

HTAV

HISTORY TEACHERS' ASSOCIATION *of* VICTORIA

M I D D L E Y E A R S H I S T O R Y C O N F E R E N C E



S E S S I O N DESCRIPTIONS & BIOS

FRIDAY 18 OCTOBER 2019
CQ FUNCTIONS, MELBOURNE CBD

SESSION DESCRIPTIONS & BIOS



YEAR LEVEL



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PUBLISHER
SESSION

TIME	SESSION
9.00am - 9.45am	REGISTRATION
9.50am - 10.15am	WELCOME AND HOUSEKEEPING
10.15am - 10.25am	IMMERSIVE HISTORY - SCHOOL HISTORY TOURS <i>HTAV's Major Sponsor Latitude Group Travel</i>
10.30am - 11.25am SESSION 1 Please choose <u>one</u> workshop from this session.	<p>1.1 Differentiation in Action - Practical Strategies</p> <p><i>Ilanna Furfaro, Beaconhills College</i></p> <p>This session will introduce you to one teacher's approach to differentiation in Year 9 History, focusing on units of work that relate to the Industrial Revolution, Australia and Asia and World War I. It will provide practical strategies to differentiate through content, process and product that include how to use a skills-based pre-test, how to structure and use a differentiated unit outline and how to offer student choice in assessments. It will also demonstrate how formative assessment is a vital tool for differentiation and explain how to write and use a skills-based rubric in History.</p> <p>LEVELS 9-10; BYOD</p> <p><i>Ilanna Furfaro has a Bachelor of Arts (Global) (Honours) from Monash University and Master of Teaching (Secondary) from the University of Melbourne where she specialised in assessment and reporting for student learning. She has been the Head of Humanities for two different schools in South East Melbourne and currently oversees the Humanities Faculty from Years 5-12 at Beaconhills College. Ilanna has taught History from Years 7-10 as well as VCE Global Politics, Sociology and Business Management. Ilanna is passionate about producing practical strategies for students of all abilities to engage with and access the History curriculum.</i></p>
	<p>1.2 All Roads Lead to Roman History</p> <p><i>Dr Andrew Connor, Monash University</i></p> <p>This session will focus on one aspect of the Roman world – the roads and highway network – to approach the broader issues of the Ancient World that are raised in the Victorian curriculum. The Roman highway (<i>via</i>) played a key role in their expansion across Italy and in the creation and maintenance of the Empire more broadly. These highways, in turn, connected to the roads and paths that led through each city, memorably preserved in places such as Pompeii or Vulci. We will look at the roads themselves – how they were built, where they went, who used them—but also how the roads enabled and shaped the Empire – from the early expansion in Italy to the years of Hannibal, Julius Caesar, and the Year of Four Emperors. Finally, we will discuss what the surviving roads around Rome and the Bay of Naples continue to tell us about Roman life and the role they play in modern archaeological sites and heritage plans. This will address everyday life, the physical environment, Roman political, military, and economic history, methods of studying the past, and the remains of the roads today as heritage.</p> <p>LEVELS 7-8</p> <p><i>Andrew Connor is the Lecturer in Ancient History in the Centre for Ancient Cultures at Monash University. He teaches Roman and Greek history, language, literature, and archaeology. His research focuses on ancient documents on papyri and explores the interactions between the Roman state and Egyptian temples in the period after the death of Kleopatra. He has published on topics from Herodotus and Kleopatra to water-lifting devices in Egypt, Roman legal practice in the 2nd century CE, and the development of villas in the Roman West.</i></p>



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	<p>1.3 Using Digital Resources for HASS/History</p> <p><i>David Arnold, National Museum of Australia and Tim Gurry OAM, Ryebuck Media</i></p> <p>The National Museum of Australia is currently creating a new Australian History teaching and learning website for schools that will be aligned to both the Australian Curriculum and the Victorian Curriculum: History. It will feature over one hundred defining moments in Australian History which cover core Historical Knowledge areas such as 'Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society' (Levels 5 and 6), and 'Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events' (Levels 9 and 10). The new website will also encourage students to explore their own family and local community defining moments and contribute these stories to the new website. Come along to find out more about how this exciting new initiative is going to work and to sample some of the games, interactives and student activities designed to help students develop their historical concepts and skills, and actively engage with their local communities and share their stories with the nation.</p> <p>LEVELS 5-10; BYOD</p> <p><i>David Arnold has worked at the National Museum of Australia for the past 18 years as Education manager, Public Programs manager, Deputy Director, and most recently as the manager of the Museum's Defining Moments in Australian History program. Prior to the Museum he worked at the Australian Parliament, helping to establish and expand the Parliamentary Education Office. He began his career as a History and Politics teacher in Victoria, teaching at independent and government high schools.</i></p> <p><i>Tim Gurry is managing director of the award-winning company Ryebuck Media Pty Ltd that specialises in the development of education and public awareness programs for schools in Australia, Korea, France and the Middle East. He has co-written and edited a wide range of publications for the Australian Curriculum as well as producing and presenting television and video productions such as www.australianhistorymysteries.info. Tim is a former president of the History Teachers' Association of Australia, a life member of the History Teachers' Association of Victoria and in 2015 was awarded an OAM for services to education and community.</i></p>	    
	<p>1.4 A French Australia?</p> <p><i>Matthew Allanby, Geelong Grammar School</i></p> <p>Why are there so many Australian places with French names? Is there a real possibility that Australia could have been colonised by the French? Why were the French so interested in Australia? This session asks and answers these questions as part of the study of Year 9 Australian History. It offers extension to students studying French but is also accessible to all Year 9 History students. Above all, it provokes interest and discussion about the influence of French exploration on Australian History.</p> <p>LEVEL 9; BYOD</p> <p><i>Matthew Allanby teaches French and History at Geelong Grammar School's Timbertop campus. He studied the French exploration of Australia while completing his Bachelor of Arts at the Australian National University. He grew up in Tasmania, surrounded by places with French names. Ever since, he has been fascinated by the prospect of a French Australia.</i></p>	 
	<p>1.5 Lessons from <i>Dark Emu</i></p> <p><i>Preeti Maharaj, Mount Alexander College</i></p> <p>What happens when as a teacher you apologise to your class because you have been teaching Australia's history incorrectly for 17 years? Decolonising self. Decolonising the textbook. Teaching Aboriginal and Torres Strait Islander history and culture as a non-Indigenous teacher. This will be our second year using <i>Dark Emu</i> and its lessons at our school to centre discussions about institutional power and history. It's a practical session to share ideas about teaching practice, as well as resources for teachers, developed through our lived experiences with students in the classroom. We think everyone should be using <i>Dark Emu</i> to centre the teaching of Aboriginal and Torres Strait Islander history and culture in Australia.</p> <p>LEVELS 7-10; BYOD</p> <p><i>Preeti Maharaj has been an English and Humanities teacher for 18 years. She is currently teaching at Mount Alexander College in Flemington. She is an Anthropology and English major with a minor in Koori Studies. She is currently pursuing a PhD exploring the intersections of gender, sexuality, race and class in the lived experiences of teachers within the government sector.</i></p>	    




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	<p>1.6 Poster Power! <i>Kaye De Petro, HTAV</i></p> <p>HTAV have launched their set of seven Historical Thinking posters which are based on the Victorian Curriculum's Historical Concepts and Skills. These concepts are woven through the history curriculum from Levels F-12, and the posters are designed to prompt historical thinking and help teachers and students articulate the benefits of studying history. This practical workshop will show you how to use the posters as a launching point for activities and discussions that will further students' historical thinking. You will be provided with draft lesson plans that can be immediately implemented in your classrooms and you will also help shape the final lesson plans, which will be published on the Member Resources section of the HTAV website.</p> <p>LEVELS 7-10; BYOD; PUBLISHER SESSION</p> <p><i>Kaye De Petro is an Education and Consultancy Services Officer at the History Teachers' Association of Victoria. She was a teacher for over 28 years before becoming an Educational publisher for several years. Kaye has written and published History textbooks for Pearson and Wiley publishing houses and is the current coordinator of the outreach program for the Premier's Spirit of ANZAC Prize. She has a not-so-secret history passion for the Medieval period.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p></p> <p>P</p>
	<p>1.7 Making History Stick <i>James Sach, Goulburn Valley Grammar School</i></p> <p>Knowledge is fundamental to the discipline of History. While we have moved beyond simply memorising dates, a student who doesn't have a sound grasp of the substantive content will face limitations in what they can achieve. But what is the most effective way to reinforce knowledge? This presentation will examine a number of strategies, including retrieval practice, spacing and dual-coding, which have been proven to be the most effective strategies for learning and revising. You will leave this session with activities which can be easily implemented in the History classroom to help your students to <i>know</i> more.</p> <p>LEVELS 7-10</p> <p><i>James Sach is a Learning Leader at Goulburn Valley Grammar School. As well as teaching History and Geography, he is currently leading the implementation of an evidence-informed learning skills programme in the middle years.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p>
<p>11.25am - 11.55am</p>	<p>MORNING TEA</p>	
<p>12.00pm - 12.55pm SESSION 2</p> <p>Please choose <u>one</u> workshop from this session.</p>	<p>2.8 Creating a Project Based Learning Unit <i>Sarah Cattapan, Marcellin College and Marie O'Brien, Marymede Catholic College</i></p> <p>Want a unit of work that engages students, allows them to select their Years 7 and 8 research areas and inspires students to ask key questions that are important to them? Sarah will share this unit of work, which allows students to work together to develop the skills to become independent learners and present their findings in their own unique style, drawing from each other's experiences and knowledge. This unit is easily modified and allows for and promotes diversity in the classroom.</p> <p>LEVELS 7-10; BYOD</p> <p><i>Sarah Cattapan has been a History teacher at Marcellin College since 2015. In 2017 she was a volunteer at the ANZAC Dawn service, Gallipoli and she has a passion for the history of Australia's role in WWI. Sarah loves creating different and engaging units of work to cater for all learning needs. Sarah also worked for four years at Bulleen Heights School for students with Autism Spectrum Disorder.</i></p> <p><i>Marie O'Brien is currently Head of the Resource Centre at Marymede Catholic College, an ELC-12 school. She has been a Teacher Librarian for 20 years and has a much longer history as a Coordinator in a range of roles, and as a teacher of various subjects in many different school settings in regional and urban Victoria. As a Teacher Librarian, she has worked closely with classroom teachers to develop classroom activities, and to support learning with resources and skills development, for both students and her colleagues.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p></p>

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	<p>2.9 Teaching History for our Environment <i>Dr Rosalie Triolo, Monash University</i></p> <p>The world of histories that most Years 7-10 teachers already know and teach well automatically contains significant lessons for today's environment. Teaching 'for the environment' need not be complicated or laboured, nor should it be the preserve of Geography or Science teachers. Indeed, with the current emphasis on STEM, History teachers can easily demonstrate how their work includes STEM/Sustainability imperatives. This workshop and its resources demonstrate how environmental, technological and scientific perspectives reside in all histories and can be easily located and highlighted to inform sustainable futures.</p> <p>LEVELS 7-10</p> <p><i>Rosalie Triolo is a senior lecturer in History education at Monash University. She is President of the History Teachers' Association of Victoria, Vice-President of the History Teachers' Association of Australia, an executive member of the Australian Historical Association and a councillor of the Royal Historical Society of Victoria. She has published scholarly and teacher professional learning items, as well as student resources in diverse forms, with four of these resources distributed to every Australian school. She presents on Australian history to local, national and international audiences, has received numerous Victorian and national History and education awards and deeply values working closely and building relationships with teachers.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p>
	<p>2.10 Higher-Order Thinking in the Middle School - Scaffolding for Success! <i>Gerard Alford, itc publications</i></p> <p>During the middle school years, it is critical that higher-order thinking is explicitly taught. Students develop higher-order thinking when they are shown a clear process for success and early and regular feedback is provided to them at the key junctures. This workshop will offer a 4-Step process for the explicit teaching of higher-order thinking. It will offer a student-friendly definition of the cognitive verb with aligned thinking tools and matching sentence starters for students to articulate their response. The session will also offer a range of teacher-friendly ways for providing feedback to students. Please bring laptops / tablets for this hands-on session.</p> <p>LEVELS 7-10; BYOD</p> <p><i>Gerard Alford is an author and the Director of itc publications, established in 2002. Gerard has over 20 years' experience as a full-time secondary school teacher in a range of Independent schools in three Australian states and the UK. He has held a number of senior positions including Head of Faculty, Director of Studies and Dean of Staff.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p></p>
	<p>2.11 Chinese History through Experiential Learning <i>Dominic Brash, Coburg High School</i></p> <p>This year, Year 7 students at Coburg High School learned about ancient Chinese History through a 10-week long simulation. The unit is based on work by Sargent and Baral. Students participated in learning activities from within the Humanities and across the secondary curricula. They completed learning and assessment tasks which included dramatic performances and board games, calligraphy and 3D map making, advertising and marketing, poetry and creative writing. This was all done within small teams and in a semi-competitive format. Dominic will share the unit with you, along with the concepts and resources that underpin the experience.</p> <p>LEVEL 7; BYOD</p> <p><i>Dominic Brash has more than 15 years' experience across the community education, TAFE and university sectors. He recently made the transition to the secondary sector and brings an abundance of innovative pedagogies and practices to the History classroom. Dominic has demonstrated a strong focus on applied, experiential, technology-enabled and integrated learning. This has included innovative uses of simulations, game-based and art-based learning and peer supported learning. Dominic was the creator of VCAL Online, a bespoke LMS for VCAL students transitioning through temporary accommodation. He developed tub-teaching, a craft-based, fund-raising program and introduced stop-motion animation to his VCAL classroom.</i></p>	<p>7</p> <p></p>
	<p>2.12 Developing Empathy - The Black Death <i>Miriam Iurich and Matt Milburn, Craigieburn Secondary College</i></p> <p>Developing students' empathy skills through the teaching of a unit on the Black Death is a challenge. This session will unpack a lesson sequence and activities that allow students to put themselves in the place of a medieval 'eyewitness' to the horrific events that unfolded during the 1340s.</p> <p>LEVELS 7-8; BYOD</p> <p><i>Miriam Iurich started teaching in 1980 and is a passionate teacher of History. Miriam has taught Medieval and Ancient History for many years. She is committed to engaging the interests of Levels 7-8 students, so that History will win when other subject electives compete for students' favour at higher levels.</i></p> <p><i>Matt Milburn is a Humanities and English Teacher at Craigieburn Secondary College. He has been teaching at the school since 2017 as a mature age Graduate as well as bringing his wealth of experience in the Hospitality sector to his teaching. He has taught Humanities across all year levels 7-10 as well as taking a leadership role in Year 8 Coordination.</i></p>	<p>7</p> <p>8</p> <p></p>



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	<p>2.13 Project Based Learning vs the Traditional Classroom <i>Adele Ryan and Hannah Wise, Ballarat Grammar</i></p> <p>This year Ballarat Grammar has adopted Project Based Learning as a learning strategy in the development of Humanities curriculum. You will find out how the Year 7 curriculum was adapted, the challenges and lessons we learnt as well as the triumphs in our first big project. This approach can be used at all levels, and with all areas of History content knowledge.</p> <p>LEVELS 7-10; BYOD</p> <p><i>Adele Ryan has extensive experience in a range of faculties and most recently has been appointed the inaugural Co-ordinator of Middle School Learning at Ballarat Grammar. In this role, she is helping pave the way for innovative teaching methods that equip learners with 21st century skills for life in the classroom and beyond.</i></p> <p><i>Hannah Wise is the Head of Humanities at Ballarat Grammar. She has a range of experiences in differentiated learning across the Middle School and this year is leading her team in changing the curriculum at Ballarat Grammar to a Project Based Learning.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> 
	<p>2.14 Ideas for Incorporating Indigenous Perspectives <i>Kara Taylor, Irymple Secondary College</i></p> <p>How can you weave Indigenous perspectives through your teaching of Ancient History at Year 7, Making a Modern Australia at Year 9, Civil Rights Movements at Year 10, and the World Wars in Years 9 and 10? This session will provide you with ideas for class tasks and assessments at each level. These resources can be used straight away or adapted to suit your own local area. You will learn about good websites for study and contacts for enrichment both in and out of classes. This session will be great for you if you are feeling unsure of what to do, what to include or where to go.</p> <p>LEVELS 7-10</p> <p><i>Kara Taylor has been teaching History for the past 12 years. Kara teaches Humanities 7 - 10 currently as well as Legal Studies, and in the past has taught English and Science too. Kara has also been a coordinator for the past 5 years and is the current Year 7 leader. Kara works with Indigenous History across the year levels and uses a range of sources to do so. She thinks all students should study History as a way to understand the world around them. Kara takes pride in her work and makes sure that, no matter the level, all of her students experience success.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p>
<p>1.05pm - 1.50pm KEYNOTE SESSION</p>	<p>Assessment as a Gift, not a Burden <i>Ben Lawless, Aitken College and Lawless Learning</i></p> <p>Over the decades, approaches to assessment have gone round in circles. Teachers have seen it used against them as a weapon of accountability. Students have seen it as a form of judgement, immobilising and disengaging many of them.</p> <p>But assessment should be for <i>teaching</i>. It should be one of the tools a teacher uses to achieve the many goals they have. In this keynote, Ben Lawless discusses a wide range of topics in assessment, from the big picture to the whiteboard. He provides practical examples of how assessment can help History teaching, but most importantly, he aims to revitalise our views about assessment practice and how it can be a positive force in schools.</p> <p>There will be an opportunity for questions at the end of the presentation.</p> <div data-bbox="357 1496 491 1630">  </div> <p><i>Ben Lawless is a multi-award winning teacher, author and researcher at Aitken College. He worked under Patrick Griffin at Melbourne University's Assessment Research Centre and has produced learning game products, textbooks, VCAA rubrics, learning adventures for the National Museum and numerous articles for teacher professional journals. He is passionate about simulations, game-based learning and assessment. He shares his concrete, action-focused materials widely and his workshops at HTAV events have always received rave reviews.</i> www.lawlesslearning.com</p>	
<p>1.50pm - 2.30pm</p>	<p>NETWORKING LUNCH</p>	
<p>2.30pm - 2.45pm</p>	<p>LATITUDE GROUP TRAVEL MAJOR PRIZE AND EXHIBITOR PASSPORT PRIZE DRAWS</p>	
<p>2.45pm - 3.10pm</p>	<p>HTAV AWARDS FOR EXCELLENCE IN HISTORY TEACHING</p>	

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<p>3.15pm - 4.10pm</p> <p>SESSION 3</p> <p>Please choose <u>one</u> workshop from this session.</p>	<p>3.15 Black Death Unit & Assessment</p> <p><i>Tania Deguara, Ivanhoe Grammar School</i></p> <p>A popular topic to teach and to study, this session will provide an overview of how the Black Death unit is taught to Year 8 students at Ivanhoe Grammar School. The session will explore how core history knowledge and skills are taught to the students throughout the unit, with a major emphasis on the summative assessment task which is a collaborative group role play presentation. Come and hear about what we've learnt, what's working well and what's next.</p> <p>LEVELS 7-8</p> <p><i>Tania Deguara has taught History to middle and senior year students for the past 19 years in Melbourne and in Launceston, Tasmania. She is currently teaching Year 8 Humanities and Year 12 IB History at Ivanhoe Grammar School. Prior to becoming Head of Year 8, Tania was Head of Humanities at IGS, a role she also had at Penola Catholic College. With a M.Ed in Global Education, the pedagogical practices of differentiation, authentic learning, collaboration and critical thinking are core to Tania's teaching.</i></p>
	<p>3.16 Learning about Vikings through Sources</p> <p><i>Matthew Burow and Holly Pedley, Oxley Christian College</i></p> <p>The Vikings have left an indelible impact on our culture, but what do the historical sources say about them? This session will offer strategies that help middle years students to think about the complex nature of primary sources: how to interpret ones that are difficult to understand and how to work with ones that may have an inherent bias. This session will focus on written and material culture sources such as Snorri Sturluson's Prose Edda, the Anglo-Saxon Chronicle, Oseberg ship burial mound, the Jelling Rune Stone and the Bayeux Tapestry.</p> <p>LEVELS 7-8; BYOD</p> <p><i>Matthew Burow teaches History and Religion and is a faculty head at Oxley Christian College. He enjoys reading and studying ancient and medieval historical, philosophical and religious texts and conducted post-graduate research in this area. Matthew is an experienced middle years History teacher and has taught various medieval topics for over a decade. He loves helping students to move beyond a clichéd view of the past, and values using sources in ways that assist students to engage.</i></p> <p><i>Holly Pedley teaches History and English at Oxley Christian College. As a graduate teacher in her third year in the profession, Holly has taught both Years 7 and 8 History and is passionate about investigating the past with her students in an engaging way, drawing on a diverse range of activities.</i></p>
	<p>3.17 Big Ideas in Year 10 History</p> <p><i>Jane Cornelius and Sarah Sans, Lowther Hall Anglican Grammar School</i></p> <p>In this interactive workshop, Jane and Sarah will share examples of how they each promote deeper historical thinking in their Year 10 classrooms, and will provide you with a range of learning tools and activities that can be adapted for different classroom contexts. There will be a particular focus on the depth studies of World War II and Rights and Freedoms.</p> <p>LEVEL 10</p> <p><i>Jane Cornelius has many years of experience teaching History and French. She has a passion for developing her students' capacities for deeper thinking and critical analysis. Her studies in archaeology have fostered a love of looking at social histories and allowing students to make a connection to individual stories.</i></p> <p><i>Sarah Sans is an experienced and passionate teacher of History and Philosophy. Her approach to teaching History is influenced by her background in philosophy, which results in learning that is centred around exploring big historical questions and concepts.</i></p>
	<p>3.18 Digital Resources in the Classroom</p> <p><i>David Finlayson, Diamond Valley College</i></p> <p>In Australia we are blessed with a range of digital archival material that enable us to view primary resources via the net. These resources can enable you to easily learn about the history of people, places and events, all of which can assist with middle school and VCE Australian History. The workshop will show you how to navigate some rich and useful sites through a series of case studies. Then there will be time to apply your new skills and explore some of the resources. (Please come prepared with some historical questions you'd like answered.)</p> <p>LEVELS 9-10; VCE; BYOD</p> <p><i>David Finlayson began teaching in 1990 in western Victoria. Since that time, he's taught in a range of rural and urban schools. He is currently Domain Leader at Diamond Valley College. David is also a keen social historian with detailed knowledge of online resources and search techniques.</i></p>

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	<p>3.19 The Source of all Knowledge! <i>Dr Catherine Hart, Education Consultant</i></p> <p>In this session you will actively engage in a range of activities that promote YOUR ability to locate and utilise a range of evidence (visual and written sources and artefacts). You will explore a range of print-based, audio-visual and interactive resources designed to engage students and to develop their understanding of cause and consequence, change and continuity, perspectives and interpretations, and historical significance. The resources support learning across BOTH the spectrum of student ability levels and the curriculum for Years 7-10. This is a rich session that has immediate application in your classroom.</p> <p>LEVELS 7-10; BYOD; PUBLISHER SESSION</p> <p><i>Catherine Hart has worked as a Senior Lecturer in History and Humanities Education in NSW and Victorian Universities and has spent the last 10 years as a secondary school teacher and Head of Department in Victorian Secondary Schools. She is regularly invited to present at HTAV professional development and student revision events and has published over 20 refereed academic papers on History teaching and learning. Catherine is a passionate advocate for the teaching and learning of History in schools and enjoys collaborating with other teachers.</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p> <p></p> <p>P</p>
	<p>3.20 Engaging Source Activities to Make Skills Fun! <i>Meaghan Ryan and Kirk Thomson, St Bede's College</i></p> <p>We're bringing you activities and resources to help students understand the skills of source analysis in the middle years, while having fun! These are tailored to a variety of year levels to help all students, whether they love history or hate it (if such a student exists). You will receive a variety of online and offline activities and worksheets that help students unpack the skills from Year 7 to VCE in your classroom. Whether you are teaching Ancient Rome, Vikings or the Holocaust, this session will help inspire a lesson they won't forget!</p> <p>LEVELS 7-10; VCE</p> <p><i>Meaghan Ryan is a History and English teacher at St. Bede's College. Over the last five years she has taught a variety of History classes from Years 7-11 and is currently teaching Years 10 and 11. Meaghan is passionate about teaching her students the skills of History in the middle years in an engaging way as well as scaffolding the skills required for VCE. She thinks that when teachers share their ideas and resources it helps make History better for students and teachers, and she can't wait to share these with you.</i></p> <p><i>Kirk Thomson is a History and Mathematics teacher at St Bede's College in Mentone. Into his third year of teaching, he currently teaches Years 8 and 10 History and aspires to teach Year 12 in 2020. Kirk is almost too enthusiastic and to engage students within his classroom he has trialled a range of interactive activities and debates. He has sometimes failed, which means he can help you not to! He will provide you with his top History resources and ideas!</i></p>	<p>7</p> <p>8</p> <p>9</p> <p>10</p>
	<p>3.21 After Armistice: What Happens When It's Over? <i>Dr Jo Clyne, HTAV and Dr Jenny Grounds, Medical Association for Prevention of War</i></p> <p>This session focuses on the events leading up to the conclusion of World War I and the process of Armistice. Teachers will enrich their knowledge of several key themes including the negotiations that ended The Great War, the process of repatriating soldiers, the long and short-term medical impact of war and ethical issues surrounding the publication of war records in the public domain. We will show how you can launch your teaching of this topic with the free digital resource 'After Armistice: The Long and Short Term Effects of WWI' developed by the History Teachers' Association of Victoria for the Medical Association for Prevention of War.</p> <p>LEVELS 9-10; BYOD; PUBLISHER SESSION</p> <p><i>Jo Clyne is the Manager of Education and Consultancy Services at the History Teachers' Association of Victoria. She completed her PhD in History and Theatre Studies at the University of Melbourne and has taught across schools, universities and cultural institutions. Her current focus is consulting on a variety of projects in the fields of History and History education. Her work takes the form of education resources, web content, books, articles, documentaries and performances. She has written history books for Macmillan publishing, coordinated the National History Challenge in Victoria, and is the current Vice President of the International Museum Theatre Alliance (Asia Pacific).</i></p> <p><i>Jenny Grounds has been a General Practitioner in rural Victoria for 26 years. She trained and worked at the Repatriation Hospital in Heidelberg and later in Community Health in North Richmond, Victoria, working with refugees from regions affected by war. Jenny is on the Board of the Medical Association for Prevention of War, the Australian Affiliate International Physicians for the Prevention of Nuclear War. MAPW is a health professionals' not-for-profit organisation that works to promote peace and disarmament. MAPW examines the way Australia gets into wars in order to encourage better ways to deal with conflict, and so prevent war's physical, psychological and environmental effects throughout the world.</i></p>	<p>9</p> <p>10</p> <p></p> <p>P</p>
<p>4.15pm - 5.30pm and 4.30pm - 6.00pm</p>	<p>NETWORKING DRINKS FOR CONFERENCE PARTICIPANTS <i>Lanai Cocktail Lounge</i> and SPECIAL EVENT - PRESENTATION OF AWARDS FOR STUDENT WINNERS OF THE NATIONAL HISTORY CHALLENGE, HTAV HISTORICAL FICTION COMPETITION and the AUSTRALIAN HISTORY COMPETITION <i>CQ Functions, Plenary Room</i></p>	