



HISTORY TEACHERS' ASSOCIATION *of* VICTORIA

**PAST TENSE,
PRESENT
TENSION**

**2019
ANNUAL
CONFERENCE**

THURSDAY 25 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
10.10am – 11.00am KEYNOTE SESSION	<p>Navigating Indigenous-Settler Relations in the Classroom Associate Professor Kat Ellinghaus, La Trobe University and Dr Sana Nakata, The University of Melbourne</p> <p>We are at an important moment in the teaching of Australian History. In 2018 Reconciliation Australia's biennial survey found that more than one in three Australians do not accept that Aboriginal and Torres Strait Islander people were subject to mass killings, incarceration, and forced removal from their lands. The teaching of settler colonial history in schools is a crucial part of changing the ignorance of mainstream Australia about its own history. At the same time, Aboriginal, Torres Strait Islander and Pasifika people are making their voices heard about being spoken 'for' instead of spoken 'to', and about their stories being told without their consent or their presence. Indigenous knowledge is contributing to both a more complicated, challenging history of settler-colonialism on the Australian continent while also providing rich contribution to a 'deep history' of the world and the origins of human civilisation. It is in this context that anxieties about 'who' can teach this topic arise. Teachers can worry about making mistakes, stepping where they shouldn't be stepping, not knowing protocols, or about saying something offensive. How do we push past these anxieties towards a way forward? How can we make the classroom a safe place for Aboriginal and Torres Strait Islander students? How can we teach settler colonial history sensitively and well?</p> <p>There will be an opportunity for questions and comments at the end of the presentation.</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">   </div> <div style="flex: 2;"> <p><i>Kat Ellinghaus is an Associate Professor in the School of Archaeology and History at La Trobe University, where she teaches Australian and Indigenous history. She is of Irish and German heritage and lives and works on Wurundjeri Willam land. Kat is the author of Taking Assimilation to Heart: Marriages of White Women and Indigenous Men in the United States and Australia, 1887-1937 (University of Nebraska Press, 2006) and Blood Will Tell: Native Americans and Assimilation Policy (University of Nebraska Press, 2017). In 2014 she was awarded an Australian Research Council Discovery Project grant to write a history of Aboriginal exemption policies in Australia. She writes and researches in the areas of settler colonial history, transnational and comparative history, assimilation policies and the social and cultural history of the United States and Australia.</i></p> <p><i>Dr Sana Nakata is a Torres Strait Islander, Lecturer in Political Science, ARC Discovery Indigenous Research Fellow (2016-2019) and Co-Director of the Indigenous Settler Relations Collaboration at The University of Melbourne. Trained as a lawyer and political theorist, her research is centred upon developing an approach for thinking politically about childhood in ways that improve the capacity of adult decision-makers to act in their interests. Her current project looks at representations of children in Australian political controversies, with particular focus upon Indigenous Australian children and child asylum seekers.</i></p> </div> </div>
11.05am – 11.35am	MORNING TEA



<p>11.40am – 12.35pm SESSION 1</p> <p>Please choose one workshop from this session.</p>	<p>T1.1 How to acknowledge the Personal Tensions of Teaching Indigenous History</p> <p><i>Elisa Litvin, Assumption College</i></p> <p>This session will give you insight into one teacher's way of teaching Indigenous History as a non-Indigenous person. In developing units of work for both Year 7 and Year 9, her grounding phrases have been 'keep learning' and 'when you know better, do better.' In this session, you will see and hear about the process of developing and refining the units and leave the session with two units of work to use as a base for your own teaching.</p> <p>LEVELS 7-10; VCE</p> <p><i>Elisa Litvin has been a teacher of History for the past 20 years. She has had varied experiences educating senior school students in both Victoria and the United States and has a Master of Arts degree in History and a Master of Education degree with a focus on curriculum. Currently, she is a Learning Leader at Assumption College Kilmore.</i></p>	<p>MY</p> <p>VCE</p>
	<p>T1.2 Vote 1 for Democracy!</p> <p><i>Amy Carpenter, Victorian Electoral Commission</i></p> <p>The current social and political climate is tense, to say the least. Apathy is one of the biggest risks to our democracy, so it's vital that our students are introduced to the historical principles and structures of democracy and to those people in Australian history who paved the way for the rights we so often take for granted. Unpacking the tumultuous journey which Australia has taken en route to becoming a world leader in democracy adds colour, interest and relevance to the Level 9 and 10 History curricula. This session will feature activities and case studies focused on the historical struggle of women and Indigenous Australians. With clear links to the History curriculum – Year 10 'Rights and Freedoms' and Year 9 'Making of the Modern World' – this session is a must for any teachers wanting to encourage their students to be active citizens who can positively impact humanity.</p> <p>LEVELS 9-10</p> <p><i>Amy Carpenter is the Passport to Democracy coordinator at the Victorian Electoral Commission and has a background of teaching both Secondary and Primary students, internationally and in Australia. Her passions lie not just in revealing the intricacies of the past to her students, but also in ensuring that they can find these historical gems for themselves, and learn from them in significant, world shaping ways.</i></p>	<p>MY</p>
	<p>T1.3 The Use and Abuse of History in the Twentieth Century: Present Tense, Past Tensions</p> <p><i>Dr Darius von Güttner, The University of Melbourne</i></p> <p>This presentation will tackle the question asked by students in many classrooms, "Does history have a use beyond understanding the past?" This presentation will examine the value of history and explore the limitations of the accuracy of its interpretation. Using key examples from the Twentieth Century (including Germany, Russia, China, Italy, and Great Britain), the presentation will focus on the exploitative understandings of history by leaders, propagandists, followers and spectators. Among the questions in this presentation are: What is the role of teachers in examining history and bringing about understanding of past events in order to prevent the repetition of what the present acknowledges as "past mistakes"? How does the present shape the use of the past?</p> <p>VCE TWENTIETH CENTURY HISTORY; VCE REVOLUTIONS</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>	<p>VCE</p>





	<p>T1.4 The Past is Tense <i>Adam Given and Alexis Watson, Norwood Secondary College</i></p> <p>Adam and Alexis will run a practical workshop that focuses on embedding literacy strategies in History. These strategies cater to students at all academic levels and will provide attendees with activities and approaches to add to their Teaching and Learning Toolbox. This session will focus on predictions, making connections, summarising and vocabulary development, which link directly to improvement in historical understanding. Alexis and Adam will focus on hooks and ways of measuring success as the basis for this session.</p> <p>LEVELS 7-12</p> <p><i>Adam Given currently teaches Year 10 History and VCE English at Norwood Secondary College. Adam is a member of the school's Literacy PLT and the Principal's Advisory Council. Adam is a trained English as an Additional Language teacher and possesses a passion for the instruction of literacy. He has taught English in Timor Leste and Tanzania. Adam has been involved in the promotion of History Competitions including the National History Challenge, and the Victorian Spirit of Anzac Prize.</i></p> <p><i>Alexis Watson currently teaches Year 10 History, VCE English and English Language at Norwood Secondary College. Alexis is also the Director of Curriculum for 2019 and as part of this role, she leads the school's Literacy PLT. In 2011, Alexis nominated for and was elected to the Board of the HTAV, holding the position of Honorary Company Secretary in 2013 and 2014, and Vice-President in 2017. Alexis regularly presents at the HTAV Annual Conference with a particular focus on Literacy and VCE History. Alexis is heavily involved in the promotion of History Competitions including the National History Challenge, the HTAV Historical Fiction Competition and the Victorian Spirit of Anzac Prize.</i></p>	<p>MY</p> <p>VCE</p> <p>L</p>
	<p>T1.5 Object-Based Learning and Ancient History <i>Lucy Jongebloed and Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>This workshop will focus on how to use Object-Based Learning (OBL) theory to increase student understanding of the past and engage students with history, using VCE Ancient History Unit 2 (Ancient Egypt) as an example. It will explore theories, approaches, and examples and allow participants to return to their schools with some easy-to-implement ideas about integrating objects into their History classrooms.</p> <p>VCE ANCIENT HISTORY: EGYPT</p> <p><i>Lucy Jongebloed is the Head of History and Classical Studies at Melbourne Girls Grammar School. Lucy is a regular presenter for the HTAV on pedagogy and early-modern history.</i></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.</i></p>	<p>VCE</p>
	<p>T1.6 Sacrifice and Leadership: Extending your Students beyond the Classroom <i>Kaye De Petro, HTAV and Louise Riley, Shrine of Remembrance</i></p> <p>This session offers you an insight into two great learning opportunities for your students: the Premier's Spirit of ANZAC Prize Competition and the Shrine of Remembrance Young Ambassador program. Both are run annually for Victorian students in Year 9 and 10. Each offer opportunities outside of school to pursue research and community interests and build leadership skills. Competition-winning candidates of the Premier's Spirit of ANZAC Prize Competition also travel on study tours to either Canberra or significant overseas wartime sites. Appointed Young Ambassadors play key representative roles at the State's significant commemorative events.</p> <p>LEVELS 9-10</p> <p><i>Kaye De Petro is an Education and Consultancy Services Officer at HTAV. An experienced teacher across various government secondary schools for over twenty-eight years, Kaye has also given successful seminars at conferences and schools across Australia. Kaye worked in educational publishing for several years and she has written and published History textbooks for Pearson and Wiley publishing houses. Currently, Kaye is proud to be the coordinator of the Premier's Spirit of ANZAC Prize.</i></p> <p><i>Louise Riley is an Education and Training Officer at the Shrine of Remembrance where she works across varied programs, focusing on stories of Victorian service and commemoration. She taught History before shifting across to work with schools and lifelong learners in the cultural sector in NSW, the UK and Victoria. Louise has worked with students to capture the past and make meaning of today through digital storytelling, community oral history projects and through leadership programs such as the Young Ambassadors at the Shrine of Remembrance.</i></p>	<p>MY</p>

<p>12.40pm – 1.35pm</p> <p>SESSION 2</p> <p>Please choose one workshop from this session.</p>	<p>T2.1 General Rubric Writing Workshop (Part 1 of 2)</p> <p><i>Ben Lawless, Aitken College</i></p> <p>Everyone seems to be moving towards using skill-based developmental rubrics. But how do you write good ones? Join Ben Lawless, former research assistant from Melbourne University's Assessment Research Centre. Under Patrick Griffin's leadership, this centre developed the rubric-writing guidelines now used widely. Learn the guidelines, workshop a rubric. Attendees should bring student work samples and rubrics they want to improve. You'll also get access to a large number of existing rubrics.</p> <p>GENERAL; BYOD</p> <p><i>Note: This is a two-part workshop and continues in Session 3. Participants must choose parts 1 and 2. Places are strictly limited. Workshop is capped at 20.</i></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>T2.2 Reconciling the Past with Digital Potential: No Tension</p> <p><i>Brady Driscoll and Nick Frigo, Santa Maria College</i></p> <p>Brady and Nick will be exploring and showcasing some of the ways digital learning tools can actively engage students and challenge their approach to History. With a focus on historical thinking skills, Brady and Nick will share a range of resources and strategies for the History classroom Years 7-12.</p> <p>GENERAL; BYOD</p> <p><i>Brady Driscoll has been teaching for seven years at an all-girls school in Northcote. She is passionate about history and her hope is that all students develop a love and passion for the study of History.</i></p> <p><i>Nick Frigo is a teacher of 25 years' experience in a range of schools. With a focus on a love of learning and a passion for history, Nick is very interested in how digital learning tools can be leveraged to improve student engagement and learning outcomes.</i></p> 
	<p>T2.3 Victoria's Environmental History – Transformations and Turmoil</p> <p><i>Alice Barnes, The Sovereign Hill Museums Association</i></p> <p>Deemed by some historians as the fastest land grab in human history, 19th century colonisation changed Victoria's landscapes dramatically. Come along to learn about the abrupt redesigning of our region, which saw the mosaic of Aboriginal cultural landscapes become a European sheep farming district, and then changed again with the gold rushes and later with the arrival of the Industrial Revolution. This presentation – featuring new (and free) classroom resources – will deepen your knowledge of Victoria's history, our sustainable landscape management heritage, and assist you with teaching the "Learning about Sustainability" cross curriculum priority.</p> <p>LEVELS 7-12</p> <p><i>Alice Barnes is an Education Officer for the Sovereign Hill Museums Association. When not in 1850s costume teaching thousands of student visitors about the significance of the Victorian gold rushes, she project-manages Sovereign Hill's Aboriginal history and living culture public programming and writes for the popular Sovereign Hill Education Blog. As a qualified teacher with experience across four continents and three curricula, Alice brings a broad outlook to the teaching of History.</i></p>  

	<p>T2.4 Literacy in History: Preparing Students for VCE <i>Maxine Runting, Penleigh and Essendon Grammar School</i></p> <p>This session is designed to provide teachers with resources and thinking concepts to help prepare their students for their journey from middle school History into VCE. A variety of tasks, strategies and thinking routines will highlight the best approaches for developing middle school students' comprehension, analysis and writing skills in History.</p> <p>LEVELS 9-10; BYOD</p> <p><i>Maxine Runting is in her third year of teaching as a middle school History teacher at Penleigh and Essendon Grammar School. Working within a Culture of Thinking environment has allowed Maxine to focus on finding new and useful ways to improve the literacy skills of her students within the History classroom. Maxine endeavours to prepare and support her students on their journey to VCE.</i></p>	<p>MY</p> <p>L</p> 
	<p>T2.5 Food, Power and Aboriginal People <i>Emeritus Professor Richard Broome, La Trobe University</i></p> <p>This lecture will enhance your understanding of the settler attitudes that underpinned colonialism in Australia. It looks at food gathering and how that was connected by settlers to ideas of worthiness and power in the colonial situation. It examines how these views were flawed and based on an ignorance about the reality of hunter-gather economies. It also addresses the perception that all societies should and can farm. It will augment teachers' own understandings of colonial perceptions and realities.</p> <p>VCE AUSTRALIAN HISTORY; LEVELS 7-10</p> <p><i>Richard Broome, current Patron of HTAV, is Emeritus Professor of History at La Trobe University. He has lectured for HTAV for over thirty years and to school students for forty years. He is the author of fourteen books including Aboriginal Australians (4th ed. 2010) and Aboriginal Victorians (2005). His most recent book (written with Visier Meyasetu Sanyü) is Naga Odyssey. Visier's Long Way Home (2017) which is now in an Indian edition. A fifth edition of Aboriginal Australians is in press and with three colleagues he has written Mallee Country. A Social and Environmental History (in press).</i></p>	<p>MY</p> <p>VCE</p>
	<p>T2.6 Legend, Myth, Identity: Inquiry-Based Learning and Anzac <i>Elizabeth Allen, Department of Veterans' Affairs</i></p> <p>Elevate your students' historical thinking, empathy, and source analysis skills with an engaging approach to history and commemorations. The most complex component of teaching First World War history is addressing debates about the nature and significance of the Anzac legend. Great Debates: The Anzac Legend is an inquiry-based approach which uses a debate format and historical roleplay to engage your Year 9 students with a fascinating and often divisive topic. It is both a ready-to-teach unit of work and flexible enough to enable class or student differentiation. Attend this session and receive the tools to link student knowledge and understanding with historical questioning, perspectives, and interpretations.</p> <p>LEVEL 9</p> <p><i>Elizabeth Allen taught History in Australian secondary schools for over twenty years. She is Assistant Director in the Community Engagement Team at the Department of Veterans' Affairs (DVA). Her team produce quality education resources and online content about Australia's wartime history and are committed to sharing stories of veterans' service.</i></p>	<p>MY</p>

	<p>T2.7 A Portrait of the Holocaust <i>Lisa Phillips, Jewish Holocaust Centre</i></p> <p>Learning how to evaluate the accuracy, usefulness and reliability of photographs is a vital historical skill. Photographs from the Holocaust provide an excellent example of the problematic nature of visual images from the past. The viewer needs to question the intent and view of the photographer at the time of the event, as well as question how the meaning might be changed. In this workshop, Lisa will work through a number of examples of photographs from the Holocaust, exploring representations of the ghettos and camps. Teachers will leave with examples and ideas to use with their students that explore these problems of history and create a deep and nuanced understanding of how the Holocaust is represented through images.</p> <p>GENERAL</p> <p><i>Lisa Phillips has over 25 years' teaching experience as a History teacher in Victorian Schools. She holds a Master of Education and she has a special interest in making the learning experience in the museum environment effective. Lisa is currently Director of Education at the Jewish Holocaust Centre, Melbourne and she participated the Gandel Holocaust Studies program for Australian Educators in 2015 at Yad Vashem in Jerusalem, Israel.</i></p>
<p>1.40pm – 2.20pm</p>	<p>NETWORKING LUNCH</p>
<p>2.25pm – 2.45pm</p>	<p>SCHOOL TRAVEL TIPS with LATITUDE GROUP TRAVEL EXHIBITOR PASSPORT PRIZE DRAWS</p>
<p>2.45pm – 3.05pm</p>	<p>Q & A with the VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY <i>Gerry Martin, Curriculum Manager History and Civics, VCAA</i></p> <p>What is your pressing issue or question that you would like answered by the VCAA? Bring your questions and ask Gerry Martin who will navigate through this Q&A with teachers to help support teachers with any curriculum uncertainties.</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>3.10pm – 4.05pm SESSION 3</p> <p><i>Please choose one workshop from this session.</i></p>	<p>T3.1 General Rubric Writing Workshop (Part 2 of 2) <i>Ben Lawless, Aitken College</i></p>  <p>Everyone seems to be moving towards using skill-based developmental rubrics. But how do you write good ones? Join Ben Lawless, former research assistant from Melbourne University's Assessment Research Centre. Under Patrick Griffin's leadership, this centre developed the rubric-writing guidelines now used widely. Learn the guidelines, workshop a rubric. Attendees should bring student work samples and rubrics they want to improve. You'll also get access to a large number of existing rubrics.</p> <p>GENERAL; BYOD</p> <p><i>Note: This is a two-part workshop and begins in Session 2. Participants must choose parts 1 and 2. Places are strictly limited. Workshop is capped at 20.</i></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>T3.2 When History Teachers and Librarians Unite!</p> <p><i>Kate Atkinson, Kerri Jones and Alexis Watson, Norwood Secondary College</i></p> <p>Are History teachers getting the most from your school library or is your library an untapped resource? Not only are school librarians like detectives in trying to find the most accurate and reliable information, but they are our greatest allies! In this session, Alexis, Kate and Kerri explore how History teachers and librarians can join forces to support students with researching, referencing, reading and viewing. They will provide attendees with strategies for teaching these skills as well as suggestions on how to create engaging displays, promote History Competitions and appeal to students in History Week.</p> <p>GENERAL; BYOD</p> <p><i>Kate Atkinson currently manages the library at Norwood Secondary College, a role which encompasses everything from keeping up with the latest young adult fiction to organising student research sessions. As a fully qualified Information Management professional, Kate's skills in online research, collection management, readers' advisory and client instruction allow her to support teachers and students. She enjoys developing library programs and initiatives across all areas of the curriculum, which encourage a natural intersection between literacy, research and a collection rich in relevant resources.</i></p> <p><i>Kerri Jones is a library technician at Norwood Secondary College. She has been in this position for over 10 years and in that time has become the ClickView specialist in the school which was introduced in 2009. More recently, Kerri was placed in charge of overseeing the schools' archives after successfully running a comprehensive display for Norwood's 60th Anniversary event in 2018. Kerri is a voracious reader of Young Adult literature with a particular interest in the genre 'coming-of-age'.</i></p> <p><i>Alexis Watson currently teaches Year 10 History, VCE English and English Language at Norwood Secondary College. Alexis is also the Director of Curriculum for 2019 and as part of this role, she leads the school's Literacy PLT. In 2011, Alexis nominated for and was elected to the Board of the HTAV holding the position of Honorary Company Secretary in 2013 and 2014, and Vice-President in 2017. Alexis regularly presents at the HTAV Annual Conference with a particular focus on Literacy and VCE History. Alexis is heavily involved in the promotion of History Competitions including the National History Challenge, the HTAV Historical Fiction Competition and the Victorian Premier's Spirit of Anzac Prize.</i></p>	
	<p>T3.3 REDS! Teaching McCarthyism and the Red Scare</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 TWENTIETH CENTURY; BYOD</p> <p><i>Stephen White is the Head of Humanities at Oxley Christian College and has over ten years' experience in teaching VCE History. He is a regular HTAV presenter and a contributing author to HTAV's Senior History textbook series.</i></p>	 
	<p>T3.4 Quality Writing in History: A Road Map</p> <p><i>Kate Reichman, Mt Waverley Secondary College</i></p> <p>Do your students re-tell events in their writing without any analysis? Do they fail to answer the question given? Do they write pages and pages without getting any marks? This workshop gives a step by step approach for getting students to produce detailed, evidence-filled responses that actually answer the questions given!</p> <p>LEVELS 7-10</p> <p><i>Over Kate Reichman's ten-year career, she has taught History to all secondary year levels 7-12. She would like to share her experiences and resources in developing students' skills in writing for history, with a focus on using evidence, explaining context and structuring quality written pieces.</i></p>	 

	<p>T3.5 Australian History – From Scientific to Indigenous Perspectives <i>Jenny Bowler and Alan Harris, Cultural Infusion</i></p> <p>Rarely do students have access to research by the original scientist. Professor Jim Bowler, a climate change scientist, was exploring Australia and found Mungo Lady and Mungo Man. His story along with archival photos, videos, and lesson plans designed for the Australian Curriculum primary and secondary, is now available. Students will engage in historical and scientific inquiry, as they journey through layers of Australia's natural and cultural history. In the same session, Indigenous educator Alan Harris will introduce his powerful series of lectures offering a diverse range of topics on the history of Australia's Aboriginal peoples.</p> <p>LEVELS 7-10; PUBLISHER SESSION</p> <p><i>Jenny Bowler has been infused with the powerful story of Lake Mungo since she was a child. As the eldest daughter of Jim Bowler she was always fascinated by his work. Jim produced a multimedia CD, Lake Mungo – a Window to Australia's Past, that was so profound and transformative that Jenny felt compelled to make it available for educators and students. She found a curriculum writer – Jacquie Taylor, experienced in historical and Indigenous perspectives – and together they spent two years creating these units of work based on Jim's lifetime's research at Mungo. Jenny works at Cultural Infusion promoting their digital Cultural Learning hub.</i></p> <p><i>Alan Harris is a Noongar Elder and Custodian from the Bibbulmun Clan near Margaret River in WA. He is a Catholic Education trained Primary School Teacher and has been qualified since 1982. He has been living on the East coast of Australia for 25 years now. Not only has he taught in schools for the last 16 years but his whole family have become teachers. Western Creation currently present in schools all year round. Alan is now sharing his work with teaching institutions.</i></p>	
	<p>T3.6 Collecting and Curating: Exciting Inquiry Method Unit Introductions <i>Dr Rosalie Triolo, Monash University</i></p> <p>Postcard use peaked in early Twentieth Century Europe. Millions, for example, were posted in Edwardian Britain where up to six daily deliveries in cities, and twelve in London, supported the trend. Images chosen and words written said something about senders and recipients. Today, World War One postcards can be inexpensively purchased. The fascination of handling items '100-years-old' is palpable compared to digital viewing. Students like teachers who collect, curate and allow them to curate. Participants will handle World War One postcards, devise questions, and learn to create real (or digital) collections for multiple topics.</p> <p>LEVELS 9-10; VCE</p> <p><i>Note: Whilst this workshop stands independently, it builds on the popular Inquiring That's Exciting workshop offered at the HTAV Annual Conference 2018.</i></p> <p><i>Dr Rosalie Triolo is the History Method Senior Lecturer at Monash University, HTAV President, HTAA Vice-President, HTAA's delegate to the Australian Historical Association, and a councillor of the Royal Historical Society of Victoria. She has received numerous awards for her teaching, writing and service to professional History education and historian/heritage communities. She presents regularly in Victorian, interstate and international settings and values deeply her work and relationships with History teachers and historians.</i></p>	 
	<p>T3.7 Using Formative Assessment and Collaborative Learning to Improve Student Performance in History <i>Elizabeth Morgan, Girton Grammar</i></p> <p>Focusing on the value of collaborative learning, the use of exemplars and a range of formative assessment feedback guides, Elizabeth will share strategies she has developed to improve students' confidence and their ability to self-regulate and, in an ideal world, the quality of student writing.</p> <p>LEVELS 7-10</p> <p><i>Elizabeth Morgan has over 35 years of teaching experience and is both a qualified Primary and Secondary Teacher. She has taught both VCE History and English for most of her secondary teaching career with a very strong focus on Revolutions for the past twenty years. 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 a range of sources. 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>	

4.15 pm–5.30 pm

SOCIAL HOUR

The great bonus of attending a conference is the opportunity to connect and chat with your professional community. This is your tribe! Come along to enjoy the relaxed atmosphere of our social hour held in Lanai Cocktail Lounge conveniently located in our conference venue. Catch up with old friends and colleagues, meet new people, harvest good ideas, celebrate achievements during the HTAV Award presentations and join the fun at the Annual Conference Social Hour.