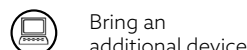








SESSION DESCRIPTIONS AND BIOGRAPHIES


WEDNESDAY 28 JULY









TIME	SESSION
8.45 am–9.40 am	REGISTRATION
9.45 am–10.05 am	WELCOME AND HOUSEKEEPING
10.15 am–11.05 am	SESSION 1: Please choose one workshop from this session.
W1.1	<p>Writing in History </p> <p><i>Jessica Bishop, Adam Given and Alexis Watson, Norwood Secondary College</i></p> <p>Alexis, Adam and Jess will run a practical workshop that focuses on embedding ‘Writing to Learn’ literacy strategies in the History classroom. These strategies will cater to all academic levels and can be adapted to suit the needs of students in Year 7 through to Year 12. It is hoped that attendees will take away new approaches to add to their Teaching and Learning Toolbox, as well as the confidence to address literacy and writing as part of their curriculum. This session will focus primarily on listing and creative and reflective writing strategies to improve student understanding of historical content.</p> <p>GENERAL</p> <p><i>Jessica Bishop is currently an English and English Language teacher at Norwood Secondary College, where she also serves as the English as an Additional Language (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>
W1.2	<p>Time Travel Ticket to the Trenches of World War I </p> <p><i>Julie Butt-Henley, Nagle College Bairnsdale</i></p> <p>Are your World War I (WWI) students disengaged? Students love stories, true stories and personal stories—stories that bring history to life, and stories to which students can relate. Give your students the ‘ticket’ to time travel—the tools for them to dig deeper into WWI history—by dangling the curiosity carrot in front of them. In this session, Julie will share a plethora of stories from WWI and how to deliver enticing pieces of the puzzle to activate student interest and engagement, and ultimately piece together the larger picture of WWI from a well-researched historic perspective.</p> <p>LEVELS 9-10 BYOD</p> <p><i>Julie Butt-Henley has loved teaching Australian war history for more than a decade. In that time she has mentored students in the Premier’s Spirit of Anzac Prize and had students travel as finalists and recipients every year. Julie travelled as a teacher chaperone with the Spirit of Anzac Prize in 2015 to Lemnos, Gallipoli, Belgium and France. This amazing educational experience radically deepened her understanding and improved her teaching of the enormity of WWI. In 2017, she returned to Europe, travelling extensively along the Western Front and staying in Ypres for the centenary of Passchendaele. As a passionate Australian war History teacher (WWI and World War II), Julie’s elective classes are all ‘booked out’. She also writes and coordinates all Anzac Day and Remembrance Day commemoration services for her school, which was runner-up for the Anzac Day Schools’ Awards in 2018. As a volunteer member of the Bairnsdale RSL Committee of Management, Julie builds wider links with the veteran community. Her students are actively engaged and love ‘time travelling to the trenches’ in search of historic truth.</i></p>

W1.3	<p>Flipped Learning for Revolutions to Enhance Classroom Engagement  </p> <p><i>Chrissie Rowland, St Joseph's College, Newtown</i></p> <p>Do you feel like there is never enough time to get through the Revolutions course? Feel free to join this session aimed at VCE teachers who wish to see how flipped learning can give them more time for discussions and writing practice in class. In this practical workshop, you will look at how Microsoft OneNote and similar digital platforms enable flipped learning, observe a sample of Units 3 and 4 that have been flipped, and try out literacy activities and worksheets that build on academic writing skills and response structure. Additionally, the session will offer ideas on how your students can use their flipped learning notes to construct visual tools, study cues or tech resources. Student exemplars will also be provided.</p> <p>VCE REVOLUTIONS BYOD</p> <p><i>Chrissie Rowland has been an avid teacher of Humanities subjects since her graduate year in 2014, specialising in VCE History from 2018 onwards. She is committed to creating a memorable and productive exploration into the past by combining historical evidence with technology and sensory experiences. Further, Chrissie utilises her 'Literacy for Learning' certification to develop effective strategies that help students feel a sense of accomplishment as they learn how to write more academically. As a Project-Based Learning trainer and digital leader at St Joseph's College, she provides ongoing professional development to colleagues. Currently, Chrissie teaches VCE Revolutions and Twentieth Century History, as well as Units 1 and 2 Business Management.</i></p>
W1.4	<p>Bronze Age to Bunnings: Potsherds Five Ways </p> <p><i>Dr Sharyn Volk, Hands-on-Humanities Project</i></p> <p>In this hands-on workshop, discover how a simple potsherd can inspire your students to enthusiastically participate in a range of cross-disciplinary activities that will develop their observational, analytical and interpretation skills. Channel your inner archaeologist as you handle authentic ancient world sherds and those that are not so old. We will work through a recipe list of potsherds done five ways, each intended to be served as single dishes or together as a degustation, and all designed to be transferable across a variety of subject areas proven to engage all types of learners across multiple skill levels.</p> <p>LEVELS 7-9</p> <p><i>Dr Sharyn Volk is an Egyptologist and object-inspired learning specialist with extensive experience working at both secondary and tertiary levels. She is a passionate advocate for students in rural and regional areas who are educationally disadvantaged as a consequence of geographic isolation and lack of opportunities and resources. Since 2016, Sharyn has been leading a University of Melbourne project delivering classes to Levels 7-9 at a group of schools in the Goulburn Valley. In 2020, she co-founded the Hands-on-Humanities Project, a not for profit established to ensure the continuity and expansion of her work with disadvantaged students.</i></p>
W1.5	<p>Making Holocaust Education Work at Your School and For Your Students </p> <p><i>Dr Daphne Cohen, Department of Education and Training, and Lisa Phillips, Jewish Holocaust Centre</i></p> <p>It is now mandatory to teach the Holocaust in Victorian state schools at Levels 9 and 10. Together with a team of expert educators, Daphne and Lisa have created a comprehensive resource on FUSE, including guidance, curated resources and lesson plans for teachers to use in their classrooms. This workshop will give teachers the confidence, tools and resources to teach the Holocaust in an engaging and meaningful way in their school.</p> <p>LEVELS 9-10</p> <p><i>Dr Daphne Cohen is an experienced educator and manager of the Learning Design and Innovation Unit within the Department of Education and Training Victoria. Her unit supports the teaching of the Humanities, the four curriculum capabilities and the cross-curricular priority areas of the Victorian Curriculum F-10. This is done by providing illustrations of exemplary practices, creating and publishing quality learning and teaching resources, and designing professional learning opportunities to build workforce confidence and capability in the delivery of these learning areas. In 2020, Daphne worked with 13 other organisations to develop the Holocaust education guidance and teaching and learning resources for Victorian state secondary schools.</i></p> <p><i>Lisa Phillips has over 25 years' teaching experience as a History teacher in Victorian schools. She holds a Master of Education and has a special interest in making the learning experience effective. Lisa was Head of Education at the Jewish Holocaust Centre in Melbourne from 2014 - June 2021 and is currently a pedagogical specialist at the museum. In 2020, was the co-chair of a working group creating Holocaust curriculum for Years 9-10 in Victorian state secondary schools.</i></p>
W1.6	<p>Approaching the New Australian History Course: Custodianship to the Anthropocene 60,000 BCE - 1901 </p> <p><i>Robert Lewis, History Resource Developer</i></p> <p>Australian environmental history is a new focus for most teachers. This session will look at possible resources, classroom activities, key documents and images, revealing case studies, possible insights and pitfalls, myths, omissions and dilemmas that might help teachers in developing their own approaches.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Robert Lewis is a former History teacher who has over the last 30 years been involved in developing practical classroom resources in the discipline.</i></p>

W1.7	<p>The Past Powering the Future at Parkville College M G</p> <p><i>Ralph Jackman, Parkville College</i></p> <p>Is History 'useless and boring'? We hear this from our students at Parkville College. In response, we have adopted a new 'Past Powering the Future' approach. This method supplements school History by incorporating the many ways we all engage in historical argument outside the classroom. From writing a cover letter for a dream job, to calling for an Indigenous voice to parliament, we are constantly drawing on the past and key historical thinking skills to affect the future. At Parkville, this new approach has boosted student confidence while challenging the 'useless and boring' refrain. Students who once claimed that History won't get them a job now view it as practical, relevant and even essential.</p> <p>LEVELS 7-10 GENERAL</p> <p><i>Ralph Jackman entered the teaching profession in 2021 after 25 years as a journalist in Australia, London and New York. Ralph has swapped the rollercoaster ride of working in newsrooms for the rollercoaster ride of teaching students at Parkville College. While a handful of his students are history buffs, many have little or no desire to engage with the subject. 'History won't get me a job,' they claim. Drawing on his experience as a journalist, Ralph has set himself the challenge of convincing them otherwise.</i></p>
11.10 am–11.50 am	MORNING TEA
12.00 pm–12.50 pm	SESSION 2: Please choose one workshop from this session.
W2.1	<p>Whoosh! Drama Techniques for Comprehending Historical Sources and Events G</p> <p><i>Dr Katrina Burge, The University of Melbourne</i></p> <p>To thrive in a History classroom, students and teachers need to master names, events, documents and much more, but many of us struggle to comprehend and remember this vast amount of information. Deploying embodied pedagogy to help students think with their bodies, and not just their minds, is a creative, engaging and fun way to embed historical knowledge and thinking for all students, including those facing literacy and reading challenges. This session explores how using drama techniques such as soundscapes, the Royal Shakespeare Company's 'Whoosh', and multi-perspective standpoint activities can increase historical knowledge and skills, while boosting student confidence and engagement.</p> <p>GENERAL</p> <p><i>Dr Katrina Burge is a medieval historian whose university teaching experience includes King Arthur, Vikings, witches, Old Norse, 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 second-year teacher candidate at the University of Melbourne.</i></p>
W2.2	<p>The Science of Learning and History G</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar, and James Sach, Goulburn Valley Grammar School</i></p> <p>The 'science of learning' is a cross-disciplinary field of study that draws on neuroscience and cognitive psychology to inform pedagogical practice. This session will give attendees an overview of key science of learning approaches, with a focus on cognitive load theory, and how they can be used to supercharge your History classrooms.</p> <p>GENERAL</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><i>James Sach is a learning leader at Goulburn Valley Grammar School. Over the past two years, James has partnered with the University of Queensland's Science of Learning Research Centre to investigate student knowledge and the use of effective learning strategies, as informed by cognitive psychology, in his school. James is also involved in making educational research relevant and accessible to colleagues at Goulburn Valley Grammar.</i></p>
W2.3	<p>Rights and Freedoms: Weaving Australian Experiences with the World M </p> <p><i>Kara Taylor, Irymple Secondary College</i></p> <p>This session will look at the Rights and Freedoms curriculum at Levels 9 and 10. We will explore ways to include authentic Indigenous voices and experiences, and look at the fight for rights and freedoms from all over the world—both in the past and today. Ideas for assessment tasks and resources will also be shared.</p> <p>LEVELS 9-10 BYOD</p> <p><i>Kara Taylor has been teaching History for 15 years. Kara's passion is for Indigenous history, Australian history and all things history. Kara likes to think that she can change the world, one History class at a time, and that you can too.</i></p>

<p>W2.4</p>	<p>Ready, Player One! Videogames in the History Classroom M G <i>Kate Ficai, Jessica Kemp and Vincent Trundle, ACMI</i></p> <p>In this workshop, you will explore and play historical video games that venture into ancient Egypt, Greece and Rome, as well as a narrative game that supports the teaching of historical skills. We will also introduce you to ACMI's extensive education resource library, which includes access guides and footage to support your teaching of Australia at War and Rights and Freedoms in Years 9 and 10.</p> <p>ACMI now has free teacher memberships! Come along to find out more and meet your brand-new museum of the moving image.</p> <p>LEVELS 7-10 GENERAL</p> <p><i>Kate Ficai is ACMI's Videogames in Education Coordinator. A primary school teacher by trade, Kate came to video games later in life and is now a passionate convert to the medium and its potential to engage young learners.</i></p> <p><i>Jessica Kemp is a secondary school teacher of History and Media and ACMI Education's web content developer. Jessica is passionate about bringing history to life through the moving image, and works at ACMI developing online content designed to give students a window into the past.</i></p> <p><i>Vincent Trundle is the Senior Digital Educator at ACMI. Vincent has a wealth of experience teaching various subjects through the modes of video games, augmented reality and emerging technologies.</i></p>
<p>W2.5</p>	<p>1914-1918, 1919 and COVID-19: Counting Human Costs M  <i>Dr Rosalie Triolo, Faculty of Education, Monash University</i></p> <p>History teachers dabble in numeracy without realising. If they avoid it, they need not, and should not, because activities can be easily introduced to the benefit and surprise of students and as further affirmation of History education's value in any school's timetable and in 'life'. There are now also some simple historical numeracy teacher supports. In 2020, Rosalie wrote two units for the Department of Education and Training. One offers historical background and simple activities using and comparing WWI, Spanish flu and contemporary COVID-19 statistics. Moreover, it explains how teachers and students might perform the calculations, while also providing 'answers'.</p> <p>LEVELS 9-10 BYOD</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; writes student, teacher and scholarly items for primary, secondary and tertiary audiences; and has won numerous awards for publications, presentations and service. She is a two-term past president of HTAV, having served on the Board for over 30 years, a contributor to the life of numerous state and national education and historical bodies, and an elected councillor and Fellow of the Royal Historical Society of Victoria. In 2014, she won the Monash Student Association Outstanding Teaching Award for the Faculty of Education, and was commended runner-up in 2020.</i></p>
<p>W2.6</p>	<p>Exploring American Revolutionary Consequences through Its Contradictions V <i>Gordon Brown, The University High School</i></p> <p>On its face, the American Revolution is often considered simple, yet the consequences of these events are riddled with contradictions that make the exploration of this topic far more difficult than is often suggested. This workshop will examine the way in which the contradictory notions of slavery, hierarchy and liberalism were both unique and necessary to the establishment of the American republic. The aim is to provide teachers of the American Revolution with a more nuanced approach to the Unit 4 area of study.</p> <p>VCE REVOLUTIONS: AMERICA</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>W2.7</p>	<p>Teacher Learning and History Skills M G <i>Michael Spurr, Victorian Curriculum and Assessment Authority</i></p> <p>Join Michael as he introduces the jointly developed HTAV and the VCAA history skills learning resource for teachers of F-10 Victorian Curriculum History. Designed for individual or team professional learning, each module introduces the historical skill in its curriculum context, highlights its relationship with the Achievement Standards and Historical knowledge and situates its development across the continuum of learning. Indicative examples show what students might be expected to do when applying the skill at specific levels, relevant vocabulary and annotated examples of practice enable you to transfer your learning to your classroom.</p> <p>LEVELS 7 - 10 GENERAL</p> <p><i>Michael Spurr has enjoyed a variety of professional experiences across the education sector. Having initially dabbled as a lecturer in History, he took on variety of positions, including Executive Officer, with the History Teachers' Association of Victoria, before working as a publisher of learning resources for school and higher education students. More recently, Michael has taken up a fixed term opportunity as a Curriculum Manager, History and Civics and Citizenship, at the Victorian Curriculum and Assessment Authority.</i></p>

<p>1.00 pm–1.50 pm</p>	<p>KEYNOTE SESSION – Imperial Power Dialogues in Melbourne’s Streets <i>Dr Monique Webber, The University of Melbourne</i></p> <p>Melbourne’s grid layout is famously attributed to Robert Hoddle’s pragmatism—but that is only part of the story. In laying out Melbourne in a grid, with its amenities and public spaces at key locations in the centre and at the periphery, Hoddle simultaneously echoed the blueprint of an ancient Roman colonial town. A template of an ‘ideal’ town manifested Roman identity in its regularity and amenities. Stamped upon newly conquered territories, it enforced colonial power structures across the Empire. Centuries later, baroque cities reinvigorated typically Roman ideals to claim supremacy over past, present and future. By overlaying the lands of the Kulin nations with this urban design, Hoddle, in turn, cast the British Empire as the latest successor of the Roman Empire and Melbourne as the passive recipient of its imperial authority. At no point in its history was this urban design mute. As the viewer engaged with sightlines leading to monuments, and moved from one location to the other, they invigorated the colonial dialogue and even became complicit in its meaning.</p> <p>This lecture will trace the history of imperial power dialogues and their colonial reinterpretation in nineteenth-century Melbourne to question their significance for the twenty-first century city.</p> <p><i>Dr Monique Webber is a teaching specialist in Ancient World Studies at the University of Melbourne. Her research centres on the effect of urban environments on cultural expression. Embracing international urban cultures from the ancient to the contemporary eras, this focus encompasses Monique’s broader interests in fine art, design and society. Monique’s teaching practice embraces technology, object-based learning, and inquisitive models to create engaging virtual and physical learning environments. She is also active in academic community engagement and contemporary art and architectural criticism.</i></p> 
<p>1.50 pm–2.35 pm</p>	<p>NETWORKING LUNCH</p>
<p>2.35 pm–2.50 pm</p>	<p>EXHIBITOR PASSPORT PRIZE DRAWS</p>
<p>2.50 pm–3.10 pm</p>	<p>VCAA UPDATE AND FREQUENTLY ASKED QUESTIONS <i>Gerry Martin, Curriculum Manager (History and Civics), VCAA</i></p> <p>This session will provide the latest updates relating to the VCAA VCE History Study Design and the Victorian Curriculum History F-10. There will be an opportunity for questions and answers.</p> <p><i>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.</i></p>
<p>3.20 pm–4.10 pm</p>	<p>SESSION 3: Please choose one workshop from this session.</p>
<p>W3.1</p>	<p>Whose History? Challenging Dominant Narratives  <i>Carlie Walker, National Museum of Australia</i></p> <p>Are you looking for new ways to teach complex aspects of Australian history? Join our hands-on workshop to explore practical techniques and pedagogical approaches to engage students in learning about the key defining moments in Australia’s history. Object handling and inquiry learning create entry points for students to explore the narratives of history, allowing them to engage with new concepts and multiple perspectives. Discover new ways to incorporate Indigenous pedagogies in the classroom to best cater for your Indigenous and non-Indigenous students. Empower your students by encouraging new ways to interrogate historical narratives.</p> <p>LEVELS 7-10 VCE AUSTRALIAN HISTORY BYOD</p> <p><i>Carlie Walker is the assistant manager of school outreach at the National Museum of Australia. She has 15 years’ experience in the Museum Education field, and has developed and delivered learning programs, resources and publications for students and teachers across Australia. Carlie is particularly interested in ways of using museums and their unique collections along with pedagogical strategies, including First Nations pedagogies to encourage reflection on Australia’s past, present and future and improve museum literacy.</i></p>

W3.2	<p>Identify and Interpret Primary and Secondary Sources Associate Professor Adrian Jones OAM, La Trobe University</p> <p>Adrian discusses and reflects on current research on student and teacher understandings, past and present, of the core challenge of source evaluation and source criticism. Adrian will invite you to contribute with your own perspectives and classroom experiences.</p> <p>GENERAL BYOD</p> <p><i>Associate Professor Adrian Jones OAM is recently retired and taught Russian history at La Trobe University for 35 years. Adrian has been closely involved in curriculum and examination development for the VCE Revolutions course.</i></p>	 
W3.3	<p>Trauma and Drama Surround the Long Tan Cross Billy Penfold, Student Educational Adventures</p> <p>This workshop will encompass many facets of the Long Tan Cross memorial in Vietnam. Billy will outline the famous battle from the Australian and Vietnamese perspectives before exploring other themes, including political sensitivities and in-country commemoration, and explaining firsthand what it is like to escort student groups to Long Tan. Billy will discuss practical methods to minimise student trauma when visiting Long Tan battlefields and vestige sites, and the related confronting museums related to the Vietnam War.</p> <p>LEVELS 9-12</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 over 100 student tours throughout Vietnam, Cambodia, China and Laos, spanning over 20 years. Billy attended the fortieth and fiftieth anniversaries of the battle of Long Tan and escorted the Simpson Prize students to Long Tan in 2016. Having many in-country contacts, Billy regularly arranges guest speakers (former soldiers) to talk to student groups about their experiences as a friend or former foe.</i></p>	 
W3.4	<p>Afghanistan: A Rise and Fall of Ideologies Aaron Carassiti, Mentone Grammar</p> <p>Situated on the southern fringe of the Soviet Union, 1970s Afghanistan became the nexus for the last half century's most influential ideologies: communism, capitalism and Islamism. Bounding through three distinct eras in the space of only 20 years, Afghanistan grew more violent and more oppressive as the decades passed. In the late 1970s through to the early 1990s it was communism, capitalism and Islamism. In the mid-1990s it was Islamic nationalism, and from the mid-1990s it was the fundamentalism of the Taliban. It was amid these climates that an empire collapsed, terrorism found a home, and the Western world edged closer to a new war against a new enemy. Afghanistan is one of the contexts that can be explored in the new VCE Modern History Study Design.</p> <p>VCE TWENTIETH CENTURY HISTORY VCE MODERN HISTORY</p> <p><i>Aaron Carassiti has taught various histories for over a decade and has led Humanities faculties across both independent and state schools. It is the twentieth century where Aaron's interests have most piqued. The rise and fall of the dictatorships, social systems and ideologies that best summarise the course of the previous century can be best seen in a single country: Afghanistan. To this end, Afghanistan has come to be the focus of a variety of courses that Aaron has taught over recent years.</i></p>	
W3.5	<p>Using Australian Resources for Teaching the New Compulsory Holocaust Education Curriculum Natalie Baker, Parkdale Secondary College</p> <p>This session will look at how resources from the National Library of Australia, the National Film and Sound Archive, the Museum of Australian Democracy, and the National Archives of Australia can be used to shape lessons for the compulsory Victorian Holocaust curriculum in engaging and relevant ways for students.</p> <p>LEVELS 9-10 BYOD</p> <p><i>Natalie Baker was a 2012 recipient of a Gandel Philanthropy scholarship for Australian Holocaust Educators and during 2020 was involved in the curriculum development for compulsory Holocaust education with the Victorian Department of Education and Training. She is a regular judge for the National History Challenge and the Premier's Spirit of Anzac Prize, and has presented at conferences for the Queensland History Teachers' Association and the History Teachers' Association of Australia. She has worked with the William Cooper Legacy Project and was the keynote speaker at the 2021 Raoul Wallenberg Commemoration in January.</i></p>	 

W3.6	<p>Patterns of Immigration 1965–2000 V</p> <p><i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>This lecture will examine the changing patterns of immigration from 1965–2000, focusing on the demands for an end to White Australia, debates about Asian and more diverse immigration including the Blainey controversy, John Howard's opposition to multiculturalism, and the rise of Pauline Hanson's One Nation Party. It will consider the degree of change wrought through a non-discriminatory migration policy in the 1970s, and 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 Sanyü), 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>
W3.7	<p>World War I: Using the 100 Stories Resource Kit in the History Classroom M</p> <p><i>Dr Laura James, Haileybury College, and Dr Rebecca Wheatley, Australian National University</i></p> <p>For many students, learning the names and dates of long-ago battles can be dull and draining work. So, how can we engage those young minds and help them see relevance in Australia's past? In this session, Laura and Rebecca will demonstrate how teachers can motivate their students to explore Australia's archives for themselves and uncover the forgotten stories of WWI. They will showcase a WWI teaching resource kit featuring stories that highlight the experiences of women as well as men, recover the too often forgotten contribution of Indigenous Australians, and emphasise the ongoing cost of war as a whole.</p> <p>LEVELS 9-10</p> <p><i>Dr Laura James completed her PhD examining the changes and continuities in war remembrance practices across Australia at Monash University in 2018. She worked for many years on the Anzac Remembrance and Commemoration project funded by the Australian Research Council, where among other outcomes Laura helped develop teaching resources for secondary schools. Laura was a co-creator and instructor of the 100 Stories FutureLearn MOOC and contributed to a number of publications, including World War I: A History in 100 Stories (2015) and Battlefield Events: Landscape, Commemoration and Heritage (2015). Since 2020, Laura has been teaching at Haileybury College and is really enjoying encouraging her students in the History classroom!</i></p> <p><i>Dr Rebecca Wheatley completed her PhD at the Australian National University in 2018. Her thesis examines how young Australians have engaged with Anzac across a century. Rebecca is a contributing author to The Cambridge History of the First World War (2014), Anzac Journeys: Returning to the Battlefields of World War Two (2013), and World War I: A History in 100 Stories (2015). Rebecca was a co-creator and instructor of the 100 Stories FutureLearn MOOC, which attracted thousands of global participants. In 2015, Rebecca accompanied the Victorian Premier's Spirit of Anzac Prize group across Gallipoli and the Western Front as a tour historian.</i></p>
4.15 pm–5.30 pm	NETWORKING DRINKS