

THURSDAY 1 AUGUST




V VCE

M MIDDLE YEARS

I IB

G GENERAL

 BRING YOUR OWN DEVICE



TIME	SESSION
9.00AM	REGISTRATION
9.50AM	ACKNOWLEDGEMENT OF TRADITIONAL OWNERS / WELCOME AND HOUSEKEEPING
10.20AM	SESSION 1: Please choose <u>one</u> workshop from this session.
T1.1	<p>The 'Russian' Revolutions(s): Old and New Approaches to 1917 </p> <p><i>Professor Mark Edele, The University of Melbourne</i></p> <p>This workshop gives an overview of the approaches historians have taken to understand and explain the causes and outcomes of the multiple revolutions that dissolved the Russian Empire during World War I. The focus will be on newer literature, particularly historians who tackle the role of the war and the imperial and anti-colonial aspect of these revolutions. However, we will also revisit older debates to revise the background to this most recent debate.</p> <p>VCE REVOLUTIONS</p> <p><i>Professor Mark Edele is a historian of the Soviet Union and its successor states, in particular Russia. A former Australian Research Council Future Fellow, he is the inaugural Hansen Professor in History at the University of Melbourne. Mark was trained as a historian at the universities of Erlangen, Tübingen, Moscow and Chicago. His publications include Soviet Veterans of the Second World War (2008), Stalinist Society (2011), Stalin's Defectors (2017), Shelter from the Holocaust: Rethinking Jewish Survival in the Soviet Union (2017, with Atina Grossmann and Sheila Fitzpatrick), The Soviet Union: A Short History (2019), Debates on Stalinism (2020), The Politics of Veteran Benefits in the Twentieth Century: A Comparative History (2020, Martin Crotty and Neil Diamant), and Stalinism at War: The Soviet Union in World War II (2021). Mark teaches the histories of the Soviet Union, World War II, and of dictatorship and democracy in the nineteenth and twentieth centuries.</i></p>
T1.2	<p>Developing Evaluation of Historical Sources Tasks in VCE History  </p> <p><i>Ian Lyell, Mentone Girls' Grammar School</i></p> <p>This workshop will focus on strategies for developing and refining high-quality and accessible evaluation of historical sources tasks in VCE History. Ian will discuss some principles behind effective source-based learning and assessment and share some resources to assist you in developing source-based tasks for VCE Modern History and VCE Revolutions. We will then work in small groups to develop and share source-based activities for use in the classroom. Attendees will need their laptop/iPad to participate in some activities.</p> <p>VCE MODERN HISTORY VCE REVOLUTIONS BYOD</p> <p><i>Ian Lyell is a teacher of History and Humanities at Mentone Girls' Grammar School. He is particularly passionate about how a better understanding of modern history helps equip students to understand and respond to injustice in the contemporary world, and he aims to support teachers in making History an accessible, rigorous and empowering discipline to explore. Ian is a contributing author to HTAV's Study and Exam Guides.</i></p>



<p>T1.3</p>	<p>Tools for Engagement: A Practical Approach to Teaching History G</p> <p><i>Siobhan Shaw, Sunbury College</i></p> <p>This workshop will focus on building students' engagement through practical activities, tools and templates that can be used and adapted for any History unit from Levels 7–12. This workshop is best suited to teachers who are in the early stages of their career and would like to build up a bank of ready-to-use activities. Activities will include strategies that maximise student engagement while developing students' literacy, content knowledge, critical and creative thinking, and subject-specific skills.</p> <p>GENERAL</p> <p><i>Siobhan Shaw has taught History from Levels 7–12 including VCE. She has been a Humanities Key Learning Area Leader, Assistant Principal, and Leading Teacher: Pedagogy, Assessment and Curriculum. Siobhan loves to travel and incorporate real-world experiences into the classroom and has taken three student groups to work on development projects in Vietnam.</i></p>
<p>T1.4</p>	<p>Object-based Learning in the History Classroom V M</p> <p><i>Gurmeet Kaur, Museums Victoria</i></p> <p>Every object tells a story. When we interrogate objects we can learn about the past, the present and the future. In this workshop, teachers will explore the role that objects can play in supporting students' learning and thinking. Teachers will be introduced to simple object-based learning activities that can be done in the classroom to develop historical thinking and intercultural understanding, as well as new Humanities programs and resources on offer at the Immigration Museum.</p> <p>LEVELS 9–10 VCE AUSTRALIAN HISTORY</p> <p><i>Gurmeet Kaur is Education Programs Producer at the Immigration Museum. She is an experienced former classroom teacher of Humanities and English in Australia and the United Kingdom. Gurmeet studied International Relations and History at the London School of Economics and Political Science, before completing her qualifications in Education.</i></p>
<p>T1.5</p>	<p>Mythbusters: Tackling the Biggest Fallacies in Education G</p> <p><i>Ben Lawless, Aitken College and Lawless Learning</i></p> <p>Are you a visual learner? No, you aren't, because there's no such thing. This workshop delves into the depths of the biggest falsehoods in teaching. From class sizes to multiple intelligences to inquiry learning for novices, we'll look at the evidence that questions the importance of these notions. To avoid being totally cynical, we'll also look at replacements for these beliefs and provide concrete History teaching exemplars. Always funny, usually controversial, guaranteed learning.</p> <p>GENERAL BYOD</p> <p><i>Ben Lawless is a multi-award-winning educator, author, researcher and game designer. He has worked at the University of Melbourne's Assessment and Evaluation Research Centre for over 15 years, learning about developmental learning theory under Patrick Griffin. He brought developmental rubric pedagogy to the successful textbook series Good Humanities, which has sold over 35,000 copies. Ben has written units of work for the National Museum and presented widely on History pedagogy, game-based learning and assessment. He has created international political simulation games, one being a top 10 HundrED prize contender in Australia. As a writer, Ben has produced historical narratives, keynote addresses, world history summaries and free curriculum resources on lawlesslearning.com.</i></p>


<p>T1.6</p>	<p>Teaching Deep Time and the Importance of Place M</p> <p><i>Kath Burke and Pete Leete, St Margaret Mary's College, Townsville</i></p> <p>The requirement for Year 7 History to engage students in a study of Deep Time poses new challenges for many teachers. Deep Time is a complex and often confusing term for students and can be daunting for teachers, some of whom are teaching across different faculties. This workshop will present the process we followed when approaching how best to make this relevant and engaging for our students—including how we used local resources to create meaningful links between the past and present—and how to make the process a whole lot less terrifying for teachers!</p> <p>LEVELS 7–8</p> <p><i>Kath Burke has been teaching Humanities for 25 years in Far North Queensland and the United Kingdom. She is an unashamed History nerd, and this spills over into her spare time, where her hobbies include reading, movies and travel. Kath has been Head of Humanities at St Margaret Mary's College since 2019, where she enjoys teaching History across Years 7–12, shared running of the Diplomats' Club where students get to discuss History, Politics and anything quirky, and promoting History and its importance at every given opportunity.</i></p> <p><i>Pete Leete has been teaching English and Humanities for 20 years in Far North Queensland, New Zealand and the United Kingdom. He has been at his current school of St Margaret Mary's College since 2014, teaching English and Humanities across both the junior and senior schools. Ancient History in all its forms is his passion, and he tries to inspire his students to witness the relevance and impact of the ancient world on the world around them today.</i></p>
<p>T1.7</p>	<p>Apprenticing Young Historians M</p> <p><i>Malcolm Lindner, Pembroke School, Adelaide</i></p> <p>Malcolm will share an approach to Year 7 History that introduces students to the discourse of History, supports their literacy and develops historical thinking. Practical ideas for the classroom, excursions and units to support historical writing will be shared.</p> <p>LEVELS 7–8</p> <p><i>Malcolm Lindner has 40 years' teaching experience in South Australia and overseas. He has presented for HTAV on the use of technology in History and internationally on middle school History and the discourse of secondary History. Malcolm has led literacy professional development in a range of schools.</i></p>
<p>11.15 AM</p>	<p>MORNING TEA</p>
<p>11.50 AM</p>	<p>SESSION 2: Please choose one workshop from this session.</p>
<p>T2.1</p>	<p>'The Terror' 1793–1794: Revolutionary Defence or Paranoia? V</p> <p><i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>Why was there a 'Terror' in 1793–1794? This has always been the most controversial aspect of the French Revolution. Why did the inspiring aspirations of 1789 spiral into repression and mass deaths? Was it counter-revolution that made the revolution violent, or was the violence a disproportionate response to the threat of counter-revolution? Why were some of the most draconian measures of the Terror taken as the military threat to the Republic actually receded?</p> <p>VCE REVOLUTIONS</p> <p><i>Emeritus Professor Peter McPhee AM was appointed to a Personal Chair in History at the University of Melbourne in 1993. He was the university's first Provost in 2007–2009 and is now an Emeritus Professor. Peter has published widely on the history of France since 1770, most recently Robespierre: A Revolutionary Life (2012) and Liberty or Death: The French Revolution (2016). He is currently the Chair of the History Council of Victoria, the state's peak body for History, and Patron of HTAV.</i></p>

<p>T2.2</p>	<p>'What Do I Write Next, Miss?': How to Help Students Build a Strong Knowledge Base in History  </p> <p><i>Agata Kula, Bacchus Marsh Grammar</i></p> <p>Sound content understanding underpins all great historical writing and thinking, enabling students to move beyond simple explanations. Skill development has rightly garnered attention in recent years, but how can we ensure that students know the content well enough to complete higher-order tasks? This workshop invites us to return to the basics and to ask the question, how can teachers actively assist students to build a strong knowledge base? This workshop will explore the 'why,' 'what', and 'how' of retrieval techniques and offer a toolkit of user-friendly 'retrieval practice' scaffolds that can be adapted to any year level. These resources will not only reduce workload but also enhance your ability to pinpoint and address student misconceptions at the point of need. Teachers will also be invited to adapt some of these scaffolds to a current class.</p> <p>GENERAL BYOD</p> <p><i>Agata Kula brings a wealth of experience to her role as a VCE History educator, specialising in Modern History. As a former HTAV Board member and presenter, Agata is dedicated to crafting curriculum that is both rich in content and accessible to all students. Agata is currently serving as the Head of Faculty (Humanities, Maddingley) at Bacchus Marsh Grammar.</i></p>
<p>T2.3</p>	<p>Perdita Res Publica: The Failed Reforms of M. Livius Drusus (91 BCE)  </p> <p><i>Professor Frederik Vervaeet, The University of Melbourne</i></p> <p>Towards the late 90s of the first century BCE, the Roman and Italian body politic was under tremendous strain from several festering socio-economic and political fissures. With the support of some of the foremost senators of the day, the noble and gifted Marcus Livius Drusus as tribune of the plebs in 91 BCE embarked on a comprehensive and cohesive reform program, anxious to defuse and stabilise the overall situation in Rome and Italy. This workshop will probe the causes, aims and method of Drusus's policy, as well as highlight the enormity of his fateful failure in the face of the final major hurdle.</p> <p>VCE ANCIENT HISTORY BYOD</p> <p><i>Frederik Vervaeet is Professor of Ancient History at the University of Melbourne, with expertise in Roman sociopolitical and institutional history. His publications include two monographs, four co-edited volumes, and chapters for The Oxford Handbook of Roman Law and Society and The Oxford History of the Roman World. He was a member of the School of Historical Studies at the Institute for Advanced Study in Princeton (2018), Visiting Professor at the University of Toulouse-Jean Jaurès (2019), and Visiting Fellow at Clare Hall in Cambridge (2023). In 2021, Frederik was elected a Fellow of the Australian Academy of the Humanities.</i></p>
<p>T2.4</p>	<p>AI in Education: Beyond ChatGPT and Towards Transformation  </p> <p><i>Paul Allen, Ivanhoe Grammar School</i></p> <p>As we charge into the Intelligence Revolution, the nature of knowledge and education is undergoing a profound transformation. The tools of this revolution—AI, automation, quantum computing—are swiftly reshaping the employment landscape and necessitating a reassessment of the skills we teach and how we teach them. With the meteoric rise of large language models, educators are now also programmers, empowered to craft dynamic and personalised learning experiences that can reinvigorate student engagement and underscore how studying the past develops the skills of the future. This workshop offers tangible strategies for weaving AI into your teaching practice and school culture, from using AI to streamline grading with reverse-engineered rubrics, to deploying GPT-powered history simulators, and even transforming libraries into immersive VR-enhanced learning environments.</p> <p>GENERAL BYOD</p> <p><i>Paul Allen brings 13 years of teaching experience to his role at Ivanhoe Grammar School, where he educates students in History, Politics and English. With a diverse background spanning both independent and Catholic education sectors and teaching students from Years 7–12, Paul is particularly fascinated by the intersection of educational technology and gamification, post-labour economics, and the practical application of AI within contemporary education. His work focuses on blending theoretical knowledge with hands-on practice, aiming to revolutionise the modern schooling experience by integrating the latest technologies into the classroom.</i></p>

<p>T2.5</p>	<p>How Can Teaching History Help with Student Wellbeing? V M I</p> <p><i>Jo Leech, Carey Baptist Grammar School</i></p> <p>This workshop will demonstrate how to make links between Senior History curriculum Levels 10–12 (and IB Theory of Knowledge, as relevant to attendees) through the teaching of the history of Australia’s LGBTQIA+ (1950–2010) and by connecting your History teaching with your school’s wellbeing program (within the school calendar). Teaching History content can help to make all young people feel supported and connected in the broader school community.</p> <p>LEVELS 9–10 VCE INTERNATIONAL BACCALAUREATE BYOD</p> <p><i>Jo Leech is a Senior History teacher at Carey Baptist Grammar School, where she is the Senior School Wellbeing Project Coordinator. Jo is experienced in teaching VCE Australian History and IB Theory of Knowledge. She is an experienced lecturer and presenter and has written for HTAV and other publications. Jo is passionate about and innovative in her curriculum development and is committed to implementing engaging teaching and learning units and lessons.</i></p>
<p>T2.6</p>	<p>So You’re an Early-career Teacher (or Mentor to One) G</p> <p><i>Ashley Keith Pratt, Southern Cross Grammar, and Lyndon John Pratt, Bacchus Marsh Grammar</i></p> <p>Being an early-career teacher can be a stressful time. Come and listen to an early career teacher (Lyndon) and a Deputy Principal (Ashley) talk about their dual perspectives on how to best support, be supported, and grow into an amazing History teacher. Ashley and Lyndon will discuss how to find your feet as a teacher, begin planning amazing History lessons, establish productive mentoring relationships and be set-up for a worthwhile and fulfilling career.</p> <p>GENERAL</p> <p><i>Ashley Keith Pratt is a Board Member and former President of HTAV and Deputy Principal at Southern Cross Grammar. Ashley is a current Doctor of Education candidate at the University of Melbourne, focusing on History Education. Ashley is a regular presenter for the HTAV on pedagogical content knowledge within the History discipline.</i></p> <p><i>Lyndon John Pratt is a History and Literature teacher at Bacchus Marsh Grammar. He is an early career teacher who is passionate and knowledgeable about History. Lyndon has written for Agora on Australian Indigenous history and has experience teaching Modern, Ancient and Australian History.</i></p>
<p>T2.7</p>	<p>Making History Come Alive in Your Classroom M</p> <p><i>Michael Kulkewycz, Sirius College</i></p> <p>There is no denying that History teachers are faced with the problem of making people and events of the past interesting and engaging for students. This workshop will explore a variety of History teaching strategies, activities and ideas to make your class fun, interesting and interactive. You will gain insights on how to develop and introduce these activities into your History classroom and encourage student engagement and participation.</p> <p>LEVELS 7–10</p> <p><i>Michael Kulkewycz has over 20 years’ experience as a History teacher and has seen the need for content to become more engaging and varied in the History classroom. He has developed a variety of teaching strategies and activities that encourage students to become historians in the classroom and inspire their love of history.</i></p>

<p>12.50 PM</p>	<p>KEYNOTE SESSION: 'We Won, You Lost. Get Over It!' Moving Beyond Truth-telling to Justice in the Australian History Classroom <i>Dr Aleryk Fricker, Deakin University</i></p> <p>The process of truth-telling in the History classroom has become more prominent in recent times. This has largely been driven by History teachers from a revisionist perspective, seeking to explore the untold histories of the forgotten people as a direct response to the 'great men of history' mentality that has dominated History classrooms for much of the eighteenth, nineteenth and twentieth centuries. In the Australian context, this has contributed to an increase in the amount of First Nations content but also the troubling nature of the content being covered. Truth-telling has undoubtedly had an impact on the History classroom, but possibly not in the ways it was hoped. This keynote explores the process of truth-telling and reconciliation, its limitations, and how the History classroom can move beyond historical truth-telling and into just History.</p> <p><i>Dr Aleryk (Al) Fricker is a proud Dja Dja Wurrung academic based at the NIKERI Institute at Deakin University. A former History teacher, he now coordinates the Indigenous Education units across all the undergraduate education programs at Deakin. Al's research focuses on Indigenous education and decolonising education in Australia so that all students can benefit from engaging with the oldest teaching pedagogies and knowledges in the world.</i></p>	
<p>1.45 PM</p>	<p>NETWORKING LUNCH</p>	
<p>2.35 PM</p>	<p>EXHIBITOR PASSPORT PRIZE DRAWS</p>	
<p>2.50 PM</p>	<p>VCAA UPDATE: NEW VICTORIAN CURRICULUM F–10 <i>Adam Brodie-McKenzie, Curriculum Manager (History and Civics), Victorian Curriculum and Assessment Authority</i></p> <p>Adam will provide details and requirements of the revised History curriculum as part of the Victorian Curriculum 2.0.</p> <p><i>Adam Brodie-McKenzie is the Curriculum Manager (History and Civics) at the VCAA. In this role he leads, manages and supports the production, review and development of curriculum and assessment for the Victorian Curriculum and VCE. He is also currently studying a Doctor of Education at the University of Melbourne. Prior to this he was the inaugural Master Teacher of the Humanities at the Victorian Academy of Teaching and Leadership and has worked as a lecturer, school leader and high school teacher for over a decade.</i></p>	
<p>3.15 PM</p>	<p>SESSION 3: Please choose one workshop from this session.</p>	
<p>T3.1</p>	<p>How to Stop Your Empire Crumbling: Engaging Students in the Study of Early Modern History <i>Hilary Tieri, Assumption College, Kilmore</i></p> <p>This workshop will focus on how to engage students in a study of the early modern period, which is often an unfamiliar era to them, particularly avenues of inquiry and curriculum design that allow them to connect with their own knowledge and interests. We will also observe how examining a mix of visual, written and archaeological historical sources can boost students' skills in source analysis. The focus of this workshop will be on the Spanish and British empires for VCE Units 1 and 2 Empires, but the materials will be transferable to other History subjects.</p> <p>VCE EMPIRES BYOD</p> <p><i>Hilary Tieri is a passionate and knowledgeable teacher who has had the pleasure of teaching History from Year 7 to VCE level over the past 11 years. Hilary's key areas of interest include the ancient Mediterranean, medieval and early modern Europe, and the world wars.</i></p>	 

<p>T3.2</p>	<p>Archaeology and Ancient Australia M</p> <p><i>Alethea Kinsela, Plainspeak Publishing</i></p> <p>The inclusion in recent years of archaeology and Ancient Australia in the History curriculum has created unique and exciting opportunities for teachers and students to study Australia’s ancient past like never before. Not only has this presented major implications for the teaching and learning of archaeological practice in schools, but it also has the potential to change the way our nation views and understands Australia’s ancient past. In this workshop, teachers will explore Ancient Australia through the lens of archaeology by examining key archaeological concepts, investigating significant Ancient Australia case studies and discussing ideas for classroom activities and approaches.</p> <p>LEVELS 7–8 PUBLISHER SESSION</p> <p><i>Alethea Kinsela is the author of Ancient Australia Unearthed, a history text that uses archaeology to teach Australia’s ancient past. She has worked as a secondary English/History teacher, an archaeologist, a sessional lecturer at La Trobe University’s School of Education, and has designed and run the Young Archaeologists’ Program at La Trobe University. Alethea lives in the beautiful Yarra Valley and splits her time between running archaeology and Ancient Australia workshops in schools, managing an ecology consulting business with her husband, writing fiction books for kids, and raising a little tribe of boys.</i></p>
<p>T3.3</p>	<p>Empowering Gifted Historians: Depths and Complexity Approach G </p> <p><i>Joshua Cozzio, Ivanhoe Grammar School</i></p> <p>This presentation will explore Joshua Cozzio’s inquiry within a Year 7 Humanities class, with the application of Dr Sandra Kaplan’s Depth and Complexity model to engage and extend gifted students with a high IQ. Amid traditional learning challenges, strategies are employed to differentiate instruction for diverse needs, fostering a supportive and inclusive environment. Teachers will gain insights into leveraging innovative resources and shared readings, tailoring learning experiences to individual needs. The inquiry extends to examining how these strategies can enrich the educational experience for all students—ultimately transforming students with high IQs into expert historians—and developing a deep and complicated understanding of historical concepts and skills.</p> <p>GENERAL BYOD</p> <p><i>Joshua Cozzio has over six years of experience teaching History to students ranging from Levels 7 to VCE History. Joshua brings a deep understanding of the Australian Curriculum and the VCE History Study Design. As a mentor teacher for one student with a high IQ, he ensures their academic and wellbeing needs are met, collaborating with the Academic Excellence Team to deliver tailored learning experiences. Through explicit professional development, Joshua has honed his skills in engaging gifted students.</i></p>
<p>T3.4</p>	<p>Building Cultural Capital in the Middle Years Classroom M </p> <p><i>Jane Denman and Emma Winton, Nossal High School</i></p> <p>Ever drawn on a current event in class to connect to a historical concept and been met with blank faces? As History teachers, we are having to work harder than ever to fight the declining cultural capital of students. This workshop aims to share our project on promoting cultural capital in students to better understand how history continues to be relevant to themselves and the world around them. When students understand the relevancy of history and how to engage with texts, they become more skilful, willing, critical, and analytical thinkers and communicators.</p> <p>LEVELS 9–10 BYOD</p> <p><i>Jane Denman is a VCE History and Politics teacher and previous Head of Humanities at Nossal High School. She has been teaching for seven years and has a special interest in source analysis and media literacy skills.</i></p> <p><i>Emma Winton is a VCE and Middle Years History and English teacher at Nossal High School. She has been teaching for seven years and has a special interest in developing historical thinking skills in students. Emma has previously completed Community of Practice projects on reading engagement in middle years students.</i></p>

<p>T3.5</p>	<p style="text-align: right;">V M </p> <p>Using Egyptomania to Promote History in Schools</p> <p><i>Andree Buchanan, Luther College, and Alanna Clark and Astrid Morgan, Victory Lutheran College</i></p> <p>Artworks, artefacts and antiquities! Did you know that the golden boy king can be used to promote History at the senior level? The eye-catching art and gold coffins found in the tomb of Tutankhamun can open the eyes of students who dislike History. Promote History in your school with wonderful things!</p> <p>LEVELS 7–8 VCE ANCIENT HISTORY BYOD</p> <p><i>Andree Buchanan is a History, English and Humanities teacher at Luther College. She has taught History for over 30 years and was a History Method Tutor at Monash University. Her main aim is for students to develop a passion for History that goes way beyond the years at secondary school. Highlights of her teaching have been travelling to Israel as a recipient of the Pauline Glass Study Grant and being a teacher chaperone for the Gallipoli Dawn Service in 2015. She has greatly enjoyed taking Year 8 students to Kryal Castle for Medieval Day, creating a subject with Astrid Morgan—which was originally called Mummies and Murderers and now Conspiracy Theories—working with Year 7 students to prepare an Egyptian museum for an evening with parents, and using the people and events of the Titanic in her teaching.</i></p> <p><i>Alanna Clark is a passionate historian and History teacher. She specialised in Egyptology at Monash University and graduated with a Master of Research in 2020. Alanna has been fascinated with all things ancient Egypt, from exploring the art on tombs to deciphering hieroglyphs on coffins, and endeavours to light this spark in her students. In her spare time, she enjoys gardening.</i></p> <p><i>Astrid Morgan has taught VCE Revolutions, Australian History and Ancient History and is the Head of Humanities at Victory Lutheran College. Astrid is an ancient Egypt enthusiast, having travelled there in 2011. She is also a lover of Art Deco and early film.</i></p>
<p>4.15 PM</p>	<p>NETWORKING DRINKS</p> <p style="text-align: right;">V M</p>