

HISTORY: ROARING INTO THE '20s

HTAV Annual Conference
THURSDAY 15 - FRIDAY 16 OCTOBER 2020 | NOW VIRTUAL!

Early bird registrations close: FRIDAY 2 OCTOBER
All registrations must close: THURSDAY 8 OCTOBER

FRIDAY – SESSION DESCRIPTIONS & BIOS




VCE HISTORY









MIDDLE YEARS









BRING AN
ADDITIONAL DEVICE

TIME	SESSION
12.50PM – 1.00PM	DELEGATES GET READY
1.00PM – 1.05PM	ACKNOWLEDGEMENT OF TRADITIONAL OWNERS
1.05PM – 1.15PM	<p>WELCOME AND HOUSEKEEPING</p> <p>How do I:</p> <ul style="list-style-type: none"> • Navigate through the virtual conference platform? • Attend my sessions? • Network with colleagues? • Meet the exhibitors? • Win prizes? • Ask questions?
1.15PM – 2.05PM	<p>KEYNOTE SESSION</p> <p>Truth Telling – Balancing the History Ledger <i>Professor John Maynard, University of Newcastle</i></p> <p>This presentation will focus on the move for a truth telling process that importantly recognizes an Aboriginal perspective on Australian history. Professor John Maynard will explore his life and journey and reflect upon the changes to Australian historical understanding across the past sixty years.</p> <p>In this discussion Professor Maynard will also compare this current historical moment of COVID-19, economic disaster and Black lives matter of the 2020s with the vibrant and turbulent 1920s.</p> <p>It is important to understand the past to shine a light on the future.</p> <p><i>Professor John Maynard is a Worimi Aboriginal man from the Port Stephens region of New South Wales. He is currently Chair of Aboriginal History at the University of Newcastle and Director of the Purai Global Indigenous History Centre. He has held several major positions and served on numerous prominent organizations and committees including, Deputy Chairperson of the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), Executive Committee of the Australian Historical Association, New South Wales History Council, Indigenous Higher Education Advisory Council (IHEAC), Australian Research Council College of Experts – Deputy Chair Humanities, National Indigenous Research and Knowledge Network (NIRAKN) and a Fulbright Ambassador. He was the recipient of the Aboriginal History (Australian National University) Stanner Fellowship 1996, the New South Wales Premier's Indigenous History Fellow 2003, Australian Research Council Postdoctoral Fellow 2004, University of Newcastle Researcher of the Year 2008 and 2012 and Australian National University Allan Martin History Lecturer 2010. In 2014 he was elected a member of the prestigious Australian Social Sciences Academy. He gained his PhD in 2003, examining the rise of early Aboriginal political activism. He has worked with and within many Aboriginal communities, urban, rural and remote. Professor Maynard's publications have concentrated on the intersections of Aboriginal political and social history, and the history of Australian race relations. He is the author of several books including Aboriginal Stars of the Turf, Fight for Liberty and Freedom, The Aboriginal Soccer Tribe, Aborigines and the Sport of Kings, True Light and Shade: An Aboriginal Perspective of Joseph Lycett's Art and Living with the Locals – Early Indigenous Experience of Indigenous Life.</i></p> 

2.05PM – 2.30PM	EXHIBITOR VISITS: DISCOVER RESOURCES AND SERVICES, QUALIFY FOR THE PRIZE DRAW
2.30PM – 3.20PM	SESSION 1: PLEASE CHOOSE ONE WORKSHOP FROM THIS SESSION.
F1.1	<p>VCE REVOLUTIONS: RUSSIA (V)</p> <p>“The ‘Russian’ Revolution(s): old and new approaches to 1917” <i>Professor Mark Edele, The University of Melbourne</i></p> <p>This session gives an overview of the approaches historians have taken to understanding and explaining the causes and outcomes of the multiple revolutions which dissolved the Russian Empire during World War I. The focus will be on newer literature, in particular historians who focus on the role of the war and the imperial and anti-colonial aspect of these revolutions. But we will also revisit older debates to revise the background to this most recent debate.</p> <p><i>Professor Mark Edele is a historian of the Soviet Union and its successor states, in particular Russia. He is the inaugural Hansen Professor in History at the University of Melbourne, where he teaches the histories of the Soviet Union, of the Second World War, and of dictatorship and democracy in the nineteenth and twentieth century. He is on Twitter as @EdeleMark. For information on his publications and for a gateway to primary sources for Soviet history visit his website: markedele.com</i></p>
F1.2	<p>VCE AUSTRALIAN HISTORY VCE GLOBAL EMPIRES VCE REVOLUTIONS (V)</p> <p>A French Australia: What Were the Chances? <i>Matthew Allanby, Geelong Grammar School</i></p> <p>Why are there so many Australian places with French names? Conquest, conversion or curiosity: why were the French so keen to explore Australia in the 18th and 19th centuries? Could we be living under the French flag? There was nothing inevitable about colonisation by the British. This session shows how Australia nearly became part of the French empire.</p> <p><i>Matthew Allanby teaches History and French at Geelong Grammar School. 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 French motivations for exploration of Australia's coastline.</i></p>
F1.3	<p>LEVELS 9-12 GENERAL (MY) (V)</p> <p>Reading for Historical Empathy <i>Giulia Iorlano, Melbourne Girls Grammar</i></p> <p>This session will focus on looking for opportunities in the senior years curricula to deepen students' study of history and push them to the next level of historical understanding. Historical empathy is a process and must be treated as such by teachers. Using fiction and reader response strategies to try to both engage students and further their understanding of key elements of History will be the goal of this workshop. Research regarding both historical empathy and reader response theory will be discussed, and participants will have the opportunity to explore possibilities for the classroom.</p> <p><i>Giulia Iorlano is an avid researcher of historical empathy and is passionate about developing new ideas for the teaching and learning of history. She has conducted research at the University of Melbourne to consider how opportunities to teach empathy in a historical context already exist in the current Study Design. Giulia is also a committed English and Literature teacher and is passionate about developing teaching and learning strategies in history that build on skills associated with reading and literacy.</i></p>
F1.4	<p>VCE REVOLUTIONS (V)</p> <p>Take Your Shot (at Revs). Some of the Old Guard Share Their Tips <i>Bianca Crawford, Presbyterian Ladies' College, Chris Hart, Yarra Valley Grammar, Elisa Litvin, Assumption College and Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>If you haven't been teaching Revs for long, come hear from some members of the Old Guard about how you can liberate yourself from reinventing the wheel and forge ahead. Rise to the challenge of teaching this amazing subject. Come with your questions and ideas!</p> <p><i>Bianca Crawford is the President of HTAV and a History and Classical Studies teacher at PLC. She has taught VCE Revolutions for the past six years and has presented at HTAV conferences as well as the HTAA Conference on pedagogical approaches in the classroom.</i></p> <p><i>Chris Hart has taught France and Russia for VCE Revolutions for eight years. Originally hailing from Massachusetts, he has been working in Victoria for the last 11 years and has spoken at several HTAV conferences and gatherings.</i></p> <p><i>Elisa Litvin has been a teacher of History for over 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 teaches History at all levels at Assumption College, Kilmore.</i></p> <p><i>Ashley Keith Pratt is the 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.</i></p>

F1.5	<p>VCE AUSTRALIAN HISTORY LEVELS 10-12 BD</p> <p>Australia in the Modern World 1960-2000 <i>Jo Leech, Carey Baptist Grammar School</i></p> <p>Year 10 and 11 Modern History have components which allow teachers to explore some of the content covered in the current VCE Australian History Unit 4 Study Design (Voices for Change). The session will focus in part on Australia's Involvement in the Vietnam War and Equality for Women – with resources for the VCE Unit 4 AOS2. Jo will also introduce some dynamic activities and assessment materials which teachers could use in their Year 10 and 11 classrooms, in relation to a variety of sources, music, documents and interviews with people from the time, thereby engaging students with the voices of people who lived through these decades.</p> <p><i>Jo Leech is a senior History Teacher with experience in both the VCE and IB. Jo has presented for HTAV and other organisations and is a published author of various History texts. Jo is known for her curriculum expertise and revision materials/lectures in IB and VCE Australian History.</i></p>	  
F1.6	<p>VCE ANCIENT HISTORY: ROME</p> <p>Exploring the Pomerium, Rome's Sacred Boundary <i>Dr Andrew Connor, Monash University</i></p> <p>While the Tiber River and the hills of Rome receive the lion's share of attention for shaping the ancient city of Rome, the pomerium – the sacred boundary of the city – played a critical role in the course of Roman history and the layout of Rome. In this session, Andrew will discuss the pomerium, and the role it played in everything from the story of Romulus and Remus to the location of Augustus' tomb and why the Campus Martius became the 'field of Mars.' In the Roman imagination, the pomerium defined 'Rome', and we will discuss why and how.</p> <p><i>Dr 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 interaction between the Roman state and Egyptian religion in the aftermath of Octavian's victory. He also serves as Head of Orion College at Monash University.</i></p>	
3.20PM – 3.25PM	EXHIBITOR VISITS: DISCOVER RESOURCES AND SERVICES, QUALIFY FOR THE PRIZE DRAW	
3.25PM – 4.15PM	SESSION 2: PLEASE CHOOSE ONE WORKSHOP FROM THIS SESSION.	
F2.1	<p>VCE AUSTRALIAN HISTORY</p> <p>Power and Resistance 1957-1998 <i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>This lecture will look at the significant events in which Aboriginal people exercised power and resistance including the pursuit of civil rights in the 1960s and Indigenous/land rights from the 1970s to the land rights acts of the 1990s. It will examine the underlying ideas that influenced these campaigns from both overseas (decolonisation and black power) and locally (Aboriginal nationalism) and also the diverse perspectives and methods that challenged power in the civil and land rights campaigns (FCAATSI, VAAL, and Freedom Rides). It will examine the extent to which Indigenous experience and exercise of power changed or remained the same.</p> <p><i>Richard Broome AM, 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 recent books include: Naga Odyssey. Visier's Long Way Home (2017) (written with Visier Meyasetsu Sanyū), which is now in an Indian edition, a fifth edition of Aboriginal Australians (2019) and, with three colleagues, Mallee Country. A Social and Environmental History (2019).</i></p>	
F2.2	<p>VCE REVOLUTIONS: RUSSIA</p> <p>Russian Revolution: Improving Student Understanding and Analysis Skills <i>Ian Lyell, Camberwell Girls Grammar School</i></p> <p>Every year, our students get overwhelmed by the Russian Revolution – they have to study four different wars, five different political parties, a succession of failed, democratic experiments, and so on. In this session, Ian will share some examples of strategies and activities he uses to try and manage the content-heavy nature of the Revolutions course, and make time for effective revision, analysis and class discussion.</p> <p><i>Ian Lyell has 10 years of experience teaching, presenting on the Russian Revolution and has supported teachers and students as a presenter for HTAV at various events and student lectures.</i></p>	

F2.3	<p>LEVELS 7-12</p> <p>Women in Wartime - 'I'd like to join up. I'd like to go too.' <i>Rebecca Turner, Department of Veterans' Affairs</i></p> <p>Throughout Australia's wartime history, women have been redefining perceptions of service and sacrifice. Challenging stereotypes from the home front to the frontline, women have shared their stories of commitment, courage and care, allowing us to better understand the changing role of women in war. Participants will hear compelling stories, break down stereotypes and explore new resources to engage students in their classrooms.</p> <p><i>Rebecca Turner has taught in Canberra, Brisbane, Melbourne and London for over 17 years in both primary and secondary schools. She joined the Community Engagement Branch of the Department of Veterans' Affairs this year and is passionate about making history and learning accessible for all students.</i></p>	 
F2.4	<p>VCE REVOLUTIONS: FRANCE BD</p> <p>Outcomes of the French Revolution <i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>This lecture will present an overview of the six major outcomes of the French Revolution: a new political culture; national unity; church schism; war and republicanism; "terror"; and social change. These outcomes affected every sector of French society, and private as well as public life.</p> <p><i>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 modern France, most recently Robespierre: a Revolutionary Life (2012); and Liberty or Death: the French Revolution (2016). He was 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 VCAA in 2007-2009. He was made a Member of the Order of Australia in 2012. In March 2020 he became the Chair of the History Council of Victoria.</i></p>	 
F2.5	<p>LEVELS 7-8</p> <p>Vikings - Facts, Fun and Fantasy <i>Dr Katrina Burge, The University of Melbourne</i></p> <p>Popular culture has made everyone an expert on Vikings but reality can be way more interesting than fiction. This session explores textual and archaeological evidence to support your teaching and help you answer the questions your students haven't yet thought to ask: Were viking men irresistible to British women? What was the role of climate change in Nordic expansion? Can we banish those horned helmets for ever? And do we really know anything for sure about Norse religion? You'll leave this session with a rich collection of primary sources, and the ability to read a genuine runestone.</p> <p><i>Dr Katrina Burge is a medieval historian who has taught Old Norse to the Irish, Old Irish to Melbournians, and Viking Studies to anyone who stands still long enough to listen. Her university teaching includes King Arthur, vikings, witches, plague and the Renaissance. Katrina is also a professional editor who loved her time editing Agora at HTAV. The HTAV community inspired her to become a History teacher and she is currently a first-year teacher candidate at the University of Melbourne.</i></p>	
F2.6	<p>GENERAL BD</p> <p>The 30-Minute Exam Style Essay <i>Celia Patterson, Bacchus Marsh Grammar</i></p> <p>This presentation is for anyone who would like to help their students score better on the essay in the VCAA examination. The presentation will provide a clear explanation of the essential features of a strong 30-minute exam style essay and will include some suggestions for classroom activities, designed to improve the structure of student writing. The session is aimed at being supportive and helping teachers gain confidence in their ability to teach essay writing skills to their students.</p> <p><i>Celia Patterson is Head of Humanities at Bacchus Marsh Grammar and currently teaches VCE History Revolutions. She majored in History at the University of Melbourne and has over 20 years' experience teaching History to students in all secondary year levels.</i></p>	
4.15PM – 4.35PM	EXHIBITOR VISITS: DISCOVER RESOURCES AND SERVICES, QUALIFY FOR THE PRIZE DRAW	
4.35PM – 4.40PM	<p>VCAA UPDATE <i>Gerry Martin, Victorian Curriculum and Assessment Authority (VCAA)</i></p> <p>2020 has been a year of teaching History and living history. Gerry Martin VCAA, Curriculum Manager History and Civics, will give an update on Victorian Curriculum F-10 and VCE History and outline some points to consider for 2021.</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>	

4.40PM – 5.30PM		SESSION 3: PLEASE CHOOSE ONE WORKSHOP FROM THIS SESSION.	
F3.1	<p>VCE HISTORY GENERAL BD</p> <p>SASSY Scaffolds for SAC/Exam Success <i>James Ridley, Hoppers Crossing Secondary College</i></p> <p>This session provides catchy, foolproof rubrics that students can remember under pressure. It will help you increase students' writing confidence and improve class results in SACs and exams (especially at the bottom end). You will walk away with adaptable, easy to use rubrics that you can use for marking and that students at all levels can use to check their own work and peer mark. Other teachers who have tried it have said that it has helped their students write longer and more focussed answers because they have a structure to follow which includes all the key ingredients.</p> <p><i>James Ridley has a Diploma of Broadcasting, Bachelor of Business and a Postgraduate Degree in Arts majoring in History (Hons) at Monash University. He has a love for history and writing. He has worked as a journalist and in radio for many years and is a published author. James completed Teach for Australia and is currently teaching junior humanities, Twentieth Century History and Revolutions (France and Russia) at Hoppers Crossing Secondary College in Melbourne's west. He has presented with HTAV in the past and wants to share his formula for writing and marking SAC and Exam responses.</i></p>		
F3.2	<p>GENERAL BD</p> <p>Cognitive Science Rocks your History Class <i>Ben Lawless, Aitken College</i></p> <p>Research in cognitive and the 'learning' sciences reveals a number of facts about learning that have huge benefits for the classroom. Find out about metacognition, chunking, dual coding, interleaving, spaced repetition and other fascinating learning science techniques. This presentation comes with practical activities and actions you can take today in your classroom, not just theories.</p> <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, 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. www.lawlesslearning.com</i></p>		
F3.3	<p>VCE REVOLUTIONS GENERAL BD</p> <p>Creating Student Engagement in VCE History Revolutions <i>Sophia Marsden-Smith, Williamstown High School</i></p> <p>Sophia has had great success in creating engagement, passion and wonder for her Year 12 VCE Revolutions class and wants to share some of these strategies with her fellow colleagues. Some strategies include: interactive, tactile timelines, embodied pedagogies for key events, early morning teas while watching historical movies, PowerPoints, graphic organisers, using Google Meet to give individual feedback on SACs and honeycomb activities.</p> <p><i>Sophia Marsden-Smith is a passionate History teacher in her sixth year of teaching. She previously studied VCE Revolutions at school for France and Russia, then went on to study a BA majoring in English Literature and History at the University of Melbourne. Sophia studied the French Revolution with Emeritus Professor Peter McPhee AM and the Russian Revolution with Professor Stephen Wheatcroft. Sophia also privately tutored VCE Revolutions while at university from 2010 and then began university tutoring at Trinity and Newman Residential Colleges in 2014.</i></p>		
F3.4	<p>GENERAL</p> <p>Geo-Tools for History: Google Maps/Earth/Street View <i>Brady Driscoll and Nick Frigo, Santa Maria College</i></p> <p>During this session Brady and Nick will explore the ways in which geo-tools can be used to enliven and enhance the teaching and learning of History for ALL ages.</p> <p><i>Brady Driscoll has been teaching for eight 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>		

F3.5	<p>VCE ANCIENT HISTORY BD</p> <p>Necessary Evils <i>John Doyle, North Geelong Secondary College and Mary Gillingham, Swinburne Senior Secondary College</i></p> <p>Timelines, maps and glossaries are among the most boring activities in a History teacher's toolbox. They're also the backbone of many of our lessons and underlie our teaching of more exciting substantive and procedural knowledge. In this session, John and Mary will demonstrate ways to enliven these unsung heroes of the History classroom and will tackle some of the unique problems posed by time, geography and words in teaching Units 1-4 Ancient History.</p> <p><i>John Doyle teaches at North Geelong Secondary College. He currently teaches Ancient History Units 1-4, as well as a range of other Humanities subjects. John has previously taught 7-12 English, VCAL and EAL VCAL. He has also spent a year in the UK teaching, which he used as a base to visit historical sites. John has previously been Head of Humanities for four years.</i></p> <p><i>Mary Gillingham teaches at Swinburne Senior Secondary College. She currently teaches Ancient History, and has taught VCE Revolutions, Twentieth Century History and junior levels. Before becoming a teacher, Mary was a professional historian, specialising in researching and writing historical claims to the Waitangi Tribunal in New Zealand. She has a Master of Arts in History and a Master of Teaching (Secondary) by research in which she investigated the extent to which the VCE external exams assessed historical thinking.</i></p>
.5.30pm – 5.40pm	EXHIBITOR PRIZE WINNERS ANNOUNCED
5.40PM – 6.15PM	<p>SOCIAL HOUR – NETWORKING</p> <p>Join colleagues and make new connections during Zoom Virtual Drinks. Delegates and presenters can continue their conversations online after the conference. Why not grab a drink and some nibbles whilst you relax and share chat time with your History tribe.</p>

