

The Network

Newsletter for Geography Teachers

Term 1, 2015

Issue 65

Chairperson's Report



Kia ora and welcome to the first edition of *The Network* for 2015.

Although the new academic year has begun in earnest and much of your reflection from last year has probably been done, the focus for this edition is “innovative approaches and new ideas for teaching and learning in geography”. Review and inquiry are continuous processes and we hope you will find something in here that you might be able to utilise in your programmes.

This year the Board would like to continue some of the initiatives it began in 2014. We hope many of you will consider applying for the “Excellence in Geography Teaching” Award that recognises a lot of the innovative approaches many of you have been using to inspire your students. Likewise, the Conference Fund is an award that can be applied for to help assist a teacher or teachers get to a conference or workshop that has relevance to geography programmes. With SocCon being held in September this year in Nelson, this grant is well worth considering. The details for both awards are given later in this newsletter and will be posted on the NZGS website:

<http://www.nzgs.co.nz/teaching-awards-and-funds>

Competitions are another great way to both inspire your students and for us to provide opportunities to recognise academic excellence in our subject. The activities provided for Geography Awareness Week and the Year 11 Maatangi Whenua Competition, both of which will be held later in the year, are two of a number of activities the Board will continue to run to do just that. Once again, the Board is also looking for gifted and talented young geographers in Year 12 to select for the 2016 NZ Team to take to Beijing, China. Please encourage your students to enter this competition and be in the running for the opportunity of a lifetime! Entry details are also included with this edition.

The Board is delighted to welcome Julie Farrell from Trident High School, Whakatane as the new regional representative for the Waikato/BOP region, and Kieran Collier from Freyberg High School in Palmerston North who takes over from Eddie Brown (NPGHS) to represent the Central Region. A huge thanks to Eddie for his contribution over the last three years! Opportunities to serve on either the Board or at your local branch level tend to come around reasonably frequently and I would once again like to encourage you to consider taking on a role at either level. Our subject association is an entirely voluntary organisation and therefore it can only

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be as strong and productive as the membership enables it to be. Your contribution, however big or small, is important.

Keep up the hard work. Our subject does remain, I believe, in relatively good health overall. It was very pleasing to read, when the Scholarship results for 2014 came out, that one of our students of geography, Nic Wilson from Shirley Boys' High School, Christchurch, was one of the 10 top scholars nationally.

Congratulations to Nic, who was also the top scholar in geography. You might recognise Nic's name already as he was part of last year's very successful NZ Geography Olympiad Team that competed in Krakow, Poland.

Throughout 2015 the Board will continue to organise and promote a number of activities for geography teachers and students. Please mark the dates for the following events in your diaries now.



Nic Wilson with other members of the 2014 NZ Geography Olympiad Team.

Geography Awareness Week: Term 2 - Week 8 (8 – 12 June)

Maatangi Whenua Competition: Term 3 - between 3 and 14 August

Enjoy the students you have in front of you this year whether they be a 'top scholar' or not, and, happy geography teaching!

Nick Page
Chairperson, NZBoGT.

Editorial: Innovative approaches and new ideas in geography

The theme of this issue, *innovative approaches and new ideas*, was chosen to remind geography teachers that school programmes and approaches to teaching and learning should be reflected on and evaluated. Then appropriate modifications can be made to ensure that they continue to effectively meet the needs and interests of students in a time of rapid environmental, social and technological change.

The New Zealand Curriculum has always been intended to provide a broad framework within which schools had the responsibility to devise programmes and approaches that are most effective for their particular students. The adoption of new ideas through time may well be needed to ensure that this continues to be the case. In this way the future proofed nature of the curriculum will be realised.

Now that the curriculum for geography has been implemented by teachers over the last few years, and the initial achievement standards have been revised, it may be an opportune time for teachers to reflect and consider whether there are any innovative approaches and new ideas that may further enliven their courses and build student interest for 2015 and into the future.

A number of sections in this issue address this theme. For example, in *Curriculum Development* there is an outline of ideas to develop student agency. The *Pedagogy Focus* section provides some suggestions of new ideas to ensure students are interested and engaged in learning.

The regional reports provide information on geography teacher groups' activities throughout the country. These are opportunities for teachers to share new ideas and approaches that they have found to be useful. All teachers are encouraged to participate in these group activities at a local level.

Presenters at the SocCon conference later in the year in Nelson, and the PD facilitators Margaret Leamy and Gill Hanna will also be valuable sources of new ideas.

Roger 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 – Steve Mouldey



2014 ended with a sold-out day of professional learning hosted at the new Hobsonville Point Secondary School. We worked together on:

- How online connections can improve learning – Pond, Twitter etc.
- Essay writing with Ian Hunter
- SOLO Taxonomy with Pam Hook
- Flipping Your Classroom with Richard Wells.

While none of these were on geography content, they all provided hints and tips to take away to help our classes for 2015.

This year has started with reflections on NCEA results, the annual AGM and as we approach the end of Term 1, the first round of cluster meetings is also underway. All good signs pointing towards a successful year.

Waikato/BOP – Julie Farrell



Tēnā koutou katoa.

My name is Julie Farrell and I have just taken over the job as regional representative from Nick Page. I live in the sunshine capital of New Zealand. I am Head of Social Sciences, Trident High School, Whakatane, where I have been teaching for ages! And, I still love my job teaching social studies and geography. Congratulations for results last year and hopefully those who embarked on scholarship programmes were pleased with the results.

With the great weather we have had so far in the Bay there are loads of field trips being conducted. These include trips to Tongariro, Taupo, Rotorua and to the coastal areas of the Bay of Plenty.

A perennial problem for some schools is trying to get students completing all internal assessments and sitting exams at the end of the year. A number of different approaches are being tried to encourage more participation. This has led to much discussion and feedback in the Bay.

I look forward to hearing about all the new initiatives and ideas as I get more involved in the new role.

Hawke's Bay/Manawatu/Taranaki – Kieran Collier



Tēnā koutou katoa,

I am Kieran Collier and it is my privilege to represent the Central Region, now that Manawatu has the job for the next three years. I am the HOD Geography and Tourism at Freyberg High School in Palmerston North and have been part of the Manawatu Geography Teachers' Association since I was a student teacher at Massey University College of Education. Our regional association is small, but active. We are always on the lookout for new people and schools to become more actively involved. We firmly believe that the best PD we get is that when we share our ideas with our colleague across schools. We are very lucky to have the support of people such

as Margaret Leamy (National Coordinator Social Sciences Education) and institutions such as Massey University to support us in our efforts to raise the standard and profile of geography education in our schools.

News from across our region.

Taranaki

Schools have been working together with the New Plymouth District Council on AS 3.3 (91428) *Analyse a significant contemporary event from a geographic perspective*. They discovered that sensitivities around the nature of the business case information meant that it was impossible to get vital resources for the WOMAD Festival (World of Music and Dance). Luckily with New Plymouth being such a “go ahead” place there was the Festival of Lights (<http://festivaloflights.nz/>) at Pukekura Park able to be used instead. This assessment was trialed in 2013 and was further developed for use in 2014 onwards.

Hawkes Bay

The regional association has a cluster meeting planned for Week 1 in Term 2 to get together with Gill Hanna to discuss issues. Time has been spent sharing topics used as context for teaching amongst schools to give teachers support.

Term 1 field trips are under way. At Napier Boys', two new trips are planned for this year. The Level 2 classes are going to Tongariro National Park for three days. There will also be a joint trip with the history department to Vietnam in the Term 3 holidays.

Manawatu

The region had a good calendar of useful events in the latter part of 2014. A training day on NCEA was held in July with Margaret Leamy aiming to improve student outcomes. This allowed the time to clarify thinking around some of the Geography Standards. A Scholarship day was held in October and well attended by the larger schools with most schools having some candidates. A September meeting was held when Massey University Geography Department staff had the opportunity to let teachers know about their expectations of students and gave teachers a lot of information about their respective courses. In turn they got an opportunity to develop further understanding about the structure and organisation of NCEA within secondary schools. This led to fruitful discussion about connections and commonalities. Rowena Taylor met with the association in November to discuss pre-service teacher training and the new Masters of Teaching qualification that is being run concurrently with the Diploma of Teaching qualification. The implications are clear that teachers in schools will be given greater responsibility for providing pre-service teachers-in-training the necessary curriculum knowledge for our subject area. Our next meeting will be our AGM but we will have the Massey University Planning Department to talk to us as well.

Mihi nui,

Kieran Collier

Wellington – Louise Richards



The term has proved a busy one for the Wellington teachers as they battle with the shorter number of weeks. Many of our schools have been away on their annual Tongariro fieldtrip and it has been good to see this important aspect of the curriculum and geography is still continuing after the implications of the Ombudsman's report regarding EOTC.

2014 ended on a high for our teachers, with the planned Christchurch PD trip proving a huge success. Those who took part had a tour of the residential red zone looking at land issues and zoning

processes. They also met with representatives from CERA and geotechnical engineers. The group came away with a better understanding of Christchurch and is now in the process of producing teaching resources for other teachers in the Wellington region who were unable to make the trip. The trip reinforced the philosophy that teachers as well as students can benefit from learning outside of the confines of the classroom and how important it is to see and experience the places we are teaching.

Finally a number of schools enjoyed successes in the geography scholarship paper and plans are afoot to arrange another PD day based on this year's theme. Meeting together last year and sharing our geography skills as teachers has proved invaluable and essential and long may it continue.

Canterbury – Siobhan Murphy



First CGTA Committee meeting held

Your enthusiastic committee from across city schools and academic institutions met at Burnside High School earlier this term to plan social and professional events for teachers during 2015. With on-going support from the University of Canterbury Geography Department we have a number of events already lined up, and with links to service providers including UC Science Outreach and LEARNZ the year is beginning to buzz!

CGTA AGM

This was held on the 19th March. If you are a geography teacher at a Canterbury secondary school, you should have received an email notice of this meeting plus a **subscription form** to join CGTA (Canterbury Geography Teachers' Association). If you did not please email jordank@hillmorton.school.nz

CGTA Facebook Page

Kat Jordan and Justin Thompson created this page about six months ago and a lot of great resources are being added daily. Looking for a new Geographic Issue? Look no further than the FB Page! Looking for a cool geo vid for a hot Friday afternoon? Make the CGTA FB Page your new "Go-To" site. Please add your great links. Great collaboration!



2015 plans

- AGM Thursday 19th March, Burnside High School
- Maatangi Whenua quiz night for Year 11 Geographers Term 2
- Geography Awareness Week
- Geography Teachers' Day

Siobhan Murphy
HOD Social Sciences
Aranui High School
siobhan@ahs.school.nz

Otago – Sue Lynch



Over the last few months Otago/Southland has been well served by Margaret Leamy, the Geography Department at Otago University and the local Geography Society.

Friday tips and shared web sites, local geography lectures, and the teachers' PD sessions with the Geography Department in November have all allowed us access to resources we would otherwise miss out on in the South.

On November 26th The Otago University Geography Department provided some exciting lectures and material for Levels 2 and 3 and shared the latest research by senior students/members in the department. After lunch we visited St Kilda Beach and looked at the erosion and longshore drift.

We are grateful to the University for arranging for the talks/lectures/power-points to be passed on to schools.

Planning is underway for the 2016 New Zealand Geographical Society Conference in Dunedin and it is planned to have sessions for teachers to attend after school and in the evenings. The programme commences with a welcome in the Otago Museum at 6pm on Monday 1st February 2016, and thereafter comprises paper and poster sessions and fieldtrips. The conference dinner will be held at Larnach's Castle.

The Otago Branch of the Geography society has made available certificates for Otago/Southland students who gained endorsement in Geography with Excellence or Merit in the 2014 NCEA examinations.



Curriculum Development: Student agency in geography



The following ideas were contributed by Suzanne Baldwin – Curriculum Portfolio, NZBoGT.

Student agency is a term which is being used more and more frequently and the following is an attempt to make sense of what this means and how we can help to develop it within our geography classes. My understanding of *student agency* is that it develops students' capability to take responsibility for their own learning.

We need to give students the tools to be able to reflect on their learning and the process of learning. This fits very well with the vision of the New Zealand Curriculum to develop students who are confident, connected, actively involved, lifelong learners. In particular the principle of 'learning to learn' identifies that this is an important part of designing school curriculum. *The New Zealand Curriculum Update* of May 2012 describes how we can focus on this in more detail: <http://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-21-May-2012/Why-is-learning-to-learn-so-important>.

So the question is, how do we develop student agency in a geography curriculum and within our geography students? The following are some possibilities to consider.

- Setting up a learning log where students set goals, plan steps to achieve their goals, reflect on progress towards these goals and incorporate the feedback that is given to them by their teacher.
- Making Key Competencies such as Managing Self explicit in the learning. Student agency is a deeper aspect of Managing Self and having students reflect on the learning process is one way to explore this.
- Providing self and peer assessment opportunities where students develop an understanding of success criteria and are able to judge their own and others work against these success criteria.

Consider implementing one of these approaches in a geography class and using Teaching as Inquiry to assess the impact of this.

Pedagogy Focus: Innovative approaches to making geography relevant and interesting

The following ideas have been contributed by the editor.

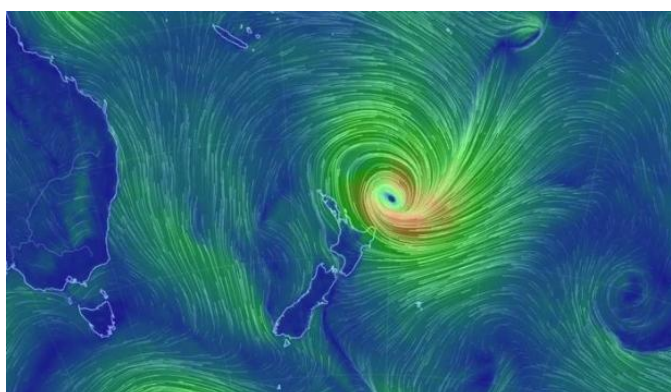
While research evidence tells us that students will learn best when teachers implement particular pedagogical approaches, it is necessary to be aware of changes in the nature and interests of student cohorts, and also wider changes in the environment/society/technology, so that approaches can be modified over time. For example, new environmental issues may occur, the ethnic makeup of New Zealand is becoming increasingly diverse, and technological change is taking place at an increasing pace (such as the availability of smart phones). These all provide opportunities for new learning activities.

Teachers may decide that some content and learning activities used with geography classes last year should be adapted, or even replaced, for 2015. A number of suggestions related to this are provided below.

An important first step to keep in mind is the *Focussing Inquiry* component of the *Teaching as Inquiry* model (NZC p. 35, Social Sciences BES p. 53). This emphasizes that it is important to establish student needs and dispositions so that then appropriate strategies can be planned and later evaluated. Did you use questioning/discussion/focus groups/interviews to help determine the topics your students would be interested in and their preferred ways of learning at the start of this year?

The *Effective Pedagogy* section of the NZ Curriculum (p. 34) notes the importance of enhancing the **relevance** of new learning for the students you are currently teaching. It states that “effective teachers stimulate the curiosity of their students.” If they see what they are doing in geography is relevant, they will be more engaged and take greater ownership of their own learning. Relevance may change from year to year, for example as new environmental issues/events occur. A current example is the nature and impact of Cyclone Pam.

*An EarthWindMap image of Cyclone Pam
(See the Featured Websites section for the url).*



The *Social Sciences Best Evidence Synthesis* mechanism of **interest** stresses the importance of designing learning experiences that interest students. This is related to meeting diverse needs, maximizing interest and making use of a variety of activities.

The *Rationale* section in the *Geography: NZ Curriculum Guide* states that:

- Geography stimulates a sense of wonder about the world.
- Geography inspires students to help shape a better future.
- Geography equips students with skills for the future.

<http://seniorsecondary.tki.org.nz/Social-sciences/Geography/Rationale>

It is worth reflecting regularly on how stimulating and inspiring our courses are, and how they are equipping students with skills for the future.

Featured Websites

The website links below were contributed by Sue Lynch, Otago Girls' High School.

The following two sites that are proving popular with local students and teachers are worth checking out.

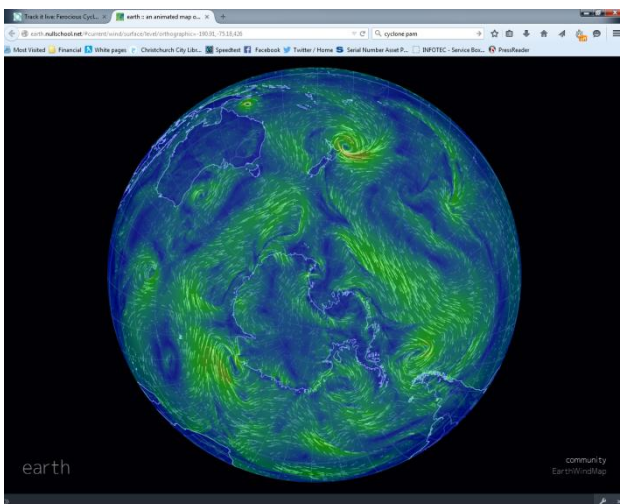
ESRI'S Plate Tectonics Map Journal

<http://apl.maps.arcgis.com/apps/MapJournal/?appid=df5f94c0050b4075adfbba54fb13eae>

And

Current Winds at Surface Level

<http://earth.nullschool.net/#current/wind/surface/level/orthographic=-190.91,-75.18,426>



Assessment Update

A note from the NZQA Moderator

As clarifications and exemplars are regularly updated teachers could check these before they begin working on units that will include internal assessment. It is also good practice to read the latest version of the standard. The latest versions dated November 2014, show changes to the first and/or last explanatory note.

In the February Moderator's Newsletter the use of similar contexts for more than one geography standard was suggested. Examples of contexts that have been used in this way include coastal or river environments, urban areas, rainforests etc. Where this is happening students often demonstrate a greater depth of understanding. This approach could also help with creating a more cohesive programme which more effectively integrates assessment. The most common combinations occur with the research and the geographic issue standards, or research and the urban pattern standards.

Teachers could also consider the integration of assessments across subjects. Evidence of cross curricular assessments; for example, between Geography and Science - specifically Earth and Space Science, could lead to increased student understanding and provide students with the opportunity to develop their geographic perspective. There is a MoE assessment resource available which integrates Geography 91009 and AgHort 90160. This resource can be accessed through NCEA on TKI under the [Vocational Pathways Internal Assessment Resources](#).

Presentation of evidence in the geographic research and spatial analysis standards could also show application of digital technology skills using geographic conventions and resulting in valid evidence for standards in this area.

The collection of valid evidence across standards and/or curriculum areas is worthy of further consideration. The development of contexts as a focus for several standards could lead to greater student engagement and understanding, and reduce both student and teacher workloads. NZQA is currently developing workshops relating to collecting evidence and these should be available later in the year.

NZQA newsletter

The most recent Moderator's Newsletter (February 2015) is now available on the NZQA site at: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/levels/>

This newsletter contains information on:

- [Updated exemplar and clarification documents for internally assessed achievement standards](#)
- [2015 Geography Best Practice Workshops](#)
- [Similar contexts for more than one Geography standard](#)

Wondering about...



I've been thinking about 'Scholarship'

Lex Chalmers
Geography, University of Waikato
Hamilton, New Zealand.

Over the summer research session, I have been thinking and writing about the New Zealand Qualifications Authority's (NZQA) Scholarship examination. I have been unravelling our educational history since the *Picot Report*, *Tomorrow's Schools* and the 1989 Education Act. I have re-read curriculum reform, and the uncomfortable introduction of 'Scholarship' in 2004 to provide a basis for looking at the contemporary systems and the way the transition to post-secondary experiences in tertiary institutions have developed. My purpose was to assess how 'Scholarship' performs in our education system as the capstone assessment of secondary teaching and learning.

I was driven in part by the increasing politicisation of compulsory education, well-represented in November 2014 by the NZQA (2014a) response to issues raised in a *Listener* editorial. The NZQA asserted that:

- The National Certificate of Educational Achievement (NCEA) is one of the most open and transparent school qualification systems in the world. Students, teachers, parents, employers and tertiary providers have access to all NCEA assessment information.
- New Zealand is the only country in the world that returns all marked examination papers to candidates. Candidates can review their marked work and, if they wish, apply for a review or reconsideration of their results.
- National statistics from internal and external assessments, including qualifications completed and school-by-school comparisons, are published annually on the NZQA website and analysed in an annual report.

I think these statements are accurate, and as relevant to scholarship as they are to the assessment system in general.

Currently, 'Scholarship'

- has no curriculum, but it requires candidates to use the resources provided to answer questions on broad, issues-based themes using a small range of assessment stems. The list of "themes" (see Table 1) indicates the range of topics explored in Scholarship.
- uses a range of questions stems. Analysing scholarship questions, those familiar with the work of Benjamin Bloom *et al.* (1956) will recognise the progression from the simple 'discuss' (used 9 times in 12 years), through to the more demanding 'critically evaluate' (12 times).
- provides many students with pathways to scholarship in tertiary systems. The NCEA Level 3 Geography cohort has grown, and the percentage of candidates achieving Scholarship or Outstanding Scholarship meets the target 3% of this cohort.

Year	"Theme"	Level 3 cohort no.	Scholarship candidates as a % of cohort	Scholarship no.	Outstanding scholarship no.
2004	Energy, HEP production	n.a.	n.a.	111	3
2005	Flooding Issues	5782	2.7	138	25
2006	Resources Easter Is/Arctic	5961	3.0	151	29
2007	Desertification	5911	3.2	191	22
2008	Deforestation and Land	5920	3.0	179	17
2009	Global Food Crisis	5925	2.8	153	12
2010	Pollution	6312	3.1	172	22
2011	Water	6546	3.1	184	20
2012	Millennium Development	6939	2.8	174	21
2013	Mining of Metallic Minerals	7258	3.0	169	25
2014 *	Urban Settlement	6885	3.0	182	23

Source: <http://www.nzqa.govt.nz/qualifications-standards/awards/scholarship/scholarship-results/>

* Provisional statistics from: <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-results/overall-scholarship-results-2014/>

Table 1. Geography Scholarship; Summary Statistics

Scholarship is well documented. The site NZQA (2014b) shows that Scholarship has (i) a Performance Standard that mimics the Levels 1 to 3 Achievement Standards, (ii) Assessment guidelines that explain the format of the examination, and (iii) the examination paper is made available soon after the examination. After the examination has been assessed, (iv) an assessment schedule explains the marking system, (v) the examiners summarise student performance, (vi) the resources available in the examination are supplied, and (viii) the paper of the top scholar is reproduced.

The NZQA Scholarship website (2015) shows the 2014 paper was available on-line on 21st November. The first question stem was *critically analyse* the changing roles and function of cities, the second required *discussion* of perspectives on the idea that urbanisation is almost inevitably, but 'comes at a price', and the third required candidates to *discuss and justify* their views about the future of cities.

Under the 1989 Education Act that initiated the substantial curriculum and assessment reform, I accept a role as critic and conscience of society (Section 162 (4)). I think that Scholarship survived critical review (Stuff, 2014), 'works' in terms of being understood by teachers and learners, and provides a pathway to tertiary study. The challenge is then for tertiary systems to develop scholarship in Geography in the face of the wide curriculum opportunities available in the sector.

References

Bloom, B., Engelhart, M., Furst, E., Hill, W. and Krathwol, D. (1956). *Taxonomy of educational objectives: The classification of educational goals*. Handbook I: Cognitive domain. New York: David McKay Company.

NZQA. (2014a) Response to Listener Editorial. Accessed on 23 November from <http://www.nzqa.govt.nz/about-us/news/response-to-listener-editorial/>

NZQA. (2014b) New Zealand Scholarship Geography. Accessed 6 March, 2015 from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/scholarship-geography/>

NZQA. (2015) Accessed 6 March, 2015 from <http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/scholarship-subjects/>

Stuff. (2014) The Great debate: NCEA v Cambridge. Accessed on 14 November from <http://www.stuff.co.nz/national/education/9023939/The-Great-Debate-NCEA-v-Cambridge>

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 a short article/think piece about any topic related to geographical education in schools. Contributions for further issues can be sent to the editor. We would also welcome any responses to the articles published in this section.*

Answer to *Where is this place?*

This photograph was taken at Curio Bay, Southland. It is near to the southernmost point of the South Island. Remains of the Jurassic period fossil forest can be seen in the foreground.

This location is a significant tourist attraction where DOC needs to carefully manage the impact of people on the natural environment (the fossil remains and the wildlife).



Out in the Field...



LEARNZ 2015 Virtual Field Trips for Geography

all at www.learnz.org.nz

Field Trip	Live dates	Where
1. <i>Virtual Great Walker - walking the famous Routeburn Track</i>	23 - 25 Feb	Fiordland
2. <i>Wetland Biodiversity - journey to a rare inland high country ecosystem</i>	10 - 12 Mar	Canterbury high country
3. <i>Memorial Park 4 - a roading project to remember those who served at war</i>	24 - 26 Mar	Wellington
4. <i>Geohazards - earthquakes, landslides, tsunami</i>	28 - 30 Apr	Blenheim
5. <i>High Country hi-tech - using drones, mobile maps and other smart tools in remote New Zealand.</i>	12 - 14 May	Canterbury high country
6. <i>Kauri - a taonga under threat</i>	26 - 28 May	Coromandel/Auckland
7. <i>Love your rubbish - lollipop to landfill?</i>	9 - 11 Jun	Canterbury (Kate Valley)
8. <i>Waterview Connection 2 - going underground with New Zealand's biggest road project</i>	25 - 27 Aug	Auckland
9. <i>Kea - our threatened mountain parrot</i>	8 - 10 Sep	Arthur's Pass
10. <i>Antarctica - cool science in action</i>	3 - 5 Nov	Antarctica!
Register with LEARNZ to get newsletter updates (we are soon to announce more 2015 trips)		

A LEARNZ field trip models a real field trip

1. **Preparation:** web site content and activities for students, support material for teachers (online 1 month before), free teacher webinars
2. **Field trip:** 3 action-packed days with diaries, podcasts, tweets, videos. Live audioconferences with experts in the field including a backchannel companion using Adobe Connect. Opportunities to engage further using social media like twitter.
3. **Follow up:** evaluation, field trip prize, reflection

New to LEARNZ?

- go to www.learnz.org.nz/support
- email enquiries@learnz.org.nz
- or call 0800 22 55 53

Did you know?

- there are 100+ archived trips
- LEARNZ is free
- you can tell us what you want

Your colleagues say ...

- Bevan Hunter, HOD Geography, Wanganui High School: *Tied into their 1.3 Geography Sustainability of tourism in Tongariro National Park. The videos gave great insight into the ecology of the area and how this ties in with all other things. Easy and diverse.*
- Ryan Gaffaney HOD Social Sciences, St John's College: *Great for YR11 Geography students (Extreme Natural Events). Keep it going. You guys/girls are doing a marvellous job :)*

News and Notices

NZBoGT Annual General Meeting – March 2015

“You can’t beat Wellington on a good day” certainly rang true for the NZBoGT AGM meeting hosted by Rongotai College, in Wellington on March 20th / 21st. Coupled with a Black Caps victory in the Cricket World Cup at Westpac Stadium, there was every reason to be smiling at the end.

The Board was kept busy with making plans for the coming year and there were several changes to key roles and responsibilities for Board members. These can be seen on the updated profiles on the website and later in this newsletter.

A key highlight of the two days was the opportunity for the Board to meet with representatives from the Ministry of Education and NZQA. The Board invited both organisations along to the meeting in response to concerns raised by teachers, the Board and subject advisors about the following:

1. The lack of parity in credit values between Achievement Standards across the Social Sciences and the amount of work required to complete them.
2. The significant amount of content required to prepare students for some externally assessed standards such as the 1.2 Population standard.
3. Inconsistencies with the wording between the levels for some standards.

The Board felt that the meeting with the MOE and NZQA was very positive and it has been agreed that there will be further opportunities for the dialogue to continue next term and into the future. The Board will appoint several members of the wider geography teaching community to be involved in this process as we seek to resolve these issues.

In addition, the Board has made plans for Geography Awareness Week, Maatangi Whenua, student competitions, and professional development opportunities. We were fortunate to have Claire Thurlow from Eagle Technology, come along on the second day and provide us with training for the new initiatives and web based programmes in the GIS field. Regional representatives are looking forward to sharing this with their regions through the year.

Sometimes the best professional development comes from those professional conversations you have with fellow colleagues and teachers and the AGM certainly gave everyone the opportunity to share examples of good practice that was happening in their regions.

Although the year promises to be a busy one, we are all looking forward to keeping Geography on the map!

Louise Richards
Wellington Rep and Publicity Portfolio.

Ministry of Education funded support for social sciences/geography

It's a privilege to be still working in this contract to provide support for all teachers of the Social Sciences, but also to you as geography teachers. After two years as a facilitator, Jane Evans has returned to the classroom and so we now have Gill Hanna who is based in Auckland and taking care of the Central North/North regions. Gill has taught in secondary schools in Wellington and Auckland, and is currently on secondment from her position as Director of Social Sciences at Avondale College, Auckland. She has also taught history and economics in the past but her primary teaching focus over the last 10 years has been geography and social studies. Over the years Gill has had opportunity to contribute to a range of Ministry resource kits and booklets and has had experience as a marker, moderator and examiner. Her latest challenge was completing a postgraduate Diploma in Educational Leadership which she found very worthwhile and energising.

The role of the Social Science facilitators is to support and guide middle leaders and teachers to help raise student achievement in NCEA. In particular, the focus is on Māori and Pasifika students, and those with special education needs (anyone below their curriculum level, and gifted and talented). We work with schools in-depth, using a Teaching as Inquiry model that focuses middle leaders and teachers to inquire into their own teaching practice and how this impacts on student progress and achievement.

We continue to support geography clusters and regional associations where possible, and facilitate workshops throughout NZ so that there are consistent messages to support the teaching of geography. If you have a particular need or idea for our work in regions please get in touch with us.

Further support from us can be found through the Social Science wikispace which supports professional learning and development in secondary schools within NZ.

www.secondarysocialscience.wikispaces.com

The intention of this wikispace is to provide all social science teachers a space that will have all the resources and any other information to share from workshops, clusters and in-depth work. Here you will find a subject specific page to support geography. To date, we have shared all our workshop materials, resources, ideas and links to make teaching geography a little easier. As this wikispace is updated regularly it is important that teachers check it often for new materials.

Many of you will be receiving the National Social Science newsletters which are written once a term. These provide valuable, current information to inform your teaching practice and to notify you of upcoming events. If you are not receiving these newsletters, please send your email address to either Gill or myself so we can add you to our database.

Our previous newsletters can be found at:

www.nzcurriculum.tki.org.nz/Secondary-middle-leaders/Professional-learning-and-development/E-newsletters/National-newsletters-2015

Gill and I can be contacted through the following email addresses:

Gill Hanna gill.hanna@auckland.ac.nz (Central North and North regions)

Margaret Leamy margaret.leamy@otago.ac.nz (Central South and South regions)

We hope that 2015 is a successful one for you all and look forward to working with many of you this year.

Margaret Leamy
National Coordinator Social Sciences

SocCon 2015 New Zealand Social Science Conference



SocCon 2015 - NZ Social Sciences Conference Nelson 28 – 30 September 2015

The SocCon 2015 Conference for Social Science Teachers is being held in Nelson 28 – 30 September 2015.

The theme is CREATING COLLEGIAL CONNECTIONS. Our goal for 2015 is INSPIRING TEACHERS. We invite you to listen to our *inspiring* keynote speakers and headliners; to participate in workshops led by *inspiring* contributors; to check out the *inspirational* educational displays; to chat with other *inspired* teachers; and to leave the conference *inspired* to take what you have experienced back to your classroom.

The Call for Contributions/Abstracts is an opportunity for you to participate by showcasing / sharing your work and passions. From a poster through to a paper presentation or workshop – we encourage your contribution! Abstracts close 1 June 2015. www.soccon.net.nz

Please visit our website www.soccon.net.nz and take a look at some of the speakers we have, the field trips and accommodation options. Bookmark the website as it is being continuously being updated. Like us on facebook as well to keep up to date with all of the updates.

We suggest you book your flights and accommodation early to secure the best prices. We have a range of accommodation from local backpackers through to the hotels. Come early, or stay on after the conference and see what Nelson has to offer!

Registrations open at the end of March. For more information, please contact the Conference Managers at soccon2015@confer.co.nz or call (04) 384 1711.

Come to SocCon – Nelson, in September 2015. Create collegial connections and be inspired!

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.

Awards for Geography Teachers

The NZBoGT will continue in 2015 the two awards it initiated in 2014 to support quality geography teaching and learning in schools. The first is a Conference and Professional Learning Fund to enable teachers to attend a conference or workshop related to geographical education, and the second is an award to recognise 'Excellence and Innovation in Geography Teaching and Learning'. The details of both awards are outlined below.

Applications for both awards are now open. Please email applications before the relevant closing dates to: murray.fastier@canterbury.ac.nz

Conference and Professional Learning Fund

The NZBoGT will award **up to a total of \$500** to one or more teachers who would like some financial help towards attending a conference or a professional development workshop that can demonstrate relevance to geography teaching.

Closing date for applications is **Wednesday 1st July, 2015.**

The Conference Fund criteria are as follows:

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

Applications for the Conference/ Professional Development Workshop Fund are to take the **form of a letter** (attached in an email) to the NZBoGT outlining the conference to be attended, including:

- Details of conference/workshop (what, where, when, purpose, etc.)
- A link to the conference/workshop website or advertisement
- Potential costs involved in attending
- What form an educational resource to be produced as a result of attending the conference might take.

Excellence in Geography Teaching and Learning Award

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

Up to two awards of **\$500 per teacher** may be made each year.

Closing date for applications is **Monday 19th October, 2015**

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

- School must be a member of the NZBoGT
- 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 (e.g. 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 a whole unit within a year's programme and might include some evidence of student work, student voice and/or feedback).
- The application should be supported with a letter of recommendation from the appropriate HOD or Assistant/Deputy Principal or Principal of the school the teacher is working in.



New Zealand Geographical Society President's Awards: Teaching in Geography

This award is open to all teachers who over a period of at least five years have demonstrated the impact of their teaching in geography (and allied disciplines). Nomination material should be submitted in electronic form as an attachment to an e-mail message sent to the National Secretary (Email to:

m.borovnik@massey.ac.nz) **Nominations close on 24 April 2015**

The nomination Submission package shall contain:

- Profile of teaching
- Short Curriculum Vitae
- 500 word (maximum) statement from nominee on relevant contributions such as: curriculum development, learning outcomes, effective communication of geographic ideas
- 200 word (maximum) supporting statement from nominator.

New Zealand Geographical Society Distinguished Service Award

The NZGS Distinguished Service Award recognises distinguished contributions and service to the New Zealand Geographical Society by a member of the Society. The award will cite the nature of the recipient's contributions and service. The contributions and service are likely to relate to one specific area of activity, examples of which may include:

- development of a new sphere of geographical activity in New Zealand
- **major involvement at the Branch, NZBoGT, Council, or Editorial Board areas**
- providing leadership for specific NZGS projects, or for projects having a clear influence in the New Zealand geographical community
- **an influential role in promoting geography at the secondary school or tertiary levels**
- major contributions as an office holder connected with one of the Society's major functions;
- major contributions to the organisation of a high impact event
- significant sponsor of Society activities.

The award may be conferred to an individual more than once. Normally up to five awards may be awarded each year. Both nominee and nominator must be members of the NZGS.

Nominations should include:

- A written statement of support, signed by the nominator.
- A brief CV outlining the activities of the nominee.

Nomination material should be submitted in electronic form as an attachment to an e-mail message to the National Secretary (Email to: m.borovnik@massey.ac.nz) **Nominations close on 24 April 2015**

The announcement of award winners will be at the Society's Annual General Meeting in the *New Zealand Geographer*, on the NZGS website <http://www.nzgs.co.nz/>, the New Zealand Royal Society *Alert*, and *Network Magazine*.

Dr Ann Pomeroy
President NZGS
20 March 2015

Geography Olympiad Competition – Due Friday 5 June

Do you have any Gifted and Talented Year 12 Geography Students?

We invite gifted and talented Geography students to submit an entry to gain selection for the International Geography Olympiad (iGeo).

The iGeo involves teams from up to 40 countries from around the world who come together to take part in a range of geographical activities and share their culture with others. The competition involves three elements: a written response test, a multimedia test and a fieldwork exercise and written test.

A team of four Year 12 students will be selected and will be accompanied by two teacher who will act as Team Leaders and travel to the 2016 iGeo in Beijing, China.

Students must be between the ages of 16 and 19 years of age (inclusive) on 30 June in the year of their iGeo.

There is an entry fee for this competition of \$10.00 per student.

Selection Process:

- Complete selection task and cover sheet - Due Date: Friday 5 June (Refer to the next two pages.)
- Top female and male from each region will be invited to compete in the selection camp held in Term Three in Wellington, date to be confirmed (own transport to Wellington to be covered by students)
- Top four students will be selected to attend the iGeo in China in August 2016





IGEO Selection Task

All environments undergo change as a result of human and/or natural processes. With reference to a New Zealand urban environment and Beijing, China fully explain two significant changes and justify which environment is likely to face the biggest challenges from these changes in the future.

You should also make use of annotated diagrams and/or maps, geographic concepts and terminology to support your response.

Your response could be in the following form:

- Written essay – up to 1000 words
- Narrated video – up to 5 minutes
- Poster – max. A2 size

You must also include a bibliography of the resources you have used.

Due Date: Friday 5 June 2015

2016 IGEO Selection Task - Cover Sheet

Full Name:			
Preferred Name:		Date of Birth:	
		Age on 30 th June 2016	
School Name:	I am currently a Year 12 Student	School Address:	
HOD Geography Name:			
Email:			
Home Contact Details:			
Parents Name/s:		Phone:	
		Parents Email:	
Address:		Students Email:	
2014 Geography Results			
What would make you a good representative for the New Zealand iGeo Team (max 100 words)			
<u>Student:</u> I can confirm that the work submitted is my own and I have referenced any sources used. I am currently in Year 12, studying Geography at a New Zealand Secondary School:		Sign:	
<u>HOD Geography:</u> I am aware of the application and support this student's entry. My school is a current member of the New Zealand Geographic Society and our 2014 subscription has been paid:		Sign:	
<u>Parent/Caregiver:</u> I am aware of the application and support my son/daughter's entry:		Sign:	
Payment of entry Fee - \$10.00 per student (please indicate which payment type)			
<input type="checkbox"/> Cheque attached – payable to New Zealand Geographic Society	<input type="checkbox"/> Direct credit - Account 02-0343-0129754-00 Particular "last name iGeo" Reference "School Name"		

All entries must be received by Friday 5 June 2015 and posted to:
 iGEO Selection Competition, Attention: Anna Wilson, WEGC, Austin St, Mt Victoria, Wellington
 If you have any issues please email anna.wilson@wegc.school.nz

Advertisements



A special invitation to all geographers. The NZ biannual Social Sciences Conference is happening this year. Please mark this in your diary as an event to attend.

SOCCON September 28 – 30 2015 (Term 3 break)

Nelson

This is our 10th anniversary since the highly successful SOCCON conferences began and we plan to make it a special one. The conferences theme is:

Creating Collegial Connections and Inspiring teachers.

We have inspiring keynote speakers. As many of the delegates are geographers, there will be headline speakers and workshops aimed to inspire you with both content and pedagogy.

We aim to create an opportunity for you to network and make connections with your colleagues where you are stimulated by exciting ideas that you will be able to use back at your schools.

This is the first time SOCCON has been held outside the major cities. So come to Nelson and see what we have to offer. Click onto the website to find out more www.soccon.net.nz and visit the SOCCON2015 facebook page.

Jennifer Thomas & Mary Greenland.

Co-convenors

On behalf of the Top of the South Organising Committee.



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Otumoetai College
Tauranga
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Anna Wilson
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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
Nick Page	Chairperson, NZGS Executive
Jane Foster	Board Secretary, Maatangi Whenua
Steve Moulden	Auckland
Julie Farrell	Waikato/BOP, Competitions
Kieran Collier	Massey (Central), Competitions
Louise Richards	Wellington, Publicity
Siobhan Murphy	Canterbury, Assessment
Sue Lynch	Otago, Deputy Chairperson, Sponsorship
Murray Fastier	Pre-service Teacher Education, Awards
Suzanne Baldwin	Curriculum
Anna Wilson	Geography Olympiad Coordinator

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: mu@aranui-high.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