




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.
1.1	<p>The Rise of Empires: Exploring the Key Elements of Area of Study 1   </p> <p><i>Professor Darius von Güttner, Australian Catholic University</i></p> <p>This workshop will examine the emergence of early modern empires that dominated both the European West and East. Focusing on France (1605–1774) and Russia (1552–1894), this presentation aims to chart the long history of the rise of absolute monarchies, which established the foundations for the political, economic and social consolidation of empires. By exploring the significant events that brought together individuals, ideas and technologies, this presentation will explain how empires used (and abused) their wealth to create power.</p> <p>VCE UNITS 1 & 2 EMPIRES CONTENT KNOWLEDGE</p> <p><i>Professor Darius von Güttner is a historian and a Fellow of the Royal Historical Society (United Kingdom). He is an award-winning scholar whose work focuses on the cultural aspects of European history and the transmission of ideas. His publications include academic books on religiously motivated warfare and historical writing. Darius is the author of The French Revolution (Routledge) and HTAV's French Revolution Study and Exam Guide. He has taught VCE Revolutions and was a previous VCE Revolutions Assessor, and he has contributed to the development of Australian and Victorian curricula. Darius teaches History and history education subjects at Australian Catholic University.</i></p>
1.2	<p>The Power and Tragedy of Mao's Chinese Revolution    </p> <p><i>Dr Pete Millwood, The University of Melbourne</i></p> <p>This presentation will consider the role of Mao Zedong in the Chinese Revolution and will examine how he sought—often successfully—to pose radical, fundamental challenges to the existing Chinese order. It will explore how Mao's unique revolutionary thought not only provided a powerful doctrine for revolution but also contained the seeds of China's post-revolution tragedy. Mao's role in the revolution will also be compared against his long-term rival and often enemy Chiang Kai-shek (Jiang Jieshi), who, unlike Mao, believed that Chinese modernity should combine veneration of tradition with an openness to modern, foreign methods.</p> <p>VCE UNITS 3 & 4 REVOLUTIONS: CHINA CONTENT KNOWLEDGE</p> <p><i>Dr Pete Millwood is a lecturer in East Asian History at the University of Melbourne, where he teaches modern Chinese history and the history of the Cold War in Asia. He received his Doctor of Philosophy from Oxford and a BA from the London School of Economics and Political Science (LSE). He previously held research and teaching positions at Tsinghua University, LSE and the University of Hong Kong. Pete has written or spoken about his research on BBC Radio 4, History Today, The Washington Post and the South China Morning Post. His first book, Improbable Diplomats: How Ping-Pong Players, Musicians, and Scientists Remade US-China Relations, was published by Cambridge University Press in 2022.</i></p>

<p>1.3</p>	<p>Skill Building Like a Boss 1 2 3 4 G T</p> <p><i>Athena Kavaleris, Westbourne Grammar School</i></p> <p>As History teachers, we know that our students can become overwhelmed by the amount of content covered in VCE History. However, it is imperative for students to know how to apply their understanding in a written format and for teachers to integrate and introduce in their classroom key historical thinking skills. This workshop will offer fun and practical ideas and tips on how to cover historical thinking skills in the VCE History classroom to leave you feeling like a skill-building boss who is ready to tackle the classroom.</p> <p>VCE UNITS 1–4 GENERAL TEACHING IDEAS</p> <p><i>Athena Kavaleris teaches at Westbourne Grammar School and is the Deputy VCE Coordinator. She has taught VCE Australian History and currently teaches VCE Revolutions. Athena is very passionate about History and equipping students with skills to become self-regulated learners.</i></p>
<p>1.4</p>	<p>Savvy Strategies and Revolutionary Resources: Supporting VCE History Students 3 4 T</p> <p><i>Sally Elliott, Cranbourne East Secondary College, and Natalie Shephard, Hume Anglican Grammar</i></p> <p>This practical workshop will look at ways to support students who find VCE Revolutions challenging. It will provide strategies, resources and activity ideas across a range of revolutions to help support students of varying abilities.</p> <p>VCE UNITS 3 & 4 REVOLUTIONS TEACHING IDEAS BYOD</p> <p><i>Sally Elliott is an educator with fifteen years of experience who specialises in History, Humanities and EAL. She currently teaches Senior History and Humanities at Cranbourne East Secondary College. Sally presents at HTAV conferences, with a focus on technology usage, vocabulary instruction and pedagogical support. She is also a co-author, along with Natalie, of Good Humanities 10: History. Sally is dedicated to fostering inclusivity, creating accessible resources and improving student outcomes, demonstrating her commitment to shaping dynamic and inclusive learning environments.</i></p> <p><i>Natalie Shephard is a History and Humanities educator with over two decades of experience and is currently teaching at Hume Anglican Grammar. An active contributor to the HTAV, she not only presents at its events and conferences but also enhances educational resources through her involvement in HTAV publications. In addition, she is the co-author of the 9 and 10 Good Humanities series. Beyond her classroom role, Natalie serves as a mentor through HTAV, offering support to colleagues across the state. Committed to enriching History education, she provides accessible resources and innovative teaching ideas.</i></p>
<p>1.5</p>	<p>To Discriminate or to Populate? Dismantling White Australia 3 4 C</p> <p><i>Dr Zachary Gorman, Robert Menzies Institute</i></p> <p>The cry of ‘populate or perish’ had first been raised prior to World War I, but it took Australians more than fifty years to accept that a non-discriminatory immigration policy was in the national interest. Thus, the abolition of the White Australia Policy was neither achieved overnight nor did it reflect a sudden change of heart. It was the product of decades of debate and shifting geopolitical circumstances in which Australians reluctantly gave up their prejudices in favour of competing imperatives. Understanding the full span of this journey is essential to understanding the gradual processes of continuity and change in our history.</p> <p>VCE UNITS 3 & 4 AUSTRALIAN HISTORY CONTENT KNOWLEDGE</p> <p><i>Dr Zachary Gorman is the Research Manager and Historian for the Robert Menzies Institute at the University of Melbourne. A professional historian, he has been working as a researcher and academic since 2013, including several years at the University of Wollongong, where he received his PhD. He is currently editing a four-volume series on Robert Menzies and the Menzies era, produced by Melbourne University Publishing. He has also authored biographies of Prime Minister Joseph Cook and NSW Premier Joseph Carruthers and has been published in a wide range of peer-reviewed journals.</i></p>

1.6	<p>Helping Students Revise and Apply Their Knowledge 3 4 T</p> <p><i>Ian Lyell, Mentone Girls' Grammar School</i></p> <p>Students can easily feel overwhelmed by the sheer volume of information in VCE History subjects. Therefore, it's important for teachers to give them regular opportunities to review, select and apply their knowledge and to teach students how to engage in active revision. This workshop will focus on different strategies for revision lessons that outsource the work of creating revision resources to students. Ian will illustrate this primarily by sharing examples of student-created revision resources for the Russian Revolution, but he will also provide activity templates and advice that are easily transferrable to other contexts in VCE History.</p> <p>VCE UNITS 3 & 4 REVOLUTIONS: RUSSIA TEACHING IDEAS</p> <p><i>Ian Lyell teaches 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. He also 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>
1.7	<p>Politics for Historians: Making Ideologies Explicit 1 2 3 4 C</p> <p><i>James Carman, Bacchus Marsh College</i></p> <p>Political ideologies such as liberalism and fascism are present through histories of the modern period but are often not deeply explored. (Liberalism in particular usually has a paragraph at most.) This workshop aims to make these ideologies more explicit by looking at how they are related to and rise from each other. By making them explicit we should be able to improve student understanding of the conflicts between these ideologies (Modern History, Revolutions) or how they inspired changes (Empires, Revolutions).</p> <p>VCE UNITS 1–4 MODERN HISTORY, EMPIRES & REVOLUTIONS CONTENT KNOWLEDGE</p> <p><i>James Carman is a History teacher at Bacchus Marsh College. Coming from apartheid South Africa, they studied politics, then history, to understand what happened. James has taught Revolutions for five years and has tutored in university-level politics.</i></p>
1.8	<p>The Forgotten New Deal of Marcus Livius Drusus (91 BCE) and the Demise of the Roman Republic 3 4 C</p> <p><i>Professor Frederik Vervaeet, The University of Melbourne</i></p> <p>Whereas the names of such controversial reformers as Tiberius and Gaius Gracchus are well known—receiving ample attention in the VCE Ancient History Study Design—few students of Roman Republican history are familiar with the critically important events of 91 BCE.</p> <p>In the decades following the violent demise of the Gracchi brothers (in 133 BCE and 122 BCE, respectively), the Roman and Italian body politic came under tremendous strain from a combination of festering socio-economic and political fissures. With the support of some of the foremost senators and statesmen of the day, the noble and wealthy Marcus Livius Drusus (as tribune of the plebs in 91 BCE) embarked on a comprehensive reform program, anxious to defuse and stabilise the overall situation in Rome and Italy by appeasing all major interest groups. This lecture will probe the causes, aims and method of Drusus's policy and highlight the enormity of his eventual failure in the face of the final major hurdle, a calamity that could retrospectively be conceived of as the failure and demise of the Roman Republic itself.</p> <p>VCE UNITS 3 & 4 ANCIENT HISTORY: ROME CONTENT KNOWLEDGE</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>
11. 15AM	MORNING TEA

11.50AM	<p>VCAA Advisory Session – 2024 VCAA Update <i>Adam Brodie-McKenzie, Curriculum Manager (History and Civics), VCAA</i></p> <p>Adam will reflect on the first two years of implementation of the VCE History Study Design 2022–2026 and outline what the VCAA has in train for 2024.</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>
12.20PM	<p>SESSION 2: Please choose <u>one</u> workshop from this session.</p>
2.1	<p>Top Tips for Teaching Australian History 3 4 T</p> <p><i>Jo Leech, Carey Baptist Grammar School</i></p> <p>This workshop is designed for those who are new to teaching VCE Units 3 & 4 Australian History and want some curriculum ideas to add to the yearly planner, SAC schedule and/or to classroom activities, resources and skill development. Examples will be generated from Power and Resistance and War and Upheaval historical investigations, which can be adapted for your own classes. Please come with questions.</p> <p>VCE UNITS 3 & 4 AUSTRALIAN HISTORY TEACHING IDEAS</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 Theory of Knowledge in the International Baccalaureate. 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>
2.2	<p>Searching for Identity in the Russian Empires 1 2 3 4 C</p> <p><i>Liam Tran, Alice Miller School</i></p> <p>‘What is to be done?’ Lenin was not the first to ask this question of his country. In this lecture, we will tour through Russian history from Ivan the Terrible to Alexander III to map the half-millennia-long conflict over Russian identity. Understanding the tumultuous and knotted course of Russian self-identity helps educators approach Russian revolutionary history teaching with a more thorough contextual framework. This lecture is suited to teachers of VCE Empires (Russia) and VCE Revolutions (Russia).</p> <p>VCE UNITS 1–4 EMPIRES & REVOLUTIONS CONTENT KNOWLEDGE</p> <p><i>Liam Tran teaches Levels 7–10 History and VCE Empires at Alice Miller School in Macedon. He graduated in 2019 from the Australian Catholic University with a double degree in Teaching and Arts (Humanities). Since entering the teaching landscape of remote learning and digital classrooms, Liam has strived to find new and innovative ways of connecting with students using technology. He has also been an active member of the HTAV community by writing for Agora, presenting at events and helping to kickstart the VCE Empires sharing community for resources.</i></p>
2.3	<p>The Role and Status of Women in Ancient Athens: Exploring the Evidence 3 4 C</p> <p><i>Dr Christopher Gribbin, La Trobe University</i></p> <p>Were Athenian women dominated and secluded or active and engaged members of society? The answer is complicated. Our sources are limited, unreliable and contradict each other, and archaeology and texts often paint different pictures. Trying to make sense of the evidence is challenging, but it can also be an interesting and engaging exercise that highlights some of the common difficulties with interpreting our sources from Ancient Greece. This lecture will explore the evidence from historians, legal cases, literature, vase painting and the remains of ancient houses and what they can tell us about the role and status of women in ancient Athens.</p> <p>VCE UNITS 3 & 4 ANCIENT HISTORY: GREECE CONTENT KNOWLEDGE</p> <p><i>Dr Christopher Gribbin is an Adjunct Lecturer at La Trobe University and a public historian specialising in Ancient Greece and Rome. He is passionate about bringing the ancient world to life for modern audiences. He delivers a summer school with Melbourne’s Hellenic Museum each January and co-wrote HTAV’s Ancient Greece Study and Exam Guide. Chris has worked on special events with the Hellenic Museum, Humanities21, the National Gallery of Victoria (NGV) and Museums Victoria. He also records podcasts and leads cultural tours visiting ancient sites with Australians Studying Abroad.</i></p>

<p>2.4</p>	<p>The Good, Bad and Ugly of Teaching Revolutions 3 4 T</p> <p><i>Olivia Heaton, Allan Kerr and Tim Ringwood, Carey Baptist Grammar School</i></p> <p>A troika of Revolutions teachers, all with different levels of experience (the good, bad and the ugly), will present a primer on how to avoid the pitfalls of teaching Revolutions (mainly Russia and France, but applies to all four) and provide concrete strategies for success for all students.</p> <p>VCE UNITS 3 & 4 REVOLUTIONS TEACHING IDEAS</p> <p><i>Olivia Heaton is an experienced History teacher. She has taught VCE Revolutions and Modern History for almost a decade. Olivia has had previous experience as a VCAA History Revolutions Assessor and has contributed to HTAV conferences and publications.</i></p> <p><i>Allan Kerr is the ugly of this troika. He has been teaching since Lenin was a boy. He has authored several HTAV publications and presented at HTAV and History Teachers' Association of Australia conferences a few times.</i></p> <p><i>Tim Ringwood has been teaching for five years with a background in History and Politics. Having been seconded into the English faculty for several years, he is eagerly returning to his roots for VCE Revolutions in 2024. Tim is passionate about the subject, with a particular fondness for the French, and aims to bring a new, exciting and academic approach to his students.</i></p>
<p>2.5</p>	<p>Teaching VCE History with AI 1 2 3 4 G T</p> <p><i>Scott Hetherington, Virtual School Victoria</i></p> <p>Generative AI was identified by the Federal Minister of Education as a priority in 2023 and will soon be ubiquitous as a tool at students' fingertips. Fortunately, it can be harnessed to enrich the experience of students and teachers alike. This session will focus on ChatGPT and provide resources and demonstrations of how its use can increase student agency, skills and engagement in the History classroom.</p> <p>VCE UNITS 1–4 GENERAL TEACHING IDEAS BYOD</p> <p><i>Scott Hetherington is a frequent contributor to HTAV and holds an honours degree in History from the University of Melbourne. Scott has been teaching VCE History at Virtual School Victoria for the past ten years. The emergence of generative AI as a national priority in education prompted him to complete an inquiry into its uses for teaching History as part of the Teaching Excellence Program at the Academy of Teaching and Leadership.</i></p>
<p>2.6</p>	<p>France in 1789: Collapse of Government or Revolution? 3 4 C</p> <p><i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>Historians have identified many causes of the French Revolution, ranging from the impact of 'enlightened' ideas to harvest failure and Louis XVI's mismanagement of a fiscal crisis. Too often we fail to distinguish between different types of causes. Just as importantly, we need to ask the question as to whether the events of 1788–1789 represent the collapse of Louis XVI's government or the triumph of revolutionary forces. This lecture will focus on that question as a way of making sense of the causes of the revolution.</p> <p>VCE UNITS 3 & 4 REVOLUTIONS: FRANCE CONTENT KNOWLEDGE</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>

2.7	<p>Economics and (In)Equality in the Later Roman Republic 3 4 C</p> <p><i>Raquel Fenby, Suzanne Cory High School</i></p> <p>This presentation is based on the research and ideas of Dr James Tan from the University of Sydney (with his support). It will challenge the prevailing narrative of poorer farmers seeing their farms fall into disrepair, struggling to compete with large latifundia estates and being forced off the land as a result of constant warfare in the later Roman Republic. Also explored are the archaeological realities of widespread economic prosperity and where the most significant economic inequality lay: between Romans and provincials.</p> <p>VCE UNITS 3 & 4 ANCIENT HISTORY: ROME CONTENT KNOWLEDGE</p> <p><i>Raquel Fenby is a VCE History, Economics and English Language teacher who is also qualified to teach IB and Spanish. She has taught several History subjects including Empires, Revolutions and Ancient History. Raquel enjoys visiting historical sites around the world and has backpacked through over 120 countries. She has a BA (Hons, History), a Graduate Diploma in Education, a Graduate Diploma in TESOL and a Master of TESOL from the University of Melbourne. Raquel has a longstanding relationship with HTAV both as a presenter and writer.</i></p>
2.8	<p>Teaching the Dreaded Essay 3 4 G T</p> <p><i>Maddison Schmidt, St Francis Xavier College</i></p> <p>In this workshop Maddi will outline her approach to teaching both essay writing skills and effective critical thinking during assessment and examination settings. Maddi will share literacy and thinking strategies that have worked in her classrooms as well as student-ready resources to take into your classroom. Open to all VCE History teachers, but examples will be primarily Revolutions-based.</p> <p>VCE UNITS 3 & 4 REVOLUTIONS GENERAL TEACHING IDEAS BYOD</p> <p><i>Maddison Schmidt is the Learning and Growth Team Leader at St Francis Xavier College, Beaconsfield. Maddi regularly presents and writes for HTAV at both student lectures and teacher conferences with a focus on Revolutions, assessment strategies and differentiation in the classroom.</i></p>
1.15PM	NETWORKING LUNCH
2.20PM	SESSION 3: Please choose one option from this session.
3.1	<p>VCE Australian History – Examination Reports</p> <p><i>James Jacobs, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2023 VCE Australian History examination.</p>
3.2	<p>VCE Ancient History – Examination Reports</p> <p><i>Jeremy Daly, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2023 VCE Ancient History examination.</p>
3.3	<p>VCE Revolutions – Examination Reports</p> <p><i>Sam Cavnoudias, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2023 VCE Revolutions examination.</p>
<p>History Tours</p> <p>For those not attending the Examination Reports, depart the conference venue at 2.00 pm and take the short walk to public transport with a HTAV representative to join the tour experience of your choice.</p> <p>Delegates may end their conference day at the completion of their tour or make their way back to the Jasper Hotel conference venue and join us for Social Hour.</p>	

SESSION DESCRIPTIONS AND PRESENTER BIOGRAPHIES: **VCE HISTORY CONFERENCE**

<p>3.4</p>	<p>Ancient Worlds at the National Gallery of Victoria</p> <p><i>Please note: This tour is capped at 10 attendees</i></p> <p>Join NGV Educators for a unique experience that provides exclusive, in-person access to works relating to Ancient Greece and Rome under the guidance of NGV curator and archaeologist, Amanda Dunsmore. Attendees will learn more about integrating historical sources into their classroom using works from the NGV Collection. This is an engaging and interactive program focusing on object-based approaches to teaching VCE Ancient History.</p> <p><i>The NGV has an extensive collection of works representing a range of ancient cultures including Egypt, Greece, Rome and China. Their education programs develop students' critical and creative thinking skills and are aligned with the Victorian Curriculum F-10 and the VCE History Study Design Units 1-4.</i></p>
<p>3.5</p>	<p>Old Treasury Building</p> <p>Conveniently located at the top end of Collins Street, adjacent to Parliament Station, the Old Treasury Building offers a learning experience like no other! Join our excellent guides on a behind the scenes tour from the original gold vaults to the Executive Council Chamber where the Governor and Executive Council meet weekly. Along the way you'll examine primary documents and discover how the Old Treasury Building can fit into your teaching for Levels 3 to VCE (Units 1-4).</p> <p><i>Travelling to the Old Treasury Building: we recommend walking to Melbourne Central Station (six minutes from Jasper Hotel conference venue) and taking any train line that stops at Parliament Station (Upfield, Craigieburn, Mernda or Sunbury lines). Disembark at Parliament Station; the Old Treasury Building is approximately a one-minute walk.</i></p>
<p>3.20PM</p>	<p>SOCIAL HOUR – NETWORKING DRINKS FOR CONFERENCE PARTICIPANTS</p> <p>Join colleagues, catch up with old friends, meet new people, harvest good ideas and enjoy a complimentary drink and a selection of canapés at the HTAV Social Hour.</p> <p>Social Hour will take place in Jasper Kitchen conveniently located at the Jasper Hotel conference venue.</p>