

HTAV Annual Conference: Ignite History

Thursday 6 August 2026

Scan the QR code or visit www.htav.asn.au to register.



V VCE **M** MIDDLE YEARS **G** GENERAL

 BRING YOUR OWN DEVICE

9.00 AM **Registration**

9.50 AM **Acknowledgement of Traditional Owners/Welcome and Housekeeping**

10.25 AM **Session 1:** Please choose one workshop from this session.

T1A **The Parisian Sans-Culottes in the French Revolution**

V

Emeritus Professor Peter McPhee AM, The University of Melbourne

This workshop offers answers to core questions about the urban workers of Paris. Who were they? What role did they play in the origins of the French Revolution of 1789? When did they become the sans-culottes? Was this their revolution? What were the major outcomes of the revolution for urban workers by 1795? Why do historians disagree so strongly about these questions?

VCE REVOLUTIONS

Emeritus Professor Peter McPhee AM was appointed to a Personal Chair in History at the University of Melbourne in 1993. He was President of the Academic Board, Deputy Vice-Chancellor (Academic) and then the University's first Provost in 2007 to 2009. He is now an Emeritus Professor. Peter has published widely on the history of France since 1770, most recently Liberty or Death: The French Revolution (2016) and An Environmental History of France: Making the Landscape, 1770–2020 (2024). He is currently on the Board of State Library Victoria the Chair of the History Council of Victoria, the state's peak body for history, and Patron of HTAV.

T1B **Enhancing Student Experience: Immerse, Explore and Engage**

G



Rebecca Noone, Monbulk College

Learning comes first through interest and second through engagement. So how do we get disinterested students engaged? This workshop will focus on building student engagement in History across all levels, piquing their curiosity and drawing out their inner historian. This workshop will cover immersive activities, hands-on skill-based tasks, and making excursions work for you and your students.

GENERAL | BYOD

Rebecca Noone is an experienced History teacher and the Learning Area Leader at Monbulk College. She enjoys making History meaningful and accessible. This includes developing inquiry-based approaches, using storytelling techniques, and designing lessons that encourage critical thinking and discussion. Her goal is to help History teachers foster deeper engagement in their own classrooms while building students' enthusiasm for the subject.

T1C **Teaching Historical Interpretations in Revolutions**

V



Ian Lyell, Mentone Girls' Grammar School

To access the highest marks on VCE History exams, students need to be able to confidently discuss a range of historical interpretations. Teachers and students alike find this challenging, and many resort to trying to memorise myriad different quotations from different academics. This workshop will explore a range of possible approaches to teaching historical interpretations. Ian will draw primarily on examples from the Russian and Chinese revolutions, but the session should also be useful to teachers of the American and French revolutions.

VCE REVOLUTIONS | BYOD

Ian Lyell teaches History and Politics at Mentone Girls' Grammar School. He aims to support teachers in making History an accessible, rigorous and empowering discipline to explore. In 2024, Ian was a recipient of the HTAV Colin Pearce Award for Outstanding Contribution to the Teaching and Learning of History and to the History Teachers' Association of Victoria.

Check out the workshops.

Log into the website to unlock your member discount.

Register for the conference!

T1D Moral Choices in the Past: A Historical Inquiry**M**

Andrew Pearce and Sara Pearce, Sovereign Hill Museums Association

This workshop will explore how historical perspectives can challenge our ethical and moral compass. Participants will engage with real historical dilemmas and complex ethical questions without clear yes or no answers, drawn from the lived experiences of migrant stories, changing rights and evolving public policies. Using primary sources and role-play we will explore the values, beliefs and influences that shape our decision-making over time and how this differs for individuals and communities. This approach supports critical thinking, empathy, and a deeper understanding of how ethical decision-making is shaped by time and place.

LEVELS 7 TO 10

Andrew Pearce is the Learning Program Leader at the Sovereign Hill Museums Association. He is passionate about helping students think critically and ethically in History education, with a focus on inquiry- and object-based learning. With a background in using technology to improve educational outcomes, Andrew has been working in museum education for 10 years. Prior to working at Sovereign Hill, Andrew was Learning Manager at the Museum of Australian Democracy at Eureka.

Sara Pearce is currently an Education Officer at the Sovereign Hill Museums Association. She has been working in museum education for 16 years, with education roles in regional museums in Australia, Canada and New Zealand. She is a trained secondary History and Science teacher and holds graduate degrees in the history of medicine and archaeology.

T1E Beyond the Red Pen: Providing Feedback That Sticks**G**

Emily Wilkinson, Box Hill High School

This workshop will explore creative and high-impact ways to make feedback meaningful and actionable in the History classroom – without adding to your workload! Explore ways to enhance your student feedback and ensure your students are actively applying it to future lessons. Learn how creative approaches help students refine arguments, use evidence effectively, improve vocabulary, and tighten their writing structure, while maximising historical thinking to improve student growth.

GENERAL

Emily Wilkinson has a Master of Teaching from the University of Melbourne and has been teaching Levels 7 to 12 History for 12 years. She is interested in creating fun and inclusive ways for all students at all schools to engage with History and experience success. Emily has previously presented at HTAV conferences on VCE revision techniques, whole-school History planning, and managing the Years 7 to 10 curriculum.

T1F Middle Kingdom Moguls and Monuments**V**

Alanna Clark and Astrid Morgan, Victory Lutheran College

This workshop will delve into what we know of Middle Kingdom Egypt, and how we know it. We will explore the historical monuments that remain and what they tell us about leadership, including the reconstruction of the Temple of Mentuhotep and at Deir el-Bahri. We will also examine how this period of history ended following the invasion by the Hyksos. Classroom ideas will be discussed, and sample assessments will be provided.

VCE ANCIENT HISTORY

Alanna Clark specialised in Egyptology at Monash University and graduated with a Master of Research. Her thesis was based on an object biography of a Third Intermediate Period coffin. Alanna has been teaching for five years at Victory Lutheran College. She has also travelled throughout Egypt.

Astrid Morgan is a History and English teacher with 37 years of experience in both government and independent schools. She is currently Head of Humanities at Victory Lutheran College. Her passion is all things Egypt, and she has travelled throughout Egypt.

T1G A Palestinian Family's Journey to Australia, 1914 to 2026**V**

Medon Loupis, Chairo Christian School

In this workshop, Medon will present a fascinating case study demonstrating how the lived experience of individuals can enhance student understanding of events and perspectives relevant to the History curriculum (including World War I and twentieth-century Australia). The Palestinian Boutagy family's lives were upended by the 1948 Nakba (Catastrophe). Despite the White Australia Policy, the family was permitted to settle in Australia in 1949 because of the presenter's great-uncle, Charles Boutagy. Aged 18 in 1914, and facing arrest and conscription into the Ottoman army, he fled to Egypt and was recruited by Lawrence of Arabia into a British spy network. His World War I diary, an amazing primary source, was discovered this year.

VCE MODERN HISTORY

Medon Loupis grew up in Sydney hearing stories of Palestine and Jerusalem from his grandmother (1905 to 2004) and other members of his family. His family were among the first Palestinians to arrive in Australia. He is currently researching and collating his family's history and is writing a biography of his mother, one of the last survivors of the events of 1948 and who, after being forced out of Jerusalem at gunpoint, has gratefully called Australia home since 1950. He teaches secondary History at the Pakenham campus of Chairo Christian School.

11.20 AM Morning Tea

Check out the workshops.

Log into the website to unlock your member discount.

Register for the conference!

12.00 PM **VCAA Update: Victorian Curriculum V2.0 F-10**

Ashley Keith Pratt, Curriculum Manager, Humanities, Victorian Curriculum and Assessment Authority

Ashley will provide details and requirements of the new History curriculum as part of the Victorian Curriculum 2.0.

Ashley Keith Pratt is the Curriculum Manager for Humanities at the Victorian Curriculum and Assessment Authority. He has a long history as a classroom teacher and school leader, having previously been a Head of Humanities, Director of Teaching and Learning, and Deputy Principal in schools across Victoria. He is also completing his doctoral studies in History curriculum analysis and evaluation at the University of Melbourne and was a previous President of HTAV.

12.15 PM **Keynote Session: Once Were Idealists: The Radical Progressives Who Founded the Commonwealth of Australia**

Professor Marilyn Lake AO, The University of Melbourne

The Commonwealth of Australia was founded in a burst of idealism as men and women (mostly Victorians) including Charles Pearson, Alfred Deakin, H.B. Higgins, Catherine Spence, Alice Henry and Vida Goldstein imagined a new society founded on the principles of equality, the common interest and social justice. Visitors to Australia remarked on the 'spirit of socialism' that permeated government ideals and institutions – for example, the first compulsory minimum wage in the world (legislated in Victoria in 1896), the invention of the ideas of the 'living wage', and equal political rights for women on the same basis as men. Deakin suggested that the new Commonwealth Conciliation and Arbitration Commission represented a new 'phase of civilisation', but the ideal of an advanced civilisation rested on the juxtaposition of the ideas of 'advancement' and 'backwardness', 'progressivism' and 'primitivism'. And the ideal of the 'living wage' rested on an understanding of Asians as 'coolies', exploited and degraded labour.

When the radicals who founded the Commonwealth of Australia advocated the ideals of equality, the common interest and social justice, they did so to repudiate the values of imperial Britain, a 'mother country' that institutionalised aristocratic hierarchy, the power of privilege, class inequality and relations of social deference. In the New World of Australia, they imagined building a society 'along the lines of equality' in which the common interest would trump bourgeois greed, as Higgins put it in the commemorative essay he called 'Australian Ideals'.

Marilyn Lake FAHA, FASSA, FBA, AO is Honorary Professorial Fellow in History at the University of Melbourne. In 2001 and 2002, she held the Harvard Chair in Australian Studies. Between 2010 and 2014, she served as President of the Australian Historical Association. Her most recent book is Progressive New World: How Settler Colonialism and Transpacific Exchange Shaped American Reform (Harvard University Press, 2019).

In 2025, Professor Lake was elected to the International Fellowship (Modern History) of the British Academy.



1.15 PM **Networking Lunch**

1.45 PM **Exhibitor Passport Prize Draws**

2.05 PM **Session 2:** Please choose one workshop from this session.

T2A **AI in Your Hands is a Multi-Edged Sword**

Matt Esterman, The Next Word

In this workshop, Matt will guide participants through the responsible use of AI, regardless of school context or policy. There are some key tasks we can complete to ensure we are protecting ourselves online while creating, exploring and evolving our practice. This will be a hands-on session, so please bring a smartphone, a laptop, or both! We will explore free tools, but feel free to BYOA!

GENERAL | BYOD

Matt Esterman has over 20 years of experience working in schools and beyond as a leading voice in the thoughtful adoption of technology. He is a trained History teacher with two master's degrees who has made a significant contribution to educational thinking in Australia and overseas. Matt founded The Next Word, a consultancy that seeks to leverage AI and other technologies to help shape a better future. He works with schools, universities and other organisations to increase awareness and capability in using AI. He has co-authored two books with Dr Nick Jackson, The Next Word: AI and Teachers (2024) and The Next Word: AI and Learners (2025), which was also co-written with award-winning high school student Amy Wallace.

In partnership with ClassCover, Matt is also co-founder of Educator Intelligence, a movement that will help educators across the world build and maintain their knowledge and skills in AI.



Check out the workshops.

Log into the website to unlock your member discount.

Register for the conference!

T2B Lafayette: Empty-Headed Political Dwarf?



Allan Kerr, Strathcona Girls Grammar

The Marquis de Lafayette is unique for many reasons – and not because he is one of the few ‘names’ who is in both Areas of Study for the French Revolution course! But was he the ‘empty-headed political dwarf’ that *The Rest Is History* podcast duo maintain, or the ‘hero of two nations’ as his publicists would promulgate? Allan will present a forensic analysis of the role of Lafayette, providing you with contested versions of the dashing or bumbling Lafayette to use in your classes. Ideally, this will transfer into teaching tips that will help your students scaffold an approach to source analysis tasks and highlight how historical interpretations and narratives are open to debate, challenge and re-evaluation.

VCE REVOLUTIONS

Allan Kerr has been teaching History for many years. He has presented at HTAV and HTAA conferences numerous times and has contributed to textbooks and other published resources. According to his children, 'He is not as funny as he thinks he is but he's not boring.'

T2C Voices, Memory and Legacy: Uncovering the Story of Vietnam



Tracey Collie and Peter Luby, Shrine of Remembrance

This workshop will explore how teachers can ignite student engagement with the Vietnam War through lived experience, inquiry-based learning, and the legacy of commemoration. With 2026 marking the sixtieth anniversary of the Battle of Long Tan, participants will examine diverse perspectives, from soldiers and nurses to Vietnamese civilians, the Australian government and social groups. Using objects, testimonies and commemorative materials from the Shrine of Remembrance collection, teachers will build confidence in designing an inquiry sequence aligned to the Victorian Curriculum V2.0, VCE Modern History and VCE Australian History outcomes. Participants will leave with practical, classroom-ready strategies and resources that bring this complex history to life.

LEVELS 9 AND 10 | VCE MODERN HISTORY | VCE AUSTRALIAN HISTORY | BYOD

Tracey Collie is a secondary Humanities educator and cultural-sector leader whose work focuses on engaging students meaningfully with complex and difficult histories. Across school and cultural-sector contexts, she supports teachers to connect personal stories with national and global narratives, foregrounding empathy, historical thinking and perspective with the past. As the Education and Volunteer Manager at the Shrine of Remembrance, Tracey leads curriculum-linked programs that support the teaching of Australia's wartime history and commemoration through inquiry-based and values-centred approaches.

Peter Luby has worked in moving image and archival collections in the cultural sector for over two decades at ACMI, the National Archives of Australia, and the Museum and Art Gallery of the Northern Territory. He joined the Shrine of Remembrance in 2020, finding inspiration and resonance in the stories of family members who served in the world wars. Peter has led school tours as an Education Officer since 2023 and has written articles for the Shrine magazine, Remembrance, on the construction and dedication of the monument, and the Fall of Singapore.

T2D Teaching History Out-of-Field with Confidence, Rigour and Curiosity



Sara Bellamy, Shepparton Christian College

This workshop is designed for those who are teaching History ‘out-of-field’, are new to teaching History or who are considering stepping into History classrooms in response to current staffing needs. Participants will receive practical confidence-building strategies for teaching History well, without needing to be a subject specialist. The session will focus on planning with inquiry questions, using sources effectively, teaching historical skills and knowledge explicitly, and creating engaging lessons with a clear structure. Participants will leave with classroom-ready approaches, resource ideas, and a stronger sense of how to teach History with rigour, curiosity and confidence.

GENERAL

Sara Bellamy is a History teacher, presenter and curriculum writer with 14 years of classroom experience, including extensive work teaching Ancient History across Years 7 to 12. Her teaching and conference interests centre on making complex historical content accessible, engaging and teachable, particularly in ancient history, Australian history, and archaeology. She holds a Master of History (Australian Past) and is currently undertaking a PhD. Sara brings a grounded, practical perspective to her sessions, with a strong focus on developing strategies teachers can use immediately in their own classrooms.

Check out the workshops.

Log into the website to unlock your member discount.

Register for the conference!

T2E Transition in Culture in the Australian Defence Force, 1940 to 2000



Jo Leech, Carey Baptist Grammar School

Over the latter part of the twenty-first century, the Australian Defence Force faced challenges from those who began questioning their role and opportunities within the organisation in search of equality. Aboriginal and Torres Strait Islander Peoples, women and those who identified as LGBTQIA began to challenge the traditional social, political and/or economic structures of power within which they worked. Learn about the perspectives and experiences of those who challenged and demanded change and those who resisted it. This will include the ways in which historians have shared their stories, and the shifts that have occurred within the Australian Defence Force.

LEVELS 9 AND 10 | VCE MODERN HISTORY | VCE AUSTRALIAN HISTORY

Jo Leech is a highly experienced and dynamic History educator in and out of the classroom, teaching across Years 9 and 10 and VCE Years 11 and 12. She has a passion for Australian history and creating relevant, inclusive and scaffolded curriculum which engages students to make connections with their past and present.

T2F Fold-Unders: A New Approach to Group Work



David Perry, Traralgon College

Using source prompts to stimulate group discussion can be challenging. This simple technique not only helps to get students talking and thinking, but also encourages them to get out of their chairs and moving around. Teachers can quickly obtain raw data to effectively assess individual students' knowledge and use this to create meaningful secondary source material that authentically reflects student voices.

LEVELS 7 TO 10

David Perry is an experienced teacher and school leader. From 2021 to 2024, he led Humanities at Bombala High School and then at Traralgon College, and in 2025 he was Acting Principal at Ardmona Primary School. His research and critical thinking skills have been honed through a Master of Education (Research) at the University of Melbourne (completed in 2023) and currently through a PhD at Federation University. David is delighted to return to Traralgon College as a Humanities teacher with middle years students and is constantly fascinated by their capacity to link history with current events.

T2G Teaching Historical Sensitivity



Joshua Armstrong, Bacchus Marsh Grammar

As a former professional sprinter who grew up in Belfast, Joshua was often asked, 'Do you compete for Britain or Ireland?', which served to inherently politicise the sport based on the legacy of The Troubles. This lived experience of navigating historically sensitive topics has informed the way he now approaches teaching History at Years 9 to 12 – by allowing students to maximise historical depth while acknowledging the subjectivity and controversies of history.

LEVELS 9 AND 10 | VCE | BYOD

Joshua Armstrong grew up in Belfast, Northern Ireland, and moved to Melbourne in 2024. He came to Australia as a graduate teacher and has been teaching History at Bacchus Marsh Grammar for nearly three years. Joshua often credits his background as a reason why he enjoys engagement in historical subjectivity within the classroom.

3.05 PM **Session 3:** Please choose one workshop from this session.

T3A The Australian 'Deep Time Detectives' Education Program



Dr Georgia Stannard, La Trobe University

Depth studies and investigations of Australia's deep time histories are now included in the Australian (9.0) and Victorian (2.0) curricula. Australian teachers have identified that their general unfamiliarity with this theme, as well as persistent unconscious biases and misunderstandings, are actively sabotaging teaching and learning. In response to these concerns, we developed a classroom education program centred on object-based learning and experiential pedagogies. This workshop will introduce 'Deep Time Detectives', a hands-on desktop excavation that combines 3D-printed artefacts, 'ecofacts' and pollen grains with guided student and teacher-led learning to develop new ways of understanding deep time through multiple lenses.

LEVELS 7 AND 8 | VCE AUSTRALIAN HISTORY

Dr Georgia Stannard is a lecturer in the Department of Archaeology and History at La Trobe University, specialising in archaeological education and the Deep Time story of Australia's cold climate landscapes. She is the current co-chair of the Australian National Committee for Archaeology Teaching and Learning.

Check out the workshops.

Log into the website to unlock your member discount.

Register for the conference!

T3B Practical Ideas for the History Teachers' Toolbox 2.0

G

Ash Wood, St Leonard's College

After a well-received workshop at the 2024 HTAV Annual Conference, Ash is ready to share even more clear and reliable go-to strategies to help students engage with both content and skills. Whether you're new to History teaching, have been teaching Revolutions for years, or are somewhere in between, this workshop will leave you confident to give these adaptable activities a go with your classes at any year level.

GENERAL

Ash Wood is a History teacher and previous Head of Humanities at St Leonard's College in Brighton. He has presented at HTAV events, both for teachers and students, and has written and contributed to several publications for Cengage Education and Jacaranda. Ash is always looking for and trying out new ways to engage students with both the knowledge and skills of History, and he enjoys sharing those ideas with colleagues.

T3C Last Shilling to Melancholy Duty: Australia's War Entries

V M

Dr Zachary Gorman, Robert Menzies Institute

Andrew Fisher famously greeted the outbreak of World War I with a promise to fight to 'the last man and the last shilling', but 25 years later this naive optimism was replaced with the bitter resignation with which Robert Menzies announced Australia's entry into World War II. This workshop will use this comparison to highlight a profound shift in context and mood, from Federation to the Great Depression. It will also explore how this shaped Australian attitudes to the causes of war, and what it meant for convincing Australians to fight overseas and sacrifice on the home front.

LEVELS 9 AND 10 | VCE AUSTRALIAN HISTORY

Dr Zachary Gorman is the Historian of the Robert Menzies Institute at the University of Melbourne. A professional historian, he has been working as a researcher and academic since 2013, including several years at the University of Wollongong, where he received his PhD. Zachary has authored a biography of Joseph Cook - Australia's prime minister at the outbreak of World War I - and edited a four-volume series on Menzies, who was prime minister at the outbreak of World War II.

T3D Playing with History

G

Kara Taylor, Irymple Secondary College

In this workshop, Kara will demonstrate and lead teachers in several 'brain break' activities. Brain breaks are not only great for students who need a break in the room but also a great way to practise knowledge and skills while getting off the books. Kara will guide teachers through some short games and how to switch these to get students learning, practising skills, using their knowledge, and excited about history and History class. Kara has used these games with students from Years 7 to 10, but some can be adapted for all ages. Teachers should be ready to have a laugh and have some fun. All you need is a pen and be ready to play.

GENERAL

Kara Taylor has been teaching History Levels 7 to 10 in schools for 18 years. She is passionate about teaching History and making it accessible to all learners. She specialises in teaching Indigenous history and weaving this through the curriculum. Kara has presented for years with HTAV and has always brought ready-to-use resources with her. Kara is a contributing author to the Investigating Humanities series for Cambridge University Press and has written articles for Agora.

Check out the workshops.

Log into the website to unlock your member discount.

Register for the conference!

T3E Building Historical Thinking through Common Assessments

M

Jillian McRoberts and Melissa Webb, Haileybury

How can schools build strong historical thinking skills while maintaining consistency across multiple classes? This workshop will explore how a large multi-campus Humanities program develops historical inquiry skills across Years 5 to 8 using shared resources and common assessment structures. Participants will analyse a range of examples, including a Year 7 historical museum-style assessment in which students investigate significant individuals and societies using frameworks such as 'COMA' to analyse sources. The workshop will also demonstrate how common scaffolds, moderation processes and shared planning support consistency while allowing teacher flexibility. Participants will gain practical strategies and assessment ideas to design rigorous and engaging inquiries that promote deep thinking and consistent outcomes.

LEVELS 5 TO 9

Jillian McRoberts is a middle school Humanities teacher at Haileybury (Edrington) who has been teaching Years 5 to 8 since 2021. She is passionate about History and the belief that every event offers lessons that shape our present and future. Her teaching focuses on inquiry, critical thinking, and helping students make meaningful connections between the past and present. As a proud Kaurna woman, Jillian is committed to embedding Indigenous perspectives and supporting truth-telling in Australian history. She brings an engaging, student-centred approach that makes History relevant, reflective and impactful for middle school learners.

Melissa Webb is Head of Humanities (Middle School) at Haileybury, leading one of Australia's largest Humanities programs across multiple campuses and over 1700 students. She has extensive experience teaching History from Years 4 to 12, including co-authoring texts and assessing at a Year 12 level. Melissa has designed common History inquiries, source analysis frameworks and moderation processes that support consistency across large teaching teams. She contributes to the wider Humanities sector through conference presentations and professional learning. Her work focuses on strengthening historical thinking through inquiry, authentic assessment and practical strategies that support History teachers in delivering rigorous and engaging classrooms

T3F Teaching Literacy through the Contribution of Popular Movements

V

David Thomas, Elisabeth Murdoch College

This workshop will demonstrate how disciplinary literacy strategies can be integrated with the teaching of historical knowledge. Focusing on the contribution of popular movements to the revolutions, participants will explore how knowledge can be traced across an Area of Study and taught alongside explicit literacy patterns, enhancing student conceptual thinking and their capacity to communicate it. Drawing on classroom practice from Years 11 and 12, this workshop will provide practical strategies to scaffold the integration of dispersed threads of causation and evidence across time, frame and sequence analysis, and create nuanced interpretations. It will offer clear pathways to improve student writing outcomes.

VCE REVOLUTIONS

David Thomas is the Head of Humanities and a VCE History and English teacher at Elisabeth Murdoch College, a large secondary school in Langwarrin. He has led the implementation of an explicit language and literacy pedagogy in Humanities from Years 7 to 12, delivering professional development for English and Humanities staff on functional language approaches to improve student reading and writing. In 2024, he presented at the Lexis Education Literacy Symposium, and in 2025, he presented at the HTAV Annual Conference and the Australian Systemic Functional Linguistics Conference in Adelaide, where he shared unique disciplinary approaches to teaching language and literacy in the Humanities.

T3G How Percy Jackson Can Increase VCE Ancient History Numbers

V M

Dr Jo Clyne and Tom Harris, Hellenic Museum

Have you noticed your high-achieving and/or neurodiverse students taking a specific interest in ancient Greek mythology? Are there members of your class who seem to know an inordinate amount about obscure aspects of ancient Greek or Roman culture? Who is Percy Jackson and why should you care? Join Jo and Tom from the Hellenic Museum as they deep-dive into how studying mythology through contemporary youth literature can spark a lifelong love of learning about the ancient world.

LEVELS 9 AND 10 | VCE ANCIENT HISTORY

Dr Jo Clyne is the Education and Learning Programs Manager at the Hellenic Museum in Melbourne, where she develops and presents ancient Greek educational experiences for learners of all ages. Jo's approach to education has been shaped by working across a range of educational sectors for organisations such as HTAV, the University of Melbourne, Macmillan Publishing, Melbourne Museum, and in both primary and secondary schools. She recently co-wrote and presented The Ancient World: Greece series for ABC Education (available on iview). Her TedX talk on Museum Theatre is also available on YouTube.

Tom Harris is an Education Officer at the Hellenic Museum, where he shares stories with students about the rich histories of the ancient world. He holds a Bachelor of Arts (Honours) in Classics and is currently undertaking a Master of Teaching (Secondary) in History and Languages at the University of Melbourne. He is fluent in Greek and Latin and is constantly adding new languages to his collection. Tom was awarded the 2025 Alexander Leeper Prize by the Classical Association of Victoria, and he recently co-wrote and presented The Ancient World: Greece series for ABC Education.

3.55 PM **Social Hour Networking Drinks** Sponsored by Libertas Travel

Stampton Bar, Novotel Hotel



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