

# HTAV VCE HISTORY CONFERENCE

## and Examination Reports

Friday 21 February 2020 | CQ Functions, 113 Queen Street, Melbourne CBD

Early bird registrations close: Friday 7 February  
All registrations must close: Thursday 13 February

- 1 Unit 1
- 3&4 Units 3 and 4
- H Historical Thinking Skills
- K Content Knowledge
- C Classroom Ideas
- L Literacy
- Bring your own device

TIME	SESSION
9.00 am - 10.00 am	REGISTRATION
10.00 am - 10.15 am	WELCOME AND HOUSEKEEPING
10.20 am - 11.10 am	SESSION 1: Please choose one workshop from this session.

1.1 VCE Units 3 and 4 - Revolutions: America | Content Knowledge

3&4 K

### Beyond Zinn: Recent Scholarship on the American Revolution

*Lucy Jongebloed and Ashley Keith Pratt, Melbourne Girls Grammar*

Zinn's *A People's History of the United States* is an outstanding scholarly work on the American Revolution, but what new publications have arrived on the scene in the last few years that you may be unaware of? This workshop will look at recent work that has been published, both from familiar scholars and a few you may not have heard of.

*Lucy Jongebloed is the Head of History and Classical Studies at Melbourne Girls Grammar and currently teaching VCE Revolutions. Lucy is undertaking post-graduate studies at the University of Melbourne with a focus on historical consciousness in post-unification East Germany. Lucy is a regular presenter for HTAV on early-modern history.*

*Ashley Keith Pratt is Vice-President of HTAV and teaches History at Melbourne Girls Grammar. Ashley recently completed his Master of Education at the University of Melbourne with a focus on Historical Thinking and curriculum theory. Ashley is a regular presenter for HTAV on pedagogical-content knowledge within the History discipline.*

1.2 VCE Units 3 and 4 - Revolutions: China | Classroom Ideas

3&4 C

### Chinese Revolution: Improving Student Understanding and Analysis Skills

*Ian Lyell, Camberwell Girls Grammar School*

It's a challenge simply trying to cover the massive scope of the content of the Chinese Revolution. In this workshop, Ian will share some examples of strategies and activities he uses to manage the content-heavy nature of the Revolutions course, and make time for effective revision, analysis and class discussion.

*Ian Lyell is Head of History at Camberwell Girls Grammar School. He has 10 years of experience teaching 7-12 History. Ian is a regular presenter for HTAV and has worked with the VCAA on various occasions.*

1.3 VCE Units 3 and 4 - Ancient History: Greece and Rome | Content Knowledge

3&4 K

### Homer, Virgil and the Roots of Greek and Roman Cultural Values

*Raquel Fenby and Christopher Parkinson, Suzanne Cory High School*

This workshop will examine the cultural context and values of Ancient Greece and Rome through the lens of the most revered texts of the time, epic poetry. It will look at the use of literary and historical myth in the formation and transmission of cultural values including social, political and economic features of Ancient Greece and Rome.

*Raquel Fenby teaches VCE History at Suzanne Cory High School as well as English Language and Economics. She has taught VCE Ancient History, Revolutions and Global Empires. Raquel enjoys visiting historical sites around the world and has travelled to approximately 100 countries. Raquel has a Bachelor of Arts (Hons) in History, a Graduate Diploma of Education and a Master of TESOL from the University of Melbourne and has written for both HTAV and the VCAA.*

*Christopher Parkinson teaches History and Latin at Suzanne Cory High School. He has a Classics degree from Emory University in Atlanta and a Masters Degree in both Classics and Education (Language Acquisition and Classic Humanities) from Tufts University in Boston. Chris knows both Ancient Greek and Latin. He has taught Classics at Tufts University (Boston), Latin at Ottoson Middle School in Boston and also in Atlanta. Chris now lives in Australia and is known to his students as identifying strongly with Dionysis.*



1.4 VCE Units 3 and 4 – Australian History | Content Knowledge



### Aboriginal and European Land Use in the Murray Mallee, 1834-1860

*Emeritus Professor Richard Broome AM, La Trobe University*

Aboriginal people traditionally lived well on the Murray and adjoining Mallee country before white contact. Yet early Europeans found this one of the most difficult of terrains in which to live. This lecture will explore Aboriginal relationships to land and management practices and how Europeans thought of and initially used this country. Richard will argue that while life was not without hardship, Aboriginal people mastered a difficult environment, while European land practices failed.

*Emeritus Professor Richard Broome is current Patron of HTAV and 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 (5th ed. 2019) and the prize-winning Aboriginal Victorians (2005). His recent books include Naga Odyssey. Visier's Long Way Home (written with Visier Meyasetsu Sanyū, 2017, Indian edition 2018); Mallee Country. Land, People, History (with Charles Fahey, Andrea Gaynor and Katie Holmes, 2019); Remembering Melbourne (2016 with others) and Melbourne's Twenty Decades (with others, 2019).*

1.5 VCE Units 1, 3 and 4 | Classroom Ideas



### My Students are Poor Readers so How can I Teach them History?

*Elizabeth Morgan, Girton Grammar School*

More and more we find students in our class who struggle to read or who cannot understand or retain what they read. Not only are we trying to teach them content but they are also studying with poor comprehension skills. In this workshop, Elizabeth will share strategies to enhance each student's understanding of the bread and butter of the History classroom: historical interpretations, perspectives and visuals.

*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 textbooks. 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 School in Bendigo.*

1.6 VCE Units 1, 3 and 4 | Classroom Ideas | BYOD



### Going SOLO with Historical Thinking Concepts

*Dr Marianne Hicks and Alexandra Pierce, Brunswick Secondary College*

Combining historical thinking concepts and the SOLO approach to student-centred learning, we have developed a rubric for senior History. This rubric allows students to gauge their progress and teachers to identify areas for targeted explicit teaching to groups of students within a class based on their demonstration of skills in all assessments.

*Dr Marianne Hicks has a PhD in History and has been teaching secondary school History and Humanities since 2015. She is passionate about integrating and translating research findings into effective classroom practice and helping other teachers to integrate evidence-based approaches into their teaching on a deeper level. Marianne has a Masters in Evaluation and is a Learning Specialist at her school. Outside of school, Marianne likes riding her bike and hanging out with her 1 year old daughter.*

*Alexandra Pierce has taught History across the high school curriculum, including VCE. She is passionate about enabling students to learn both content and skills through history and about helping other teachers be the best they can. She was awarded the HTAV Award for Special Contribution to the Teaching and Learning of History in 2019. In her spare time, she reads a lot of science fiction and knits.*

1.7 VCE Unit 1 – Twentieth Century History | Classroom Ideas



### Social and Cultural Change in Nazi Germany

*Stephen White, Oxley Christian College*

When the NSDAP took power in 1933, it saw the abrupt end of a golden age of social and cultural development in Germany which had begun after World War One. Nazi policies dictated specific ideals and values to the German people, and this resulted in comprehensive change for a wide range of social groups and cultural movements. In this workshop we will investigate the changes experienced by some of these groups and movements, together with strategies to assist students in developing a historical inquiry for VCE Unit 1: AOS2.

*Stephen White is an experienced VCE History teacher and Head of Humanities at Oxley Christian College. He is a contributing author to the HTAV Senior History textbook series and a regular HTAV presenter. Stephen believes that the study of History is as vital as ever in the continued development of our students as informed and critical members of society.*

1.8 VCE Units 3 and 4 – Revolutions: France | Content Knowledge



**Explaining the Terror in the French Revolution**

*Emeritus Professor Peter McPhee AM, The University of Melbourne*

'The Terror' of 1793-94 is the most controversial and least understood period of the French Revolution. This lecture uses the most recent scholarship to answer the key questions about it. How can we best explain its origins? What were its objectives? What were its outcomes? What was the role of Maximilien Robespierre? And why did it end?

*Emeritus 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 (2012); and Liberty or Death: the French Revolution (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. He chaired the Victorian Curriculum and Assessment Authority in 2007-09.*

1.9 VCE Units 3 and 4 – Revolutions: Russia | Classroom Ideas | BYOD



**Patriot Pictures: Interpreting Russian Revolution Art**

*Dr Michael Adcock, Melbourne Grammar School*

This presentation will examine practical strategies for teaching students to write critically about the use of the visual arts in the Russian Revolution.

*Dr Michael Adcock is Head of History at Melbourne Grammar School and has published with Cambridge University Press. He also conducts tours of Paris and St. Petersburg for Academy Travel.*

1.10 VCE Unit 1 – Global Empires | Content Knowledge



**Two Empires to Consider: Ottoman and Muscovite**

*Associate Professor Adrian Jones OAM, La Trobe University*

In this workshop, Adrian will share his expertise, research and passion for history to help teachers deepen their knowledge relating to the study of the Ottoman and Russian Empires. This will be considered in light of the current VCE History Study Design.

*Associate Professor Adrian Jones OAM joined the History program at La Trobe University in 1985, teaching Russian, Ottoman and European histories. Interested in every aspect of History education, primary to tertiary, Adrian's work in public education was recognised by the award of an Order of Australia Medal (OAM) in 2008. The award cited his 'service to history education as a lecturer and author, and for executive roles in a range of historical and teaching organisations', among which are School Councils, the VCAA, the History Council of Victoria and HTAV.*

1.11 VCE Units 3 and 4 | Classroom Ideas



**Empower Yourself! Teacher Toolkit for Historical Skill Development**

*Maddi Schmidt, St Francis Xavier College*

Debunking the myth that all skills have to be assessed in the assessment task, this workshop will focus on how to assess historical skills formatively in a range of ways. This workshop aims to share differentiated teaching strategies to support students in demonstrating their understanding and skill set before the final assessment task. Attendees should walk away with tips and tools to add to their bag of tricks that have been mapped to the key skills highlighted in the Study Design.

*Maddi Schmidt is a Senior School History and Differentiated Learning Activities Leader at St Francis Xavier College, Beaconsfield. She is in her sixth year of teaching VCE History: Revolutions; having taught French, Russian and Chinese revolutions. Maddi regularly presents for HTAV at both student lectures and teacher conferences with a focus on Revolutions, assessment strategies and differentiation in the classroom.*

11.15 am – 11.40 am MORNING TEA

11.45 am – 11.50 am IMMERSIVE HISTORY – SCHOOL HISTORY TOURS WITH LATITUDE GROUP TRAVEL

11.50 am – 12.30 pm VCAA ADVISORY SESSION: VCE History Study Design 2021-2025

*Gerry Martin, Curriculum Manager (History and Civics), Victorian Curriculum and Assessment Authority (VCAA)*

VCE History 2021-2025 will be implemented in schools in 2021. Firstly, this session will give an overview of the new VCE History Study Design and changes you need be aware of in planning for 2021. Secondly, this session will unpack the updated *Characteristics of the Study* and their explicit links to all key skills. Finally, this session will examine the new Units 3 and 4 Australian History. There will be opportunities for questions and answers during the session.

*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.*



12.35 pm – 1.25 pm

## SESSION 2:

*Please choose one workshop from this session.*

2.1

VCE Units 3 and 4 – Revolutions: America | Classroom Ideas

**Exploring the American Revolution One Lesson at a Time***Rodney Latham, Good News Lutheran College*

This workshop will focus on teaching strategies and formative assessment ideas with the aim of increasing effectiveness in the teaching of Revolutions: America.

*Rodney Latham is an American-born Australian (dual citizen) who has taught for the past sixteen years at VCE level in History, Economics, Philosophy and Business Management. He is the VCE Coordinator at Good News Lutheran College in Tarneit where he teaches VCE History, Philosophy and Business Management. Prior to teaching, Rodney worked in a variety of business roles for thirteen years in the Melbourne community.*

2.2

VCE Units 3 and 4 – Australian History | Content Knowledge

**Contesting the Land: Transformation and Conflict in Port Phillip***Bill Lewis, Haileybury*

This workshop will examine the competing understandings of land held by the Aboriginal custodians and European colonisers in the Port Phillip District/Victoria and how these contributed to environmental transformation, conflict and change between 1834 and 1860. It will address key knowledge in VCE Unit 3, Area of Study 1 and present ideas on using primary sources and historical interpretations with your students. While focused on the current study design and the needs of your 2020 students, it will conclude with a brief outline on how information in this unit can be applied to the forthcoming study design in 2021.

*Bill Lewis teaches History and Geography in the Senior School at Haileybury. An experienced teacher, he is a regular presenter for HTAV and is a passionate advocate for Australian History.*

2.3

VCE Unit 1 – Twentieth Century History | Classroom Ideas | BYOD

**Building Engagement in the History Classroom – 20th Century History***Jessica Di Benedetto and Bronwyn Waterfall, Rowville Secondary College*

In the current climate of growing disengagement with the Humanities and working with students with low literacy and attainment, it can be challenging to build a strong understanding of the past. By engaging in a variety of activities that require students to imagine and develop empathy and empower students to express their ideas in a safe context, students can become passionate historians. This workshop will present some practical ideas for building engagement and passion for Twentieth Century History.

*Jessica Di Benedetto has a passion for all things history! She completed a Bachelor of Arts (Hons) in Classical Studies at Monash University, then a Master of Arts (Ancient History) at Macquarie University, and finally a Master of Teaching at the University of Melbourne. Her research interests include Classical Reception Studies, Ancient Greek Theatre, Dialogic teaching and engaging students in the study of History through multiple ways of knowing and historical empathy.*

*Bronwyn Waterfall is a history fanatic. Returning to studies as a mature-age student in order to fill a lifelong dream of being a History teacher, she completed a Bachelor of Arts majoring in History and a Bachelor of Teaching through Australian Catholic University. She is currently building her skill in students with low literacy through the Middle Years Literacy Numeracy Strategies initiative, with a keen interest in how to build literacy across all disciplines. She has a passion for building strong relationships with students as a means of behaviour management and engaging students through multiple ways of knowing and historical empathy.*



VCE Units 1, 3 and 4 | Classroom Ideas

**Historical Thinking in the VCE History Study Design***Ashley Keith Pratt, Melbourne Girls Grammar*

The VCE History Study Design places Historical Thinking at the centre of the curriculum model. It influences the articulation of both the key knowledge and the key skills. This workshop will unpack Historical Thinking in the Study Design, how to approach course planning, and how students are expected to articulate their conceptual development.

*Ashley Keith Pratt is Vice-President of HTAV and teaches History at Melbourne Girls Grammar. Ashley recently completed his Master of Education at the University of Melbourne with a focus on Historical Thinking and curriculum theory. Ashley is a regular presenter for HTAV on pedagogical-content knowledge within the History discipline.*

2.5 VCE Units 3 and 4 – Revolutions | Classroom Ideas

**Rev'd up for Literacy: Supporting Critical Reading, Writing and Thinking***Dr Catherine Hart, Chisholm TAFE and Nick Kopitschinski, Emmanuel College*

Learning how to critically read and interpret sources and how to write in a manner that demonstrates historical understanding is not an easy task. In this workshop, Catherine and Nick share a range of explicit teaching and learning strategies as well as tasks that actively promote the development of students' analytic thinking. This workshop draws examples from the American, Chinese and Russian Revolutions and focuses on identifying and addressing the full range of progression learning needs.

*Dr Catherine Hart* has been teaching VCE Revolutions for over a decade and loves all things History. She has been an assessor with the VCAA and regularly presents for HTAV. She currently teaches VCE History and English to students at Chisholm TAFE and enjoys collaborating with like-minded educators.

*Nick Kopitschinski* has been teaching VCE Revolutions for four years. He has been an assessor with the VCAA and has had articles on historical literacy published in HTAV's journal, *Agora*. He currently works at Emmanuel College, Notre Dame as both the Assistant Learning Leader of Humanities and a Teaching and Learning Coach of Pedagogy.

2.6 VCE Units 3 and 4 – Revolutions: Russia | Content Knowledge

**An Artistic and Intellectual Insight into the Russian Revolution***Associate Professor Adrian Jones OAM, La Trobe University*

Join Adrian Jones in this workshop to discover the artistic and intellectual aspects of the Russian Revolution. Adrian will share with you the traversing responses in art (Kustod'ev, Constructivism and Proletkult), ceramics (St Peterburg Porcelain Factory), poetry (Zamiatin and Mayakovsky), memoir (Bunin) and polemic (Kautsky and Trotsky).

*Associate Professor Adrian Jones OAM* joined the History program at La Trobe University in 1985, teaching Russian, Ottoman and European histories. Interested in every aspect of History education, primary to tertiary, Adrian's work in public education was recognised by the award of an Order of Australia Medal (OAM) in 2008. The award cited his 'service to history education as a lecturer and author, and for executive roles in a range of historical and teaching organisations', among which are School Councils, the VCAA, the History Council of Victoria and HTAV.

2.7 VCE Units 3 and 4 – Revolutions: France | Classroom Ideas | BYOD

**French Revolution and Historians***Dr Darius von Güttner, The University of Melbourne / Goulburn Valley Grammar School*

Good History teachers are storytellers as well as instructors and facilitators. This workshop will concentrate on the up-to-date scholarship on the French Revolution and offer a review of the recent historiographical trends contributing to our understanding of the revolution in France. In addition, the workshop will offer strategies and suggestions for activities in the classroom for teachers to work with historians' interpretation ultimately to bring learning and teaching History beyond memorialisation of quotes.

*Dr Darius von Güttner* is a Fellow of the Royal Historical Society (UK) and an award-winning historian whose work concentrates on cultural aspects of European history and on transmission of ideas. His publications include academic books on religiously motivated warfare and historical writing. Darius is the author of *The French Revolution* (Nelson Cengage) and HTAV's French Revolution Study and Exam Guide. He is a teacher of Revolutions, previous VCE Revolutions Assessor, lecturer in senior Humanities teacher education courses, contributor to the development of Australian and Victorian curricula. Darius is also a tour leader of biennial history study tours of Austria, Germany, Italy and Poland.

2.8 VCE Units 1, 3 and 4 – Ancient History | Classroom Ideas

**Teaching Units 1-4 Ancient History – Enlivening Ancient Civilisations***Raquel Fenby and Christopher Parkinson, Suzanne Cory High School*

In this workshop Raquel and Christopher will be presenting strategies, activities and other ideas designed to increase engagement with and investment in ancient civilisations and to encourage student-focused learning. This workshop will include a demonstration of methods aimed at making ancient sources accessible and allowing students to interrogate and use them as evidence. Part of the workshop will be devoted to sharing and pooling participants' own resources and ideas which have proven effective in the classroom or other educational settings. Note that the workshop may also involve battle re-enactments, Dionysus impersonations, dancing and decapitating centurions with pool noodles.

*Raquel Fenby* teaches VCE History at Suzanne Cory High School as well as English Language and Economics. She has taught VCE Ancient History, Revolutions and Global Empires. Raquel enjoys visiting historical sites around the world and has travelled to approximately 100 countries. Raquel has a Bachelor of Arts (Hons) in History, a Graduate Diploma of Education and a Master of TESOL from the University of Melbourne and has written for both HTAV and the VCAA.

*Christopher Parkinson* teaches History and Latin at Suzanne Cory High School. He has a Classics degree from Emory University in Atlanta and a Masters Degree in both Classics and Education (Language Acquisition and Classic Humanities) from Tufts University in Boston. Chris knows both Ancient Greek and Latin. He has taught Classics at Tufts University (Boston), Latin at Otis Middle School in Boston and also in Atlanta. Chris now lives in Australia and is known to his students as identifying strongly with Dionysus.

2.9 VCE Units 1, 3 and 4 | Classroom Ideas

**SASSY Mnemonics for Low Literacy Students***James Ridley, Hoppers Crossing Secondary College*

Do your students struggle with short answer, extended response and essay responses? This workshop will show you how to help build up your students' confidence and break down the scariness of SACs and exams. Using SASSY mnemonics has helped James' students improve the structure of their answers by giving them a checklist to ensure they include all the ingredients necessary for maximum marks. Low literacy and EAL students can follow these easy steps and improve their confidence and results! These SASSY scaffolds can be adapted for all types of students at all year levels, not just VCE.

*James Ridley studied a Diploma of Broadcasting and a Bachelor of Business before going on to work in the music industry. He wrote for Beat Magazine for 12 years and had a book on Pink Floyd published internationally. James changed gears in 2014, studying a postgraduate in Arts at Monash University (receiving Honours for History) and then a Master of Teaching at Deakin via Teach for Australia. He is in his fourth year of teaching History and Revolutions (France and Russia) at Hoppers Crossing Secondary College in Melbourne's western suburbs. He has also been an assessor for VCE History.*

2.10 VCE Units 3 and 4 - Australian History | Classroom Ideas | BYOD

**Assessment, Pedagogy, Resources and Australian History***Faye Quinn, Sacred Heart College, Kyneton*

This workshop will focus on how teachers can select and utilise suitable primary sources and historical interpretations as well as the writing of good questions for assessments. In addition, this workshop will look at how teachers can implement innovative learning and teaching strategies to assist students in their understanding of topics. A selection of resources for teachers will also be provided.

*Faye Quinn has developed skills and expertise in improving pedagogy in the area of History. Her focus has been high impact teaching strategies (HITS), literacy and giftedness within History. She has taught the ACARA Year 10 History, Year 11 Twentieth Century History, Year 11 Empires at Work, Year 12 Australian History and presented at HTAV and HTAA conferences. Faye has worked in several schools in Melbourne's western and eastern suburbs and is currently teaching at Sacred Heart College, Kyneton. In 2018, Faye received the prestigious HTAV award for Excellent and Sustained Contribution to the Teaching and Learning of History and the History Teachers' Association of Victoria. Faye is also one of the Directors of the HTAV Board.*

2.11 VCE Units 3 and 4 - Revolutions: China | Content Knowledge

**Sex, Gender and Power in Mesopotamia***Dr Hilary Gopnik, Monash University*

"Come Gilgamesh, you shall be my mate, give oh give me of your lusciousness!" When the goddess Ishtar says this to the great king in the Epic of Gilgamesh, we are meant to understand that Ishtar is offering not only her bed but also the power that comes with her divinity: harnessing storms, receiving the obeisance of kings, and amassing riches. Later, the Akkadian king Naram-Sin adopts the sexual allure of the legendary Gilgamesh to proclaim his own power over his eastern neighbours. This session will explore the tension between sex, gender and power as it is manifested in the literature and visual art of Mesopotamia. It will examine the role of the gods in symbolic representations of gender as well as how actual gender roles played out in Mesopotamian society, with specific reference to the Epic of Gilgamesh and other literary works.

*Dr Hilary Gopnik is the Director of the Centre for Ancient Cultures at Monash University. Her research centres on the archaeology of the Bronze to Iron Ages in the Near East. Since 2008, Hilary has been the co-director of excavations at the sites of Oğlanqala and Qizqala in Azerbaijan which span some 2,000 years of culture history (<http://oglanqala.net/>). She also conducts research at Pasargadae, the capital of Cyrus the great in Iran. Her book *On the High Road: the History of Godin Tepe, Iran* examines the 4,000-year history of this site in the Zagros Mountains of Iran.*

1.30 pm - 2.30 pm NETWORKING LUNCH

2.35 pm - 3.30 pm **SESSION 3: Examination Reports and Cultural Experiences**  
Please choose one presentation or cultural experience from this session.

## 3.1 VCE Australian History

*Nick Hughes, Chief Assessor, VCAA*

This session will report on students' performance in the 2019 VCE Australian History examination.

## 3.2 VCE Ancient History

*Jeremy Daly, Chief Assessor, VCAA*

This session will report on students' performance in the 2019 VCE Ancient History examination.

**3.3 VCE Revolutions**  
*Deborah Erikson, Chief Assessor, VCAA*

This session will report on students' performance in the 2019 VCE Revolutions examination.

**3.4 Old Treasury Building Tour and Visit**

Explore the Old Treasury Building and trace the development of Melbourne from an isolated village to bustling city. Discover how gold rush immigrants helped shape democracy in the new colony of Victoria and learn about the struggle for democratic rights for both men and women.

20-minute walk from the conference venue or catch a Collins St tram. Meet in the Old Treasury Building reception area.

**3.5 Hellenic Museum Tour and Visit**

The Hellenic Museum is passionate about promoting an understanding and appreciation of ancient and modern Greek history, culture and art among preschool, primary and secondary students. Join us for a tour of the Museum's collection of art and artefacts which spans over 8000 years. Our education programs promote critical and creative thinking and are aligned with the Victorian Curriculum F-12. Tours, workshops and object-based learning classes explore the development of Greek culture and society through the ages.

10-minute walk from the conference venue. Meet in the foyer of the museum.

3.45 pm – 5.00 pm

**SOCIAL HOUR – NETWORKING DRINKS FOR CONFERENCE PARTICIPANTS**

*Lanai Level 2, CQ Functions*

Join colleagues, catch up with old friends, meet new people and harvest good ideas at the HTAV Social Hour. Social Hour will take place in Lanai Level 2 at CQ Functions from 3.45pm.

