

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

THURSDAY – SESSION DESCRIPTIONS & BIOS



VCE HISTORY




MIDDLE YEARS











LEADERSHIP










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>A Short History of Women's Liberation in Australia <i>Professor Michelle Arrow, Macquarie University</i></p> <p>What was distinctive about the women's liberation movement in Australia?</p> <p>The movement (sometimes known as second wave feminism, or the women's movement) emerged across the western world in the late 1960s with a powerful critique of the prevailing post-war gender order. One of the movement's fundamental insights was also one of its strongest slogans: 'the personal is political'. Women's liberation was a profoundly disruptive social movement because it criticized the idea that things that happened in private were beyond the realm of politics.</p> <p>Establishing women's refuges, and demanding that governments fund them, is one of the best examples of this politics in action in Australia, but it also forced other issues onto the political agenda, including abortion law reform, women's unpaid care work, and child care. The willingness of Australian women to engage with the state to achieve meaningful reforms was a hallmark of Australian feminism. We even had a Royal Commission on Human Relationships! Professor Arrow will outline the key goals and strategies employed by the Australian women's liberation movement and situate the movement in its global context. She will also highlight some accessible online sources for investigating this history in the classroom.</p> <p><i>Michelle Arrow is Professor in Modern History at Macquarie University. She is the author of three books, including The Seventies: The Personal, the Political and the Making of Modern Australia (New South, 2019) and Friday on Our Minds: Popular Culture in Australia Since 1945. Michelle's radio documentary (produced with Catherine Freyne and Timothy Nicastrì), 'Public Intimacies: the 1974 Royal Commission on Human Relationships' won the 2014 NSW Premier's Multimedia History Prize. She has held research fellowships at the National Archives of Australia and the National Library of Australia, and she is currently a Chief Investigator (with Barbara Baird, Leigh Boucher and Robert Reynolds) on the ARC-funded project 'Gender and Sexual Politics: Changing Citizenship in Australia since 1969'. Together with her Macquarie colleagues Kate Fullagar and Leigh Boucher, Michelle is editor of the Australian Historical Association's journal History Australia. In 2020, Michelle's book The Seventies won the Ernest Scott Prize for the most distinguished contribution to the history of Australia or New Zealand.</i></p> <p>(Photo by Effy Alexakis)</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.	
T1.1	<p>GENERAL</p> <p>World Peace in your Classroom <i>Nick Adeney, Mentone Girls' Grammar School and Ben Lawless, Aitken College</i></p> <p>Why teach from the front with students sitting passively at the back when you can play games, sending engagement skyrocketing and developing historical understanding, teamwork, problem solving and critical thinking? In this presentation, game makers Nick Adeney and Ben Lawless explain the many benefits of playing games. They interview internationally-renowned game master John Hunter, creator of the World Peace Game and star of his own TED talk and documentary "World Peace and Other 4th Grade Achievements". You'll see the games Nick and Ben have created, and learn how to create your own.</p> <p>Nick Adeney is in his twentieth year of primary classroom teaching and is currently teaching Year 5 at Mentone Girls' Grammar School. He is passionate about student engagement in the Humanities, focusing on teaching Australian History in upper primary with games, role-play and simulations. He has worked with HTAV as a workshop presenter and publication contributor since 2014 and as an HTAV Director since 2016.</p> <p>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</p>	
T1.2	<p>VCE GLOBAL EMPIRES</p> <p>The Spanish Empire: The Americas and Beyond <i>Scott Hetherington, Virtual School Victoria</i></p> <p>The Spanish Empire was one of the first to take on truly global proportions, beginning with the islands of the Caribbean and growing to include the Americas, Asia and Africa in fairly short order. This presentation will include a structured view of the rise and expansion of the empire and its challenges, as well as a practical discussion of the new VCE History Study Design. Useful classroom resources will also be provided.</p> <p>Scott Hetherington holds degrees in Science and History from RMIT and the University of Melbourne respectively. He has over eight years' experience with Virtual School Victoria developing and teaching the VCE History courses Global Empires and Revolutions.</p>	
T1.3	<p>LEVEL 7 ANCIENT HISTORY: EGYPT BD</p> <p>Ancient Egypt Invention and Science <i>Sonia Slonim, Leibler Yavneh College</i></p> <p>This session will showcase a half day activity implemented at Leibler Yavneh College at the end of the Year 7 Ancient Egypt unit. It involves a morning of experiential learning where students go through a series of stations exploring the science and invention of Ancient Egypt. Stations include a session on mummies, the science behind a sun dial, carting bricks on dry and wet sand, making baskets and paper, the advantages of writing on copper and clay, comparing hieroglyphics to the old testament, reading numbers in hieroglyphics and ending with a fun archaeological dig.</p> <p>In the session, Sonia will also be discussing the importance of experiential learning in the History classroom and how Ancient Egypt can be used in other units of learning.</p> <p>Sonia Slonim has been teaching HASS for the past ten years. She is Head of HASS at Leibler Yavneh College. Sonia has an Arts degree from Bar Ilan University, a post graduate diploma from Jerusalem University and a Diploma of Education from Monash University. Sonia teaches Humanities in Years 7-10 and uses OneNote extensively in all her classes. With a background in informal education she incorporates many experiential learning activities in her teaching.</p>	 
T1.4	<p>LEVELS 9-10</p> <p>How to Effectively Teach the Holocaust when you only have 1-3 Lessons <i>Lisa Phillips, Jewish Holocaust Centre</i></p> <p>The Holocaust is such a vast topic, it is often difficult to know where to begin, especially when one only has a few lessons. In this workshop, Lisa Phillips will demonstrate a few learning resources, techniques and strategies that teachers can confidently use in the classroom knowing they are teaching the Holocaust effectively in only a few lessons.</p> <p>Lisa Phillips has over 25 years' teaching experience as a History teacher in Victorian schools. She holds a Masters in Education and she has a special interest in making the learning experience effective. Lisa is currently Head of Education at the Jewish Holocaust Centre, Melbourne and she participated in the Gandel Holocaust Studies program for Australian Educators in 2015 at Yad Vashem in Jerusalem, Israel.</p>	

T1.5	<p>VCE AUSTRALIAN HISTORY</p> <p>Environments from Deep Time to Federation: Custodians and Colonizers <i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>This lecture will cover some of the key events that shaped land use and management by Aboriginal people before colonisation, including use of fire, hydraulic engineering, seed culture and quarrying. It will also cover key events in settler land use to 1901 including pastoralism, gold mining and the early conservation movement. It will examine the underlying Indigenous and settler ideas of land and how these ideas interacted and competed. It will discuss the consequences of settler land use practices on Aboriginal people, settlers and the land, using the Mallee and the Federation drought as examples.</p> <p>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 <i>Aboriginal Australians (4th ed. 2010)</i> and <i>Aboriginal Victorians (2005)</i>. His recent books include: <i>Naga Odyssey. Visier's Long Way Home (2017)</i> (written with Visier Meyasetsu Sanyü), which is now in an Indian edition, a fifth edition of <i>Aboriginal Australians (2019)</i> and, with three colleagues, <i>Mallee Country. A Social and Environmental History (2019)</i>.</p>	
T1.6	<p>VCE HISTORY</p> <p>History is for Everyone <i>Stephen White, Oxley Christian College</i></p> <p>Many History teachers would argue that our subject should be studied by everyone, but sometimes students may feel dissuaded from undertaking VCE History due to a learning disorder or other insecurities. So, the question is: what can History teachers do to ensure anyone can successfully complete VCE History, regardless of the obstacles they may face? In this session, we will discuss approaches and strategies that can be used to enable everyone to study History with confidence. There will be an opportunity to share your own ideas, strategies and success stories.</p> <p>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 in the current climate of fake news, narrow views of history and misinterpretations of the past, the study of History is as vital as ever in the continued development of our students as informed and critical members of society.</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.	
T2.1	<p>GENERAL SCHOOL LEADERS BD</p> <p>Pre- and Post-Testing <i>Ben Lawless, Aitken College</i></p> <p>Want to improve your courses? Want to measure how effective different teaching strategies are? Want student data from week two? Pre- and post-tests use just 15 minutes twice a semester (or year) and can bring rich, detailed data for many uses. This session will show you how to produce tests that are marked automatically and allow you to measure effect sizes. How to engage staff in the process and student benefits will be discussed. You'll also get access to an existing pre- and post-test for Levels 7-12 Humanities.</p> <p>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</p>	 
T2.2	<p>GENERAL</p> <p>Enabling Student Ownership of Education <i>Ross Pearson, Viewbank College</i></p> <p>Two important parts of developing successful students are establishing intrinsic motivation and allowing them to take ownership of their own educational journey. This can be achieved through explicit teaching of metacognitive strategies and the creation of toolkits for learning, both in the classroom and at home.</p> <p>Ross Pearson has spent over a decade researching the methods of increasing intrinsic motivation and moving from education-through-responsibility to education-through-ownership, and looks forward to sharing some strategies with other teachers.</p>	

T2.3	<p>LEVELS 7-10 BD  </p> <p>What about the Torres Strait Islanders? <i>Dr Rosalie Triolo, Monash University</i></p> <p>Teachers, curriculum documents, textbooks and educational websites refer often to the Cross-Curriculum Priority of 'Aboriginal and Torres Strait Islander Histories and Cultures' – but, beyond Mabo, how often do teachers and students specifically mention or explore elements of the second Indigenous group's histories and cultures? This workshop will provide potted histories as well as contemporary data snapshots about Torres Strait Islanders. It will draw on primary and secondary sources from significant gallery, library, archive and museum (GLAM) education providers and suggest how even brief references to Torres Strait Islanders in already 'busy' lessons on Australia's history can be possible and purposeful.</p> <p><i>Dr Rosalie Triolo is a senior lecturer in History education at Monash University. She presents regularly in state, national and international contexts, has published scholarly as well as teacher and student resources for primary, secondary and tertiary settings, and has won awards for publications, presentations and service. Four of her publications have been distributed to every Australian school. She is a past president of HTAV, a regular contributor to the life of numerous state and national education and historical bodies, an elected councillor of the Royal Historical Society of Victoria, and Victoria's representative to the Australian National Museum of Education.</i></p>
T2.4	<p>LEVELS 9-12 GENERAL BD   </p> <p>High Impact Teaching with Google Classroom <i>Ben Hoban, Cheltenham Secondary College</i></p> <p>This session will explore how to enhance your High Impact Teaching strategies in the History classroom using Google Classroom. In 'a lesson inside a Google Classroom' you will develop your capacity to structure lessons for greater student clarity and conduct historical jigsaws for collaborative learning in safe and monitored spaces. You will discover strategies to model student and teacher worked examples for better results and to provide feedback that opens up a living discussion with your students. Importantly, you will gather the tips and tricks you need for the physical classroom to ensure these tools engage students and build skill.</p> <p><i>Ben Hoban has been teaching History and Media at all levels for over a decade at Cheltenham Secondary College. A passionate advocate for innovation and digital learning in the classroom, Ben has led the implementation of Google tools at Cheltenham and has delivered countless hours of professional development and workshops for staff and students. The co-author of Modern History Transformed Year 12 and Media Reframed VCE 1-4, Ben is also a contributing author to the upcoming Cambridge University Press Humanities 7-10 series. Ben's specialties are the debates, investigations and perspectives of 20th Century history.</i></p>
T2.5	<p>VCE HISTORY </p> <p>Historical Thinking in the 2022-2026 Study Design <i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>The 2022-2026 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 new Study Design, how to approach course planning, and how students are expected to articulate their conceptual development.</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>
T2.6	<p>GENERAL BD </p> <p>How Do I Remember Dates? <i>Jane Gibson, Balwyn High School</i></p> <p>This presentation is intended to support teachers and students navigating a content heavy subject and to help manage the cognitive demands and rigour of history. This presentation will focus on embedding literacy, historical skills and study skills into your teaching to improve student outcomes.</p> <p><i>Jane Gibson is the Assistant Director of English and Humanities at Balwyn High School and teacher of VCE Revolutions. Jane has taught History at both VCE and Middle School levels in high performing non-select state schools for the last five years and has a passion for making history accessible for all.</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.	
T3.1	<p>VCE TWENTIETH CENTURY HISTORY</p> <p>VCE Twentieth Century History: Teaching, Learning and Assessments <i>Faye Quinn, Sacred Heart College, Kyneton</i></p> <p>This session packages up knowledge, skills, and learning and teaching strategies for VCE Twentieth Century History. It will include how to tackle assessments and will provide a starter pack of assessments for each unit. It will incorporate key historical knowledge topics in Units 1 and 2, and strategies for differentiated learning, blended online and remote learning.</p> <p><i>Faye Quinn (B.A., Grad Dip of Education [Secondary], Grad Dip of Admin [Education], MA in Education) is a leading educator who has taught VCE Australian History, Twentieth Century History, Modern World and Australia, and Empires at Work. She has presented at HTAV conferences and student lectures on historical knowledge, historical thinking skills, contemporary teaching and learning strategies in differentiation, and the use of virtual on-line learning environments. 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. In 2020, Faye is a Vice President of the HTAV Board.</i></p>	
T3.2	<p>LEVELS 7 ANCIENT HISTORY LEVELS 9-10</p> <p>Teaching Ideas for Incorporating Indigenous Perspectives <i>Kara Taylor, Irymple Secondary College</i></p> <p>How can we include indigenous teaching across Year 7 Ancient History, Year 9 Making a Modern Australia, Year 10 Civil Rights Movement and Year 9 and 10 World Wars impacts? This session will look at each level with ideas for class tasks and assessments, resources that can be used straight away or adapted to suit your own local area, websites for study and contacts for enrichment both in and out of classes. Great for a teacher unsure of what to do, what to include or where to go.</p> <p><i>Please note this session is a repeat of the session included in the 2019 HTAV Middle Years History Conference.</i></p> <p><i>Kara Taylor has been teaching History for the past thirteen years. She is also a Year Level Coordinator. Kara works with Indigenous History across the year levels and uses a range of sources to do so as well as making connections with local Elders. Kara believes that all students should study History as a way to understand the world around them.</i></p>	
T3.3	<p>LEVELS 9-10 HISTORY LEADERS BD</p> <p>How to Design Exciting History Electives <i>Lisa McIntosh, Vermont Secondary College</i></p> <p>History electives are an amazing way to foster enthusiasm and a genuine love for history study. This session aims to show teachers how to design courses which align with the Victorian Curriculum and VCE pathways and skills, as well as catering for students' interests. Three elective subjects will be discussed as examples.</p> <p><i>Lisa McIntosh has been a History Learning Area Leader for three years and has taught History for ten years. She has also taught Classical Studies and History for Years 7-12. Lisa participated in the University of Melbourne's formative assessment rubric development study in 2019. As a History Leader, Lisa has facilitated many curriculum changes and developments in a short time and enjoys sharing knowledge at conferences.</i></p>	  

T3.4	<p>LEVELS 9-12</p> <p>Soviet Propaganda at the Abandoned Schools of Chernobyl <i>Billy Penfold, Student Educational Adventures</i></p> <p>This workshop will focus on the Soviet education system in the town of Pripyat located within the exclusion zone of Chernobyl nuclear reactor No 4. Frozen in time (1986). We will explore several abandoned schools and classrooms to look at Soviet-era propaganda, symbolism and indoctrination of the students who studied there. We will investigate the political organisations the students were obliged to join, the socialist-focused curriculum and propaganda art.</p> <p><i>Billy Penfold is a History archivist who specialises in the history of the Cold War in Asia, notably the Khmer Rouge in Cambodia and the Vietnamese communist movement. Billy has conducted numerous student tours throughout Vietnam, Cambodia, China and Laos for over 20 years. Billy travelled throughout the former Soviet Union in 1992 and later North Korea. In 2017 and 2019 he completed two research field trips through the exclusion zone of Chernobyl where he investigated and recorded content for this workshop.</i></p>	 
T3.5	<p>LEVELS 9-11 SCHOOL LEADERS</p> <p>Embedding Skills and Transforming Curriculum: A Luther Story <i>Stephen Frigo, Luther College</i></p> <p>Have you experienced frustrations with incorporating aspects of either the Victorian or Australian curriculum? Interested in how to embed historical skills and processes into your program? Do you prefer a program rich with skill development rather than a 'narrative data-dump'? Come and see how we are attempting to enrich our students at Luther College and walk away with practical strategies for your school.</p> <p><i>Stephen Frigo is the History Levels 9-12 Learning Leader at Luther College. Over the last 12 months, he has coordinated and overseen the redevelopment of History course offerings being launched at Luther College in 2020. Stephen is particularly interested in making historical skills and thinking concepts more visible to students and providing a more consistent 'historical journey' for students during their secondary schooling.</i></p>	  
T3.6	<p>PUBLISHER SESSION LEVELS 7-10</p> <p>Teaching First Nations History: Engage with Confidence <i>Aleryk Fricker, RMIT and Matilda Education</i></p> <p>There is a critical mass of teachers and students calling for the inclusion of accurate First Nations histories in classrooms. With the publication of the Coolangatta statement, the implementation of the Murrung strategy, and the establishment of Indigenous Histories and Cultures as a Cross Curriculum Priority, policy has changed quickly with little regard for teachers who are products of a system that has historically failed to engage with this content. This workshop will provide practical support for teachers seeking to engage with First Nations content and will include samples from Good Humanities.</p> <p><i>Aleryk Fricker is a proud Dja Dja Wurrung man from Melbourne and is a lecturer in Indigenous Education at RMIT University. He is currently completing a PhD focusing on education in a remote Aboriginal community and previously worked as a secondary History, English and Mathematics teacher. Al's research focus is on ways to decolonise education in Australia to support the outcomes of First Nations students and their non-Indigenous peers. Al has a passion for teaching and learning and works hard to share this passion widely. In 2020, Al is working with Matilda Education on the Good Humanities series.</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>	