

The Network

Newsletter for Geography Teachers

Term 2, 2016

Issue 70

Chairperson's Report



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

I have just spent a very wet and windy week at Aoraki/Mt Cook with 66 Year 11 students and fellow staff members.

Our week in the field was based on a glacier and river study and researching sustainability in the Glentanner-Aoraki/Mount Cook area. The National Park saw as many as 500,000 visitors last year. The area is under pressure and the evidence for global warming is present. The Teacher Educator at the Park Visitors Centre gave our students a quick glimpse at just how important this area is, both nationally and globally. Despite the rain, thunder and lightning we got out there, we measured, collaborated, walked, talked and learnt. It took me back to when I was on a similar fieldtrip as a teenager, in the same area, back to where my passion for geography was ignited.

My name is Sue Lynch. I teach at Otago Girls' High School and I am the youngest in a family of four geography teachers. I am looking forward to the next three years as Chairperson of the New Zealand Board of Geography Teachers.

We have been very lucky to have previous Chairperson Nick Page (and Suzanne Baldwin, before him) use their energy and dedication to work hard to push for changes that the NZBoGT has recommended to NZQA and the Ministry of Education. It is disappointing to see the changes to nationally based advisory services. New Zealand is further being divided into regions of 'haves and not's' as professional development becomes more regionally driven and not all areas have the resources and staff to provide this. With our aging teacher workforce there needs to be considerable thought given to teacher training in geography as it becomes an even more valuable subject in our global space.

Our role as teachers is vital. Our learners need future focussed learning that uses the amazing range of digital resources now available. We need to stay learning focussed and not assessment focussed. We need to maintain a high profile for geography in the education sector. The recent National Census of Teachers (2016 Survey) failed to mention geography in the lists of subjects given to participants. It is obviously not considered of much importance by our government but is listed in the Top 10 subjects to take in England (by the Guardian Newspaper).

A huge 'thank you' to the Regional representatives for their contribution to the newsletters, to Branches and for their ongoing commitment to provide you with the best possible services and links to resources. Look inside *The Network* for competitions, dates for the Regional Maatangi Whenua Competitions, e-learning material, information about field trips and curriculum and assessment updates.

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Please check that your school has paid their annual subscription to the NZBoGT. The link to the subscription form can be found [here](#). One of the important roles of the NZBoGT is to represent you and liaise directly with the Ministry of Education and New Zealand Qualifications Authority to raise the profile of geography as an important subject. We continue to work closely with these groups to address your queries and concerns and your membership of the NZBoGT helps us to continue with this role. Membership of the NZBoGT also enables you school to enter students into the different competitions that are run.

Nga mihi nui

Sue Lynch
Chairperson, NZBoGT.

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

Editorial: Community Engagement

This issue of the Network will focus on the area of 'Community Engagement' in a wide sense which encompasses getting out and about into the community, using the community to engage in providing us with information to help design flexible teaching and learning programmes and making use of the wider geography community to share ideas of good practice.

It is becoming more important to consider the community that we live in. Our schools are now more and more involved in cluster work, which ranges in scope from making connections with other schools in our area, including primary and potentially early childhood centres to sharing a common vision of how we would like to see our learners develop. With an open mind and making the most of these connections we can develop our understanding of the way in which learning develops from an early age. In addition to this developing our local connections with other geography and social science faculties can produce a range of benefits from sharing resources, moderation and fieldwork ideas to having deep discussion and debate about the future of our subject and how to ensure we keep it at the forefront of people's minds. Working collaboratively across schools will improve pedagogy and outcomes for all geography learners.

Suzanne Baldwin
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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



Many of us in the Auckland region have been thrilled by the continuing summer weather especially with so many on-going field trips. If only we could have this every year! Term 2 continues to be a busy one with internal assessment being the main order of the day. At the same time the AGTA has managed to be helpful organising both a GIS course and the first scholarship workshop through the University of Auckland in the coming month. They also have put together NCEA exams for schools to use which are already up on their website and I know will be a relief for busy teachers. Recently Jane Foster and I did a presentation at the Geography department of the University of Auckland explaining the ins and out of the NCEA system. This was

well received and explained to many of them why students ask for resubmissions, a term foreign to them! Thoughts are now on for both the Mataangi Whenua quiz for Year 11 and the AGTA quiz for Year 12 and 13 students that are scheduled for the start of Term 3. Please do look out for registration details and get your teams organised in plenty of time!

Waikato/BOP – Julie Farrell



Tena Koutou Katoa,

Nearly half way through the year already and it continues to be a busy time for everyone. Exciting Geography is happening across the regions as we manage to fill in the demands placed on us that include fieldtrips, great teaching across all levels, including scholarship, as well our own teaching inquiries. Sacred Heart College, Hamilton, dates and times to be advised, will host the Mataangi Whenua competition next term. Geography Awareness Week is happening in August and it would be great

to see Geography being promoted around the region.

Hawke's Bay/Manawatu/Taranaki – Kieran Collier



Big news for our region is hosting the next SOCCON. Andrew Lessard from Napier Girls (Andrew Lessard has taken the responsibility to organise the event. He can be contacted here: alessard@nghs.school.nz for further details Regionally, Kane Boulton, organised a cluster meeting at the end of last term that focused on the development and implementation the teaching of Geographic Information Systems. Schools, in the region are looking to implement these standards at a number of levels. The successful running of the typical

Term One fieldtrips was the main news. It has been good to note that collaboration is occurring between schools in the region - St Johns College and Napier Boys High School teamed up to share workload and participation in a fieldtrip to support the research standard at Level 1. Both schools reported that this worked very successfully.

The region's NZGS AGM was held at Massey University. The annual programme undertaken by the branch in the past remains relatively unchanged. The NZGS are pleased with the level of engagement shown by the NZBoGT and the regional branches. They are looking forward to hosting the Manawatu Schools for the Maatangi Whenua Competition in August. While the local schools always attend, including Whanganui, there is an open invitation to teams from the Hawkes Bay and Taranaki region to participate. The MGTA meeting for Term 2 will be after the publication of this Network; Linda deKlerk from the Rotorua Education Network will be sharing information about Rotorua as a destination for the study of a variety of topics within Geography and Tourism. Discussion about this year's Geography Awareness Week will also take place with teachers contributing resources for dissemination across the country in Term 3.

It is great to hear that the Hawkes Bay is hosting SOCCON in 2017. It is likely that many staff from the region will participate. Hawkes Bay is definitely an enjoyable place to visit and is a great destination for the study of many and varied Geography Topics.

Wellington – Louise Richards



The Wellgeog committee met early in the term and all were in agreement that the region is in for a treat with all the extra subject curriculum provisions planned for both teachers and students through the year. In the last week of Term 2 there will be a scholarship planning day for all teachers in the region. The day will give teachers the chance to collaborate in creating resources and for the teaching body in Wellington to familiarise themselves with the skills and demands of the scholarship paper. The committee is hoping to secure an outside speaker and a central location in Wellington to host the day. We are also still working with Education Rotorua to secure a family for the Wellington region. This will be in term 4 and as more details and plans emerge we will be keeping everyone informed.

Students are not missing out either! The School of People, Environment and Planning from Massey University is hosting a Geography and Planning Day for Year 12 & 13 students on Tuesday 28 June at Massey University's Wellington campus. The presentation topics will be:

- **Human Geography:** People on the Move: Migration past and present
- **Planning:** God's waiting room, zombie towns and the super diverse: Implications of uneven regional growth
- **Physical Geography:** Migrating Rivers and Coasts: New Zealand's dynamic landscape

The day will run from 10:30am to 2:30pm approximately, and teachers are encouraged to bring their entire class along.

If this wasn't enough Wellington Girls' College will be hosting a lecture series for both students and teachers by academics from a range of fields. As you will see the lectures are focused heavily on the 2016 scholarship theme of Migration.

Perspectives in Geography: Moving Beyond the Surface

"In this interactive session, Mike Taylor, Lecturer at VUW Faculty of Education, will challenge you to think about the nature of geographical perspectives as you consider: What is geographical knowledge?"

Tuesday 2nd August, 4pm

Mapping forced migration in the Asia –Pacific in the 21st Century

Dr Kate McMillan of the Political Science and International Relations Programme at Victoria University will use a series of interactive maps to look at the drivers of forced migration in the 21st century Asia-Pacific".

Tuesday 9th August, 4pm

Humanity on the move: Mapping the refugees' journey

Dr Simone Gigliotti senior lecturer at School of History examines different approaches to mapping the displacement of refugees in Europe. To what extent can maps, with their humanitarian, mobile, and visual geo-narratives, inspire empathy and bring about political interventions across time and place?

TBC

We would like to thank Mike Taylor from VUW who has been instrumental in getting the lecture series organized. Please look out for further details, as the lectures will be RSVP.

In the last report we encouraged all teachers to visit the National Library exhibition "Unfolding the map". Many of us have also been fortunate to attend a series of lectures at the library after visiting the exhibition and being put on the mailing list. Lectures have included:

Telling new stories with old maps - Dr Sydney Shep (Reader in Book History at Victoria University of Wellington and The Printer, Wai-te-ata Press.)

The Future of Maps - Aaron Jordan, Topography Group Manager at Land Information New Zealand (LINZ)

The Changing Face of Aotearoa - Kevin Norton

How to Find a Storm: Maps of the Weather Professor James Renwick and Erick Brenstrum

All teachers who have attended have commented on how nice it is to have “brain food” and for the tables to be turned and they are in the student seat. As teachers it can be challenging to keep our subject knowledge up to date with all the other demands on our time. The lectures have proved to be highly informative and engaging. We encourage all teachers in the region to access this amazing resource and facility.

Canterbury – Siobhan Murphy



Teachers have been busy since the last Network was published. Most teachers use the warmer weather in term one to get out and about to complete assessments and fieldtrips. Many Canterbury schools visit Mt Cook to complement their L2 Natural Environment topic and complete the research standard at the same time. The [LEOTC secondary programmes at Mt Cook](#) are great and their talks on the natural environment are recommended. This year Aranui High School students experienced an extreme NW storm (great geography). Wind speed quickly rose to above 100kmph on the morning of our data collection day and as we switched to the collection of a “home-based” dataset, the winds gusted to 160kmph – all recorded on borrowed University of Canterbury field equipment which commendably stood up to the task – just contact the Geography Dept.

Many teachers have met our new Otago based Social Sciences Advisor – Mary Greenland, who has been out and about introducing herself around the region. Mary recently presented a course entitled “Courageous Conversations in Social Sciences” which reminded teachers of the power of discussion in our classrooms. Mary has also established a number of geography teacher cluster groups across schools to support teachers in their Inquiry Learning process.

Coming up in term two is a PD day offered by EAGLE technology for both beginners and next-steps teachers in ArcGIS. It will be hosted by Lincoln University and is being held on the 22nd June. This course was advertised in an email to all Christchurch Geography teachers on our CGTA list, so if you didn't get notice of this course, please email our awesome secretary Kat Jordan jordank@hillmorton.school.nz

Thursday 18th August from 5.30pm to 9pm (approx.) Book in this date for your Level 1 Geography Students (especially if you have never been before...) to attend MAATANGI WHENUA QUIZ NIGHT. It would be great to see a wide range of schools and students attending and it would be terrific if due to space, we had to limit each school to just one team only. This annual competition will be held this year at University of Canterbury (Engineering block), John Britten building, Room NZi3, Creyke Road, Ilam.

Also, if you don't know about it – check out the CGTA Facebook page – lots of great resources going up all the time.

Keep it spatial Geographers.

Otago – Regional representative to be confirmed

Otago / Dunedin teachers have a June 21st meeting at the Emergency Management Centre of the Dunedin City Council. 430-630pm. The Emergency Management Officer will give teachers a guided tour of the operation centre and a scientist and disaster analyst from GNS will talk about the 2015 Dunedin floods, rising sea level and the possible Alpine fault or local fault events and their possible impacts on Dunedin. August 11th is the date for Maatangi Whenua to be held at the University of Otago.

Curriculum – Planning flexible programmes

A flexible teaching and learning programme is one which is driven by the needs and interests of the students in front of us, it is where we provide time and space in order to be able to explore engaging and relevant geographic concepts and develop the 'front end' of the New Zealand Curriculum, including Key Competencies (which link to 21st century learning skills or capabilities) and Values.

We often feel the pressure of being bound by NCEA assessments. However, adopting a more flexible teaching and learning programme which is not driven by assessment but which includes opportunities for assessment which fit naturally into the teaching and learning has the potential to provide a range of improvements in outcomes for students, both from an academic and a capability standpoint. It also has the potential for widening the students understanding of what geography encompasses and the future focused nature of the subject.

There are a number of ways that we could go about planning flexible teaching and learning programmes. Many approaches to beginning this process will not be new to us. For example, gaining student feedback about which aspects of the current programme they found most engaging and relevant, analysing academic results to develop an understanding of the strengths and areas for improvement in the programme, not to mention teachers themselves reflecting on aspects of the course from their point of view, through a teaching as inquiry approach or more anecdotally, and dropping the number of standards which are used to assess students' understanding of the achievement objectives in the programme.

The next step in this approach is considering what is important for students to know, understand and be able to do going forward into the future. This requires a lot of thought and potentially much discussion and debate amongst geography teachers. The following policies, information sources and stakeholders should be considered:

- School/faculty/department vision
- The New Zealand Curriculum vision, principles, key competencies and values
- The Geography Teaching and Learning guide
- Other reports, research or readings (some examples are given throughout this article)
- Students and whanau
- Other subject areas that may have a link with geography
- The community in which our school is located

The answers to this discussion and debate could be particular geographic concepts such as globalization, contexts such as climate change and skills such as collaboration. The growing emphasis on developing capabilities through the 'front end' of the curriculum cannot be ignored or downplayed. We have been at an advantage in New Zealand that the NZC as a document is both forward looking and places a significant emphasis on developing capabilities. This is now becoming more and more evident through the increasing recognition from other world wide agencies such as the OECD which has released a number of reports such as the ['The Nature of Learning – Using Research to Inspire Practice'](#) and ['Global Competency for an Inclusive World'](#) which identify a number of competencies that students need to develop to be successful in the future and gives some ideas about the way in which we can go about developing them. These include the ability to collaborate with others of diverse cultural backgrounds, identifying and acting appropriately to different perspectives and viewpoints and solving complex problems. These competencies are inherent in an engaging and relevant geography programme and there should be many opportunities included to make these evident in the teaching and learning. The OECD is proposing to incorporate assessment of these competencies in the 2018 PISA tests.

The NZC identifies a number of future focused issues such as sustainability, citizenship, enterprise and globalization that could be regarded as geographic concepts. NB. The first issue of *the Network* in 2016

developed these concepts further in a geographical context. In 'Key Competencies for the Future' Hipkins et al identify 'wicked problems' which include contexts such as food security, climate change, depletion of fossil fuels, environmental degradation, biodiversity loss, economic crises and poverty¹. Look at where links could be made with other subject areas. These issues could provide engaging contexts for a geography programme. We do need to consider the pedagogy involved in developing geographical concepts through these contexts. Looking at how we can pose the big question of solving these issues is important, providing opportunities for students to direct their learning of these issues and to work collaboratively to do so. Remembering that there is not one right answer to solving these issues. This type of approach relates well to the Social Sciences BES, which states that student outcomes will be improved through the mechanisms such as Community (building and sustaining a learning community) where we should promote dialogue and share power with students².

We can look at where we could consolidate strengths in assessment in the current teaching and learning programme, for example, if there is one topic that is considerably more engaging for students consider whether it may be appropriate to assess this topic using multiple standards. A number of school programmes already do this by combining an internal and external assessment but combining two internal assessments together could also do this. This needs to be carefully managed and can mean more 'high stakes' assessment. However, the benefits of providing more time in the programme by reducing the amount of 'required content' that needs to be developed will provide the time and space to explore some of the ideas identified above.

Pedagogy – Literacy and geography

This section of Pedagogy is contributed by Julie Farrell, Trident High School.

Over the past 10 years there has been a gradual paradigm shift in the way secondary school teachers have adjusted to the idea that 'every teacher is expected to be a literacy teacher'. The NZC (Ministry of Education, p. 16) stipulated that each learning area has its own language or languages. Using language, symbols and texts is one of the five key competencies. For students embarking on NCEA there has been an expectation that for them to succeed, students need to be functionally literate by the end of Year 10.



Shanahan and Shanahan's 2008 model showing the increased demand for specialisation of literacy development reinforces the need to have disciplinary literacy in different subject areas. In the past the assumptions were that students had acquired basic and intermediate literacy. To get to the top of the pyramid and have disciplinary literacy, students need to have a rich vocabulary base, have had exposure to everyday literacy and be able to articulate a range of ideas. Whilst this may be so in some schools for a, low-decile, rural North Island School in the Bay of Plenty we found that the students attempting Geography in our classes there were gaps in their literacy levels and this was impacting on their achievement.

This is a brief synopsis of what we have been trying to do for the past three years to improve our teaching through literacy strategies. I was the one who led the changes. With help from the RTLB teacher and outside providers we embarked on a goal to try to improve literacy in the junior school. E-AsTTle tests confirmed that students in our junior classes were struggling to skim and scan texts and those levels of comprehension were often poor. This was very obvious when we asked students to find information from the Internet, talk, review, summarise information and answer their research questions. A number did not really understand what they

¹ P. 22, Hipkins, Rosemary, Rachel Bolstad, Sally Boyd, and Sue McDowall. *Key Competencies for the Future*. Wellington, N.Z.: NZCER, 2014. Print.

² Aitken, Graeme, and Claire Sinnema. *Effective Pedagogy in Social Sciences/tikanga ā iwi: Best Evidence Synthesis Iteration (BES)*. Wellington, N.Z.: New Zealand Ministry of Education, 2008. Print.

were reading. Using a Literacy Diagnostic Analysis method designed by our RTLB teacher we tested students. We identified if students had gaps in literacy in three areas - their knowledge and identity of text features, reading for deeper meaning and their vocabulary. After analysing results we were shown different ideas and methods of delivering content through a planned literacy programme that aimed to improve understanding and comprehension. We implemented different strategies into our teaching. We re-tested twice to see if there had been improvements in their skills. Initially some department members were reluctant to embrace the ideas, but when I reported back and showed colleagues what students were achieving the momentum picked up. Classes have different needs and the approaches in these classes were differentiated to the learners' needs. We regularly share our successes and failures. In 2016 the department made literacy our pedagogy professional development and have rolled it out to Level 1 Social Science subjects.

So what do we do? While some of the methods are new to us, these are certainly not new and many appear on the literacy on-line web site and have been available to us because we attended the national workshops in literacy. Not all have been successful but we have tried to be more explicit in our teaching, informing students of why and what we are doing. Student feedback has informed us that they like the different approaches. Some of the ideas we have tried – systematic teaching of text types, graffiti annotations to improve ability to summarise or annotate, co-operative learning grids, co-operative strategies, and students sharing and students articulating more. One thing I have had to come to terms with is my classroom is noisier, but when I take a step back and listen to what students are discussing it's generally on-topic and task. To end with a good story, last year one of my Year 11 students had difficulty understanding the language of the externals. With him in mind I used a co-operative learning grid. I spent 3 periods unpacking past A.S.1.1 exams to show the class that they could answer the questions and that they really did know the stuff! The result- that was the only external he passed and he was very proud of himself. Note to me – do this more often it really did work and it was useful for everybody not just those struggling!

If you want to know more about what we have tried, the department is happy for me to share ideas, we are a very collegial department, and we would love to hear of other initiative, just email me at school farrellj@trident.school.nz

Please note: The Learning Progression Frameworks are due to be released this term. The framework can be used by year 9 and 10 teachers to identify students' writing, reading and mathematics knowledge, skills and attitudes to help plan programmes ensuring students are successful at school. These Learning Progressions will give a guide for teachers to inform if students are functionally literate, something they should be if they are to succeed at NCEA Level 1.

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.

Apps for Mobile Devices

Students have multiple devices with them now days and there are many applications that they can download onto their devices which would be of use in a classroom and in the wider teaching and learning environment relevant for geography. The following apps are described and ideas for use given.

The Economist World in Figures

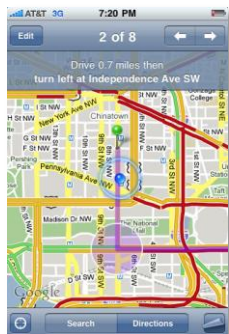
This app is free to download from the App Store and Google Play. The app includes a number of sections including:

- Factquest - a True/False quiz about different aspects of the economy such as trade



- Rankings – the user can choose a particular aspect of the economy and the app will produce a list of the top countries in this area such as City Living – Biggest cities and the top 100 cities in 2015 along with their population is given
- Country profiles – choose a country in the world and you can see an info graphic of key aspects of their economy including currency, GDP (total and per capita), area, population and median age.

This is a useful app for getting detailed information quickly about different countries, which can be used to support explanations giving reasons, why particular patterns are formed. For example, if students were considering why there was a difference in literacy rates between different countries they could look at information about GDP to help support an explanation that countries with lower GDPs have less money to spend on education, the information in the app could help to support (or not) this reason and would encourage students to use facts and figures to support their ideas.



Google Maps

This app is free to download from the App Store and Google Play. The app gives real time updates about how long it would take to get from one place to another and shows traffic congestion during peak times along with many other features such as local facilities, tourist information, street view and other imagery. There are a number of potential uses for this app which include any research projects as it will give some useful location information. Use the app to collect data about peak traffic times and times it would take to travel particular places at different times of the day using different routes.

Trade Me Property

This app allows the user to find the date a property was sold, the price and RV on properties in Auckland, Wellington and Christchurch. This could be useful when looking at patterns of property values across different parts of these cities, as it is map based reasons for the property values could be explored, such as proximity to services, main roads and so on.

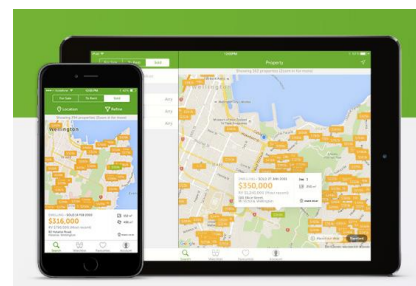
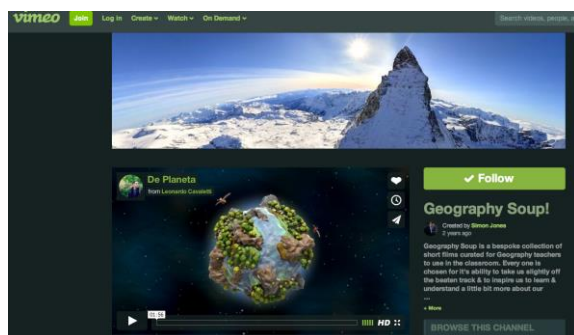


Image sourced from <http://images.trademe.co.nz/tm/pdf/solddata-announcement-image-iOS-v2.jpg>

AV Resources



Geography Soup

A bespoke collection of over 200 short films curated for Geography Teachers to use in the classroom. There are many different types of videos here including on topics such as poverty, water quality, tourism and physical geography processes.

Assessment Update

The following is contributed by Philip Hornblow, panel member Geography Scholarship, 2008-2016. He can be contacted at Philip@writethatessay.org

Writing for Geography exam success

Teaching has been an interesting journey for me. For the past eight years, I was privileged to be on the panel for the Geography Scholarship examination. Now, I am spending a year working with Dr Ian Hunter at Write that Essay (www.writethatessay.org), and find myself supporting teachers in schools across the country. Many, have questions about Geography essays and exam performance. And they should. This is the moment you want your students to shine.

So—like many examiners—after reading thousands of exam scripts, here are some tips for teaching practice and for student preparation.

Nail the introduction

A critical difference between essays students might write for internals and the essay they write for a geography examination is the introduction. In an examination setting, allow two or three sentences (at most) for their introduction. Be direct. Use key words or phrases from the question without writing the question out in full. Then, in their next sentence, they need to declare their argument explicitly so there is no confusion about what they intend to say in their essay. No examiner wants to read lengthy introductions in a geography external answer.

Analysis

Unless the question specifically asks for it, students shouldn't spend time in their essay defining concepts or ideas in great detail. The highest marks for an exam essay are given for analysis, not for detailed descriptions. Assume that the marker is an expert on the topic of their essay, and students don't need to explain a whole lot of concepts that they know already.

Teach them to be specific; backing up their points with detailed examples from a variety of case studies. And teach them to use the language of our subject. If you want them to score well, they **MUST** learn the language of geography.

Don't forget the conclusion

Although an exam essay has a short introduction, their conclusion, on the other hand, should be a normal-sized paragraph of about five or six sentences. Drive home their argument, and show thoughtful insight.

As I said, it's been an interesting year so far joining the team at Write that Essay. Many of the things I learned, I have seen in practice here. It's not surprising that schools using www.writethatessay.org have made significant improvements to grades, passes, and marks in NCEA, Scholarship and Cambridge Geography. Clear, focused writing always comes out on top.

NZQA Information

The latest moderator's newsletter of May 2016 can be found [here](#). There are sections on **Integrated curriculum delivery and assessment** and **Resource material**.

Useful links for this year's examinations:

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

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

Teacher Education

The following is contributed by Mike Taylor, Victoria University, Teacher Education Portfolio holder, NZBoGT.

A New Pathway in Initial Teacher Education: The Masters of Teaching and Learning

Many readers of the Network will have had experience of mentoring aspiring geography teachers on their 'placement' or 'practicum' as a vital part of the university-school partnership. You may also know that since 2014, the Masters of Teaching and Learning (MTchLrn) pathway has been piloted across universities and schools. This teaching qualification seeks to enhance the status of the teaching profession, particularly by stressing an evidence informed approach to our art and craft. The new qualification also locates student-teacher learning in schools for a greater proportion of the school year.

The new MTchLrn pathway presents an enhanced set of opportunities and challenges for all involved. For example, the academic demands of the 500-level MTchLrn impose much greater demands than our traditional pathways have tended to do. For advocates of geography education, it is worth noting that this increased academic demand is particular in respect of curriculum knowledge and pedagogy. The much longer school-based learning in the MTchLrn also places opportunities and challenges on geography teaching mentors. For example, the new pathway will allow mentors to explore with their student-teachers a full year geography programme; facilitate teaching competence in incremental ways (negating talk of 'sink or swim?'); consider how the means and ends of geography education relate to one another; as well as have more sustained conversations about pedagogical content knowledge.

While each provider of teacher qualifications have differences in their pathways, the table below shows some of the broad differences between the traditional Graduate Diploma the and new MTchLrn pathway.

	Grad Diploma (Secondary)	MTchLrn (Secondary)
Qualification	300-level Minimum of 200-level study required.	500-level Selective of students who have a strong Bachelors with a good major in a teaching subject.
School-University schedule	14 weeks minimum in schools (e.g., 2 x 7 week blocks) Schools typically provide four classes across junior and senior secondary school for student teachers on their TE placements. Students in university for remainder of year (e.g. studying Human development, Learning theory, pedagogy, curriculum and assessment etc.)	School based for whole year, Jan-Dec, (2 school days per week equivalent). Focus is on fewer classes (e.g., One senior class; one junior class). One University day per week and several block weeks spread across year. Small learning groups and small range of curriculum subjects (likely to expand as qualification matures).
Mentoring	Emphasis on Associate Teachers with switch from mentor to 'summative assessor' near end of placement. There may be several Associate Teachers for each student teacher,	Year long relationship between student teacher, mentor teacher and university academic mentors. School mentor teachers comfortable at theory-practice interface. Knowledgeable of curriculum, pedagogy, and assessment literature as well as successful practitioners.

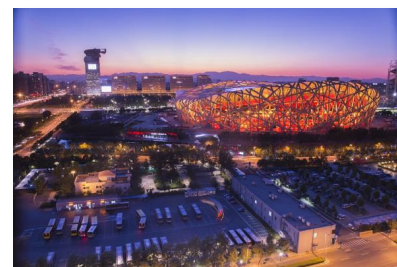
	depending on school timetable. Supplementary, infrequent, observations during placement by university 'visiting lecturers'.	Academic mentors are researchers in students' curriculum learning area.
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Nationally, the numbers of MTchLrn students is still relatively small compared to the Graduate Diploma pathway: some universities have replaced the Grad. Dip. Qualification with the MTchLrn pathway, while others have maintained a dual pathway. Some providers will begin to offer geography curriculum places for the first time in 2017.

In summary the MTchLrn qualification aims to offer a more in-depth school based experience, with greater critical exploration of curriculum, pedagogy, and evidence (in its myriad forms) than occurs in the Graduate Diploma qualification.

Answer to *Where is this place?*

A picture of the famous Bird's Nest stadium in Beijing. The iGeo Olympiad team is travelling to Beijing this year to compete in the 2016 iGeo Competition.



Picture sourced from https://pixabay.com/static/uploads/photo/2015/06/11/08/27/nest-805593_960_720.jpg

Out in the Field...

This section of Out in the Field is contributed by ... Louise Richards, Olympiad Team Leader, Beijing, China 2016.



Team representing New Zealand in the 2016 iGEO competition in Beijing, China.

From left to right – pictured with Kapiti Island in the background.

Henry McCallum (St Andrew's College, Christchurch)
Nicholas Webber (Pakuranga, Auckland), Isla
Hutching Bryant (Wellington East Girls, Wellington)
Barnaby Roche (Rongotai College, Wellington)

Team Leaders: Louise Richards (Wellington) and Nick Page (Tauranga)

The "Out in the field" for this edition of the Network comes from the Kapiti Coast, Wellington and shares the experiences of the team selected to fly the New Zealand flag at this year's Geography Olympiad in Beijing, China.

"You can't beat Wellington on a good day" was certainly not the phrase being uttered as I drove to the airport to pick up the team members who were flying in for training weekend. Winter had definitely arrived with a southerly change and it promised to be anything but a smooth landing for Henry, Nicholas and Nick! Despite the wind and rain the team were in good spirits as we drove to the Kapiti coast and the plans for the weekend were revealed.



Barnaby Roche - Bowling

As team leaders, Nick and I felt it was important to avoid any talk of tests on the first night but focus on team building – ten pin bowling seemed like the perfect way to do this. So after a good feed and stocking up on provisions for the weekend we set off to show case our skills at the local bowling alley. There was certainly a wide range of techniques used. It was good to see Isla show the boys how's it done winning the first game and despite Nick's two strikes on his last bowl in the second game, Henry triumphed and took the highest score of the night. It was home to bed early to get some much needed rest as the team were going to be put through their paces over the next two days getting a real feel for the Olympiad experience.

For the Olympiad the students are required to conduct fieldwork in the location they are staying and complete a decision making exercise based on the data collected. Working with a colleague in Wellington, Anna Wilson, who is familiar with the area, we had collaborated and over the course of an evening put together a DME based on a disused swimming pool complex located in Raumati. It was during this process I was reminded how with a little imagination and creativity fieldwork opportunities do not need to be costly or large scale. As Geography teachers we know how much students love to be outside and how this makes what they are learning real. The skills and techniques they develop from fieldwork benefit the student beyond what is required for assessments and exams. The team realised how much could be accomplished if they worked together and that four pairs of eyes for observation were better than one. Although the write up was to be independent under exam conditions, working together had given them the chance to discuss a range of perspectives and needs in the area, for how the complex could be used. Two tasks later – a land use map and justified decision accompanied by statistical and visual presentation the team had completed their first Olympiad training exercise.

The afternoon was spent working through the written exams. A series of 6 questions based on a range of Human and Physical topics. This gave the team the opportunity to identify their weak spots in knowledge and further develop their exam technique.



Team Selfie – Practising for Beijing!

Saturday evening was the ultimate team challenge. Set with a budget the team were to be Master

Chefs, they needed to plan, shop for and cook a three course meal. Managing to use every utensil and kitchen appliance available, the team cooked up a fine culinary experience – we knew we had a winning team when homemade pesto and hummus was served as the starter. Yum! Perhaps the team just needed to master washing up skills despite Barnaby's protests "the kitchen wasn't that bad" – it really was!

Sunday was all about preparation and planning as the team are required to create and present a poster with the theme "Sustainable cities" and will also need to perform at the Olympiad cultural night. After a practice Multi Media test the ideas flowed and the team came up with an action plan.

The weekend flew by and in between a few naps in the car on the journey back to Wellington, the team reflected on what they gained from their experience. They felt more prepared and enlightened about the challenges they would be facing and that their adventure and journey to Beijing really had started. The weekend was summed up nicely by a unanimous agreement that although this may be the “I-Geo” Geography Olympiad, there was definitely no “I” in the New Zealand team.

News and Notices

Success of top geography student – Oxana Repina, Rutherford College

One of the outstanding successes of the 2015 iGeo Moscow Olympiad competition for New Zealand was the awarding of our first Gold medal to Oxana Repina, who was second overall in the world. Recently, it was announced that Oxana, from Rutherford College, was awarded the Prime Minister’s Award for Academic Excellence as the top high school scholar of 2015. Many congratulations to Oxana from the NZBoGT! An interesting article on Oxana’s many achievements can be read [here](#).

It should also be noted that Nic Wilson, from Shirley Boys High School, who was a member of the 2014 iGeo Krakow Olympiad team representing New Zealand, achieved a New Zealand Scholarship Premier Award in 2014 as one of the top 10 scholars in New Zealand. Nic achieved a top 15 placing at the Krakow Olympiad winning a silver medal.

Both of these students are a credit to their families, schools and have represented New Zealand with distinction. We wish both these students all the best for their future endeavours.

Report from the PPTA Subject Association Forum, 27-28 April, 2016

The following is contributed by Siobhan Murphy, Assessment Portfolio Holder, NZBoGT.

This forum is held annually as a platform to foster a “voice” for subjects and share common issues and best practice across all secondary school subjects and I was privileged to attend this year to represent NZBOGT. Every subject association you could think of was there; from Religious Studies Teachers Association of Aotearoa NZ to NZ Chinese Language Association and every acronym in-between.

The highlights for me included a robust discussion about the future of Digital Moderation presented by NZQA. There was a clear link between digital moderation and teaching practice in that they are working hard with digital moderation to keep up with the reality of teaching and learning in classrooms now – NZQA do not want moderation to be a barrier to good assessment practice. Workshops are currently being held around the country to test out digital moderation practices in order to develop a national system.

Curriculum Middle Leaders were also on the agenda as PPTA acknowledged the huge workload of HODs, HOFs or HOLAs. Surveys, focus groups and issues were highlighted and it seemed that most issues for middle leaders were subject-wide. The biggest concerns for all subject areas were support, remuneration and hours of work/teaching.

The future shape of PLD should concern all geography teachers! The Ministry of Education is currently reviewing how Professional Learning and Development is offered to schools and if this is something you wish to comment on, go to the MOE link [here...](#)

Finally, the Creative Commons session reminded us about legal ownership of resources produced by teachers “in the course of their work”. Your school BOT should have a Creative Commons Policy to cover your future sharing of resources and if it doesn’t have one you can download a template from the [CC website](#).

Professional Development Opportunities

Sir Peter Blake Trust – Environmental Educator Award

Applications for the 2017 Sir Peter Blake Environmental Educator Award are now open.

This exciting professional development opportunity, run in partnership with the Ministry of Education and now in its fourth year, provides an opportunity for a registered, full-time New Zealand secondary school teacher with a passion for the environment to join a once-in-a-lifetime Young Blake Expedition to one of New Zealand's most unique and special places. The Award also provides teacher release costs to the educator's school, to enable the Awardee to spend a term working at the Sir Peter Blake Trust developing learning resources and broadening their professional networks. Further information about the Award can be found [here](#).

Asia New Zealand – Overseas Opportunities

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

Useful Resource for Geography Teaching and Learning

Geography in Focus

Teaching and learning in issues-based classrooms

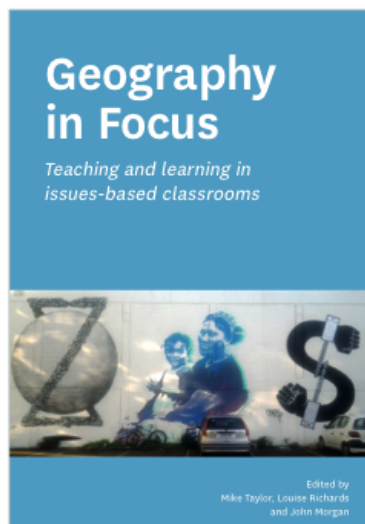
Edited by Mike Taylor, Louise Richards and John Morgan

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

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

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

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



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The Network newsletter

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

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

Teachers are able to use any information and material from *The Network* within their schools e.g. as professional readings and for professional development for departments. However, please acknowledge the source. No part of the publication should be used out of the school or by non-members of the NZBoGT without prior permission.



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The New Zealand Board of Geography Teachers (NZBoGT)

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

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

Members of the Board

Board Representatives	Portfolios
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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