



VCE



MIDDLE YEARS






PRIMARY



GENERAL






BRING YOUR OWN DEVICE

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.
F1.1	<p>Ideas That Shaped Attitudes and Perspectives on Australian Identities around Federation </p> <p><i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>This workshop will inform teachers of both Creating a Nation and Power and Resistance. It will examine ideas that shaped Australian identities around 1900, including ideas of race, homogeneity, a sense of Australian exceptionalism and nationalism, and imperial ideas and loyalties. It will give some contexts where these ideas played out.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Richard Broome AM is a past Patron of HTAV (2013–2022) and Emeritus Professor of History at La Trobe University. He has lectured for HTAV for over forty years, to school students for fifty years, and is a contributor to Agora. He is the author of more than twenty books including Arriving (1984), the award-winning Aboriginal Victorians (2005), Aboriginal Australians (5th ed., 2019), and HTAV's The Colonial Experience in four editions (1997–2016). His recent books include Mallee Country: Land, People, History (2020) with three colleagues and As Cedars Grow (2022) a Lebanese migration story. He is the co-editor and author with Ashley Keith Pratt of the four-volume series Analysing Australian History (Cambridge, 2021).</i></p>
F1.2	<p>The Rise and Rise of VCE Empires  </p> <p><i>Hilary Tieri, Assumption College Kilmore</i></p> <p>This presentation will focus on the challenges and opportunities for teachers taking on VCE Empires. We will look at curriculum design, finding resources, designing learning tasks and assessments, and building networks with colleagues.</p> <p>VCE EMPIRES BYOD</p> <p><i>Hilary Tieri has taught History for the past ten years in different school contexts and has worked with students from the middle school levels and VCE. The subject of VCE Empires relates to some of Hilary's personal historical passions, and so the chance to design her own subject material was as exciting as it was challenging.</i></p>




<p>F1.3</p>	<p>Using Artefacts to Travel through Time: Keepsakes from the First World War M V</p> <p><i>Dr Adrian Threlfall, Shrine of Remembrance</i></p> <p>Using keepsakes—in this case artefacts from 1914–1918—we help students to explore the lives and experiences of ordinary Victorians during the Great War, both at home and abroad. Everyone has souvenirs or mementos: postcards, magnets, snow globes, photos. They are an important aspect of memory and remembrance. For Levels 9–10, the Modern World and Australia, specifically Australia at War (1914–1945), covers a massive sweep of history. Holding a female relatives’ badge or a Western Front trench map from 1916 and discussing how the individual connected to it helps to make this explicable, real and personal. The Shrine of Remembrance is an important Melbourne landmark, and one could say a type of artefact as well. But do your students know why Victorians built the Shrine? For a student on an excursion, it’s big and imposing, maybe a bit foreboding. So how can we understand it and make it more personal and real? The Keepsakes program and the artefacts and stories we use do that.</p> <p>MIDDLE YEARS (LEVELS 9–10) VCE</p> <p><i>Dr Adrian Threlfall has worked at the Shrine of Remembrance for twelve years and as a History lecturer at Victoria University for fifteen years. He taught both the Bachelor of Arts and Bachelor of Education programs, where he developed an interest in the secondary school History curriculum. He has written articles for Agora, and his graphic novel about the life of Australian indigenous soldier Reg Saunders won the Australian Educational Publishing Award for Best Secondary Student Resource in 2015. When not at the Shrine, he is working on a book about the Australian Army during the Cold War.</i></p>
<p>F1.4</p>	<p>A History of Australia in Five Songs* M V</p> <p><i>Bill Lewis, Haileybury</i></p> <p>Using popular music can be a great way to engage students in the study of Australian history. From the frontier wars to the twenty-first century, music and lyrics are a form of historical interpretation. This workshop will highlight songs and their accompanying learning activities that can be used from Year 7 to VCE Australian History.</p> <p>*May contain more than five songs.</p> <p>MIDDLE YEARS VCE AUSTRALIAN HISTORY</p> <p><i>Bill Lewis is an experienced VCE History and Humanities teacher and is passionate about Australian history. He has contributed to the writing of the current VCE Australian History Study Design and was a contributing author to Cambridge University Press’ Analysing Australian History: Power and Resistance. He has frequently presented at HTAV conferences and student lectures.</i></p>
<p>F1.5</p>	<p>Eight Historical Thinking Activities G</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>Historical thinking is a key underpinning philosophy of the Victorian Curriculum for History and the VCE History Study Design. This workshop will look at eight activities you can use to address historical thinking in your classroom. These activities can work in any course of study that you choose! Come along and learn about some engaging and impactful activities for your History classroom.</p> <p>GENERAL</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>F1.6</p>	<p>Alcibiades: Politician and Playboy V</p> <p><i>Dr Gillian Shepherd, La Trobe University</i></p> <p>Rich and good looking, Alcibiades was the golden boy of fifth-century BCE Athens. As an aristocrat, ward of Pericles and intimate of Socrates, his connections were impeccable—but he was also notorious for his flamboyant lifestyle and sexual profligacy. His personal ambition and brilliant but slippery politics meant that many Athenians distrusted him and, despite being one of the commanders of the Sicilian Expedition, Alcibiades was condemned to death following a particularly scandalous event. How did he manage to elude his prosecutors? How, despite a track record of betrayals, did Alcibiades manage to persuade first the Spartans and then the Persians to trust him? And how did he charm his way back into Athens?</p> <p>VCE ANCIENT HISTORY</p> <p><i>Dr Gillian Shepherd is Director of the A.D. Trendall Research Centre for Ancient Mediterranean Studies and Senior Lecturer in Classics and Ancient History at La Trobe University. Her research interests in classical archaeology include the Ancient Greek colonisation of Sicily and Italy, burial customs, ethnicity, and childhood in antiquity.</i></p>
<p>F1.7</p>	<p>Assessing America V</p> <p><i>Natalie Shephard, Hume Anglican Grammar School</i></p> <p>This workshop will look at different assessment approaches for Revolutions: America, both in terms of formal school-based assessment tasks and ongoing evidence of students achieving ‘Satisfactory’ grades. During the workshop, practical examples and ideas will be provided, as well as the opportunity to share with colleagues your experiences on what has worked well for you and your students.</p> <p>VCE REVOLUTIONS</p> <p><i>Natalie Shephard has been teaching History and Humanities for over two decades. She currently teaches at Hume Anglican Grammar School. Natalie has presented at numerous HTAV events and conferences, as well as contributing to HTAV textbooks and Agora publications. She endeavours to provide a range of accessible resources and ideas for teachers to come away with and acts as a mentor through HTAV to help and support colleagues across the state.</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>F2.1</p>	<p>Australian Perceptions of the Asia-Pacific Region: A History V</p> <p><i>Dr Nicholas Ferns, Monash University</i></p> <p>Australians have always looked outwards and engaged with what is now known as the Asia-Pacific region. This was the case before colonisation and has continued since 1788. How this engagement has looked has changed over time, from a prism of anxiety and security in the late nineteenth and early twentieth centuries to one of trade and engagement in the decades following World War II. This workshop will examine the transformations that occurred in Australian perceptions of the region to its north and explain how this connects to broader themes in Australian history.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Dr Nicholas Ferns is an Australian Research Council Discovery Early Career Research Award scheme Research Fellow in History at Monash University. His research examines Australia’s perceptions of, and relations with, countries in the Asia-Pacific region. His first book examined Australia’s colonial rule in Papua New Guinea and foreign aid policy in South-East Asia and the Pacific. He has published in local and international journals on topics ranging from the decolonisation of Papua New Guinea to Australia’s behaviour in the United Nations. He is currently developing new research that explores the historical relationship between Australia and the World Bank.</i></p>

<p>F2.2</p>	<p>Online Search and Its Future (ChatGPT!) M V G </p> <p><i>Ben Lawless, Aitken College, The University of Melbourne, Lawless Learning</i></p> <p>Our students spend almost all of their research time online. Have they developed specific skills in the area? Or do they cling to their bad habits of cutting and pasting from the web, then rearrange the words in an attempt to foil your plagiarism checker? Now with the introduction of an amazing online search tool—ChatGPT—the possibilities are endless. In this workshop you will be given practical teaching strategies to improve your History students’ online research methods. You’ll also find out some of the many amazing ways text-generating AI can be used as a teaching and learning tool. Don’t fear this new technology, master it!</p> <p>GENERAL (LEVELS 7-12) 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>F2.3</p>	<p>The Russian Revolution: Connecting Causes, Individuals and Ideas V </p> <p><i>Professor Darius von Güttner, Australian Catholic University</i></p> <p>This workshop will explore the links between events, ideas and individuals that brought about the revolution in Russia. Focusing on the key requirements of the VCE History Study Design, this presentation will outline the web of interconnected ideas, causes and consequences as well as continuities and changes in the early stages of the revolution.</p> <p>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>F2.4</p>	<p>Digital Storytelling Made Easy with Adobe P M V G </p> <p><i>Dr Tim Kitchen, Adobe</i></p> <p>Adobe Express (free for all Victorian primary and secondary school users) and Adobe Character Animator are simple-to-use tools that help to bring stories to life and enhance digital literacy, communication and creativity in both History and other classrooms. This is a hands-on workshop.</p> <p>PUBLISHER SESSION GENERAL (LEVELS 5–12) BYOD</p> <p><i>Dr Tim Kitchen spent twenty-three years teaching K–12 and higher education and has been Adobe’s Senior Education Specialist for Asia Pacific since 2013. He regularly liaises with schools and universities on enhancing creativity in education. Tim also manages the Adobe Education leadership and active use programs throughout Australasia and helps lead the Adobe Education Exchange (https://edex.adobe.com), which now has over one million members. A passionate advocate for creativity in education, and a well-recognised education thought leader in Australia, Tim is a regular presenter for a wide range of national and international education events.</i></p>

<p>F2.5</p>	<p>'A Name, a Face and a Voice': Using Holocaust Testimony in the Classroom M V</p> <p><i>Hollie Griffiths and Cassie Purer, Prahran High School</i></p> <p>This workshop will focus on how testimony can be used as a powerful tool for learning about the Holocaust. Testimony can give 'a name, a face and a voice' to the victims and survivors of the Holocaust and allow students to create deep connections to the learning in a sensitive and meaningful way, following Yad Vashem's pedagogy of 'safely in, safely out'. The presenters will demonstrate how to select age-appropriate testimony, and how the testimony may be used both for orientating content and as a tool for authentic and reflective assessment.</p> <p>MIDDLE YEARS (LEVELS 9–10) VCE MODERN HISTORY</p> <p><i>Hollie Griffiths is a passionate Humanities teacher and former Learning Area Leader. She has a keen interest in local history, providing students with meaningful learning experiences that link to the community. She has previously presented for the Prahran Mechanics' Institute about using local histories in the classroom. Hollie collaboratively developed the Year 10 Holocaust Education program at Prahran High School, as well as the VCE Modern History curriculum.</i></p> <p><i>Cassie Purer is an experienced Humanities teacher, having worked in schools in New South Wales and Victoria for over fifteen years. She has held numerous roles in school leadership, including Head of Pedagogy, and Head of Teaching and Learning. Cassie is a Gandel Graduate, having travelled to Jerusalem in 2020 to attend Yad Vashem. She has collaboratively developed the Year 10 Holocaust education program at Prahran High School and is passionate about providing students with learning experiences that last beyond the classroom.</i></p>
<p>F2.6</p>	<p>The Road to Eureka: Causes and Consequences P</p> <p><i>Andrew Pearce, Sovereign Hill Museums Association</i></p> <p>The Eureka Rebellion is a defining moment in the development of the colony of Victoria and Australia. However, the focus is often singularly on the Stockade battle and the outcome of voting rights, and not the often complex, and contested, road that led there. Gain a big picture of the Victorian gold rush including push factors on immigrants and the goldfields tensions that led to Eureka and its lasting impact on the development of Victoria.</p> <p>PRIMARY (LEVELS 5–6)</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>F2.7</p>	<p>REDS! Teaching McCarthyism and the Red Scare V </p> <p><i>Stephen White, Oxley Christian College</i></p> <p>As Cold War tensions intensified during the 1950s, the fear of Communism taking hold in American society was very real. After all, the Soviets now had the atomic bomb, the US and its allies had been unable to defeat the North Koreans, and China had succumbed to a Communist revolution. 'Reds' were everywhere! In this session you can expect to gain knowledge, resources and ideas you can immediately use to enhance your classroom teaching of this aspect of the Cold War.</p> <p>VCE MODERN HISTORY BYOD</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>12.50 PM</p>	<p>KEYNOTE SESSION: The Power of Knowledge <i>Ashley Keith Pratt, Melbourne Girls Grammar, and Reid Smith, La Trobe University</i></p> <p>Join Ashley and Reid as they explore the idea of ‘powerful knowledge’ within History and the role that a knowledge-rich curriculum has on improving student learning outcomes within our classrooms and schools. In this keynote, Ashley will explore the background to this way of viewing the purpose of school curriculum and how it relates to our History classrooms. Reid will then look at the impact that this way of constructing curriculum has on students’ ability to live in and understand their world.</p> <p>There will be an opportunity for questions and comments at the end of the presentation.</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>Reid Smith is a teacher who has worked in curriculum and instruction at both primary and secondary levels. He is also a member of La Trobe University’s Science of Language and Reading Lab and is co-CEO of Ochre Education, a not-for-profit organisation committed to closing equity gaps by sharing teacher practice.</i></p>	 
<p>1.45 PM</p>	<p>NETWORKING LUNCH</p>	
<p>2.35 PM</p>	<p>EXHIBITOR PASSPORT PRIZE DRAWS</p>	
<p>2.50 PM</p>	<p>VCAA UPDATE: VCE HISTORY <i>Michael Spurr, Acting Curriculum Manager (History), VCAA</i></p> <p>Michael will provide an overview of the range of VCE History-focused resources for teachers developed by the VCAA and touch briefly on trends in enrolments over the last few years.</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>F3.1</p>	<p>Reaching the Audience: Developing a Relevant and Engaging History Curriculum</p> <p><i>Dr Casey Raeside, Assumption College Kilmore</i></p> <p>Increasingly, education is moving towards fancy STEM buildings and away from stuffy History classrooms. Participation in History is falling across the senior levels in secondary schools. How can we, as History educators, truly market our subject and ensure relevance? By examining the subject, the curriculum priorities and modern pedagogical frameworks, to draw students to History and convince them of its value, it is also necessary to have professional, engaged and passionate teachers who will:</p> <ul style="list-style-type: none"> ▪ connect to student context ▪ move beyond dates and events, to place and space and connections ▪ go beyond ‘the past’ and teach the attributes of understanding. <p>GENERAL (LEVELS 7–12)</p> <p><i>Dr Casey Raeside is the Learning Leader at Assumption College responsible for Humanities. As a teacher, Dr Raeside has taught up to VCE Modern History and Politics, as well as Levels 7–10, with a focus on History and Politics. Dr Raeside has a PhD in History from Flinders University, South Australia, with a particular interest in the intersection of history, politics and human social movements. Dr Raeside also works for Swinburne Online and coordinates two first-year Politics (Australian and International Politics) units, as well as teaching across the Politics and History departments.</i></p>	<p>M V G</p>

<p>F3.2</p>	<p>Engaging e-Learning Resources for Your History Classroom M </p> <p><i>Sarah Kippen, Education Perfect</i></p> <p>Education Perfect is a digital ecosystem designed to magnify the value of a teacher in the classroom and empower students through an engaging and personalised learning experience. Education Perfect has over 1000 History lessons and assessments aligned to the Australian Curriculum (Levels 7–10), all of which can be fully customised by teachers. The platform offers a differentiated and engaging learning experience for students while providing teachers with data insights and evidence to support their practice. Education Perfect is currently used by over 1.2 million students in over 4000 schools.</p> <p>PUBLISHER SESSION GENERAL (LEVELS 7–10) BYOD</p> <p><i>Sarah Kippen is an educator with ten years' experience teaching History and five years as a Parliamentary Educator. As a Teacher Consultant with Education Perfect, her goal is to support teachers to better engage their students both in the classroom and online. She is passionate about helping teachers and saving them time. Sarah has presented at a number of conferences, including HTAV, Social Education Victoria and the Victorian Commercial Teachers' Association. Outside education, Sarah likes to hang out with her niblings and go hiking. She still has nightmares about missing her Year 12 English exam.</i></p>
<p>F3.3</p>	<p>Teaching and Utilising Online Research with Secondary Students M G </p> <p><i>Jessica Fulton and Tom Stammers, Tintern Grammar</i></p> <p>While educational research shows that the 'digital native' generation is struggling to get a handle of online research, our pedagogy around teaching research continues to lag behind. In this workshop, we will step through some practical approaches to teaching research more explicitly in the classroom and demonstrating how to utilise that research in student outcomes through a supported continuum. These are more than just blocks on a rubric: they are skills that students will need for life. Whether you are just starting out or an experienced educator, this workshop will help you to focus and refine your approach to teaching research and helping students to use sources in their writing.</p> <p>GENERAL (LEVELS 7–10) BYOD</p> <p><i>Jessica Fulton is currently teaching History, VCE Legal Studies and VCE Global Politics at Tintern Grammar. Her teaching passions include the use of physical artefacts, demystifying the process of essay writing for middle years students, and skill development to support VCE success. Jessica previously worked as a lawyer in the Royal Australian Navy.</i></p> <p><i>Tom Stammers is currently teaching VCE History and English at Tintern Grammar and has a long history with research education. He previously worked at the State Library of Victoria presenting research skills workshops to students and helped to deliver the Research Launch Pad program to schools across the state. His current goal is to improve student focus on reliability and authenticity when it comes to online sources.</i></p>
<p>F3.4</p>	<p>Women in the French Revolution: Their Words, Art, Symbolism and Activity Classrooms V </p> <p><i>Adrian Puckering, Ilim College</i></p> <p>A diverse set of characters are portrayed—revealing how wretchedly the revolution betrayed women's hopes—despite mass movements of women on the street directing and enhancing revolutionary sentiment. Come on a journey of exploration through art, politics, society and motherhood, and enter a vivid retelling of life in revolutionary France.</p> <p>VCE REVOLUTIONS</p> <p><i>Adrian Puckering has been a History: Revolutions teacher for twenty-five years and a published History author that includes HTAV publications. Adrian has been a Deputy Principal at multiple Catholic schools, a Director of Curriculum at multiple independent schools and is currently an Executive Principal.</i></p>

<p>F3.5</p>	<p>The Evaluator V G </p> <p><i>Craig Townsend, Casey Grammar School</i></p> <p>Bring your laptop and join a visible thinking routine that uses evidence to tackle some big questions in the VCE History Study Design. You will form a tentative hypothesis and test it against a selection of sources and substantive evidence. By mapping the evidence on a continuum, you will reconsider your initial position, evaluate the relative significance of the evidence, challenge your views, adjust your thinking, and reach a clear conclusion from which a paragraph or extended response could be confidently drawn. Ideally, you will need access to the Microsoft Whiteboard program and a laptop computer, but this is not mandatory.</p> <p>GENERAL (VCE) BYOD</p> <p><i>Craig Townsend has been teaching History in Victorian secondary schools for more than thirty years. He has a Master of Arts in History in which he wrote a short thesis on British involvement in the Russo-Polish War. He has taught History: Revolutions for many years and is currently the Head of Humanities at Casey Grammar School.</i></p>
<p>3.6</p>	<p>Bringing Australian History to Life P M G </p> <p><i>Kym Wilton, The Islamic Museum of Australia</i></p> <p>An often unexplored element of Australian history looks at the experiences and contributions of Muslim migrants from the Makassans through to today. The Islamic Museum of Australia has been developing educational materials that help to tell these stories that intertwine with every aspect of Australian history, through the magic of virtual and augmented reality. Designed to support all students, participants will get to experience the technology with direct links to curriculum and ideas of how this can be integrated into their existing classroom schedules.</p> <p>PUBLISHER SESSION GENERAL (LEVELS 5–10) BYOD</p> <p><i>Kym Wilton is the National Education Manager at the Islamic Museum of Australia. Prior to this appointment in September 2021, Kym was an AITSL-certified Highly Accomplished Teacher with over ten years' teaching experience in Victoria, the Northern Territory and the United Kingdom. Kym has a passion for inclusive education that allows every student to access their full potential. Kym holds a Bachelor of Arts (International Relations) from Deakin University and a Graduate Diploma of Education (Secondary) from Monash University—both with distinctions. She has presented at a number of different educational conferences on engagement and differentiation strategies. Kym has also contributed to a number of newspapers and journals on the values of connecting and understanding Australia's uniquely diverse history.</i></p>
<p>F3.7</p>	<p>America and Russia: A Revolutions Combination in VCE V </p> <p><i>Vince Toohey, Xavier College</i></p> <p>Revolutions is a wonderful VCE subject for students that like a good yarn and, hence, like history. This presentation will help teachers new to History gain some ideas, tips and advice on how to navigate teaching their students and the VCE by combining the teaching of the American and Russian revolutions. America and Russia are still the world's dominant, albeit flawed, superpowers. Students will learn some of the famous moments and individuals in the founding of those nations. They are both massive subjects, but it is possible to teach them well with some structure around how to do this successfully.</p> <p>VCE REVOLUTIONS BYOD</p> <p><i>Vince Toohey holds a Bachelor of Arts from the University of New South Wales and a Master of Arts (History) from the University of Sydney. He has taught History and Aboriginal Studies at the HSC or VCE level for over twenty-five years in Sydney and Melbourne. Vince has presented on both the American and Russian revolutions for HTAV to teachers and students. He has also organised study tours and/or social justice tours to America, Europe and Africa. In 2016, Vince co-wrote the VCE Revolutions text Analysing the American Revolution. He is currently a Revolutions teacher at Xavier College.</i></p>
<p>4.15 PM</p>	<p>NETWORKING DRINKS</p>