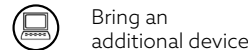








SESSION DESCRIPTIONS AND BIOGRAPHIES

THURSDAY 29 JULY



TIME	SESSION
8.45 am–9.40 am	<b>REGISTRATION</b>
9.45 am–10.05 am	<b>WELCOME AND HOUSEKEEPING</b>
10.15 am–11.05 am	<b>SESSION 1:</b> Please choose one workshop from this session.
T1.1	<p><b>Madame Déficit: Marie Antoinette and the Causes of the French Revolution</b> </p> <p><i>Dr Darius von Güttner, The University of Melbourne</i></p> <p>The 'Madame Déficit' label was perhaps the least offensive of all gendered and abusive epithets that the unforgiving French public threw at the Queen of France. In the court of public opinion, Marie Antoinette was literally branded as the root cause of all ills that befell the French monarchy. She was not the first and the last woman condemned as single-handedly causing a major crisis in history. This presentation will explore the causes of the French Revolution with a specific focus on the role of the Queen in the unfolding revolutionary situation.</p> <p>VCE REVOLUTIONS: FRANCE</p> <p><i>Dr Darius von Güttner is a historian whose work concentrates on European history and, in particular, on violence and the transmission of ideas. His publications include academic books on religiously motivated warfare and historical writing. In addition to publications on the Crusades, he is the author of The French Revolution (2015), published by Cengage, and HTAV's French Revolution Study and Exam Guide. Darius is also a tour leader of biennial history study tours of Austria, Germany, Italy and Poland.</i></p>
T1.2	<p><b>Walk the Talk: Practical Strategies for Implementing Developmental Thinking</b> </p> <p><i>Ben Lawless, Matilda Education</i></p> <p>Great learning happens when we meet students at their 'goldilocks zone' and design learning around what they are ready for. Developmental learning principles can be practically applied in your History class to allow learners to track their own progress and take ownership over their learning. Join Ben Lawless for a developmental learning deep dive into classroom implementation of this cutting-edge technique. He will also show you how the <i>Good Humanities</i> series of books can help you supercharge your students' engagement with History skills and concepts.</p> <p>PUBLISHER SESSION   GENERAL   BYOD</p> <p><i>Ben Lawless is a multi-award-winning teacher, author and researcher at Aitken College. He was introduced to education at the University of Melbourne's Graduate School of Education, specialising in developmental learning theory and assessment. He has produced learning game products and written textbooks, VCAA rubrics, historical fiction for the National Museum of Australia, and numerous articles for teacher professional journals. He presents widely and is passionate about game-based learning and using assessment to improve teaching. He loves sharing his practical materials.</i></p>
T1.3	<p><b>Google Workspace for Education: Google Classroom and Slides</b> </p> <p><i>Jessica Curtis, St Mary MacKillop College, Swan Hill</i></p> <p>Using technology to teach became a requirement in 2020. In this workshop, teachers discover the advantages of using Google Workspace for Education, particularly Google Classroom and Google Slides. Become familiar using Google Classroom as more than a place to simply share resources. Personalise your Google Classroom and create and differentiate assignments using the rubric function. Use Google Slides to create digital worksheets to be shared with students on Google Classroom. This workshop will suit beginners as well as those experienced with technology. Teachers will be able to start creating resources with support.</p> <p>LEVELS 7-10   GENERAL   BYOD</p> <p><i>Jessica Curtis is in her ninth year of teaching and has been working with Google Workspace for Education for over four years. She has completed Google for Education Certification Level 1 and Level 2. A passionate advocate for the use of technology in the classroom, Jessica hopes to share the knowledge she has gathered to assist all teachers in building their own repertoire.</i></p>

<p>T1.4</p>	<p><b>Apartheid in South Africa</b>  <i>Stephen White, Oxley Christian College</i> <span style="float: right;">V</span></p> <p>This session will be helpful to anyone planning on teaching apartheid in South Africa as part of Twentieth Century History Unit 2 (AOS2: Challenge and Change). It will include suggestions for teaching key knowledge, skill development, learning activities and assessment ideas.</p> <p>VCE TWENTIETH CENTURY HISTORY   VCE MODERN HISTORY</p> <p><i>Stephen White is an experienced VCE History teacher and Head of Humanities at Oxley Christian College. He is a contributing author to the HTAV Modern History textbook series and a regular HTAV presenter.</i></p>
<p>T1.5</p>	<p><b>Kinesthetic History!</b>  <i>Joseph Mayus, Narre Warren South P-12 College</i> <span style="float: right;">M G</span></p> <p>Getting students moving is not just about making the classroom fun—it's about creating memorable lessons and meaningful choices that reinforce core skills. In 'Kinesthetic History!' we will explore practical and strategic ways to get students moving in the History classroom. The goal is to walk away with at least three or four core strategies to teach contestability, source analysis and historical context, and another 8-10 lesson ideas to use kinesthetic activities to reinforce historical knowledge. You will also be resourced with a few bonus documents that could make your Levels 7-10 History curriculum even better.</p> <p>LEVELS 7-10   GENERAL</p> <p><i>Joseph Mayus has taught for 12 years and has been a Humanities coordinator at two schools. He is passionate about developing his teachers' toolbox of strategies to make History a student's favourite subject. Joseph is particularly passionate about developing an engaging, hands-on curriculum in Years 7-10 so that it is both exciting for students and supportive of VCE skills. Joseph has a specialty in oral history earned at the University of Arizona, and particular interest in early Middle Ages and Byzantine history.</i></p>
<p>T1.6</p>	<p><b>Writing Like a Historian</b>  <i>Ian Lyell, Camberwell Girls Grammar School</i> <span style="float: right;">V</span></p> <p>Every VCE History teacher wants their students to write better. We feel such joy at hearing young people grapple with complex, new ideas in the classroom, and then we feel their disappointment when they struggle to articulate their ideas precisely and clearly in writing. In this session, Ian will share a range of practical strategies to help students develop their writing skills in VCE History: Revolutions. He will draw mostly on examples of questions, activities and student writing about the Russian Revolution, but the advice and activities are equally applicable to all four revolutions.</p> <p>VCE REVOLUTIONS</p> <p><i>Ian Lyell is Head of History at Camberwell Girls Grammar School. He has 11 years' experience teaching History at every level, from Years 7 to 12, and is particularly passionate about how a better understanding of modern history helps equip students to understand and respond to injustice in the contemporary world. Ian is a contributing author to HTAV's Study and Exam Guides.</i></p>
<p>T1.7</p>	<p><b>Student Agency and Selecting Your Angle</b>  <i>Tom Hopwood, Lalor Secondary College</i> <span style="float: right;">V</span></p> <p>Fostering deep student engagement while ensuring curriculum requirements are met can pose its challenges for VCE History teachers. With a mind to student agency and the development of critical and efficient planning strategies, teachers can increase the engagement of their VCE History students. In this workshop, teachers will master strategies for effective planning of the VCE syllabus for any of the options in the VCE History Study Design. Teachers will practise tools that encompass student choice of content and depth studies. Teachers can now plan so that they do not have to leave out a topic they or their students are most passionate about, just because the textbook does not cover it.</p> <p>VCE</p> <p><i>Tom Hopwood has taught for nine years, covering every place and period from Timbuktu to Traralgon, and Mesolithic bones to mining Ballarat. If he doesn't know it, he left the podcast on and fell asleep, or woke up with the book on his head. Tom is someone who truly lives and breathes history, leather brogues over sneakers, antiques over Ikea—whatever 'historical literacy' means, it's probably on a shelf in his house somewhere. He combines this with his passion for neuroscience and cognitive development, as well as his expertise as a Literacy Intervention teacher, to bring you the full gamut of knowledge in teaching History.</i></p>
<p>11.10 am–11.50 am</p>	<p><b>MORNING TEA</b></p>

12.00 pm–12.50 pm <b>SESSION 2:</b> Please choose one workshop from this session.	
T2.1	<p><b>Digital Object-based Learning from School to University</b> <span style="float: right;"> </span>  <i>Dr Monique Webber, The University of Melbourne</i></p> <p>Object-based learning brings history to life—but what if materials are inaccessible? COVID-19 only exacerbated our frequent separation from primary sources. In Ancient World Studies at the University of Melbourne, digital object-based learning offers students access to fundamental sites and objects. Creative and profession-relevant methodologies, including object biography, promote agency and purpose crucial for first-year students navigating their tertiary transition. Sharing these practices articulates learning trajectories for students across their education journey. In this workshop, participants will gain an insight into tertiary pedagogy. They will acquire strategies that encourage students to not only engage, but also thrive, in multidisciplinary learning.</p> <p>GENERAL   BYOD</p> <p><i>Dr Monique Webber is a teaching specialist (Ancient World Studies) at the University of Melbourne. She has a decade's experience in teaching first- to third-year students, with a focus on multidisciplinary and career-relevant engagement. Her teaching philosophy embraces technology, object-based learning and inquisitive models to create exciting virtual and physical learning environments. Monique enjoys sharing her work and frequently presents workshops to colleagues. Academic engagement is a central part of Monique's practice, and she is currently developing digital object-based learning resources that will introduce tertiary pedagogy to VCE History students.</i></p>
T2.2	<p><b>History as Another Language</b> <span style="float: right;"> </span>  <i>Jessica Bishop, Adam Given and Alexis Watson, Norwood Secondary College</i></p> <p>Alexis, Adam and Jess will run a workshop that focuses on addressing the needs of EAL learners in the history classroom. The session will explore some of the challenges that EAL learners face, and will unpack some of the features of the new curriculum. Teachers will take away practical strategies to support a range of EAL learners in their classes, allowing them to offer effective differentiation to students in the History classroom.</p> <p>GENERAL   BYOD</p> <p><i>Jessica Bishop is currently an English and English Language teacher at Norwood Secondary College, where she also serves as the EAL Coordinator. Jess oversees the implementation of the new EAL curriculum across all subjects. Her tertiary background in linguistics has served as an invaluable entry point for the differentiation of tasks for EAL learners across many subject areas. Jess has also previously been involved in judging HTAV's National History Challenge.</i></p> <p><i>Adam Given is a teacher at Norwood Secondary College, teaching both Year 12 History and Year 12 English. Adam is a trained EAL teacher and taught English to secondary students in Zumali, a small village in Timor Leste. Adam is heavily involved in the promotion of History, having assisted in judging the HTAV National History Challenge for several years. Adam has presented at the HTAV Annual Conference in the past with a focus on literacy.</i></p> <p><i>Alexis Watson is currently on maternity leave from Norwood Secondary College where she teaches History, English and English Language. Alexis is a former member of the HTAV Board (2011–2019) and was heavily involved in the promotion of history competitions, particularly the National History Challenge, as a judge and then coordinator. Alexis regularly presents at the HTAV Annual Conference with a particular focus on literacy.</i></p>
T2.3	<p><b>Women in the French Revolution: Their Words, Art, Symbolism and Activity</b> <span style="float: right;"> </span>  <i>Adrian Puckering, Ilim College</i></p> <p>Women were active participants and eyewitnesses of the French Revolution; this workshop explores many of these eyewitness accounts. The workshop also explores the paradoxes of the revolution, notably how male revolutionaries refused to grant equal political rights, yet feminine representations of revolutionary ideals abounded.</p> <p>VCE REVOLUTIONS: FRANCE   BYOD</p> <p><i>Adrian Puckering has taught VCE Revolutions for over 20 years as well as at leading various History departments. Adrian has contributed to numerous HTAV textbooks and has been Deputy Principal, Director of Learning and Associate Director at Monash University. Adrian has presented at HTAV Student Lectures in Revolutions as well as HTAV conferences in previous years.</i></p>

<p>T2.4</p>	<p><b>Handling History: Activities That Promote Active Learning</b> <span style="float: right;"><b>M</b></span>  <i>Hermione Higgins and Sarah Van de Wouw, Eureka Centre Ballarat</i></p> <p>Eureka Centre encourages young people to engage with Australia’s colonial history through its Eureka Education programs. A range of interactive activities and a ‘hands-on history’ approach help students explore voices of the past and, in doing so, find their own. Strongly grounded in the Australian Curriculum, students participate in programs that promote imagination, active participation, historical awareness and an understanding of contemporary museum practices. Join Hermione and Sarah from the Eureka Education team for this interactive workshop in which they explore some of their onsite program elements and how they can be adapted for the classroom.</p> <p>LEVELS 9-10</p> <p><i>Hermione Higgins is an educator with a passion for cross-curriculum programming and engaging content development. Hermione completed her Bachelor of Arts with a focus on Australian history and community engagement with cultural institutions. She went on to complete a Master of Teaching in South Australia and worked in education programs across multiple institutions, including the Migration Museum in Adelaide, the Centre of Democracy, and the University of Adelaide. Hermione is currently the Education and Public Programs Officer at Eureka Centre Ballarat, where she uses her love for historic exploration and active learning to encourage student voice and participation.</i></p> <p><i>Sarah Van de Wouw began her career in the performing arts industry as a producer and performer. Sarah completed her Master of Teaching in 2016, beginning her teaching career as Lead Engagement Teacher for Federation University. Sarah specialised in re-engaging high-school-aged students who were at high risk of disconnecting with the education system. Sarah used these skills to write and deliver Kryal Castle’s hands-on education program and is now employed as Eureka Centre’s Education and Public Programs Officer. Sarah combines her passion for engaging diverse audiences and knowledge of curriculum to create content that ignites the imagination of the students she teaches.</i></p>
<p>T2.5</p>	<p><b>Preparing for the 2022–2025 Study Design</b> <span style="float: right;"><b>V</b></span>  <i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>This session will unpack the new 2022–2026 VCE History Study Design with a focus on what has changed and what you need to know to prepare for 2022. It will focus on two different aspects of the new Study Design—first, its articulation of historical thinking, and second, the new structures and options for content across every option for study, specifically focusing on the two areas with major changes (Empires and Australian History).</p> <p><i>Note: This session is a repeat of the session presented at the 2021 HTAV VCE History Conference.</i></p> <p>VCE AUSTRALIAN HISTORY   VCE EMPIRES</p> <p><i>Ashley Keith Pratt is Vice-President of HTAV and Executive Director of Curriculum, Pedagogy and Innovation 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>
<p>T2.6</p>	<p><b>Retrieval Practice in the History Classroom</b> <span style="float: right;"><b>G</b></span>  <i>Richard Murgatroyd, Bacchus Marsh Grammar</i></p> <p>How can we use retrieval practice effectively in the History classroom? This workshop will look over the theory underpinning retrieval practice and show how we can turn the abstract into tangible teaching and learning for the benefit of all students. The session will also demonstrate how we can structure historical knowledge to embed greater understanding of the subject. There will be practical takeaways that can be used in the classroom immediately.</p> <p>GENERAL</p> <p><i>Richard Murgatroyd is the Assistant Head of Humanities at Bacchus Marsh Grammar. He has been teaching for 25 years—20 of which as Head of History in a successful secondary school in Leeds, England. He was also History Lead for a citywide learning partnership and facilitated professional development for subject heads.</i></p>
<p>T2.7</p>	<p><b>Aboriginal Ideas and Practices Managing Land, and Deep Time to 1901</b> <span style="float: right;"><b>V</b></span>  <i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>This lecture will explore Aboriginal ideas of land in traditional times, as far as we can know it, and their land use and management through fire, hydraulic engineering, quarrying and seed culture. It will examine how use was disrupted by colonisation, and the responses and adaptations Indigenous people made to these challenges to their occupation and use of land. It will also suggest how to transition on this theme to the new Study Design for 2022.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Richard Broome AM is the current Patron of HTAV and Emeritus Professor of History at La Trobe University. He has lectured for HTAV for over 30 years and to school students for 40 years. He is the author of 14 books including Aboriginal Australians (2010, 4th ed.) and Aboriginal Victorians (2005). His recent books include Naga Odyssey: Visier’s Long Way Home (2017) (written with Visier Meyasetsu Sanyū), which now has an Indian edition; the fifth edition of Aboriginal Australians (2019); and Mallee Country: Land, People, History (2020), co-written with three colleagues. Richard is currently co-editor with Ashley Keith Pratt of the four volume Year 12 text series Analysing Australian History (CUP, in press 2021).</i></p>

1.00 pm–2.00 pm

**KEYNOTE PANEL - Helping History Flourish**

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

Gerry will draw on his experiences as a teacher and his leadership in both schools and in curriculum and assessment design at the state and national level to explore the features and strategies that will help History flourish.

*Gerry Martin is Curriculum Manager for 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.*



*Emeritus Professor Peter McPhee AM, The University of Melbourne, and Chair of the History Council of Victoria*

Reflecting on the place of History in schools and universities across the 50 years since around 1970 confronts us with a paradox. Although there has been a pronounced long-term decline in the percentage of eligible students taking studies in History, the curriculum has never been richer in choice and content, and students are today taught with more imagination and at least as much flair and commitment as ever. How might bodies such as the History Council of Victoria enhance the standing of 'historical literacy' in schools and more broadly?

*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), Liberty or Death (2017), and The French Revolution, 1789–1799 (2016). He is also Chair of the History Council of Victoria.*



*Natalie Charles, Principal, Mentone Girls' Grammar School*

Sixty years ago, President Dwight Eisenhower in his farewell address to Congress warned that the 'prospect of domination of the nation's scholars by Federal employment, project allocations and the power of money' was a threat to be 'gravely' regarded. 'In holding scientific research and discovery in respect,' he noted, 'we must also be alert to the equal and opposite danger that public policy could itself become the captive of the scientific-technological elite'.

Thus, the study of History in schools becomes one of the key means by which we establish the 'alert and knowledgeable citizenry' that Eisenhower saw as essential to countering the ubiquity of the scientific-technological machine. In remaining firmly focused on a liberal, humane, pre-vocational education we, thus, serve the higher ideals of our calling by aspiring to a society that is not merely civil, but also good.

When History flourishes in schools, society flourishes. If education is essentially about transformation, about the slow movement towards becoming, then we all have a part to play in bringing our young people into an authentic human community and its history.

*Natalie Charles commenced her role as Principal of Mentone Girls' Grammar School in 2020. Natalie's career began as a teacher of English and Literature at Melbourne Grammar School where she went on to hold several senior roles, including Head of Deakin House and Director of Staff. Following this, she assumed the position of Head of Senior School at Carey Baptist Grammar School where she was responsible for the delivery of a quality education to more than 800 senior school students, and for the leadership, management and development of their teachers. Natalie believes that at their core, schools need to address the fundamental need that all young people have for purpose, meaning and belonging, which, in turn, instils hope of the kind that will enable them to transcend the often-vexed parameters of our time.*





*Erin Crook, VCE History Teacher, FCJ College Benalla*

From 'but History won't get me anything' to 'History is for me', the joys of teaching History can be exhilarating. To see the joy on our students' faces and the 'aha' moments are the reasons we teach the subject that we love. However, why do we always seem to have to justify why History is so important to our students' development, both academically and as global citizens? How can we as History teachers ensure our students want to know what has come before us and how this can help in what will come in our future. What did we do at FCJ College to recapture our students' love for History and commitment to VCE History going forwards?

*Erin Crook has been teaching within a secondary school setting for six years and has taught junior school History through to VCE History: Revolutions. Prior to becoming a teacher, Erin worked in the travel industry and in recruitment, and feels this experience has made her a well-rounded teacher with many life experiences to share with her students. Erin's passion for doing things differently and ensuring her students are always guessing what is coming next is what drives her to be the best teacher she can.*



2.00 pm–2.40 pm	<b>NETWORKING LUNCH</b>	
2.45 pm–3.00 pm	<b>EXHIBITOR PASSPORT PRIZE DRAWS</b>	
3.10 pm–4.00 pm	<b>SESSION 3:</b> Please choose one workshop from this session.	
T3.1	<p><b>"Why History Matters". How we Increased History Numbers at my School</b>  </p> <p><i>Sophia Marsden-Smith, Williamstown High School</i></p> <p>How can teachers help to lift History's place in their schools and really make a difference to History enrolments? In this workshop, Sophia will share the strategies and approaches that helped increase the VCE History numbers at her school. In particular, the selection of Units 1 and 2 History subjects that lead students into Units 3 and 4 in a chronological and coherent way has made a huge difference. There isn't a History-building formula that will work in every school setting but this workshop will demonstrate the difference teachers can make. Leadership support together with an unwavering passion to see History flourish are vital, especially at a time when Australia's focus on STEM is filtering into our schools. It is up to us as History teachers to 'fight the good fights' and show why History matters.</p> <p>VCE   BYOD</p> <p><i>Sophia Marsden-Smith is a passionate History teacher in her seventh year of teaching. She previously studied VCE Revolutions at school for France and Russia, and then went on to study a Bachelor of Arts majoring in English literature and History at the University of Melbourne, writing her honours thesis on Shakespeare. Sophia studied the French Revolution with Emeritus Professor Peter McPhee AM and the Russian Revolution with Professor Stephen Wheatcroft. She also tutored privately and at the university's residential colleges while she was studying.</i></p>	
T3.2	<p><b>Building Confidence with Source Analysis from Year 7 Onwards</b> </p> <p><i>Katrina Davey, St Catherine's School</i></p> <p>Source analysis is one of the most important skills required for students of History, but many of them struggle with it. Do you wish your students could learn to initiate their own analytical responses in class? This session will provide practical strategies to assist with the sequencing of skills year on year, ensuring a continuous progression of source analysis is achieved from Year 7 onwards. Suggested templates and acronyms that help students analyse sources and perspectives while also embedding important literacy skills will be discussed. Examples and case studies aligned to the Victorian Curriculum will be presented to help students at all year levels build confidence with source analysis.</p> <p>GENERAL</p> <p><i>Katrina Davey has taught History and Geography at all secondary year levels, including VCE Revolutions. She has also been a Humanities faculty leader at two schools over the past decade. Katrina thoroughly enjoys taking an interdisciplinary approach to her teaching to engage students in the narrative of history. Katrina has contributed her ideas regarding historical concepts and differentiation to various education periodicals. She is the author of HTAV's French Revolution: Student Workbook and is a contributing author to the forthcoming second edition of the Oxford Big Ideas Humanities 7–10 series.</i></p>	
T3.3	<p><b>Skills to Save You in the Senior Years!</b>   </p> <p><i>Meaghan Ryan and Kirk Thomson, St Bede's College</i></p> <p>We're bringing you resources to help students understand the skills of source analysis, extended responses and essays in the middle to senior 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 adaptable resources that help students unpack the skills from Years 9 to VCE in your classroom. Whether you are teaching Revolutions, the Vietnam War or the Holocaust, this session will give you the tools to incorporate skills into your classroom.</p> <p>LEVELS 9–12   BYOD</p> <p><i>Meaghan Ryan is a History and English teacher at St Bede's College. Over the last seven years she has taught a variety of History classes from Years 7–11 and is currently teaching Years 9, 10 and 11 History. Meaghan presented at the HTAV Middle Years Conference in 2019 and was approached by Oxford University Press to work on a new series of textbooks and workbooks. Meaghan is passionate about teaching her students the skills of History in an engaging way, as well as scaffolding the skills required for VCE. She thinks that sharing ideas and resources makes us all better educators!</i></p> <p><i>Kirk Thomson is a History and Mathematics teacher at St Bede's College in Mentone. Into his fifth year of teaching, he currently teaches Years 10, 11 and 12 Revolutions. Kirk's HTAV presentation in 2019 attracted the attention of Oxford University Press, and he has been working with them on a series of textbooks and workbooks. Kirk's enthusiasm has seen him trial a range of interactive activities and debates to engage students in his classroom. Though he has sometimes failed, this means he can help you not to! He will provide you with his top History resources and ideas.</i></p>	

<p>T3.4</p>	<p><b>Ukraine’s Holodomor 1932–1933: Stalin’s ‘Final Solution’</b> <span style="float: right;"> </span>  <i>Andrew Pycrz, Lyndale Secondary College</i></p> <p>Before the Holocaust, there was Ukraine’s Holodomor of 1932–1933, which aborted this nation’s brief renaissance during the New Economic Policy (NEP) years. Certainly, for Ukrainians, the historical significance of the Holodomor mirrors that of the Holocaust for Jews. Why did Stalin engineer an artificial famine that targeted Ukraine in particular, killing millions of its peasantry? However, unlike the Holocaust, why does the Holodomor remain in relative obscurity even now given its magnitude as Stalin’s apocalyptic war against the largest non-Russian republic in the USSR?</p> <p>VCE   GENERAL</p> <p><i>Andrew Pycrz has been a prolific contributor to the HTAV journal Agora on themes relevant to Twentieth Century History, Revolutions and Ancient History. In addition, Andrew wrote Chapter 6, ‘The USSR: From Lenin’s NEP to Stalin’s Collectivisation’, in HTAV’s 2016 edition of Twentieth Century 1: Between the Wars.</i></p>
<p>T3.5</p>	<p><b>Teaching Perspectives Using Protest Music</b> <span style="float: right;"> </span>  <i>Paul Rossiter, Loreto Mandeville Hall, Toorak</i></p> <p>Not only is music the soundtrack of our lives, but also it provides a running commentary of the cultural and political issues of the day. Songs are wonderful primary sources that teachers can use to help make content more engaging. Paul will discuss where and how he has implemented protest music into the many levels of the curriculum, while also examining the results.</p> <p>LEVELS 7-11</p> <p><i>Paul Rossiter is currently Head of Humanities at Loreto Mandeville Hall, Toorak. He has worked as a teacher of English and History for over a decade in multiple Melbourne schools. His passion is modern history and focusing on the perspectives that have often been overlooked. Any spare time he has involves listening to 90s music and perusing the deep, dark web for obscure propaganda from the twentieth century.</i></p>
<p>T3.6</p>	<p><b>The History Writing Revolution</b> <span style="float: right;"> </span>  <i>Gordon Brown, The University High School</i></p> <p>Our students often struggle to put complex ideas on paper. They need the skills to take the knowledge and analytical content that is in their head and embed them in well-constructed pieces of writing. This is necessary for success in their education and in their careers. Based on the research and practice of Judith Hochman, The Writing Revolution is the perfect tool at any year level for developing writing skills in a History classroom, where it is often most important. We will explore sentence-level and paragraph-level construction, embedded in historical content, to reinforce grammar and literacy in every session. This presentation will provide you with an instantly usable framework and a multitude of lesson ideas to help students become better historical writers.</p> <p>GENERAL   BYOD</p> <p><i>Gordon Brown was born and educated in Canada and has taught both History and English in several countries. Gordon has since made his home in Australia. Having taught for over 10 years, Gordon has been a Humanities domain head before transitioning into the state system where he is now part of an exciting and student-focused team of teachers. Gordon believes that writing and literacy must be embedded throughout the curriculum and cannot simply be the burden of English teachers. Currently, he is assisting the development of a History-based literacy program in the Humanities Department using The Writing Revolution.</i></p>
<p>T3.7</p>	<p><b>The Vietnam War Firsthand Workshop</b> <span style="float: right;"> </span>  <i>Dr Rebecca Cairns and Dr Kerri Garrard, Deakin University</i></p> <p>In this workshop you will explore resources and activities for investigating the Vietnam War, based on the new Vietnam War Firsthand Teaching and Learning Resource. Developed as an initiative of the Victorian Government, the resource complements the Vietnam Veterans Association of Australia guest speaker program in schools but can be used in multiple ways. The History educators who developed the resource will share opportunities for taking an intercultural approach to engage students with multiple perspectives and contested narratives.</p> <p>VCE   LEVELS 9-10</p> <p><i>Dr Rebecca Cairns transferred her love of History education as a secondary school teacher to education research and pre-service teacher education. Currently based at Deakin University, her History curriculum research explores the diversification of historical narratives and perspectives, and she also investigates how teachers and students experience learning and teaching in History. Rebecca has presented at HTAV conferences and written for Agora.</i></p> <p><i>Dr Kerri Garrard’s career in History education spans over 25 years in secondary schools. She currently teaches in History curriculum and pedagogy and Humanities and History curriculum inquiry in pre-service teacher education at Deakin University. Her research interests include History curriculum and pedagogy, exploring interculturality as a lens for History teaching and learning, and the health of History in Australian schools. Kerri has presented at HTAV in the past and at international education conferences and has written for Agora.</i></p>
<p>4.10 pm–5.30 pm</p>	<p><b>NETWORKING DRINKS</b></p>