



# Teaching the History teachers

Help develop the historical knowledge  
of school History teachers

# Invitation

Calling on historians, History Education academics, GLAM sector educators, university tutors and postgraduate students,

We all want the same thing – a Victorian community that is interested and knowledgeable in history, and a growing subsection of the community that is passionate about it.

The foundation of this work is done in schools. It is the teachers at this level who provide the historical education of the broader population. When they do it well, they increase the number of young people who take pleasure in reading, watching or listening to history.

If you spend time with expert History teachers, you discover a network of committed professionals. They help each other. They share resources. They improve their practice through professional learning. They use digital technologies, artefacts and primary sources, and engaging teaching practices. And they mentor the colleagues who have been allocated History classes without having any grounding in the discipline.

What they really don't have is the time to be historical researchers. **That's where you come in.** School history teachers need researchers and experts to 'package up' knowledge about the historical topics in the History curriculum and deliver it to them. This improves their teaching, their confidence and the quality of the education they provide to their students.

We understand that you're very busy too. Nonetheless, if we are going to improve the status and extent of historical understanding in the community, we need to help each other. There are plenty of ways you can help, as you will see.

Whether you become a regular part of this wonderful teaching community or an occasional contributor, we know you will be glad you did.

Emeritus Professor  
Peter McPhee  
HTAV Patron



Mr Ashley Pratt  
HTAV President



Dr Deb Hull  
HTAV Executive Officer



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# Testimonials

## From valued expert partners

I have had a long and enjoyable association with our valued cohort of history teachers and their students. One of the joys of teaching is to be involved in those wonderful moments when students experience the pleasures of developing a fascination about past societies and reaching an understanding of different worlds. I have deep admiration for the teachers who are engaged in the challenges of inspiring their students to become aware of the boundless pleasures and benefits of having an historical perspective on the world.

There are many ways in which university teachers can make a contribution to the goals of greater historical literacy. This brochure outlines many of them. For example, I have enjoyed meeting with groups of teachers at their annual HTAV conferences to outline the most important and recent historiography in my field. Like my predecessor Richard Broome, I began my association with teachers by being involved with the 'History Safari' in the 1970s, when a few university historians would travel through regional Victoria giving talks to students. That was the origin of the Roadshow which is flourishing today and is outlined later in this brochure.

I do hope you will find a way to make a contribution to our profession and the HTAV in one or more of these ways.

Emeritus Professor Peter McPhee AM FASSA  
Patron, HTAV  
Chair, History Council of Victoria



Emeritus Professor Peter McPhee  
HTAV Patron

In 1974 I first travelled to Swan Hill High School with what was called the 'History Safari' run by the History Department at the University of Melbourne. The idea was to talk history with senior students, specifically on content related to their curriculum. In the 1980s I graduated to talking with teachers at professional development sessions run by the History Teachers' Association of Victoria. I am still visiting schools and speaking to teachers 48 years later!

Not only has it been greatly appreciated by students and teachers, and great fun, but I have found it a wonderful way to take what I have learned through my research and teaching at tertiary level into the wider world. It not only helps others in a most specific way, but it also boosts your community engagement credentials for your own advancement.

The demands are not great and can be set to suit your workloads, but one lecture/presentation a year may be manageable and make the world of difference to teachers and through them to their students.

Professor Richard Broome AM, FAHA, FRHSV  
Emeritus Professor in History La Trobe University  
Adj Professor, Sir Zelman Cowen Centre, Victoria University  
President Royal Historical Society of Victoria  
Former Patron HTAV



Professor Richard Broome

# You are vital to HTAV's Vision and Purpose

## HTAV VISION

History in Victorian schools will be

**rigorous**

**engaging**

and

**appropriately valued**

because teachers of History will be

**properly resourced**

**connected to each other**

and

**connected to sources of authoritative knowledge and advice**

## HTAV PURPOSE

**To achieve this vision, HTAV will**



- ▶ ensure teachers of History can access excellent teaching resources that are aligned to the curriculum
- ▶ advocate for History education and teachers of History
- ▶ assist teachers of History to encourage more students to choose History beyond the compulsory years

- ▶ facilitate a flourishing professional network of teachers of History across all Victorian schools
- ▶ provide teachers of History with opportunities to offer educational leadership to their peers

- ▶ provide trusted and effective professional learning and reading that improves the content knowledge and content pedagogical knowledge of teachers of History
- ▶ connect teachers of History with universities, historical and cultural institutions, education authorities and the wider community

# How does History work in schools?

Victorian schools are required to comply with either the Victorian Curriculum (implemented by all government and Catholic schools) or the Australian Curriculum (most independent schools). The two are similar through the primary years and up to Year 10, but there are significant differences in Years 11 and 12.

There are two strands to the History curriculum – the historical knowledge that students should encounter and the historical thinking skills that they should develop.

## **Skills**

The same skills are developed across the span of years, but they become more complex and sophisticated as students get older. Assessment in school History is based on both what students know and what they can do. They are expected to demonstrate that they can apply the skills to the knowledge they have been engaging with.

Sequencing chronology

Using historical sources as evidence

Identifying continuity and change

Analysing causes and effects

Determining historical significance

The Victorian Curriculum and Assessment Authority and expert classroom teachers lead professional learning regarding the teaching of historical thinking skills.

## **Knowledge**

A school History teacher who has a Year 7 class, a Year 9 class and a Year 12 class will cover ancient First Nations history, ancient Rome, archaeology, the British Industrial Revolution, Australians' experiences in World War 1, the Russian Revolution and the American Revolution, all in one year. (As well as classes in Geography and Business Management!)

In other words, the historical knowledge in the curriculum is vast and teachers are allocated classes to suit the school timetable rather than their own expertise and preferences. When they need to learn a new historical topic (e.g. because they have just discovered they are teaching Year 9 next term), they need to learn it fast. Once they have learnt enough about a topic to teach it, they do not have time to keep scanning the scholarly literature to see how understanding of that topic is changing over time.

HTAV would like to partner with you to help Victoria's history teachers learn quickly, stay excited about History, and incorporate into their teaching the latest historical discoveries and thinking.

# Present at professional learning conferences

HTAV is the primary provider of professional learning for school History teachers. Teachers come to these events to learn more about what to teach and how best to teach it.

Regardless of their personal curiosity and interests, History teachers can and will only undertake professional learning in the topics in the Curriculum. You can find a topic summary at pages 15-17. HTAV staff are available to help you understand how you might package what you know to align with the learning needs of school History teachers.

Attendees at these events vary from expert teachers with 20+ years' experience to teachers who are just starting out, or who have been asked to teach History without a background in it ('out-of-field' teachers).

Keynote and workshop presenters include school teachers, historians, Education lecturers, curriculum experts, cultural and historical organisations, and museum educators and curators.

All presenters are entitled to free conference registration and may attend the rest of the conference if they wish.

## Contact

To be notified when the Call for Papers is issued each year, or to discuss a potential conference session, please contact Myra Karantzas, Events Manager via email at [m.karantzas@htav.asn.au](mailto:m.karantzas@htav.asn.au)

# Present at the VCE History Conference

February

VCE History is a challenging and rewarding subject to learn and to teach. Students are expected to engage with more detailed and complex material, and to demonstrate their knowledge and skill within a very precise assessment framework. Passionate and successful VCE History students are the young people who are likely to go on to study History at university.

This conference supports VCE History teachers to expand their content knowledge, pick up classroom-ready tips and resources, think deeply about History teaching and learning, and network with peers and mentors from all over Victoria. All workshops must be connected to the topics in the Victorian VCE curriculum (or Study Design) which is summarised at the end of this booklet.

## Example Session Description

### **Was the French Revolution 'Inevitable'?**

*Emeritus Professor, Peter McPhee AM, The University of Melbourne*

VCE UNITS 3/4 - REVOLUTIONS: FRANCE | CONTENT KNOWLEDGE

The advantages of hindsight may lead us to imposing on the past a pattern of inexorability, even inevitability. There seem to be so many 'revolutionary' causes of the French Revolution of 1789 that it is often understood as 'inevitable'? Instead, this presentation will distinguish between those financial, social and cultural dimensions of a political crisis and the actions that finally triggered a revolution that was not foreseen.

*Emeritus Professor, Peter McPhee AM was appointed to a Personal Chair in History at the University of Melbourne in 1993. He has published widely on the history of modern France, most recently Robespierre: a Revolutionary Life (2012); and Liberty or Death: the French Revolution (2016). He was the University's first Provost in 2007-09 and chaired the Victorian Curriculum and Assessment Authority in those years. He is currently the Chair of the History Council of Victoria, the state's peak body for history.*

## Contact

If you would like to discuss your proposed workshop, please contact Myra Karantzias Events Manager, via email at

[m.karantzias@htav.asn.au](mailto:m.karantzias@htav.asn.au)



# Present at the Annual Conference

July

This conference supports History teachers from primary schools through to VCE and is the flagship professional learning event for school History teachers in Victoria. It runs for two days in late July each year, and attracts over 300 teachers.

## Example Session Description

### Navigating Indigenous-Settler Relations in the Classroom

Associate Professor Kat Ellinghaus, La Trobe University and  
Dr Sana Nakata, The University of Melbourne

We are at an important moment in the teaching of Australian History. In 2018 Reconciliation Australia's biennial survey found that more than one in three Australians do not accept that Aboriginal and Torres Strait Islander people were subject to mass killings, incarceration, and forced removal from their lands. The teaching of settler colonial history in schools is a crucial part of changing the ignorance of mainstream Australia about its own history. At the same time, Aboriginal, Torres Strait Islander and Pasifika people are making their voices heard about being spoken 'for' instead of spoken 'to', and about their stories being told without their consent or their presence. Indigenous knowledge is contributing to both a more complicated, challenging history of settler-colonialism on the Australian continent while also providing rich contribution to a 'deep history' of the world and the origins of human civilisation. It is in this context that anxieties about 'who' can teach this topic arise. Teachers can worry about making mistakes, stepping where they shouldn't be stepping, not knowing protocols, or about saying something offensive. How do we push past these anxieties towards a way forward? How can we make the classroom a safe place for Aboriginal and Torres Strait Islander students? How can we teach settler colonial history sensitively and well?

There will be an opportunity for questions and comments at the end of the presentation.



Kat Ellinghaus is an Associate Professor in the School of Archaeology and History at La Trobe University, where she teaches Australian and Indigenous history. She is of Irish and German heritage and lives and works on Wurundjeri Willam land. Kat is the author of *Taking Assimilation to Heart: Marriages of White Women and Indigenous Men in the United States and Australia, 1887-1937* (University of Nebraska Press, 2006) and *Blood Will Tell: Native Americans and Assimilation Policy* (University of Nebraska Press, 2017). In 2014 she was awarded an Australian Research Council Discovery Project grant to write a history of Aboriginal exemption policies in Australia. She writes and researches in the areas of settler colonial history, transnational and comparative history, assimilation policies and the social and cultural history of the United States and Australia.



Dr Sana Nakata is a Torres Strait Islander, Lecturer in Political Science, ARC Discovery Indigenous Research Fellow (2016-2019) and Co-Director of the Indigenous Settler Relations Collaboration at The University of Melbourne. Trained as a lawyer and political theorist, her research is centred upon developing an approach for thinking politically about childhood in ways that improve the capacity of adult decision-makers to act in their interests. Her current project looks at representations of children in Australian political controversies, with particular focus upon Indigenous Australian children and child asylum seekers.



## Contact

If you would like to discuss your proposed workshop, please contact Myra Karantzas, Events Manager via email at

[m.karantzas@htav.asn.au](mailto:m.karantzas@htav.asn.au)

# Write for Agora

The professional learning journal  
for History teachers

By writing for *Agora* you can share your knowledge and expertise with History teachers and, through them, shape what is taught in schools.

Each issue of *Agora* has a theme, and you can find a list of upcoming themes here. Articles canvas the full range of historical content in the Victorian Curriculum.

*Agora* is not peer reviewed, and your article does not need to be based on your original research. A review of recent literature in the area, or an exploration of one of the events or individuals in the curriculum, would be of great interest and benefit to school History teachers. *Agora's* professional editor is available to help you to shape a potential topic. Or you might wish to simply register your interest and your area of expertise, so that the Editor can contact you when a relevant theme is coming up.

Emailed to our  
**4500+ membership** and  
digitally archived for new  
history teachers. Also  
available through  
Informit, EBSCO and  
Proquest.

*Agora*, the professional  
reading journal **for  
history teachers**,  
is published three times a  
year.



## Contact

To review a sample copy of *Agora*, to register your interest and your area of expertise, or to discuss a potential article, please contact Editor Guy Nolch [agora@htav.asn.au](mailto:agora@htav.asn.au)

# Become a History textbook author or reviewer with



HTAV award-winning textbooks are written by expert practising teachers and professional and academic historians.

HTAV textbooks offer History students in-depth accounts that are engaging, rigorous and accessible to a wide range of readers.

HTAV textbooks are closely aligned to the VCE Victorian Curriculum. They are also used by senior History students across Australia.

**Sample Pages**  
[Modern History 1](#)  
[Modern History 2](#)  
[Forging America](#)  
[Liberating France](#)  
[Reinventing Russia](#)  
[China Rising](#)

15,000 COPIES SOLD



## Contact

To find out more about upcoming HTAV Publishing projects or to register your interest in future opportunities, please contact Georgina Argus Publishing Manager

[g.argus@htav.asn.au](mailto:g.argus@htav.asn.au)

# HCV History Roadshow

B e c o m e   a   p r e s e n t e r

## The HCV Roadshow

The History Roadshow is a **free** program of presentations tailored to **regional Victorian students of History in Years 11 and 12**. The program aims to provide VCE students with rich curriculum-related opportunities to engage with **specialist academic** and **professional historians**.



In 2022 the HCV offered the following subjects:

- Revolutions: France with **Professor Peter McPhee**
- Revolutions: Russia with **Professor Mark Edele** and **Dr Julie Fedor**
- Revolutions: China with **Dr Rebecca Cairns**
- Ancient History Units 1&2 with **Associate Professor Andrew Jamieson**
- Ancient History Units 3&4 with **Professor Tim Parkin**
- Empires with **Dr Richard Trembath**
- Australian History with **Professor Richard Broome** and **Dr Richard Trembath**

## Purpose

The Roadshow's primary purpose is to provide VCE History students from rural schools with rich curriculum-related experiences. The Roadshow aims to help build life-long enthusiasm for the study of history.

## Audience

Students of History in Units 1, 2, 3 and 4 of the VCE (Years 11 and 12) and their teachers at schools in rural Victoria; they lack ready access to academics and the time to design a suitable program for their students.

This historical topics in the VCE curriculum are summarised on page 17 of this booklet.

## Contact

**Alicia Cerreto**

**Executive Officer, History Council of Victoria Inc**

**Mobile: 0422 519 322**

**Email: [info@historycouncilvic.org.au](mailto:info@historycouncilvic.org.au)**

**Website: [https://www.historycouncilvic.org.au/history\\_roadshow](https://www.historycouncilvic.org.au/history_roadshow)**

# Register as a potential guest speaker in schools

History students love to engage with 'real' historians and experts who can answer their questions and bring the topic they are studying to life. These are memorable encounters that build passion and curiosity in History students.

HTAV and the History Council of Victoria are collaborating to establish a register of potential guest speakers who can enliven History teaching. The register will include experts in topics covered all across the curriculum.

To register your interest, please complete this form. Your name, email address and area of expertise will be made available to History teachers who wish to arrange an 'incursion' (rather than an 'excursion').

You will be in control of how many school visits you do each year.

## Contact

To discuss this opportunity and how to package information for a school audience, please contact Dr. Deb Hull Executive Officer [d.hull@htav.asn.au](mailto:d.hull@htav.asn.au)

# Present in an intensive professional learning program

To help teachers develop a deeper historical understanding of a particular topic they are teaching, HTAV wishes to collaborate with academic and professional historians to offer one or two-day intensives on weekends and in the school holidays.

- What is the vital context you need to understand this topic?
- What are the key events on the timeline?
- Who are the influential individuals and groups and what should you know about them?
- What are the three most significant changes that occurred across the period?
- What stayed the same across the period (perhaps surprisingly)?
- What were the legacies of this period or these events?
- What are the hardest parts of this topic to get your head around?
- What are the quirky, delightful or inspiring aspects of this history?
- How has the thinking and writing of historians change over time in relation to this topic?
- Who should you be reading/watching/listening to on this topic now?

If you would like to spend time talking about these things with the people responsible for educating the next generation of Australians, this could be the perfect way to get involved.

## Contact

To discuss this opportunity and how to package information for a school audience, please contact Dr. Deb Hull Executive Officer [d.hull@htav.asn.au](mailto:d.hull@htav.asn.au)

# Summary of Topics in Primary History Curriculum

Primary teachers do not currently engage in a lot of professional learning in History, and HTAV is working to change that.

Please note, there is quite a lot of crossover in the Australian History topics covered in primary and secondary schools, so your area of expertise may be relevant to both.

## **Foundation to Year 2**

- Personal histories
- Community histories

## **Years 3 and 4**

- Community, remembrance and celebrations
- First contacts between First Nations people and Europeans

## **Year 5 and 6**

- The Australian colonies after 1800
- Australia as a nation after 1900

The Victorian Curriculum F-10 content elements are © VCAA, licensed CC-BY-NC-SA. The Victorian Curriculum F-10 and related content can be accessed directly at the VCAA [website](#).

# Summary of Topics in the Years 7-10 History Curriculum

Some of these topics are mandatory and some are options that History teachers can choose to cover.

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## **Australia**

### **Year 9-10**

Industrial Revolution, Britain and Australia  
Australian history 1750-1918  
Australia at War  
    WWI  
    WW2  
Universal Declaration of Human Rights  
Aboriginal activism and civil rights campaigns  
20th Century Australia  
    Popular culture  
    Migration  
    Environment movement  
    Political crises

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## **First Nations History**

### **Year 9-10**

Aboriginal Activism and Civil Rights Campaigns

### **Year 7-8**

Pre-colonisation Aboriginal and Torres Strait  
Islander history  
Archeology in Australia

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## **Asia**

### **Year 7-8**

Middle Ages  
Angkor Khmer Empire  
Mongol expansion  
Japan under the Shoguns  
Polynesian Expansion

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## **Ancient History**

### **Year 7-8**

Egypt 60,000 BCE – 650 AD  
Egypt 2920 – 2040 BC  
Egypt 2040 – 1550 BC  
Egypt 1550 – 1069 BC  
Egypt 1391 – 1292 BC

### **Year 7-8**

Greece 60,000-650 AD  
Greece 800-454 BC  
Greece 460-403 BC

### **Year 7-8**

Rome 60,000 – 650 AD  
Rome 700-146 BC  
Rome 133-23 BC

### **Year 7-8**

Ancient India 60,000 BC – 650 AD

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## **Britain**

### **Year 9-10**

Industrial Revolution, Britain and Australia

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## **Europe**

### **Year 7-8**

Middle Ages and early exploration  
Vikings  
Medieval Europe  
Renaissance Italy  
Spanish Conquest of the Americas

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# Summary of Topics in VCE History Curriculum

The senior years of schooling in Victoria – Years 11 and 12 – are encompassed by the Victorian Certificate of Education or VCE. At the VCE level, the curriculum is referred to as a 'study design'. There are six history subjects within the VCE study design, with two semester-long 'Units' in each. Most schools would only choose and offer one of these subjects at each year level.

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## Year 11 (Units 1 and 2)

### Ancient History

(each school chooses two of these)

Ancient Mesopotamia

Ancient Egypt

Ancient China

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### Modern History

Change and conflict

The changing world order

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### Empires

(each school choose two of these)

Ottoman Empire (1299–1699)

Venetian Empire (1300–1797)

Ming Dynasty (1368–1644)

Portuguese Empire (1415–1822)

Spanish Empire (1492–1713)

Mughal Empire (1526–1758)

Russian Empire (1552–1894)

Dutch Empire (1543–1795)

British Empire (1583–1788)

French Empire (1605–1774)

Qing Dynasty (1644–1911)

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## Year 12 (Units 3 and 4)

### Ancient History

(each school chooses two of these)

Ancient Egypt

Ancient Rome

Ancient Greece

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### Australian History

From custodianship to the Anthropocene  
(60,000 BCE–2010)

Creating a nation (1834–2008)

Power and resistance (1788–1998)

War and upheaval (1909–1992)

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### Revolutions

(each school chooses two of these)

China

Russia

France

America

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2022–2026 History Study Design click [here](#).

# Resources for use with your own students and networks

HTAV was recently funded by the Department of Education to develop materials that promoted the vocational and life skills that come from studying History and the Humanities. You are most welcome to use these resources in your own settings.

## **Careers in History**

The Careers in History print and video resources highlight the key skills that students develop when they study History, as well as the career pathways they can pursue.

We hope these resources help you inspire young people to continue studying History, and to pursue their interests in this wonderful subject.

We think you might particularly like the 'Why Study History' video. (You are most welcome to use it on Open Days.)

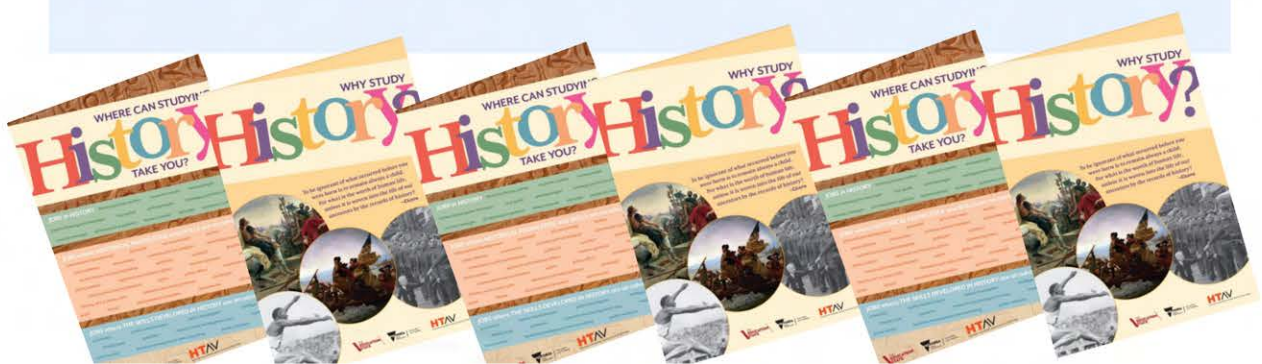
## **Careers in Humanities**

The Careers in Humanities resources highlight the professional and life skills that students develop when they study Humanities, along with employment outcomes and employer perspectives.

These resources were created in collaboration with the Geography Teachers' Association of Victoria, Social Education Victoria, the Victorian Association for Philosophy in Schools, the History Council of Victoria, Humanities 21, and the Professional Historians Association (Victoria & Tasmania).

**To review and download the Careers in History materials, click [here](#).**

**To review and download the Careers in Humanities materials, click [here](#).**



# What else is HTAV doing?

HTAV provided **opportunities for members to extend themselves professionally** by mentoring, writing books and articles, presenting at events and conferences, and undertaking leadership training.



HTAV ran the **Historical Fiction Competition** to engage students in History, with 51 Victorian entries.

HTAV volunteers facilitated Victoria's engagement in the National History Challenge, the Australian History Competition, the Simpson Prize and the Spirit of Anzac Prize.



HTAV brought together **22 History teachers under the HTAV Peer Mentoring Program**. The Program brings together History teachers at all levels in their professional careers to create a community of support and experience.

## HISTORY TEACHING REOURCES

12

HTAV provided curated information for History teachers in 12 Member Bulletin emails, distributed to over 4,500 members.

HTAV supported its members with **updated and new free teacher resources** covering all year levels in the Member Bulletin emails and on the HTAV [website](#).



3 issues

5362 downloads

HTAV's social media platforms have continued to grow as we support our online community:

- 2,653 followers on Twitter [@HTAVed](#)
- 2,904 followers on Facebook [/historyteachersassociationofvictoria](#)
- 346 followers on Instagram [@htav\\_ed](#)

FOLLOW US ON SOCIAL MEDIA!



## NEW TEXTBOOK EDITIONS FOR THE 2022-2026 VCE HISTORY STUDY DESIGN.



8000+ textbooks sold

HTAV produced the following educational resources:

- **'We'll Never Get Off The Island': Prisoner of War Experiences in Changi, Singapore, and Tatura, Victoria**, funded by the 75th Anniversary of the end of World War II Grant Program facilitated by the Department of Premier and Cabinet (Veterans Branch) Victoria
- a series of 10 free animated videos entitled **'How to do great historical inquiry projects'**
- the **Experiences of Chinese Australian Servicemen and Women during World War II** for the Museum of Chinese Australian History
- **new interactive primary resources** for the Royal Flying Doctor Service of Victoria
- a **set of resources on History Concepts and Skills** for levels F-10 in partnership with VCAA
- the **History Teaching Fundamentals online professional development** pilot module (funded by the Department of Education through the Strategic Partnership Program)



## PROFESSIONAL LEARNING AND EVENTS

HTAV ran 2 conferences, 5 professional learning events, 6 VCAA Study Design Implementation Sessions, and Student Lectures with a **total attendance of 2,622**.

HTAV Events supported **VCE teachers** with:

- the **VCE History Conference** where attendees could hear directly from the VCAA Examiners and expert VCE History teachers
- the **Teaching VCE History in 2022** event aimed at pre-service teachers, and teachers unfamiliar with VCE History and teaching VCE History for the first time
- the **VCE History Exam Revision Student Lectures** which cover course content, offer SAC advice and help to prepare students for the examination
- workshop options at the **HTAV 2021 Annual Conference**
- **VCAA New History Study Design 2022-2026 Implementation Sessions**
- **History Teaching Masterclasses**

HTAV Events supported **Levels 7-10 teachers** with:

- workshop options at the **HTAV 2021 Annual Conference**
- the **New to Teaching History Levels 7-10** event aimed at pre-service teachers, teachers unfamiliar with Levels 7-10 History and possibly teaching History for the first time
- **History Teaching Masterclasses**

**HTAV 2021 ANNUAL CONFERENCE**

- Delivered to nearly **250 attendees**
- Abundant online **networking**
- Rich program of **over 40 workshops** and **2 keynotes** across 2 days:

~250

Thurs Keynote: **Imperial Power Dialogues in Melbourne's Streets**, Dr Monique Webber, University of Melbourne

Fri Keynote: **Panel – Helping History Flourish**, Gerry Martin, Curriculum Manager, VCAA, Emeritus Professor Peter McPhee AM, University of Melbourne, and Chair of the History Council of Victoria, Natalie Charles, Principal, Mentone Girls' Grammar School, Erin Crook, VCE History Teacher, FCJ College Benalla

- Plenty of **new ideas and resources** for teachers

*'I thought it was a high-quality conference with excellent presenters and organisation. The technical aspects of the on-line delivery were also handled quite expertly.'*

*'I love the fact that there is so much variety in speakers and topics. Something for everyone.'*

*'Well organised with a range of excellent sessions and presenters. Very collegial as usual.'*

**VCE HISTORY EXAM REVISION STUDENT LECTURES**

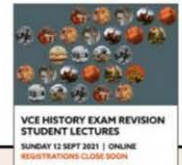
- Supported **over 880 VCE students and teachers**
- Additional **support through access to recordings** and downloadable resources

880+

*'These lectures were really helpful, I feel more settled about the exam now.'*

*'Super well-presented lectures. Very informative and easy to access. Would definitely recommend!'*

*'Congratulations, another excellent set of lectures to support our students ahead of their exams. Thank you very much to all involved.'*



HTAV staff delivered:

- 6 guest lectures to pre-service teachers



HTAV supported regional gifted and talented students with the History Enrichment School Holiday Program. The virtual Program attracted tremendous interest and HTAV, in partnership with Federation University and the Department of Education and Training, delivered an engaging, interactive and rich content program to advanced thinking and fast learning students across regional and metropolitan Victoria. In 2021, the program ran for 100 students at 33 government schools.

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HTAV and the History teaching community honoured 10 teachers with HTAV Awards:

Natalie Baker | Laura Benney | Madeline Hatton  
Peter Hoban | Duncan Lake | Josh Lloyd | Richard Malone  
Margaret Pagone | Brigitte Phelan | Rachel Towns

**HISTORY-RELATED CAREERS AND SUBJECT SELECTION INFORMATION FOR STUDENTS AND PARENTS.**



**HTAV, PROUDLY NOT FOR PROFIT**  
and investing in History teachers