

SESSION DESCRIPTIONS AND PRESENTER BIOS FRIDAY 29 JULY



VCE







MIDDLE YEARS










GENERAL






BRING YOUR OWN DEVICE



9.00 am–9.45 am	REGISTRATION
9.50 am–10.10 am	WELCOME AND HOUSEKEEPING
10.15 am–11.10 am	SESSION 1: Please choose one workshop from this session.
F1.1	<p>Revision, Revision, Revision </p> <p><i>Emily Wilkinson, Box Hill High School</i></p> <p>This workshop provides a range of revision activities for content, writing, or historical thinking skills, all of which can be adapted for different History subjects and topics. Teachers will be provided with examples of revision lesson plans that they can customise and implement in their classrooms. Additionally, this workshop will offer ways to scaffold the idea of revision from Years 7–12 to help build the confidence and independence of students in VCE.</p> <p>GENERAL</p> <p><i>Emily Wilkinson has been teaching VCE History for nine years. With a Master of Teaching, her interests in education lie in authentically engaging students in developing historical thinking skills, especially through interactive lessons, questioning and a hands-on-approach.</i></p>
F1.2	<p>Remembering Russia </p> <p><i>Maddi Schmidt, St Francis Xavier College</i></p> <p>This workshop will provide a thematic review of the Russian Revolution, primarily focusing on the presence of revolutionary characteristics. Additionally, Maddi will focus on how to embed strategies to support students in developing their historical argument, memory and confidence.</p> <p>VCE REVOLUTIONS</p> <p><i>Maddi Schmidt teaches VCE History and English and is the Differentiated Learning Activities Leader at St Francis Xavier College, Beaconsfield. Maddi regularly presents for HTAV at Student Lectures and teacher conferences focusing on Revolutions and pedagogical approaches. She also collaborates with and writes for HTAV's many publication forums.</i></p>
F1.3	<p>We Will Never Get off the Island: Prisoner of War Experiences in Changi, Singapore, and Tatura, Victoria  </p> <p><i>Dr Jo Clyne and Kaye De Petro, HTAV</i></p> <p>In this workshop, Kaye and Jo will examine the Australian prisoner of war (POW) experience at Changi, and the often unknown and surprising history of German and Italian POWs held in regional Victoria, Australia, for the duration of World War II. Tailored to the Level 9–10 Victorian History curriculum, this session looks at the research process involved in uncovering the story of local POWs, interpreting heritage sites in Tatura, and the significance of family connections. The workshop will provide teachers with new content knowledge to enrich their classroom practice, as well as ideas for integrating the key historical concepts and skills into their World War II unit. This session draws on the research for a free resource including a PDF book, PowerPoint, classroom activities, assessment tasks, and rubrics, made possible by the Department of Premier and Cabinet (Veterans Branch).</p> <p>LEVELS 9–10 BYOD</p> <p><i>Dr Jo Clyne is the Manager of Education and Consultancy Services at HTAV. She completed her PhD in History and Theatre Studies at the University of Melbourne, and has taught across schools, universities, and cultural institutions for the past sixteen years. She was a series editor for Macmillan Publishing, coordinated the National History Challenge in Victoria for ten years, and is the current President of the International Museum Theatre Alliance (Asia Pacific).</i></p> <p><i>Kaye De Petro is an Education and Consultancy Services Officer at HTAV. An experienced teacher across various government secondary schools for over twenty-eight years, Kaye has given successful seminars at conferences and schools across Australia. Kaye also worked in educational publishing for several years, and has written and published History textbooks for Pearson and Wiley publishing houses.</i></p>

F1.4	<p>Foundation Narratives and Social Institutions in Republican Rome </p> <p><i>Dr Monique Webber, The University of Melbourne</i></p> <p>The exploits of the founder heroes Aeneas and Romulus, and those of their patron gods, situated Romans within a mythic history. But was this purely an inherited tradition, or did the telling and retelling of these myths come to reflect—and even shape—republican social institutions? This workshop will examine Roman foundation narratives as evidence of republican values. Focusing on primary sources, it will confront issues of interpretation. Together, we will interrogate what these myths reveal about the Roman worldview, and how to uncover these connections in the classroom.</p> <p>VCE ANCIENT HISTORY</p> <p><i>Dr Monique Webber is a Teaching Specialist (Ancient World Studies) at the University of Melbourne. She has a decade of experience in teaching university 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>
F1.5	<p>Presenting Student Research and Storytelling through Video: Adobe Makes it Easy  </p> <p><i>Dr Tim Kitchen, Adobe</i></p> <p>This workshop is all about enhancing creative communication and digital literacy skills within the teaching of any History unit. Teachers can discover how easy it will be for students to create graphics, photos, presentations, webpages and videos to express themselves. Adobe Creative Cloud Express is a set of free browser and mobile-based applications to help tell stories and enhance creativity in any curriculum area. No Adobe experience is required, and the apps are free and browser based. Find out more at www.adobe.com/education/express.</p> <p>PUBLISHER SESSION GENERAL BYOD</p> <p><i>Dr Tim Kitchen spent twenty-three years teaching K-12 and Higher Education, and has been Adobe's Senior Education Specialist for Asia Pacific since 2013. He regularly liaises with schools and universities on enhancing creativity in education. Tim also manages the Adobe Education leadership and active use programs throughout Australasia, and helps lead the Adobe Education Exchange (https://edex.adobe.com), which now has over one million members. A passionate advocate for creativity in education, and a well-recognised education thought leader in Australia, Tim is a regular presenter for a wide range of national and international education events.</i></p>
F1.6	<p>Adjusting America  </p> <p><i>Natalie Shephard, OneSchool Global</i></p> <p>This workshop will offer advice on planning and teaching the American Revolution. Natalie will provide practical examples of learning activities and teaching strategies, and will highlight changes necessary to meet the requirements of the current VCAA VCE History Study Design 2022–2026.</p> <p>VCE REVOLUTIONS BYOD</p> <p><i>Natalie Shephard teaches at OneSchool Global (Melton campus), with half of her lessons taught through video conferencing in a multi-campus school. She is experienced in teaching VCE Revolutions, VCE Modern History, as well as Levels 7–10 History. Natalie is a regular presenter for HTAV and has contributed to the HTAV Modern History textbooks.</i></p>
F1.7	<p>VCE Australian History: Review, Revamp and Reconnect  </p> <p><i>Jo Leech, Carey Baptist Grammar School</i></p> <p>Embarking on a new course always allows for the opportunity to rethink and reset, and to decide how to reuse and adapt relevant past resources to embark on gathering new ones. This workshop introduces a range of resources and activities that Jo has developed for Area of Study 1 ('Foundations') of both Power and Resistance (1788–1913) and War and Upheaval (1909–1950). It has been a time of reengaging with new resources, and revisiting ways to teach relevant History skills. We must also revisit content with the aim of developing SACs that best fit both the key knowledge and key skills needed moving forward. Please feel free to come with your experiences of teaching the new VCE Australian History study, as well as your ideas to share and questions to ask.</p> <p>VCE AUSTRALIAN HISTORY BYOD</p> <p><i>Jo Leech is a Senior History teacher at Carey Baptist Grammar School, and is experienced in teaching both VCE Australian and International Baccalaureate History. She is an experienced lecturer and presenter, and has written History chapters and books for HTAV and other publications. Jo is passionate about and innovative in her curriculum development, and is passionate about and committed in her implementation of engaging teaching and learning units and lessons.</i></p>

11.15 am–11.45 am	MORNING TEA
11.50 am–12.45 pm	SESSION 2: Please choose one workshop from this session.
F2.1	<p>One Minute to Midnight: The Cuban Missile Crisis V</p> <p><i>Stephen White, Oxley Christian College</i></p> <p>The fear that all-out nuclear war could erupt and lead to the destruction of the planet was never closer to being realised than during the Cuban Missile Crisis. As the United States and the USSR engaged in brinkmanship over the positioning of nuclear missiles in Turkey and Cuba, the world watched on nervously, wondering, with good reason, if there would be a world to wake up to the next morning. For thirteen days, the superpowers engaged in a stand-off, which only ended when the USSR backed down. In this workshop, you will learn about key aspects of the crisis, how the personalities of the leaders influenced the outcome, and walk away with a range of teaching strategies, classroom activities and primary sources.</p> <p>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>
F2.2	<p>The Power of Object-Based Learning to Enrich the History Curriculum M</p> <p><i>Tiffany Chimirri, Museum of Chinese Australian History</i></p> <p>Discover the power of object-based learning and how museums are a rich resource for learning about history. Explore how original, historical objects as primary sources can cultivate curiosity, assist students in forming connections and meaning, and offer opportunities to delve deeper into learning about the past in an accessible way. By responding to, and critically examining, objects, students gain insight into different perspectives to identify significant beliefs, values and practices from various cultures and times. The museum learning environment can bring the History curriculum alive. In this workshop, Tiffany will also provide examples of how the education programs at the Museum of Chinese Australian History can support and enhance the studies of the gold rush in Australian history, as well the ancient civilisations of China.</p> <p>LEVELS 7-10</p> <p><i>Tiffany Chimirri is a passionate educator who has worked in the museum and gallery sector for over fifteen years. She has recently joined the team at the Museum of Chinese Australian History. Prior to this, Tiffany was an educator at the National Gallery of Victoria and held a leadership role in education at the Dax Centre. Tiffany started her career as a primary school generalist teacher. Following postgraduate studies, Tiffany went on to specialise in visual art education and English as an Additional Language. Tiffany has worked as a teacher in schools in the government and independent sectors, as well as internationally. She is particularly interested in how object-based learning and the visual arts can enrich many areas of the Victorian Curriculum by providing students with opportunities to develop cultural understanding, lifelong learning and critical thinking skills.</i></p>
F2.3	<p>Different from Others: Queer Activism in Weimar Germany V</p> <p><i>Sam McDonald, Hawkesdale P-12 College</i></p> <p>LGBTQIA+ histories are often footnoted or invisible in History classrooms, but queer stories deserve recognition and provide representation for students in History curriculums while honouring activists. Unit 2 in Area of Study 2 of the VCE Modern History Study Design provides a perfect frame to discuss the lives of marginalised groups in the lead-up to World War II through a fascinating and often untold period in queer history. Learn about the first gay rights film, transgender activism, and the pioneers of gender-affirming surgeries at the turn of the century in Germany. Join us for a discussion on incorporating marginalised histories into your History class.</p> <p>VCE MODERN HISTORY</p> <p><i>Sam McDonald teaches VCE History (Modern History) at Hawkesdale P-12 College, and is currently in her second year as an Associate in the Teach For Australia Scholarship Program. Sam has a double degree in Arts and Global Studies with majors in History and Literature from the Australian Catholic University, and will receive her Master of Education in 2022. As a passionate queer activist and a social justice advocate, Sam is fascinated by the hidden histories of marginalised groups and constantly seeks to learn and share the stories that history has forgotten or tried to erase. She is keen to share and grow this knowledge both inside and outside the classroom.</i></p>

F2.4	<p>Designing a Curriculum Accessible by All Students in History G </p> <p><i>Eleni Megoran, Methodist Ladies' College</i></p> <p>How do we design a curriculum that is accessible by all students in History? In this workshop, Eleni will share strategies and approaches to curriculum design that provide access for all History students. Eleni's educational philosophy stems from her drive to deliver effective inquiry-based learning that facilitates access and engagement by students with diverse learning needs. Eleni aims to highlight to teachers the difference they can make in students' lives through curriculum design and activities that allow all students to be historians.</p> <p>GENERAL BYOD</p> <p><i>Eleni Megoran is a dedicated and an experienced History teacher. Eleni has taught History in England, and in both the state and independent sectors, for the General Certificate of Secondary Education, A-Level, and IB qualifications. Eleni has since made Australia her home, and is an active Humanities and IB teacher at Methodist Ladies' College. As a Year 10 Coordinator, she also facilitates access for students with diverse backgrounds and needs, leading teachers, families and students to achieve positive learning outcomes.</i></p>
F2.5	<p>The Tricky Bits of the French Revolution V </p> <p><i>Olivia Heaton, Carey Baptist Grammar School</i></p> <p>This workshop is aimed at those who are new to teaching the French Revolution, or those who would like to refresh their knowledge on aspects of the revolution—according to the new Study Design—that students are likely to find more complex. Attendees will be provided with clear content knowledge and some useful ideas and resources for the classroom, allowing them to become more confident in their approach, and to provide engaging lessons that help students develop key knowledge. (Please note, this workshop is a repeat from the 2022 HTAV VCE History Conference.)</p> <p>VCE REVOLUTIONS BYOD</p> <p><i>Olivia Heaton is a Leading Teacher and has been teaching VCE History in Melbourne for the past six years. She has written trial exams and SACs on the French Revolution for QATs. Olivia enjoys supporting colleagues—especially teachers new to VCE History—in developing their content knowledge and practical pedagogical approaches in teaching VCE Revolutions, with a particular interest in the French Revolution.</i></p>
F2.6	<p>Changing Times, Changing Minds V M</p> <p><i>Bill Lewis, Haileybury</i></p> <p>The period after World War II brought about significant social and political change to Australia, as groups on the margins sought to make their voices heard. This presentation will examine how First Nations people, women and LGBTIQ+ peoples brought their struggles on to the streets to advocate for change in Australian society.</p> <p>VCE AUSTRALIAN HISTORY LEVEL 10</p> <p><i>Bill Lewis is an experienced teacher of VCE History, currently teaching Australian History and Revolutions. He was involved in the development of the new VCE Australian History Study Design, a contributing author to <i>Analysing Australian History: Power and Resistance</i> (Cambridge University Press), and has presented for both teachers and students on Australian History.</i></p>
F2.7	<p>The Ancient Olympics: The <i>Agon-y</i> and the Ecstasy V</p> <p><i>Dr Andrew Connor, Monash University</i></p> <p>How did a short footrace in western Greece in the eighth century BCE come to create one of the largest international sporting events in the world? In this talk, Andrew will discuss the structure of the ancient Olympic <i>agones</i> (competitions)—who could compete, what events took place, and why they were held in the first place—and what they can tell us about life and culture in ancient Greece. We will also explore what parts of the modern Olympics are (and are not) more than 2500 years old, and why ancient athletes were willing to risk death for an olive wreath and the title of <i>Olympionikai</i> (Olympic champions).</p> <p>VCE ANCIENT HISTORY</p> <p><i>Dr Andrew Connor is the Lecturer in Ancient History in the Centre for Ancient Cultures at Monash University. He teaches Roman and Greek history, language, literature and archaeology. His new book, <i>Confiscation or Coexistence: Egyptian Temples in the Age of Augustus</i>, comes out this year. Andrew also serves as Head of Orion College at Monash, Co-Director of the Egyptology Society of Victoria, and Honorary Secretary of the Classical Association of Victoria.</i></p>

12.55 pm–1.45 pm	<p>KEYNOTE SESSION: A New Australian Curriculum for History. What Does It Reveal about History Teaching?</p> <p><i>Dr Deb Hull, HTAV</i></p> <p>The lead-up to the release of the Australian Curriculum, the conversations I've had about it, and the contents of the final version were revealing on so many levels. I have never been a school History teacher, and sometimes being an outsider can give you an interesting perspective. You don't assume what others take for granted. You don't accept what others have become inured to. You wonder about questions that don't seem to preoccupy anyone else, like <i>why</i> are politicians and the media often fixated on what happens in History classrooms? What constrains how meaningful and influential a 'national' curriculum, or any curriculum, actually is? Where is the education equivalent of medicine's Australian Medical Association, a body that speaks truth to power about threats to professional standards and practice? And what might a professional and ethical code of practice for History teachers look like? I'm coming up with some tentative answers, and I really want to hear what you think.</p> <p><i>Dr Deb Hull has always worked in education. She is currently the Executive Officer of HTAV, the President of the Council of Professional Teaching Associations of Victoria, and a Director of the Australian Professional Teachers' Association. Her previous roles include Director of Learning at Ormond College (University of Melbourne), independent strategy and evaluation consultant to the education sector, various positions in the Department of Education and Training, and university tutor and guest lecturer. Deb has a PhD in History and a deep interest in leadership and organisational culture. She has been married to a (Maths) teacher for thirty years.</i></p> 
1.50 pm–2.30 pm	NETWORKING LUNCH
2.35 pm–2.50 pm	EXHIBITOR PASSPORT PRIZE DRAWS
2.50 pm–3.10 pm	<p>VCAA UPDATE: VCE History 2022–2026 V</p> <p><i>Gerry Martin, Curriculum Manager History and Civics, VCAA</i></p> <p>The VCE History Study Design 2022–2026 is being implemented in schools this year, which has led to continuity and change in the study. This session will give an update on VCE History implementation, the publication of new support materials, and VCE examinations. There will also be a discussion on the development of School-based Assessment, the important distinction between SACs and external examination, and why SACs should not be mirror examination-style questions. There will be an opportunity for questions.</p> <p><i>Gerry Martin is the History and Civics Curriculum Manager at VCAA. He has twenty years' experience teaching History and Humanities. Gerry has published and presented on topics including curriculum leadership and planning, historical thinking and assessment.</i></p>
3.20 pm–4.10 pm	SESSION 3: Please choose one workshop from this session.
F3.1	<p>Unpacking the New Australian Curriculum for History V</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>If you are in a school that uses the pure Australian Curriculum, you may be wondering what is in the new History curriculum and how you are meant to implement it for 2023. This workshop will unpack the new curriculum across the secondary levels and look at the implications for implementation in 2023.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Ashley Keith Pratt is the President of HTAV and the Executive Director of Curriculum, Pedagogy and Innovation at Melbourne Girls Grammar. Ashley 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>

F3.2	<p>The Holocaust: Best Practice in the Classroom V M</p> <p><i>Lisa-Marie Coghlan, Viewbank College</i></p> <p>The Holocaust was devastating and world-changing, with events that would be traumatic for anyone to learn and then understand. So, how do we support our students to navigate through the horrors of the Holocaust? This session will look at Holocaust pedagogy including age appropriateness, teaching a trauma without traumatising, choiceless choices and 'safely in and safely out'. It will follow the Three Pillars of Holocaust studies and ensure that you feel prepared and ready to help your students and school navigate this time in history, in ways that best suit your school community.</p> <p>LEVELS 9-12</p> <p><i>Lisa-Marie Coghlan has always been an avid History student, and now teacher, with a particular passion for World War II and the Holocaust, having taught it for over ten years. Lisa has had the opportunity to study the Holocaust in Israel with experts in the field, as part of the Gandel Holocaust Studies Program for Australian Educators. Lisa has been fortunate enough to bring that knowledge and learning back to her school community and beyond.</i></p>
F3.3	<p>French Revolution: Its Causes, Significant Individuals and Ideas V </p> <p><i>Associate Professor Darius von Güttner, The University of Melbourne</i></p> <p>This workshop will explore the links between events, ideas and individuals that brought about the revolution in France. Focusing on the key requirements of the new Study Design, this presentation will outline the web of interconnected ideas, causes and consequences as well as continuities and changes in the early stages of the revolution.</p> <p>VCE REVOLUTIONS BYOD</p> <p><i>Darius von Güttner is a Fellow of the Royal Historical Society (United Kingdom) and an award-winning historian whose work concentrates on cultural aspects of European history and on transmission of ideas. His publications include academic books on religiously motivated warfare and historical writing. Darius is the author of The French Revolution (Routledge) and HTAV's French Revolution Study and Exam Guide. Darius is a teacher of Revolutions, past VCE Revolutions Assessor, lecturer in senior Humanities teacher education courses, and a contributor to the development of Australian and Victorian curricula.</i></p>
F3.4	<p>Teaching Australian Civil Rights and Freedoms with Confidence M</p> <p><i>Dr Aleryk Fricker, Matilda Education/RMIT University</i></p> <p>Teachers will work directly with the author of the 'Rights and Freedoms' chapter in <i>Good Humanities 10</i> and explore the rationale and justification for the inclusion of the various topics within the chapter. Participants will be introduced to the concept of critical race theory, and how this can inform student engagement with this in-depth study. This workshop will also cover how teachers can navigate the First Nations content appropriately and with confidence, and support students to consider how these events continue to shape the ongoing national discussion relating to the Statement from the Heart and the fight for treaty.</p> <p>LEVELS 9-10</p> <p><i>Dr Aleryk (Al) Fricker is a proud Dja Dja Wurrung man, and is currently an academic at RMIT University and author in residence at Matilda Education. He is a former schoolteacher, and his research focuses on ways that teachers and schools can decolonise their classrooms to support all learners.</i></p>
F3.5	<p>Representation Matters: Australian Muslim History M </p> <p><i>Kym Wilton, Islamic Museum of Australia</i></p> <p>This workshop will explore the extensive history of Islam in Australia, the deep connection to First Nations, and the continued positive contributions made to Australian history. The session will highlight the way the Islamic Museum of Australia can support teachers and students with curriculum-aligned content, both in the physical museum space and digitally with an online education portal.</p> <p>LEVELS 7-10 BYOD</p> <p><i>Kym Wilton is the National Education Manager at the Islamic Museum of Australia. Prior to this appointment in September 2021, Kym was an AITSL-certified Highly Accomplished Teacher with over ten years' teaching experience in Victoria, the Northern Territory and the United Kingdom. Kym has a passion for inclusive education that allows every student to access their full potential. Kym holds a Bachelor of Arts (International Relations) from Deakin University and a Graduate Diploma of Education (Secondary) from Monash University. She has presented at different education conferences on engagement and differentiation strategies. She has also contributed to newspapers and journals on the values of connecting and understanding Australia's uniquely diverse history.</i></p>
4.20 pm – 5.30 pm	NETWORKING DRINKS