

The Network

Newsletter for Geography Teachers

Term 4, 2016

Issue 72

Chairperson's Report



Kia ora and welcome to the fourth edition of *The Network* for 2016.

Seniors have left and as this reaches your in-boxes they will be sitting the first of their examinations. We wish them well and know we have done our best with their preparation.

The Geographical Society now has a Facebook page and if you head to <https://www.facebook.com/NZGeographicalSociety/> and like the page you will be able to catch up on what is happening around the New Zealand geographical community. It is a "community Facebook page" and they are very happy to advertise your meetings, conferences or happenings. There are a few reminders on the page about acceptable usage e.g. no tagging in photographs. Thanks to the Otago Branch of the Geographical Society for setting it up.

There are some very interesting readings and websites to visit in this edition. Remember to feedback about the NZQA examinations as soon as you can.

Have a relaxing break you deserve it!

Nga mihi nui

Sue Lynch
Chairperson, NZBoGT.

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

Inside this issue

[Chairperson's Report](#)

[Editorial](#)

[Where is this place?](#)

[Regional Reports](#)

[Curriculum](#)

[Pedagogy](#)

[Geograph - E](#)

[Assessment Update](#)

[Teacher Education](#)

[Out in the Field](#)

[Wondering about](#)

[NZGS Awards](#)

[News and Notices](#)

[The NZBoGT](#)

Editorial: Learning to learn

This issue of the Network will focus on the area of Learning to learn. Learning to learn can be considered in relation to developing thinking processes in students but it can also be linked to teacher professional learning. The Curriculum and Pedagogy sections explore both of these ideas through the exploration of some relevant research.

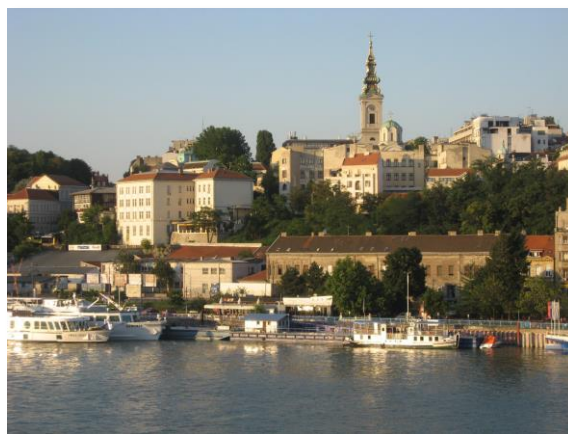
Suzanne Baldwin

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



Why is it that Term 4 never fails to surprise us? It starts with a hiss and a roar getting final internal assessment marks in and dealing with those last panics of students realising they should have listened in class to your pearls of wisdom! For scholarship students the last of the University of Auckland workshops were well attended and all agreed that they hit the mark in terms of what to expect. Huge thanks to the members of the AGTA committee for putting this programme together and we all hope that this will continue into 2017. The fact these sessions are now videoed and available to any AGTA member has made them much more accessible. The AGTA has also filled a big hole for those of us planning our next year's programmes. Local cluster groups have

allowed sharing of resources between schools while their popular one day end of year workshop scheduled for November 28th looks at challenges in the Auckland region. At this session they have many interest groups and council members covering local issues with a view to possible internal assessment topics. Our National Moderator Anne McKenzie is also attending the workshop to discuss problems with some of the internal assessment interpretation. I am sure this course will be very popular and useful. Huge thanks must go to the dedicated committee of AGTA for the organisation involved – not easy when they are all full time teachers

themselves! With the demise of our National Facilitators at TEAM solutions we look to them to fill the gap for future PD and we must all support them. I would like to take this chance to wish all members a safe and restful break over the summer and make sure you recharge the batteries in the most appropriate way.

Waikato/BOP – Julie Farrell



Tena Koutou Katoa, Another busy year is near an end and It is easy to think we all have more 'time on our hands' when in reality we are reviewing courses, planning for next year, completing appraisals, writing up our own inquiries and all the heaps of jobs we have left until the seniors have left to finish- good luck with that.

Late last month, the University of Waikato held scholarship meetings at Otumoetai College, Tauranga and St Paul's College, Hamilton. Lex Chalmers (from Waikato) tutored approximately 40 students at both venues in History and Geography. As usual it was an excellent work shop, well organised and well-presented. The two students I took were initially quite reticent about taking part but thoroughly enjoyed the afternoon and couldn't believe how quickly the time went. Good luck to all scholarship candidates and of course to all Geography students taking part in the exams. Thanks to the two schools for organising the venues and of course to Lex for his on-going support of all Geography teachers in our region.

Great news from Tauranga Girls' College, Nicky Hodson is a finalist in the NZ Spatial Excellence Awards held in Wellington next week. The Awards seek out and give recognition to the best, the high achievers, and the contributors who set the benchmarks that others will follow - becoming the role models for the next generation of our profession. She is being recognised for her GIS work and is a finalist in the *New Zealand Institute of Surveyors* Education & Professional Development Award category. Congratulations on your nomination Nicky and good luck from the region.

You would have all received the last Social Science newsletter, informing us of the end to SSA Centrally Funded PLD. Team Solutions have provided a number of courses over the past five years. Not only were they informative, but they gave teachers of the region a platform to discuss a range of issues, concerns and at times another 'voice' for our subject. I am aware that much of the funding for PDL is been driven through the Communities of Schools initiatives, but I do feel there is still a need for specific subject PD.

I have been part of a literacy cluster over the past two years. It has provided me with a range of new ideas and initiatives how best to help our students improve comprehension and reading skills. The Learning Progression Frameworks are now on-line. Check these – they are very applicable for Social Science. I would like to thank Team Solutions for their work; their expertise and guidance have been well utilized.

Lastly everyone Seasons Greetings have a wonderful and well-earned rest.

Hawke's Bay/Manawatu/Taranaki – Kieran Collier



No regional report has been received.

Wellington – Louise Richards



Yes the end is in sight! Wellington teachers are certainly counting down the days until the end of term as we all wave our seniors off and find the energy, creativity and enthusiasm to last through!

At the end of November the Wellington teaching community will come together for their final Professional Development day. The theme of the day will be around the contemporary issue of ageing population in New Zealand – with the title “The Silver Tsunami”? We will be hearing from speakers who represent a range of organisations and groups who are actively involved in advising policy makers about this issue. Through the day teachers will be sharing resources and ideas to use in their teaching and providing exemplars of where this has been used as a topic for the Level 1 contemporary issue internal. The committee are sure the Wellington teaching community will come away with plenty to think about for their next year's planning and will enjoy the collegial atmosphere of the day. The day will be held in Petone, Wellington and will also include the important annual review of the senior exams. As some teachers have raised concerns in the region about the changes to Level 2 and 3 exams we encourage all teachers in the region to attend. Please contact wellgeog@gmail.com if you have any questions.

The year has seen a number of highs for the geography community in Wellington. We were very proud to have two Wellington students selected to represent New Zealand at the Geography Olympiad and for the first time Victoria University hosted the Maatangi Whenua competition. We hope to build on these successes in 2017 and for teachers to continue to collaborate and work together to keep putting geography on the Wellington map! We wish all students the very best for the exams and teachers a very restful summer holiday.



Canterbury – Donna Lee



Momentum has continued for all things Geography related in the Canterbury region during Term 4. With all internal assessment wrapped up and curriculums complete; here we are amidst the depths of revision and the senior students are about to head off for exams!!

During September we hosted a Geography Scholarship day in conjunction with the University of Canterbury. In the morning session students experienced a series of mini lectures and practical activities themed around the topic of migration; presented by university specialists.

Anmeng Liu discussed internal migration processes in China. Malcolm Campbell gave an overview of New Zealand migration and some interesting insight on the Christchurch earthquake migration factors. Eric Pawson and Noah White led discussions on the Syrian refugee crisis. During the afternoon we workshopped the language of Scholarship and migration. We spent some time delving into writing tips and diagram construction. This was followed by ‘geography wars’ (debates) on migration related issues and then students collaborated on planning answers based on some practice scholarship questions. The day was a great success and we look forward to helping scholarship students again in 2017.

Scholarship students working on a collaborative task.





There is some very exciting news for a Year 12 Geography student. Congratulations to Yan Hao Tay (Burnside High School) for making it through to the New Zealand iGeo team that will compete in Belgrade, Serbia, August 2017. The selection round took place during the September school holidays in Wellington.

The annual CGTA Teachers' Day will be hosted by The University of Canterbury:

Date: Friday 25th November (9am - 3pm)

Venue: Okeover building, College of Science.

Followed by: End of year Social (from 3.15pm)

Venue: University staff club.

Final details and a programme will be emailed directly to schools. I can confirm that the day will encompass an emphasis on geospatial technologies. Wayne Tyson, the manager of the Geospatial Research Institute Toi Hanarau will be leading us through some practical applications of mobile GIS in the classroom. There will also be an opportunity to look at low cost practical fieldwork activities around Canterbury, along with a chance to share resources and ideas with colleagues. For those unable to attend the workshop during the school day; please feel free to come along to the end of year social.

Thanks to the committee members for all their enthusiasm and hard work. It has been a pleasure to network with teachers and students across the region. Wishing everyone a well-deserved relaxing summer break!!

Otago – Simon Cushen



'The Sprint' has begun to the finish line. For many of us that is November the 16th for Level 1, 2 and 3 NCEA examinations and November 21st for the Geography Scholarship exam. Until then, the focus is on preparation for these important examinations.

Term Four also is a time to reflect on our year, which topics worked well in our teaching and which can be discarded for 2017. Many teachers in the Otago region have modified their internal assessments to have meaningful assessments focussing on local geographical topics and issues. Some of these topics include the sustainability of gold mining for the Macraes environment, solving coastal erosion at St Clair Beach, examining the Dunedin floods of 2015, the impacts of freedom camping on the Otago environment, examining Tourism Development in Queenstown, measuring river flows in the Mount Cook area as well as a wide range of local geographic research topics.

The October holidays saw the continuation of the geography scholarship tutorials which were well attended by Dunedin based students. A big thanks goes out to Dr Douglas Hill from the University of Otago for his inspiring talk on Asian migration flows and Ian Davis for his personal account of the effects of migration in the United Kingdom.

The region also celebrates the selection of Jonty Wispinski from King's High School, Dunedin to the 2017 New Zealand Geography Olympiad team. Jonty is one of two South Island geographers in the four-person team. The team travels to Belgrade, Serbia next August to compete in this international event.

The Otago/ Southland Geography Teachers PD day has been set for Thursday 24th November at the University of Otago. The day will comprise of discussions around curriculum changes, resource sharing, and examples of best practice. We also have the good fortune of having Dr Sharon Hornblow from the Otago Regional Council present to us on the natural hazards that make Dunedin vulnerable. Dr Hornblow will lead a field trip to some of these sites in the afternoon. Information regarding the day will be emailed out and if you have any queries please email Simon on cn@kingshigh.school.nz. On the 24th we will also farewell long serving Geography teacher Jock Murley who has taught Geography for 42 years at OGHs. We wish him well in his retirement.

All the best for the conclusion to the academic year and enjoy a well deserved Christmas holiday.

Curriculum – Learning to learn

Learning to learn is a principle of the New Zealand Curriculum that is closely related to the Key Competency of Managing Self. Learning to learn states that *the curriculum encourages all students to reflect on their own learning processes and to learn how to learn.*¹ Managing self is defined as being *associated with self-motivation, a 'can-do' attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.*² It is clear that in order for students to see themselves as capable learners and to be able to self-assess they need to have an understanding of the processes that are involved in their learning.

In order to encompass Learning to learn and Managing self these ideas need to underpin planning so that we purposely include opportunities where students are able to recognise and apply these principles and competencies in a way that means they are reflecting on and understanding the processes of learning. It is important to make explicit the processes that students may go through when learning. The NZC Update 21³ focusses on the Learning to learn principle and identifies the following outcomes that teachers need to teach and scaffold so that their learners can:

- Set challenging yet appropriate goals
- Identify useful, important and relevant success criteria
- Plan appropriate learning steps
- Give and receive feedback
- Interpret and use assessment information and feedback
- Evaluate their progress

Deliberate inclusion of activities that relate to these skills and capabilities need to be specified in programme design. Setting these into a geographical context will make it easier for students to develop these skills.

Rosemary Hipkins in her report on Learning to learn⁴ identified a range of examples of how students can be involved in taking greater responsibility for their own learning in secondary classrooms. These include:

- Assessing their own work against set criteria,
- Reviewing their progress with the teacher and whanau,
- Critiquing examples of work of a range of quality,
- Identifying and pursuing an aspect of learning that personally interests them,
- Assessing each others work and give each other feedback,
- Peer reviewing each others work,
- Describing their own learning achievements through portfolios,
- Reflection books,
- Identifying their own learning needs through [learning logs](#),
- Co-creating their own NCEA plan related to their pathway goals,
- Helping set expected outcomes standards for assigned work,
- Taking part in learning conversations.

¹ Ministry of Education. (2007) *The New Zealand Curriculum* Learning Media, Wellington. P. 9

² Ministry of Education. (2007) *The New Zealand Curriculum* Learning Media, Wellington. P. 12

³ Ministry of Education. (2012) The learning to learn principle. *The New Zealand Curriculum Update*. Issue 21 May 2012 retrieved from <http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-21-May-2012>

⁴ Hipkins, Rosemary. (2015) *Learning to learn in secondary classrooms* New Zealand Council for Educational Research, Wellington, NZ

Pedagogy – Learning to learn for teachers

Now that our senior students have left on study leave it is a useful time of year to consider planning for 2017. Many schools will have started, or be starting, to look at reviewing this year's goals and considering what school goals are going to be put in place for next year. The same will be true for many faculties/departments. It is useful to consider what sort of professional learning will need to take place in order to achieve next year's goals. The types of support needed for teacher's professional learning are similar to those for students learning to learn in the classroom.

The Best Evidence Synthesis on teacher professional learning and development identifies a range of interconnecting ideas about what professional learning has the most significant impacts on students outcomes. They identify:

- Providing sufficient time for extended opportunities to learn and using the time effectively
- Engaging external expertise
- Focusing on engaging teachers in the learning process rather than being concerned about whether they volunteered or not
- Challenging problematic discourses such as the assumption that some students do not learn as well as others
- Providing opportunities to interact in a community of professionals
- Consistency with wider trends in research and policy such as evidence-based research, recommendations of professional bodies and so on.
- In school based initiatives where leaders actively lead the professional learning opportunities.⁵

It is important to note that individually these ideas are not likely to have a significant impact on student outcomes but together they will. Rosemary Hipkins' Learning to learn in secondary schools report is interesting in that it discusses teacher's professional learning in the context of learning to learn and she identified the following as helping to support professional growth:

- Using school goals to guide day to day work
- Using reflection and self review
- Collaborative professional learning
- Peer observations
- Creating an environment where teachers can take risks

The ideas of Hipkins and those identified in the BES may help to give some thoughts about planning for supporting teachers professionally. However, an interesting aspect to consider is how to encourage teachers to be open to learning to learn and there are a number of articles about learning to learn in a professional context. Specifically Learning to learn by Erika Anderson⁶ which discusses how to be more open to learning through developing aspiration, self awareness, curiosity and vulnerability.

⁵ Timperley, Helen, Wilson, Aaron, Barrar, Heather, Fung, Irene. (2007) *Teacher professional learning and development: Best Evidence Synthesis Iteration* Ministry of Education, Wellington, NZ p. xxvi

⁶ Anderson, Erika. (2016) Learning to learn *Harvard Business Review* March 2016 retrieved from <https://hbr.org/2016/03/learning-to-learn>

Geograph - E

Geograph – E replaces the website section in the Network and will give ideas about websites and other useful e-learning resources and tools. The following is contributed by Sue Lynch, Otago Girls High School.

There are many schools of thought about the impact of computers and e-learning in the classroom. Currently their impact on literacy and numeracy are being evaluated in both Australia and Finland. In Geography their use is invaluable. They open new worlds to students and give teachers and students a wide range of tools to use to extend their higher order thinking skills.

Phillippa Cleaves is a Professional Learning and Curriculum Support project officer for the Digital Education Revolution 1:1 Laptop Program at the New South Wales Department of Education and Communities. In her current role, she supports educators in developing 21st century learning opportunities using 1:1 technologies across more than 500 schools. She also works with leaders in the department to develop efficient and effective communication strategies through technology.

Check out Phillippa's '[Prezi](#)' linking Blooms Digital Taxonomy and Web 2 tools. Follow it up with a look at her [flipsnack](#) with even more web tools (arranged as per Bloom's Taxonomy). After the seniors go will you have time to reevaluate your digital resources? Check out Pip's [site](#) for creative commons. Icons, sound files, images etc.

One of my favourite sites is Matt Miller's **Ditch that textbook**: he has and finds amazing ideas to encourage learners' engagement. Read one of his latest blogs:

"After a presentation in Portland, Oregon, in May, I was waiting to board a plane to head back home. Everyone was crowded into the boarding area with their luggage, food and other items. One person stood out to me, though. She was holding this pink box. So, what's the natural thing to do to satisfy this curiosity? Go up to her and ask her about her box? Nope. I walked by her and peered at it out of the corner of my eye....."

To read the blog and more about how *"Our classes can be a haven for imagination, fascination and stimulation"* Click on Matt's site [here](#).

Some 'Geography' sites/articles to finish with.

- Life expectancy in Australia: Check out the latest stats [here](#).
- Growth of urban areas in Australia, click [here](#).
- Farmbot: taking the labour out of growing plants, click [here](#).
- Poland Unveils Glow-In-The-Dark Bicycle Path That Is Charged By The Sun, click [here](#).

NZGeo.com FREE

The New Zealand Geographic digital archive is now available for free in every school in the country. Simply click on [NZGeo.com](#) and be transported to a huge, inspiring collection of NZ content, collated over the last 27 years of the magazine's publication. The site is an amazing resource for a wide range of subject areas including geography, history, literacy, science and the natural world, and it's easy app-like navigation means even young students can independently find pictures and information. Simply type a word into the search field and it will bring up a comprehensive list of high caliber information.





If you are not part of the N4L Managed Network, or want to connect remotely, you can login to the archive via <http://www.nzgeo.com.ezproxy.kotui.ac.nz>. To make the most of the resource, register for the weekly teachers "Connect" email at <https://www.nzgeo.com/schools-archive/>, which provides updates on trending subjects and background reading, won't try and sell you anything - and livens up your inbox with outstanding images.

Any NZBoGT member who registers before November 18th goes in the draw to win a subscription to NZ Geographic magazine.

Assessment Update

NZBoGT Annual Exam Survey

Please can you spare a few minutes to give feedback regarding the external examinations in geography this year. This information is vital as it allows us to track what is happening to our subject and the issues raised by teachers that we use in our negotiations with NZQA. Getting this information quickly also means that responses can get to examiners in time for it to make a difference for next year's examinations since most of them meet over the summer break. It has been designed with the busy teacher in mind so will not take long. This is your chance to have a say so please use it!

The exam survey can be found by clicking [HERE](#)

The results of the survey will be reported on in the first issue of the Network in 2017.

NZQA Information

The latest moderator's newsletter of October 2016 can be found [here](#). There is information on keeping up to date with Digital Moderation.

Useful links for this year's examinations:

[Sample 2016 External Assessments – Level 2](#)

Assessment Specifications – [Level 1](#) [Level 2](#) [Level 3](#)

Teacher Education

The following is contributed by Mike Taylor, Victoria University, Teacher Education Portfolio holder, NZBoGT, mike.taylor@vuw.ac.nz

Different Ways of Contributing to Initial Teacher Education

For established teachers wanting to get involved in Initial Teacher Education programmes, the typical path is to become a mentor to new inductees. This is a highly rewarding and professionally satisfying commitment to support the next generation of geography teachers.

If you have not been involved in ITE before there are, however, other ways of getting involved. Sometimes it is prudent to test the temperature of the water before launching yourself into the depths required of a mentor. Below are six examples of ways to contribute.

Participate in a seminar series: Do you have a particular expertise in geography education? For example, are you a trailblazing user of GIS? Have you got some approaches that help bring alive enquiry approaches to learning geography? Do you have some innovative approaches to formative assessment in your geography teaching? If so, don't hide your light under a bushel! Get together with some local colleagues and present your wisdom to a group of trainee teachers in after school seminars. Trainee teachers report enjoying seeing examples of how other teachers, in addition to their regular mentor, approach their work.



Be a panel discussion member: Your local ITE provider may have opportunity for classroom teachers to form a discussion panel as part of a theme. For example, 'What does progression look like in geography learning?' or 'What are some common geography teaching traps for young players?' may be discussed by colleagues from a single or different schools. Panel discussions can be a good opportunity for teachers early in their career to get involved and conference technology facilitates colleagues in remote schools to become involved.

Be a fieldtrip mentor: Field trip experiences are highly valued by trainee geography teachers. Timetabling may mean their regular mentor is not able to provide such an opportunity, so how about offering your services instead? This might be for an afternoon excursion or a 3 day residential. Discussing the aims and purposes of your valuable EOTC opportunity, including its organisation, would give you the opportunity to get to know the trainee teacher in a short space of time. Fieldtrips also provide opportunities for trainees to practice their exposition, and some constructive feedback from you would likely be welcomed.

Buddy up at a subject association event: Encourage the professionalism of aspiring geography teachers by buddying up with them to present an idea at a local subject association network event or maybe the SocCon conference (Hawke's Bay in 2017).

Be a NCEA moderation mentor: Parallel marking is a useful activity for student teachers to undertake as they begin to get a sense of the 'nuts and bolts' requirements of senior school assessment. Discussing the requirements of an Achievement Standard, the construction of an internal assessment resource, marking some real examples of student work and then comparing them with the marking of an experienced colleague can help trainee teachers immensely.

Invite a group to your classroom: Sometimes it is possible for a group of student teachers to observe an expert geography teacher in action. This is particularly useful in the early weeks of a course and allows the group to reflect on what they consider to be important dimensions of geography teaching and learning.

Answer to *Where is this place?*

A picture of Belgrade, the capital city of Serbia. It is located at the confluence of the Danube and the Sava rivers. It is the host city of the 2017 IGeo Olympiad.

Picture sourced from <http://www.publicdomainpictures.net/view-image.php?image=12279>



Out in the Field... Divide and Conquer

This section of Out in the Field is contributed by ... Nick Page, Otumoetai College.

A key component of the research standards in geography is the collection of primary data. While these standards require individual analysis, they do allow for group work at the data collection stage. This factor is often overlooked, but, if utilised, can open up a wider range of opportunities that, if done individually, would likely prove to be too difficult. This is particularly significant when we consider that many spatial patterns worth researching in geography occur at a **scale** that individuals would struggle to cover on their own – land use patterns across a large CBD, variations in cell phone signal strength over several suburbs or graffiti across a town or city.

The three examples mentioned above are the three contexts which we use at our school for our research topics. Group work is the only way that they are realistically possible, not only because of geographic scale, but also because of time constraints. In all cases, the region is divided up and students are allocated an area or areas in which to collect data. This can happen on a one-day field trip, as in the case of the CBD, or over a period of time, either in school or after school, as with the graffiti and cell phone studies.

Once the data has been collected, there are a number of ways it can be shared to complete the full picture and allow students to complete their own individual analysis if it is for assessment purposes.

1. Collating data onto a master base map that can be shared later with the class. E.g. cell phone signal strength numbers (levels) are transferred onto a map which students could then use to make a choropleth map.
2. Completing one section of a map of the wider study area before transferring the information onto it. E.g. For the CBD research, each group of students collects data on land use for several blocks and then transfers their portion onto the larger, final version of the shared map. This could even be cut and pasted on.



Otumoetai College students completing their portion of the Ground Floor map (left) and the finished product of everyone's combined efforts (right). Note an Upper Floor map was also completed.

- Using Google Sheets to share individual portions of the data to make a whole. E.g. A table of data made up from the combined portions of each group to analyse graffiti patterns and characteristics around the city. Later, the tabulated data (which should contain spatial information) can also be mapped a number different ways that individual students can select for themselves. In the example below (portion only), we had 25 groups collect over 370 pieces of data across a large area of the western suburbs of Tauranga.

	A	B	C	D	E	F	G	H	I	J
1	characteristics									
2	Area- group number	Site number (corresponds to number on map)	Location (suburb/street address)	Deprivation Index (1-10)	Type of tagging - Tag (T), Bomb (B), Throw up (TU), Piece (P), Combination (C)	Quantity state the number of graffiti up to 10. For more than 10 type 10+	Characteristics (description of site including feature (s) tagged)	Public (Pub)/ Private (Pr) space	Land use zone (Res, Com, Ind, Rec, Edu, Tran, Services/Other (S/O) Rur)	Degree of access/visibility - Motorway (M), Primary Arterial (P), Secondary Arterial (S), Collector (C), Local Road (L)
3	1	1	299 Levers Road	4	T	1	Lamp post	Pub	Res	C
4	1	2	Idesia Grove	4	T	1	Lamp post	Pub	Res	L
5	1	3	227 Levers Road	3	T	2	Power pole	Pub	Res	C
6	1	4	80 Matua Road	2	T	1	Lamp post	Pub	Res	L
7	1	5	19 Manuwai Drive	1	T	2	Lamp post	Pub	Res	L
8	1	6	118 Manuwai Drive	1	T	1	Power box	Pub	Rec	L
9	1	7	323 Levers Road	2	T	1	Power box	Pub	Res	L/C
10	1	8	19 Sunny Bay Road	3	T	1	Fence	Pr	Res	L
11	1	9	21 Sunny Bay Road	3	T	2	Sign Post	Pub	Rec	L
12	2	1	24 Tilby Drive	3	T	2	Wall and Post	Pub	Com	L
13	2	2	Matua Primary	5	T	10+	Playground	Pub	Edu	L
14	2	3	Fergusson Park	1	T	10+	crimple toes	Pub	Rec	L
15	2	4	Fergusson Park	1	T	8	Swin Area	Pub	Rec	L

A final note. If the field work is being carried out as part of an assessment, the amount of guidance provided by the teacher will depend on the level of assessment as per the explanatory notes in the Achievement Standard. With sufficient prior teaching, however, students will come up with appropriate research methods that include working in groups and how this could be completed.

If you haven't tried 'dividing and conquering' in the field yet, why not consider giving it a go?!

New Zealand Geographical Society Awards

The following is contributed by Harvey Perkins, President, New Zealand Geographical Society, Emeritus Professor, Faculty of Creative Arts and Industries, Adjunct Professor, Department of Property, Business School, The University of Auckland, New Zealand.



Margaret Leamy, Nick Page and Suzanne Baldwin with their Distinguished Service Awards at the recent NZGS AGM in Wellington

At the recent New Zealand Geographical Society Annual General Meeting held in Wellington, Society President, Emeritus Professor Harvey Perkins, on behalf of the Awards Nomination Committee, made a number of awards to members. These included awards for Distinguished New Zealand Geographer, Distinguished Service, and President's Awards in the categories: Best Masters Thesis, Best Doctoral Thesis, Emerging Researcher in Geography, Research Supervision, and Teaching in Geography (in all educational settings).

Listed among the recipients of the **Distinguished Service Award** were four geographers who have made very significant and sustained contributions to the discipline and secondary education. These were **Suzanne Baldwin** (Burnside High School, Christchurch), **Margaret Leamy** (St Peter's College, Palmerston North), **Nicholas (Nick) Page** (Otumoetai College, Tauranga) and **Associate Professor Michael Hilton** (University of Otago, Dunedin). All are highly committed and passionate teachers.

They have made very significant leadership contributions in their respective institutions in support of geography. Their work has also allowed them to reach out into the wider educational community and represent the discipline in matters such as curriculum development and design, assessment, teacher

education, the production of teaching resources, liaison with the Ministry of Education and the New Zealand Qualifications Authority and very active involvement in the Zealand Secondary Geography Olympiad programme. Support for the work of the New Zealand Board of Geography Teachers has figured prominently in their activities, and in the case of Mike Hilton, mention was made in his award citation of his strong commitment to building effective connections between the tertiary and secondary educational sectors of the geographic enterprise. Professor Perkins noted that it is only through efforts such as those displayed by these award recipients that geography in New Zealand can thrive and prosper.

Wondering about ... the importance of fieldwork to a geography programme: one teacher's perspective.

This edition of 'Wondering about...' is contributed by Simon Cushen, Kings High School, Dunedin.

For many years' field work has been an important element in successful Secondary School Geography programmes. Witnessing environments and geographical issues first hand brings class based work alive and adds a crucial layer to learning that is unique to only a handful of academic subjects.

"Fieldwork makes geography come to life, puts everything into context in glorious 3D and helps students really grasp how geography literally shapes the world around us".

Kate Humble, BBC "Springwatch" presenter.

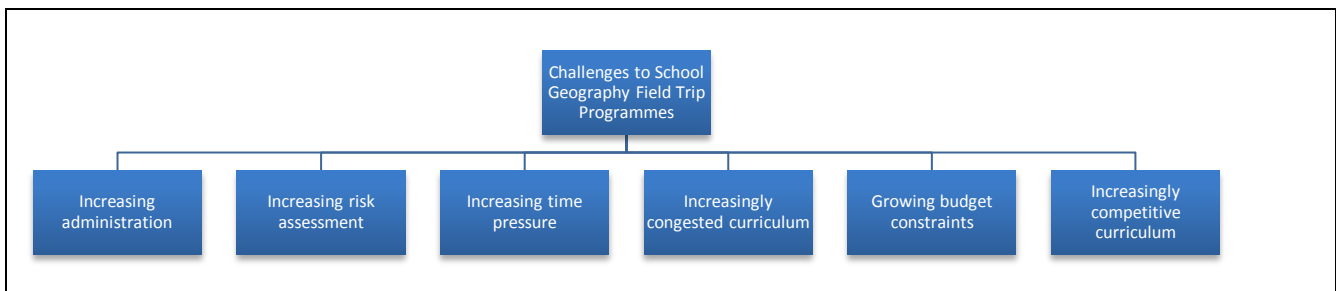
Continuing with an English theme, the Royal Geographical Society sees the importance of Geography Field Work six fold:

1. **Seeing geography and theories come to life:** improving your knowledge of geography and understanding
2. **Developing your skills:** giving you a chance to learn skills in data collection and analysis, map work, observational and investigative skills, computer and technology skills, communication and mathematical skills
3. **Appreciating environments:** giving you a chance to experience and enjoy a wide range of environments and landscapes
4. **Opinions and views:** it helps you to understand other peoples and cultures, and your own views about social, political or environmental issues
5. **Taking responsibility for your learning, gaining confidence and develop your skills:** such as leadership and teamwork
6. **It is enjoyable**



Richard Saunders of the Dunedin City Council talks to Year 11 Geography students on possible solutions to St Clair Beach erosion issues.

Geography teachers are aware of this importance and guard the existence and continuation of their fieldwork programmes closely. However, perhaps never before has there been so many challenges to this status quo from both within and outside our schools.



Many of the challenges listed above we face on a day to day basis in our departments and within our schools. Such challenges are growing and 'getting out of the gate' is increasingly becoming more difficult.

Therefore, meaningful fieldwork is one of the crucial ingredients to the future success of our subject area and one that will help ensure we continue to attract curious students to Geography in what is becoming an increasingly competitive environment for students. Collaboration and resource sharing at our regional PD days can assist schools identify superior options for field work and exploring local geographic issues. Sharing ideas about which sites and locations are best to visit, which times of the year work best for certain sites, which standards fit nicely with fieldwork helps those schools who are short handed or perhaps even have a lone staff member. Promotion of Geography through field work helps differentiate itself as a discipline from other social sciences and acts as a draw card for our students.



Year 11 Geographers learn about the workings of Macraes Gold Mine near Dunedin.



Year 13 Geography Students gather data for beach profiles at Dunedin's Tunnel Beach.

Of course secondary school Geography programmes require/ encourage primary gathered geographic data for Achievement Standards 91011, 91244 and 91430. Additional standards, both internal and external lend themselves to witnessing locations, geographic issues and perspectives first hand. Those schools located close to universities and research institutes can also benefit from knowledge and expertise found in these institutions.

Beginning in 2017 a new initiative between the University of Otago Geography Department, GNS and a sample of Dunedin Secondary schools will explore some of the unique physical

geography around and under Dunedin City and how it contributes to Dunedin's vulnerability to natural hazards. Such opportunities can compliment existing field work programmes and improve/ build relationships between schools and research organisations. These relationships are mutually beneficial for both schools and tertiary training institutes. Growing a passion for Geography will help feed school leavers into Geography courses in tertiary institutes and help grow numbers in both undergraduate and post graduate courses.

Some useful sites for Geography field work planning:

[Royal Geographical Society](#)

[Geographical Association](#)

[Geography Field Work](#)

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

iGeo Selection Camp

We would like to thank all of the teachers who encouraged their students to enter the iGeo selection essay competition. This year we continued to have schools from a diverse range of locations and it was great to see your great geographers shines. Keep an eye out for next year's competition information in Term 1's network.

This year we had 35 entries and the top 12 students from around New Zealand travelled to Wellington on Monday 3rd October to attend the 2017 iGeo Selection Day. From this group we worked to select a team of four students to travel to Serbia. The day involved a range of written tests and a fieldwork exercise on the Wellington Waterfront - a condensed version of what students would experience at the iGeo.



Students selected to attend the day were:

Sarah	Hyne	Otumoetai College
Alfie	Richardson	John McGlashan
Dylan	Wilkie	Wanganui High School
Yan Hao	Tay	Burnside High School
Kaila	Robertson	Burnside High School
Shona	Mani	Rutherford College
Jamie	Struthers	Kerikeri High School
Libby	Inwood	Kerikeri High School
Samantha	Molloy	St Andrew's College
Jonny	Wispinski	Kings High School
Malachi	Buschl	Kings High School
Charlotte	Carter	Wellington East Girls' College
Reuben	Hill-Smith	Rongotai College

We would like to thank all of the students for making the effort to come to Wellington for the iGeo Selection Day. We really enjoyed meeting all of them and thought that they showed exceptional geographic knowledge and were excellent representatives for your schools. We would also like to thank Wellington East Girls' College for hosting the event.

The team selected to travel to Serbia will be:

Jonty Wispinski - King's High School
Libby Inwood - Kerikeri High School
Sarah Hyne - Otumoetai College
Yan Hao Tay - Burnside High School

We have also selected two non-travelling reserves:

Dylan Wilkie - Wanganui High School
Malachi Buschl - King's High School

The team will be supported by Anna Wilson, Wellington East Girls' College and Simon Cushen, King's High School.

Professional Development Opportunities

Australian Geography Teachers Association Conference 2017

This is being held in Melbourne 9-12 January 2017 at the University of Melbourne. Further information on keynote speakers and other details can be found [here](#).

Useful Resource for Geography Teaching and Learning

Geography in Focus

Teaching and learning in issues-based classrooms

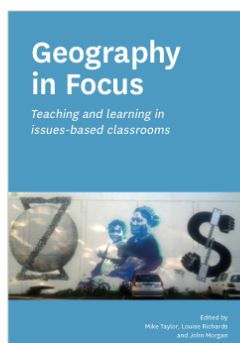
Edited by Mike Taylor, Louise Richards and John Morgan

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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PO Box 3237, Wellington 6140, New Zealand
Email: sales@nzcer.org.nz
Fax: +64 4 384 7933
www.nzcer.org.nz


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.



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



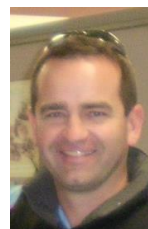
Kieran Collier
Central
Freyburgh High School
Palmerston North
collierk@freyberg.ac.nz



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



Suzanne Baldwin
Curriculum, the Network
Burnside High School
Christchurch
bi@burnside.school.nz



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

Tony Binns
Tertiary Liaison
University of Otago
Dunedin
jab@otago.ac.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
Mike Taylor	Pre-service Teacher Education, Awards
Suzanne Baldwin	Curriculum, the Network
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 Siobhan Murphy: siobhan@ahs.school.nz

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