

SASHT in partnership with CPUT presents

The 2018
History Teaching Conference

WHEN 5 – 6 October 2018
WHERE CPUT Mowbray

THEME

- Bridging the divide between theory and practice in the History curriculum
- Reflecting on the intended-, enacted and assessed curricula as it is manifested in school classrooms

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ATHLONE BELLVILLE CAPE TOWN GEORGE GRANGER BAY MOWBRAY WELLINGTON WORCESTER

32nd Annual Conference
of the
South African Society for History
Teaching
(SASHT)



CPUT Mowbray, Cape Town
5 - 6 October 2018



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Introduction

Welcome to Cape Town! On behalf of the Society I extend a warm welcome to all delegates to the 32nd Annual Conference of the South African Society for History Teaching. After several years in the north the conference returns to the people of the south. The recent good rains belies the real challenge Cape Town has been facing with regard to water security. Stringent restrictions have been put in place reminding its citizens of the very real need to treat water as a scarce resource.

Whilst water might be a scarcity during this conference the programme shows that exciting presentations and workshops are offered in abundance. Delegates are invited to immerse themselves into the affordances of these spaces.

May the conference prove to be a productive experience, one which will allow you to, with greater confidence, bridge the divide between theory and practice.

- Barry Firth

A Short History of SASHT

The South African Society for History Teaching (SASHT) was founded in 1986. The year of the implementation of the State of Emergency also saw teachers of history organise themselves with the intention to promote the school subject History as a discipline with its own specialised structure and content.

The name of the Society appears to have been used in two ways. Initially, from the date of its founding until at least 1988, when the first conference at US took place, it was referred to as the Society for the Training of History Teachers. During the annual meeting of the SASHT executive at US, the name change was accepted. By the time the 1992 conference took place, the new name of the Society was widely used. This change was apparently made to ensure that the Society's focus was also inclusive of tertiary history educators from the History Didactics / Teaching Methodology and History Departments.

For many years the SASHT did not use a specific logo to identity itself. After *Yesterday and Today* officially became part of the SASHT activities, this journal's identity was spontaneously used for the SASHT as well (www.sashtw.org.za). Now in its 32nd year, the SASHT continues to serve as a space valued by teachers of history from all quarters of our country.

Members of SASHT Executive

- Mr Barry Firth (President)
- Dr Pieter Warnich (Vice President)
- Dr Kate Angier
- Ms Marj Brown
- Ms Michelle Friedman
- Mr Jake Manenzhe
- Dr Marshall Maposa
- Ms Leah Nasson
- Ms Rika Odendaal
- Ms Gill Sutton

Acknowledgements

The organization of a conference is always a stressful adventure because of all the very small things and all the very important issues that have to be planned and managed. Firstly, I would like to thank the **Dean of the Faculty of Education, Prof T Mda**, for agreeing to host the conference at CPUT Mowbray. Without the support of the Faculty this conference would not have been possible.

A special thanks to the team at the **District 6 Museum and Homecoming Centre** for hosting our conference dinner. Their efforts to create a critical space allow us to immerse ourselves, and if only for an evening, to let down our guard and hair.

Thank you, too, to the students and teachers of **Alexander Sinton High School** who gave up part of their school holidays to contribute to the Conference. Their presence reminds us why this conference is necessary:

Our gratitude extends also to the **volunteers** who have availed of their time to assist in this conference.

To the **Organising Committee** I express sincere gratitude for agreeing to serve as a critical soundboard and ensuring that our conference was tailored to values and priorities consistent with the social- and economic realities of our country. To Rika Odendaal, Gill Sutton, Jane Versfeld, Rob Sieborger, Ant Lister, Francois Cleophas and Gordon Brookbanks: Thank you for giving up so many afternoons to structure this conference.

A word of thanks to all the **presenters**. We applaud your decision to come to our conference to share ideas and knowledge – those very ideas which in time to come will shape our discipline. It is these presentations which bring together this assembly.

Finally, thank you to Dr Cina Mosito of CPUT, and to the **Keynote speakers**, Dr Mumsy Malinga and Zapiro, whose biographies appear on the next page.

Keynote Speakers

Dr Mumsy Malinga

I am a history teacher and Faculty Head of Humanities at Redhill School where I also head the Diversity (Ubuntu) Committee. I have taught history in the private school sector for 18 years and my passion for the subject does not end in the classroom. I also consult as an education workshop facilitator for SAHA (South African History Archives) and the Apartheid Museum. I am currently in my second year PhD where I am investigating the role of Johannesburg schools in socialising and gendering the youth from 1948 to 1994. I have also done extensive work for uMalusi, ranging from curriculum evaluation to longitudinal study comparing the entry and exit outcomes of CAPS and I have written a textbook. I am also an internal moderator for the IEB history examinations paper 1 and paper 2. My hobbies include reading, especially historical novels and attending lectures and book launches.

Jonathan Shapiro

Born in Cape Town in 1958 and also known as Zapiro. He could not imagine a career in cartooning, so studied architecture at the University of Cape Town. He then could not imagine a career in architecture, so tried switching to Graphic Design and promptly got conscripted.

While in the army Zapiro refused to bear arms and became active in 1983 in the newly-formed United Democratic Front (UDF). His arrest under the Illegal Gatherings Act caused some consternation in the South African Defence Force (SADF) and his being monitored by military intelligence while also participating in the End Conscription Campaign, and designing its logo. His work as a cartoonist began in earnest with a wide range of political and progressive organisations. When the newspaper *South* began in 1987, he became its editorial cartoonist. He was detained by security police in 1988 shortly before leaving on a Fulbright Scholarship to study media arts at the School of Visual Arts in New York. New York was an eye-opening experience where he studied under comics masters Art Spiegelman, Will Eisner and Harvey Kurtzman.

He has been editorial cartoonist for the Mail & Guardian since 1994, the Sunday Times since 1998 and The Times since May 2009. Previously he was editorial cartoonist for Sowetan 1994 – 2005, for Cape Argus 1996 -1997, Cape Times, The Star, The Mercury, Pretoria News 2005 – 2008.

FRIDAY 5 October 2018				
7h30 - 8h30	Tea and Coffee	REGISTRATION	EXHIBITIONS BOOK SHOPS	
8h45 - 9h20	OPENING and WELCOME: Dr Cina Mosito HOD Intermediate Phase, Faculty of Education, CPUT			
9h20 - 10h30	KEYNOTE ADDRESS Jonathan Shapiro: Doodling to Democracy			
10h30 - 10h50	TEA	BOOK SIGNING		
	VENUE 1	VENUE 2	VENUE 3	
	MC: Gordon Brookbanks	MC: Leah Nasson	MC: Gill Sutton	
	11h00 - 11h30	Maserole Christina Kgari-Masondo The Historical Significance of Symbols and Symbolism: An Un-silenced Approach to Historical Significance	Sarah Godsell Decolonising the FET Curriculum: Poetry as Method in the History Classroom: Decolonising Possibilities	Irene Pampallis A Study of the Experiences of New History Teachers in Cape Town High Schools
	11h30 - 12h00	Phillip Modisakeng Assessing How Teachers Deal With Local History at the Intermediate Phase of the Primary Schools in the Dr Kenneth Kaunda Education District of the North-West Province	Sashquita Northey Use of Sources and Evidence: the Use Of Music to Supplement Teaching South African History	Boitumelo Moreeng Novice History Teachers' Praxis Shock: Problematising a Teacher Induction Programme

	VENUE 1		VENUE 2		VENUE 3	
	MC: Gordon Brookbanks		MC: Leah Nasson		MC: Gill Sutton	
12h00 - 12h30	Sigi Howes What's Happening in Gr 4 classrooms? Your Own Backyard: Making Local History Relevant		Jongikhaya Mvenene The Use of Oral Tradition, Chiefs' Bulls and Genealogies as Historical Sources in the FET History Classroom		Denise Benvroto and Johan Wassermann Entering a Liminal Space: Pre-Service Teachers' Experiences in Enacting a Transformative Curriculum in SA's History Classrooms	
12h30 - 13h00	Roland N. Ndille A Flip Through My School History Book: Why I Must Unlearn What I Learnt to Relearn		Phumza Mbobo Silent Representation of Historically Significant Couples in the FET History Textbooks: The Mandelas		Pieter Warnich Bridging the Divide Between Theory and Practical Teaching: A Critical Reflection by History Trainee Teachers	
13h00	LUNCH					
	VENUE 1	VENUE 2	VENUE 3	VENUE 4	VENUE 5	
14h00 - 15h00	WORKSHOP Mark van Rensburg Make a Museum Display (Gr 4 Local History Project)	WORSHOP Lucille Dawkshas Creative Teaching Methodology in History in the FET Phase	WORKSHOP Robert Faltermeier Beyond the Classroom: Online field trips. Using Google Tour Builder to Bring History Excursions and Tours into Your Classroom	WORKSHOP Barbara Johannesson The British on the Eastern Frontier of the Cape Colony and the Western Frontier of Xhosa Settlement (Gr 7)	WORKSHOP Lindsay Wills The Colonial Gaze: Using Visual Sources and Diary Accounts to Foster Historical Thinking Skills	

FRIDAY 5th October				
15h00 - 15h30	TEA			
	VENUE 1	VENUE 2	VENUE 3	VENUE 4
	MC: Rob Sieborger	MC: Marj Brown	MC: Kate Angier	MC: Paul Hendricks
15h30 - 16h00	Adrienne Van As An Exploration of Skills-Based Learning in Teacher Training	Henriëtte Lubbe and Jake Manenzhe 'It Takes a Village to Raise a Child.' A Collective Approach by The Limpopo Department of Education and The Unisa History Department to Capacitating Grade 10 – 12 History Teachers	M Noor Davids Towards a Common Sense of Nationhood: Using Cosmopolitan Memories in South African History as Teaching Material	Francois Cleophas Doing A 'Decolonising Sport History Curriculum'
16h00 - 16h30	Yuxi Wang The Practice of Oral History Projects in Schools and the Potential of Oral History in Civic Education	Mbusiseni Celimpilo Dube Views Of Rural History Teachers On School History as Specialised Subject Knowledge	Maselela Maepa Afrocentricity: A Viable Perspective to Bridge the Theory-Practice Gap in the Teaching of History in South African Schools	Phumzile Sono How History as a Subject can Develop, Support and Solidify Structural Inequalities, and Decolonise Thinking
16h30 - 17h30	SASHT Annual General Meeting in Venue 1			
18h00 - 22h00	CONFERENCE DINNER: District Six Homecoming Centre, Buitenkant Street, Cape Town			

SATURDAY 6 October 2018			
7h30 - 8h00	Tea and Coffee	SLIDE SHOW of Friday's proceedings	EXHIBITIONS BOOK SALES
8h00 - 8h10	WELCOME		
8h10 - 8h20	Dave Eadie The Answer Series		
8h20 - 8h30	Marj Brown The Global Teacher Award - A Glimpse		
8h30 - 9h30	KEYNOTE ADDRESS by Dr Mumsy Malinga: The History Teacher in 21st Century South Africa		
	VENUE 1	VENUE 2	VENUE 3
	MC: Boitumelo Moreeng	MC: Pieter Warnich	MC: Francois Cleophas
9h30 - 10h00	Dani Cooper Contextual History: The Place For Neutrality In The South African Classroom (SP + FET)	Gordon Brookbanks Expanding the History Curriculum: Teaching for Depth of Understanding in the FET Phase	Anwar Omar The Making of the Documentary 'Salt River High 1976 – The Untold Story'
10h00 - 10h30	Valencia Tshinompheni Mabalane Student-Teachers' Identity and the Teaching of Controversial Issues in History at an Institution in SA	Marj Brown History and Teacher-led Random Control Trials	Paul Hendricks and Donovan Ward The Making of the United Democratic Front (UDF) Memorial: Integrating Theory and Practice
10h30	TEA	Koni Benson Layers of History in an Unfolding Time Line of Salt River	

SATURDAY 6 October 2018	
11h00 - 11h30	PLENARY: Prof Johan Wassermann and Ms Z Mkhabela History Teachers' Views on Making the Subject Compulsory Up To Grade 12
11h30 - 12h30	PANEL DISCUSSION: Chair: Jake Manenzhe Panelists: Marj Brown and Leah Nasson The Ministerial Task Team Report
12h30 - 1h00	CLOSING ADDRESS: Barry Firth (Conference Convenor)
13h00 -	PACKED LUNCH
13h30 - 17h30	CONFERENCE OUTING: Groot Constantia (The Red Bus)

ALPHABETICAL LIST OF PRESENTERS

SAT 6th VENUE:		TIME:10h00
TITLE	TIMELINE/ POSTER Layers of History in an Unfolding Time Line of Salt River	
BY	Koni Benson Salt River Heritage Society / UWC Department of History	
ABSTRACT	<p>The aim of this timeline is to develop an interactive tool to be used to spark memories of the past and conversations about the future of Salt River. It is a work-in-progress, that has been developed by present and past Salt River residents who have come together to consider collecting and compiling the history and heritage of the people, the river, institutions and organisations, current and past, of one of the oldest suburbs in Cape Town. Importantly, the initiative emanated from initial discussions between current and past residents who felt that with the real threat of the area being gentrified, there is an urgent need to preserve and record in order to keep the ambience and close-knit community spirit that has been the symbol of many similar suburbs.</p> <p>The newly formed Salt River Heritage Society (SRHS), has a vision to provide a platform for the documentation and preservation of the history and heritage of the area and its peoples. Can the building of an interactive timeline be used as a mobilizing device to gain deeper appreciation and understanding about what has gone into the making and remaking of the landscape around us, the communities living in the area, and our relationships to the rest of the city, in a way that can open up stories, memories, dialogues, and imaginations about the past and future of the neighborhood? Time will tell.</p>	
KEY WORDS	Salt River, heritage, memory, dialogue, landmarks, community, gentrification	

FRI 5th VENUE:3 TIME:12h00 MC: Gill Sutton	
TITLE	Bridging the Divide Between Theory and Practice in the Curriculum
BY	Denise Bentrovato and Johan Wassermann Faculty of Education, University of Pretoria, Tshwane
ABSTRACT	<p>This paper examines the experiences reported by 75 pre-service History teachers to shed light on some of the complexities of implementing a transformative, human rights-oriented History curriculum in South Africa's deeply divided and unequal post-conflict society. The analysis elucidates a series of inhibiting factors commonly hindering the implementation of the intended curriculum and thus perpetuating a hidden curriculum that runs counter to government policy and academic teacher training in South Africa. These factors primarily relate to the resistance to transformation posed by obstinate institutional cultures, dated practices by mentor teachers, and learners' preconceptions fed by unofficial histories.</p> <p>Ultimately, the analysis indicates a significant disjuncture between curricular policies and theories studied at university on the one hand, and teaching in the real world on the other hand; it thereby points to a resulting experiencing of the context of curriculum enactment as a liminal space, that is, a threshold that acts as a barrier to professional growth. It also provides evidence of largely untransformed History classrooms, as illustrated by the centrality of race and racism to classroom experiences – a sign of the deep-rooted legacies of South Africa's past which continues to influence the way certain institutions, pre-service teachers, mentor teachers and learners relate to History and to each other.</p>
KEY WORDS	transformation, human rights, institutional culture, legacy, hidden curriculum

SAT 6th VENUE:2 TIME:9h30 MC: Pieter Warnich	
TITLE	Re-imagining the Journey - Expanding the History Curriculum to Teach for Depth of Understanding in the FET Phase
BY	Gordon J Brookbanks Westerford High School, Rondebosch
ABSTRACT	<p>While the NSC CAPS does prescribe topics to be taught in the FET Phase of schooling, it does not restrict an educator from teaching additional topics or extending topics. It is suggested additional topics in the Grade 10 curriculum, such as aspects of the 'American War of Independence' and the 'Abolition of Slavery' in both the British Empire and United States of America, need to be taught, and the sub-topic in Grade 11 on Pan-Africanism needs to be extended. This is necessary for learners to develop a deeper understanding of prescribed CAPS topics in Grade 12.</p> <p>This paper explains what, why and how expanding the History curriculum is undertaken. Based on the progression of understanding through the FET Phase, it will be explained how learners are assessed in Grade 12 through a specific Research Task, requiring their understanding of the additional topics and extension of topics in Grade 10 and 11. More importantly, it is suggested this approach provides learners with insights to engage and contribute to current debates in South Africa and the world at large.</p>
KEY WORDS	FET phase, additional topics, understanding, background context, educator, Pan-Africanism, History, current debates

SAT 6th VENUE:2 TIME:10h00 MC: Pieter Warnich	
TITLE	History and Teacher- led Random Control Trials
BY	Marj Brown Rodean School, Johannesburg
ABSTRACT	<p>In the spirit of teachers needing to conduct more classroom-based research so that we know what the impact of our subject is on pupils, and their attitudes towards the curriculum context, an investigation was conducted into the attitudes of pupils with regard to race and identity, pre- and post-teaching pseudo-scientific racism.</p> <p>This is an attempt at doing research with grade 10 pupils, where they are asked 10 questions on race, identity and their attitude to their Continent. A random control group of non-History students was used.</p> <p>Questions ranged from how pupils view themselves, how others view them (teachers and peers), and the role of race in these relationships. Their attitude towards Africa as a continent and the origins of Humankind being in Africa were also explored.</p>
KEY WORDS	

FRI 5th VENUE:4 TIME:15h30 MC: Paul Hendricks	
TITLE	Shaping a 'Decolonising Sport History Curriculum'
BY	Francois Cleophas Stellenbosch University
ABSTRACT	<p>A renewed interest in decolonising the university curriculum in South Africa is the student protests of 2015. University faculties and departments throughout the country responded. The Sports Science fraternity however remained aloof and removed from this development. This paper attempts to rupture this silence by addressing decolonisation of sport history at a conceptual and curriculum level.</p> <p>After an introduction, a discussion of decolonization and decoloniality is presented. This is followed by a conversation on sport history curriculum. Next, I dare to provide a theoretical underpinning for an alternative curriculum. Finally, I conclude with suggestions for a decolonized classroom experience.</p> <p>Throughout this paper, I have tried to highlight the relationship between conceptions and curriculum practice in a sport history setting.</p>
KEY WORDS	decolonisation, sports, alternative curriculum

SAT 6th VENUE: 1 TIME: 9h30 MC: Boitumeleng Moreeng	
TITLE	Contextual History: the Place for Neutrality in the South African Classroom
BY	Dani Cooper Pretoria High School for Girls, Tshwane
ABSTRACT	<p>This paper focuses on addressing sensitive and challenging topics in History education. In both the Senior and Further Education and Training (FET) phases there are a number of topics which require sensitivity, reflection and empathy to be displayed on the part of educators while facilitating learning. These topics include, but are not limited to, Nazi Germany and Apartheid in Grade 9; colonisation and the South African War in Grade 10; Eugenics, themes of Nationalism and Apartheid in Grade 11; and the Civil Rights Movement, Black Power, and the Road to Democracy in Grade 12. My paper focuses on the FET phase topics and discusses our role as history educators in present day South Africa.</p> <p>History, in any context, is rarely neutral, and in teaching events that have defined current local and global realities, a history educator has to approach their learners with sensitivity to what this teaches them about their world, not just the subject matter. The paper examines the role of reflexivity in education practice, in exploring the dynamics between white educators who teach a majority of black learners as a key example of the educational context in many former 'model C' and private schools in South Africa. The paper will also address the generational divide between learners and teachers and how we can productively engage in History education with this in mind.</p>
KEY WORDS	

FRI 5th VENUE:3 TIME: 15h30 MC: Kate Angier	
TITLE	Towards a Common Sense of Nationhood: Using Cosmopolitan Memories in South African history as Teaching Material
BY	M Noor Davids University of South Africa College of Education Department of Educational Foundations
ABSTRACT	<p>The South African media frequently reports on incidents of discrimination and racial prejudice which diminishes the vision of a non-racial and free society that is enshrined in the Constitution of 1996. Given the universality of globalization, the international community is encouraged to promote peace, well-being, prosperity and sustainability through global citizenship education. While some scholars have rejected the notion of global citizenship, others prefer the concept 'cosmopolitanism' which refers to an orientation and willingness to engage with the Other. South Africa has a rich but fading memory of its cosmopolitan history that has been suppressed by apartheid. Despite the colonial-apartheid's obsession with segregation, culturally diverse communities flourished in major cities but were destroyed by the Group Areas Act (1950).</p> <p>Given students' demand for a decolonized education, this article argues for the incorporation of the cosmopolitan history of South Africa into appropriate curriculum spaces to promote a non-racial society. It draws on various historical texts and literature that demonstrate historical cosmopolitanism in South Africa suggested as pedagogical material for use in secondary and tertiary education. Based on the coat of arms 'unity in diversity', a new, decolonised notion of cosmopolitanism as South Africa citizenship: 'cosmubuntism' is suggested. Cosmubuntism combines cosmopolitanism and Ubuntuism as essential elements of an inclusive identity that is historically empirical and transcends racial and cultural differences that forever gnaws at the nation-building project.</p>
KEY WORDS	cosmopolitan, global citizenship, apartheid, decolonization, cosmubuntism, nation-building

FRI 5th VENUE:2 TIME: 14h00	
TITLE	WORKSHOP Creative teaching methodology in History in the FET Phase
BY	Lucille Dawkshas Spine Road High School, Mitchell's Plain, Cape Town
ABSTRACT	<p>My journey has been one of 'how to best teach History', seeking fun, creative ways for learners to engage with the content. I propose to present a 15-20 minute slideshow on, showing examples that have worked in my classes. For the remaining 40-45 minutes I will have a group-work task where participants create activities for specific FET topics.</p> <p>Discussion and reflection shall form part of this section. Participants will be given a CD with useful FET resources such as games, role-play cards, quizzes and graphic organisers. The workshop is suitable for up to 20 participants.</p>
KEY WORDS	Slide-show, fun, creative, resources, CD

FRI 5th VENUE:2 TIME: 16h00 MC: Marj Brown	
TITLE	Views of Rural History Teachers on School History as Specialised Subject Knowledge
BY	Mbusiseni Celimpilo Dube University of Zululand
ABSTRACT	<p>This study was conducted to understand the views of rural History teachers on school History as specialised subject knowledge. Seven rural history teachers were engaged using card sorting and semi-structured interviews in order to generate data which were analysed using the thematic data analysis. The study revealed that school History, in the view of the rural History teachers, develops historical knowledge via the study about historical world leaders. Furthermore, school History equips learners with general knowledge through the study about identity which helps learners understand who they are and where they come from. Additionally, the study revealed that school History develops political knowledge via the study about political issues like governance, leadership and leadership styles.</p> <p>The findings also suggested that school History provides character education through the study of issues like good citizenship which develops morals. Also, the study revealed that school History promotes historical skills like critical thinking and generic skills like planning, information sharing and listening. Lastly, the findings suggested that school History provides employment opportunities for learners in relation to their careers informed by historical knowledge.</p>
KEY WORDS	views; rural; History teachers; school History; specialised subject knowledge

FRI 5th VENUE:3 TIME:14h00	
TITLE	WORKSHOP Beyond the Classroom, Online Field Trips: Using Google Tour Builder to Bring History Excursions and Tours into Your Classroom.
BY	Robert Faltermeier Jeppe High School for Boys
ABSTRACT	<p>Have you ever wanted your students to go on a tour or excursion about a topic you teach but it was either too far away or too expensive to do? Google Tour builder can help you bring these tours into your classroom for free. With the onset of VR (Virtual Reality), we can now bring faraway places into our classroom as well as let our students explore parts of the world that they might never get to see.</p> <p>In this workshop, we will explore how Google Tour Builder allows teachers to build and share online field trips with their students as well as how to customise it for your desired outcomes. We will also see how we can bring assessments into the online tour and help, innovate your lessons and create a journey your students will never forget. This workshop is most suitable for the FET phase but can be allied to the Senior phase.</p>
KEY WORDS	Excursion, online, explore, journey, innovation, assessment

FRI 5th VENUE:2 TIME:11h00 Leah Nasson	
TITLE	Decolonising the FET Curriculum: Poetry as Method in the History Classroom: Decolonising Possibilities
BY	Sarah Godsell Division of Social and Economic Sciences, School of Education, Wits University
ABSTRACT	<p>This paper will explore how BEd students' understandings of what decolonising the History FET curriculum means in practice, using poetry as a praxis method. The first part of the paper will explore the relationship between student, teacher, and decolonisation through the medium of poetry. Poetry provides a unique combination of orality, personal perspective, artistic license, and potential for historical accuracy. It can also draw students into a lesson. As a device that is somewhat removed from students' ideas about historical authority, it is an interesting way of investigating ideas of "truth".</p> <p>Poetry also provides an entrance to other sensitive topics: one that acknowledges and embraces complexity and pain, and also removes the teacher as mediator, even only for a moment. Additionally, it can open a way to hearing marginalised voices and stories. By using local poets, especially Black Womxn poets, race and gender are constantly challenged. The paper explores the tensions in decolonising the CAPS History FET curriculum and in using a creative medium such as poetry to do so.</p>
KEY WORDS	decolonising, poetry, orality, marginalised voices, race, gender, historical accuracy

FRI 5th VENUE:3 TIME:10h00 MC: Francois Cleophas	
TITLE	The Making of the United Democratic Front (UDF) Memorial: Integrating Theory and Practice
BY	Paul Hendricks South Peninsula High School, Cape Town and Donovan Ward
ABSTRACT	<p>Our presentation endeavours to engage the collaborative processes embodied in the making of the UDF Memorial and, furthermore, illustrate how through an interdisciplinary method, we merged theory and practice.</p> <p>We intend to demonstrate specifically how from conceptualisation through to the landscaping, the building of the memorial comprised many pedagogical moments where the historical, educational and art making processes coincided. The design and building process also encompassed integrating symbols, imagery and environmental plant-life that allude to the constructed nature of the past, present and future. These embedded concepts and features are to be elaborated on, particularly as they sought to actively and imaginatively engage the broader public.</p>
KEY WORDS	United Democratic Front, interdisciplinary, collaborative, history, art making

FRI 5th VENUE:1 TIME:12h00 MC: Gordon Brookbanks	
TITLE	Local History: What's happening in our Gr 4 classrooms?
BY	Ms Sigi Howes (Ms) Centre for Conservation Education, Wynberg
ABSTRACT	<p>Local History in the Grade 4 History curriculum has the potential for making history exciting and relevant to our learners. However, it seems that this topic is generally poorly covered in the classroom, and teachers are reluctant to engage robustly with it. The reason appears to relate to teacher capacity. Firstly, there is a lack of understanding of what is meant by local history and how to teach it. For example, one textbook gives Sea Point as a case study example; and there are numerous schools across the Western Cape teaching the history of Sea Point, while ignoring the equally rich history of the area where their schools are located. Secondly, teachers generally have limited knowledge of the history of these areas.</p> <p>Finding enough information is often a real challenge, and so teachers revert to what they do know – sometimes based on hearsay and legend – or they rely heavily on the textbook. This prevents Local History from being taught effectively, and there is the danger that we are missing the point of it and not using it to strengthen our communities.</p>
KEY WORDS	local history; relevance; investigate; surroundings; pedagogy; teacher knowledge; building communities

FRI 5th VENUE:4 TIME:14h00	
TITLE	<p>WORKSHOP</p> <p>Co-operation and Conflict on the Frontiers of the Cape Colony in the Early 19th century: the British on the Eastern Frontier of the Cape Colony and the Western Frontier of Xhosa Settlement (Grade 7, Term 4)</p>
BY	<p>Barbara Johannesson</p>
ABSTRACT	<p>PowerPoint presentation: Background – Dutch at the Cape</p> <p style="text-align: center;">British occupation of the Cape in 1806: A turning point in SA history</p> <ul style="list-style-type: none"> • The early British (1806) at the Cape – Discussion task • The expanding frontiers of British settlement – Assessment task • Task: British colonisation crossword and crossword answers • Fourth Frontier War (1811–12) - Assessment task and memorandum • Additional notes for teachers: <ul style="list-style-type: none"> o Fifth Frontier War 1819 – 1820 o British immigration (1820 settlers) o Beyond the colonial borders • Case study: Andries Stockenstrom (1838- 1838) - Assessment task • Case study: Chief Maqoma: Played a major part in the Sixth (1834–36) and Eighth Xhosa Wars (1850–53) - Assessment task.
KEY WORDS	

FRI 5th VENUE:1 TIME:11h00 MC: Gordon Brookbanks	
TITLE	A Self-study on the Historical Significance of Symbols and Symbolism: Un-silenced Approach to Historical Significance
BY	Maserole Christina Kgari-Masondo University of KwaZulu Natal, Edgewood Campus, Durban
ABSTRACT	<p>Change starts from within and with that in mind it is significant to engage in a self-study in order to evaluate my small contribution in decolonization in my teaching practice and writing of History narratives. The current atmosphere, with its emphasis on decolonization, demands curriculum transformation, which helps in the bridging of the divide between theory and practice in the History curriculum. It is, therefore, incumbent upon every education practitioner to take a critical look at what and how they teach with a view to transform the curriculum. The History curriculum, like those of other subjects, has to be transformed to reflect change that is experienced globally. Western epistemology is still the privileged mode of knowledge-making in historical studies. African and other non-western epistemologies are still sidelined in historical studies. The focus of this paper is on historical significance.</p> <p>In this study I will use a self-reflective approach. Through self-reflection I will show how African perspectives are excluded from historical study of significance in History. The current formulation of what is historically significant is defined in terms of people, events, and both people and events. Symbols are excluded in such historical narratives. The post-apartheid period requires an epistemology that supports democratic principles of equality. According to South African Government Information¹ symbols have been critical in enforcing the new South Africa, but why are they not integrated as historically significant in History Education.</p> <p><small>1 South African Government Information, "History - Into the second decade of freedom", (2012). Available at http://www.infor.gov.za/aboutsa/history.htm. As retrieved 3 April 2018.</small></p>
KEY WORDS	unsilenced, History, symbols, symbolism, colonization, decolonization, self-study

FRI 5th VENUE:4 TIME:14h00	
TITLE	<p>WORKSHOP</p> <p>Co-operation and Conflict on the Frontiers of the Cape Colony in the Early 19th century: the British on the Eastern Frontier of the Cape Colony and the Western Frontier of Xhosa Settlement (Grade 7, Term 4)</p>
BY	<p>Barbara Johannesson</p>
ABSTRACT	<p>PowerPoint presentation: Background – Dutch at the Cape</p> <p style="text-align: center;">British occupation of the Cape in 1806: A turning point in SA history</p> <ul style="list-style-type: none"> • The early British (1806) at the Cape – Discussion task • The expanding frontiers of British settlement – Assessment task • Task: British colonisation crossword and crossword answers • Fourth Frontier War (1811–12) - Assessment task and memorandum • Additional notes for teachers: <ul style="list-style-type: none"> o Fifth Frontier War 1819 – 1820 o British immigration (1820 settlers) o Beyond the colonial borders • Case study: Andries Stockenstrom (1838- 1838) - Assessment task • Case study: Chief Maqoma: Played a major part in the Sixth (1834–36) and Eighth Xhosa Wars (1850–53) - Assessment task.
KEY WORDS	

FRI 5th VENUE:1 TIME:11h00 MC: Gordon Brookbanks	
TITLE	A Self-study on the Historical Significance of Symbols and Symbolism: Un-silenced Approach to Historical Significance
BY	Maserole Christina Kgari-Masondo University of KwaZulu Natal, Edgewood Campus, Durban
ABSTRACT	<p>Change starts from within and with that in mind it is significant to engage in a self-study in order to evaluate my small contribution in decolonization in my teaching practice and writing of History narratives. The current atmosphere, with its emphasis on decolonization, demands curriculum transformation, which helps in the bridging of the divide between theory and practice in the History curriculum. It is, therefore, incumbent upon every education practitioner to take a critical look at what and how they teach with a view to transform the curriculum. The History curriculum, like those of other subjects, has to be transformed to reflect change that is experienced globally. Western epistemology is still the privileged mode of knowledge-making in historical studies. African and other non-western epistemologies are still sidelined in historical studies. The focus of this paper is on historical significance.</p> <p>In this study I will use a self-reflective approach. Through self-reflection I will show how African perspectives are excluded from historical study of significance in History. The current formulation of what is historically significant is defined in terms of people, events, and both people and events. Symbols are excluded in such historical narratives. The post-apartheid period requires an epistemology that supports democratic principles of equality. According to South African Government Information¹ symbols have been critical in enforcing the new South Africa, but why are they not integrated as historically significant in History Education.</p> <p><small>¹ South African Government Information, "History - Into the second decade of freedom", (2012). Available at http://www.infor.gov.za/aboutsa/history.htm. As retrieved 3 April 2018.</small></p>
KEY WORDS	unsilenced, History, symbols, symbolism, colonization, decolonization, self-study

SAT 6th VENUE:4 TIME:9h30	
TITLE	How to Mark History Essays
BY	Ant Lister SACS, Cape Town
ABSTRACT	Using actual learners' scripts, participants explore the challenges and nuances associated with marking. This workshop aims to provide participants with the skills to mark examination-type questions consistently and fairly assess extended writing pieces. There will be plenty of space for discussion and guidance. Ant Lister is Chief Examiner for History Paper 2 in the Western Cape.
KEY WORDS	marking, examinations, extended writing

FRI 5th VENUE:2 TIME:15h30 MC: Marj Brown	
TITLE	'It takes a village to raise a child' – A collective approach by the Limpopo Department of Education and the Unisa History Department in capacitating Grade 10 – 12 History teachers
BY	Henriëtte Lubbe University of South Africa, Tshwane and Jake Manenzhe Limpopo Department of Education
ABSTRACT	<p>This paper explores the collaboration between the Limpopo Education Department and the Department of History at UNISA in capacitating Grades 10 – 12 History teachers in improving poor subject performance in Limpopo. Poor performance could partly be ascribed to the inability of teachers to convey knowledge and History skills to their learners; lack of skills in teaching paragraph and essay writing; lack of knowledge in marking History essays; and inability to design and assess research assignments. When approached to assist, the Unisa History Department offered to present and finance practical teacher training workshops which would address the above needs; create opportunities for teachers to gain social support; suggest ways in which Grade 12 History learners could be prepared more effectively for entrance into tertiary education; involve participants in community-engaged research; and strengthen teacher confidence, which will enable them to teach their discipline more creatively and effectively in the modern classroom.</p> <p>The paper traces the historical development of the project through time (2014-2018); bridges the divide between constructivist, assessment and community engagement theory and practice; reflects on the value of 'train-the-trainer' training for lead teachers; and highlights the impact of the collaboration which is evident in the enhanced quality of research tasks and the significant reduction of the number of School Based Assessment (SBA) marks rejected by UMALUSI.</p>
KEY WORDS	cognitive level demand; history skills; discursive essay; assessment; History question papers; marking rubric; peer assessment; educator assessment; community-engaged research.

SAT 6th VENUE:1 TIME:10h00 MC: Boitumeleng Moreeng	
TITLE	Student-Teachers' Identity and the Teaching of Controversial Issues in History at an Institution In South Africa
BY	Valencia Tshinompheni Mabalane University of Johannesburg Faculty of Education Department of Education and Curriculum Studies (ECS)
ABSTRACT	<p>The paper presents the qualitative research findings of a study conducted with history student- teachers. The research was conducted through observing micro lessons, Work Integrated Learning (WIL) lessons and interviewing Further Education and Training (FET) third and fourth year Teaching Methodology and Practicum History student-teachers at an institution in South Africa to investigate the relationship between their identity and the teaching of History controversial issues. The findings revealed that identity impacted and influenced the interaction of student-teachers from different races, cultures, socioeconomic, religious beliefs and ethnic groups and their teaching practice. The findings showed that the 'self' – identities- of the student-teachers are brought into the classroom and serve as a base and point of departure for every teaching encounter. At times their Pedagogical Content Knowledge (PCK) and professional identity are influenced by their 'self' positively or negatively.</p> <p>In other cases, student-teachers chose controversial topics based on religion, race and political affiliation. Instead of them engaging and debating the topics to encourage critical thinking, they focused more on race, political affiliation and religion of their fellow student-teachers. Thus, I argue that student-teachers' identities form part of who they are and how they see the world- their world view and interpretation of everything around them, thus impact on their teaching practice.</p>
KEY WORDS	student-teacher, identity, self, controversial issues, pedagogical content

FRI 5th VENUE:3 TIME:16h00 MC: Kate Angier	
TITLE	Afrocentricity: A Viable Perspective to Bridge the Theory-Practice Gap in the Teaching of History in South African Schools
BY	Malesele Maepa Sol Plaatje University, Kimberley
ABSTRACT	<p>This paper seeks to deal with how Afrocentric theory can be a vehicle to bridging the theory-practice gap in the teaching of history. History as subject raise awareness to the people's origin, culture and tradition, etc. It is imperative to locate its significance on how its teaching can be applicable to the lives of the people. The paper will look at how Afrocentricity as a theory can provide a historical related solution through teaching and learning of in South African schools.</p> <p>South Africa as a diverse society, is contested on myriad of issues especially on whose history has to be taught in its racial divide. The paper will also look into the multicultural impact in bridging the theory-practice gap in history teaching at schools amidst the call by the Department of Basic Education to make our History curriculum Afrocentric.</p>
KEY WORDS	Afrocentricity, culture, tradition, theory-practice, multi-cultural

FRI 5th VENUE:2 TIME:12h30 MC: Leah Nasson	
TITLE	Representation of Historically Significant Couples in the FET History Textbooks: Silent Representation
BY	Phumza Mboho
ABSTRACT	<p>This article focus on silence in the representation of South African historically significant couples in FET History textbooks. Historically significant couples are couples who have worked together throughout the years and have developed a relationship thus significantly influencing/impacting events and people in History for those living at the time and for future generations. Their significance is influenced by characteristics such as profundity, quantity and relevance according to (Partington, 1980; Counsell, 2004 & Ford, 2004). Moreover, Triandis (1995); Dawson (2003) & Bradshaw (2006) infer that a historically significant couple has to achieved the following characteristics, namely ground-breaking and stunning change, changed the way people thought at the time and for future generations, improved or made worse the lives of the people living at the time and have had a long lasting impact on the people living at the time and for future generations. Silence is in reference to misrepresentation of one of the partners in the couple.</p> <p>This article will focus on the relationship between Nelson and Winnie Madikizela Mandela, a married couple who practised monogamy in their marriage. A survey of textbooks and literature shows that women in historically-significant couples are represented as tokens instead of being acknowledged for their contribution in working with their partners in achieving victory, throughout History. This silence is further smeared in schools through FET History textbooks which contradict the principles of historically-significant couples which according to CAPS, represent inclusivity, diversity and to empower young boys and girls equally as potential future leaders of this great country.</p>
KEY WORDS	Historical significance, couples, silence, representation, CAPS

FRI 5th VENUE:1 TIME:11h30 MC: Gordon Brookbanks	
TITLE	Assessing How Teachers Deal With Local History at the Intermediate Phase of the Primary Schools in the Dr Kenneth Kaunda Education District of the North-West Province.
BY	Phillip Modisakeng North-West University, Potchefstroom Campus Faculty of Education Sciences
ABSTRACT	<p>Studying history to most people means studying it on a grand scale: the rise and fall of civilizations, the progress of major social and economic changes; everything in short which affects whole countries, people and world events. The big picture of history as given by these studies is vitally important, but it is worthwhile to remember that those major processes and events we learn about were made up of individuals, families and communities that all played their part in shaping and being shaped by history.</p> <p>Local history contains a wealth of details and stories that help reveal how societal changes impacted the lives of ordinary people. It can be seen as a 'microcosm' or representation of large patterns on a small scale. By investigating local history, one can find documents such as accounts of the first school or church in the village, street names and how that changed the lives of the community.</p> <p>The aim of this presentation is to explore and assess through a pilot study how intermediate phase teachers deal with local history in the primary schools of the Dr Kenneth Kaunda district of the North West province. Data was gathered qualitatively through a structured questionnaire and interviews. One of the key findings was that teachers need more guidance and support in designing and implementing local History projects.</p>
KEY WORDS	local history; intermediate phase; societal changes; microcosm; pilot project

FRI 5th VENUE:3 TIME:11h30 MC: Gill Sutton	
TITLE	Novice History Teachers' Praxis Shock: Problematizing A Teacher Induction Programme
BY	Boitumelo Moreeng Sol Plaatje University, Kimberley
ABSTRACT	<p>A History teachers' induction programme should be a deliberate, well-orchestrated, planned process which is aimed at providing guidance and support to novice teachers to make sense of all the theoretical knowledge and limited practical knowledge they acquired during their teacher education programme. When correctly implemented it has the potential to ensure proper assimilation of the novice teacher into the profession, and further enhance teacher performance and retention. This paper reports on the experiences of five novice History teachers of their first two years of joining the profession.</p> <p>Data for this study was generated through narratives and a focus- group interview. Thematic analysis was employed to make sense of their responses. Some of the feedback included novice teachers' views that induction was more generic and that it was aimed at making them feel welcomed at the schools and not really exposing them to the realities of their profession. Furthermore, novice teachers felt that it focused more on classroom teaching and insufficiently on didactical competence and finally, that it was based more on older teacher's perspectives. This therefore highlighted a need for a more History teaching focused form of teacher induction for novice teachers.</p>
KEY WORDS	teacher induction, novice teachers, praxis

FRI 5th VENUE:2 TIME:12h00 MC: Leah Nasson	
TITLE	The Use of Oral Tradition, Chiefs' Bulls and Genealogies as Historical Sources in the History Classroom
BY	Jongikhaya Mvenene Walter Sisulu University, Mthatha Campus, Eastern Cape
ABSTRACT	<p>This paper explores the implementation of oral tradition, <i>awakuloNkomo</i> (chiefs' bulls) and <i>iminombo</i> (genealogies) in the teaching and learning of South African History in the further education and training (FET) phase. The focus is on oral tradition, genealogies and <i>awakuloNkomo</i> as important ingredients used in the teaching and learning of History. The overriding aim is to analyse how teachers and learners acknowledge the rich history and heritage of South Africa, thereby nurturing the values enshrined in the Constitution of the Republic of South Africa. An assessment is made of the importance and relevance of these factors in transforming and re-constructing content knowledge, and shaping new perspectives on South African history.</p> <p>If used critically and objectively, these historical sources play a significant role in de-colonising western-based knowledge (decolonising theoretical framework), and de-construct research approaches that emerged from western scientific research in favour of promoting teaching and research for sustainable development within schools. These sources of history also occupy a central place and play a significant role in the re-enactment of South African history.</p>
KEY WORDS	oral tradition, chiefs' bulls, genealogies, transforming, decolonising, heritage, research

FRI 5th VENUE:1 TIME:12h30 MC: Gordon Brookbanks	
TITLE	A Flip Through My School History Book: Why I Must Unlearn What I Learnt to Relearn
BY	Roland N. Ndille University of Buea, Cameroon
ABSTRACT	<p>I have been teaching History at secondary and university levels in Cameroon for nearly fifteen years now. I have also been engaged in teacher training and work on a regular basis with primary school teachers from where I have had time to study what is on their syllabus and experience what goes on in their classes and training institutions. Before getting to this point, I was a sharp pupil and History was certainly my best subject. No doubt I got stuck to it. But that is not the problem. It is the kind of history I learnt in school. I never knew why until I began to think decolonially. Although I got into History teaching just recently, as an educational historiographer, I offer here a personal reflection of the History education timeline in Cameroon from the advent of Western education; an examination of the History contents and the motives which have guided History curriculum choice in the past and why we are where we are now.</p> <p>The objective is to use the educational and theoretical positionality that have influenced me to influence others' learning, understanding and reconstruction of the social formations in which we live. This is what I call learning to unlearn in order to relearn and contribute to shifting the geography of reasoning. My methodology is Living theory: a disciplined process of inquiring into the self by the self, thinking about one's own life and work as a practitioner so that one can continue developing oneself, one's work; that of others and by so doing make significant changes in his society. I believe that as one improves one's practice a new epistemology for educational knowledge is expected to be created and developed.</p>
KEY WORDS	History education, contents, curriculum, decolonial, learning

FRI 5th VENUE:2 TIME:11h30 MC: Leah Nasson	
TITLE	Use of Sources and Evidence: The Use of Music to Supplement Teaching South African History
BY	Sashqita Northey Jeppe High School for Boys, Johannesburg
ABSTRACT	<p>South Africa has a tremendously rich and diverse history of music that brings to life and tells some of the most delicate stories of our past. This presentation will demonstrate to educators a variety of both popular and influential songs that can be used to supplement teaching South African history. The songs featured will come from both well-known artists and popular folk songs that are familiar to many learners, thus adding to the excitement and dynamic of teaching and learning South African history.</p> <p>The themes covered will clearly follow the content outlined in CAPS and will provide an easy guide with direct links to relevant grades and topic themes, as well as resource materials including music and lyrics and for teachers to create more variety in their lessons. This presentation would be beneficial to educators teaching grade 9, 11 and 12 History who are looking to add to their resource collection.</p>
KEY WORDS	music, songs, resource materials

SAT 6th VENUE:3 TIME:9h30 MC: Francois Cleophas	
TITLE	The Making of the Documentary 'Salt River High 1976 – The Untold Story'
BY	Anwar Omar Salt River Heritage Society
ABSTRACT	<p>The events of 1976 would forever change the socio-political landscape of South Africa. It was an incredibly tumultuous year and a turning point in the struggle for liberation against discrimination and racial subjugation in South Africa. The June 16 1976 Soweto youth uprising spread like wild fire across the length and breadth of the country and eventually reached Cape Town.</p> <p>The documentary tells the story of a group of ten youths, two teachers and a parent who were arrested under the cruel and oppressive apartheid legislation and depicts the events surrounding their arrest. While the film reflects their experiences, it attempts to represent thousands of analogous stories that have been lost and will never be told. Thousands of activists were similarly arrested across the country and many died whilst incarcerated. The presentation by Anwar Omar the Producer and Director, outlines the scope, objectives and challenges of making the documentary.</p>
KEY WORDS	1976, documentary, Salt River High School, apartheid, activists, challenges, struggle

FRI 5th VENUE:3 TIME:11h00 MC: Gill Sutton	
TITLE	A Study of the Experiences of New History Teachers in Cape Town High Schools
BY	Irene Pampallis Pinelands High School
ABSTRACT	<p>Much has been written about the challenges facing first year teachers, but little has been written about the specific challenges faced by first year History teachers in South Africa. It seems that little is publicly known about how new teachers try to apply the theory of History education to the practical experience of teaching in the classroom.</p> <p>I propose a paper based on a small-scale study of the experiences of new History teachers in Cape Town high schools. In addition to the challenges that are common to most beginning teachers (eg classroom management, time management, parent interaction, and administrative work) I intend to explore teachers' experiences regarding History in particular. Issues such as mastery of content knowledge, how to deal with controversial topics in the classroom, how to teach historical skills, resource availability, and departmental support and mentorship structures will be among the core topics I investigate. I anticipate that this study will provide important insight into the difficulties faced by the newest members of our profession, and will hopefully go some way towards developing strategies to preserve and improve the energy, motivation and sanity of new History teachers.</p>
KEY WORDS	new teachers; History education; pedagogical content knowledge; support

FRI 5th VENUE:4 TIME:16h00 MC: Paul Hendricks	
TITLE	History as a Subject can Develop, Support, and Solidify Structural Inequality, or it can Decolonise Thinking
BY	Phumzile Sono Tshepagalang High School, Letlhabile
ABSTRACT	<p>I will demonstrate how History as a subject can be used as a discipline of enquiry and a tool to shape our children for a a better society. Instead of just focussing on careers after school, my experience as a Geography and History teacher, I believe, has reflected that. It requires teachers to be competent in integrating the broader CAPS curriculum when delivering - they can improve the mindset of our children to make them better citizens.</p> <p>I argue that History teachers need to value this subject as a truly inter-disciplinary crucible where various fields of study and forms of reasoning meet. History by its nature is the study of people and events, but it also enables scientific explanation of possible human behaviour in general, especially by individuals. Teachers with this knowledge and insight are able to improve the lives of learners after their completion of school, and lay a foundation for their careers in different sectors.</p>
KEY WORDS	inter-disciplinary, cross-curriculum, mindset, human behaviour

FRI 5th VENUE:1 TIME:15h30 MC: Rob Sieborger	
TITLE	<p>POSTER PRESENTATION</p> <p>An exploration of Skills-Based Learning in Teacher Training</p>
BY	<p>Adrienne van As</p> <p>School of Education, Two Oceans Graduate Institution</p>
ABSTRACT	<p>The challenge of training History teachers for the Intermediate Phase is to let student teachers actively engage with History as a discipline. A lecture-based format ignores the development of discipline-based skills and focus on content coverage. Consequently, students withdraw emotionally and intellectually, and it contributes to poor results in skills development and student engagement. Skills-based learning (SBL) is a popular active learning pedagogy which fits into the constructivist educational paradigm. Research indicates that students remember more when they can use skills, like finding and studying sources and evidence to access, process and express their knowledge.</p> <p>It is possible for student teachers to experience the dynamic nature of disciplines such as History by 'doing' History – encountering History as historians, engaging in the process and problems involved in being a practitioner of the discipline. Engaging students as historians takes careful thought and planning of curriculum, design, learning experiences, resources and assessment. This research project focussed on exploring Skills-Based Learning (SBL) of first year student teachers. This study utilized the evaluation of assignments, individual semi-structured interviews and an end-of-semester survey.</p>
KEY WORDS	<p>History teacher; intermediate phase; skill-based learning (SBL); teacher education</p>

FRI 5th VENUE:1 TIME:14h00	
TITLE	WORKSHOP Make a Museum Display (Grade 4 Local History Project)
BY	Mark van Rensburg Centre for Conservation Education
ABSTRACT	<p>Using different types of information (sources) that might have been used by teachers during the Term 1 Local History topic, participants in this workshop get the opportunity to bring these together in setting up a small museum display. They are given all the practical skills needed to set up such a display: the vocabulary to do with displays; selecting and grouping different kinds of information; identifying objects and their use; interpreting/comparing old and new photographs; tips for arranging and displaying material; making labels; and being creative and innovative.</p> <p>NB: Teachers who wish to participate in this workshop are asked to each bring ONE SMALL ITEM that relates back to their own school days as a primary school child (e.g. a little suitcase; an item of uniform; a book; a lunch box; a report; a toy; a photograph). These objects will be used in the displays, but will be returned to the participants after the workshop.</p>
KEY WORDS	Grade 4, local history, museum display, labels, innovation

<p>FRI 5th VENUE:1 TIME:16h00 MC: Rob Sieborger</p>	
<p>TITLE</p>	<p>The Practice of Oral History Projects in Schools and the Potential of Oral History in Civic Education</p>
<p>BY</p>	<p>Yuxi Wang Minzu University of China</p>
<p>ABSTRACT</p>	<p>The Grade 9 CAPs curriculum contains an oral history project. Students are required to do an oral history project on how Apartheid laws influenced people’s life through interviews. This research is to analyze the influences that oral history projects have on students. Would the oral history project play a part in civic education? Are students more likely to participate in delivering common good after the project? Will the project cultivate tolerance and respect? These are my research questions.</p> <p>I employ the theory of empathy to address the influence of oral history project on students. By interpreting the students’ work of the OHP, I argue during the oral history project, students’ empathy is aroused in many ways. OHP make students more aware of the historical roots of their living condition. After the project, students contemplate about the origin of the problems of contemporary society through the lens of history. The limitations of empathy as a prosocial moral motive and its manifestations on the oral history project are explained. The unbalanced distribution of social and material resources also caused difficulties in implementing the OHP as well as the different practices in the school oral history projects.</p>
<p>KEY WORDS</p>	

FRI 5th VENUE:3 TIME:12h30 MC: Gill Sutton	
TITLE	Bridging the Divide Between Theory and Practical Teaching: A Critical Reflection by History Trainee Teachers
BY	Pieter Warnich North-West University (Potchefstroom Campus) School of Commerce and Social Sciences in Education
ABSTRACT	<p>Practical teaching/Work-integrated Learning (WIL) is an important compulsory pedagogical module for History students who want to follow a career in education. During their visits to schools, History trainee teachers become exposed to the actual school and class situation where responsibility must be taken for the management and execution of certain administrative and methodological activities. For the first time the History trainee teacher will be given the opportunity to build the bridge between the two worlds of theory and practice.</p> <p>Studies that have been conducted locally and abroad on trainee teachers' experiences of practical education have shown that the transfer of theory to practice is, in many cases, very low, or even in no way exist. Trainee teachers are thus experiencing difficulties to overcome the gap between theory and practice. As a consequence, there is the inclination for trainee teachers to adapt to the current practices and culture of schools rather than to implement the theoretical insights of teaching and learning in a practical manner.</p> <p>The objective of this presentation is to explore and report on the challenges final year History trainee teachers experienced in the relationship which exists between theory and practice during their visits to schools over a period of four years. In order to obtain a deeper insight on the trainee teachers' thoughts, beliefs, experiences, feelings and opinions, a qualitative research design was followed. The analysis of the responses suggested that the trainee teachers not only experienced challenges regarding the teaching and learning of History, but also with certain administrative challenges. In conclusion recommendations are suggested in an effort to overcome these challenges.</p>
KEY WORDS	History trainee teachers; practical teaching; work-integrated learning; theory; practice

FRI 5th VENUE: 5 TIME: 14h00	
TITLE	<p style="text-align: center;">WORKSHOP</p> <p style="text-align: center;">The Colonial Gaze: Using Visual Sources and Diary Accounts to Foster Historical Thinking Skills (Grade 10 Topic 4)</p> <p>Developing historical thinking skills in the classroom: using sources and evidence in the teaching of Grade 10 Topic 4: Political Changes in South Africa after 1750, with a focus on accounts and representations of the Tswana by the British traveller William Burchell c. 1812-1824.</p>
BY	<p style="text-align: center;">Lindsay Wills Wynberg Girls' High School/ UCT</p>
ABSTRACT	<p>William Burchell's 'Travels in the Interior of Southern Africa' chronicle his extensive excursions around Southern Africa between 1811 and 1815. Of particular interest are his travel diary accounts and paintings from his visit to the Tswana town of Littakun (Dithakong) in 1812. These are complex sources which provide rich grounds for analysis, and for developing historical thinking skills, especially sourcing, contextualisation and close reading for meaning. Modelled around the Stanford History Education Group's historical thinking chart, and the principle that sound History teaching employs classroom activities which use source material in a historical manner, this will be a practical workshop in which I aim to model the process of using colonial representations of the Tswana chiefdom, and of the Tswana town of Dithakong/ 'Littakun' with a Grade 10 class.</p> <p>Its theoretical focus is that historical thinking with art and travel diaries is the ability to place the sources within a larger historical context, and to make an argument about the source's position in a particular time period. One specific intended outcome of the lesson would be that learners are thus equipped to demonstrate their ability to describe and evaluate sources which, whilst problematic and biased, remain useful to historians seeking answers to questions about the past.</p>
KEY WORDS	<p>historical thinking; sourcing and use of evidence; visual literacy; pre-colonial history; Tswana history; classroom practice</p>





**KEYNOTE PRESENTATION TO:
THE SOUTH AFRICAN SOCIETY FOR HISTORY
TEACHING (SASHT)**

6 October 2018, CPUT, Mobray

**THE HISTORY TEACHER IN 21ST CENTURY SOUTH
AFRICA**

Mumsy Malinga
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The overall message gained from the different presentations is that History is an important subject and it must be taught in a responsible and meaningful way.

History is not yet a compulsory subject in the FET phase. Yes, the Ministerial Task Team has published its report advising that History should indeed be a compulsory subject.

Is this going to materialise? I have my doubts....

Only next year's general election will determine, not just where our education is going but the state of our country as a whole.

So if the *status quo* remains, for the vast majority of your students, you will be the last person to teach them ANY history- much less GOOD HISTORY.

What is your role as a History teacher in 21st century South Africa where you only have two or three years to influence young minds? What story are you going to tell them? What indelible mark are you going to leave them, the legacy that they can be proud of and embrace as their heritage?

Before I elaborate on this challenge I would like to show you a video clip of a speech by Prof Lumumba.

An Insert:

(Prof Lumumba's video clip - The tragedy of Africa - 9 minutes. Access at <https://www.youtube.com/watch?v=LXS2szrrX7E>)

Good History teachers know history. They are lifelong learners. They are passionate about history, about teaching History and about young people.

Such teachers demonstrate a genuine interest and concern for their students and they have the ability to convey a love for history in a classroom setting.

Good History teachers listen to and hear their students; they respect their voices and allow them to freely express their intellectual thoughts and personal opinions.

So, what does being a good History teacher mean in a challenging 21st century South Africa?

It means listening to and respecting diverse viewpoints and attitudes. It means teaching students historical significance while celebrating diversity, modelling democracy and teaching social justice.

We can no longer rely on our leaders to instil good values on our children. Professor. Lumumba painted a gloomy picture of Africa, but it is up to us to take up the challenge of changing that picture, even if it is in small spaces that we occupy our classrooms.

We have to make sure that the stories of Africa we tell encourage our students to stay in Africa and build it up to take its rightful place in the global setting.

The role of a History teacher is to be an activist.

Gone are the days when we let politicians, uninformed pessimists or even parents dictate what happens in the classroom and determine the future our country.

We live in volatile times still reeling from the effects of the Fees Must Fall Movement, Decolonization Movement, Black Hair Movement, etc. - all these movements that seek to drive transformation but also threaten to divide our nation and undo the aspirations that accompanied the advent of democracy.

This is not a political campaign; it is a plea and a challenge. Gone are the days when we as History teachers were dictated to by the constraints of the textbooks published by those whose only interest is the bottom line. We know what our roles are and should be - we know about cause and effect, we have the skills that no other profession can claim to possess.

So why are we not activists? Why are we happy to teach democracy and nationalism but entrust our future to politicians whose only interest is personal gain instead of nation building.

What is stopping us from being activists in our classrooms and exercising our democratic right to not only voice an opinion but also call out what is wrong in society.

It is disturbing to see how many History teachers and historians shy away from controversial issues because they don't want to upset or offend people.

We need to own our worth, own our truth and own our stories.

We shouldn't be dictated to by the curriculum, the textbooks or even subject advisers. We live in the 21st century where information is easily accessible but unfortunately common sense, historical perspective, historical significance and ethical dimensions no longer hold value.

What have we done as History teachers to encourage activism in our students?

We spend more time focusing on content that is not relatable to real life. As one historian put it:

Unfortunately, the more the teachers cover, the less the students remember... Our goal must be to help students uncover the past rather than cover it.

We often hear about decolonising the curriculum- and it scares many of us because we think it means doing away with the content that we love and are familiar with.

What does decolonising the curriculum mean? – For me, it means teaching the Cold War and not leaving South Africa out, teaching the two World Wars and acknowledging the role played by South Africa. It means appreciating diversity that is found in the South African context.

Decolonising the curriculum means allowing multi-perspectivity in history teaching. It means teaching students that ordinary people do make history.

History teaching is very much about the present as it is about the past. As activist historians, our role should not be to overwhelm students with content contained in the textbooks. We need to teach them life skills, survival skills.

So, the role of a history teacher in 21st South Africa is to be an activist!

We have to make a contribution.

In the words of Professor Lumumba: "Let us stop producing education that is free of knowledge".

THANK YOU

PRESIDENTIAL SPEECH

“BUILDING A CARING SOCIETY”

Mr Barry Firth at the SASHT Conference
CPUT Mowbray, Cape Town
firthb@cput.ac.za

SASHT 32ND ANNUAL CONFERENCE

CAPE TOWN, Cape Peninsula University of Technology (Mowbray),
5-6 October 2018

Introduction

Welcome to the SASHT conference, here at CPUT (Mowbray). The conference, hosted for the first time by CPUT coincides with the first cohort of students, for many years, who are graduating with History as one of their majors. Many of these final year History students are serving as volunteers at the conference. I express the sincere hope that this initial involvement of theirs will lead on to greater meaningful participation in future years to come.

Prof Elize van Eeden delivered the inaugural presidential address at the 2015 SASHT conference in Limpopo. Here she spoke of the need to, at times, identify the “proverbial pebble” in the shoe: that issue which so many sense and need foregrounded so that the Society and the teaching of History could be advanced. In this the 4th presidential address, I would like to develop a question and, simultaneously, offer an answer for consideration by our members.

Questions do not emerge haphazardly to simply serve as time-wasting digressions. They serve to highlight those areas, or moments, of doubt or obscurity which, if answered truthfully, could lead on to conscious attempts to resolve the unresolved or determine the undetermined.

This year, 2018, has been a tumultuous year for many, and for a host of reasons. For one, it is the centenary of the birth of former president Nelson Mandela. It is also the centenary of the signing of the armistice ending hostilities during World War 1. Closer to home, 2018 saw the prolonged drought close its grip on Cape Town with real consequences for its beleaguered citizens.

The year 2018 also saw the launch of the report by the Ministerial Task Team on making History compulsory after Grade 9. It was this event which highlighted a particular “pebble” in my shoe. I was informed of the event, not officially, but through the grapevine. It troubled me that the Society, the South African Society for History Teaching, was not initially invited to attend the launch of a report so central to its stated mission. The Society had always, in

my mind, enjoyed a constructive relationship with the Department of Basic Education (DBE). In my mind I understood how the respective efforts of each translated into better practice associated with the teaching of History. How then did it come to be that the SASHT was overlooked, or could be overlooked at such an important moment in the *history of teaching history*? After some queries to DBE an invitation was extended to the Society. Fellow executive member, Jake Manenzhe (Limpopo DBE) and I attended the launch of the report, but the question remained.

This occasion, and the perceived snub, led me to consider the space afforded the Society in efforts to shape the teaching of history. Was the Society exaggerating its significance or was it simply a case of administrative bungling on the part of the DBE? There are indeed many ways in which to approach this conundrum, so in Socratic tradition I will now try to tease out the essence of our stated dilemma.

Why could the DBE ignore (if they did) the SASHT?

The membership of the Society is relatively quite small. Membership has hovered around 100 paid-up members for several years. Most members are academics associated with institutions of Higher Education and those members, who are school-based educators, are often from ex model-C schools. This trend was only recently challenged after the successful 2015 conference in Limpopo when several teachers from poor, rural schools joined the Society as full members. However, there are thousands of teachers in South Africa responsible for the teaching of History. It could be said that if our membership was extensive our Society could not be ignored.

Does this mean the SASHT needs to actively recruit members?

To suggest that the significance of the Society lay in numbers is to equate significance with quantity. Traditionally the significance of the Society has been its ability to serve as a common space for the sharing of ideas as it relates to amongst others, classroom practice, textbook writing and curriculum design on a national and international scale. Its significance lay in its purpose and the quality of its members. What our Society needs are active members who write prolifically about their practice, contribute to or initiate discussions, promote events in their areas and invite other teachers of history to attend conferences and regional functions. It is when our current SASHT members become animated and excited about the teaching of History that others will join.

Why would anyone join the SASHT?

Currently members receive two hardcopies of the accredited journal, *Yesterday&Today*. The journal is published in June and December each year.

The Executive Committee acknowledges that much needs to be done to ensure that current members remain members and that our current members are our greatest marketers. To grow the Society will require an effort to ensure that the Society is a caring Society.

How can the Society be rebranded?

A concerted effort will be made to do a membership audit with requisite haste. This has been accepted as a priority function of the core executive. The society must know who its members are. Regular contact between members will be effected in the form of a weekly newsletter in which ideas pertaining to our discipline are shared and discussions promoted.

The development of the website as a site of preference is the other priority project. A generous donation by Prof van Eeden has allowed Ms Rika Odendaal (webmaster) to restructure the website sufficiently that content can now be populated for access by teachers. The webmaster welcomes suitable content and encourages classroom-based teachers to share their ideas on how to deliver effectively on the curriculum.

Conclusion

The question is not whether or not the Society should feel snubbed by not having been invited initially to the launch of the Ministerial Task Team. Instead, the question as yet undefined, relates to our ability to acknowledge all who share our passion. The teaching of history, and its associated knowledges, can never be captured.

By knowing who our members are, and valuing their needs and contributions, our Society can indeed, quite quickly, be transformed into a space characterised by a sense of value: I am reminded of lyrics to the theme-song of a once popular sit-com "Cheers": "You wanna go where everybody knows your name".

I, therefore, wish the executive committee well in its efforts to rebrand the Society and encourage all members to take up the cudgels in making the Society resonate in the intimate spaces we inhabit. For only then will we have succeeded in *building a caring Society*.

SASHT REGIONAL REPORT 2018

Gill Sutton

Convener of the regional representatives

This has been a year of transition for the South African Society for History Teaching (SASHT). The leadership mantle was handed over to the new committee at the start of 2018. I was asked to convene the regional representatives in mid-February, which I agreed to with some trepidation. The list of regional representatives I received indicated no regional representatives for Gauteng, the Eastern Cape, KwaZulu-Natal (Marshall Maposa had step down) or Free State. I'm was not sure if this is as a result of people "falling through the proverbial admin cracks" or if since 2017 there has been an oversight. While reading Henriëtte Lubbe's report from last year I realised that the names and contact details for the representatives, as suspected, had gone a stray – the new representatives in the Free State and Gauteng for 2017/18 are Mr Knysa Motumi and Dr Valencia Mabalane, respectively. There is yet to be a nominated and elected replacement representative for KwaZulu-Natal and the Eastern Cape.

Most activities in the provinces have focused on meeting and attending the Education Department's required meetings. As Henriëtte Lubbe noted last year "severe work pressure" continues to impact educators. Feedback from representatives, in no particular order, is as follows:

Wilfred Chauke (Limpopo)

The SASHT Limpopo educators continue to work with Jake Manenzhe from the Department of Basic Education, and Henriëtte Lubbe at UNISA, to strengthen their practice and knowledge. All the educators involved have expressed the benefit of working with colleagues and academics. The programme has encouraged, enriched and strengthen teaching practice.

Pieter Warnich (North West Province)

Pieter reported that - "nothing exciting has happened this year".

However, the History Department at the North-West University did intensive planning to run a Short Learning Programme on creative teaching and learning approaches during March 2019. In particular on how culture and indigenous knowledge systems can be implemented in school History classes through puppetry. This approved course will be offered to the intermediate and senior Phase History teachers. He promised that he will definitely have something to report, including photos, in 2019.

Boitumelo Moreeng (Northern Cape)

Nothing of note to report.

Keneilwe Mosala (Mpumalanga)

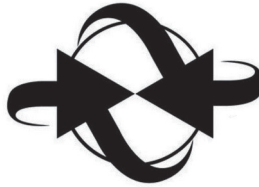
Nothing of note to report

Gill Sutton (Western Cape)

The one thing of interest – other than the Ministerial Task Team (MTT) discussion, was a presentation by Prof Amanda Esterhuysen (Wits) on her archeological work on Makapan's Cave. The desire to hear the archaeology and history of the cave came from Jake Manenzhe's SASHT conference outing to Makapan's Cave in 2015 – thank you so much, Jake. Barry Firth also promoted the conference at this event. The feedback was very positive and educators requested further events of this nature. Prof Amanda Esterhuysen is very willing to work with educators, wherever they are in the country.

As we move into a new year, with exciting opportunities for the growth of history nationwide, I believe the regional representatives have the opportunity to make a valuable contribution.

Occasionally the SASHT Executive requests that the SASHT constitution is displayed in an Yesterday&Today edition to inform and/or update their members. Members are invited to request a review of any section of the SASHT constitution at an SASHT General Meeting. Prior consent of a section review must be received in written form by the Secretariat of the SASHT or the Chairperson/vice Chairperson of the SASHT (see communication details in the SASHT AGM-minute)



SASHT CONSTITUTION

THE SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT)

(An Association of History Educators, Organisations, Publishers and People interested in History Teaching as well as the educational dissemination of historical research and knowledge)

1. CONSTITUTION

1.1 There shall be constituted a body known as the SOUTH AFRICAN SOCIETY FOR HISTORY TEACHING (SASHT). The provisions herein contained shall be known as the Constitution of the Society, which provisions may be altered by a majority of those members present at a general meeting of members, considering that:

1.1.1 the precise terms of any proposed alteration shall be set out in a notice prior to convening the meeting and/or Circulated to members via electronic medium at least a month before the meeting;

1.1.22 the purpose and objects of the Society shall not be altered without the consent of 66% of the members (via electronic medium and formally communicated/confirmed at the AGM that follows the approved/disapproved alteration.

2. OBJECTIVES

The objectives of the Society (since date of founding in 1986) shall be to assist its members in every possible way and in particular:

- 2.1 To improve the contact between educators of History training at tertiary level and teachers in the broad educational field.
- 2.2 To renew a training in the didactics of History education.
- 2.3 To utilise the expertise of educators teaching History to assist with the training of future History teachers.
- 2.4 To continuously debate the content of basic and advanced educational programmes in the training of History educators with the intention to continue to improve quality.
- 2.5 To make history educators and student teachers aware of the relationship between History as an academic discipline and the didactics and teaching of History at school level in order to keep abreast with educational development and academic debates.
- 2.6. To encourage educators of History to strive towards achieving and sustaining high academic standards in the teaching methodology and in the general knowledge of History as a discipline.
- 2.7 To make educators of History and student teachers in History aware of the relevance or “value” of History for communities and the nation at large.
- 2.8 To explore, if the SASHT grows in membership, the idea of identifying and organising committees that can explore and develop certain fields in History to benefit all the educators of History in South Africa.

3. MEMBERSHIP

3.1 Membership shall consist of three types:

3.1.1 Individual membership (History educators or other academically-focused members from institutions) who are fully paid up members of the Society (Annual fees will be determined by the Executive each year and communicated timeously to members and potential members). The individual members representing an educational, institution will be eligible to vote or serve on the SASHT Executive and any committees/portfolios, and will receive electronic correspondence as well as a copy (twice annually) of the peer reviewed and DHET-indexed reviewed SASHT- connected Journal, *Yesterday&Today*.

3.1.2 Group membership (schools, academic institutions, private organisations & publishers): Will pay an annual membership fee determined by the Executive Committee on a yearly basis which will include a membership provision of more than one individual. These members will be eligible to vote but not all be eligible to serve on the committees. Electronic correspondence will be received as well as a copy (twice annually) of the SASHT-connected *Yesterday&Today* Journal obtained.

3.1.3 Individual membership outside the borders of South Africa: Will pay the annual fee as determined by the Executive Committee in Rand or in another currency as indicated on the SASHT membership form.

The individual members outside the borders of South Africa will be eligible to vote but not serve on the Executive Committee (these members could serve on other committees as occasionally identified, as well as on the *Yesterday&Today* editorial board) and will receive electronic correspondence as well as a copy (twice annually) of the SASHT-connected Journal, *Yesterday&Today*.

3.2 The following persons are eligible as members of the Society:

3.2.1 any History educator/organisation/publisher who subscribes to the objectives of the Society; and

3.2.2 is approved by the Executive Committee as a member.

3.3 Any member may resign by notice to the chairperson, the vice chairperson or the secretariat/treasurer.

3.4 Membership will be held confidential, and it is up to individual members to disclose his or her membership to the general public.

4. MANAGEMENT

4.1 The interests of the Society shall be managed by at least a ten-member Executive Committee consisting of a chairperson, a vice chairperson (when required), a secretariat and a treasurer (this position can also be combined into a secretary-treasurer position) and six to seven additional members as portfolio members and/or regional representatives. These members in the leading position of the SASHT shall hold the respective positions for a maximum of three years, after which they may be re-elected at an annual general meeting (usually to be held in September-October). Two additional members (the guest hosting a conference during the following year and a History educator abroad) may be nominated.

The temporary Executive member hosting the next conference may be nominated fully on the Executive as well, but if not he/she only has a temporary executive position to smooth the conference organization process with efficient communication.

4.2 An election of new Executive Committee members for the SASHT Executive during every third Annual General SASHT meeting should be conducted by one of the SASHT members or an executive member who has been nominated to undertake the task (and not the current chairperson or vice chairperson).

4.3 A process of nomination and election becomes necessary if Executive Committee members have served a three-year term. Both new nominees and retiring committee members are eligible for re-nominating in a re-election. Electing the new SASHT Executive of 10 members through Internet will be conducted at least two weeks prior to an annual SASHT conference. The secretariat manages the term of office of the SASHT Executive, sends out notifications to retiring/re-election status members and invites new nominations, to be done formally and on a standard SASHT nomination form.

4.4 Only fully paid-up members of the SASHT (and preferably only one member per institution in the Society having served in the Society for at least one year) are eligible for election as Executive Committee members. A nominator of a nominee and the seconder (inclusive of the nominee) must all be paid-up members of the SASHT.

The newly elected SASHT Executive from the nominations received will be formally revealed during an annual AGM meeting of the SASHT.

From the ten nominees, fully elected by secret vote and accepted, the positions of chairperson and vice chairperson should be voted for by the newly elected SASHT Executive Committee. This voting process will normally be done after the AGM meeting in the year of election.

4.5 The SASHT Executive Committee may co-opt a member to the Committee in the event of a vacancy occurring for the remaining period of the term of office of the person who vacated the position OR the opening of a vacancy due to any other reason and with the consent of the rest of the SASHT Executive.

4.6 The Executive Committee of the Society may appoint sub-committees as it deems fit.

4.7 Each sub-committee or portfolio of the Executive Committee shall be chaired by a committee member and may consist of so many members as the committee may decide from time to time.

4.8 A sub-committee may co-opt any SASHT member to such sub-committee or portfolio.

5. MEETINGS

5.1 Executive Committee Meetings

5.1.1 Committee meetings shall be convened by the secretariat/secretary-treasurer on the instructions of the chairperson or vice-chairperson or when four committee members jointly and in writing apply for such a meeting to be convened. Three committee members shall form a quorum. Most of the correspondence will be done via e-mail.

5.1.2 SASHT Executive Committee meetings will take place BEFORE an annual SASHT conference and AFTER the conference.

5.1.3 Committee decisions shall take place by voting. In the event of the voting being equal, the chairperson shall have a casting vote.

5.1.4 Should a committee member absent himself from two successive committee meetings without valid reason and/or not replying twice on e-mail requests in decision making, he/she shall forfeit his/her committee membership.

5.2 General Meetings

5.2.1 The Annual General Meeting (AGM) of the Society shall take place during the annual SASHT Conference.

5.2.2 A special general meeting may be convened by the Executive Committee upon the receipt of a signed, written request of at least ten registered members of the Society which request must be accompanied by a full motivation for requesting such a meeting.

5.3 The Executive Committee may call a general meeting as it deems fit.

5.4 The following procedures shall apply to all general meetings:

5.4.1 A minimum of ten members will form a quorum. In the absence of such a quorum, the members present may adjourn the meeting for a period of seven days where the members present at the adjourned date will automatically constitute a quorum.

5.4.2 Decisions shall be taken by a majority vote.

5.5 Finances

5.5.1 All the income of the Society shall be deposited in an account at a bank and/or other approved financial institution. One to two members, consisting of either

the chairperson and/or the vice-chairperson and/or the secretary-treasurer if so arranged, shall be empowered to withdraw and deposit funds for the use of/on behalf of the Society.

5.5.2 Any amount that must be withdrawn, and exceeds the amount of R3 000 should beforehand be properly communicated among the two to three empowered Executive members (namely the chairperson, the vice chairperson and, if a position of treasurer exists, the treasurer). All these aforesaid empowered executive members should be able to exercise their signing right (to withdraw and deposit funds) on behalf of the SASHT in the absence of a/ the treasurer, but with the consent and approval of the core SASHT Executive.

5.5.3 Proper accounts shall be kept of all finances of the Society as set out in the regulations published in terms of the Fundraising Act, 1978.

5.5.4 A financial report shall be produced by the Executive or Secretary-treasurer (the latter if appointed as such) at the annual general meeting or upon request from the SASHT Executive Committee. Otherwise a full general account at least should be provided in the Chairperson's report.

5.5.5 Financial contributions will be collected from all persons and/or organisations, worldwide, which support the objectives of the Society.

5.5.6 Guest SASHT conference organiser(s)/Society member involved, shall be accountable for transferring the remaining income obtained from organising an annual conference into the SASHT bank account, as part of the effort to strengthen the SASHT's financial capacity. Any contributions, towards the covering of conference expenses by the Society are on a strictly voluntary basis.

6. RIGHT TO VOTE

Each individual subscribed member (and one member of a subscribed institution) has one vote at any meeting.

7. CONSTITUTIONAL AMENDMENTS

Any amendment to this Constitution shall only be effected by a two-thirds majority decision at a general meeting or via proper E-mail communication prior to a general meeting; or a special general meeting, and further provided that seven days' prior notice was given of the proposed amendment.

Notice is to be given in the same manner as a notice for a general meeting.

8. DISSOLUTION

8.1 The Society may dissolve, or merge, with any other association with a similar purpose and objectives in each case only:

8.1.1 On a resolution passed by the majority of members present at a duly constituted general or special general meeting of members; or

8.1.2 On an application to a court of law by any member on the ground that the Society has become dormant or is unable to fulfil its purpose and objectives,

8.1.3 On a merger, the assets of the Society shall accrue to the Society/Association with which the merger is affected.

8.1.4 On dissolution, the assets of the Society shall be realised by a liquidator appointed by the general meeting or the court, as the case may be, and the proceeds shall be distributed equally amongst such Societies/Associations with similar objectives as may be nominated by the last Executive Committee of the Society.

9. MISCELLANEOUS

9.1 Every Executive member/ordinary member of the Society shall be entitled at all reasonable times to inspect all books of account and other documents of the Society which the custodian thereof shall accordingly be obliged to produce.