

# 2025 ANNUAL CONFERENCE: SESSION DESCRIPTIONS AND PRESENTER BIOGRAPHIES

## LEGACY & INNOVATION



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## FRIDAY 8 AUGUST



VCE



MIDDLE YEARS



GENERAL



BRING YOUR OWN DEVICE

9:00 AM REGISTRATION

9:50 AM ACKNOWLEDGEMENT OF TRADITIONAL OWNERS / WELCOME AND HOUSEKEEPING

10:20 AM SESSION 1: Please choose one option from this session.

### F1A 'Hands on' History

*Tom Ryan, Woodleigh School*

'Where attention goes, energy flows', said someone hip on the interwebs. In this workshop, Tom will demo several road-tested activities that are guaranteed to engage students and deepen their learning about a range of experiential histories—from Egyptian mummification to DIY archaeological digs, Russian Civil War-style nerf gun discipline, and communist and medieval singalongs, this workshop covers it all. There's no essay plan resources, but you'll likely take away at least a little inspiration for fun and engagement.

#### GENERAL

*Tom Ryan is the Humanities Learning Area Leader at Woodleigh School, where he teaches VCE History and middle school Humanities. He is the presenter of Edrolo's Chinese Revolution course and the author of HTAV's China Rising and Reinventing Russia textbooks. Tom offers in-school revision workshops and has been an educator for over 25 years.*

### F1B Explaining the Analysis

*Samuel Cavnoudias, Haileybury*

This workshop will explain what it means to 'analyse' a question by comparing it to basic explanation- and evaluation-style responses. This session is aimed at VCE History teachers (particularly those teaching Revolutions) but is useful for anyone who wants a refresher on how to prevent students from falling into the trap of narrating or explaining, when they should be analysing.

#### VCE REVOLUTIONS

*Sam Cavnoudias is a senior History teacher at Haileybury with expertise in curriculum development and assessment for Unit 3/4 History through his work with the VCAA. A seasoned presenter for HTAV at numerous conferences and events, Sam also co-authored HTAV's Ancient Greece textbook. He is passionate about mentoring and collaborating with fellow History educators, and is dedicated to advancing teaching methodologies and fostering a deeper understanding of historical concepts.*



## F1C **Myths, Monsters and Modernity: Legacies of Ancient Greece**



*Dr Jo Clyne and Bridget Headlam, Hellenic Museum*

What does the Australian five cent coin have to do with Ancient Greece? Where would you find a thesaurus in the ancient world? Did hoplites have a secret vendetta against lizards? In this Victorian History Curriculum-aligned workshop, Jo and Bridget will use an object-based learning approach to demonstrate the relevance of studying Ancient Greek history to modern-day students. They will cover Ancient Greek innovations in art, infrastructure, citizenship and literature, and will reveal unexpected legacies in etymology and symbology. Teachers will leave this workshop with wonderful stories, facts and insights to enrich their teaching of Ancient Greece.

### **LEVELS 7–8 | VCE ANCIENT HISTORY**

*Dr Jo Clyne is the Education and Learning Programs Manager at the Hellenic Museum in Melbourne, where she is thrilled to share the wonders of Ancient Greece with learners of all ages. Jo's approach to education has been shaped by working across a range of organisations such as the HTAV, the University of Melbourne, Macmillan Publishing, the Melbourne Museum, and in both primary and secondary schools. She holds a PhD in History and Theatre Studies from the University of Melbourne, is President of the International Museum Theatre Alliance (Asia Pacific), and is a member of the Professional Historians Association (Victoria).*

*Bridget Headlam is an Education Officer at the Hellenic Museum in Melbourne, where she feels like she learns something new every day. Bridget's love of heritage and cultural education began when she moved to London and worked in public programs and education at Buckingham Palace and Westminster Parliament. Since returning to Melbourne, she has worked in community engagement and learning facilitation at the Victorian Parliament, the Melbourne Museum and the State Library.*

## F1D **Deep Time Australia: Teaching V2.0 Year 7**



*Kara Taylor, Irymple Secondary College*

This workshop will unpack the 'Deep time to the modern era' period included in the new Victorian Curriculum (V2.0) and will break down each of its six curriculum points, including how we can ensure it is taught in our schools. Kara will help you teach this topic with care and without fear. You will leave this workshop with some great ready-to-use resources, lessons ideas and further reading for your classroom, to get you ready to teach this exciting topic!

### **BYOD | LEVELS 7–8**

*Kara Taylor has been teaching History for 17 years and is a proud Mallee girl. She currently teaches at Irymple Secondary College. Kara's area of expertise is Australian Aboriginal history and weaving First Nations learning and perspectives into Levels 7–10 Humanities units. She has presented at numerous HTAV events and conferences, where she provides a range of accessible, ready-to-use sources and ideas for teachers to use in their classrooms. Kara has also presented for the Victorian Academy of Teaching and Leadership, covering History and challenging classroom behaviours. She is a contributing author of an upcoming Year 7 Humanities textbook for Cambridge University Press.*

## F1E **Reforging the Industrial Revolution: Industry, Empire and Modern Warfare**



*Raquel Fenby, Yarrabing Secondary College*

This workshop will explore the broader causes and consequences of the Industrial Revolution and analyse its long-term effect on militarism as a cause of World War I and the nature of war on the Western Front. We will examine how the financial resources underpinning the Industrial Revolution were rooted in slavery and left a tragic legacy on colonial societies, and how the revolution subsequently shaped how war was fought in the twentieth century.

### **LEVELS 9–10**

*Raquel Fenby is an experienced VCE History, Economics and English Language teacher and is currently the Curriculum Leader for Humanities at Yarrabing Secondary College, where her team is engaged in building a viable 7–12 Humanities curriculum from scratch at a brand-new school. She has taught at various schools in Australia and overseas. Raquel co-authored the HTAV Ancient Greece and Ancient Rome Study and Exam Guides and has also written for the VCAA. She has backpacked through approximately 120 countries with a focus on visiting historical sites around the world and informing her understanding of different cultures.*



**F1F Past, Present, Future: Securing History's Place in your School!****G***Meaghan Ryan and Kirk Thomson, St Bede's College*

Do you love sharing your passion for history? Do you have a subject-selection night coming up? Do you want to increase History enrolments in the middle and senior school years? This workshop will focus on ways to promote History in your school, starting with what you can do in your classroom to ideas you can work on with leadership to create a culture shift! From excursions to model-building, elective subjects, themed weeks and opportunities for students to excel, we'll have an idea for you!

**GENERAL**

*Meaghan Ryan is the Learning Area Leader for Humanities (cross-campus) at St Bede's College, where she has taught a variety of History classes from Years 7–11. Meaghan co-authored the Victorian Curriculum V2.0 update of the Oxford Humanities series and has presented at HTAV and GTAV conferences. In 2024 and 2025, she pioneered a European History tour at her school and was in Villers-Bretonneux for Anzac Day. Meaghan is passionate about teaching students the key History skills in an engaging way, and she promotes the study of History in her school, so everyone can share her enthusiasm! Meaghan also received the HTAV Award for Excellence in History Teaching by a Secondary Teacher in 2025.*

*Kirk Thomson is a History teacher at St Bede's College and is currently the Teaching and Learning Leader for Pedagogy and Professional Development. He teaches VCE Revolutions, as well as a Year 9 History elective subject, and has previously presented at HTAV and GTAV conferences. In 2022, he co-authored the Years 9 and 10 Oxford Humanities series textbooks and contributed to the third edition set to be released this year. Kirk is enthusiastic about sharing his passion for History and would love to share his ideas with you! Kirk also received the HTAV Award for Excellence in History Teaching by a Secondary Teacher in 2025.*

**F1G Approaching Teaching the Holocaust: Engaging Years 9 and 10 Students****M***Damien Green, King David School and Matilda Education*

In 2020, the Victorian Minister for Education directed the Department of Education that 'all Victorian government school students must be taught about the Holocaust as part of the school's Levels 9–10 World War II History curriculum program'. Teaching this content is extraordinarily complex due to the nature of what happened during the Shoah ('catastrophe'), as it is called by Jews, 'Samudaripen' (All Murdered) or 'Porajmos' ('devouring/destruction'), as it called by the Roma—particularly given the challenges of evaluating sources and the sensitivity of graphic material. This workshop will explore ways of navigating these and other challenges in order to assist teachers to produce a nuanced sequenced program of learning. Studies of the Holocaust can inspire students to enact life-long learning with enduring understandings of contemporary issues of racial, religious and ethnic prejudice, discrimination and human rights.

**LEVELS 9–10**

*Damien Green currently teaches at the King David School. In 2018, he completed an International Seminar for Educators at the International School for Holocaust Studies at Yad Vashem in Jerusalem. Damien co-authored chapters of the Good Humanities 9 and 10 textbook series and was lead writer for VCE Checkpoints: Religion and Society for Cambridge University Press. Damien also co-authored the VCE Religion and Society textbooks for Cengage Learning (2016) and Macmillan (2012), which earned a 'Highly Commended' mention at the Australian Publisher's Awards in its first year.*

**11:15 AM MORNING TEA**

11:50 AM **SESSION 2:** Please choose one option from this session.**F2A EAL Students: Creating Curious Historians in Mainstream Classrooms***Allison Hommelhoff and Tess Standen, Braybrook Secondary College*

'Too much content, not enough skill or time.' We hear this a lot. If this is you, join a practical session that promises to challenge your thinking and introduce strategies for clearer and more impactful History teaching. This workshop is designed for all Levels 7–10 teachers who want to demystify the challenges associated with teaching culturally and linguistically diverse (CALD) students, with solutions that benefit all learners. Leave with a new way of thinking about teaching History to EAL students in the mainstream, along with real classroom strategies that will inspire, motivate and empower the next generation of diverse historians! Together, Allison and Tess bring an innovative, no-nonsense approach to helping teachers tap into diverse student voices.

**BYOD | LEVELS 7–10**

*Allison Hommelhoff is a Humanities teacher and Learning Specialist at Braybrook College. For over 25 years, she has taught History for Levels 7–11 and EAL. In 2024, Allison completed a Master of Cultural Heritage and Museum Studies where she researched the effectiveness of education resources produced by museums for EAL students. She believes that the study of History for CALD students equips them with the knowledge and skills necessary to be active participants in community life.*

*Tess Standen is an EAL and Humanities teacher and EAL Coordinator at Braybrook College. She has taught History for Years 7–10 and EAL (7–12) for 12 years in both Adelaide and Melbourne. Tess believes that focusing on language development and critical thinking allows all students to feel valued and empowered to succeed in studying History, regardless of their starting point.*

**F2B Civilisation and Barbarism: Orientalism in the History of Empire***James Carman, Bacchus Marsh College*

Throughout history, empires have defined themselves by what they are not, drawing a line between the civilised man and the barbarian. This idea has influenced how we see everything, from art to gender, to race and the nature of progress itself. From Gilgamesh to Operation Iraqi Freedom, uncover how an empire justifies itself.

**VCE EMPIRES**

*James Carman was born in Apartheid South Africa and has tried to understand the ways in which power affects our views of reality. James has taught VCE History for six years trying to get closer to an answer.*

**F2C Chinese Stories from the Gold Rush Collections, 1850–1916***Sara Pearce, Sovereign Hill Museums Association*

Chinese migration to the nineteenth-century Victorian goldfields sparked debates on different cultural attitudes and restrictive colonial immigration policies. How did upheaval in China shape the migrant population to Victoria? How did a different demographic profile shape attitudes to these new arrivals and their experiences? What did cultural exchange look like here and in China? Through a variety of artefacts and primary source perspectives, we will explore migration stories set against a backdrop of great change, war and political upheaval, both in China, with the fall of the Qing Dynasty, and in Victoria during the gold rush.

**LEVELS 9–10 | VCE AUSTRALIAN HISTORY**

*Sara Pearce is currently an Education Officer at the Sovereign Hill Museums Association. She has previously held education roles in regional museums in Australia, Canada and New Zealand. Sara is a trained secondary History and Science teacher and holds graduate degrees in the history of medicine (University College London, United Kingdom) and archaeology (University of Bradford, with the Victoria and Albert Museum, United Kingdom).*

**F2D Using the Vikings to Teach Historical Thinking***Ian Lyell, Mentone Girls' Grammar School*

In this workshop, Ian will share a Year 8 unit of work focused on the Vikings. He will discuss classroom activities and assessment tasks that can be used to stimulate curiosity and help students develop their historical thinking skills. A major focus of this unit is using the Vikings to explore the notion that history is contestable and can be examined from multiple perspectives; this will enable students to examine the contemporary world with greater empathy and complexity, in turn. Ian will also explicitly focus on strategies to help develop students' literacy skills and how to support students with different ability levels.

**BYOD | LEVELS 7–8**

*Ian Lyell teaches History and Humanities at Mentone Girls' Grammar School. He misses teaching Year 8 History and is excited to share ideas from a really effective unit of work. 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 HTAV.*

## F2E Commanding Excellence: Breaking Down Command Terms



*Melinda Naughton and Jack Smeelie, Girton Grammar School*

Command terms are used in exams for every subject at the VCE level. So why don't we use these command terms from day dot in assessment tasks? This workshop will focus on breaking down command terms at every year level and how to implement them in tasks from Year 7 through to VCE. We will provide you with classroom strategies on how to break down and utilise the VCE History command terms, using examples from all year levels.

### BYOD | GENERAL

*Melinda Naughton has been teaching in regional independent schools for 26 years. As the Assistant Head of Humanities at Girton Grammar School in Bendigo, she is working to implement explicit instruction teaching practices across the curriculum and is currently part of a team working with La Trobe University to explore the implementation of this pedagogy. Melinda has a passion for engaging students in the Humanities.*

*Jack Smeelie is a History and Humanities teacher with over seven years of experience, most recently teaching at a regional independent co-educational school. Jack has taught students from Years 5–12. Since beginning teaching VCE Revolutions in 2021, he has garnered an interest in understanding command terms and how to break them down for improved understanding, especially for younger students. Jack has also embraced the Writing Revolution approach to improve student writing by pairing skills development with new knowledge, making it more accessible for all students.*

## F2F Reform Unwillingness and the Death of the Roman Republic



*Professor Frederik Vervaeke, The University of Melbourne*

In 51 BCE, on the eve of the civil wars that would deal the final blow to the most powerful and enduring electoral republic of the pre-modern world, the statesman and orator Cicero observed that what he felt was the finest example of a carefully calibrated mixed constitution could only ever become undone through 'great faults in the governing class' (*On the Republic* 1.69). With Cicero's crushing verdict in mind, we will revisit the timelessly relevant fall of the Roman Republic, holding the events of its turbulent final century (133–27 BCE) against the light of recent best-selling political science scholarship into *How Democracies Die* (Steven Levitsky and Daniel Ziblatt, 2018) and *How Civil Wars Start* (Barbara Walter, 2023).

### VCE ANCIENT HISTORY

*Frederik Juliaan Vervaeke is Professor of Ancient History at the University of Melbourne. He has published widely in Roman socio-institutional and political history, as well as Roman public law. His recent works include Reform, Revolution, Reaction (2023) and substantial chapters in the Oxford Handbook of Roman Law and Society (2016) and the forthcoming Oxford History of the Roman World (2nd ed.).*

## F2G Colourblind or Intentionally Blind? Federal Indigenous Policy, 1901–1967



*Dr Zachary Gorman, Robert Menzies Institute*

Prior to the successful referendum in 1967, the Australian Constitution deliberately left Indigenous policy as a matter for the states by excluding First Nations peoples from the scope of the 'race power' contained in Section 51 (xxvi). This curriculum content workshop will explore why that exclusion happened, how a federal approach to Indigenous policy evolved despite it, and why the expansion of an explicitly racist constitutional clause came to be considered a move towards social progress. This workshop will provide a more nuanced picture of what the referendum ultimately meant and its enduring legacies.

### VCE AUSTRALIAN HISTORY | LEVELS 9–10

*Dr Zachary Gorman is the Historian and Research Manager for the Robert Menzies Institute at the University of Melbourne, a prime ministerial library and museum dedicated to furthering knowledge of twentieth-century Australian history and the Menzies era. Dr Gorman is currently editing a four-volume history of the Menzies period, produced by Melbourne University Publishing, and has authored academic journal articles relating to both Federation and the Constitution.*





## 12:50 PM KEYNOTE SESSION: 'The Most Beautiful Lies'? Australian History for Australia

*A special presentation facilitated by Emeritus Professor Peter McPhee AM, The University of Melbourne*

Well, this is something new for the HTAV Events team.

We can't tell you who the distinguished speaker in conversation with Emeritus Professor Peter McPhee is. (Don't worry, we're not trying to be mysterious. It will all make sense on the day.)

We can tell you that we think you will love this session!

In 1897, Mark Twain famously opined, 'Australian history ... does not read like history, but like the most beautiful lies ... all of a fresh new sort, no mouldy old stale ones. Full of surprises, and adventures, and incongruities, and contradictions, and incredibilities.'

Without general, as well as deep, understanding of our history we impoverish our ability to tell our story to ourselves and others in ways that help frame the hopes and responses of our polity and society.

We must ask ourselves, what are the best paths to telling our beautiful, surprising, incongruous, incredible, and sometimes mouldy, story?

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

*Peter has been a supporter of History teachers and their students since travelling on one of the first History Safaris through regional Victoria as a PhD student in the 1970s. Since then, he has often spoken at HTAV conferences and at HTAV student lectures. His view is that we cannot overestimate the civic and workplace importance of an education in History, which emphasises careful use of evidence, cultural understanding, flexibility of outlook, and respect for difference. He argues that our History teachers deserve the place in the school curriculum that the HTAV advocates.*

*We can't tell you who the distinguished speaker is but we can tell you that we think you will love this session!*



## 1:45 PM NETWORKING LUNCH

## 2:35 PM EXHIBITOR PASSPORT PRIZE DRAWS

## 2:50 PM VCAA UPDATE: VCE History

*Adam Brodie-McKenzie, Curriculum Manager (History and Civics), Victorian Curriculum and Assessment Authority*

Adam will share an update on the status of the VCE History Study Design and related matters.

*Adam Brodie-McKenzie is the Curriculum Manager (History and Civics) at the VCAA. In this role he leads, manages and supports the production, review and development of curriculum and assessment for the Victorian Curriculum and VCE. He is also currently studying a Doctor of Education at the University of Melbourne. Prior to this he was the inaugural Master Teacher of the Humanities at the Victorian Academy of Teaching and Leadership and has worked as a lecturer, school leader and high school teacher for over a decade.*

## 3:15 PM SESSION 3: Please choose one option from this session.

### F3A The Consolidation of Empires: France (1605–1774) and Russia (1552–1894) in VCE Area of Study 2

*Professor Darius von Güttner, Australian Catholic University*

This workshop explores the consolidation of early modern empires in Europe, with a specific focus on France (1605–1774) and Russia (1552–1894). It examines how these empires solidified their power and extended their political, economic and social influence. The workshop will delve into the interactions between these empires and their territories, analysing the consequences of their expansion and the factors leading to their eventual decline. By tracing the shifts that led to the emergence of revolutionary movements, this workshop aims to provide teachers with a nuanced understanding of the legacy of these empires, directly aligning with the VCE curriculum.

#### **BYOD | VCE EMPIRES**

*Professor Darius von Güttner is a historian and Fellow of the Royal Historical Society (United Kingdom). His work centres on the cultural aspects of European history and the transmission of ideas. His publications include academic books on religiously motivated warfare and historical writing. Darius is the author of The French Revolution: The Basics (Routledge) and HTAV's French Revolution Study and Exam Guide. He has taught VCE Revolutions, served as a VCE Revolutions Assessor, and contributed to the development of both Australian and Victorian curricula. He currently teaches History and History Education at the Australian Catholic University.*

**F3B Commanding More of the 'Do Now'**

*Michelle Walker, Lowther Hall Anglican Grammar School*

Recent pedagogical research emphasises the importance of including a starter activity—a 'Do Now'—at the beginning of each lesson. This will grab students' attention and give them the opportunity to recall key information from previous lessons. But how can we make the most of this five-minute activity? As teachers who value every minute of class time, discover how to create 'Do Nows' that not only meet their intended purpose but also allow students to practise key historical skills that will help them gain confidence and improve their competency in assessment outcomes.

**BYOD | GENERAL**

*Michelle Walker has been teaching History and Music (Years 7–12) for 10 years at both Catholic and independent girls' schools. She is currently Head of Humanities at Lowther Hall Anglican Grammar School. Michelle has a passion for implementing pedagogies that enhance student engagement and confidence, and foster a love of learning.*

**F3C Embracing Subjectivity: Modelling the Interpretation of History**

*Ryan Leahy, St Bernard's College*

This workshop will attempt to unpack the idea of historical interpretation by embracing our own values and beliefs when teaching History. This will serve to challenge the idea of 'objective history', while still being grounded in evidence-based arguments. By embracing subjectivity and interpretation, a History classroom can become more dynamic and more engaging for all. While this workshop is rooted in the context of VCE History (Modern History and Revolutions), teachers across all year levels are welcome.

**VCE MODERN HISTORY | VCE REVOLUTIONS**

*Ryan Leahy is an experienced VCE History teacher at St Bernard's College. Over his 10-year career he has endeavoured to make History as accessible as possible by embracing its strangeness, prescience and connections to modern life. Ryan specialises in flipped learning and relational teaching and harbours an unhealthy obsession with Mao Zedong Thought.*

**F3D Let Me Tell You a Story**

*Rowena Morris, Kyabram P-12 College*

The study of History is the story of humans—their interactions, their vulnerabilities, their beliefs, their strengths and their failures. This workshop will consider the power of a knowledge-rich approach to History, grounded in a narrative structure. This approach seeks to engage all learners and ignite a passion for the stories of the past as students make connections with their own lives, the lives of others and the world in which we live. Teachers will leave with a diverse toolkit to inspire and ignite a lifelong love of History in their learners.

**BYOD | LEVELS 7–10**

*Rowena Morris's passion for the past drove her to first qualify as an archaeologist before embarking on a career as a Humanities and English teacher. A strong belief in the power of History to change lives, attitudes and worldviews, and to make the world a better place, is what drives Rowena to create learning experiences that speak to students' lived experiences and help them to understand that history is, at its heart, the story of humans just like them—ordinary people, living in extraordinary times, doing the best with what they have.*

**F3E Bringing History to Life: Practical Strategies for Engaging Young Historians**

*Louis Goutos, St Joseph's College*

This workshop will offer History teachers practical ideas to transform their classrooms into dynamic learning environments. We will explore ways to capture student interest through simple and practical learning tasks that integrate History with other cross-curricular approaches and build meaningful connections between historical events and contemporary issues, helping students recognise history's ongoing relevance in their lives. Whether you're an experienced teacher, new to teaching or are teaching out-of-field, this workshop will provide practical tools to make History more engaging, relevant and impactful for the young historians in your class.

**BYOD | LEVELS 7–10**

*Louis Goutos has been teaching middle school History for five years and has previously presented for HTAV. Louis looks forward to sharing his subject knowledge and expertise with other History teachers, focusing on pedagogy, engaging activities and making History come alive for middle school students.*

**F3F Teaching Truth-Telling in Australian History****M***Dr Paul Cocks, Loyola College*

This workshop will demonstrate the different ways we can teach students the meaning and importance of 'truth-telling' contained in the Uluru Statement from the Heart. The session includes an overview of the key topics that should be included in a unit of work based on this theme, including violence on the frontier, the role of missions and the consolidation of nineteenth-century colonialism in the Federation of Australia. We will conclude by demonstrating how Manning Clark's *A Short History of Australia* can be used to exemplify the ways that First Nations peoples were systematically marginalised in the teaching of Australian history to previous generations of Australians.

**LEVELS 9–10**

*Dr Paul Cocks has been teaching History at Loyola College for over 15 years and was part of the team in 2019 that developed a Year 9 History unit based on the Uluru Statement from the Heart. He has a PhD in the history and anthropology of colonial southern Africa from La Trobe University. Paul is a previous presenter at HTAV conferences and has published various articles in Agora.*

**F3G Maker's Medieval Unit: Differentiating History for All Students****M***Conor Lawson, La Trobe University, and Joshua Lloyd, Federation University*

Join Josh and Conor as they share their application of the Maker Model of Differentiation to a Year 8 History unit on Medieval Europe. Throughout the workshop, they will unpack this 10-week unit and explain how it caters to diverse learners by integrating the model's four dimensions of differentiation: content, process, product and learning environment. Learn practical strategies and hear firsthand experiences of implementing these techniques in the classroom. This workshop is ideal for all teachers aiming to engage students of all learning levels.

**BYOD | LEVELS 7–8**

*Conor Lawson is an experienced teacher with a passion for educating young people. Having worked extensively in Darwin and Horsham, he has been a VCE Year Level Coordinator, Daily Organiser and held other leadership positions within schools. Conor is currently completing a Master of Education (Leadership and Management) at La Trobe University and works for Regional Development Victoria.*

*Joshua Lloyd is the Executive Leading Teacher to the Higher Education Accelerated Program in the ACT. He has taught middle school Humanities and VCE Revolutions across regional Victoria and is currently completing his Master of Education at Federation University, with a focus on curriculum, assessment and inclusion. Josh is a former Director of the HTAV and the Victorian Applied Learning Association. He has assisted in the coordination of the National History Challenge and has assessed entries for the Spirit of Anzac Prize. Josh was a recipient of the HTAV awards for Excellence in History Teaching by a Graduate (Pre-Service) Teacher, and Excellence in History Teaching by an Early Career Educator.*

**4:15 PM SOCIAL HOUR: Networking drinks for conference participants**

Join colleagues, catch up with old friends, meet new people, harvest good ideas, and enjoy a complimentary drink and a selection of canapés at the HTAV Social Hour.

Social Hour will take place at the Hawthorn Arts Centre conference venue.

Sponsored by Jacaranda.

