

The Network

Newsletter for Geography Teachers

Term 3, 2017

Issue 75

Chairperson's Report

Kia Ora and welcome to the third edition of *The Network* for 2017.

Since the last Network there has been a change with the role of Chairperson for the NZBoGT. Sue Lynch, who has been a member of the board since 2012, has taken up a position with NZQA. We would like to thank Sue for all her hard work and wish her well in her new role.

I would like to take this opportunity to introduce myself, as acting Chairperson for the NZBoGT, until our next AGM at the start of 2018.

My name is Louise Richards and I am the HOD of Social Sciences at Rongotai College in Wellington. Originally from the UK, I moved to New Zealand with my husband in 2012. As the daughter of a cartographer, I have a long held passion for Geography, maps and travel and feel very fortunate to be teaching our subject in such an awe inspiring physical and cultural landscape. I have been on the NZBoGT since 2014 and for the last two years was lucky enough to accompany the iGeo Olympiad teams to competitions in Russia and China.

In the last week, I became aware of questions raised regarding the credit value of standards throughout Level 1, 2 and 3 and I thought it was important to reassure teachers that work is being done to address these concerns.

As many of you will know the NZBoGT is a subcommittee of the New Zealand Geographical Society (NZGS). The Board has representatives from all regions and the tertiary sector. One of our most important roles is to advise and consult with the Ministry of Education and New Zealand Qualifications Authority on matters of interest to New Zealand geography teachers and students. As a Board we take this role very seriously and all our regional representatives are passionate about the future of our subject. They readily feed back about both the amazing work and teaching happening in schools, but also the concerns voiced by teachers about matters of curriculum and assessment, including the Achievement Standards and credit value associated with these.

In 2016 the NZBoGT conducted a review of the Geography Achievement Standards. Two items that were a major focus related to credit parity and the wording of certain Achievement Standards. This is not something that was done overnight because we wanted to make sure we got it right. We were able to present to the MOE and NZQA over several meetings and put forward a number of recommendations. Our final submission for credit parity can be seen on the next page and received the following response:

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Geography Credit Parity Matrix

	Current Credits	Recommended Changes
Level One Achievement Standards – Internally Assessed		
91009 Sustainability	3	No change
91011 Research	4	No change
91012 Contemporary Issue	3	4
91013 Global Topic	3	No change
91014 GIS (Spatial)	3	No change
Level Two Achievement Standards – Internally Assessed		
91241 Pattern	3	No change
91244 Research	5	No change
91245 Contemporary Issue	3	4
91246 Global Topic	3	4
91047 GIS (Spatial)	3	No change
Level Three Achievement Standards – Internally Assessed		
91428 Event	3	4
91430 Research	5	6
91428 Contemporary Issue	3	4
91432 Global topic	3	4
91433 GIS (Spatial)	3	4

“The Ministry and NZQA will be considering your requests regarding the need to review the geography achievement standards. The two agencies hold meetings to consider such requests and I am currently trying to get agreement on a meeting to look at your material that you have submitted.

The Ministry is planning a review of the NCEA qualifications in 2018 and is likely to be reviewing all achievement standards in 2019.

We will need to consider whether your request for the review of some of the geography standards can be considered this year, or whether it is better left until 2019 and become part of this larger review”.

We continue to be in dialogue with both organisations regarding our recommendations.

Although the NZBoGT is the forum that NZQA and the MOE first and foremost communicate with, teachers across New Zealand can be actively involved by supporting their regional subject associations and being a member of the NZBoGT. Both give teachers the opportunity and the chance for their voice to be heard and for us to know what support teachers need. Please do not hesitate to contact your local NZBoGT rep with any other concerns.

Finally a huge thanks to all our regional representatives for their contributions to the newsletter and a special thanks to Nicky Hodson for the Maatangi Whenua resources. We had an awesome competition in Wellington and as always Geography proved the winner! I wish you all a restful holiday.

Louise Richards

Acting 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: Equity

This issue of the Network will focus on the New Zealand Curriculum value of equity. The New Zealand Curriculum states that students will be encouraged to value equity through fairness and social justice. The Curriculum and Pedagogy sections explore this in more detail. Of note in this edition of the Network are the reports on Assessment and the Teacher Education sections which examine both the numbers of students taking Geography as a subject and the relative success of these students in terms of NCEA results. This is the first year that a photo competition has taken place and the results are outstanding with the winning photos shown later in the Network.

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*.)



Regional Representatives' Reports

Auckland – Jane Evans



This term seems to have passed in a whirlwind of activities that never seem to end. Completing internals and preparing students for exams is one thing but add to that the excitement of Geography Awareness Week and it is little wonder the exhaustion steps in! What a great 'Geography Awareness' we had up here in Auckland. It began with our annual Year 12 and 13 AGTA quiz held at St Cuthbert's where 26 teams battled against each other.

The following week it was the Year 11's turn with the Central Auckland Round of Maatangi Whenua in the same place with 24 teams. Not sure what Mt Albert Grammar's tricks of the trade are but they managed to top both quizzes and deserve a huge congratulations from us all! Having also won in 2016 they are definitely becoming the team to beat. That same week was the North Shore round with 16 teams and where Carmel College showed their prowess. Well done all and it is clear how much fun was had. In my own school we had daily quizzes and culminated in a massive quiz where surprisingly a Year 9 team beat our Year 13's giving us a sense of relief that Geography is certainly alive and well among our students. Such activities just prior to subject selection for 2018 works wonders for us and

helps keep our numbers strong! As usual AGTA have provided some more excellent school exams for us all which saves so much time for the busy teacher. They also put on a great course on marking as well as organising the second scholarship workshop at the University of Auckland. This combined with the huge interest in the development of Auckland now we have won the America's Cup plus renewed ideas about a new waterfront stadium makes it so easy to get the students interested in Geography. Long may it continue.

Waikato/BOP – Julie Farrell



Tēnā Koutou Katoa.

The highlights for geography over the past few weeks have been Geography Awareness Week and the Maatangi Whenua competition. Twelve teams participated from seven schools around the region - Whakatane, Hamilton and Tauranga. Nick Page was MC for the night. The activities were enjoyed by all and a big thanks must go to Nicky Hodson for her great work organising and coordinating the competition, including her very clear instructions. She certainly does a fabulous job! The winners from the region were Otumoetai College, the team consisted of Patrick Lamas, Alex Blair and Liam Hock. Second and third places were also very close with three teams, Hillcrest 1 and 2 and Mount Maunganui College, separated by half a point. Our appreciation also goes to Christian Richardson and his team from Mt Maunganui College who hosted the region's contest on 23 August.

I have had discussions with a number of teachers around the region about a few issues I think we need to think about and find innovative ways around these. The lack of a subject adviser is a real problem for schools, and this is especially a problem where there are few teachers, schools are isolated or there are sole geography teachers in schools. Whilst the majority of the teachers are older it must be very challenging for people new to teaching who are trying to deal with organising programmes, assessments and moderation of work. The lack of professional development in our subject is also apparent. I have attended two meetings with geography teachers this year and whilst it is great to be able to discuss problems or new ideas about how to improve our teaching, the value of subject advisers cannot be understated.



The winning Otumoetai College team - Patrick Lamas, Alex Blair and Liam Hock

Wellington – Louise Richards



Nearly the end of term folks and then we only have eight weeks of term four . . . not that anyone is counting! This also means it is not long until our annual Wellington Geography teachers PD day. The date for this has been set for Friday 24th of November. The focus of the day will be Wellington: changing places and patterns. Further details will be sent out closer to the time, so please watch your email space for a chance to be part of the most popular day on the Geography calendar!

A highlight for the Wellington region this term has been the scholarship lectures presented by Victoria University. Teachers and students were able to hear from a range of speakers including Professor Warwick Murray and John Overton who addressed the statement 'The digital divide is closing and geography is shrinking with new technology'. Other presentations considered the role of GIS and how technology was being used in the Kaikoura region to research the considerable landscape changes that had occurred as a result of the earthquake. This was a fantastic opportunity for everyone to consider a range of perspectives but also the different pathways Geography can take you at university. All teachers attending the lecture led by Dr Ian Schipper were almost ready to quit teaching and volunteer to be on the next "trail by fire" expedition! (<http://www.trailbyfire.org/>).

Another highlight for the term was the Maatangi Whenua competition, once again hosted by the School of Geography and Earth Sciences, Victoria University. Hutt Valley High took the trophy and proved to have the highest score in the country overall. Well done team! Upper Hutt College and Wellington Girls' College came second and third respectively.

We also would like to take this opportunity to congratulate Anna Wilson from Wellington East Girls College who is being recognised with a Distinguished Service Award at the NZ Geographical Society Awards for 2017 in Dunedin. Anna is a geography legend in Wellington, having served on the WellGeog committee for several years organising PD events and helping support many teachers in the region. Many of us are extremely thankful for her commitment to the teaching of geography and for raising the profile of the subject nationally with her Olympiad portfolio on the NZBoGT.

Earlier today I finished marking my Level 2 senior exam papers, and I am sure many of you have also experienced the highs and lows of marking senior papers. It looks like there is still much to do to get them ready for the Externals in November and the support and collaboration of the Wellington geography community certainly helps me. I am so grateful for the professional conversations we have at our events and meetings and urge you all once again to sign up for the PD day in November. I wish you all a very restful spring break.

Canterbury – Donna Lee



Yet another eventful and busy term has vanished! First, the Year 13 Scholarship workshop was held on Friday 28th July, supported by Canterbury University and Science Outreach. The morning format included a series of interesting speakers with broad topics related to technology in geography:

1. Paul Bealing - Drones and UAV's.
2. Malcolm Campbell - Population tracking (including using cell phones)
3. Ben Adams - Use of Social Media.

During the afternoon practical workshop students collaborated in groups. Activities ranged from "unlocking" the language of Scholarship; creating original diagrams; question interpretation and analysis; writing structure and time-management, along with - debating and recognising perspectives.

Secondly, on the evening of Thursday 24th August, 24 teams participated in the Maatangi Whenua quiz competition. Hosted by the University of Canterbury, students feasted on pizza before the competition commenced. Congratulations goes out to the winning team from St Andrew's College. Second place went to Lincoln High School and third place was awarded to Cashmere High School.



The winning St Andrew's College team

Thirdly, a number of teachers from across the region took part in the NZQA Best Practice Workshop which was held in the central city on the 29th August. As always, it was particularly rewarding to be able to discuss and swap ideas with other Geography professionals!

In addition, this may provide some inspiration for teaching and learning on the Canterbury Earthquakes (Year 11 Geography: Extreme Natural Events); perhaps consider the following options:

1) Quake City field trip - newly located at 299 Durham Street North, on the corner of Armagh Street, in the central city. Reopening on Thursday 14 September. An educational tour may be booked at the following link: <https://www.canterburymuseum.com/learn/education-programmes/quake-city/>

"Quake City tells stories of heroism, hope and loss from the Canterbury earthquakes. It explains the science and the phenomenon of liquefaction – when the shaking liquefied the ground and it bubbled up burying streets and sinking buildings.

The exhibition charts the aftermaths of the September 2010 and 22 February 2011 earthquakes and the extraordinary response of the emergency services, international rescue teams, the thousands of volunteers who pitched in to help – construction workers, the Student Volunteer Army, the Farmy Army – and the incredible resilience of Canterbury's communities.

Quake City includes some of the objects which have defined the Canterbury earthquakes including the spire of ChristChurch Cathedral and the railway station clocks which stopped at 1.51 pm on 22 February 2011.

The rebuild section brings the visitor up to date with progress in regenerating the city and the recovery projects underway". Source: <https://www.canterburymuseum.com/whats-on/quake-city/>

2) Central City Anchor Projects field trip - take your students on a self-guided tour of the CBD to check out how Otakaro Limited is progressing with revitalisation and renewal.

The following websites are a good source of information for planning and resources:

<https://www.otakaroltd.co.nz/>

<https://vimeo.com/user53538239>

3) Regenerate Christchurch - a source to keep up-to-date with what is happening in Christchurch: <http://www.regeneratechristchurch.nz/>

4) Gapfiller - check out the latest projects and activities:

<http://gapfiller.org.nz/>

<http://gapfiller.org.nz/what-we-do/education/>

5) LEARNZ virtual field trips

What's the plan Stan?

<http://rata.learnz.org.nz/summary.php?vft=whatstheplanstan174>

Life at the Boundary- investigating natural hazards.

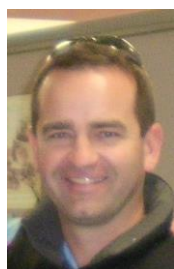
<http://rata.learnz.org.nz/summary.php?vft=naturalhazards174>

Upcoming Events for your calendars:

CGTA Geography Teachers' Day: All day course (9am - 2.30pm). To be held at the University of Canterbury. Followed by drinks at the University Staff Cub. The date is likely to be Friday 24th November. Confirmation of details will be emailed to schools during Term 4.

Have a well-deserved and restful break everyone!!

Otago – Simon Cushen



Term Three has seen the start of exam preparation and trial exams in southern schools. Busy Geography departments around the region are working hard to tidy up internal assessment components of their courses and build academic momentum to get students 'match fit' for the big show in November.

August saw the first of two, day-long geography scholarship tutorials which were once again well attended. These will continue on Monday 2nd of October at King's High School if any schools have students who may be interested in attending. Contact Simon Cushen on

cn@kingshigh.school.nz if you wish to add students to this list.

The Otago/ Southland round of Maatangi Whenua was held on the 23rd of August with 15 teams entered. A closely fought contest ensued with Taieri College running out the eventual winners over King's High School. John McGlashan College took out third place. It was inspiring to see Geography Departments bring keen students from as far away as Central Southland College in Winton, well done!

The Otago/Southland Geography Teachers PD Day will once again be hosted by the University of Otago Geography Department on Monday December 4th. The day will comprise of discussions around assessment, review of NCEA examinations, resource sharing and examples of best practice. We also hope to undertake a field outing looking at urban renewal in Dunedin City (TBC). More information regarding this PD day will be emailed to HoD's.



Shona Carruthers and her winning Taieri College team at the Otago/Southland Maatangi Whenua competition.

Curriculum – Equity

Equity is identified as a value in the New Zealand Curriculum. As such it is intended that it has an influence on curriculum decision making. It is explained in the NZC as valuing equity through social justice and fairness. In terms of considering equity when designing teaching and learning programmes we could consider equity to be providing opportunities for all students to succeed. A useful definition of educational equity is as follows:

*The term **equity** refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.¹*

This definition of equity challenges us to consider how equity and equality are different. Equity is more than just providing the same opportunities for all students; it is about meeting the needs of individuals and providing them with the tools to achieve success. This is about providing a teaching and learning programme that will meet the needs of diverse learners and improve outcomes for students, both in an academic sense as well as developing 21st century learning skills.

It is worth having a discussion in a department meeting about what the features of a geography curriculum that promotes equity would look like. The following questions could be used to promote some discussion as a part of a self-review process:

- What does equity look like in a programme of teaching and learning in Geography?
- How do we meet the needs of the diverse learners in our school?
- What aspects of social justice and fairness do we make evident in our programmes?
- How are we teaching students to consider these in our programmes?
- What do we do to ensure equity in capability development?

In addition to considering the points above it is worth developing an understanding of equity in the wider community and incorporating aspects of these into a programme of teaching and learning. Consider examples of what equity may look like in relation to socio-economic indicators, access to education, healthcare and employment and so on. These are all rich contexts to develop through geography programmes.

Pedagogy – Equity

There are a number of pedagogical approaches that would enhance equity in outcomes for students. Many of these approaches are not new to us but are worth considering within a framework of improving equitable outcomes for students. In 2008 the OECD published a Policy Brief, which outlined ten steps to equity in education. The report can be found [here](#). A key point that the Policy Brief makes is knowing students who are at risk of not achieving their potential and then putting into place strategies to enable them to achieve an equitable outcome. The following ideas from the report are particularly significant and relevant to considering how to reduce equity through effective pedagogical practices.

Relationships between students, teachers and whanau has long been recognised as an important aspect to improve student achievement. When students feel known, valued and respected they are more likely to achieve.

The OECD briefing suggests that homework on its own is not a successful approach to improving equity in educational outcomes. A better approach is to encourage **participation and involvement from whanau** in the learning.

Formative assessment is identified as a factor, which can improve achievement. The work of Wiliam and Black on assessment for learning is influential here. The ‘Inside the Black Box’ work outlines how and why formative assessment, including feedback and feed forward is so effective. A number of articles on formative

¹ Retrieved from <http://edglossary.org/equity/> 18 September 2017

assessment can be found on the Assessment Online webpage [here](#). An important aspect of effective formative assessment is that part of the process which requires teachers to adapt their teaching and learning in response to the information gained through assessing student understanding.

Having a focus on using specific **literacy approaches** to support teaching and learning can improve equity for those students for whom literacy is a challenge, including second language learners. Over the years there have been a number of resources developed to support teachers to embed literacy approaches into teaching and learning programmes. A useful resource is Literacy Online that has some specific resources useful for Social Sciences, which can be found [here](#).

Geograph - E

Geograph – E will give ideas about websites and other useful e-learning resources and tools. The following is contributed by Simon Cushen, HOD Social Science, King's High School, Dunedin.

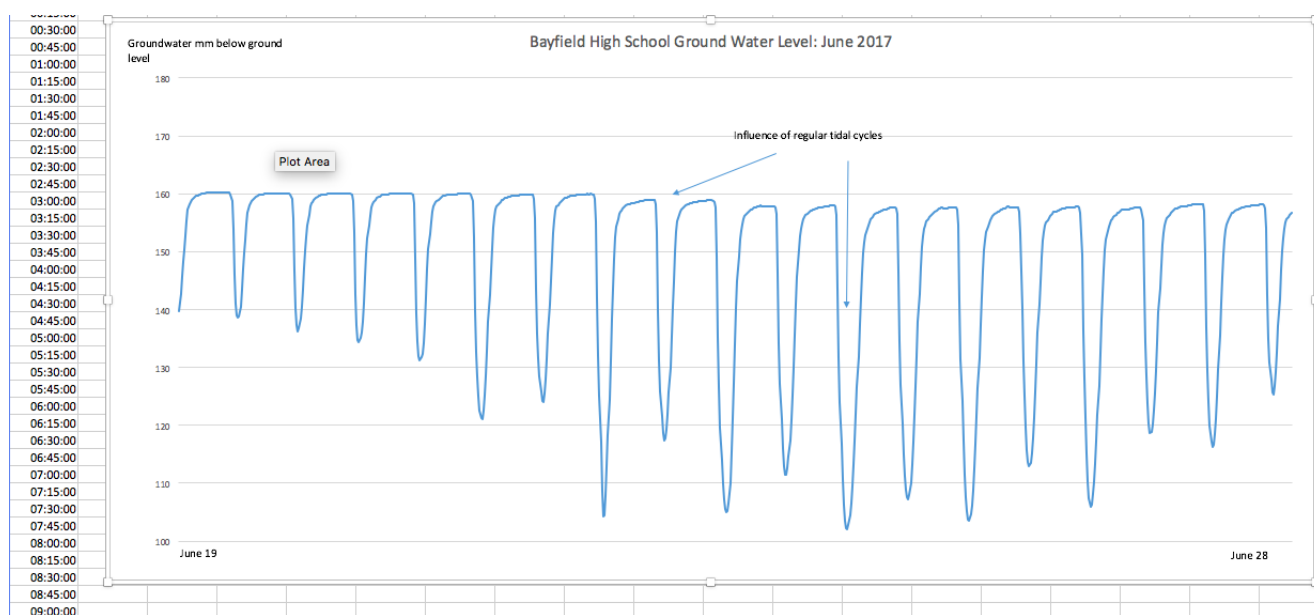


During May and June, two Dunedin secondary schools took part in research into the natural hazards that lie beneath South Dunedin. Their findings were presented during a community information evening which included Otago Regional Council hazards experts and Scientists from the University of Otago and Geological and Nuclear Sciences. The student's findings were based around raw data gathered using electronic remote sensing.

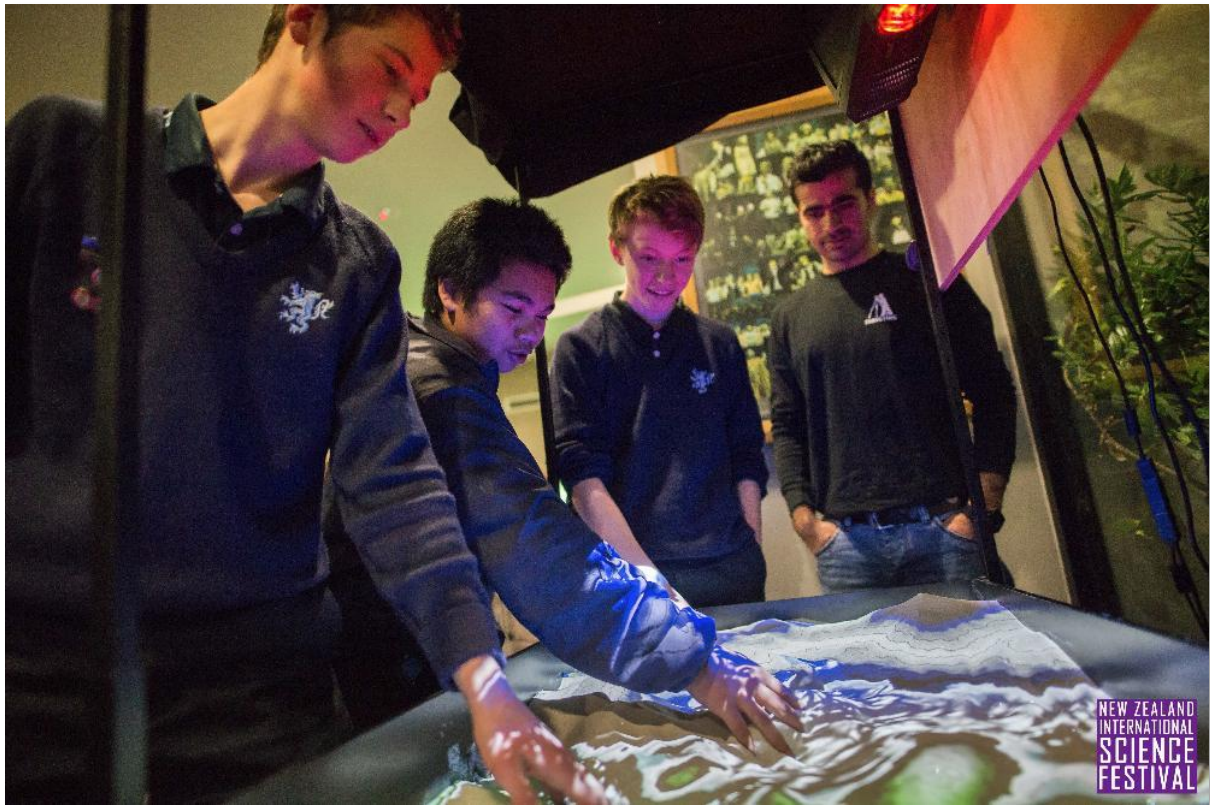
Year 10 Geography classes from Dunedin's King's High School and Bayfield High School undertook the research which looked at ground water levels and soil samples at different locations around South Dunedin. This area of the city has attracted significant attention with regard to various natural hazards that exist in the area since the June 2015 floods which caused approximately \$138 million in damage.

The New Zealand Government sponsored the research through the 'Curious Minds' arm of the NZ Science Festival. This fund covered the cost of installing a CT2X ground water sensor at each of the participating schools. These sensors record ground water levels every 15 minutes and relay via internet to student's computers.

The student's findings were revealing. They discovered that certain locations such as Bayfield High School ground water was strongly influenced by tidal fluctuations (see graph below). Other locations, such as King's High School, ground water was strongly influenced by rainfall.



The students were able to witness the installation of the ground water sensors and had a go using hand augers to obtain core samples and inspect soil types. During the presentation evening students used an electronic sand box which showed terrain in 3D (see below). This technology enabled students to establish a relationship between terrain, soil type and ground water levels, helping them draw conclusions for their research.



King's High School Geography students interact with the 3D sand box.

The study was a fusion of technology, physical Geography, with the conclusions being made effecting the cultural environment of South Dunedin. Feedback from the students revealed they really enjoyed the research and learned a lot about what lies beneath their city.

Assessment Update

The following is contributed by Jane Evans, NZBoGT Assessment Portfolio holder.

What has happened to the Social Sciences in NCEA over the past 3 years?

Whenever geography teachers get together in large numbers it seems a common topic of conversation lies around how marking has changed in recent years and how geography is often 'out of kilter' with other Social Science subjects. It was with these perceptions in mind that I thought it would be useful to see what the facts, according to NZQA, actually say has been happening to our subject. It was decided to use History as a comparison as this acts as our 'sister' subject with similar numbers overall.

The following table looks at total number of students enrolled in both internal and external standards. It is interesting to note that in both Level 1 and Level 3 there has been a decrease in numbers. By far the most

significant decrease is in the external standards. This backs up our recent survey which showed that at these levels the majority of schools are now only enrolling students in two not three external standards. The push for students to study 'less and do it better' also suggests this is gaining momentum and is likely to account for the decrease in numbers in the internal standards with many schools only offering three internals and two externals only. It is interesting to note that while similar patterns can be seen in the externals in Level 2 internals are gaining in popularity. The similarity of both Geography and History patterns in terms of Level 1 externals is very close. It is also interesting to note that slightly more students are enrolled in Geography than History at all levels.

TABLE 1: NUMBER OF STUDENTS ENROLLED:

SUBJECT	No 2014	No 2015	No 2016	diff 2014-16
Geo1 internal	41,833	40,735	41,533	Less 300
His 1 Internal	35,678	36,004	35,326	Less 352
Geo 1 External	23,631	21,934	21,555	Less 2,076
His 1 External	23,616	21,922	21,462	Less 2,154
Geo 2 Internal	24,564	24,844	25,144	Plus 580
His 2 Internal	20,982	20,716	22,386	Plus 1,404
Geo 2 External	13,508	12,091	12,091	Less 1,417
His 2 External	11,356	10,635	10,635	Less 721
Geo 3 Internal	26,445	25,744	25,753	Less 692
Hist 3 Internal	20,227	19,764	20,048	Less 179
Geo 3 External	13,034	11,586	11,892	Less 1,142
His 3 External	10,713	9,248	9,379	Less 1,334

The second table looks at the % of students gaining achievement. This shows there is very little difference year to year in our internal standards. The largest changes relate to Level 1 and 3 externals in geography which have lifted the numbers passing slightly. One worrying pattern is that although there is very little difference between the % achievement in internals between Geography and History at all levels this is not so with externals. Here the difference is often up to 6% showing that students do better in History externals than Geography.

TABLE 2: PERCENTAGE GAINING CREDITS

SUBJECT	% 2014	% 2015	% 2016	Diff 2014-16
Geo1 internal	88.3	89.1	88.5	same
History1 Internal	87.1	87	87.8	same
Geo 1 External	77.5	78.1	80.2	+ 2.7
His 1 External	86	84.5	86	same
Geo 2 Internal	84.7	84.9	84.4	same
His 2 Internal	82.6	83	83.6	+1
Geo 2 External	76.9	79.3	77.7	same
His 2 External	79.8	81.7	80.7	same
Geo 3 Internal	82.7	83.1	82.5	same
Hist 3 Internal	82.8	84.7	84	+1.2
Geo 3 External	71.9	73.7	74.7	+2.8
His 3 External	78.9	78.1	81.1	+2.2

The table below shows more change overall, with Excellence grades generally increasing. The difference between Geography and History is also more obvious here. At level 1, History Excellence grades are more prevalent than geography in both internals and externals. At Level 2 and 3 significantly more Excellences are awarded in Internals for History even though external Excellence results are well matched.

TABLE 3: PERCENTAGE GAINING EXCELLENCE GRADES

SUBJECT	% 2014	% 2015	% 2016	Diff
Geo1 internal	21.2	22.7	22.6	+1.4
History1 Internal	29.4	29.7	31.6	+2.2
Geo 1 External	8.7	10.2	10.5	+1.8
His 1 External	14.5	13.1	15.6	+1.1
Geo 2 Internal	20.7	21.9	23.0	+2.3
His 2 Internal	29.3	30.1	29.7	same
Geo 2 External	9.0	10.4	12.1	+3.1
His 2 External	11.8	11.0	12.9	+1.1
Geo 3 Internal	20.0	21.4	21.4	+1.4
Hist 3 Internal	27.9	30.8	31.7	+3.8
Geo 3 External	8.8	9.6	9.7	same
His 3 External	10.0	10.4	11.7	+1.7

The last table relates to the question of ethnicity. With the government aim of 85% of students gaining pass rates this makes sad reading for Geography as it is only the European students who are working at this level. Māori and Pasifika students are gaining some success in internals but external pass rates are well down. It is interesting that Geography also bucks the common trend with Asian students struggling more at both Level 2 and 3. The only heartening statistic is that this does at least show a small upward trend from several years ago. In the majority of cases History shows much better success rates for Māori, Pasifika and Asian students than Geography.

TABLE 4: BREAKDOWN OF PERCENTAGE GAINING CREDITS BY ETHNICITY**GEOGRAPHY**

	MAORI	PASIFIKA	ASIAN	EUROPEAN
L1 INTERNAL	80.7	81.7	91.5	91.5
L2 INTERNAL	77.2	72.5	83.2	88.3
L3 INTERNAL	74.5	71.2	83.8	86.1
L1 EXTERNAL	66.8	58.0	83.8	85.5
L2 EXTERNAL	67.3	62.0	78.1	81.7
L3 EXTERNAL	66.9	66.9	69.0	79.6

HISTORY

	MAORI	PASIFIKA	ASIAN	EUROPEAN
L1 INTERNAL	78.5	82	93.2	90.6
L2 INTERNAL	75.0	72.1	86.7	88.0
L3 INTERNAL	74.5	74.1	87.5	87.6
L1 EXTERNAL	77.1	72.2	90.3	89.1
L2 EXTERNAL	70.2	70.7	83.0	84.3
L3 EXTERNAL	72.1	62.7	83.0	85.7

In many ways this investigation is encouraging – our numbers remain strong and there is movement in a positive direction. However it also poses some interesting questions. If pass marks in Geography internals are similar to History the fact that external pass grades are so much less suggests our externals are too complex. Also are the Geography internals more difficult than other subjects in regard to the higher grades? What can we do to lift pass rates for our Māori, Pasifika and Asian students? I hope this at least will provide a background for more discussion in the future.

NZQA Update

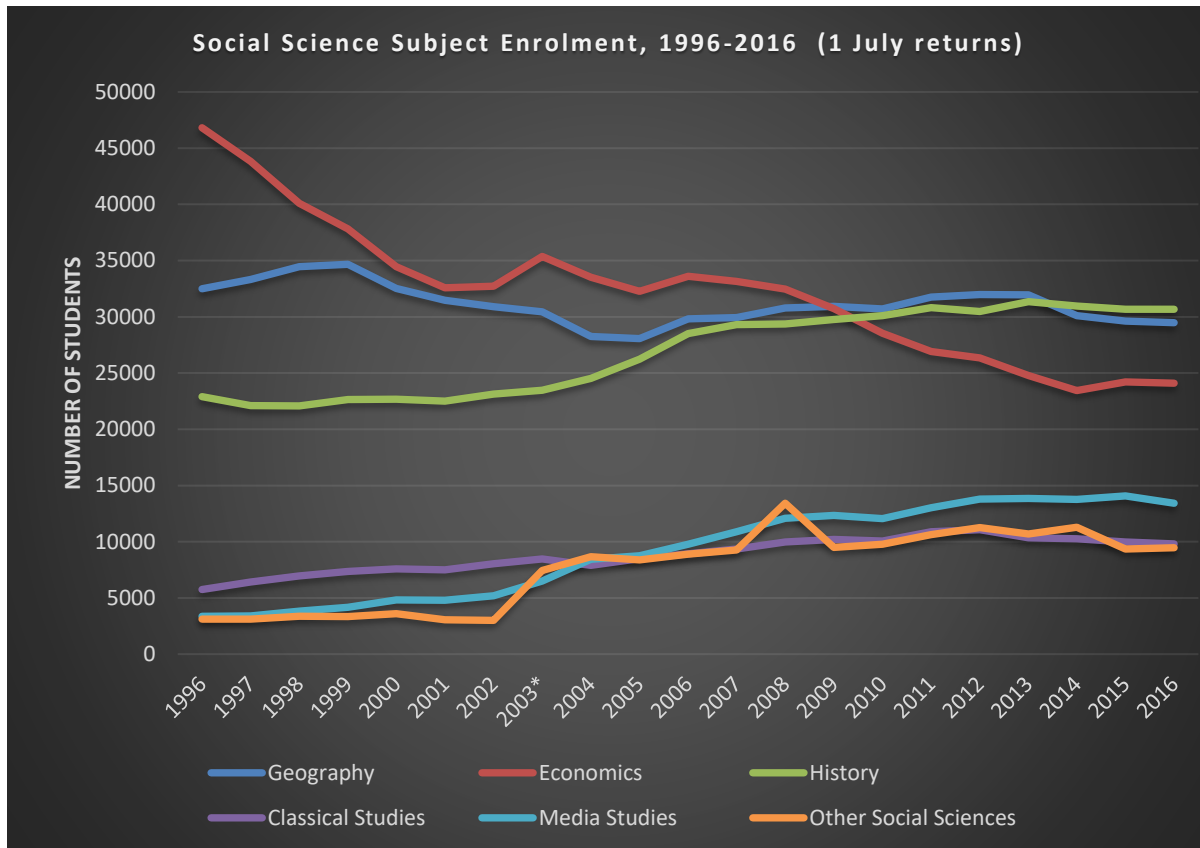
Assessment specifications for 2017 can be found [here](#).

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

Teacher Education

The following is contributed by Mike Taylor, ITE Portfolio Holder

Geography uptake in New Zealand schools



* NB: 1. figures prior to 2003 may not be directly comparable to 2003 onwards due to a change in data collection methodology.

2. Note that junior school participation varies widely between social science subjects. For example, in 2016 Year 9-10 participation in Geography was approximately 1200; Classical Studies 200; History 2000; Media Studies 2700; and Economics 7500.

I have generated the graph above from the publically available statistics on subject enrolment from the Education Counts website: <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/subject-enrolment>. The trends are clear, with Geography experiencing gradual decline between 1996 and 2000, after which it has been very stable in the last 10 years. This should not lead us to complacency, however, especially as the Economics trend provides a warning of how subject uptake can fall quite significantly [competition with Business Studies, perhaps?].

Many schools will have recently had their subject options open for their senior school students as schools begin to assemble their 2018 timetable structure. In particular, encouraging Year 10 students to take an introductory Year 11 Geography course is an important base for healthy numbers over the following years, however, NCEA data also suggests approximately 25-30% of Year 13 geography students are taking the subject for the first time. So, in some schools, a strategic sales-pitch might be necessary to different year groups.

For those of you who have been supporting ITE geography students in your school during Term 3, have you asked them to give a presentation to classes outlining their journey through school geography and beyond? Having a recent graduate explain what their school geography gave them, and where it led them, could offer

some up-to-date inspiration for school students working through the many curricula pathways that schools now offer.

Answer to *Where is this place?*

This is Kakslauttanen Igloo Resort in Finland. It is possible to see the Northern Lights here. Image sourced from <https://www.arcticdirect.co.uk/package/glass-igloo-finland/>

Out in the Field... iGeo Serbia

This section of Out in the Field is contributed by ... the 2017 New Zealand iGeo Team.



iGeo Team 2018 – Jonty, Sarah, Yan Hao and Libby in their uniforms sponsored by LOWER

Ćevapi, which are similar to meatballs and served in a pita bread.

For the opening ceremony we were taken by bus to the Belgrade Town Hall. We heard speeches from iGeo directors and officials and saw each team cross the stage. We heard from Serbia's most famous Geographer, **Jovan Cvijić** (well an actor playing him) about Serbia's geography, culture and location at a global scale.

The first assessment was the written response test, which is a very different sort of exam we are used to here in New Zealand. There were six different topics with a range of short answers to respond to. Although it was very different to what we are used to here, it was a different kind of testing which was quite enjoyable. Questions were on soil degradation, high tides and weather forecasting. Such topics were an eye opener to the different types of geography focussed on in different parts of the world.

This year, we represented New Zealand in the 14th International Geography Olympiad which was held in Belgrade, Serbia. The Team consisted of Libby Inwood, KeriKeri High School, Sarah Hyne, Otumoetai College, Yan Hao Tay, Burnside High School and Jonty Wispinski, King's High School. Our Team Leaders were Simon Cushen from King's High School and Anna Wilson from Wellington East Girls' College. The competition ran from the 2 - 8 of August and included teams from 42 other countries. We were accommodated in a boarding hostel of a High School in central Belgrade, while the heatwave 'lucifer' was sweeping through Europe. We got to stay with all of the other competitors and ate our meals in the cafeteria, experiencing authentic Serbian food. One of our favourites we ate was



Exploring Belgrade

The field work test was spread over two days - Day 1 was spent out in the field, in 40 degree heat. We spent the day gathering data and drawing a transect map of a recreational forest area in Belgrade. We were also told to collect data on the leaf types which we were told could be used the next day for the field work test. This collection of data was divided into 3 parts. The second day of the field work test took place at the University where we had to write proposals and evaluations for the land-use plans for this recreational area.

The last test we faced over in Serbia was the multimedia test, which consisted of about 40 multi choice questions. This test was probably the most different type of testing when comparing it to New Zealand's testing, however it was the most fun. This exam was done on computers and you could flick through the questions at your own pace, most of the questions were based around what you could see in the picture or what a graph was showing. The content also was very different to what we learn here in New Zealand. There were topics like *what has shaped the use of this land?*, and *from which country does this photo come from?*

The cultural night and poster nights were designed to promote the sharing of cultures and traditions; and what each of our countries had to offer with respect to youth tourism. For the cultural night we shared the tale of Maui fishing up New Zealand - a cultural and somewhat geographically-related myth. The poster presentation was set up so that each of the team members could both present their own poster and go visit other countries' posters. The theme was of youth tourism, and our poster was designed as a map of New Zealand with annotated postcards, displaying pictures and short descriptions about each of the 10 locations which we had selected around New Zealand, which we felt were most appealing to youth.

During the trip and competition we went on numerous excursions, around Belgrade and outside of the city's immediate vicinity. This included an open aired bus tour around the city. We were able to observe the lively nature of the city from majestic skyscrapers and modern architecture, to run down and damaged buildings from wars past all within close proximity to each other. We also visited Novi Sad, Serbia's second largest city, where we visited an orthodox church, local bakeries, market places and toured around the central streets.

On our final night in Belgrade, the closing ceremony took place. There was a number of speeches from the organisers and local dignitaries. Every country was then individually asked to come up to the stage and receive their certificates. This would have been one of the most proudest moments for the New Zealand Team, holding up our flag and showing the world who we are. This was followed by the medal ceremony. Unfortunately this year New Zealand did not win any medals, however needless to say everyone in the team performed outstandingly well, all finishing convincingly strong at a global level. Following the closing ceremony, a local band from Belgrade performed to everyone, we were able to dance and say our goodbyes to many of our new friends we made during the competition.

Besides the tests and cultural related activities, we had plenty of time to spend with participants from other countries. iGeo was not only a competition testing our geographic ability, but it was a trip where we each made many new friends and whom we had a very good time with over the course of the iGeo experience.

Our impressions of Serbia would be just how hospitable Serbian locals are and how this reflects the true nature of their culture. All volunteers at the iGeo were all keen to get to know us and many were very interested to know more about New Zealand. Serbians were passionate about their culture and history and keen to inform us more about what their country was about. Belgrade's architecture was very eye opening.

As a team we would like to say a big thank you to the Royal Society of New Zealand for their support of our team. Also to LOWER for their sponsorship of our team uniforms. We would also like to thank all of our Geography Teachers and the groups in our local communities who helped us with our fundraising.



The New Zealand Team at the Closing Ceremony

Maatangi Whenua 2017

Once again Maatangi Whenua ran throughout the country during Weeks 4 and 5 of Term 3. There were an unprecedented 149 teams entered for the competition this year. As usual, however, due to a variety of circumstances some schools were not able to make it on the night and we ended up with 126 teams of Year 11 Geography students participating across 11 venues. It was great to welcome the Wairarapa region to the fold this year. This was a great turn out and from the reports I have received everyone enjoyed themselves.

Our thanks must go, once again, to Nicky Hodson for all her hard work in putting the quiz together and making it the fun filled event that it is. She spends hours putting ideas and resources together and we are all very grateful for all of her efforts.

The winning teams from each venue for 2017 are:

Branch	Venue	Winner	Points
Auckland	Takapuna Grammar School, North Shore, Auckland	Carmel College A	137½
Auckland City	St Cuthbert's College, Auckland	Mt Albert Grammar School A	130½
Waikato	Mt Maunganui College, Tauranga	Otumoetai College1	143½
Manawatu	Massey University, Palmerston North	St Peter's College	132
Manawatu	New Plymouth Girls' High School, New Plymouth	Sacred Herat Girls' College – LAT	128
Manawatu	Napier Boy's High School, Napier	Napier Boys' High School 1	125
Wellington	Wairarapa College, Masterton	Wairarapa College – Pride Over Money	132
Wellington	Victoria University, Wellington	Hutt Valley High School	155
Wellington	Waimea College, Nelson	Waimea College	136
Canterbury	Canterbury University, Christchurch	St Andrew's College 2	150
Otago	Otago University, Dunedin	Taieri College	120½

Congratulations to all regional winners. You all did an amazing job.

So, the top scoring team nationally for 2017 was Hutt Valley High School. Congratulations to the team and the teachers who prepared them so well for the event.

Photo Competition 2017

Impressive standard of entries in inaugural competition

A high standard of photos with geographic themes were entered in the inaugural NZBoGT photo competition. Photos ranged from students participating in field work, geographic landscapes students were studying, images of urban environments and more abstract images depicting geographic concepts.

Numerous entries were submitted at each of Level 1, 2 and 3 with the following three being declared winners.

Level 1: Kaela Clark, Burnside High School



Lyttelton: Change

This is a photo of an old building in Lyttelton that has to be held up with metal poles so that it doesn't fall over. This is a result of the 2011 Christchurch Earthquakes that destroyed Lyttelton's historical town. This relates to the geographic concept of change because the earthquake changed Lyttelton's environment, natural and cultural. These changes are shown through photos like this because they don't want to take down their old buildings but these buildings are dangerous and need to be helped to stay up.

Level 2: Nicole Cameron, Otumoetai College



Tongariro National Park: Process

Tongariro Freeze Thaw - Freeze-thaw action is the result of interacting climatic and denudation processes operating in the Tongariro Volcanic Centre. Water trapped in the surface ash/soil freezes in the region's cold, winter climate, emerging as fine ice needles that dislodge and erode soil particles. The snow-covered and symmetrical Mt Ngauruhoe flanks the landscape and reaches 2291m into the sky. Zonation is also evident in this photograph where in the mountains, volatile climate conditions result in altitudinal vegetation zones. On the volcano, there is a lack of vegetation compared to the climax vegetation of mixed forest in the foreground.

Level 3: Kenya Ashcroft, St Kentigens College



Clevedon 3.02 am: Environment

Lying in a frosted paddock with a tripod and a few best friends at 3am, stargazing, is an excellent way forget the chaos and stress that school and daytime imposes on teenagers. Throughout thousands of years of civilisation, many people like us have sat enthralled beneath the vast expanse of our universe and pondered those existential questions, staring up at the Milky Way Galaxy. However, unfortunately these euphoric moments can be destroyed by the environmental issue of light pollution- where smog and CO₂ from cities linger low in the atmosphere, absorbing light and restricting the visibility of space above. Luckily Clevedon is further away from Auckland, so experiences like these are possible.

News and Notices

Awards for Geography Teachers

The NZBoGT is offering an award to support quality geography teaching and learning in schools. This award is to recognise 'Excellence and Innovation in Geography Teaching and Learning'. The detail of the award is outlined below and can also be found on the NZGS/NZBoGT website at: <http://nzgs.co.nz/teaching-awards-and-funds>

Applications for the award is now open. Please email applications before the relevant closing date to Mike Taylor at: mike.taylor@vuw.ac.nz

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

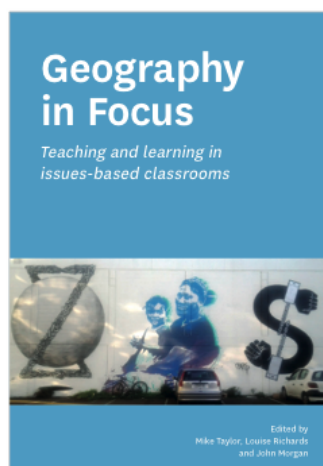
Edited by Mike Taylor, Louise Richards and John Morgan

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.



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NZCER PRESS

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.



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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
Louise Richards	Wellington, Publicity, Acting Chairperson
Jane Foster	Board Secretary, Maatangi Whenua
Jane Evans	Auckland, Assessment
Julie Farrell	Waikato/BOP, Competitions
Kieran Collier	Massey (Central), Geography Awareness Week
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