will highlight the importance of History, and the Humanities in general, to acquire the critical inquiry and social understanding skills, which underpin all areas of the Australian Curriculum.

*Dr. Luca Asmonti (PhD, London 2007) is currently completing a Graduate Diploma in Education (secondary) at the Australian Catholic University. Between 2008 and 2016 he lectured Classics and Ancient History at a number of Universities in Australia, Ireland and the UK. He is the author of books and peer-reviewed articles on the political and military history of ancient Greece.*

**10g Dr Daryl Le Cornu - The Rise of Trump and the Challenge of History**

The rise of Donald Trump to the most powerful position in the world has rung alarm bells for anyone with a knowledge of the 20<sup>th</sup> Century, because everything he stands for is at odds with positive norms and institutions that have been globally accepted since the end of WW2, not to mention the US Constitution and basic standards of decency. This presentation will break the imaginary boundary between the past and present by examining the history of Donald Trump and the impact of Trump's administration on American democracy and world order. One thing that Donald Trump has done is to make students more aware and interested in American history and politics. As teachers, we owe it to our students to be well informed about the history of Donald Trump, to assist them to navigate through the multitude and growing number of sources relating to him, to equip them to identify questionable sources, and how to access reliable ones. The history curriculum directs teachers to 'investigate controversial issues that have a powerful contemporary resonance.' There is no more controversial issue than Donald Trump's challenge to all that is good and positive in the contemporary world.

*Dr Daryl Le Cornu has over 30 years' experience teaching Modern History in high schools. He has a passion for teaching about the history of the United Nations, WW1, contemporary history and nuclear disarmament. Daryl has also been involved in curriculum development in NSW for many years. Currently, he lectures in history curriculum at the ACU in Sydney, is a member of the UNAA NSW Executive, President of the WCAA (World Citizens Association Australia), and a member of the Board of ICAN Australia.*

**10h Dr Paul Irish - Revealing the Hidden Aboriginal History of Coastal Sydney**

Until recently, it was widely believed that the Aboriginal people living around the coastal part of Sydney died out or moved away within a few decades of the arrival of Europeans in 1788. This made sense to early historians wanting to highlight European 'progress', as much as it did to later researchers wanting

to highlight the horrific impacts at colonial ground zero. Some Aboriginal people from Sydney's La Perouse community have always maintained their local connection, but a persistent gap in historical information between the 1830s and 1900s has prevented this story from reaching a broader audience. Painstaking research has now filled this gap, and revealed that 50 to 100 Aboriginal people continued to call coastal Sydney home throughout the nineteenth century. They dealt with the reality of a rapidly expanding colonial city as much as possible on their terms, by drawing on their traditional skills and knowledge, particularly around fishing. But they also developed relationships with sympathetic Europeans to enable them to continue accessing land around the coast. These entangled lives raise the question of where Aboriginal history ends and European history begins.

*Dr Paul Irish is a historian and archaeologist with heritage and history consultancy MDCA, and has spent over a decade researching the Aboriginal history of Sydney. As recipient of the 2015 NSW History Fellowship, he prepared the 2016 historical exhibition [This Is Where They Travelled: Historical Aboriginal Lives in Sydney](#) in collaboration with researchers from the La Perouse Aboriginal community. He has recently published his first book [Hidden In Plain View: The Aboriginal People of Coastal Sydney](#) (NewSouth Publishing).*

### **10i Associate Professor Jeanne Allen - [An Historiographical Adventure: translating the works of the French Consul's wife, Céleste de Chabrilan](#)**

This presentation provides insight into the life and historical writings of Céleste de Chabrilan, one of the great women of 19<sup>th</sup> century France, whose strong character and penetrating assessment of people and events have much to tell us today. Of particular interest are her vivid first-hand accounts of Australia, drawn from the two and a half years she spent in gold-rush Victoria. A former Parisian courtesan, circus performer and dancer, Céleste scandalised Melbourne polite society when she arrived in the colony in 1854 as the wife of the French Consul. Finding herself socially excluded, she turned to writing and, over time, published her second set of memoirs and numerous novels set in Australia. Against this backdrop, I discuss my transition from reader and scholar of French literature to that of historiographer and translator of historical texts. Most compelling in this work was the sense of coming to know, and of developing strong empathy with the protagonist through the study of her written words, and the issues that this raised for me as a researcher.

*Jeanne Allen is an Associate Professor of Teacher Education at Griffith University. Before entering higher education in 2005, she spent an extensive career in secondary teaching and school leadership. Jeanne's historical research has centred on French literature in colonial Australia. Since completing a Master of Arts in this area, she has co-published *The French Consul's wife: Memoirs of Céleste de Chabrilan in gold-rush Australia* (1998) and *Courtesan and countess: The lost and found memoirs of the French Consul's wife* (2015).*

### **11a Ian Burgess - [History in a Brave New World](#)**

Recent comments concerning the importance of STEM subjects to our economic future have raised the heat on other disciplines such as History to stay relevant in an increasingly crowded curriculum. The 21<sup>st</sup> Century Learning Design program provides a framework to guide the design of learning activities that explicitly develop essential skills for citizens in a complex and ever-changing world. This workshop will investigate the 21CLD and identify elements of current curriculum that are providing our students with the opportunities to become critical and creative thinkers. Participants will code assessment tasks using the 21CLD rubric in order to identify ways to extend students and provide them with opportunities to develop 21<sup>st</sup> Century capabilities. Participants are encouraged to bring along examples of their own work for coding and consideration.

*Ian has been HoD Humanities at Ormiston College for eight years and has been active in the implementation of the Dimensions of Learning and 21CLD frameworks and the integration of ICT's. He remains confident that the end is not nigh for History and considers it a powerful cross-curricular subject.*

### **11b Cameron Martens - [The Spanish in America: an inquiry-based approach](#)**

The Australian Curriculum Year 8 History unit 'Spanish in America' presents a wonderful opportunity to engage students in collaborative inquiry into the nature of Spanish contact with the indigenous people of the Caribbean and Mesoamerica. The unit of inquiry is split into two components:

Part One: Christopher Columbus - Cold Case Murder Investigation: Who was responsible for the death of the Taino people of the Caribbean?

Part Two: Cortes and the Aztecs - War Crimes Investigation: Was the conflict between Cortes and the Aztecs a war, and if so, did anyone commit any war crimes?

Both inquiries are characterised as police investigations and are centred on the best available primary source evidence from multiple perspectives. A range of conclusions are explored in culminating activities.

Resources in a Google Drive folder can be shared with workshop participants.

*Currently Head of the Humanities Department at Matthew Flinders Anglican College (Sunshine Coast, QLD) Cameron is a passionate devotee of Inquiry-based practices in the classroom. After studying history education under Russell Cowie in 1985, he did not begin teaching until 2000 after service with the Royal Australian Navy and the Department of Foreign Affairs and Trade.*

### **11c Vincenzo Ferraioli - Breaking the Boundaries of History: the flip side of Historiography**

In this presentation, Vincenzo will be breaking through some of the boundaries that have encircled Church history and its historiography. Many people have misconceptions about the history of the Church, from a biased perspective, only one-sided, and so this session aims to break some of these and give people the possibility of seeing the other side of its historiography. Throughout history there have been many instances in which the Church has not been true to its integrity e.g. the Crusades and the persecutions. However, this presentation aims to show a different, yet equally historically influential, side of the Church, looking primarily through the lenses of some of the 'Movers' and 'Shakers' of the Church, such as St Catherine of Siena, St Francis of Assisi, St John of the Cross, St Theresa of Avila, St Ignatius of Loyola and St Philip Neri. We will delve into some of the institutional, intellectual, artistic and humanitarian developments in the Medieval Church. History is about finishing both sides of the story – giving a sense of hope.

*Vincenzo is a secondary History, English, Italian and Religious Education teacher at San Sisto College. This is his fourth year teaching and he's still loving it. Vincenzo's interests are mainly to do with Church history and theology. He is completing his Master of Theological Studies and looking forward to seeing where that will take him. Vincenzo hopes to one day be an Assistant Principal Religious Education. He is looking forward to this conference and sharing his passion with fellow history teachers.*

### **11d Scott Kerr, Kelly Allgood and Melissa Alexander - The Great War: Successfully Teaching Year 9 with Cognitive Science and Go Formative**

This session will be composed of strategies implemented by three teachers at a Queensland independent school in the context of the World War One Depth Study for Year 9. Approaches will range from utilisation of accessible online tools to the implementation of key principles of cognitive psychology, such as Distributed Practice, the Testing Effect and Cognitive Load Theory. These approaches are relatively easy to implement and highly effective in improving learning in History. More broadly, this workshop will reveal how principles of cognitive psychology can aid your teaching practice and enhance student results, providing practical applications of these ideas for both classroom and assessment use.

*For over fifteen years, Scott has taught History and Economics at a variety of independent schools in Queensland, New South Wales and the United Kingdom. His current studies in psychology have led to an interest in the application of cognitive science to classroom teaching, in particular, the role of memory in effective learning. Since 2011, Scott has taught at St. John's Anglican College, Forest Lake.*

*Over the past five years, Kelly has taught Senior Modern and Ancient History, in addition to English and Middle Years Social Science at St John's Anglican College. A key professional interest is in the utilisation of ICT to complement more 'traditional' teaching methods, rather than replace them.*

*Melissa is a passionate History and Legal Studies teacher, who has taught in several independent schools in Queensland and New South Wales. She has a focus on developing and implementing engaging lessons for students around project-based learning strategies.*

### **11e Kerry Daud and Tim Osborne - Design Thinking in the History Classroom**

Design Thinking is a people (human)-centred way of solving (and finding) difficult problems. When combined with historical inquiry it creates engaging and authentic learning opportunities, which allow students to think deeply and creatively. This workshop will present two units of work that demonstrate how Design Thinking and history can reimagine teaching and learning both on a big and small scale. Unit 1 is a large-scale trench project that utilised the Design Thinking skillset to recreate a full-scale trench simulation. Unit 2 focuses on combining Design Thinking with 3D printing and multimedia technology to reconceptualise the Viking world.

*Kerry Daud is the Curriculum Leader for Humanities and Business at St Paul's School, an Anglican PP-12 school in Brisbane's north. Kerry has taught in both the state and independent systems, and as a curriculum leader, she oversees programs, pedagogy and resource development for History and Geography. Kerry has a passion for History as a discipline and has been guided by her strong belief in the intrinsic value of the subject as an essential part of holistic education for 21<sup>st</sup> century learners. Kerry has an interest in exploring how interdisciplinary areas of study can promote innovation and creativity in teaching. Tim Osborne holds the position of Head of Design Learning at St Paul's School in Brisbane. He is a practitioner of teaching and learning for over twenty years in design education. He is passionate about design and the thinking associated with the process. Tim's vision is to see design thinking as a school-wide commodity in empowering and engaging students to think and learn. He believes it is critical that teachers provide students with a 'toolkit' and strategies to support this way of thinking.*

### **11f Sarah Stockwin - Archaeology? History's Rubbish! breaking boundaries between theoretical historical inquiry and practical historical inquiry**

The Australian Curriculum: History (ACH) 'recognises the importance of the process of historical inquiry'. Historical inquiry is, as the above wording indicates, an active rather than passive process. Historians examine written primary sources, such as letters, diaries or legal documents and interpret the past to create chronological historical accounts. This method is most commonly the one adopted by educators teaching the ACH. Archaeologists are another group who analyse primary sources but the difference is that they examine the material remains of the past they find in order to learn about past cultures. This workshop will explore ways in which primary and secondary educators can use archaeological methods as pedagogy in their classroom and 'break the boundaries' between theoretical history and practical history as they negotiate their way through the ACH.

*Sarah completed her Bachelor of Arts in Ancient History at Macquarie University, qualifying afterwards as a teacher of secondary SOSE. She took up the position of Education Officer at Port Arthur in 2009, bringing her skills as an educator to the field of practical history. Now a secondary teacher at Ogilvie High School in Tasmania, she is working on a B.Ed. with Professional Honours at the University of Tasmania, addressing the idea that archaeological methods can become pedagogy in the History classroom.*

### **11g Geoff Keating and Liam Phillips - The Yad Vashem Approach to Holocaust and its Uses across History Teaching**

The International Holocaust Centre (Yad Vashem) in Israel is the world leader in Holocaust research and developing pedagogical approaches to teaching the Shoah. Each year, a selection of teachers is fortunate to participate in the Gandel Philanthropy Yad Vashem Scholarship program, where they are trained in the latest research and developments in Holocaust education. The Yad Vashem method emphasises the contextualisation and incorporation of the Holocaust and its participants into the wider Historical narrative, whilst also embracing the psychological needs of the student. This allows students to understand the importance of the Shoah in human history whilst also understanding the systematic nature of the event. This presentation will explain and develop the pedagogical concepts taught by Yad Vashem and explore the further applications that this pedagogical method can have in the modern Australian classroom.



*Geoff and Liam are both Gandel Yad Vashem Holocaust Scholarship recipients for 2017. Liam is a proud Territorian who teaches History and English at Darwin State High School. He enjoys travel and photography and incorporates these passions into his teaching style. Geoff is currently Head of Department (HaSS, Lote and Indigenous Education) at Laidley State School, QLD. Prior to this, he has taught at Cooktown P-12 State School, as well as in Refugee centres, Prisons and High school environments.*

### **11h Keith Smith - Can We Write and Teach the History of the Russian Revolution**

The presentation will begin with an examination of Hobsbawm's 1997 article "Can We Write and Teach the History of the Russian Revolution?" reflecting on the difficulties in writing an accurate account of 1917. As we approach the centenary there has been a renewed interest in the causes, events and impacts. This has produced a vast range of literature of varying degrees of quality and interest. In the presentation, I will argue that yes, we can write and effectively teach the history of the Revolution.

In line with the new HSC syllabus in NSW, the presentation will consider the introductory/survey aspect of the National Study: Russia Option F.

- *an overview of Bolshevik ideology, the October coup 1917 and early Soviet government (ACHMH136)*

The presentation will consider different interpretations of the Bolshevik ideology and also consider the National Curriculum's assertion that the October Revolution was a coup. Hobsbawm's article will inform the discussion as will some of the more recent historiography on the Revolution. The presentation will conclude with a consideration of the Russian Revolution's significance and legacy.

*Keith Smith has been teaching History for 23 years in a wide variety of schools, and is currently the Coordinator of History at St. Scholastica's College. His areas of interest are Russian History, Western Imperialism, Cultural Theory and the British Marxist Historians.*

### **11i Natalie Fong - Speaking Up: Chinese merchants and organised protest against discriminatory government legislation, 1880-1920**

Protest movements are an aspect of history garnering closer attention in recent years; in particular, those instigated by ethnic minorities in the late 1800s-early 1900s, when governments introduced discriminatory policies. These marginalised voices drew on whatever outlets were available to them to respond, and such protests are important historical records of their perspectives. This paper will survey protests by ethnic minorities against discriminatory government legislation such as the 1901 Immigration Restriction Act, with a focus on the Northern Territory Chinese as organised, sustained resistance. Remarkably, such protests were often made in English, and supported by some Europeans. As teachers, it is important for us to expose our students to untold (hi)stories in order to give a more nuanced view; as well, a study of discrimination and protest challenges students to consider current government policies and their own attitudes towards marginalised groups. Such an approach is also a way of incorporating syllabus specifications regarding Australia's relationship with Asia, and encouraging students to use online archival material (Trove, National Archives of Australia).

*Natalie Fong is completing her PhD at Griffith University, focusing on the roles played by Chinese merchants and their transnational business networks in organising the Northern Territory Chinese during the period 1880-1920. She is descended from two NT Chinese patriarchs. Natalie is also a secondary English and History teacher, and the Head of English and ESL at Citipointe Christian College, Brisbane.*