

# New Zealand Board of Geography Teachers

(N.Z. GEOGRAPHICAL SOCIETY INC.)

## “The Network”

### The NZBoGT Newsletter for Geography teachers

February 2000

Term One

Issue No.7

### Chairperson’s Report:

Welcome to the start of the New Year and millennium. This year will be a critical one as we move towards our new qualification system – “Achievement 2001”. Back on 15 December 1999 I was part of a meeting hosted by the Royal Society of NZ with the Presidents/Chairpeople of ten different national Subject associations. This meeting offered a great opportunity for associations to share perspectives and issues face to face, and address many of these directly to Tim McMahon as the Project Manager of the Qualifications Development Group (QDG). It was interesting that all the associations felt generally happy with their achievement standards and matrix, however there were common concerns about implementation – such as moderation method to be used, the short timeframe, development of suitable trialled exemplars, and the amount and quality of training to be provided for all teachers. Tim McMahon pointed out that the recommendations from the Secondary Schools Sector Forum will be incorporated and that the moderation method is currently being developed. Tim also acknowledged the importance of the subject associations, and stated that the Ministry will be looking to increase their role in this process.

The NZBoGT has already been in contact with Jim Orpe, who is the Resource Development Co-ordinator for QDG. He is seeking our advice and suggestions in regards to the development of the resource material for Level One of the NCEA. If you wish to make contributions to this ensure your regional representative receives your ideas.

As we consider the wider picture of our education I believe our subject of Geography is strongly placed in terms of its relevance and importance as we enter the new millennium. I predict that Geography’s time as a “fashion subject” is here (just as Economics and Japanese were in the 1980s and early 90s). Many of the issues that are rising in public prominence are geographic. These include: the aging population in western nations and continued exploding population growth globally; the sustainable use of our resources; access to clear water and air; increasing threat of climate change; international trade agreements (i.e. free trade-vs-protectionism); ethnic and nationalist conflicts...to name just a few. Geography is well placed as a subject to educate students in the issues and topics relevant in this time of globalisation. Our young people will benefit from geographic studies as they develop the skills to examine their future, consider alternatives and consequences to ensure an sustainable future for all. I would suggest that it does not hurt to ensure that your students and community are aware of the important role geography has in their education.

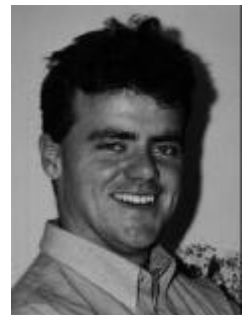
#### Mark Wilson

NZBoGT Chairperson

St. Peter’s School, Cambridge

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HODs are encouraged to photocopy this A3 newsletter for ALL their staff, otherwise please at least pass on this copy to your school’s geography staff to share the information:

HOD → → → → →

## Regional Teacher Representatives

*The six Regional Teacher Representatives on the NZBoGT are elected by their NZGS regional branch to present the views and issues of their regions geography teachers, and also to keep their local teacher groups informed about NZBoGT issues and events.*



**Auckland Regional Representative**  
June Logie  
C/- Auckland Girls' Grammar  
Fax: 09-3099152  
Email: [mj.logie@xtra.co.nz](mailto:mj.logie@xtra.co.nz)



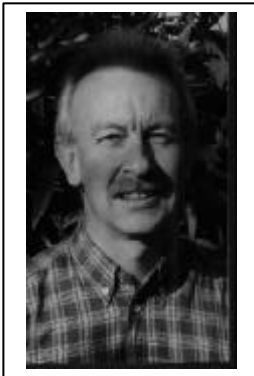
**Waikato Regional Representative**  
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C/- Sacred Heart College  
Fax: 07-8562316  
Email: [kendrick@shgham.school.nz](mailto:kendrick@shgham.school.nz)



**Wellington Regional Representative**  
Annette Lanigan  
C/- Mana College  
Fax: 04-2375775  
Email: [a.lanigan@xtra.co.nz](mailto:a.lanigan@xtra.co.nz)



**Manawatu Regional Representative**  
Suzanne Downs  
C/- Napier Girls' High School  
Fax: 06-8358164  
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**Canterbury Regional Representative**  
Roger Baldwin  
C/- Rangiora High School  
Fax: 03-3138005  
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**Otago Regional Representative**  
Margaret Williams  
C/- Waitaki Girls' College  
Fax: 03-4346783  
Email: [williamsmargaret@hotmail.com](mailto:williamsmargaret@hotmail.com)

## What is the NZBoGT ?

The NZBoGT is an independent board of the New Zealand Geographical Society (NZGS). It includes six regional teacher representatives, together with one representative from a New Zealand University, College of Education, Geography Resource Centre, and the NZGS Editorial Board. The board represents the subject *geography* at a national level in curriculum and assessment areas. It is entirely funded by NZGS subscriptions.

# 'Guidelines for Environmental Education in New Zealand Schools'

## – implications for Geography

*This article has been written by Campbell Howlett. He is an (inaugural) member of the Waikato branch of the New Zealand Association for Environmental Education; member of a working group to develop the Hamilton City Council Environment Education Strategy; and teacher of Geography, Social Studies and Tourism at Hillcrest High School in Hamilton.*

The New Zealand Government has made a commitment to protecting the environment, through the Environment 2010 Strategy, which sets out a holistic view of New Zealand's clean, healthy and unique environment. The strategy encourages New Zealanders to develop responsible environmental behaviour and to be informed participants in the decision making process.

Environmental Education is one way of achieving the Government's goal of maintaining a quality environment (both Natural and Cultural). Through good sound education, people will develop environmental and ethical awareness, values and attitudes, skills and behaviours, that will enable them to make informed decisions about sustainability of natural resources and the environment. The overall aim of Environmental Education is to promote awareness about and for the environment through personal commitment and action. Guidelines for Environmental Education in New Zealand Schools enable then to develop programs within the existing New Zealand Curriculum framework. These programs may cover the experiences of individuals in, about, and for the environment. Schools can utilise opportunities within the existing curriculum statements to plan and incorporate environmental education.

The Guide provides an insight into the ideology behind Environmental Education while providing practical steps to plan programs within the seven essential learning areas. Appendix 2 sets out each of the essential learning areas in detail with suggested topics that would form the basis of environmental education in schools.

The Social Studies Curriculum achievement objectives can be easily linked to the aims of environmental education, for example an investigation of the ways in which humans have affected the Antarctic, or the rainforest. This could be a study in the Place and Environment Strand, while it is also education about the environment and meets the second aim of environmental education (knowledge and understanding of the

environment and the impact of people on it) as set out in the guidelines.

The Geography Syllabus examines the processes of interaction between the physical and cultural environment and the resulting patterns of this interaction. Students who take a course of geography at secondary school will be exposed to environmental education. The Guidelines for Environmental education can be used effectively in conjunction with the Syllabus document to develop the School Selected component of the Syllabus at each of the three Year levels enabling the school to create an environmental focus to these studies.

This document raises a number of issues in the formal education sector that are only starting to be addressed if at all. There is lack of understanding of the need for and value of environment education. Too often environment education competes for space in an already overcrowded curriculum. Educators see it (environmental education) as being something else that they have to cover, rather than integrating it into existing topics of various subjects. Another issue is the lack of comprehensive environmental education resources and programmes based on local issues. This has been partly met by the 'Guidelines for Environmental Education' however councils (both regional and local) along with businesses need to develop resources in conjunction with schools and provide practical help and guidance if environmental education is going to succeed.

It is a concern that this document will simply gather dust on the shelves of HOD's and/or TIC's offices. Although it does not imply that environmental education will need to be implemented into school programmes by a specific date, I believe that if we are to succeed as a world leading nation in the care of and uses of the environment, then this document will need to be well used. Environmental education is necessary to raise public awareness and increase involvement in environmental management, and to influence community attitudes and behaviours towards the environment.

NB: Copies of the document 'Guidelines for Environmental Education in New Zealand Schools' were sent to all schools back on 6 September 1999, addressed to the Principal. Further copies can be obtained from: Learning Media Customer Services, Freephone 0800 800 565. To help teachers access resources to support environmental education activities the Ministry for the Environment has produced *the Environment Education Directory New Zealand*, which can be accessed on the internet or by contacting the Ministry for the Environment. The Ministry of Education also plans to support these guidelines by providing a series of workshops for interested teachers.

## New Zealand Journal of Geography

One of the important services provided through your NZBoGT membership is access to this Journal. The primary focus of this Journal is the needs of teachers. It publishes articles designed to interest, challenge and support the classroom practitioners. Teachers, and others who are able to contribute to the promotion and development of geography in secondary schools are encouraged to submit articles. Editorial advice is available for those who wish to discuss concepts for articles. This is an excellent means of professional development and recognition. Two issues per year of this Journal are produced, in April and then in October.

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### The Royal Society of New Zealand: Teacher Fellowships

*Are you interested in one to four terms off teaching to pursue your own studies and subject related work ?*

The Royal Society has about \$2.3 million dollars in Teacher fellowships to be awarded to about 40 teachers this year. The funding covers the relief cost to replace you at your school – in other words you continue to receive your usual salary while you do your personal programme. There are also some funding for programme related costs. Most of the Teaching fellowships are awarded to Science teachers, but this is open to Geography teachers as well.

The Royal Society was established by statute in 1867, with one of its key aims to promote the understanding and education of science, mathematics, social sciences and technology. The NZBoGT is affiliated to the Royal Society through the NZ Geographical Society.

#### **What activities are supported by this fellowship ?**

A variety of programmes of different duration (from one to four terms) are expected under this scheme. Some recommended programmes include:

- Secondment to work in a research institution or business enterprise that is using science and technology to make new products and processes;

- A programme of visits to research institutions, local and regional government, and private sector companies;
- A secondment to an organisation whose main objectives include liaison between schools, research institutions and industry (e.g. local government, museums, science centres).

Although resources for classroom use may be developed, this scheme does not intend to have resource production as a major aim, and funding is not available for mass production of resources. The applicant must also be sponsored by a host organisation committed to supporting the objectives of the programme and assisting the applicant to meet these objectives. It is essential that benefits to students, colleagues, enterprises and the wider community can be maximised. Your application should specifically address this objective, for example: enrich the delivery of the curriculum with practical stimulating environment, inform teachers/students and wider communities about qualifications and careers, and stimulate teaching staff through practical assistance. Applications close late July each year.

For further information: Email: [teachers.fellowship@rsnz.govt.nz](mailto:teachers.fellowship@rsnz.govt.nz) OR Tel:04-428345/Fax:04-431409

# The GIS in Schools Competition

Report by Profession Lex Chalmers. Lex is Chairperson of the Geography Department at the University of Waikato, and is the Universities representative on the NZBoGT.

January is over, and that flush of millennialism is almost passed (thank goodness). Most of us seem to have survived un-phased and to be preparing for the new teaching year in entirely normal and sensible ways. If you are like me, you will not want to take on too much that is new (in part a reaction to millennial hype) simply because you have enough to do already.

However, ... if you do have some spare capacity, and you are interested in something new, there is always the prospect of seeing what a bit of technology can do for your Geography teaching. Quite a few teachers have heard of GIS, and a number have taken the opportunity provided by MapInfo or ArcView software suppliers to try out GIS in the classroom. Results have been mixed, but where it does work for teachers and students, some impressive work has resulted.

The sponsorship of GIS in schools has been encouraged by AURISA (The Australasian Urban and Regional Systems Association at

<http://www.w3c2.com.au/aurisa/index.html>) and their

support for a GIS competition for schools. Burnside in Christchurch and Chilton St James in Wellington produced great entries in 1999, and there has been a lot of interest since then. Increasing support from the GIS industry has helped; Eagle, the agents for ESRI's ArcView have joined Critchlow and Associates in providing software for schools all over the country.

As the attached flyer indicates, the Geographical Society would like to join AURISA and to provide the chance for interested parties to see what GIS can do for those of us in the classroom. The flyer gives some further background and the names and address of the AURISA contacts. If you are interested, I will send out the full documentation, and you can think about whether you would like to register. While I don't think the GIS in Schools competition can replace the Planning and Decision Making competition that we run, there is a chance that the same piece of work could be submitted to more than one competition.

Over to you ...

**To see and print off the guidelines and entry details for the AURISA "GIS in Schools Competition" go to: <http://www.waikato.ac.nz/geog/gis/schoolgis/2000SchoolGIS.htm>**

Or contact the New Zealand co-ordinator: Lex Chalmers at: [Lex@waikato.ac.nz](mailto:Lex@waikato.ac.nz) OR (Phone: 07-8384436)

## Internet Webb Sites worth checking out for Geography...

[www.elnino.com/](http://www.elnino.com/)

About El Nino weather patterns

[www.nature.com/](http://www.nature.com/)

Nature – international weekly journal of science

[www.geog.canterbury.ac.nz/weather/images/df.jpg](http://www.geog.canterbury.ac.nz/weather/images/df.jpg)

Up-to-date satellite weather images

[www.met.co.nz/wxbin/short?SHORT\\_EXT](http://www.met.co.nz/wxbin/short?SHORT_EXT)

NZ Metservice NZ Ltd – extended range short forecast.

<http://volcano.und.nodak.edu/>

Volcano World – excellent site; choose your volcano and learn about it/see it; range of links to other sites.

[www.fieldays.co.nz/](http://www.fieldays.co.nz/)

Site for Fieldays in Hamilton, NZ

[www.geophys.washington.edu/tsunami/intro.html](http://www.geophys.washington.edu/tsunami/intro.html)

Research and information on Tsunami

Please email your suggestions and ideas to Roger Baldwin at [R.Baldwin@ext.canterbury.ac.nz](mailto:R.Baldwin@ext.canterbury.ac.nz)

who will be looking to publishing more ideas and comments about using *Geography On-Line* in the *NZ Journal of Geography*.

[www.farmnews.co.nz](http://www.farmnews.co.nz)

farm news – all about farming

[www.glacier.rice.edu](http://www.glacier.rice.edu)

Comprehensive site on Antarctica, including detailed information on glaciers, etc.

[www.odci.gov/cia/publications/factbook/ay.html](http://www.odci.gov/cia/publications/factbook/ay.html)

Up to date information on every country in the world

[www.nationalgeographic.com/](http://www.nationalgeographic.com/)

History, geography and science via interactive audio and video clips.

[www.discoverlearning.com](http://www.discoverlearning.com)

Current events quizzes and educational studies of exciting topics.

<http://library.advanced.org/26469/>

Discover China at this site



# The issue of External Examination Mark Distribution

Article by Roger Baldwin, who is the Canterbury Regional Representative and Assessment Portfolio holder on the NZBoGT, and HOD Geography at Rangiora High School.

A number of geography teachers have expressed concern in the past about the distribution of marks generated by both the School Certificate and University Bursary examinations. They have suggested that the means have been relatively low and that it has been difficult for good Geography students to score high marks. They were worried that such results impacted on the number and quality of students continuing in the subject.

This matter was discussed at the Annual Meeting of the NZBoGT in 1999. Letters expressing our concerns and suggesting ways of improving the mark distributions were sent to the examiners, NZQA and the Ministry of Education. We thought that some questions required considerable effort on the part of candidates to gain marks and that the marking schedules stipulated a high degree of precision in some sections. We suggested that compensatory or bonus marks could be considered in order to produce a better overall mark distribution. Provisional statistics for last year's examinations have been sent to schools during January. These give the national mean, standard deviation and percentile points for each subject. Examination Services state that it is not possible to compare marks across subjects or between years. However, certain patterns can be identified. For

School Certificate the provisional national mean was 53.2% for the 1999 exam (51.3% in 1998, 53.8% in 1997) and the standard deviation was 18 (16 in 1998 and 16.2 in 1997). The P90 score (the mark which the top 10 percent of candidates scored above) was 75 in 1999 (71 in 1998 and 74 in 1997). The distribution of marks generally compared more favourably with English and Maths in 1999.

The provisional mean for Bursary in 1999 was 51.6% and the standard deviation was 13.8. The P90 score was 68. To help the NZBoGT monitor teachers' views on the external exams please fill in and return the examination survey enclosed with this issue of "The Network". It is essential that we have as much feedback as possible to allow the Board to represent your views at a national level. Also remember to analyse carefully the examiners' reports when they are distributed to schools, and identify ways in which teachers can better prepare students for this year's exams.



## NZBoGT Exam Survey

PLEASE complete the exam survey enclosed in this newsletter. This provides valuable feedback to all Geography Teachers on how we as a professional group perceive our qualification exams. Copies of the survey results are provided directly to the Chief Examiners of both SC and Bursary, and Examinations Division of NZQA. Remember the greater the number of responses, the greater the strength of the comments.

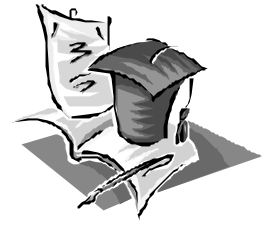
## Services provided by NZGS and NZBoGT to members:

- **'The Network'** – the NZBoGT's own quarterly information newsletter. This provides current information and reports on both regional and national geographical education issues/topics – e.g. this will include updates on the Achievement 2001 progress.
- **New Zealand Journal of Geography** – has as its primary focus, the needs of teachers. It publishes articles designed to interest, challenge and support classroom practitioners.
- **New Zealand Geographer** – articles by, or of interest to geographers. It specialises particularly in publishing research on New Zealand, Australia, and the Southwest Pacific region.
- **The Geography Resource Centre** – members can purchase resources at a discounted rate from the GRC (Fax: 03-3484311).
- **National Competitions** – entry into annual the Year 13 Planning and Decision Making Inquiry research competition, and the biannual international Olympiad competition.
- **Subject promotion** – through NZBoGT ideas and resources to help promote geography (e.g. the national 'Geography Awareness Week').
- **National Representation** – through regional teacher representatives, teachers can have their issues raised and supported at a national level (e.g. contacts with the Ministry of Ed. and NZQA).
- **Conferences** – organised bi-annually by the New Zealand Geographical Society (NZGS). There is secondary teachers' component in each conference.

**NB:** membership of the NZGS makes you part of the wider community of professional geographers together with voting rights in your NZGS Regional Branch and at the NZGS AGM. NZGS is a member of the Royal Society of New Zealand. Membership allows you to become an individual member of the Royal Society.

# Achievement 2001 - An Update

*This report has been written by Rāwiri Gibson: he is a Project Facilitator for the Ministry of Education's Qualifications Development Group, and he is responsible for overseeing the Social Science Achievement Standards and the Geography Expert Panel.*



I am very pleased to be given the opportunity of contributing to your publication. In your last newsletter, Murray Fastier provided a good background to the work of the expert panel for Geography 1999 and I wish to build from there.

Because the panel does not meet again until 24 – 26 February, there has been no further development of the matrix. The specific focus of the panel for 2000, will be the development of levels 2 and 3.

However, work has continued on the achievement standards for level 1, and their associated assessment activities, since the last panel meeting in 1999. As a result, an assessment activity and assessment schedule, for each of the 6 achievement standards developed, will soon be available on the Ministry of Education website, which is: [www.minedu.govt.nz](http://www.minedu.govt.nz), then select Qualifications, Achievement 2001, then scroll down to get Geography Draft Materials.

It is important to point out that the assessment activities and schedules being produced by the expert panels are there to further assist people in understanding the required standard, but they are not quality assured. The task of producing quality assured assessment activities and assessment schedules, falls within the brief of our resource development people.

Development of the assessment tasks and schedules has indicated the need for clarification in the design of the

Geography achievement standards. In order to address this issue, we have written the assessment criteria so that they specifically reflect the intention of the stated learning outcomes. The original assessment criteria reflected the syllabus requirement of a balance between geographic knowledge, skills and ideas. In order that this notion is not lost in the assessment regime for Geography, we have added a statement to the 'explanatory notes'. This means that any assessment task and schedule, designed to assess against the Geography standards, will need to consider a balance of geographic knowledge, skills and ideas.

In the same way as last year, we will be sending the levels 2 and 3, draft material, out for consultation and feedback during the year. It is most helpful to us when teachers send us their constructive comments. I can assure you that our team, the Qualifications Development Group, reads and records every comment on every response form received. This information is then collated and produced in an extensive report format and presented to the expert panel so that their work may be informed by the responses received. Please use this process so that we can build from the widest possible response base.

Finally I wish to say that I am very impressed by the work of the Geography panellists and I look forward to another productive year with them.



## **Important Dates for 2000 – add to your diary !**

- ✓ **Annual Meeting of the NZBoGT:** 11<sup>th</sup> and 12<sup>th</sup> March, in Wellington.
- ✓ **Geography Awareness Week:** Week 3 Term 3 (August 7<sup>th</sup> to 11<sup>th</sup>)
- ✓ **Year 13 Planning and Decision Making Inquiry Competition:** individual schools send their best two projects to your regional rep. by 18<sup>th</sup> September (further info. & entry forms will be in Term 2's Newsletter).
- ✓ **Geography Teachers Symposium:** 3<sup>rd</sup> to 5<sup>th</sup> July, in Wellington (Victoria University)
- ✓ **School Certificate Geography Exam:** Wednesday 29<sup>th</sup> November, 9am.
- ✓ **UE/Bursary/Scholarship Exam:** Tuesday 28<sup>th</sup> November, 9am.

## **Geography Teachers Symposium - 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup> of July 2000**

*Article by Annette Lanigan: Chairperson of the Symposium Organising committee, and Wellington Regional rep. on the NZBoGT.*

In November Raymond Neal, a local science teacher who has had a Royal Society Teacher Fellowship, invited Geography teachers from the Wellington region to a demonstration of web sites suitable to incorporate in the teaching of Earthquakes. The main site we used can be found at <http://www.quaketrachers.ac.nz>. Only a small group were able to attend during this very busy time however we had a very interesting time and a lot of fun playing with this technology, trying to locate the epicentre of various earthquakes. It was such a useful activity we intend to invite Ray to give a similar presentation at this years symposium.

Planning for the Symposium has continued during the summer. The following page is included in this newsletter giving you more information and offering another opportunity to register your interest. If you have any ideas of presentations that you would like to hear, questions you would like answered or things that you would like to see while in Wellington please let us know. The aim of this symposium is to meet the current needs of teachers so please let us know what those needs are.



All Geography Teachers are invited to take part in a forum designed by teachers for teachers – to cater for your needs.

## GEOGRAPHY TEACHERS SYMPOSIUM

This is our second mailout. Have you registered your interest in joining us for this exciting and very valuable professional development opportunity. Our planning is now underway and if you responded to our earlier flyer you will be receiving your registration information very soon.

UNIVERSITY

VICORIA

SYMPOSIUM

LY200

### Programme Highlights

- Practical presentations on Achievement 2001.
- A range of workshops including GIS, Maori Geography and new ideas for practical teaching activities.
- Fieldtrips – choose from Urban Changes, Flights over Wellington or looking at changing industries in Martinborough.
- Visit Te Papa explore how this resource can support your teaching.
- Lots of fun social opportunities!!!

### Register Your Interest Now

~~GEOGRAPHY TEACHERS~~

Please fax your details to  
**Jane Elms at Tawa College Fax 04 232 5777**

Yes ! I am interested in attending the symposium, please send me more information.

Name: \_\_\_\_\_ School : \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

email: \_\_\_\_\_

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Organised by the Wellington Geography Teachers Association on behalf of the NZ Board of Geography Teachers and the NZ Geographical Society.

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