

HTAV

HISTORY TEACHERS' ASSOCIATION *of* VICTORIA

PAST TENSE, PRESENT TENSION

**2019
ANNUAL
CONFERENCE**

FRIDAY 26 JULY 2019

#htavac19

**Thursday 25 and Friday 26 July 2019
CQ Functions, Melbourne CBD**



Bring
your own
device



Middle
Years
content







VCE
content



Literacy
content

TIME	SESSION	
9.00am – 9.45am	REGISTRATION	
9.50am – 10.10am	WELCOME AND HOUSEKEEPING	
10.15am – 11.10am SESSION 1 <i>Please choose one workshop from this session.</i>	F1.1 Online Sources for teaching the Russian Revolution and the Soviet Cold War <i>Professor Mark Edele, The University of Melbourne</i> This session will acquaint teachers with the growing number of online collections of primary sources in English for teaching the Russian Revolution and the Soviet Cold War. They form a resource for both teachers and students. For a first overview of what is available see www.markedele.com/sources . VCE REVOLUTIONS: RUSSIA; VCE TWENTIETH CENTURY HISTORY <i>Professor Mark Edele is a historian of the Soviet Union and its successor states, in particular Russia. He is the inaugural Hansen Professor in History at The University of Melbourne as well as an Australian Research Council Future Fellow. He was trained as a historian at the Universities of Erlangen, Tübingen, Moscow and Chicago. His publications include Soviet Veterans of the Second World War (2008), Stalinist Society (2011), Stalin's Defectors (2017), Shelter from the Holocaust: Rethinking Jewish Survival in the Soviet Union (with Afina Grossmann and Sheila Fitzpatrick, 2017), and The Soviet Union. A Short History (2019).</i>	
	F1.2 Using Historical Inquiry to foster Historical Thinking <i>Mary Gillingham, Swinburne Senior Secondary College</i> The Historical Inquiry assessment task is an opportunity to teach students how to design, research and communicate their interpretations of history. It is a powerful tool with which to teach historical thinking skills and it empowers students as historians. Mary will share her unit plan and resources developed for Ancient History (Egypt, Unit 3 Outcome 2), and show how it can be adapted to other year levels and topics, including Twentieth Century, Year 10 and Year 7. VCE ANCIENT HISTORY: EGYPT; LEVELS 7-10 <i>Mary Gillingham teaches at Swinburne Senior Secondary College. She currently teaches Ancient History, and has taught History Revolutions, Twentieth Century History and junior levels. Before becoming a teacher, Mary was a professional historian, specialising in researching and writing historical claims to the Waitangi Tribunal in New Zealand. She has a Master of Arts in History and in 2015 completed a Master of Teaching (Secondary) by research in which she investigated the extent to which the VCE external exams assessed historical thinking.</i>	

	<p>F1.3 World War Two: Testing and Transforming the Nation <i>Dr Bart Ziino, Deakin University</i></p> <p>This presentation provides insight into the key themes of Australia's World War Two experience, especially the major transformations that involvement produced in society, economy and politics. It evaluates how Australians became involved and responded to war, and the nature and extent of the transformations that the war brought for the nation. Its key point is that World War Two certainly had transformative effects; the historical debate is about the extent and resonance of those transformations today. The presentation will also suggest some of the rich and useful audio-visual and online aids to teaching this area of study.</p> <p>VCE AUSTRALIAN HISTORY; LEVELS 9-10; BYOD</p> <p><i>Dr Bart Ziino is Senior Lecturer in History at Deakin University, where he teaches War and Australian Society, twentieth-century world history, and theories and philosophies of history. He has published widely on Australian experiences of war and commemoration and is editor of the volume Remembering the First World War.</i></p>	  
	<p>F1.4 Ancient Greek and Roman Imperialism Compared <i>Dr Christopher Gribbin, The University of Melbourne</i></p> <p>The ancient Greeks and Romans both adopted expansionist policies that saw them dominate other peoples around the Mediterranean. In both cases, this expansion was a critical feature of their economy and politics. But there were important differences in how and why they expanded. This talk will compare Greek and Roman imperialism by exploring the history of Dalmatia as a case study. Located on a key trade route between Greece and Italy, this area experienced repeated interference from Greeks and Romans between the 6th and 1st centuries BCE. By considering the Greek and Roman efforts to dominate this area, we can better understand the motivations and processes of Greek and Roman imperialism.</p> <p>VCE ANCIENT HISTORY: GREECE AND ROME</p> <p><i>Dr Christopher Gribbin has lectured in Classics at Melbourne and Monash universities. He founded the University of Melbourne's popular Classics Summer School and ran it for 15 years. Christopher is actively involved in community education. He coordinates and teaches at the Hellenic Museum Summer School each January, runs a regular Socratic discussion group and leads tours to Europe with Australians Studying Abroad. During 2018, Christopher worked with HTAV on the new Ancient Greece textbook and associated products.</i></p>	
	<p>F1.5 Differentiation for Inclusion in History: A Practitioner's Toolbox <i>Dr Catherine Hart, Education Consultant</i></p> <p>In this session you will be engaged in a range of active tasks that demonstrate how you can effectively scaffold student's historical thinking through differentiated environment, content, pedagogy and assessment. This is not a theory session – it is a resource rich, hands on exploration of a range of strategies and practices to include ALL students in History. Of particular personal interest to the presenter is the inclusion of students with Autism Spectrum Disorder (ASD).</p> <p>GENERAL</p> <p><i>Dr Catherine Hart has worked as both a teacher educator and secondary teacher for over twenty years. Having worked as both a Humanities and History Head of Department, she is committed to working to improve and extend teacher's pedagogical content knowledge. As the mother of a middle school student who has Autism, she has a specific passion for ensuring that History is accessible and challenging for all students.</i></p>	



	<p>F1.6 Hands on History: Object Handling and Inquiry Learning <i>Marissa Beard and Natalie Maine, National Museum of Australia</i></p> <p>Are you looking to build confidence in teaching complex aspects of Australian History? Join our hands-on workshop to explore content of the Victorian F-10 and VCE curriculum through interrogation and analysis of the continued shaping of Australia. Object handling and inquiry learning create entry points for students to explore the narratives of history, allowing them to engage with new concepts and multiple perspectives. Experience how the power of objects can demonstrate the commonalities between diverse peoples and provide a bridge to understanding. Experiment with classroom techniques and strategies that empower students and deepen connectivity and relevance.</p> <p>LEVELS 7-10; VCE</p> <p><i>Marissa Beard holds a Bachelor of Arts from the Australian National University and Graduate Diploma Education (Secondary) from the University of Canberra. Marissa worked as a secondary History, English and Indonesian teacher for 4 years before moving to the Parliamentary Education Office, where she educated over 50,000 students from across the country. She currently works as the Schools and Engagement Manager National Museum of Australia. She has extensive experience developing and delivering curriculum-aligned education programs to students, and professional learning programs and resources for teachers and pre-service teachers in the areas of History, Civics and Citizenship, English and Geography.</i></p> <p><i>Natalie Maine holds a Bachelor of Education (Primary) from the University of Sydney and worked as a Primary School Teacher in Sydney for 8 years before moving to the National Museum of Australia. She led the whole school implementation of the Australian History Curriculum and Enquiry Based Learning projects across K-6. In her role at the National Museum of Australia, she has revised and implemented National Curriculum aligned school programs, as well as Professional Development courses in Teaching History and Indigenous Culture and History.</i></p>	<p>MY</p> <p>VCE</p>
	<p>F1.7 Building Resources with a Developmental Mindset <i>Ben Lawless, Aitken College</i></p> <p>In 2019, Macmillan are developing a brand-new textbook series created with a developmental mindset. How did we distil current research about teaching and learning trends in individualised progression to create a high-impact, classroom-ready resource? In this session we will unpack current thinking in developmental assessment, skill development and differentiation and demonstrate how we used them to develop this new resource. Leave the session understanding how your students can develop their historical thinking abilities by progressing through gradually more challenging activities no matter what resource you currently use. Free sample materials from the new Macmillan series written by Ben Lawless, Danielle O’Leary, Peter van Noorden, Damien Green, Natalie Shephard and Ilja van Weringh will be available for every attendee.</p> <p>GENERAL; PUBLISHER SESSION</p> <p><i>Ben Lawless is Head of Humanities at Aitken College. He worked at Melbourne University’s Assessment Research Centre under Patrick Griffin and has expertise at developmental thinking in assessment and evidence use. He is passionate about play in the classroom and has developed a number of interactive learning experiences and complex political simulation games for the classroom. Ben is a multi-award winning teacher who delivers presentations that give teachers concrete materials to bring back to their classroom, as well as theoretical understanding and skill development to help teachers improve pedagogy and be at the forefront of teaching excellence.</i></p>	
<p>11.15am – 11.45am</p>	<p>MORNING TEA</p>	

<p>11.50am – 12.45pm SESSION 2</p> <p>Please choose one workshop from this session.</p>	<p>F2.1 Easing the Tension in your Classroom: Using Reading Strategies and Stress Relievers to assist Students to manage the Demands of the History Classroom</p> <p><i>Elizabeth Morgan, Girton Grammar</i></p> <p>The subject of History is one which many students love but which also comes with its share of problems with vast reading requirements and the stresses of remembering content. In this session, Elizabeth will share reading strategies designed to assist students to better understand the documents and interpretations they are reading. She will also offer some strategies to alleviate student anxiety and stress such as collaborative learning activities designed to consolidate understanding.</p> <p>GENERAL</p> <p><i>Elizabeth Morgan has over thirty-five years of teaching experience and is a qualified primary and secondary teacher. She has taught both VCE History and English for most of her secondary teaching career, and for the past twenty years has focused strongly on Revolutions. As a passionate advocate for the teaching of History, Elizabeth is a regular lecturer for students and teachers and has written SACs, trial examinations and text books. For the past four years, Elizabeth has engaged in researching and implementing collaborative learning and 'best practice' formative assessment. She is employed as the VCE English Co-ordinator at Girton Grammar in Bendigo.</i></p>
	<p>F2.2 Literacy and the Big History Project</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>The teaching of literacy is the job of every teacher, but it has a particular emphasis in our History classrooms which are focused on understanding meaning in texts. The Big History Project has a significant emphasis on the teaching of explicit literacy skills through historical study. The approach is based on the research of leading international researchers and has been implemented in engaging and rigorous ways. This workshop will equip participants with how to use the Big History Project to enhance their students' literacy skills.</p> <p>LEVELS 7-10; LITERACY; PUBLISHER SESSION</p> <p><i>Ashley Keith Pratt is Vice-President of HTAV and teaches History at Melbourne Girls Grammar School. Ashley recently completed his Master of Education at the University of Melbourne with a focus on History curriculum and is a regular presenter for the HTAV on pedagogy and early-modern history. Ashley is also the Big History Project Outreach Coordinator for Australia.</i></p>
	<p>F2.3 Teaching History in a Culturally Diverse Classroom</p> <p><i>Bronwyn Cook, Dandenong High School</i></p> <p>This workshop will discuss the benefits and challenges of teaching in a culturally diverse environment, exploring practical ways to enhance the learning of students who may have experienced gaps in their education, especially in relation to the Victorian History curriculum. The workshop will offer practical solutions regarding how to inclusively teach political and war histories to students who may have a variety of experiences related to those topics.</p> <p>GENERAL</p> <p><i>Bronwyn Cook is a secondary school teacher in the south-east suburbs of Melbourne and has taught History for the past fifteen years in communities experiencing many socio-economic and literacy challenges. She is currently teaching in a school where students have over 80 first language backgrounds, with approximately two thirds of the students having EAL backgrounds, and a third of students having refugee backgrounds. She is strongly committed to government school education, and especially supportive of strong History programs for those who experience social disadvantage.</i></p>
	<p>F2.4 Russian Revolution: Approaches to SAC and Exam Questions</p> <p><i>Ian Lyell, Camberwell Girls Grammar School</i></p> <p>Take home new, ready-to-implement ways to prepare students for SACs and the end of year exam. Ian will share strategies to help improve student writing and analysis skills, discuss possible approaches to each type of SAC and exam question, and share a range of sample SAC and example questions which teachers can adapt for use in their classroom.</p> <p>VCE REVOLUTIONS: RUSSIA</p> <p><i>Ian Lyell is Head of History at Camberwell Girls Grammar School. He has written VCE study guides and trial exams for HTAV, served as an examination assessor for VCE History: Revolutions, and has presented at a number of HTAV events for both beginning and experienced teachers of VCE History.</i></p>


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	<p>F2.5 Transformations & Conflict: Changing Environments in Port Phillip/ Victoria <i>Bill Lewis, Haileybury</i></p> <p>The colonisation of Port Phillip brought two contrasting worldviews of how land should be used and managed together, as Aboriginal management of the landscape confronted both the cultural and ecological impacts of settler society. This workshop will consider the implications of this clash for both colonist and the first peoples of Port Phillip and how students may make sense of it in the context of the VCE study design.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Bill Lewis is the Head of Teaching & Learning (Senior School) at Haileybury and an experienced teacher of History, including VCE Australian. Bill presents frequently for the HTAV, has worked as an examination assessor and is passionate about the teaching of Australian History throughout the curriculum.</i></p>	
	<p>F2.6 Power with Others: Developing your Leadership Skills in and beyond the History/Humanities Department <i>Dr Catherine Hart, Education Consultant</i></p> <p>Leadership is a skill/disposition that exists well beyond a POR (formal position of responsibility) and learning how to develop and exercise pedagogical influence is an important part of effective teaching and learning. In this session, we explore a range of models and practises to develop and showcase your leadership skills within AND beyond your school. Ideas, resources and links abound – so come along and explore the wonderful world of leadership as 'power with rather than over others'.</p> <p>GENERAL</p> <p><i>Dr Catherine Hart has worked as both a teacher educator and secondary teacher for over twenty years. Having worked as both a Humanities and History Head of Department, she is committed to working to improve and extend teacher's pedagogical content knowledge.</i></p>	
	<p>F2.7 Democracy 101 – Inspiring Young People to be Active Citizens <i>MJ Logan, MoAD (Museum of Australian Democracy)</i></p> <p>Democracy the world over is under pressure and trust in public institutions/government, business, media and non-government organisations is at an historic low. Why is this? In this session, join MoAD Learning to unpack the historic decisions, turning points and milestones in our democratic history. By discovering more about our democracy and the past tensions which have impacted Australian Society both positively and negatively, you will be able to provide your students with a foundational understanding of the key moments in our past which have lead to the current state of diminishing trust in democracy.</p> <p>This session will explore key questions from the curriculum such as: Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? How was Australian society affected by other significant global events and changes in this period?</p> <p>LEVELS 9-10</p> <p><i>MJ Logan is the Learning Design Producer at MoAD, where she manages the Learning team in the delivery of education programs in addition to the development of resources for teaching and learning about Civics and Citizenship. MJ oversees the programs and workshops delivered at the museum to a broad range of students from foundation to tertiary, as well as creating professional learning for education and museum practitioners. The central focus of MJ's work is to create learning programs and activities which provide authentic and engaging experiences which inspire active participation and voice in our democracy.</i></p>	

<p>12.55pm – 1.45pm KEYNOTE SESSION</p>	<p>The Uses of the Past: Teaching History in Troubled Times <i>Professor Peter McPhee AM, The University of Melbourne</i></p> <p>The world at large and our own society have never been peaceful and prosperous places for all. There was no golden age in education or anything else. Yet there is a sense in which we feel that we live in particularly troubled times: we face unprecedented environmental threats, we often feel disenfranchised with global and domestic leadership, and, in our most important institutions, teachers at times feel undervalued and overworked. Not only do we face existential environmental and imperialistic threats and the seeming inability of leaders across the globe to resolve them, but as teachers of History we share concerns about the use and abuse of 'fake news', the rise of xenophobic populism reminiscent of the 1930s, and the casual dismissal of the Humanities by national leaders.</p> <p>So what are the uses of the teaching of History in such troubled times? Using the experiences of teaching, researching and academic leadership across a half-century, I will reflect on the most useful lessons I have learnt about teaching, and on why the social sciences and humanities matter. Never have History teachers as mentors and role models been so important; never have our methodologies and knowledge claims been so vital.</p> <p>There will be an opportunity for questions and comments at the end of the presentation.</p> <div data-bbox="400 741 571 972">  </div> <p><i>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 (Yale University Press, 2012); and Liberty or Death: the French Revolution (Yale University Press, 2016). He was appointed to the position of Deputy Vice-Chancellor (Academic) in 2003 before becoming the University's first Provost in 2007-09, with responsibility for the design and implementation of the University's new curriculum structures, the 'Melbourne Model'. He chaired the Victorian Curriculum and Assessment Authority in 2007-09. He was awarded a Centenary Medal for services to education in 2003 and became a Member of the Order of Australia in 2012.</i></p>
<p>1.50pm – 2.30pm</p>	<p>NETWORKING LUNCH</p>
<p>2.35pm – 2.50pm</p>	<p>LATITUDE GROUP TRAVEL MAJOR PRIZE and EXHIBITOR PASSPORT PRIZE DRAWS</p>
<p>2.50pm – 3.10pm</p>	<p>VCAA Update – VCE History Study Design <i>Gerry Martin, Curriculum Manager History and Civics, VCAA</i></p> <p>This session will provide the latest insights and updates relating to the VCAA VCE History Study Design review.</p> <p><i>Gerry Martin is Curriculum Manager History and Civics at the VCAA. He has 20 years' experience teaching History and Humanities. Gerry has published and presented on topics including curriculum leadership and planning, historical thinking and assessment.</i></p>
<p>3.15pm – 4.10pm SESSION 3</p> <p><i>Please choose one workshop from this session.</i></p>	<p>F3.1 VCE Revolutions: The Visual History of the French Revolution: The Impact of Sources in the Classroom <i>Dr Darius von Güttner, The University of Melbourne</i></p> <p>This session will explore how to employ visual sources to support students in their understanding of the narrative the French Revolution. This presentation will focus on the power of the visual in creating memory and emotional attachment to the "human story" of the French Revolution. The session will examine a range of visual sources in order to deal with the following questions: What were the causes and consequences of revolution? How did the actions of groups and individuals contribute to development of a revolution? To what extent did the propaganda methods prove to be persuasive?</p> <p>VCE REVOLUTIONS: FRANCE</p> <p><i>Dr Darius von Güttner is a historian whose work concentrates on military and religious aspects of European history and in particular on violence and the transmission of ideas. His publications include a number of academic books on religiously motivated warfare and historical writing. In addition to publications on the Crusades, he is the author of The French Revolution (Nelson Cengage) and HTAV's French Revolution Study and Exam Guide. Darius is also a tour leader of biennial history study tours of Austria, Germany, Italy and Poland.</i></p> <div data-bbox="1422 1464 1481 1525">  </div>

	<p>F3.2 VCE Unit 4 History: Empowering Our 'Revolutionaries' for Success <i>Maddison Schmidt, St Francis Xavier College</i></p> <p>How can you encourage your Revolutions students to become accountable for their own learning, and support the development of their skill set so that they can answer confidently in the exam? This session will focus on teaching and learning strategies that can be implemented in an already busy time frame, including templates, writing formulas, scaffolded steps, mind maps and organisational skills.</p> <p>VCE REVOLUTIONS; BYOD</p> <p><i>Maddison Schmidt is a Senior School History and English teacher and a Curriculum Leader at St Francis Xavier College, Beaconsfield. She is in her fifth year of teaching VCE History: Revolutions; having taught French, Russian and Chinese revolutions. Madi regularly presents for HTAV at both student lectures and conferences with a focus on VCE History, skill development and literacy.</i></p>	 
	<p>F3.3 Teaching Historical Concepts and Skills and Measuring Progress <i>Shirly Griffith, Jacaranda</i></p> <p>Seeking new ways to engage students, build their understanding and application of historical skills and concepts and measure their progress? Then this session is for you! Let Shirly Griffith, Director of Publishing at Jacaranda, show you easy ways to use technology with the <i>Jacaranda History Alive 7-10 Victorian Curriculum Second Edition</i> series, to help teach key concepts and skills, build students' skills competence and track their progress.</p> <p>LEVELS 7-10; PUBLISHER SESSION</p> <p><i>Shirly Griffith is the Director of Publishing at Jacaranda and a former teacher of 18 years.</i></p>	
	<p>F3.4 VCE Unit 4 Revolutions China – A Mao For All Seasons <i>Tom Ryan, Woodleigh School</i></p> <p>Making sense of Mao Zedong is central to the study of the Chinese Revolution. However, historians (and students) grapple with the many 'shades' of Mao given his contradictions, consistencies and complexities. In this lecture, Tom will explore interpretations and perspectives of Mao as a revolutionary of profound genius, a gifted poet, a moderniser, champion of the poor, a man of crude peasant habits, a monstrous Imperial tyrant and a Monkey King who sought to defy Heaven.</p> <p><i>Note: This is a repeat of the popular presentation offered at the HTAV VCE Units 1 & 3 History Conference 2019.</i></p> <p>VCE REVOLUTIONS: CHINA; BYOD</p> <p><i>Tom Ryan is Head of Humanities at Woodleigh School, where he teaches senior History and Humanities. He is the presenter of Edrolo's Chinese Revolution course and is the author of China Rising (HTAV Publishing, 2016) and co-author of Reinventing Russia (HTAV Publishing, 2016).</i></p>	 
	<p>F3.5 Marie Kondo your History Classroom! <i>Ben Lawless, Aitken College</i></p> <p>We teachers are always given more things to include in our lessons, more focuses and more strategies. This leads to burn out. We need to start thinking about what to get rid of to make space. This often-controversial session will make you question what to keep and what to say goodbye to in your teaching.</p> <p>GENERAL</p> <p><i>Ben Lawless is Head of Humanities at Aitken College. He worked at Melbourne University's Assessment Research Centre under Patrick Griffin and has expertise at developmental thinking in assessment and evidence use. He is passionate about play in the classroom and has developed a number of interactive learning experiences and complex political simulation games for the classroom. Ben is a multi-award winning teacher who delivers presentations that give teachers concrete materials to bring back to their classroom, as well as theoretical understanding and skill development to help teachers improve pedagogy and be at the forefront of teaching excellence.</i></p>	

	<p>F3.6 Creating a Culture of (Historical) Thinking: Making Thinking Visible in the History Classroom <i>Emma Forte, St Leonard's College</i></p> <p>Inspired by her experiences with Project Zero and workshops led by Ron Ritchhart, Emma wants to inspire you to create powerful learning opportunities for your students by creating cultures of thinking in your classrooms. She is helping shift the culture of thinking at St Leonard's College and will showcase various visible thinking routines at work in her History classroom. She will provide examples of integration of thinking routines across the 7-11 curriculum that link with the History curriculum, concepts and skills.</p> <p>GENERAL</p> <p><i>Emma Forte is a History teacher at St Leonard's College. She completed the MTeach at the University of Melbourne in 2013 and has been improving her History teaching since then. Emma's main interest in the classroom is opening student's minds – so she can see their thinking as well as challenging perceptions of the past and present world. Emma has undertaken a number of workshops with Ron Ritchhart and is always excited to try out his strategies and share the outcomes.</i></p>
	<p>F3.7 Graphic Novels in the History Classroom <i>Gordon Brown, Ilim College of Australia</i></p> <p>Graphic novels are a massive and largely unexplored medium to use in the classroom. There are many authors and many texts which explore content covered in the Victorian curriculum and they can become a great tool for our students to further their understanding of the material through an engaging visual medium. They can also provide a method for engaging those less willing to delve into large, written texts and allow teachers to dissect notions of secondary sources and their relevance to historiography.</p> <p>GENERAL</p> <p><i>Gordon Brown obtained his Honours Bachelor of Arts in History at York University in Toronto, Canada and although specialising in History, has taught in both English and Humanities domains over the past 10 years. His historical passions have had a contemporary focus, structured around twentieth century post-war social movements. He has taught in Canada, England, and Australia and has been the Humanities Domain Head at Ilim College since arriving in Australia.</i></p>
<p>4.15 pm–5.15 pm</p>	<p>NETWORKING DRINKS</p>