

The Network

Newsletter for Geography Teachers

Term 1, 2017

Issue 73

Chairperson's Report

Kia ora and welcome to the first edition of *The Network* for 2017. I hope you and your colleagues have all had a positive start to the academic year.

The Board has just held its Annual Meeting in Wellington, and over the course of the two days what was very apparent and a stand out feature of the meeting is how passionate all our board members are about the subject of Geography. It was this passion that helped the board review our goals from the previous year and to think about what is our vision as a board. It was through this the board has developed two exciting new initiatives that will be our primary focus for the forthcoming year.

As a board through our regional representatives we hear about the many highs and lows experienced by Geography teachers. This invariably informs our planning and the work we do. We are aware that we may not have the full picture and the first exciting initiative the board will be planning and undertaking this year is a project called "The State of the Nations Geography".

A working group has been formed made up of members of the board who will plan and prepare a comprehensive survey to find out what is happening in Geography departments across the country. This survey will ask questions across a broad range of topics ranging from student numbers selecting geography.....to questions about Scholarship Examinations. We were very conscious we may be making a number of assumptions without having the quantitative and qualitative data to support our ideas. From this census and survey we will be drafting a new action plan for the board to undertake.

Our second initiative is focused on promoting Geography within schools and as an education pathway. A working group has been formed, again made up of board members, to develop resources and seek ambassadors to promote Geography.

A key aspect of the meeting was the completion and submission of documents to the MOE and NZQA with the boards review of the Geography Achievement Standards and Matrix. During discussions with the MOE and NZQA at our last meeting it was agreed they would consider our request for a review. Two items that were the major focus of our request related to credit parity and the wording of certain Achievement Standards. We are now hopeful of making some headway with some of the issues and concerns you have raised and look forward to a response from the MOE and NZQA.

A huge thank you to all regional representatives and board members for their hard work and contribution to the news - letter and our recent AGM. I would also like to thank Branch committees and regional associations

Inside this issue

[Chairperson's Report](#)

[Editorial](#)

[Where is this place?](#)

[Regional Reports](#)

[Curriculum](#)

[Pedagogy](#)

[Geograph - E](#)

[Assessment Update](#)

[Out in the Field](#)

Wondering about...

[News and Notices](#)

[The NZBoGT](#)

for all the work they do. Please continue in your membership to local and subject associations as it is so important we work and stand together.

Never before has our subject held such relevance to young people's lives. As I was preparing this report Australia has been surveying the devastation left by Cyclone Debbie, many parts of New Zealand are facing severe flood warnings and Colombia is facing a desperate situation after the deadly landslides and flooding. We are fortunate to be able to stop our normal teaching programme and discuss these events with our students. Our subject not only considers the physical processes that cause such events, but can also evoke in our students empathy and concern at how people's lives can change so quickly. Our thoughts go out to all those who have been affected.

I wish you all a very restful break.

Louise Richards
Deputy Chairperson, New Zealand Board of Geography Teachers

Note from the Editor - Throughout the Network websites are referred to and can be accessed by clicking on the blue underlined text.

Editorial: Excellence

This issue of the Network will focus on the value of Excellence. The New Zealand Curriculum identifies a number of different values, which are beliefs about what is important or desirable. The values identified in the curriculum are common values that are held in our society and indeed a number of schools would identify Excellence as one of it's values. How we interpret excellence and what it looks like in schools is often wider than students achieving at Excellence level. In many cases excellence for students will be more than just an academic outcome. This edition of the Network explores academic excellence in Geography, the value of excellence in a teaching and learning programme and ways in which the value can be defined.

Suzanne Baldwin
editorthenetwork@gmail.com

Where is this place?

Can you identify where this photograph was taken?

(The answer is given later in *The Network*.
Image from <https://pixabay.com>)



Regional Representatives' Reports

Auckland – Jane Evans



In reviewing the summer break this year it was hard not to bring in the variable weather and with the downpours and flooding experienced within our region the relevance of our subject to students was not hard to find. Alongside this the articles kindly put on by the New Zealand Herald on scenarios of volcanic eruptions certainly stimulated many geographic conversations. Term 1 is always the tricky term as plans for the year are set in motion. Again we are fortunate having the expertise of the AGTA to lean on as plans for several workshops this year and a continuation of their successful scholarship workshops with the University have been confirmed. The AGTA held a successful AGM in February during which there was a very robust discussion around the recent external exams. The hope is that cluster groups will also continue to meet regularly so

that between these and the AGTA it will fill the gap left when Gill's Hanna's role as our specific subject advisor was disestablished. It is an appropriate time to thank Gill for her hard work and effort over the past 2 years and let her know she will be sadly missed and hope her return to the classroom is smooth. Both Gill and myself, as her predecessor, are still happy to act as 'go to' people if you do have any questions as we are very aware of the issues many of you as the single geography teacher in a school can face. Collaboration between schools has never been more vital so we urge you to support any geography initiatives that are made available.

Waikato/BOP – Julie Farrell



I hope the year has started off well and there has been time to reflect on the results of NCEA and scholarship last year. In our increasingly busy jobs there have been a few issues that have cropped up for us. From the standpoint of our school moderation has become more accountable and fortunately we have an excellent computer savvy senior dean who has managed to formalise the process across the school. There is more sharing of moderation across the region and I encourage people to moderate other school's work. Yes it takes time but it is great professional development.

Teachers are making more use of technology in their programmes and there are loads of different apps that can enhance teaching and learning. This term is generally the field trip term and the region has been affected by a lot of rain that has meant postponements. I look forward to hearing from teachers in the region about some of the exciting geography that is going on in the next network. As we all know much of the North Island has been affected by a series of very bad weather events including the first week in April when TC Debbie arrived from Queensland. Our thoughts are with the staff and pupils of

Edgcumbe College and of course all the schools affected by the flooding that have resulted in this 1 in 500 year event.

Hawke's Bay/Manawatu/Taranaki – Kieran Collier



Hawkes Bay

A busy term has found members concentrating on completing field trips for all year levels so far this year. Many BoGT member schools have been seen in the Tongariro Volcanic Centre completing the Tongariro Crossing. Beaches, Mountain Ranges and Rivers have been other venues explored by students and their classes from the Hawkes Bay schools

Taranaki

Taranaki schools are currently in the process of organising a cluster meeting to discuss and share. A focus is to share assessment information/tasks as many of us are single geography teacher schools. Some schools are beginning the year with Research and Event Planning field trips. Among these include: NPGHS Year 11 girls are studying pollution levels along the Waiwhakaiho river for a research topic and Year 13 are doing a Coastal Development research where they biked along the coastal walk way at NPGHS, are out. At Opunake High School, Y13 are exploring their coastal environment. At SHGC, Y11 are studying fluvial Erosion and had a day trip researching rock type/sizes from the Headwaters to the Waiwhakaiho river mouth. Y12's are about to study the effects of altitude on the aspects of the Ecosystem model, with an overnight tramp on the Eastern slopes of Mt Taranaki.

For Y13 L3 Event Planning, NPGHS are studying the ITU triathlon and will be doing surveys at the Weetbix Tryathlon regarding this. SHGC are studying the Festival of Lights and have done a couple of short field trips to look at the impacts on Pukekura Park from the Festival and to talk with the Event Lead Hayley Oliver about the processes involved.

Manawatu

The end of 2016 was a busy time for teachers in the Manawatu region. A variety of interesting activities took place in all parts of the region from shared assessment development to interesting trips arranged by staff in their departments. 2017 has been no different with a host of schools attempting to slot in trips between bouts of adverse weather! The Manawatu branch has deferred their AGM to the beginning of the next term with some interesting ideas for guest speakers lined up.

The term four teacher field trip to the Kapiti Coast run by Bevan Hunter and supported by his colleagues at Wanganui High School was well received and this has given impetus to some schools to revamp their research tasks or to adapt their program from other traditional Geographic Environments.

News of SocCon 17 being hosted by Napier has been well received and staff are currently planning on attending from many local schools.

Wellington – Louise Richards



The Wellington Regional Emergency Office (WREMO) kindly hosted the AGM for Wellgeog. Those in attendance were treated to a very informative talk about the role of the organisation. One point that really stood out for many of us was the encouragement and actions of WREMO to build community resilience. In the face of extreme events such as the November Earthquakes and the recent flooding, WREMO really emphasised the role local communities can play in helping and supporting each other, as help may not always be immediate.

The committee will be meeting early in Term 2 to plan and prepare for the year. Several ideas for professional development were discussed at the AGM and those in attendance gave feedback for what they would like to see happen in the region. Scholarship workshops and lectures is a priority for many and in order to assist teachers with the preparation and to encourage collaboration between schools and teachers, a working group

will be put together to start thinking about ideas and themes for the scholarship. These resources will be made available for the region. We will also be seeking other professional development opportunities and look forward to hearing from teachers in the Wellington region with what they see as priorities for their Geography department.

A real highlight for many Geography teachers in term 1 is the fieldwork and fieldtrips that take place. We know how this aspect of Geography sets us apart from many other subjects. Many schools in the Wellington region visit Tongariro National Park as part of their 2.1 and 2.5 preparation. This has been the fourth year I have taken a year 12 class to this dynamic environment and this year a PhD student from Victoria University, who is writing their thesis on the Yellowstone Park Caldera, accompanied us on the trip. His vast knowledge and understanding about volcanic processes, geology and the Taupo eruptions made this a standout trip for all who went. Leading the teaching at many points during the trip, it was not only a learning experience for the students but for me also. I had approached Victoria University early on in the year to explore this opportunity of taking a student. They were very helpful and enthusiastic and are keen for the region to develop this relationship further. The Wellgeog committee will be looking at how we can use this fantastic resource and link University PhD and Masters Students with schools for a range of Geography fieldwork themes and subjects. There is also the possibility teachers can accompany the University on their fieldwork trips as an avenue of professional development. We will be contacting teachers in the region when plans have been finalised. If this is something you would be keen to be involved please do not hesitate to contact me. Look forward to seeing many of you through the year.

Canterbury – Donna Lee



I can't believe Term One is almost over!! Many schools in the region have made the most of the settled weather and numerous field trips have taken place. Aoraki Mt Cook continues to be a very popular destination for a variety of Canterbury schools and beyond. There is scope to specialise in so many different aspects of Geography. From the traditional Level 2 Large Natural Environment; Level 3 Natural Processes; Research on physical Geography or human impacts; Geographic issues such as predator control or changing land use; Level 3 Event Planning for Search and Rescue operations in the national park.....

Check this site for ideas in planning your next trip
- <http://www.doc.govt.nz/leotc-aoraki>

The CGTA Annual General Meeting was held on Thursday 9th March. We were kindly hosted by the the International Antarctic Centre located at Christchurch Airport. A few teachers arrived early to experience some of the centres attractions - on offer were the Hagglund ride, snow and ice room, 4D movie and penguin encounter.

We had a very interesting guest speaker from the Geography Department at the University of Canterbury - Associate Professor Peyman Zawar-Reza. He spoke on - "Why researching Antarctica Matters: Geography and climatology of the McMurdo Dry Valleys of Antarctica".



This was followed by a discussion from our hosts; Gabrielle and Ruth from the Education team. They are keen to work with schools and have a range of pre-made educational programmes available for secondary schools. They are also happy to tailor make programmes that suit individual school's needs. We discussed

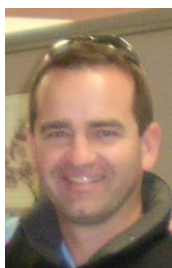
how as a subject Geography could tap into this resource more. The suggestions that came to the fore were; study Antarctica as a large natural environment for Level 2; use it as a Geographic issue or perhaps to emphasise concepts such as sustainability. They also work with Social Studies and Tourism students. Please see further details on programmes here - <http://www.iceberg.co.nz/our-experiences/education/>. If you have any further questions or to make a booking please email the education team at - education@iceberg.co.nz

Tamsin Laird the new Science Outreach Coordinator at Canterbury University introduced herself and reminded Geography teachers that she is happy to help liaise between secondary schools and the university. Check out the Science Outreach programmes and resources here - <http://www.outreach.canterbury.ac.nz/>. Tamsin is open to suggestions and is keen to nurture more Geography in the programme. Her contact details are here - tamsin.laird@canterbury.ac.nz

Alasdair Lean, Kaikoura High School, thanked everyone for their support during and post the Kaikoura earthquakes. His message is - please come to Kaikoura, spend money, it's all fine to do field work there, and he can support us there too!

Tom Adams, from St. Andrew's College, officially launched our new CGTA website. We extend our thanks to him for the many hours he spent setting this up. For this to be successful we now require as many schools as possible to share activities and resources. Please forward any contributions to the branch secretary Kat Jordan - jordank@hillmorton.school.nz. Those who have paid the 2017 subscription fees will be sent the secure access code to the site. Also, don't forget to check out the CGTA Facebook page.

Otago – Simon Cushen



We are officially 'out of the blocks' for secondary schools Geography in the south. Term One has seen a range of class based and field work activities undertaken by Geography teachers in the region. Field work to diverse areas such as the Catlins and Dunedin Coastal environments, Queenstown, Mount Cook National Park and urban areas such as Dunedin and Invercargill have all provided students with a range of natural and cultural Geography learning environments.

Term One has seen the Geography department at the University of Otago continue to promote the subject and visit schools in the Otago/ Southland region with visits to schools in Invercargill earlier in the term. If you are in the region and you would like the university Geography team to visit your school and present to your senior classes on their fieldwork and potential study pathways for Geography students then please contact Simon at cn@kingshigh.school.nz.

Tony Binns, Mike Hilton and their team at university also supported King's High School's Jonty Wispinski in his fundraising efforts for this year's iGeo Olympiad in Belgrade, Serbia. Thirty teams competed on the 29th March and purchased raffles and auction items. It was great to see students from university and a range of Dunedin schools supporting events like these.

The Otago/ Southland Geography Teachers AGM will be held in Term Two, with dates and venues to follow. If you have not been receiving emails from Simon Cushen then please email the above address and I will add you to my mailing list.

All the best for the conclusion to the term and enjoy a well-deserved April holiday.

Curriculum – Excellence

The New Zealand Curriculum identifies a number of values, which are held to be important in New Zealand society. We are expected to make these evident in the school's curriculum, and by extension, the Geography curriculum.

The value of Excellence in the New Zealand Curriculum is defined as 'aiming high and by persevering in the face of difficulties'¹. For different students this outcome may look different. The curriculum needs to have opportunities for a range of students to be able to achieve to their very best.

The New Zealand Curriculum states that through their learning experiences, students will **learn about their own values and those of others**. Through their learning experiences students will **develop their ability to express their own values, analyse values and actions based on them**.²

The challenge is how we can encompass these ideas within a programme of teaching and learning. The following are some ideas of how this could be done:

- Explore the concept of excellence in the context of how it might appear in the learning, this could encompass all the associated ideas related to the concept, for example, in the aftermath of an extreme natural event how could ideas such as resilience and perseverance be applied to the actions that people took.
- When exploring a geographic issue and different perspectives consider how the value of excellence may be one that could be applied to groups or individuals, having an understanding of what excellence encompasses would be useful for students exploring the values of others.

Another key aspect to considering excellence is exploring how to help students to achieve to their very best. This could be achieved in a number of ways. Firstly, having a teaching and learning programme that students are engaged in, is relevant to them and they have some choice within. Secondly, students need to be very clear about what the requirements to achieve at high levels including excellence level are. Students need to make connections and often, as described in a number of standards, show 'insight' to achieve at the highest level. The question is then for teachers to consider is how to develop the ability of students to be able to show insight. Students also need to be clear about the criteria needed for success, the difference between command words and what examples of achieving excellence look like. The annotated exemplars on the NZQA website can be useful with this. Thirdly, students need to set themselves goals for their learning and develop steps that they need to take in order to reach these goals. These goals should be reviewed regularly and adjusted when needed. Students should set goals that are challenging for them; they should be reviewed regularly and adjusted when needed.

Pedagogy – Excellence

The value of excellence can be embedded in teaching and learning by having high expectations of students. There is a range of research that discusses the importance of having high expectations of students.

¹ <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum#collapsible6>

² <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum#collapsible6>



Many of us are aware of the Te Kotahitanga Effective Teaching Profile, which identifies the practice of having high expectations as important for the achievement of Māori students. We also know that what is effective for Māori students is effective for all students. The Effective Teaching Profile describes Mana motuhake: Caring for the performance of Māori students where the performance of Māori students changed when their teachers had high expectations of them³. High expectations is also a principle of the New Zealand Curriculum and was highlighted in an edition of the New Zealand Curriculum Update in June 2012. There are a number of key questions that are identified in the Update which are useful for us as teachers to reflect on, for example:

- In what ways do you demonstrate that you have high expectations for all your students?
- How do your teaching practices enable students to meet those expectations?
- What do we focus our high expectations on?
- Are our expectations for our learners reflected in their achievement?
- How do we identify our learner's potential level of success (as opposed to their current level)?
- To what extent do our students understand and share the expectations we have for them?⁴

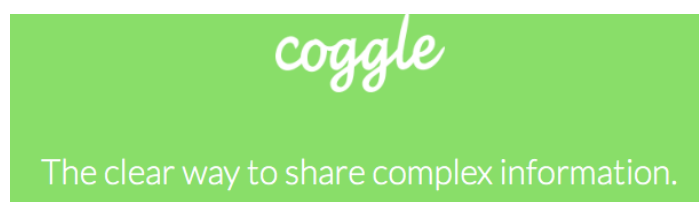
Persevering in the face of difficulties is another aspect to the value of Excellence. This is a challenging concept to teach students but is becoming more and more important as evidenced by the increasing focus on well being of students in schools (see the ERO report on Wellbeing for success <http://www.ero.govt.nz/publications/wellbeing-for-success-a-resource-for-schools/>).

There are many resources around which discuss ideas within this theme including growth mind-set, developing grit and building resilience. Some of the key researchers around this area include Carol Dweck (Growth Mind-set) and Angela Duckworth (Grit). Growth mind-set is the theory that people's mind-sets can be fixed or growth, people can change from one to the other and having a growth mind-set is one where you believe that you can grow and develop over time. Having a fixed mind-set is believing that you will not change. Dweck's research proved that students with growth mind-sets achieve more highly than those with a fixed mind set. A YouTube clip describing the research behind growth mind-set can be found [here](#). Angela Duckworth's research found that the biggest indicator for student success was grit. Her TED talk *Grit: The power of passion and perseverance* which summarises this idea can be found [here](#).

Geograph - E

Geograph – E will give ideas about websites and other useful e-learning resources and tools.

There are a number of useful tools for teachers and students available on the internet and as apps. A number are described below.



research and revision. Click [here](#) to see a YouTube tutorial about Coggle.

Coggle is a mind mapping tool that students and teachers can use as a note taking tool, a brainstorm tool or to share information. Coggle can be used collaboratively to share a brainstorm for others to edit and contribute to. Images as well as text can be put into the mind map. This is useful for students planning tasks,



³ Bishop, Russell and Berryman, Mere 'The Te Kotahitanga Effective Teaching Profile' in SET 2, 2009 accessed from http://www.nzcer.org.nz/system/files/set2009_2_027.pdf 9 April 2017

⁴ Questions taken from Ministry of Education 'The principle of high expectations' in *The New Zealand Curriculum Update, Issue 22, June 2012*, accessed from <http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates> 9 April 2017

EasyBib is an online reference generator. Students can use this to generate a bibliography correctly using a range of different citation formats. EasyBib can also be downloaded as an application for use in Google Docs as an add on tool.



AnswerGarden is a feedback tool that can be used for real time audience participation. It is a bit like Wordle but as you are asking for ideas participants can add them to the website to create a growing word cloud. It could be used by teachers to generate real time feedback on understanding about a particular topic or issue. It is best used for questions that have a one word answer where people can answer multiple times.



Assessment Update

The following is contributed by Jane Evans, NZBoGT Assessment Portfolio Holder, Takapuna Grammar

A SUMMARY OF THE NZBoGT EXTERNAL EXAMINATION SURVEY

Many thanks to all members who put in a submission on the external examination survey. We appreciate that this is not easy at the end of the academic year but is still the most efficient way to get a snap shot of members' feelings regarding these examinations. It also is completed in time to be sent to examiners who generally meet during the summer break to finalise the external exams for the next year, so can be used as a measure of what needs to be addressed.

For the first time we asked a question regarding the number of standards for which students are entered. As can be seen from the results below this certainly confirmed suspicions that most schools now do only enter their students into 2 standards.

	1 STANDARD	2 STANDARDS	3 STANDARDS
LEVEL 1	3 %	86%	11 %
LEVEL 2	0 %	78%	22%
LEVEL 3	0%	78%	22%

The reasons for this are clear with the push now on students gaining good credits rather than trying to gain as many credits as possible. Schools are certainly responding to the concept of 'do less and do it better'. However, it does raise another important issue. Assessment schedules are set using guinea pig scripts from selected schools. Since most of those schools will be those entering only 2 standards the benchmark of what is expected is likely to rise. The student trying to attempt all 3 standards is therefore even more disadvantaged as they are less likely to hit the same expectations as those able to spend 1 ½ hours on each standard. This could account for the general feeling that the markers are expecting more from our candidates over time. This factor also accounts for the reason that most teachers found the assessments as more 'do-able' as those that ticked the problem box were from schools still attempting all 3.

On a more positive front the overall feeling regarding the external examinations was good. Nearly all categories from student instructions to the quality of resources provided gained a 'consistently happy' as the most common response. The comment was made that they were an improvement compared to the previous year which was encouraging (see below).

How did the papers compare to previous years?

	Better	Same	Worse
Level 1	27%	67%	6%
Level 2	41%	25%	34%
Level 3	55%	29%	16%

A few specific standards still cause concern. At Level 1 the 1.4 (Skills) raised the most questions. This related to difficulties in interpreting the resources, unfair questions and the language used being inappropriate especially for ESOL students. The 1.2 (Population) questions were also felt open to interpretation and it was felt the paper was too long. It is certainly at Level 1 that issues over completing all 3 papers in the 3 hour time limit are emerging.

At Level 2 the 2.1 (Natural Landscapes) and 2.3 (Development) raised some questions especially as it was felt that content was too narrow only looking at 2 bullet points of the standard within the 1 question that is now asked. It can be argued that showing a broad coverage of the standard is not the intention of the assessment as the standard clearly states 'aspects are selected from' not that all are covered. Doing it this way with only a few bullet points covered makes it much more manageable in the time available. The 2.4 (Skills) raised questions in another area – namely that it was too easy and showed the least scaffolding from Level 1. Other complaints relate to the language of questions being too 'complex' and need to be in student speak. Again while admirable some terms used are open to differing interpretation by teachers and students and hence the only fair way is to use the language of the standard which is what NZQA presently requests.

For the most part there was a feeling of contentment relating to the Level 3 externals. The only complaints related to the fact that having been told there would be one question there was actually a choice for the 3.1 and 3.2. However, both teachers and students found this pleasing.

Many of the issues raised by teachers were small issues only and it is clear we will never reach a stage that suits all. For example, some complain at overuse of bolding in questions saying their students do not notice them while others wish there was more.

One new issue that did appear from several regions was the issue of colour blind students. The use of red and green on maps in skills papers puts these students at a distinct disadvantage. At present NZQA refuses to acknowledge this as a notifiable issue that needs support. We have now written to them on your behalf to suggest that this needs to be reconsidered especially as more students are now diagnosed with this. We will let you know their response when it is received.

Sadly the overall response was not as high as we would have liked as to really initiate change we need the evidence from a majority of members. With this in mind it has been proposed to change the format of the

questions this year to make it more member friendly. Therefore please do look out for our 'new' survey at the end of this year and fill it in.

NZQA Update

Assessment specifications for 2017 can be found [here](#).

The Moderator's newsletter for February 2017 can be found [here](#)

Teacher Education

The following is contributed by Mike Taylor, ITE Portfolio Holder

Welcoming a New Cohort

Some readers of The Network will have now had the opportunity to meet a member of the 2017 cohort of ITE students that are currently working by your side as they take their fledgling steps into the world of the teaching profession.

The national number of students across the seven university based ITE programmes learning to teach geography is in the low 40s – a figure that has been reasonably consistent for the last four years. If that strikes you as quite a small number of geography 'trainees', then it is also indicative of the significant shortfall of new inductees required to meet the latest projections of required teacher supply.

So, it behoves those of us working with these precious people to do our utmost to ensure that they are inducted into the profession in ways that maximise their chance of a successful year. Navigating the pressures of becoming a secondary school teacher is, for many of these ITE students, like no other experience they will have had to meet before. Feedback from previous cohorts of Geography ITE students about increasing the chance of early success includes:

- The importance of a regularly scheduled hour meeting with an associate teacher.
- Being shown departmental resources and unit plans early so that subject knowledge gaps can be swiftly remedied.
- Being introduced to teaching progressively. Team teaching, introductory expositions, and small group support are ways of taking small steps to build confidence before taking sole charge of a class.
- Focused feedback and feedforward from regular lesson observations that are aligned to the Graduating Teacher Standards.

Mentoring a future colleague into the profession is no small undertaking, but is rich in its rewards, both professionally and personally: **He aha te mea nui? He tangata. He tangata. He tangata.**



On another note, in February 2017 the NZ Council of Deans of Education signalled that all university based graduate level Initial Teacher Education is to move to postgraduate level. The Education Council and Ministry of Education have been making similar noises, so I think we can expect there to be some considerable

movement on this matter over the next couple of years. Do look out for engagement with the school sector on this development, as your input will, as always, be a fundamental aspect of continued successful ITE.

Wishing you all the best for a productive mentor-student relationship in 2017.

Answer to *Where is this place?*

Quebec City is located on the Saint Lawrence River in Canada. Old Quebec is a part of the city with fortified city walls and was declared a World Heritage Site by UNESCO in 1985.



Out in the Field...

This section of Out in the Field is contributed by ... Kieran Collier, Freyburg High School

You may have found yourself in a similar situation to me at some point. I have been running the Year 13 Geography trip for 10 years, it has been “captured” by the school and retained as the “Year 13 Camp” trip. “Part of the culture of the school.” The principal says. Having to run it to suit athletics day, swimming sports and the 13 PE trip has always made for significant compromises in the trip timings and ensuring that it suits the widest range of students.

The deal breaker for me was the ever-decreasing benefit for my Geography students over the years. I have been aware of the benefit of real-life experiences of Geography fieldtrips for our students personally and having also read the research, such as the Effective Pedagogy for Social Sciences BES (Aitken and Sinnema), we know that experiences outside of the classroom are effective ways for students to develop deeper understandings of relevant subject matter.

It is always painful to see a Geography trip scratched from the school calendar and while the above concerns are part of the reason to change the trip, I wanted my Year 13 curriculum to be a little more responsive to my students’ needs so the trip needed to go.

One needs to consider the following aspects for planning a new trip:

Connection to assessment/curriculum and its implications

Achievement standards such as the Research topic, Contemporary issue and within the Place, Processes, Patterns and Perspectives standards are all field trip rich contexts. In my case I wanted a trip to support the research standard. A teaching inquiry had informed me about the linking of the collection of physical geography data to the research standard and in the past, this had appealed to my students and had been successful. Anecdotally this was evident in other schools in my region. Our local Geography Teacher's Association runs a teacher field trip in term four each year; we had recently undertaken a coastal landforms and processes trip run by another teacher within our region, and were supported with quite a lot of resource material as well. This was all the impetus I needed to undertake the change necessary.



Teachers mill around at the base of an eroding foredune – Kapiti Coast 2016 (photo credit: Dave Boyack)

Gathering background information

Once I had decided on the topic and established the links to the curriculum, time needed to be taken to gather background information to support the trip. The documents that were provided after our teacher trip were excellent, but I needed to ensure that I had supporting texts for physical geography processes and landforms, up-to-date information about the state of the coast in my chosen study area and access to useful and informative maps to illustrate the context clearly.

Systematic planning

Now that I was satisfied I had at least enough information to get started with, the planning process began. My school needs to know in advance when the trip will run. The EOTC coordinator in school needs to know the details of the trip and an analysis of the risks associated with the trip must be completed. I also need to inform staff that students will be out on that date. Bookings for buses and other staff to ensure adequate and safe transport and supervision needed to be made. Letters to families outlining the trip with a clear and close approximation of the final cost along with an appropriate permission and consent letter.

Dry running the trip

If possible, taking the time to run the trip without students will allow you to see the pitfalls and potential heuristic traps in your planning (<https://wilderlife.nz/2017/04/understanding-heuristic-traps/>). This will also help you to identify issues around timings, toilets stops, lunch and food breaks and identify locations for shelter and possible alternatives for bad weather. In this case I was able to piggyback a visit onto the tail-end of some business in the Wellington area a visit to all of my sites for the new coastal trip.

Taking the time to familiarise students with your data gathering techniques and using tools such as measuring tapes and wheels, clinometers, hand lenses and GPS will be of great benefit. Planning some lessons in school that at least simulate the experience will be of benefit. Measuring beach gradients will be my big challenge before the first trip. I am not sure I can simulate the placing of oranges into the surf to measure longshore drift, so that might need to left to chance and some clearly given instructions on the day!

The first trip



Small Rock arch – Pukerua Bay, Kapiti Coast 2016 (photo credit: Dave Boyack)

Compared to a trip that has been run for any length of time, the first time it runs will be quite different. There may be a strong sense of adventure associated with the experience for you as the organiser and for other staff. Students may feel a little concerned and need to ask lots of questions that you may not necessarily have the answers to immediately and often you may not know until it's too late. I say, don't sweat the small stuff. If you have done the planning in advance most of this will take care of itself on the day. Take the time at the conclusion of the trip to evaluate the experience. Identify what needs to be changed and place that in the planning of next year's trip

e-Learning and Fieldwork

the collection and recording of data.

Some that have been brought to my attention:

- Instagram hashtags – create hashtags for each important characteristic, take photos and tag them.
- GooseChase (a scavenger hunt app.) – Create a list of GPS located features that need to be photographed using smartphones. You can also create a list of questions to answer as well.
- Google maps, ArcGIS Online – detailed mapping and locating features and field observations
- Fieldwork equipment apps – Clinometer, Compass, GPS app for tagging photos to locations.

Some other suggestions for data collection:

- Clip boards inside big zip-lock bags. If they are big enough you can write inside the bag.
- Write in pencil – works on damp paper where pen won't
- Waterproof notebooks: <https://www.warehousestationery.co.nz/product/B530993.html>

Good luck out there!

Wondering about... sharpening the focus on Geography in New Zealand schools.

This edition of 'Wondering about...' is contributed by Tony Binns, University of Otago and Greg Pestell, Waitaki Girls' High School.

How often do we give careful thought to the position of Geography in our schools? Is the subject well taught? Is there a positive perception of Geography among students, teachers and parents? Are these people fully aware of the value of Geography in the curriculum and the many diverse careers that studying Geography can lead to?

In a recent exchange of email messages with Greg Pestell at Waitaki Girls High School in Oamaru, Greg clearly articulated some of the key issues relating to Geography in New Zealand schools – see below.

From: Greg Pestell, Waitaki Girls High School, Oamaru, Otago

I have had a good think about the obstacles to students taking Geography at school and then carrying on with it at university. There are a few and they can be multi-faceted.

At primary school, the study of 'things geographical' is called Geography. So, the kids understand the subject that they are working with. However, when they get to High School, Geography gets absorbed into Social

Studies. Often, it loses its name in favour of topic names such as 'People and Place' or 'Reaching Back', just to name a couple. So, the students ARE actually studying Geography, but they just don't know it. Unless a teacher (such as me) actually says to the students, "what we're doing is Geography", they are blissfully unaware.

When it comes the time in Year 10 to make their subject choices for Level 1 NCEA, all of a sudden the name Geography appears again, but they don't know what it is because for two years it has been immersed and hidden within Social Studies or Cultural Studies, or Future Studies. To apply logic to this scenario, why would any person choose to study a subject for a whole year when they have little or no idea what it is about. So, they don't. My response as a Geography teacher is to tell the students that they are actually doing Geography work when they are doing Social Studies (or whatever derivative the school has come up with). However, often Social Studies is placed on teachers' timetable to fill their teaching hours. What we sometimes end up with is non-specialists in Social Science who have no interest or compulsion to promote Geography to year 9s and 10s. All this impacts upon students taking Geography at Year 11.

The next obstacle for students is the structure of school timetables. From my experience, a High School timetable is structured into perhaps 6 or 7 'lines', with 4, 5, or 6 subjects in each line, and students select one subject from each line. If, for example, Geography ends up in a line with another subject that traditionally has high numbers, e.g. English, or a Maths Stats/Calculus class, then there is the possibility that students will take the core subject which they see as carrying more value (rightly or wrongly). When a student is having to choose between subjects in a line, their perception of the subjects contributes to their decision, as does the advice they are given, the possible study/career path they may have focused on, and where their friends are studying. It is not unusual for students to literally be forced into not taking Geography because of a clash with another subject. Generally speaking, Geography will appear in only one line, unlike English or Maths because they have higher numbers wishing to take them. There are a number of variations on this aspect, but it is not unusual for students to be conflicted with their subject choices i.e. "I love History and Geography, and I want to do both, but I can't".

Another obstacle that appears to be quite significant for Geography is the information they are receiving from Careers Advisors. Colleagues I spoke to at the meeting earlier this year all had similar anecdotal evidence of Careers Advisors telling students what could be equated to 'Fake News' (to use current terminology). An example of this is the advice given to students wishing to follow a Science or Medical pathway at university. It is common for the advice to be that students should take three sciences at school, which means that it eliminates the possibility of doing Geography, for example. My faculty has spoken with Otago University, and we were told that there are only a limited number of courses which would have necessitated the taking of three sciences at school. You may have thought this already, but Geography is a science, it just happens to be a social science! I surveyed my Year 11 Geography class at the end of 2016, when I found out that many were not continuing with Geography, to find out their reasons for leaving the subject. They said they really enjoyed Geography, and found it interesting and relevant. That ticks some pretty important boxes when it comes to course selection, don't you think?

Taking all of this on to university, the next obvious consequence is that students will overlook Geography because they are simply unaware of what it entails. To my mind we can't let that happen, because our subject is too valuable to be left to chance, with regard to students taking it.

I am doing what I can from my position to remove the obstacles, but it needs an organised approach rather than individual teachers tackling things on their own.

Greg raises some important issues which I guess are familiar to many of us.

With Geography being subsumed within Social Studies, are many students (and teachers?) actually aware of what is Geography and its key objectives? The essence of the subject is in understanding the relationships between people and environment and how these relationships change across both time and space. An appreciation of 'process' is an important aspect, whether it concerns population growth, climate change, development processes, or the causes and impacts of earthquakes. Where Geography is incorporated into Social Studies programmes, should we make more effort to explain to students the value of Geography and geographical investigation so that they have a clearer understanding of Geography by the time they reach

Years 12 and 13 and possibly proceed to University? Non-specialist teachers may also need some support in articulating the strengths of geographical study.

There is also a need to explain to students, parents, school trustees and others the value of Geography in leading to a wide range of careers. Research has shown that school and university students with a good grounding in Geography are very employable. There is good evidence of this from a number of websites. [The Geographical Association and Royal Geographical Society in the UK have useful websites- see, for example: <http://www.geography.org.uk/resources/careers/>; <http://www.rgs.org/NR/exeres/9061DA5B-2D64-4B71-BB97-9CF03D3729C6.htm>. The Association of American Geographers also has a good website: <http://www.aag.org/cs/careers>.]

In working towards raising the profile of Geography in their schools, teachers can gain some helpful support by getting involved with the Board of Geography Teachers (BOGT) and the New Zealand Geographical Society (NZGS) <http://www.nzgs.co.nz/>. The Geographical Association in the UK welcomes international members, and has some useful curriculum materials, <http://www.geography.org.uk/>. It is also a good idea to develop strong links with your nearest University Department of Geography. Otago University, for example, has good links with schools, and arranges regular meetings and workshops to inform teachers about developing trends in university Geography.

Together we need to convince young people, their parents and our fellow teachers that Geography is indeed topical and highly relevant in everyday issues which are important to all of us. We need to work towards raising the profile of Geography in our schools, and stressing the significance of Geography and geographical perspectives within inter-disciplinary topics that come under the broad umbrella of Social Studies. In the past Geography has been described as a 'unique bridging subject' between the arts, social sciences and sciences. It is this uniqueness and its value in understanding the world about us that we all need to recognise and then articulate more clearly.

Editor's note: *The Wondering about... section provides an opportunity for geographers from any background (teachers, lecturers, people from particular organisations and the wider community) to write an article/think piece about any topic related to geographical education in schools. Contributions for further issues can be sent to the editor.*

News and Notices

Awards for Geography Teachers

The NZBoGT is offering two awards to support quality geography teaching and learning in schools. The first is a 'Conference and Professional Learning Fund' to enable teachers to attend a conference or workshop related to geographical education and the second is an award to recognise 'Excellence and Innovation in Geography

Teaching and Learning'. The details of both awards are outlined below and can also be found on the NZGS/NZBoGT website at: <http://nzgs.co.nz/teaching-awards-and-funds>

Applications for both awards are now open. Please email applications before the relevant closing dates to Mike Taylor at: mike.taylor@vuw.ac.nz

Conference and Professional Learning Fund

The NZBoGT will award **up to a total of \$500** to one or more teachers who would like some financial help towards attending a Conference or a Professional Development Workshop that can demonstrate relevance to Geography Teaching.

Closing date for applications is **Tuesday 6th June, 2017.**

The Conference Fund criteria are as follows:

- Conference or Professional Development Workshop is to be either directly related to geographical education or can demonstrate relevance to Geography Teaching (i.e could be IT Conference but application can be shown to have relevance).
- School must be a member of the NZBoGT.
- The funds are to contribute towards the costs of registration/accommodation/travel expenses (inclusive) to total no more than \$500 in each calendar year. This cost may be awarded as one full amount or split across several teachers depending on the applications received.
- Successful applicants must be ***committed to providing an educational resource or professional learning idea (this doesn't need to be substantial)*** to be published on the NZBoGT's website and in 'the Network' within two months of the end of the conference or Professional Development Workshop.

Applications for the Conference/ Professional Development Workshop Fund are to take the **form of a letter** (attached in an email) to the NZBoGT outlining the conference to be attended and include: details of conference/workshop (what, where, when, purpose, etc), a link to the conference/workshop website or advertisement, potential costs involved in attending and what form an educational resource to be produced as a result of attending the conference might take.

Excellence in Geography Teaching and Learning Award

This award is to recognise Geography Teachers who are excelling in their classroom teaching through both innovation and student engagement.

One award of **\$500 for the winning teacher** will be made this year.

Closing date for applications is **Friday 20th October, 2017**

The criteria for the 'Excellence and Innovation in Geography Teaching and Learning' Award are as follows:

- School must be a member of the NZBoGT.
- Applicant must be willing to have some of the material they presented as evidence published on the NZBoGT's website and/or in 'the Network'.

Applications for the award are to take the form of a **report** which includes the following:

- An explanation as to how the teacher has developed engaging programmes of work and include some reference to the NZC, Geography Curriculum and/or particular pedagogical practices being developed (eg developing conceptual understandings or engaging 'priority learners', etc). Specific

evidence/examples to support the explanation should be included (this could be a sequence of some lessons or an overview of a unit within a year's programme and might include some evidence of student work, student voice and/or feedback).

- The application must include a letter of recommendation from the appropriate HOD or Assistant/Deputy Principal or Principal of the school the teacher is working in.

Professional Development Opportunities

Asia New Zealand – Overseas Opportunities

Asia New Zealand provide a number of professional development opportunities, teaching resources and other support for teachers to help develop understanding of Asia. Information about their overseas opportunities can be found [here](#).

Soccon 2017 – New Zealand Social Sciences Conference



Information about the conference can be found [here](#)

Useful Resource for Geography Teaching and Learning

Geography in Focus

Teaching and learning in issues-based classrooms

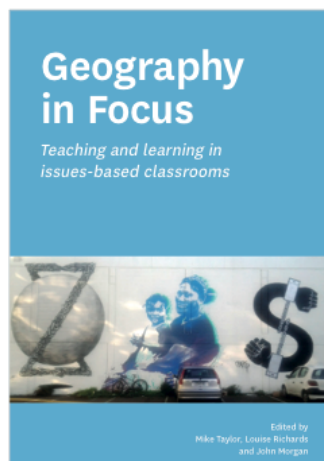
Edited by Mike Taylor, Louise Richards and John Morgan

This is a comprehensive and stimulating discussion of issues-based geography education in Aotearoa New Zealand. It is an essential read for geography teachers, and educators from the wider social sciences will find themselves drawn in.

Geography as a subject gets little attention in curriculum and assessment literature. Seeking to address that gap, the authors - teachers and academic practitioners - have thought deeply about the complexities and limitations of issues-based approaches. This book is not intended to offer strategies for teaching but the voices of teachers and the challenges of classroom practice come through strongly.

Chapters include an exploration of social inquiry methodology here and internationally; the importance of subject-specific literacy in geography classrooms and the role of NGOs in development education. The case is made for subject knowledge to ensure the big ideas of geography are not lost and there is a critique of futures education discourse.

Above all, the writers urge teachers to focus on the core business of teaching and learning and to lift the conversation beyond the constraints of NCEA.



NZCER Press 2015 ISBN 978-1-927231-70-8 RRP: \$39.95

Available from: The New Zealand Council for Educational Research (NZCER)
PO Box 3237, Wellington 6140, New Zealand

Email: sales@nzcer.org.nz

Fax: +64 4 384 7933

www.nzcer.org.nz



The Network newsletter

The Network is the quarterly newsletter of the NZBoGT. We welcome contributions from teachers for publication in future issues. Material should be sent electronically in Word format. Permission should be gained by contributors for the publication of any photographs before they are submitted (i.e. from any students shown).

It is understood that contributions for publication reflect the views of their authors, and not necessarily those of the NZBoGT. Articles may be edited prior to publication. Material or ideas can be sent to the editor at: editorthenetwork@gmail.com

Teachers are able to use any information and material from *The Network* within their schools e.g. as professional readings and for professional development for departments. However, please acknowledge the source.

No part of the publication should be used out of the school or by non-members of the NZBoGT without prior permission.



Sue Lynch
Chairperson
Otago Girls High School
ly@otagogirls.school.nz



Jane Foster
Secretary
Marist College
j.foster@maristcollege.school.nz

Regional representatives



Jane Evans
Auckland
Takapuna Grammar
Auckland
J.Evans@takapuna.school.nz



Julie Farrell
Waikato/Bay of Plenty
Trident High School
Whakatane
FarrellJ@trident.school.nz



Kieran Collier
Central
Freyburgh High School
Palmerston North
collierk@freyberg.ac.nz



Louise Richards
Deputy Chairperson
Wellington
Rongotai College
Wellington
LouiseRichards@rongotai.school.nz



Donna Lee
Canterbury
Burnside High School
Christchurch
lo@burnside.school.nz



Simon Cushen
Otago
King's High School
Dunedin
cn@kingshigh.school.nz

National Representatives



Nick Page
**Past Chairperson,
Treasurer**
Otumoetai College
Tauranga
npage@otc.school.nz



Mike Taylor
Pre-service Education
Victoria University
Wellington
Mike.taylor@vuw.ac.nz



Tony Binns
Tertiary Liaison
University of Otago
Dunedin
jab@otago.ac.nz



Anna Wilson
**Geography Olympiad
Coordinator**
Wellington East Girls' College
Wellington
anna.wilson@wegc.school.nz

The New Zealand Board of Geography Teachers (NZBoGT)

The Board's functions are to represent and support quality teaching and learning of geography in New Zealand secondary schools. More information and a membership form can be found at:

<http://www.nzgs.co.nz/become-a-member>

Members of the Board

Board Representatives	Portfolios
Sue Lynch	Chairperson, NZGS Executive
Jane Foster	Board Secretary, Maatangi Whenua
Jane Evans	Auckland, Assessment
Julie Farrell	Waikato/BOP, Competitions
Kieran Collier	Massey (Central), Geography Awareness Week
Louise Richards	Wellington, Publicity, Deputy Chairperson
Simon Cushen	Otago
Donna Lee	Canterbury, Curriculum
Mike Taylor	Pre-service Teacher Education, Awards
Nick Page	Past Chairperson, Treasurer
Anna Wilson	Geography Olympiad Coordinator
Tony Binns	Tertiary Liaison

Regional Representatives

The regional representatives on the Board each represent a region based on a branch of the New Zealand Geographical Society. Each branch is based in a university, and this is why the regions' names reflect these. However, these Board members represent the wider regions throughout the country. For example Auckland includes Northland, and Otago includes Southland.

The NZBoGT website

The url for the Geography New Zealand website is: <http://www.nzgs.co.nz/>

This is the site of the New Zealand Geographical Society and the NZBoGT (its subsidiary). The pages that directly relate to the NZBoGT and teachers can be found under the section *School Zone* on the left of the home page, below the NZBoGT logo. It has a number of sections of particular interest to teachers and includes resources. It is planned to add to the *Teachers' Resources* section and contributions would be most welcome. Please email any suggestions for the website through to Louise Richards.

The New Zealand Geographical Society

The parent body of the NZBoGT is the New Zealand Geographical Society. The society has branches based in universities around the country. Members are encouraged to attend meetings and participate in branch activities. Contact details are available at: <http://www.nzgs.co.nz/nzgs-branches>

Please copy or circulate this newsletter to all geography teachers in your school