

SESSION DESCRIPTIONS AND PRESENTER BIOS THURSDAY 28 JULY



VCE



MIDDLE YEARS








GENERAL








LEADERSHIP





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.
T1.1	<p>Contesting the Anthropocene  </p> <p><i>Bill Lewis, Haileybury</i></p> <p>The end of World War II marked not just the start of the Cold War but also the Great Acceleration in resource use and consumption. The world grappled with the challenges of industrialisation and conservation movements, and concerned citizens began contesting the narrative of growth at any cost, with environmental movements and protests developing around the globe. This workshop will examine the factors contributing to these movements, the ideas underpinning them, and how these can be approached in the classroom in VCE Australian History, Modern History Unit 2, and Level 10 The Globalising World.</p> <p>VCE AUSTRALIAN HISTORY VCE MODERN 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 Analysing Australian History: Power and Resistance (Cambridge University Press), and has presented for both teachers and students on Australian History.</i></p>
T1.2	<p>Being a Humanities Head of Department: The Macro and the Micro of the Job  </p> <p><i>Bianca Crawford, St Leonard's College, and Chris Hart, Yarra Valley Grammar</i></p> <p>Bianca and Chris will share tips on how they work with their teams to create policy and curriculum. Managing departments and leading teams comes with rewards and challenges. This workshop will provide some helpful guidance on how to steer a department when there are changes in the curriculum at Levels 7–10 and VCE/International Baccalaureate (IB). There will be opportunities to share different tips and tricks with attendees, and to answer questions.</p> <p>GENERAL LEADERSHIP</p> <p><i>Bianca Crawford is the former President of HTAV and a teacher of secondary History and Geography, having taught across Years 7–12 in both VCE and IB. Currently the Head of Learning Humanities at St Leonard's College, she has previously been Head of Humanities (Levels 5–12) at Beacons Hills College and head of several Humanities subjects at Haileybury. With a passion for curriculum design and development, Bianca strives to make the experiences of both her students and her teaching team the best they can be, believing everyone can enjoy teaching and learning History.</i></p> <p><i>Chris Hart is a Vice-President of HTAV and Head of Humanities at Yarra Valley Grammar. He teaches VCE History (Revolutions and Modern History), with experience in Levels 7–12 and at an international school. Chris co-wrote the third edition of the HTAV textbook Forging America, which was published this year, shaped by his love for his home state of Massachusetts. He is committed to a positive learning and sharing environment for both staff and students. Chris maintains that History education is fundamental in ensuring a positive community and society.</i></p>
T1.3	<p>Building Empires </p> <p><i>Associate Professor Darius von Güttner, The University of Melbourne</i></p> <p>This workshop will examine the emergence of Early Modern empires that dominated the European West and European East. Focusing on France (1605–1774) and Russia (1552–1894), this presentation will chart the long history of absolute monarchies and the political, economic, and social conditions that eventually challenged their systems of government.</p> <p>VCE EMPIRES</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>


<p>T1.4</p>	<p>Stalin's War Against Ukraine: The Holodomor, 1932-1933 </p> <p><i>Andrew Pycrz, Lyndale Secondary College</i></p> <p>'Food is a weapon.' Ninety years ago, Ukraine was the epicentre of resistance to Joseph Stalin's signature policy: collectivisation. From autumn 1932, Stalin made decisions specifically targeting Ukraine, artificially intensifying an already existing famine. What is now called the Holodomor saw the consequent death toll spiral into the millions. Simultaneously, Stalin purged Ukraine's political and cultural/intellectual elites to suppress the growth of national self-assertiveness. Raphael Lemkin, the lawyer who coined the term 'genocide', depicted what happened in Ukraine as 'a case of genocide, ... not of individuals only, but of a culture and a nation'.</p> <p>VCE MODERN HISTORY VCE REVOLUTIONS</p> <p><i>Andrew Pycrz has been a prolific contributor to the HTAV journal Agora on themes relevant to Ancient History, Modern History and Revolutions. He wrote Chapter 6, 'The USSR: From Lenin's NEP to Stalin's Collectivisation', in the 2016 HTAV publication Twentieth Century 1: Between the Wars.</i></p>
<p>T1.5</p>	<p>Exploring Digital Collections and Archives  </p> <p><i>Hermione Higgins and Sarah Van de Wouw, Eureka Centre Ballarat</i></p> <p>The increase in digital archives and collections means we now have unprecedented access to historical objects, images and other primary sources. Join Sarah and Hermione from the Eureka Education team as they look at some of the online archives best aligned to explore the Humanities and Social Sciences/Humanities/History curriculum for a range of year levels. Experiment with tools your students can utilise to analyse historical artefacts to understand events of the past. Learn how to access these free resources to complete object analysis, scaffold group investigation projects, and create your own virtual and physical collections.</p> <p>GENERAL BYOD</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 several institutions, including the Migration Museum, the Centre of Democracy, and Adelaide University. Hermione is currently employed as an 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 worked in the performing arts industry as a producer and performer before completing her Master of Teaching in 2016. Beginning her teaching career as Lead Engagement Teacher for Federation University Australia, Sarah specialised in re-engaging high school students who were at a 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>T1.6</p>	<p>Middle Years Curriculum Conversations: Sharing Levels 7-8 History Curriculum and Practice  </p> <p><i>James Sach, Goulburn Valley Grammar School</i></p> <p>This workshop will provide teachers with an opportunity to gain further insight into how other schools deliver their curriculum for Levels 7-8 History. After initially sharing the Goulburn Valley Grammar School approach to middle years History, James will facilitate a series of small group conversations among teachers who study similar topics at these levels at their own schools.</p> <p>Each participant at this workshop will share their school's approach to sequencing, curriculum choices and assessment. Participants will walk away with an understanding of how other schools approach Levels 7-8 History, and with new ideas that they can embed within their own program. Participants are encouraged to bring along some of their teaching resources to share. After two years of isolation and COVID, come and join this session to chat History teaching and learning with colleagues from across Victoria.</p> <p>LEVELS 7-8 BYOD</p> <p><i>James Sach is Year 10 Coordinator and a former Learning Leader at Goulburn Valley Grammar School. He has presented at several HTAV conferences and written for Agora about the importance of knowledge in the curriculum and the application of principles of cognitive psychology to the History classroom. While James has worked at Goulburn Valley Grammar School, the school has revamped its middle years History offering to offer students a sequenced curriculum in which links are drawn between the topics of study.</i></p>




T1.7	<p>Safely In and Safely Out: Teaching the Holocaust without Trauma M</p> <p><i>Lily Leman, Camberwell High School, Lisa Phillips, Melbourne Holocaust Museum, and Tricia Radford, Camberwell High School</i></p> <p>The Melbourne Holocaust Museum in Melbourne offers an immersive and a personalised exploration of the Holocaust, replete with pedagogical guidance and the provision of classroom resources. Participants—both those who are new to teaching the Holocaust and those who have been teaching this subject for several years—have described this program as transformative. In this session, pedagogy specialist Lisa Phillips will be joined by Lily Leman and Tricia Radford, two former participants of the Teacher Professional Learning program. They will share their experiences undertaking this course of study, and showcase how they have applied their learning to create a new course for Year 9 History at Camberwell High School. This workshop will give participants ideas of how to teach the difficult content of the Holocaust in an engaging and a meaningful way.</p> <p>LEVELS 9–10</p> <p><i>Lily Leman is a junior and senior (Modern History) and English Literature teacher at Camberwell High School. Lily is passionate about aligning the Levels 7–12 learning sequences to encourage engagement and prepare students for the skills needed in VCE History. Over the past two years, she has been developing the Humanities curriculum for Camberwell High School's Year 9 Launch program using the Big History Project. In previous years, Lily has been teaching the Holocaust as a selective subject in Year 10 and found the Melbourne Holocaust Museum Professional Learning program extremely helpful in adapting curriculum for a whole Year 9 unit. She values the use of oral testimony within this unit.</i></p> <p><i>Lisa Phillips has over twenty-five years' teaching experience as a History teacher in Victorian schools. She holds a Master of Education, and she has a special interest in designing meaningful and effective learning experiences. Lisa was Head of Education at the Melbourne Holocaust Museum for seven years, responsible for all educational offerings and resources, and in 2020 was the co-chair of a working group creating Holocaust curriculum for Years 9–10 in Victorian government secondary schools. Lisa currently runs the eight-step Holocaust Professional Learning program for teachers at the Melbourne Holocaust Museum.</i></p> <p><i>Tricia Radford teaches Year 12 History at Camberwell High School. She has been teaching for over a decade, having first had a career in television. Tricia believes strongly in the need to introduce students to the intrinsic importance of understanding history to make sense of the present and the human condition. Each time Tricia has had the pleasure of working with the Melbourne Holocaust Museum she has seen the profound effect it has had on her students. She is excited and honoured to be working with them again on developing a course of study for Year 9 students.</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.
T2.1	<p>Revolutionising Student Writing G</p> <p><i>Ashley Keith Pratt, Melbourne Girls Grammar</i></p> <p>Do you despair at the state of your students' writing in History? Are you looking for an evidence-informed set of strategies for improving the quality of their writing while also increasing their historical knowledge and understanding at the same time? This session will examine how the Hochman and Wexler Writing Revolution approach can help you address both of these needs within your History classrooms.</p> <p>GENERAL</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>

T2.2	<p>VCE Empires Collaborative Workshop V </p> <p><i>Ester Marcuccio, St Monica's College and Sophia Marsden-Smith, Geelong Grammar School</i></p> <p>This will be a collaborative workshop to bring Empires teachers together—past, present and future. Ester and Sophia will workshop the eleven different empires and allow small groups to be formed to prepare resources and create collegial and ongoing network groups. The presenters will begin with an overview of Empires to ground and contextualise the workshop.</p> <p>VCE EMPIRES BYOD</p> <p><i>Ester Marcuccio specialises in Medieval, Renaissance and Early Modern History. She has worked with the VCAA during the development of the VCE History Study Designs over the years. She has a keen interest in developing courses of study for Empires.</i></p> <p><i>Sophia Marsden-Smith is an experienced History teacher who taught History Revolutions at Williamstown High School before moving to Geelong Grammar School to teach English. She is passionate about History, bringing Empires to Williamstown High School, and increasing History numbers at her former school. She hopes to do the same at Geelong Grammar, as well as reinvigorate Classics! She was taught under both Emeritus Professor McPhee and Professor Stephen Wheatcroft for the French and Russian revolutions, respectively.</i></p>
T2.3	<p>Faculty Leadership for Current Leaders and Aspiring Teachers G L</p> <p><i>Alexis Watson, Norwood Secondary College</i></p> <p>In this workshop, Alexis will share some strategies for leading an effective History or Humanities faculty. Alexis will cover a range of topics including data analysis, documentation, strategies for running productive meetings, and managing challenging staff. Alexis will provide practical advice about the day-to-day running of your faculty, and offer tips for building teacher capacity, influencing student learning outcomes, and meeting the priorities and goals of your school's strategic planning.</p> <p>GENERAL LEADERSHIP</p> <p><i>Alexis Watson is the Director of Curriculum at Norwood Secondary College. She has held many positions of responsibility during her teaching career; from student management to faculty leadership. Alexis regularly presents for HTAV on a wide variety of topics including literacy, writing in History, and curriculum development.</i></p>
T2.4	<p>First Nations Struggles for Traditional Lands V</p> <p><i>Emeritus Professor Richard Broome AM, La Trobe University</i></p> <p>Three of the themes in the new Study Design for VCE Australian History ('Custodianship to the Anthropocene', 'Creating a Nation', and 'Power and Resistance') cover First Nations struggles for their traditional lands. This session will explain why land is so vital in the politics of colonisation. It will then discuss the various strategies over two centuries to retain and regain control over land, including physical resistance, appropriation and adaptation on missions, seeking the moral high ground through a century of petitioning, activism, and through the use of the courts and parliament in the late twentieth century.</p> <p>VCE AUSTRALIAN HISTORY</p> <p><i>Richard Broome AM, Patron of the HTAV (2013–March 2022), is Emeritus Professor of History at La Trobe University. He has lectured for HTAV for over thirty-five years and to school students for forty-eight years. He is a contributor to Agora, and the author of fifteen books including Arriving (1984), the award-winning Aboriginal Victorians (2005), Aboriginal Australians (2019, 5th ed.), and The Colonial Experience (1997–2016) in four editions. His recent books include A Naga Odyssey: Visier's Long Way Home (2017) (written with Visier Meyasetsu Sanyü), with an Indian edition (2018), and Mallee Country: Land, People, History (2020), written with three colleagues. He is a co-author, with fifteen others, and the co-editor, with Ashley Keith Pratt, of the new four-volume VCE text Analysing Australian History (Cambridge University Press, 2021).</i></p>

T2.5	<p>A Model for Making Sense of Revolutions V</p> <p><i>Emeritus Professor Peter McPhee AM, The University of Melbourne</i></p> <p>Revolutions are as complicated as they are tumultuous. They can seem bewildering to students. One way of planning how to help students to make sense of them is to think about some of the major models of great revolutions, such as those studied in VCE Revolutions. This presentation outlines the similarities and differences in some key theories, from Crane Brinton to Bailey Stone. It suggests that there are central points that can be useful for teachers assisting their students to grasp the essentials.</p> <p>VCE REVOLUTIONS</p> <p><i>Emeritus Professor Peter McPhee AM was appointed to a Personal Chair in History at the University of Melbourne in 1993. He has published widely on the history of modern France, most recently Robespierre: A Revolutionary Life (2012), and Liberty or Death: The French Revolution (2016). He was the university's first Provost in 2007–2009, and chaired VCAA in those years. He is currently the Chair of the History Council of Victoria, the state's peak body for History, and is Patron of the HTAV.</i></p>
T2.6	<p>Shedding Some Light on the 'Dark Ages' and Teaching Medieval Europe M</p> <p><i>Caroline Foster, Melbourne Girls Grammar</i></p> <p>This workshop will explore how we conceive of the millennium-long epoch known as the Middle Ages, and how it can offer rich teaching opportunities for the skills and knowledge of History. We will begin with an exploration of the Early, High and Late medieval periods, and the way these different eras can be understood with Year 8 students. The majority of this workshop will be dedicated to the demonstration and provision of resources that can be used to engage with the Victorian Curriculum for Medieval Europe, and, in particular, primary and secondary sources that can be used at the centre of teaching this unit.</p> <p>LEVELS 9–10</p> <p><i>Caroline Foster has been teaching History since 2013. She currently teaches VCE Revolutions: France and America, along with VCE Classical Studies, at Melbourne Girls Grammar. Her great love is Early Medieval History, having completed a Master's in Medieval History at the University of Oxford in 2017. She is passionate about the importance of teaching History through primary sources and, in particular, visual sources.</i></p>
T2.7	<p>Teaching Ancient Australian History M </p> <p><i>Kara Taylor, Irymple Secondary College</i></p> <p>This workshop will help teachers to teach ancient Australian history as an introduction to the study of History in Year 7. Participants will look at the use of local knowledge and using archaeological evidence to tell a historical story. Delegates will come away with ready-to-use tasks and resources to find information in and about their local area.</p> <p>LEVEL 7 BYOD</p> <p><i>Kara Taylor has been teaching History for fifteen years. She currently teaches at Irymple Secondary College, which is a Years 7–10 school. Kara's area of expertise is Australian Aboriginal history and weaving Australian Aboriginal history into Levels 7–10 Humanities units. Kara has presented at HTAV events and provides a range of accessible sources and ideas for teachers to walk away with. Kara is also presenting a masterclass on Australian Aboriginal history in 2022 to the Teaching Excellence Program.</i></p>
12.55 pm–1.45 pm	<p>KEYNOTE SESSION: The Authorised History of Australia</p> <p><i>David Hunt – Author, Writer, Presenter</i></p> <p>Politicians are afraid of history because history is political. Some politicians attempt to control history by making it as boring as possible, as generations of Australian schoolchildren will attest. Others seek to erase history, or, more insidiously, authorise it. Who decides what Australian children should and should not be taught about Australia's past? How is the past a tool to shape the future? Should we tear down statues or just whack up some new ones? Is an ANZAC digger better than an ANZAC biscuit? Are Australian History teachers all members of a shadowy Marxist cabal dedicated to making young Australians hate Australia? David Hunt will answer none of these questions, but hopes you will be able to answer them for yourselves.</p> <p>There will be an opportunity for questions and comments at the end of the presentation.</p> <p><i>David Hunt is an unusually tall and handsome man who enjoys writing his own biographical notes. Best known for his gratuitous use of the word Girt, David is a 'popular historian', which means people actually buy his books (and sometimes even read them). He is the author of Girt, True Girt and Girt Nation; creator of the Rum, Rebels & Ratbags Australian history podcast; and was forced to wear an akubra and spend too much time with sheep as a presenter on Aussie Inventions That Changed The World. David spoke about Australians' attitude towards their past at TEDx Sydney 2017, and has a birthmark that looks like Tasmania, only smaller and not as far south.</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>HELPING HISTORY RISE: A CELEBRATION OF DR ROSALIE TRIOLO</p> <p>Individuals engage with subject associations in various ways: some create and share resources, others attend or present at events, a few act as mentors to new members coming through, and some hold leadership positions on Boards or committees.</p> <p>Rare is the person who does it all, and who dedicates decades to supporting their subject and their association. One such rare individual is Dr Rosalie Triolo. Rosalie is a life member of HTAV and has held History education and the HTAV community close to her heart throughout her career. She has held positions on the HTAV Board including President, has presented at numerous events, represented and advocated for Victorian History teachers at state and national levels, and enriched the lives of all who worked and learnt from her.</p> <p>HTAV invites you to share in this special celebration as we wish Rosalie the very best on her retirement after forty years of supporting History education, teachers and HTAV.</p> 
3.10 pm–3.30 pm	<p>VCAA UPDATE: Victorian Curriculum Levels F-10 M</p> <p><i>Gerry Martin, Curriculum Manager History and Civics, VCAA</i></p> <p>This session will update teachers on curriculum developments and implications for the Victorian History curriculum. There will be a discussion on how raising standards and planning for success in VCE History begins with the Victorian History curriculum F-10, with considerations for school implementation and assessment. 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>
3.35 pm–4.30 pm	SESSION 3: Please choose one workshop from this session.
T3.1	<p>Beyond 1788: First Nations Perspectives in Middle School History M</p> <p><i>Sarah Sans and Penny Thompson, Methodist Ladies' College</i></p> <p>Penny and Sarah are both passionate middle school History teachers who are working on a range of ways to develop student understanding of Aboriginal and Torres Strait Island history and culture. This workshop will involve them sharing some of the different activities, strategies and resources they use in their middle school (Years 9 and 10) classrooms.</p> <p>LEVELS 9-10</p> <p><i>Sarah Sans is an experienced History teacher who loves to teach through primary source evidence and give students a sense of wonder and discovery in the classroom. In middle school, Sarah pushes students beyond the traditional narrative of Australian history to investigate different perspectives and interpretations of how our nation has been shaped over time. She also challenges them to engage deeply and carefully with historical questions.</i></p> <p><i>Penny Thompson teaches History across Years 7-12 in a range of subjects including IB and VCE History. Penny is currently the Deputy Head of Humanities at Methodist Ladies' College. This year she is teaching Year 9 and IB History. She has a passion for embedding Aboriginal and Torres Strait Islander perspectives in her classrooms, and for encouraging students to develop their critical thinking skills, with a focus on digital literacy.</i></p>

<p>T3.2</p>	<p>Intercultural Capability in the History Curriculum M</p> <p><i>Chris Higgins, Asia Education Foundation</i></p> <p>The Australian Curriculum requires all students to be supported in developing the seven general capabilities through the content of the learning areas. Opportunities to strengthen these capabilities—in particular, intercultural capability—can be transformative for students. The History curriculum is a natural vehicle to provide opportunities to develop intercultural capability. However, it can often feel like an additional responsibility or ‘add-on’ to embed effective intercultural learning into teaching and learning. This session will consider answering the question, how do we provide transformational intercultural learning opportunities through the History curriculum, and effectively embed this into practice? We will explore what intercultural capability is, ‘what works’ based on research and examples of practice, and how we can provide effective intercultural learning experiences through the History curriculum using examples from Levels 7–8 Middle Ages and Early Exploration and Levels 9–10 Australia at War.</p> <p>LEVELS 7-10</p> <p><i>Chris Higgins has been an educator for the last thirteen years, and has extensive experience in learning design, edtech, and professional learning facilitation. Chris has always championed capability development and inclusion of young people. He currently holds a Master of Education in Special Education, Inclusion and Early Intervention from the University of Melbourne, and has been a Head of Department, English as an Additional Language, and Humanities teacher in the United Kingdom, Vietnam, Thailand, China and Australia. He is currently Acting Deputy Director of the Asia Education Foundation. He was awarded a fellowship from Asialink at the University of Melbourne in May. In 2018, he was shortlisted for the Australian Education Award for Innovation in Curriculum Design for his work with colleagues developing a course promoting general capabilities and global competence. In 2022, he commenced a PhD in Education, researching global competence in Australian secondary schools.</i></p>
<p>T3.3</p>	<p>Public Speaking and Presentation Skills for Learning Area Leaders G L</p> <p><i>Dr Deb Hull, HTAV</i></p> <p>Just because teachers ‘talk for a living’, doesn’t mean they feel confident about standing up in front of their peers. It doesn’t mean they feel skilled at structuring and delivering presentations for teaching teams, professional learning communities or parents. Yet, it is through hearing us speak in public that most people will assess our capacities as leaders or thinkers. Public speaking and presentation skills matter, and there are some easy strategies that make a big difference. This workshop is for any teacher in a leadership role or preparing for one.</p> <p>GENERAL LEADERSHIP</p> <p><i>Dr Deb Hull is the Executive Officer for HTAV. Her career path has involved public speaking in diverse settings including university lectures, workshop facilitation, training sessions for principals and teachers, keynote addresses, wedding speeches, eulogies, strategic planning facilitation, consultancy project pitches, data presentations, farewells for colleagues, formal dinner speeches and even a Geoffrey Robertson-style hypothetical. She has learnt that good skills work in all settings, and they bring out the best in all personality types.</i></p>
<p>T3.4</p>	<p>Applying Critical and Creative Thinking in the History Classroom V M </p> <p><i>Dr Jo Clyne, HTAV, and Dr David Waldron, Federation University Australia</i></p> <p>Every teacher has experienced the disappointment of receiving Wikipedia essays from students in response to assessment tasks. COVID fatigue has caused many usually engaged students to phone it in when it comes to demonstrating their passion for History. In this workshop, Jo and David provide multiple insights into the role of creativity and its relationship to critical thinking in History. They will share a range of practical strategies to help your students develop more considered, original responses when asked to demonstrate their skills and knowledge. Teachers will leave armed with a professional reading list, classroom activities, visual provocations to use in class, and ideas to nurture critical and creative thinking within their area of History.</p> <p>LEVELS 7-11 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). Jo and Dr David Waldron have been collaborating for several years on a series of lecture/magic shows focusing on the history of superstition.</i></p> <p><i>Dr David Waldron is a Senior Lecturer in History at Federation University Australia with a research focus in folklore and community heritage. He has been a presenter for HTAV’s History Enrichment Program since 2013, and has won multiple tertiary teaching awards. He was recently awarded the 2021 Federation University Vice-Chancellor Citation for Outstanding Contribution to Student Learning (‘Transforming the Student Experience through Innovative Approaches to Active Learning’). He is a prolific author and researcher for the historical podcast series Tales from Rat City, which won the National Trust Australia People’s Choice Award.</i></p>

T3.5	<p>The Policy of Piracy </p> <p><i>Scott Hetherington, Virtual School Victoria</i></p> <p>Piracy and privateering played a crucial role in the expansion of empires during the Early Modern period. Piratical actions were simultaneously a challenge to established empires and an opportunity for those that were rising. This workshop will cover key figures and events and include teaching resources relevant to the VCE Empires course.</p> <p>VCE EMPIRES</p> <p><i>Scott Hetherington is a Senior History teacher at Virtual School Victoria. Scott has been writing and teaching Global Empires since 2015, and was involved in the development of the new Empires Study Design.</i></p>
T3.6	<p>Retrieval Practice in the History Classroom  </p> <p><i>Richard Murgatroyd, Bacchus Marsh Grammar</i></p> <p>How can we use retrieval practice effectively in the History classroom? This presentation will explore the theory underpinning retrieval practice and show how we can turn the abstract into tangible teaching and learning for the benefit of all our students. It will also show how we can structure historical knowledge to embed a greater understanding of our subject. There will be practical takeaways that can be used in the classroom the next day.</p> <p>GENERAL BYOD</p> <p><i>Richard Murgatroyd is the Assistant Head of Humanities at Bacchus Marsh Grammar. He has been teaching for twenty-five years, twenty of them as Head of History in a successful secondary school in Leeds, England. Richard was also the History Lead for a city-wide learning partnership, and he facilitated professional development for subject heads.</i></p>
4.40 pm–5.45 pm	NETWORKING DRINKS