

The Network

Newsletter for Geography Teachers

Term 1, 2016

Issue 69

Chairperson's Report



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

The Board has just held its Annual Meeting in Wellington and, as has been the process in each of your schools during the beginning of this year, we have been reviewing our goals and objectives from last year and planning for the year ahead. A key aspect of this meeting is a chance to meet face to face with representatives from the MOE and NZQA and discuss matters of concern

regarding our subject as raised by our membership. While it may seem, at times, that progress is slow, over the years the relationship that has been built up between us and these two groups is now beginning to bear fruit. The MOE and NZQA have made it clear that they will give far more credence to the voice of a national subject association than lone individual teachers. It is really important, therefore, that you continue to belong to your national subject association (NZBoGT) and pass on your feedback via your local Branch and Regional Representatives. We are now hopeful of making some real headway with some of the issues you have raised around credit parity and the wording within some of the Achievement Standards. (see the *Curriculum* section entitled *Curriculum Update from the Annual Meeting of the New Zealand Board of Geography Teachers* for a bit more information) Other sections in this edition will report back some other decisions of our Annual Meeting, while some material relates to the theme for this term: '*Future Focus*' which is one of the underpinning principles of the NZC.

Geography, as a subject, is well placed to embrace this principle. The NZC states that students are "encouraged to look to the future by exploring such significant future-focused issues such as sustainability, citizenship, enterprise and globalisation." (NZC, pg 9) The spatial aspects of these themes makes them instantly relevant to the geographer, while the inter-disciplinary nature of our subject together with the numerous skills geography brings to the table - holistic and critical thinking, spatial analysis and evaluating perspectives - puts our subject in good stead when it comes to evaluating the many benefits and issues that arise from them. As a subject, we need to be continually providing ways to not only enable our students to see this relevance, but also to promote our discipline that is one that is eminently useful to future employers of our students. Can I encourage you to regularly reflect on where you might have an opportunity to do this in the day to day teaching of your lessons.

Inside this issue

[Chairperson's Report](#)

[Editorial](#)

[Where is this place?](#)

[Regional Reports](#)

[Curriculum](#)

[Pedagogy](#)

[Geograph - E](#)

[Assessment Update](#)

[Wondering about...](#)

[Out in the Field](#)

[News and Notices](#)

[The NZBoGT](#)

Speaking of looking to the future, there are a few changes afoot for the Board too. The Board sadly farewells Murray Fastier who, in various roles, has given around 29 years of loyal service! For the past 19 years, Murray has held the Pre-service Teacher Education portfolio and has been an invaluable link between our two sectors. The Board would like to express its immense gratitude to Murray for all of his hard work and contributions over the years and wish him well in his future endeavours.

In other changes, the Board would like to acknowledge and thank Mary Robinson who kindly filled in the vacancy created in the Auckland region during the end of Term One last year. We are grateful to Mary who continues to ably serve the Auckland region as the Chairperson of the AGTA and extend a warm welcome to Jane Evans (Takapuna Grammar), who has been elected as the new regional representative for the Auckland region. We look forward to Jane's input and know that her recent experiences gained as a MOE Advisor for Geography and the Social Sciences to the Northern region will be a real asset to the Board.

Finally, having personally served on the Board during the last eight years, the last three as Chairperson, it is also time for me to 'pass the baton' on to a new Chairperson. I have thoroughly enjoyed my time in this role and have really valued both the opportunity to work with many other amazing colleagues from around the country (from within the secondary sector and beyond) and to grow professionally from the various experiences the role brings. I wish Sue Lynch all the very best for her time in this role and hope that she will find it as rewarding as I have!

As Term One comes to a close, we hope you will take the time to enjoy a bit of a read from the contents contained within, and hopefully find some useful material that you can utilise as you head towards Term Two.

Nga mihi nui

Nick Page
Chairperson, NZBoGT.

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

Editorial: Future Focus – A New Zealand Curriculum Principle

This issue of the Network will focus on the area of 'Future Focus'. This is one of the Principles of the New Zealand Curriculum which states that *the curriculum encourages students to look to the future by exploring such significant future focused issues as sustainability, citizenship, enterprise and globalisation*¹. These are all concepts that relate well to Geography and can be made explicit within our school curriculum relatively easily. However, in a 2012 ERO report² future focus was the principle that was least

¹ *The New Zealand Curriculum*. p.9, Wellington, N.Z.: Published for the Ministry of Education by Learning Media, 2007. Print.

² *The New Zealand Curriculum Principles: Foundations for Curriculum Decision-making*. p. 12, Wellington: Education Review Office, 2012. Print.

evident in classrooms. This edition of the Network looks at some ideas of how future focus has been and could be implemented in Geography classrooms both as examples within the learning and within the learners themselves.

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



At the AGM of the Auckland Geography Teachers Association I was elected to represent the region on the BOGT. First I would like to take this opportunity to thank Mary Robinson for admirably stepping in to cover this role over the last year. As for myself, it is great to be able to take another active role in the geography community. I hope my many years as classroom teacher, geography facilitator, author and my numerous NZQA and MoE contracts can be put to use. For years I have sought for a fair review of our standards now they have been tested over time and hope to keep pushing for this through our national body. As for Auckland, Term 1 is one of planning events for teachers during the rest of the year so watch out for some great initiatives

ahead. I must say it have been very timely of Auckland Council to put the waterfront stadium back on the agenda as the whoops of joy from geography teachers looking for a good contemporary issue tell. As my students keep telling me “geography is all around us miss”.

Waikato/BOP – Julie Farrell



It's been a busy term for all and a lot of good Geography teaching has happened. Congratulations to all schools for the work they did last year and hopefully NCEA and Scholarship results were pleasing. A lot of schools over the regions have had some very cool fieldtrips, around the North Island including Tongariro, Waitomo Caves, Waihi, Ohope and Whakaari (White Island) and local studies and others as far as the South Island to look at the South Island High Country.

In November 2015, Waikato University and Eagle Technology hosted a GIS workshop and some schools are planning to include the GIS Achievement Standards this year. One school has even bought a drone to enhance fieldwork – an exciting addition to the department. Tauranga Girls has been to the ArGIS conference in Auckland and are also planning to offer 1.8, 2.8 and 3.8 this year.

Hawke's Bay/Manawatu/Taranaki – Kieran Collier



In the Manawatu region - Review of examinations took place with a number of schools contributing to feedback around exam format etc.

Massey University have offered to allow school teaching staff to participate in the Geography Fieldtrips this year. A small number of teachers (who weren't involved in Relay for Life etc) were able to attend the trip in the middle of the term which looked in detail at the regional geography of the Manawatu Rangitikei region focusing on the formation and development of the extensive river terrace systems in our region that preserves a climate record, sea level change and geographic characteristics of our region and country in recent times. The lecturers have also made themselves available to visit classes in schools which will be a valuable teaching asset for both teachers and students.

The Manawatu Geography Teacher's Association meets on Tuesday 5th April, hosted by Freyberg High School to hold its AGM.

In the Taranaki region - The local association has organised a meeting with Linda de Klerk from the Rotorua Education Network, bringing attention to the opportunities to study Geography in the Rotorua region. Linda's talk has been well received in other parts of the country. Schools in the Taranaki region are working together to develop resources for assessments centred around Geographic Issues topics. Students are travelling afield to study sustainability in Tourism and using local rivers to study the impact and presence of pollution.

Teachers have also made comment regarding whether they see value in the BoGT and their local association, seeing little in return on investment and would be quite keen to gain access to examinations/resources at a national level.

Wellington – Louise Richards



The AGM meeting was held at the National Library in Thorndon. Discussions by those in attendance focused on plans for the forthcoming year and what support could be put in place for the geography teaching community in Wellington. There is recognition amongst many of us that several schools within our region work within small departments and are often the sole geography teacher in their school. The committee would like to continue to build on the collegial and supportive environment already in place and plan professional development days that meet the needs of our region.

Several ideas were put forward about how the region can prepare both teachers and students for this year's scholarship. We would like to continue to build links and develop connections with Victoria University and seek their assistance in developing student knowledge and understanding about Migration. For teachers, the committee is planning a scholarship day for teachers to explore themes, possible teaching approaches and what resources could be developed to help with preparation. Plans will be set at the start of Term 2 – so watch this space!

There are also plans to develop an amazing race for Geography students in Wellington, based on geographic skills and knowledge of the local area. Several scenarios are being tried and tested and a launch is hoped for later in the year.

We have also been approached by Rotorua Education Network, who would like to host Wellington geography teachers for a Rotorua Famil weekend. Many schools in the region use Rotorua and tourism for their cultural process and research. The committee is currently discussing the best way to utilise this opportunity so again check future Lat 42 editions for more details and sign up dates.

Finally we would like to encourage all Wellington geography teachers and students to visit the Unfolding of the Map exhibition at National Library. This exhibition explores the history of cartography in Aotearoa New Zealand. After the AGM, teachers were lucky enough to meet and chat with Kate Potter, who liaises and works with schools. Kate was able to show us how the exhibition can fit into our junior and senior curriculum and what activities and teaching can be developed. This is well worth a visit and we would like to thank Kate and the National Library for hosting us.

<http://natlib.govt.nz/visiting/wellington/unfolding-the-map>

Canterbury – Siobhan Murphy



So far this year...

Committee meeting held

The CGTA committee from across city schools and academic institutions met at the earliest possible meeting time this term to plan social and professional events for teachers during 2016. With support from the Geography Dept. at UC and Lincoln University this year is shaping up to be a busy and productive one for Canterbury Geography.

CGTA AGM

This was held on the 31st March at the UC Staff Club. A small but enthusiastic group of geography teachers were presented with two great talks: The first was from two teachers at Burnside High School who spoke to us about their experience of introducing collaborative teaching and learning across their department. The strong message they wanted to impress upon us was that their journey to collaborative teaching and learning started before a change in the physical environment. It seemed to be that a slight shift in pedagogy, extending tools teachers already have could be used successfully between teachers and classes with a little forward planning. The classes they chose were Y13 Geography and Y9 Social Studies and the lesson presented was the introduction of Social Sciences concepts. This presentation will be shared with CGTA members. The second talk was from UC and was a presentation of how geography has been integrated into supporting mental health studies tracking the dislocation and relocation of Christchurch residents in the 5 years following the earthquakes. This was a fascinating talk which shows just how awesome and integral geography can be using spatial analysis. The maps and graphs from this talk will also become available to CGTA members soon.

We elected a new Chairperson from Burnside High School. Donna Lee has taken over, so watch out Cantabs, you have a new leader. Donna, who is an enthusiastic and energetic geographer, will be ably supported by the committee and as her first task is to update the calendar of events for 2016, once this is published, we encourage all teachers to bookmark dates.

We thanked Joan Gladwyn from UC Science Outreach who is retiring and who has supported CGTA and our events for a long time. Despite being in the background, Joan's presence was felt and we have all benefitted from her involvement in our association over the years; pizza for students being the standout, along with the supply of teaching resources and reliable liaison with University.

Retirement

After 35 years of service to Rangi Ruru, congratulations to recently retired Tui Elliot. Tui was Head of Geography and Leader of the Social Sciences faculty and was a much valued contributor and supporter of CGTA events. A stand-out presentation at one of our teachers' days was Tui's report on her 2003 Royal Society year as a Teaching Fellow studying Greenhouse gas foot-printing and its application as an educational & action-oriented concept & tool. This was both interesting and entertaining – a hallmark of Tui's pedagogy!

CGTA Subs

If you are a geography teacher at a Canterbury secondary school, you should have received an email notice from CGTA which included a **subscription form**, with subs to be paid by the end of April. If you did not receive this form or you would like to join from another region, please email the CGTA secretary directly... jordank@hillmorton.school.nz

Otago – Sue Lynch



A quiet month or two as we have settled in new Year 11 Students and encouraged Year 13 students to aim for Scholarship.

A number of schools have made the most of the fine weather and held their camps and day fieldtrips. A wide variety of places have been visited from the beaches of Otago and Southland to Borland Lodge in Fiordland and the Aoraki/Mt Cook National Park. The viability of fieldwork (often the most memorable part of Geography) is being challenged by the difficulty some families face in contributing to the costs involved.

Some Dunedin schools are struggling to get the numbers to continue operating full Geography classes and are now offering environmental studies with some Geography papers being offered. It was pointed out to us that Geography did not even feature on the list of subjects being taught in the latest Government teachers' Census. (In Britain it is ranked as one of the "must do" subjects at school).

The Otago Branch of the NZ Geographical society continues to support us. This follows a highly successful National Conference and some great post conference field trips including one to the West Coast of Stewart Island. The visit by Alan Kinder (Chief Executive of the UK Geographical Society) served to remind us how "powerful Geography" is. He spent some time visiting Dunedin High Schools and speaking to staff and students.

Otago University is continuing to support both Sierra Leone and Syria. There is a quiz night on April 13 to raise funds for Syria. They are offering a session entitled "Geographers' got Talent" which will appeal to Year 12 and 13 students and it will showcase the employment areas / work ex-students are doing. (July 25). They have also set a date for the Teachers' day - November 24th.

Curriculum

New Zealand Curriculum – Future Focus

Incorporating the New Zealand Principles into our school and department curriculum can be a challenging issue. Many of us will have schemes or units of work which identify the particular principles that relate to the unit but how much further than this do we go? Do we need to make these explicit for the students or is it enough that they may be inherent on the work that we do? These are questions that we ask ourselves whenever we review our schemes or units of work. As the 2012 ERO report looked at the evidence of the principles in the classroom this leads us to assume that perhaps we do need to make them explicit for students, the challenge becomes doing this in a meaningful way.

There are two approaches that could be used. The first approach is to make the principles evident in the learning. Using the example of Future Focus, ensuring that we highlight the concepts of sustainability, citizenship, enterprise and globalisation within the contexts that are being studied. They are concepts which are geographic in nature and inherent in many of our programmes. The *Wondering about ...* section further on in this edition of the Network explores these concepts further.

The second approach is to consider how we can relate these concepts to students lives in a meaningful way we are much more used to doing this in a junior Social Studies programme but this should be equally considered in our senior Geography programmes. Some ideas about how this could be done are explored in the pedagogy section below.

Curriculum Update from the Annual Meeting of the New Zealand Board of Geography Teachers

The recent annual meeting was held and there were a number of curriculum and assessment issues that were discussed with representatives of the Ministry of Education and NZQA.

The first of these was the progress of the Social Sciences Learning area review as part of the RAMP project. The specific details about RAMP can be found [here](#). The review was scheduled to take place this year but has been put on hold by the MOE.

Other issues were discussed with the MOE including credit parity and the wording of some of the standards. These concerns have been raised with the NZBoGT from the regions and have resulted in discussions with the MOE and NZQA over the last year. A formal submission detailing concerns is being currently written to submit to the MOE and NZQA. These two organisations have assured us that they will look seriously at our submission and agree that these issues have a strong case to consider when it comes to making some changes. The NZBoGT remain very hopeful that we will be able to provide its members with some definitive answers before the year is out.

Pedagogy

Authentic learning gives students the opportunity to make connections and participate in the real world, this could taking action as a result of learning in a future focussed context. The Social Sciences BES describes this in the context of the mechanism of INTEREST, where it is possible to maximise student interest through providing real learning by using first hand experiences. In the case of the themes which relate to Future Focus

a lot of ideas about how we can make the learning authentic for the students can relate to more than one, they can be inter related as some of the following examples show.

In Geography we consider many geographic issues in class and there are many opportunities to explore citizenship and taking action as a result of this. Taking some form of social action can help to explore aspects of citizenship and sustainability where students are participating in their local community and taking responsibility for their role in the community. Some good examples from schools include students at Rongotai College being involved in painting over graffiti after the council provided information related to graffiti patterns around the city, they asked the students to assist with painting over graffiti along the public walkways adjoining the school. The real success was that the senior students presented their research to the junior students and involved them in the social action. The students at Otago Girls' High School, as part of their field trip to investigate the sustainable environment of Aoraki Mt Cook, work with the Department of Conservation on a voluntary basis to do weeding, path maintenance, planting, help construct a rabbit proof fence and clean up campsite areas. The students really enjoy participating in this way and develop an understanding of caring for their environment and belonging to the National Parks.

Authentic learning related to globalisation could focus on considering on how we have an impact on others and the result of increasing interdependence. Making students aware of their consumer habits and the impacts of these habits could lead to discussions about why and how they might support support local businesses. This could be done in wider contexts such as fair trade and encouraging their schools to support fair trade through the canteen. Students are living in a digitally connected world and can make a change or have an influence by contributing to social media campaigns such as advocacy of Helen Clark to the next UN Secretary General using the #Helen4SG.

Enterprise is about students developing initiative so providing opportunities where students can come up with their own ideas about what it means for them to develop citizenship, enterprising, sustainable and globalised type approaches to their thinking and actions is an important aspect for making the Future Focus principle evident in classrooms.

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. This section of Geograph - E is contributed by ... Anna Wilson, Wellington East Girls' College

Being on **Facebook** is a great way for staying in touch with the Geography Community and collecting ideas to bring into the classroom. Here is a list of some people you can follow to have information come to you.

New Zealand Geographic & National Geographic: If you don't subscribe to the magazine this is a great way to see the amazing photos and articles that are in the magazines.

Places to see before you die: Studying tourism? This page has some great images, which show amazing locations and also the impacts on tourism for different case studies. There are also links to further information.

Earth Science Picture of the Day: A great place to find an image. I use these as a lesson starter or plenary getting students to ask questions or pose these questions myself to the students

Follow your local council e.g. Absolutely Positively Wellington: A great place to keep up with opportunities



for students to get involved in submission or any changes going on in your local area.

GeoNet: Keep up to date with latest quakes and eruptions statistics as well as images from the event

New Zealand Transport Authority (NZTA): Not only can you see their great adverts again but you also can keep up on roading developments and projects around New Zealand

Prime TV: A great way to keep up to date with their documentaries - Did you see the Beneath NZ Series? Great for Natural Landscapes if you study Tongariro Volcanic Centre or South Island High Country

Geography NZQA: Keep up to date with the latest from the Geography moderators - newsletters, standard changes etc

Assessment Update

The following is contributed by Siobhan Murphy, Assessment Portfolio holder, NZBoGT

2015 Geography Exam Survey Summary Snapshot...

27 responses were received by the survey at the end of last year! Of course a number of these were from groups of teachers, so more than 27 teachers had input; however as the results of the survey go directly to the NZQA NAF and on to examiners it is a useful exercise to complete it.

So, teachers reviewed the exams and said that...

1. ...the instructions were wordy but consistently clear across all levels/all papers.
2. ...the questions were clear across most levels and papers. 2.3 and 3.1 scored lower. Teachers liked use of bold and capital letters within the questions.
3. ...they liked the resources best in L1 and L3. Across all levels the resources were clear, easy to read and of good reproductive quality. Some responses mentioned there being too many resources within scholarship paper.
4. ...the difficulty level of questions was generally appropriate however the questions in the 3.1 and 2.3 papers were overall seen as more difficult than others.
5. ...the level of skills and concepts required for each paper was overall fair but teachers suggested that guidance on concept definitions were needed at L1.
6. ...they were generally happy with the paragraph type questions.
7. ...they were not happy with the length of time to complete papers. Teachers commented that 3 hours is more suitable for 2 papers.
8. ...the papers were overall, the same or better than last year. L1 fared best and Scholarship fared least. The lack of topographical skills needed in L3 skills paper was noted.

Some responses suggested that a key vocabulary list would be useful e.g. characteristics, perspectives etc and to use these words in questions/instructions consistently within levels.

Many thanks to all teachers who took the time to complete the exam survey. If you would like a link to the full survey results or if you have any comments or feedback about the survey itself, please email

siobhan@ahs.school.nz

National Exam Results 2015 2014 (2013) SNAPSHOT...

Level 1

Achievement Standard	% Achieved or better	% Excellence
91007 Extreme Natural Events	79 77.9 (74.3)	11.5 10.2 (8.6)
91008 Population	77.6 77.3 (74.8)	9.2 8.8 (6.9)
91010 Skills	77.4 77.2 (76.3)	9.4 7.1 (9.1)

Level 2

Achievement Standard	% Achieved or better	% Excellence
91240 Natural Environment	74.7 74.2 (72.4)	9.5 7.8 (7.4)
91242 Disparities in Development	82.2 76.8 (79.7)	11.2 11.4 (9.5)
91243 Skills	81.6 78.9 (79.3)	10.7 8.3 (6.0)

Level 3

Achievement Standard	% Achieved or better	% Excellence
91426 Natural Processes	69.7 68.5 (65.1)	8.7 9.3 (7.4)
91427 Cultural Process	76.2 75.2 (73.1)	11.8 10.0 (10.0)
91429 Skills	74.2 72.4 (71.7)	8.1 7.2 (4.7)

Comparison to other Social Sciences subjects – 2015

Subject	No. of standards offered externally	No. of external standards with pass rate over 65%	No. of external standards with over 5% Excellence	No. of external standards with over 10% Excellence
Geography	9	9	9	4
History	9	9	9	5

Economics	9	9	8	3
Classical Studies	9	9	9	7

Useful links for this year's examinations:

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

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

Wondering about... focusing on Future Focus

This edition of 'Wondering about...' is contributed by Professor Tony Binns, Department of Geography, University of Otago, Dunedin, New Zealand

One of the eight 'principles' in the New Zealand Curriculum is 'Future Focus', which *'encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise and globalisation'* (NZ Curriculum Online, 2012:3). The aim of this 'principle' is to encourage students to appreciate that as citizens they have a role to play in shaping the future of their communities and the wider world. However, an Education Review Office (ERO) survey of schools in 2012 discovered that 'Future Focus' was actually the least evident of the eight principles in school curricula (ERO, 2012).

Perhaps more than many other disciplines, geography is well-placed to play a valuable 'up-front' role in raising the profile of such issues among students and more widely in their school communities. Topics such as sustainability, citizenship, enterprise and globalisation feature in many aspects of geographical research and teaching. One of the most valuable tools of geographical study is to be able to examine features, issues and processes in different places and at different scales. By referring to local, regional, national, international and global examples we can work with our students to understand different perspectives on key topics. The Sustainable Development Goals (SDGs), launched by the United Nations in September 2015 (UN, 2015), have set an agenda for the period up to 2030, and provide a useful reference point for examining important issues at different scales. We can demonstrate this by considering each of the four 'future-focused' issues.

Sustainability is all about understanding the value of the resources we have and use today, and ensuring that we manage them carefully so that they are available for our children and grandchildren to use (see Papprell, 2015). In the New Zealand context we might use examples such as managing our forest and energy resources in a sustainable way. Adopting sustainable forestry practices, avoiding the destruction of indigenous species, and diversifying our energy sources with, for example, wind or solar power, could be examined in the local context. Sustainability is at the core of the SDGs, and many of the goals directly consider the issue, for example; *promoting sustainable agriculture* (SDG2), *ensuring sustainable management of water and sanitation for all* (SDG6), *making human settlements sustainable* (SDG11) and *sustainably using the oceans, seas and marine resources* (SDG14).

Citizenship is concerned with the relationships between an individual and their community and encouraging viewpoints and behaviour that are good for the community. Once again, different scales can be studied and exemplified, from the school community, to the local, national and international community. Good citizenship involves developing empathy and concern for others, particularly for those who are less fortunate than us. Recognising and respecting diversity in the community is important, as well as understanding and supporting the elderly, the poor and minority groups. For example, appreciating the viewpoints and needs of refugees

and migrants to New Zealand is one possible focus, whilst another concern of citizenship is recognising the value of elections, taxation and good behaviour in the community. SDG16 encourages *the promotion of peaceful and inclusive societies for sustainable development*, providing *access to justice for all*, and building *effective, accountable and inclusive institutions at all levels*.

Enterprise is about encouraging innovation, and building a strong and harmonious economic and social base for the community. Enterprise should not be seen only as an economic concept which is concerned with business development. An enterprising person is also someone who takes a keen interest in the improvement of the quality of life within the community. This might be achieved by establishing businesses and generating employment, but it can also be achieved through valuable work with a voluntary group or association. A learning environment such as a school or college should foster the development of a range of skills that can promote innovation and enterprise in different contexts. SDG8 aims to *promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all*.

Globalisation is a complex series of processes that have over time led to us becoming more interconnected and interdependent across the world. This has happened particularly in the last three or four decades through increasing travel within and between countries and, most significantly, through increasingly sophisticated information and communication technologies (ICT). Students need to recognise that we now live in a truly interconnected world, where technologies such as email and skype can connect us instantly with someone who lives thousands of miles away. Whilst the mobile phone has had a massive impact on the way we communicate, in much poorer countries, where land-based telephone networks are often costly and difficult to maintain, the mobile phone has radically transformed livelihoods. For example, in many remote parts of Africa, where there is now satellite and cell-phone coverage, poor and often illiterate households can now communicate over long distances about a range of matters that can affect their daily lives, such as health, education, transport and marketing. SDG 17 aims to *strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development*. The concept of a 'Global Partnership' recognizes the fact that we are all interconnected and we need to develop empathy, understanding and respect between different people and cultures. In this sense a 'Global Partnership' might be seen as 'Global Citizenship'.

Possibly the greatest challenge that teachers face in introducing these four issues (sustainability, citizenship, enterprise and globalisation), is that students may initially find them rather broad and vague. After defining the concepts, undoubtedly the best way to shed light on them is to select appropriate examples to illustrate their different aspects. This can perhaps be best accomplished by choosing examples from different scales- local, regional, national and international.

To start off, a good way to raise the profile of these issues would be to find a suitable block of time, or possibly even suspend the timetable for a day, and to choose a theme which links them. Since the four issues are inter-disciplinary and not just geography focused, the exercise could involve teachers and students from across the school or year group. By working closely with a number of teachers, valuable ideas and resources can be pooled. A possible theme might be International Women's Day, or Commonwealth Day, but another possibility would be to focus on a particular country, perhaps on its independence day. Once an appropriate theme has been chosen, a series of activities could be planned around the four 'future-focused issues'. Following such an induction activity, teachers and students should be much more familiar with the various parameters concerning sustainability, citizenship, enterprise and globalisation, such that these issues can be more easily discussed in subsequent classroom activities.

Some useful sources

Education Review Office, 2012, *The New Zealand Curriculum Principles: Foundations for Curriculum Decision-Making*, 19/07/2012, available at: <http://ero.govt.nz/National-Reports/The-New-Zealand-Curriculum->

[Principles-Foundations-for-Curriculum-Decision-Making-July-2012/Findings/Successes-and-challenges-in-the-least-enacted-principles/Future-focus](http://www.nzcurriculum.tki.org.nz/Principles-Foundations-for-Curriculum-Decision-Making-July-2012/Findings/Successes-and-challenges-in-the-least-enacted-principles/Future-focus).

New Zealand Curriculum Online, 2012, *Future Focus*, available at:
<http://nzcurriculum.tki.org.nz/Principles/Future-focus>.

Papprill, J., 2015, Wondering about... sustainability, *The Network*, Term 4, pp.11-14, available at:
<http://www.nzgs.co.nz/images/stories/nzgs/pdfs/network42015.pdf>

UN (United Nations), 2015, *Transforming our world: The 2030 agenda for sustainable development (A/RES/70/1)*, New York, UN, available at: sustainabledevelopment.un.org

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.*

Answer to *Where is this place?*

A photo taken of Lenin's tomb in Red Square, Moscow.



Out in the Field...



This section of Out in the Field is contributed by ... Kate Grinter and Kerry Larby, St Andrew's College, Christchurch



Ernest Hemingway once wrote, "I never knew of a morning in Africa when I woke up that I was not happy." For a group of St Andrew's College Geography students from Years 12 and 13, parents and staff, led by Kate Grinter and Kerry Larby, it's a sentiment they agree with wholeheartedly after spending 17 days in Tanzania and Zanzibar. "It was fantastic," says Kate. "You never knew where to look from

one moment to the next. There were such rich landscapes and an absolute tapestry of colour and life."

It's the first time a St Andrew's College group has gone to east Africa, and while the trip had its serious, study side, including visiting the UNESCO World Heritage sites of Serengeti National Park, Ngorongoro Crater, Zanzibar archipelago and Mt Kilimanjaro to study natural processes. The students also got involved in the local communities. They visited schools and orphanages as part of their community service. The group took with them dozens of balls of wool – a request from one of the schools they visited and a monetary donation that sponsored the education of one girl for a year. They also managed to raise \$4,000 for the Amani Children's Home in Moshi. The home provides a safe and loving home, nutritious meals, and medical care to homeless children in the Kilimanjaro region.



Kate says visiting village schools and travelling through urban areas gave the students the opportunity to understand economic development, and the disparities between New Zealand and Tanzania. "Some classes at the school have 75 students in one class. It was a real eye opener for our students to see that while you might read and learn about different social environments, people actually live them." Visiting Nairobi in Kenya and Dar es Salaam in Tanzania provided a first-hand look at the impacts of rapid urbanisation of major African cities,

while the trip to Zanzibar gave the students a chance to explore the region's strong Islamic history.

"It was so enlightening for our students to actually see and experience the social, political and economic environment of Tanzania." Students and staff all gained so much knowledge from the trip and a new appreciation for the standard of living we enjoy in New Zealand.

News and Notices

Vacancy - Geography Team Leader – New Zealand Olympiad Team 2017

Since 2006 the NZBoGT has been sending a team to the International Geography Olympiad (iGeo). This team of four is selected from the top performing students in the Year 12 essay competition. The 2017 iGeo will be held in Serbia in late July/early August.

We are looking for a Team Leader to accompany the female Team Leader travelling with the team and supporting them for the lead up to and while competing at the iGeo. The Team Leader will be supported by another Team Leader who will act as the International Board Member.

The ideal candidate will have:

- involvement in organising and leading field trips, including budgeting skills
- communication skills to deal with fundraising and media
- involvement in Geography at a regional level or similar experience
- the skills to organise focused selection and training camps for senior students
- the capacity to engage fully in the variety of activities undertaken by students in the field and while attending the iGeo - including fieldwork and long distance travel

The successful applicant will work with the other Team Leader to:

- organise and facilitate a two day selection camp and a three day training camp during the school holidays
- supporting students with their individual fundraising efforts
- travel to the Olympiad for up to 2 weeks during term time – note relief costs covered

Please send a letter of application and a brief CV, including three referees by 27 May 2016 to Anna Wilson, Wellington East Girls' College, Austin St, Mt Victoria, Wellington 6011 or email anna.wilson@wegc.school.nz

New Resource for Geography Teaching and Learning

Geography in Focus

Teaching and learning in issues-based classrooms

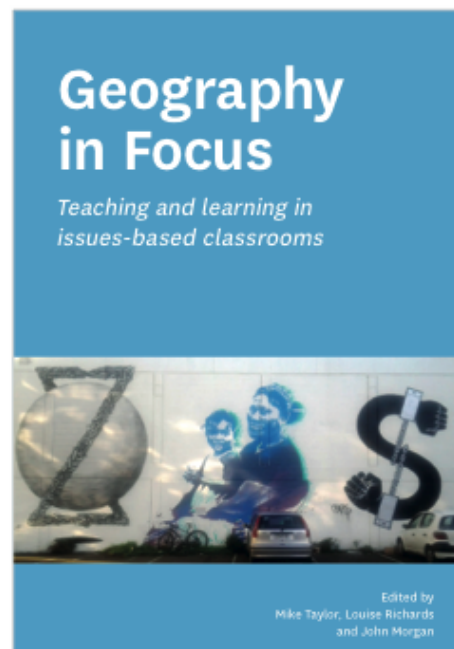
Edited by Mike Taylor, Louise Richards and John Morgan

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

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

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

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



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

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

Email: sales@nzcer.org.nz

Fax: +64 4 384 7933

www.nzcer.org.nz


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
Dunedin
ly@otagogirls.school.nz



Jane Foster
Secretary
Marist College
Auckland
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



Siobhan Murphy
Canterbury
Aranui High School
Christchurch
siobhan@ahs.school.nz

Otago Representative to be confirmed

National Representatives



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



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



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

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

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
Siobhan Murphy	Canterbury, Assessment
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