



**Zoleka Mkhabela & Pieter Warnich**

**Title:** The use of paintings as a historical source in the history classroom: How can it develop leadership and employability for the youth?

The influence of History as an interdisciplinary-based subject has been transformed into new possibilities for teaching and learning that can result in the use of paintings as an historical source in the history classroom. Working with historical sources is inseparably part and parcel of History teaching. Learners learn about the past by extracting information from sources left behind by people who lived in the past. It is through this approach, commonly known as “source-based approach” that learners have an exciting opportunity to study and work with the very building blocks of the past.

This paper investigates how interdisciplinary teaching can be implemented in a history education classroom and explores the benefits of using historical sources such as paintings as an assessment tool in developing historical skills. Existing research indicates that there is extensive research on the use of painting as teaching strategies such as: Integrated models, the use of "Big Ideas" (Jacobs, 1989, 2003), the use of constructivist methods (Freedman, 2003; Brooks and Brooks, 1999; Milbrandt, 2004), the use of essential question inquiry (Dewey, 1916; Schon, 1983 Erickson, 1998; Mallery, 2000) and teacher collaboration (Jacobs, 2005; Erickson, 1998; NAEA, 2005). This paper is underpinned by the use of an essential question inquiry model. The early works of Dewey (1916) around the concept of 'deliberation' and Schon's (1983) concept of 'reflective practice' symbolises the attempts to explain the question inquiry model and how it can be applied in classroom engagement as well as improve and theorize teaching strategies. This paper reports on a qualitative study of self-reflection of history lecturers about the possible benefits of paintings as a historical source when used as an assessment tool. The findings revealed that there are various

benefits for students when paintings are used as a historical source in the development of various skills. As such it contributes to the development of some targeted competencies that a leader should have to be able to deal with the complex challenges of our age in the workplace and society.