











V VCE
 M MIDDLE YEARS
 P PRIMARY
 G GENERAL
 L EDUCATIONAL LEADERSHIP
  BRING YOUR OWN DEVICE



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| 9.00 AM | REGISTRATION |
| 9.50 AM | ACKNOWLEDGEMENT OF TRADITIONAL OWNERS / WELCOME AND HOUSEKEEPING |
| 10.20 AM | SESSION 1: Please choose <u>one</u> workshop from this session. |
| T1.1 | <p>Tackling Tokenism: Teaching Stolen Generations History with Confidence M</p> <p><i>Dr Aleryk Fricker, Deakin University</i></p> <p>The period of the Stolen Generations is a dark part of Australia’s genocidal history that, despite being included in the various national, state, and territory curricula, is shamefully often not engaged with appropriately in the classroom. This workshop will explore the complexities and risks associated with this topic and provide insights, approaches and resources to ensure authentic and successful engagement with Stolen Generations history.</p> <p>MIDDLE YEARS (LEVELS 9–10)</p> <p><i>Dr Aleryk (Al) Fricker is a proud Dja Dja Wurrung man and a former primary and secondary school History teacher. Al currently works as an academic at Deakin University. His research focuses on ways that the classroom can be decolonised to support all students.</i></p> |
| T1.2 | <p>So I’m a Teacher—Now What?! L</p> <p><i>Mitchell Pawsey, Dandenong High School, and Dafina Spahiu, McKinnon Secondary College</i></p> <p>This workshop is centred around being a new or early career teacher seeking to gain insights into the profession and the things you may be too shy to ask. Presented by two early career teachers, this workshop will include tips and tricks about being a professional educator; pitfalls and how to avoid them; the importance of building rapport with students; unpacking and working with the curriculum; and knowing when you are ready to take positions of responsibility.</p> <p>EDUCATIONAL LEADERSHIP</p> <p><i>Mitchell Pawsey has been teaching in the public system for five years at Dandenong High School and is a passionate History, Humanities and English teacher. Mitchell has taught Levels 7–10 Humanities and VCE Units 1 and 2 Ancient and Modern History. For the last two years, Mitchell has been a Student Engagement Coordinator, where he has worked with students to help them engage with their schooling and support them in their learning. Mitchell has a strong commitment to helping students engage with their learning and is continuing to challenge and extend himself with his professional learning.</i></p> <p><i>Dafina Spahiu has been a teacher for four years within the public system. Dafina worked at Dandenong High School teaching an array of VCE subjects for three years. While at Dandenong she was also a Domain Learning Leader for eighteen months and designed learning sequences for the Humanities and for English Levels 7–12. Dafina is now teaching at McKinnon Secondary College. She is very passionate about helping early career teachers make the most of their formative years and supporting them to take on new opportunities.</i></p> |




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| <p>T1.3</p> | <p>The Impossible Task: Teaching World War II  </p> <p><i>Melanie Haley and Stephen White, Oxley Christian College</i></p> <p>World War II is a vast and important topic. Even though there are many great World War II resources available to teachers, it can feel intimidating and difficult to plan and teach. In this practical workshop, teachers will walk away with a structured teaching sequence, a range of strategies for delivering content and developing the historical skills of their students, as well as ideas for formative and summative assessment.</p> <p>MIDDLE YEARS (LEVELS 9–10) BYOD</p> <p><i>Melanie Haley is an experienced teacher of Levels 7–10 History, as well as VCE English and literacy support. She is the current Assessment and Reporting Coordinator at Oxley Christian College. With a particular interest in modern history, Melanie is passionate about helping young people understand how recent historical events have shaped the present and will continue to echo in their lives in the future.</i></p> <p><i>Stephen White is an experienced History teacher and head of Humanities/Commerce at Oxley Christian College. He is a regular HTAV presenter, moderator for the Modern History teacher network, and a contributing author to the HTAV Senior History textbook series.</i></p> |
| <p>T1.4</p> | <p>Assessment and Reporting in a Developmental Learning Ecosystem   </p> <p><i>Ben Lawless, Aitken College, The University of Melbourne, Lawless Learning</i></p> <p>Have you moved to a developmental model of learning (or want to) but find it challenging to put it into practice, given schools' existing assessment and reporting structures? We have answers! This presentation will guide you through practical methods of incorporating developmental learning within existing school processes, without using loads of your precious time. From pre- and post-testing, to mastery learning, extensions for high achievers, targeted instruction, converting rubrics into grades, self-regulated learning, and self- and peer assessment. If you want to use these methods to supercharge your teaching without having to stay up until 2.00 am, this might be the workshop for you! Examples from the Good Humanities textbook series will be included, but we encourage all teachers to attend this workshop, whether you use this textbook, another textbook or no textbook!</p> <p>GENERAL (LEVELS 7–10) BYOD</p> <p><i>Ben Lawless is a researcher at a large P–12 college in north-west Melbourne. He has authored textbooks, lectured in assessment at the University of Melbourne, written units of work for the National Museum and presented widely on the topics of developmental learning, assessment, well-written rubrics and using assessment data to target teaching. He has been the recipient of a number of awards, including Hume's Graduate Teacher of the Year, and was a finalist for ResourceSmart's Teacher of the Year award. He has created several international political simulation games putting students in the role of world leaders to solve various political, environmental and social challenges, one of which was in the Top 10 for Australia for the HundrED prize. His personal education passions are using evidence to improve teaching and learning through games. He shares his practical resources widely and for free.</i></p> |
| <p>T1.5</p> | <p>Using Historical Sources as Evidence in F–6 Classrooms  </p> <p><i>Dr Natasha Ziebell, The University of Melbourne</i></p> <p>This presentation will address the Levels F–6 History curriculum sub-strand focusing on using historical sources as evidence. This interactive workshop will include ideas for engaging primary school students in examining sources and determining what significance the source has in relation to people, places and events. Skills will include identifying primary and secondary sources and source analysis using historical objects.</p> <p>PRIMARY (LEVELS F–6) BYOD</p> <p><i>Dr Natasha Ziebell is a Senior Lecturer at the Melbourne Graduate School of Education. She has worked extensively designing and implementing initial teacher education programs. Natasha has coordinated Primary Humanities programs for the past ten years and conducts professional learning programs for teachers. Natasha started her career in early childhood education and primary teaching.</i></p> |


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| <p>T1.6</p> | <p>Is It Real? Exploring Primary Sources with Sovereign Hill V</p> <p><i>Andrew Pearce, Sovereign Hill Museums Association</i></p> <p>Sovereign Hill as an interpretive site that provides a living museum experience based on a wide array of primary source material. Inspired by our renewed VCE Masterclass program, spend some time exploring primary sources from the culturally significant collections of the Australian Centre for Gold Rush Collections that can enrich a study of History, including VCE Australian History or VCE Revolutions. Explore ways of working with and interpreting primary sources to develop perspectives of the past, along with a greater understanding of the social and environmental impacts of this time.</p> <p>MIDDLE YEARS VCE</p> <p><i>Andrew Pearce is currently the Learning Program Leader at Sovereign Hill. Andrew is passionate about History education with a focus on inquiry and object-based learning. With a background in using technology for improving educational outcomes, Andrew has been working in museum education for the past seven years. Prior to working at Sovereign Hill, Andrew was Learning Manager at the Museum of Australian Democracy at Eureka, educating thousands of students on the Eureka Rebellion's importance as a foundational and contested event in Australian history.</i></p> |
| <p>T1.7</p> | <p>Building Empires: The Origins of the French and Russian Revolutions V </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 the European West and European East. Focusing on France (1605–1774) and Russia (1552–1894), this presentation will chart the long history of absolute monarchies and the political, economic and social conditions that eventually challenged their systems of government.</p> <p>VCE EMPIRES VCE REVOLUTIONS BYOD</p> <p><i>Professor Darius von Güttner is a historian whose work concentrates on cultural aspects of European history and on transmission of ideas. His publications include 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. Darius taught and assessed VCE Revolutions and continues to research and lecture in History.</i></p> |
| <p>11.15 AM</p> | <p>MORNING TEA</p> |
| <p>11.50 AM</p> | <p>SESSION 2: Please choose <u>one</u> workshop from this session.</p> |
| <p>T2.1</p> | <p>Object-Based Learning in the History Classroom P M</p> <p><i>Bek Bates and 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, as well as new Humanities programs and resources on offer at the Immigration Museum and Melbourne Museum.</p> <p>PRIMARY (LEVELS 3–6) MIDDLE YEARS</p> <p><i>Bek Bates is an educator with over fifteen years' experience teaching in primary schools, universities and the cultural sector. With a passion for inquiry learning and innovative pedagogy, Bek is currently working as Education Programs Producer (Humanities) at the Melbourne Museum designing curriculum-aligned virtual and onsite programs for education audiences.</i></p> <p><i>Gurmeet Kaur is the Education Programs Producer at the Immigration Museum and is an experienced former classroom teacher of Humanities and English in Australia and the United Kingdom. Gurmeet has also worked on international programs such as Teach for Bangladesh and researched intercultural education in schools across Japan, Australia and the United Kingdom. Gurmeet studied International Relations and History at the London School of Economics and Political Sciences before completing her qualifications in Education.</i></p> |

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| <p>T2.2</p> | <p>School Leadership in a Post-Truth World. L</p> <p><i>Natalie Charles, Mentone Girls' Grammar School</i></p> <p>As an early career teacher, Natalie had the privilege of being mentored into her vocation by two erudite historians. It was through their generosity that she came to understand that the richest education is one that gives us the wisdom and the tools to climb beyond the often difficult circumstances of our time. The world is a strange and beautiful place, but we have always made sense of it through stories (think of the Teutonic fairytales we read when we were younger) and the context of those who have gone before, and sought to understand ourselves as part of a collective. In this workshop Natalie will explore what it means to lead a school in a post-truth world where education has seemingly become so commercialised and corporatised that the tenets of a liberal, humane, pre-vocational education would appear to be lost. She will argue that in this current climate (where English texts come with trigger warnings and Horrible Histories are being taken down from shelves at the behest of fearful parents), schools have a greater responsibility than ever before to nurture young minds instead of bowing down to market forces. Using Mentone Girls' Grammar's motto ('Nothing Truer than Truth') as her mantra, she will argue that there is relevance and, most importantly, resonance to be found in having a History/English Literature degree for all those aspiring towards educational leadership.</p> <p>EDUCATIONAL LEADERSHIP</p> <p><i>Natalie Charles commenced her role as Principal of Mentone Girls' Grammar School in 2020. She was appointed to the position by the Mentone Girls' Grammar School Council, not only for her sectoral experience and outstanding educational leadership but also for her passion, empathy, humour and fierce commitment to excellence in girls' education.</i></p> <p><i>Natalie's career began as a teacher of English and History at Melbourne Grammar School where she went on to hold a number of senior and executive roles. Following this, she assumed the position of Head of Senior School at Carey Baptist Grammar School where she was responsible for the delivery of a quality education to more than 800 senior school students and for the leadership, management and development of their teachers.</i></p> |
| <p>T2.3</p> | <p>Makeshift Melbourne: The Interim Capital (1901 – 1927) That Transformed Australia P M V </p> <p><i>Matthew Allanby, Xavier College</i></p> <p>Do your students know that Melbourne was the makeshift capital of Australia from 1901 – 1927? The Constitution stated that the future federal capital would be in New South Wales but that the Federal Parliament 'shall sit at Melbourne until it met at the seat of Government'. Little did they know it would be until 1927! These twenty-seven years fundamentally transformed and continue to impact Melbourne and Australia. This presentation brings alive civic life in the temporary capital and shows the centrality of Melbourne to the administration of the civil service, war, influenza, urban development, foreign affairs, and the very concept of Australia. 'Makehift Melbourne' has an ongoing legacy, a plethora of curriculum links, and serves to engage teachers and students.</p> <p>PRIMARY (LEVELS 5–6) MIDDLE YEARS (LEVEL 9) VCE AUSTRALIAN HISTORY BYOD</p> <p><i>Matthew Allanby is a passionate History educator who teaches at Xavier College, with experience in the middle and senior years at Geelong Grammar School and Ballarat Clarendon College. He serves as a Director on the HTAV Board and tutors History at Newman College. Although a proud Taswegian, Matthew now resides in 'Marvellous Melbourne'.</i></p> |
| <p>T2.4</p> | <p>Whose Revolution? The Peasantry in the Causes and Outcomes of the French Revolution V</p> <p><i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>Even though the peasantry made up some 85 per cent of the French population, historians too often write about them as if they were acted upon by French revolutionaries rather than being actors in the revolution. This presentation takes a different approach. To what extent and in which ways were peasant grievances and actions among the causes of the French Revolution? And, after 1789, how were the outcomes of the revolution determined by them as well as affecting them? Was this a peasant revolution as much as a bourgeois revolution, as Georges Lefebvre once argued?</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 chaired the VCAA in those years. He 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> |

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| <p>T2.5</p> | <p>Writing as a Vehicle for Assessing and Deepening Historical Knowledge in Levels F–6 P</p> <p><i>Emma Watters, Westbourne Grammar School</i></p> <p style="text-align: center;">‘We write to taste life twice, in the moment and in retrospect.’ —Anais Nin</p> <p>The written word is a reflection of the society and culture that produced it. Through the study of language and literature, we can gain insights into the past. This workshop aims to explore writing as a language of expression within a rich History curriculum. By equipping students with research skills, they can craft both fiction and non-fiction texts with thoughtfulness, precision and intention.</p> <p>Through the development of cross-curricular units that encourage critical thinking and analysis of historical sources, writing can become a powerful tool for deepening students’ understanding of history. Attendees will learn about various assessment frameworks that can be used to evaluate historical content through reading and writing tasks, both in the form of formative and summative assessments.</p> <p>By the end of the workshop, attendees will leave with a range of practical strategies and ideas for integrating writing into the teaching of History to primary students. They will have the tools to position their students as skilled researchers and writers who can express historical knowledge and insights with clarity and creativity.</p> <p>PRIMARY</p> <p><i>Emma Watters is a highly experienced and passionate educator who currently serves as the Deputy Head of Junior School (Teaching and Learning) (F–6) at Westbourne Grammar School. With over ten years of experience in the education sector, Emma has demonstrated her expertise in learning design and the curation of knowledge-rich contexts for learning. She is deeply committed to promoting History education as a crucial means of crafting identities and understanding our place in the world, as well as our responsibilities as global citizens.</i></p> <p><i>Emma’s passion for culturally responsive practices is evident in her work, where she is dedicated to ensuring that diverse perspectives on history are represented in the classroom. Her experiences in the classroom have given her valuable insights into the importance of reconciliation action, and she works tirelessly to create inclusive environments where all students can feel valued and respected.</i></p> |
| <p>T2.6</p> | <p>Levels 7–10 History Collaborative Planning M G </p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar, and James Sach, Goulburn Valley Grammar School</i></p> <p>Come and join a very different type of HTAV workshop, one that is focused on working with your colleagues from other schools to compare and plan your History programs. James and Ashley will facilitate a workshop that is very practical and focused on workshopping and sharing units of work, classroom pedagogies, and assessment practices across the Levels 7–10 History curriculum. Bring a desire to discuss, compare and learn from each other.</p> <p>GENERAL (LEVELS 7–10) BYOD</p> <p><i>Ashley Keith Pratt is President of HTAV and Executive Director of Curriculum, Pedagogy, and Innovation at Melbourne Girls Grammar. Ashley completed his Master of Education at the University of Melbourne with a focus on historical thinking and curriculum theory. Ashley is a regular presenter for HTAV on pedagogical content knowledge within the History discipline.</i></p> <p><i>James Sach is a HTAV Award recipient and Year 10 Coordinator at Goulburn Valley Grammar School. James has also been a Learning Leader at the school and has taught across Levels 7–10 Humanities. His special interests are in the application of principles from cognitive psychology to the classroom, the translation of research into practice, and knowledge-rich curriculum. James has presented regularly at HTAV conferences on translating the principles of the Science of Learning to the History classroom and on Levels 7–10 History curriculum.</i></p> |

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| T2.7 | <p>Australian Democratic Reforms 1850–1983 V </p> <p><i>Sarah Van de Wouw and Hermione Verbeek, Eureka Centre Ballarat</i></p> <p>Join the Eureka Education team as they explore the evolution of Australian democracy from the 1854 Eureka Rebellion to the 1967 Referendum and beyond. Compare sources that have shaped Australia’s democratic reforms, including the Ballarat Reform League Charter and the Commonwealth Electoral Act. Learn how your students can access these sources and more to gain a deeper understanding of significant social movements that changed the democratic rights of workers, women, and Aboriginal and Torres Strait Islander peoples. The workshop will clarify common misconceptions about Australia’s democratic timeline and build your confidence in incorporating relevant primary and secondary sources into your teaching.</p> <p>VCE AUSTRALIAN HISTORY BYOD</p> <p><i>Sarah Van de Wouw began her teaching career as Lead Engagement Teacher for Federation University and specialised in re-engaging secondary school students who were at a high risk of disconnecting from the education system. With a background in events and theatre, Sarah previously applied these skills to write and deliver Kryal Castle’s hands-on education program. She is now the Eureka Centre’s Education and Public Programs Officer where she combines her passion for engaging diverse audiences and knowledge of curriculum to create content that ignites the imagination of students.</i></p> <p><i>Hermione Verbeek is an educator with a passion for cross-curriculum programming and engaging content development. She completed her Bachelor of Arts with a focus on Australian history and community engagement with cultural institutions, and a Master of Teaching. In Adelaide she has delivered education programs at institutions including the Migration Museum, the Centre for Democracy, and Adelaide University. Hermione is currently the Eureka Centre’s Education and Public Programs Officer where she uses her love for historic exploration and active learning to encourage student voice and participation.</i></p> |
| 12.50 PM | <p>KEYNOTE SESSION: History Education for the Citizens of the Future</p> <p><i>Dr Carolyn Holbrook, Deakin University</i></p> <p>The discipline of History has always been concerned with educating the citizens of the future. For the first decades of Australian nationhood, this largely consisted of inculcating young Australians in the virtues of British imperial liberalism—the kind of citizenship education that sent 60,000 young men to their deaths in World War I. The relationship between the History discipline and the nation-state has fractured over the last several decades, but the importance of instilling in young Australians the skills to be active and informed citizens is no less urgent. How should we respond, as History educators, to the multitude of challenges our young people will inherit, the flood of disinformation and the rise of alarmingly sophisticated artificial intelligence, threats to democracy and declining faith in democratic systems, the crisis of housing affordability and the climate emergency? I argue that academic historians need to orient our research more explicitly to the challenges of the present, and to be more prominent advocates for the value of historical knowledge. We must also rediscover our interest in class as a category of analysis, in response to the dramatic rise in inequality. As will be argued, tertiary educators can benefit by increased communication with our colleagues in the secondary system about the needs and interests of the citizens of the future.</p> <p>There will be an opportunity for questions and comments at the end of the presentation.</p> <p><i>Dr Carolyn Holbrook is a historian at Deakin University. Her research includes the history of Australian federalism, the concept of national security, anti-tobacco campaigning, Medicare and memory of World War I. Her most recent publication is Lessons from History: Leading Historians Tackle Australia’s Greatest Challenges, co-edited with Lyndon Megarity and David Lowe (NewSouth, 2022).</i></p>  |
| 1.45 PM | NETWORKING LUNCH |
| 2.35 PM | EXHIBITOR PASSPORT PRIZE DRAWS |

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| <p>2.50 PM</p> | <p>VCAA UPDATE: VICTORIAN CURRICULUM LEVELS F–10 <i>Michael Spurr, Acting Curriculum Manager (History), VCAA</i></p> <p>In 2022, Victoria announced it would ‘adopt and adapt’ the Australian Curriculum. Michael will introduce the work underway at the VCAA as part of this process.</p> <p><i>Michael Spurr joined the VCAA in 2020 and has worked in a variety of roles in the Curriculum Division. Preceding this, Michael meandered between publishing and HTAV and dabbled as a lecturer in History.</i></p> |
| <p>3.15 PM</p> | <p>SESSION 3: Please choose <u>one</u> workshop from this session.</p> |
| <p>T3.1</p> | <p>Teaching the Stolen Generations in the Primary Classroom </p> <p><i>Dr Aleryk Fricker, Deakin University</i></p> <p>The period of the Stolen Generations is a dark part of Australia’s genocidal history and is often considered challenging to engage with in the primary classroom. This workshop will explore the complexities, anxieties and risks associated with this topic, and unpack how it can be taught in a primary classroom. This workshop will also explore an approach that will support students to know, feel, act and empathise with the people of the Stolen Generations.</p> <p>PRIMARY (LEVELS 3–6)</p> <p><i>Dr Aleryk (Al) Fricker is a proud Dja Dja Wurrung man and a former primary and secondary school History teacher. Al currently works as an academic at Deakin University. His research focuses on ways that the classroom can be decolonised to support all students.</i></p> |
| <p>T3.2</p> | <p>Jargon, Gunk and Guff: Finding Clarity in Verbose Times  </p> <p><i>Dylan Mead, Catherine McAuley College (Bendigo)</i></p> <p>We work in an industry filled in equal measures with wisdom and nonsense. For leaders, distilling clarity from ambiguity is not easy as trends come and go, and favourable evidence mounts or collapses. As a leader, do I pull from the ‘student-centred’ basket of evidence, or the ‘direct instruction’ one? Am I leading a department of teachers, or am I coaching a team of educators? Am I leading through transformation, or simply coping with change? This workshop seeks to cut through the dense language surrounding leadership and education in secondary school contexts. Designed for current and aspiring leaders of Humanities, three key themes will be unpacked to parse the good from the bad: educational jargon, leadership of people, and leadership of change.</p> <p>EDUCATIONAL LEADERSHIP BYOD</p> <p><i>Dylan Mead is currently the Learning Leader of Senior Studies (VCE and other pathways) at Catherine McAuley College, Bendigo, where he also teaches Revolutions. He has previously worked leading departments of English, Humanities, and Languages Other Than English and has experience across education sectors and across states.</i></p> |
| <p>T3.3</p> | <p>Take a Breath and Take Two  </p> <p><i>Jo Leech, Carey Baptist Grammar School</i></p> <p>Where are you now, having successfully navigated and implemented eighteen months of the new VCE Australian History course? Come along to hear about what worked and how to evolve your course, resources for teaching, assessment, and revision for exams. This workshop will also focus on historical investigations, Power and Resistance, and War and Upheaval, so bring along your own ideas and questions to share.</p> <p>VCE AUSTRALIAN HISTORY BYOD</p> <p><i>Jo Leech is a Senior History teacher at Carey Baptist Grammar School and is experienced in teaching both VCE Australian and International Baccalaureate History. She is an experienced lecturer and presenter and has written History chapters and books for HTAV and other publications. Jo is passionate about and innovative in her curriculum development and is passionate about and committed in her implementation of engaging teaching and learning units and lessons.</i></p> |

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| <p>T3.4</p> | <p style="text-align: right;">M V </p> <p>Resistance during the Holocaust through a Contemporary Lens</p> <p><i>Scott Harris, St Joseph's College, Geelong; Katie O'Connell, St Albans Secondary College and Michelle Winderlich, St Joseph's College, Mildura</i></p> <p>This workshop will be presented by graduates of the 2023 Gandel Holocaust Studies Program at Yad Vashem in Jerusalem. They will discuss Jewish physical, cultural and spiritual resistance in the ghettos during the Holocaust. Attendees will explore the significance of the Oneg Shabbat and investigate actions such as the Warsaw ghetto uprising, as well as less well-known forms of resistance to Nazi persecution. Teachers will come away with practical resources for the classroom and different perspectives on teaching the Holocaust that align with the philosophies of Yad Vashem's International School for Holocaust Studies.</p> <p>MIDDLE YEARS (LEVELS 9–10) VCE MODERN HISTORY BYOD</p> <p><i>Scott Harris is a keen and dedicated senior secondary educator and a recent recipient of the 2023 Gandel Holocaust Studies Program for Australian Educators scholarship. He looks forward to working with like-minded educators and providing them with valuable resources on Jewish resistance in the ghettos. Currently, Scott teaches Modern History at St Joseph's College, Geelong, and has over seventeen years of teaching experience.</i></p> <p><i>Michelle Winderlich is an enthusiastic History and Geography teacher who has seven years of teaching experience in the rural city of Mildura. She has loved learning about World War II and the Holocaust since childhood and has travelled throughout Europe and Israel to further her knowledge. Michelle is passionate about engaging pedagogy and strives for every one of her classes to be inspiring. She is a 2023 alumna of the Gandel Holocaust Studies Program for Australian Educators at Yad Vashem.</i></p> <p><i>Katie O'Connell is a passionate History and Humanities teacher who has seven years' experience teaching in Melbourne's western suburbs. Her areas of interest include World War II and its long-term global consequences, Australian civil rights movements, and the history of popular music and culture. She is currently the Humanities Leader at St Albans Secondary College and is a 2023 alumna of the Gandel Holocaust Studies Program for Australian Educators at Yad Vashem.</i></p> |
| <p>T3.5</p> | <p style="text-align: right;">M V G</p> <p>Wait ... This Is a Writing Subject?</p> <p><i>Emily Wilkinson, Box Hill High School</i></p> <p>Many students choose History because they love the content, the stories and the weird facts they get to learn. But lots of students are intimidated by the writing required in the subject. This workshop focuses on two elements of writing in VCE History: how to engage students in the writing side of the subject, and how to help students improve their writing. Teachers attending will leave with a range of practical activities to try in their classroom and plenty of resources to assist. This workshop is also suitable for teachers of History Levels 9–10.</p> <p>GENERAL (LEVELS 9–12)</p> <p><i>Emily Wilkinson has a Master of Teaching from the University of Melbourne and has been teaching History for ten years with a focus on VCE Revolutions. She is interested in creating fun and inclusive ways for all students to engage with history and experience success. Emily has previously presented at HTAV conferences on revision techniques and using historical films in the classroom.</i></p> |

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| <p>T3.6</p> | <p>Developing Student Confidence in Ancient Primary Source Analysis M V</p> <p><i>Valentina Bydanova, Hellenic Museum</i></p> <p>Gain insights from the Hellenic Museum about engaging Levels 7–12 students with primary source materials to develop their confidence in interpreting, discussing and writing about artefacts and texts. Handle Ancient Greek artefacts and discover how you can use the Hellenic Museum’s digital resources, object-based learning approaches and Socratic discussion methods to unlock the daily lives of Ancient Greeks in contact with Middle Eastern, Roman, Egyptian and Chinese civilisations. Delve into ancient critical thinking methods, such as deductive and inductive thinking, as well as different forms of logic, and discover how to use these with students to enrich primary source interpretation.</p> <p>MIDDLE YEARS VCE ANCIENT HISTORY</p> <p><i>Valentina Bydanova is the Education Officer at the Hellenic Museum. She develops education programs for primary and secondary years that immerse students in ancient worlds and inspire them to make meaningful and personal historical investigations. Valentina connects students with museum artefacts representing 8000 years of Greek and Mediterranean history. Employing object-based, multimodal and self-directed education approaches, she supports students to develop their critical thinking skills and build confidence as young historians. With an honours degree in History and a master’s degree in museum curatorship, Valentina has been working across museum education programming, community engagement and independent curatorial projects for four years.</i></p> |
| <p>T3.7</p> | <p>Teaching History in the Age of ChatGPT G</p> <p><i>Ian Lyell, Mentone Girls’ Grammar School</i></p> <p>The advent of AI chatbots like OpenAI’s ChatGPT, Google Bard and Microsoft’s Bing AI is likely to prove a transformative moment in education, as they provide the ability to automate research and writing skills. Most obviously, academic dishonesty will be easier to practise and harder to detect than ever before. However, these tools also pose other risks and provide many new opportunities for educators and learners. In this workshop, Ian will unpack how ChatGPT and other ‘AI chatbots’ work, discuss their implications for learning, and explore practical examples of how ChatGPT can assist in the teaching and learning of History.</p> <p>GENERAL</p> <p><i>Ian Lyell is a teacher of History and Humanities at Mentone Girls’ Grammar School. He has thirteen years’ experience teaching History at every level from Years 7–12, and is particularly passionate about how a better understanding of modern history helps equip students to understand and respond to injustice in the contemporary world. Ian is a contributing author to HTAV’s Study and Exam Guides.</i></p> |
| <p>4.15 PM</p> | <p>NETWORKING DRINKS</p> |