

CATCH THE EARLY BIRD RATE!

VCE HISTORY CONFERENCE

AND EXAMINATION REPORTS

THURSDAY 23 FEBRUARY 2023 | JASPER HOTEL, MELBOURNE



#HTAVVCECON23

SESSION DESCRIPTIONS AND BIOGRAPHIES

1 VCE UNITS

C CONTENT
KNOWLEDGE


T TEACHING
IDEAS


 BRING YOUR
OWN DEVICE

TIME	SESSION
9.00AM	REGISTRATION
10.00AM	ACKNOWLEDGEMENT OF TRADITIONAL OWNERS / WELCOME AND HOUSEKEEPING
10.20AM	SESSION 1: PLEASE CHOOSE <u>ONE</u> WORKSHOP FROM THIS SESSION.
1.1	FRONTIER ENCOUNTERS: ABORIGINAL VICTIMS AND VOYAGERS IN VICTORIA 3 4 C <i>Emeritus Professor Richard Broome AM, La Trobe University</i> <p>This presentation covers 'Foundations' in two parts of the VCE Australian History Study Design: 'Custodianship to the Anthropocene' and 'Power and Resistance'. It looks at the violent struggle on the Victorian frontier, the reasons and nature of the conflict and the toll on both sides, and then considers other aspects of Aboriginal agency on this frontier.</p> <p>VCE UNITS 3 AND 4 AUSTRALIAN HISTORY CONTENT KNOWLEDGE</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 thirty years, to school students for forty years and is a contributor to Agora. He is the author of seventeen books including Arriving (1984); the award-winning Aboriginal Victorians (2005); Aboriginal Australians (5th ed. 2019), and the HTAV Colonial Experience in four editions (1997- 2016). His recent books include Mallee Country. A Social and Environmental 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 new four-volume Analyzing Australian History (Cambridge, 2021).</i></p>
1.2	'CROWN UNDER HAMMERS': RUSSIAN HIGH SOCIETY AND 1917 3 4 C <i>Dr Oleg Beyda, The University of Melbourne</i> <p>The revolutionary whirlwinds of 1917 not only deposed the Ancien Régime but also shattered the fates of those few who were its key beneficiaries. With a lot to lose, their choice was far from straightforward, as they often found themselves locked between the loyalty to the crumbling empire, survival, personal tragedies, the pending loss of all assets, illusions, and finally exile. This workshop will discuss the entangled fates of the Russian aristocracy and some of the well-to-do, attempting to contextualize them in a theoretical framework.</p> <p>VCE UNITS 3 AND 4 REVOLUTIONS: RUSSIA CONTENT KNOWLEDGE</p> <p><i>Dr Oleg Beyda is a Hansen Lecturer in Russian History at the University of Melbourne. He is a multi-lingual historian focusing on diaspora studies (the first and second waves of migration from Russia after 1917) and the Second World War in Eastern Europe. Dr Beyda has widely published on military and civil collaboration, Russian emigration, and the German-Soviet War, including publications with Cambridge University Press, Palgrave Macmillan, and George Washington University. He has extensive teaching experience in Soviet history, the historiography of Stalinism, and the global history of World War Two.</i></p>

<p>1.3</p>	<p>THE POWER STRUGGLE BETWEEN CONTENT AND SKILLS IN VCE MODERN HISTORY 1 2 T</p> <p><i>Samantha Patel, Fitzroy High School</i></p> <p>The breadth of the Modern History Study Design can leave teachers flummoxed as to where to start and what to cover. This workshop aims to empower teachers to centre historical thinking and writing skills at the heart of their course development, and in doing so equip students with the skills and dispositions necessary for success in Units 1 and 2, and Units 3 and 4. This workshop will include resources such as modelled examples and differentiation strategies.</p> <p>VCE UNITS 1 AND 2 MODERN HISTORY TEACHING IDEAS</p> <p><i>Samantha Patel is a Learning Specialist: Learning Performance at Fitzroy High School and predominantly teaches Senior English and History at the Wurun Senior campus. Samantha currently leads the Humanities Learning Area, with a particular focus on strengthening staff's teaching of concepts and skills. Samantha has led a writing improvement strategy and collaborated with staff on literacy interventions. Samantha has facilitated ongoing professional learning on high impact teaching strategies, with a particularly focus on differentiation, formative assessment and explicit teaching.</i></p>
<p>1.4</p>	<p>HISTORY: REVOLUTIONS TOOL KIT 3 4 T</p> <p><i>Stephanie Murphy and Russell Quill, Padua College</i></p> <p>This workshop aims to review the lessons of the first year of the new Study Design with a focus on what we assess and how we assess. We will review the types of questions asked and how students answer them, and develop a range of resources and techniques to support this process. We will break down different styles of question, examine their components and develop strategies for supporting students to do the same. This is a workshop that is useful for any History teacher but will have a content focus on America and France</p> <p>VCE UNITS 3 AND 4 REVOLUTIONS: AMERICA AND FRANCE TEACHING IDEAS BYOD</p> <p><i>Stephanie Murphy teaches History at Padua College and is one of the Assistant Heads of the Mornington Junior campus (Learning and Pedagogy). Stephanie has been a passionate supporter of History education in her previous roles as Head of Humanities and as a HTAV History presenter. Stephanie has a particular interest in constantly refining practice to ensure the best outcomes for all students and enjoys lively conversation with fellow History teachers.</i></p> <p><i>Russell Quill is an experienced teacher of History who has worked across the Catholic, State and Independent sectors. Russel currently teaches History at Padua College. He has experience with a range of VCE subjects including Twentieth Century History, Revolutions and Ancient History. Russell has developed an interest in the ways historical knowledge and skills are taught and assessed.</i></p>
<p>1.5</p>	<p>TO QUOTE OR NOT TO QUOTE? 3 4 T</p> <p><i>Luke Cashman, Penleigh and Essendon Grammar School</i></p> <p>Many of our students find the selection and inclusion of quotes to be the most daunting part of writing in History. On top of learning all the dates, events and names, memorising quotes can seem like a bridge too far. While it is undeniably a challenge, incorporating quotes provides powerful evidence to support arguments as well as lifting the tone and tenor of our students' prose. Using Ancient History as an example, this presentation aims to help teachers understand why we ask students to use quotes, where to locate them, and how students can meaningfully incorporate quotes into their writing.</p> <p>VCE UNITS 3 AND 4 GENERAL ANCIENT HISTORY TEACHING IDEAS BYOD</p> <p><i>Luke Cashman is a teacher of VCE History at Penleigh and Essendon Grammar School where he teaches Revolutions (France and Russia) and Ancient History (Greece and Rome). He has contributed to textbooks and written many articles for the HTAV journal Agora on a wide range of topics. Luke also speaks frequently at HTAV events for students and teachers. More recently, Luke was the head author for the new HTAV VCE Units 1 and 2 Modern History textbooks and wrote on many different areas of the history of the twentieth century.</i></p>

<p>1.6</p>	<p>TEACHING ESSAY WRITING SKILLS IN VCE HISTORY 3 4 T</p> <p><i>Ian Lyell, Mentone Girls' Grammar School</i></p> <p>This workshop will explore teaching ideas and strategies for teaching essay writing in VCE History. It will focus primarily on VCE History: Revolutions with examples drawn from Ian's teaching of the Russian and Chinese Revolutions, but many of these ideas will be transferable to other VCE History subjects and contexts.</p> <p>VCE UNITS 3 AND 4 REVOLUTIONS: CHINA AND RUSSIA TEACHING IDEAS</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 to 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>1.7</p>	<p>MORE THAN DOMINOES: COLD-WAR STRATEGIC DEFENCE BEFORE VIETNAM 1 2 3 4 C</p> <p><i>Dr Zachary Gorman, Robert Menzies Institute</i></p> <p>While the popular memory concentrates on Australia's involvement in large-scale conflicts in Korea and Vietnam, contemporary debates on defence conducted during the era of the Menzies Government (1949-66) focused heavily on the nearer threats posed by Indonesia's large Communist Party and the Malayan Emergency. These countries threatened to fall to communism even without the 'domino' behind them, and it is these 'what if' conflicts that never escalated in the way in which they threatened to, which ultimately informed key decisions like the introduction of conscription and Australia's desire to get America militarily involved in the region. This content knowledge workshop aims to provide vital context and nuance for core curriculum themes of both Modern History and Australian History.</p> <p>VCE UNITS 1-4 MODERN HISTORY AUSTRALIAN HISTORY CONTENT KNOWLEDGE BYOD</p> <p><i>Dr Zachary Gorman is the Academic Coordinator for the Robert Menzies Institute at the University of Melbourne. He has been working as a researcher and academic since 2013, including several years at the University of Wollongong where he received his PhD. He has authored two books, Sir Joseph Carruthers: Founder of the New South Wales Liberal Party and Summoning Magna Carta: Freedom's Symbol Over a Millennium. He also edited Captain Cook, R.N.: 150 Years After and The Young Menzies: Success, Failure, Resilience 1894-1942, and has been published in a wide range of peer-reviewed academic journals.</i></p>
<p>1.8</p>	<p>SELLING AN AUGUSTAN AGE: PROPAGANDA, ART AND RESPONSES 3 4 C</p> <p><i>Dr Andrew Connor, Monash University</i></p> <p>This presentation explores the key themes of Octavian/Augustus' propaganda both before and after the war with Antony (and Kleopatra). It will highlight how these themes were developed across a range of media—literature, public art, and architecture (among others), but also the emperor's own behaviour and public persona. It will also highlight responses to that propaganda, from other Romans as well as non-Romans in Europe, Africa, and Asia. A familiarity with Augustan propaganda is essential to understanding the end of the Roman republic, and this talk will provide resources to enliven the topic, and to connect it to modern life.</p> <p><i>Note: Whilst this presentation is aimed at Developing Teachers' Content Knowledge, it will also include some ideas that might be fun to use in the classroom.</i></p> <p>VCE UNITS 3 AND 4 ANCIENT HISTORY: ROME CONTENT KNOWLEDGE</p> <p><i>Dr Andrew Connor is the Lecturer in Ancient History in Monash University's Centre for Ancient Cultures. He teaches the history and archaeology of Greece and Rome, as well as the Latin and ancient Greek languages, and serves as the Secretary of the Classical Association of Victoria, co-director of the Egyptology Society of Victoria, and Head of Orion College. His new book, Confiscation or Coexistence: Egyptian Temples in the Age of Augustus, is out now from the University of Michigan Press.</i></p>
<p>11. 15AM</p>	<p>MORNING TEA</p>

11.50AM	<p>VCAA ADVISORY SESSION – 2023 VCAA UPDATE <i>Michael Spurr, Acting Curriculum Manager (History), Victorian Curriculum and Assessment Authority (VCAA)</i></p> <p>Michael will reflect on the first year of implementation of the VCE History Study Design 2022–2026 and outline what the VCAA has in train for the year ahead.</p> <p><i>Michael Spurr joined the Victorian Curriculum and Assessment Authority in 2020 and has worked in a variety of roles in the Curriculum Division. Preceding this, Michael meandered between publishing, the History Teachers' Association of Victoria and dabbled as a lecturer in History.</i></p>
<p>12.15PM SESSION 2: PLEASE CHOOSE <u>ONE</u> WORKSHOP FROM THIS SESSION.</p>	
2.1	<p>THE ROLE OF INDIVIDUALS: LOUIS XVI AND MARIE-ANTOINETTE 3 4 C</p> <p><i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>A key question in considering the causes of the French Revolution concerns the role of individuals in challenging or maintaining the power of the existing order. The most powerful individuals in France were Louis XVI and Marie Antoinette. How did their actions contribute to the outbreak of Revolution in 1789? And what role did they play in contributing to the outcomes of the Revolution before their deaths in 1793? Were they scapegoats or did they contribute to their own demise?</p> <p>VCE UNITS 3 AND 4 REVOLUTIONS: FRANCE CONTENT KNOWLEDGE</p> <p><i>Emeritus Professor Peter McPhee AM was appointed to a Personal Chair in History at the University of Melbourne in 1993. He was the University's first Provost in 2007-09 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>
2.2	<p>CONSTRUCTING ASSESSMENT FOR VCE AUSTRALIAN HISTORY 3 4 T </p> <p><i>Bill Lewis, Haileybury</i></p> <p>This workshop will provide strategies and tips for creating SAC and formative assessment tasks for VCE Australian History; resources for finding interesting primary sources and an opportunity for participants to share experiences and reflections on the first year of the new study design.</p> <p>VCE UNITS 3 AND 4 AUSTRALIAN HISTORY TEACHING IDEAS BYOD</p> <p><i>Bill Lewis is an experienced teacher of VCE History, having taught both Revolutions and Australian History. He has been a frequent contributor to HTAV conferences and co-authored the textbook Analysing Australian History: Power & Resistance (Cambridge University Press.)</i></p>
2.3	<p>EIGHT WAYS TO ADDRESS THE EIGHT VCE HISTORY SKILLS 1 2 3 4 T</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar and James Sach, Goulburn Valley Grammar School</i></p> <p>Each VCE History Area of Study contains eight different Key Skills that students are expected to develop and demonstrate as part of their study. This session will look at eight activities you can use to address the eight Key Skills, one per skill, that works in any course of study that you choose! Come along and learn about some engaging and impactful activities for your History classroom.</p> <p>VCE UNITS 1-4 GENERAL TEACHING IDEAS</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 Learning Leader at Goulburn Valley Grammar School (GVGS). Over the past two years, James has partnered with the University of Queensland's Science of Learning Research Centre to investigate student knowledge and use of effective learning strategies, as informed by cognitive psychology, in his school. James is also involved in making educational research relevant and accessible to colleagues at GVGS.</i></p>

<p>2.4</p>	<p>TEACHING REVOLUTIONS IN YOUR FIRST YEAR – NOT AS HARD AS IT LOOKS! 3 4 T </p> <p><i>Athena Kavaleris, Melbourne Grammar School</i></p> <p>It can be overwhelming undertaking VCE Revolutions for the very first time, however, it is an exciting, rewarding and an achievable opportunity. There are things that we all wish we knew before starting to teach Revolutions; it's all doable and I've survived it! This workshop aims to go through what you should know in your early stages of teaching Revolutions and tips you wish you knew earlier. The workshop targets people teaching Revolutions for the first time or teachers returning to the new study design and examination format. It will aim to cover the following: classroom strategies to cover content, resources for skill building, SAC writing and examination revision. Finally, some reflections on how to avoid the pitfalls of VCE and how to do a fantastic job!</p> <p>VCE UNITS 3 AND 4 REVOLUTIONS TEACHING IDEAS BYOD</p> <p><i>Athena Kavaleris teaches at Melbourne Grammar School and is the Coordinator of Humanities 7–8. She has taught VCE Australian History for two years and has just completed her first year of teaching VCE History: Revolutions. Athena is very passionate about History and equipping students with skills to become self-regulated learners.</i></p>
<p>2.5</p>	<p>TEACH THE BRITISH EMPIRE – IT'S AWESOME 1 2 C</p> <p><i>Stephen Jeffs, Traralgon College</i></p> <p>Whether you are preparing students for Revolutions or Australian History, learn why the British Empire will work for you. Explore the argument for the subject, a proposed course structure, specific key knowledge and support materials. Hear why the British Empire will serve your students well. Walk away feeling confident in bringing the British Empire into your Year 11 Curriculum.</p> <p>VCE UNITS 1 AND 2 EMPIRES CONTENT KNOWLEDGE</p> <p><i>Stephen Jeffs has been teaching in Victorian schools for fourteen years. He holds degrees in the Creative Arts, teaching, history and is currently pursuing a degree in aboriginal studies. Stephen has taught History at Years 7–12 and has a particular passion for this subject.</i></p>
<p>2.6</p>	<p>CONFLICT IN ANCIENT GREECE: ATHENS & SPARTA 3 4 C</p> <p><i>Dr John Whitehouse, The University of Melbourne</i></p> <p>This presentation explores Athens and Sparta in terms of foreign policy, expressions of power and conflict (800–454 BCE). For Athens, it includes the formation and actions of the Delian League, the Thasian Rebellion, and the transfer of the treasury to Athens. For Sparta, it includes expansionism in Messenia, the establishment and activities of the Peloponnesian League, the withdrawal from the alliance against the Persians, and key consequences of the earthquake. The presentation considers relevant sources and teaching strategies.</p> <p>VCE UNITS 3 AND 4 ANCIENT HISTORY: GREECE CONTENT KNOWLEDGE</p> <p><i>Dr John Whitehouse is Senior Lecturer in History in the Melbourne Graduate School of Education at the University of Melbourne. A Fellow of the Australian College of Educators, he is the recipient of the Barbara Falk Award for Teaching Excellence (The University of Melbourne) and a national Award for Teaching Excellence (Australian Learning and Teaching Council). His research interests include discipline-based pedagogy in history, curriculum studies and historiography. He is international consulting editor for Learning and Teaching. His research appears in leading publications such as Educational Practice and Theory and Springer's International Handbook of Research on Teachers and Teaching. Before joining the University of Melbourne, John taught in secondary schools for over a decade.</i></p>
<p>2.7</p>	<p>PEACE OR WAR? THE APPEASEMENT OF NAZI GERMANY 1 2 C</p> <p><i>Stephen White, Oxley Christian College</i></p> <p>In the lingering aftermath of the First World War, the British and French policy of appeasement sought to avoid another costly conflict. The subsequent catastrophe of World War Two shows that this policy was ultimately unsuccessful. This workshop will cover the essential facts of appeasement, the cases for and against, and look at how students can use primary sources and historical interpretations to communicate their understanding of this important step on the road to war.</p> <p>VCE UNITS 1 AND 2 MODERN HISTORY CONTENT KNOWLEDGE</p> <p><i>Stephen White is an experienced VCE History teacher and Head of Humanities at Oxley Christian College. He is a contributing author to the HTAV Modern History textbook series and a regular HTAV presenter.</i></p>

<p>2.8</p>	<p>INTRODUCTION TO ARCHAEOLOGICAL SCIENCE: EXPLORING DEEP TIME 3 4 C</p> <p><i>Dr Georgia Stannard, The National Trust of Australia</i></p> <p>VCE Unit 3 Australian History 'From Custodianship to the Anthropocene' presents an outstanding opportunity for students to explore the relationship between First Nations communities and Country across a broad time frame. The depth of time covered means that temporally, much of this unit can only be examined through archaeological data. This workshop will explore key techniques used by archaeologists to reconstruct past landscapes and communities including practical activities exploring pollen, charcoal, and bone analyses. The workshop will give teachers the confidence to enrich the teaching of VCE Unit 3 by including archaeological data, expanding their investigation of Custodianship beyond the written record.</p> <p>VCE UNITS 3 AND 4 AUSTRALIAN HISTORY CONTENT KNOWLEDGE</p> <p><i>Dr Georgia Stannard is the Education and Public Programs Manager with the National Trust of Australia. Formerly a research archaeologist and tertiary educator, Georgia's work focussed on the interaction between Aboriginal Australians and their environments, particularly on human adaptation to Australian cold climates. Using techniques which investigated plants (pollen) and animals (skeletal fauna), local and regional climate change (stable isotopes) and cultural burning (charcoal), this research has been used to explore how Aboriginal Australians were adapting to and utilising environments in the past. Georgia will contribute this expertise to new archaeologically themed programming by the National Trust in 2023.</i></p>
<p>1.10PM</p>	<p>NETWORKING LUNCH</p>
<p>2.15PM</p>	<p>SESSION 3: PLEASE CHOOSE <u>ONE</u> OPTION FROM THIS SESSION.</p>
<p>3.1</p>	<p>VCE AUSTRALIAN HISTORY – EXAMINATION REPORTS</p> <p><i>James Jacobs, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2022 VCE Australian History examination.</p>
<p>3.2</p>	<p>VCE ANCIENT HISTORY – EXAMINATION REPORTS</p> <p><i>Jeremy Daly, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2022 VCE Ancient History examination.</p>
<p>3.3</p>	<p>VCE REVOLUTIONS – EXAMINATION REPORTS</p> <p><i>Deborah Erikson, VCAA Chief Assessor</i></p> <p>This session will report on students' performance in the 2022 VCE Revolutions examination.</p>
<p>HISTORY TOURS</p> <p>For those not attending the Examination Reports, take the short 10-12 minute-walk with an HTAV representative to join the experience of your choice and enjoy your very own historical journey.</p> <p>Delegates will be able to end their conference day at the completion of their tour or make their way back to the Jasper Hotel conference venue and join us for Social Hour.</p> <p>Please choose one of the History Tours offered below:</p>	

<p>3.4</p>	<p>HISTORY AND ARCHAEOLOGY WALKING TOUR – HERITAGE VICTORIA</p> <p>Take part in a unique history and archaeology-themed walking tour headed by Jeremy Smith, Principal Archaeologist from Heritage Victoria. The tour begins in the former grounds of the Old Melbourne Gaol and you will meet in the area of the former gaol hospital. This part of the site also served as a burial ground for executed inmates in the late nineteenth and early twentieth centuries. Ned Kelly was buried in this yard area from 1880 until 1929 after which time bodies were exhumed and relocated to Pentridge Prison. Jeremy will briefly share details about the archaeology program he directed in 2009, which discovered and excavated mass grave sites that contained the remains of Kelly and other executed inmates at Pentridge.</p> <p>From the Old Melbourne Gaol, continue the walking tour to the Little Lon block (bounded by Spring, Exhibition, Lonsdale and Little Lonsdale Streets). Almost all of this city block has now been excavated by archaeologists since the first work known as the ‘Little Lon’ dig in 1988. Themes that will be covered include the ‘Archaeology of the Modern City’ and you will look at what archaeology can tell us about the settlement, growth and change of a modern city. You will touch on themes such as the rise of colonial identity and the legacy of empires. Jeremy will also discuss how archaeological techniques such as the dating of artefacts and the analysis of material culture can provide information about previous lives and patterns of activity.</p> <p>These findings are particularly relevant when they throw light on the lives of individuals or groups who were not strongly represented in traditional historical sources. We will discuss how the processes of archaeological enquiry are relevant across all civilisations, and briefly touch on vocational opportunities that may be of interest to your students in this interesting and growing field.</p> <p>Recommended reading:</p> <ul style="list-style-type: none"> ▶ <i>Ned Kelly Under the Microscope, Solving the forensic mystery of Ned Kelly’s remains.</i> (CSIRO publishing, editor Craig Cormick, 2014). ▶ <i>The Commonwealth Block, Melbourne. A Historical Archaeology. Studies in Australian Historical Archaeology</i> 7. March 2019. <p>It is approximately 10-minutes’ walk from the conference venue to the meeting point at the Old Melbourne Gaol.</p> <p><i>Jeremy Smith is Heritage Victoria’s Principal Archaeologist. Heritage Victoria is a division within the State Government’s Department of Environment, Land, Water & Planning. Jeremy has Honours degrees in History and in Archaeology, and a Masters’ degree in Archaeology from the University of Melbourne. He is an Honorary Fellow in Classics and Archaeology, in the School of Historical and Philosophical Studies at the University of Melbourne. He has published widely on the subject of the archaeology of historic Melbourne and was a key contributor to the award-winning book Ned Kelly Under the Microscope (CSIRO publishing, 2014).</i></p>
<p>3.5</p>	<p>TEACHING AND LEARNING THROUGH COLLECTIONS AND OBJECT-BASED APPROACHES – HELLENIC MUSEUM</p> <p>The Hellenic Museum is committed to engaging primary and secondary school students, and the wider teaching community, with ancient to modern Greek history, culture and art. Join us for a tour of the Museum’s collection of art and artefacts spanning over 8000 years of Greek and broader Mediterranean history.</p> <p>Discover how our collections function as a tool for immersive object-based learning, bring the ancient past to life and help students make critical and personal investigations of the periods under study. Our education programs develop creative thinking and communication skills and are aligned with the Victorian Curriculum F–10 and the VCE History Study Design Units 1–4.</p> <p>It is approximately 12-minutes’ walk from the conference venue. Meet in the foyer of the museum.</p>
<p>3.30PM</p>	<p>SOCIAL HOUR – NETWORKING DRINKS FOR CONFERENCE PARTICIPANTS</p> <p>Join colleagues, catch up with old friends, meet new people, harvest good ideas and enjoy a complimentary drink and a selection of canapés at the HTAV Social Hour.</p> <p>Social Hour will take place in Jasper Kitchen conveniently located at the Jasper Hotel conference venue.</p>