

# The Network

Newsletter for Geography Teachers

Term 4, 2015

Issue 68

## Chairperson's Report



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

As the year quickly draws to a close, no doubt many of you will be using some of your time to reflect on the year that has been and possibly be beginning to think about the following year ahead. With this in mind, the theme of this term's edition is '*reflection and evaluation*'. While these two facets should be an ongoing and regular part of

good teaching practice, the end of the year provides a good opportunity to perhaps look a little more holistically at the overall programme within your geography department as well as on a personal level. Central to this process, of course, are our students. While raising academic achievement might form part of our focus, student engagement and considering aspects of the front end of the NZ Curriculum might also be considered. Contained within this edition are some thoughts and ideas that we hope might help you (and your colleagues) with this process.

As I look back on the year that has been from my role on the Board, I am encouraged by the work that I see going on across the country that continues to facilitate and support good practice in geography classrooms. I have selected just two of the many things that I have observed recently that I feel reflect this point well.

Firstly, can I take this opportunity to not only thank my fellow Board members for their efforts this year, but also to those of you who have contributed to the various activities that have occurred at both the regional and national level. I was inspired by a number of the workshops that I was able to attend at the SocCon Conference in Nelson during the Term Three holidays. Many of these were run by teachers, one of whom is showcased in the '*News and Notices*' section as the winner of the *Excellence in Geography Teaching Award* for 2015. This teacher's work clearly represents what excellent teaching practice looks like and I hope that it might serve to inspire many of you to consider applying for this award in 2016. The Board would also like to extend their congratulations and thanks to Jennifer Thomas (Nelson College for Girls), Mary Greenland (Nayland College) and their team for putting together such a successful and enjoyable SocCon Conference. This is a tremendous achievement considering that this was done in a voluntary capacity in addition to the very busy teaching programme of both women!

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Of course, our students continue to inspire too! This was reinforced by the calibre of entries for the 2016 Olympiad Team which was incredibly high. Narrowing down the 12 finalists to a team of four proved challenging. However, I am pleased to announce that the four successful candidates who will represent us in Beijing, China, next year are:

Isla Hutching-Bryant (Wellington East Girl's College)  
Henry McCallum (St Andrews College, Christchurch)  
Barnaby Roche (Rongotai College, Wellington)  
Nick Webber (Pakuranga College, Auckland)

Congratulations to all of the students who took part and also to these four students who I am sure will represent us admirably. They are all not only a credit to themselves but also to the dedicated and hardworking teachers who have taught and inspired them.

As you reflect and evaluate on 2015, may you also look forward to and be rewarded with an enjoyable and restful summer holiday. Wherever you may find yourself during this time, like a true geographer, may you continue to be inspired by both the people and places around you!

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: The role of reflection and evaluation

The recent Social Sciences conference in Nelson was a great opportunity for teachers to gather and reflect and evaluate on their practice. There were a number of sessions which required us to really think about our practice as we were challenged by different approaches we could consider. One of the sessions that I attended was focussed on Student Agency and was presented by Mark Osborne from Core Education. In his presentation he discussed some research on engagement, motivation and student voice which challenged me to consider how I gather student voice and how I use it in my practice. Some ideas related to this are referred to in the Pedagogy section later in the Network.

The Board of Geography Teachers had a significant presence at SOCCON including a stand which showcased the work done by the Board over the past few years.

Suzanne Baldwin  
[editorthenetwork@gmail.com](mailto: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 – Mary Robinson



Term 4 has seen Geography in the Auckland region in good heart.

We held our last Scholarship workshop in conjunction with the School of Environment, University of Auckland. The series of workshops have focussed on agriculture with the last workshop focussing on sustainability and the future of agriculture as well as covering the idea of perspectives. These workshops have been very popular and students (as well as the teachers) have learnt a great deal. Many teachers mentioned to me that they wished they could go back to university as they found the workshops very interesting.

The AGTA committee have worked hard on delivering these workshops which included handouts with resources which hopefully the students were able to include in their examination earlier this week. We would particularly like to thank Mel Wall at the University of Auckland who co-ordinated the lecturers who delivered inspiring lectures. We have an end of year workshop for teachers to be held on 30 November – the theme of the workshop is 'Planning for 2016' with a focus on:

- Discussing different ways to teach Differences in Development;
- Suggesting ways to run field trips that are cheap and easy to do in these times of less funding and more restrictions to teachers on getting out and about in the field;
- Creating different types of assessments for internal assessments;
- Providing teachers with strategies in teaching essay writing and writing in general, and
- Coming up with different ways to teach scholarship.

We have continued to have resources added to the AGTA website and many links continue to be added to the FB page for AGTA – we have lots of different people who are admins and the resources and links they contribute are much appreciated.

Lastly, students in the Auckland region (as across the whole of NZ) have been sitting Cambridge, IB and NCEA examinations. As I write this there are only two more exams to go – level 2 and 3 Geography – I hope they go well. I hope the examination season was good for your students and the results are what the students deserve. Do be sure to give honest and useful feedback in the BOGT survey and the NZQA survey or to the NAF for Geography (NZQA) directly – this is our only way of giving our opinions to the examination teams.

Another year is nearly over – I wish everyone a great end of year and a relaxing summer break.

## Waikato/BOP – Julie Farrell



Tēnā koutou katoa. It has been a busy end of year for all schools within the area. NZQA examinations are well on the way and hopefully will result in pleasing results for students and teachers early next year.

Lex Chalmers ran two scholarship workshops for Geography at the University of Waikato on the 4<sup>th</sup> of November and Tauranga Girls' College on the 5<sup>th</sup> of November. It was a very well-run learning opportunity for the consolidation of knowledge and skills needed for successful scholarship. Thanks to Lex Chalmers, Pam Jones and others in the Branch for helping to organise this.

Sandie Gordon and Norm Austin organised a very successful two day GIS in schools workshop 13-14 November. Teachers came from as far away as Central Hawke's Bay and Auckland to attend the workshop at Waikato University. Claire Thurlow from Eagle Technologies introduced the world of digital mapping to a very full work shop. It was a hands-on workshop and Claire had us layering maps with a range of data to produce some impressive maps. Claire showed very great patience with us all, as there was a vast range of skills and abilities in the workshop, not unlike a typical classroom. We came away with some new skills and abilities and it just might allow teachers to add another internal assessment to their programmes next year in spatial analysis. This is certainly great for professional development and the implementation of e-learning into our pedagogy! By the end of the weekend we were making our own story books and trialling 1.8 and 2.8 assessments, admittedly some more successfully than others but it was well worth attending. Thanks to Sandie, Norm, Claire and Waikato University.

On Friday 13 November the Waikato Branch of the NZ Geographical Society held their awards evening at Waikato University. The purpose of the event was to celebrate outstanding Geographers and their contribution to the discipline. Dr Naomi Simmonds (University of Waikato) originally from Putaruru and Hillcrest High Schools was awarded 'Best Doctoral Thesis in Geography'. Claire Gibson (Wintec) was given the 'Distinguished Service Award' for her contribution to Geography in the region.

The 'NZ President's Award' was presented to Brian Kendrick. Brian is Head of Social Science at Sacred Heart College, Hamilton. He thoroughly deserves this award. He has been teaching for 40 years. He has been heavily involved in curriculum development and contributed hugely to the improvement of Geography teaching in the country. He is very generous with his time and advice and has helped many Geography teachers over the years to improve their understanding and practice. It was an auspicious occasion to be invited to attend and a worthy recognition of the three recipients and their outstanding contribution to Geography.



## Hawke's Bay/Manawatu/Taranaki – Kieran Collier



It has been a relatively quiet term for geographers in the central region. In the Manawatu, one of the highlights was a visit at the term 3 Cluster MGTA meeting of Regina Scheyvens, Professor and Co-Director of the Pacific Research and Policy Centre at Massey University. Her focus was on the Millenium Development Goals applied to the Level 2.3 standard - Demonstrate geographic understanding of differences in development.



A scholarship training session held in late August with schools across the district committing students to the task of developing a better understanding of its requirements. Students left with a good sense of this. Thanks must go to the organisers and to Awatapu College for hosting the event

The end of this year sees the retirement of long standing members of our Geography teaching community. Sue Stirling and Gloria Jefferies. Their hard work and dedication to Geography and Social Science education in the Manawatu will be missed.

This event has caused some movement in jobs at Feilding Agricultural High School, Awatapu College and Freyberg High School, which really goes to show how small our community of teachers really is. Margaret Leamy, who has been a tower of support within the wider Social Science community is moving out of PD role and into DP one at St Peters. Our congratulations go out to her and St Peters who are gaining an excellent practitioner and administrator – she will be missed, but we hope to still have her involvement in the future.

The last meeting of the year will be to farewell members of our community and to review the year gone as well as a quick look at the Geography examinations so far. We would like to wish all teachers and their families, the very best for the season and hope you all enjoy the long break over the summer.

## Wellington – Louise Richards



It hardly seems like yesterday the doors of schools were opening for the 2015 academic year and Wellington was bracing itself for another busy year. Yet here we are with four (nearly three weeks to go, not that we are counting!) and wellgeog are still at full speed with finalising preparations for their annual professional development day.

At the end of November the Wellington teaching community will come together at Victoria University for a day themed around “Perspectives on Migration”. Representatives from different agencies and organisations, who work with the refugee community in Wellington, will be speaking about their experiences and perspectives. However, a definite highlight of the day will be the address from our keynote speaker, David Shearer MP. Those of us who were fortunate enough to hear David speak at the recent Social Sciences conference were delighted when he agreed to come and offer his insight and perspective on the current situation in Europe. We are very fortunate to be teachers of a subject that allows the study of such contemporary and topical issues, and the committee are sure the Wellington teaching community will come away with plenty to think about for their next year’s planning. We will also be incorporating the annual review of the senior exams and the day will conclude with an exciting event for the NZ Geography teaching community, the launch of the book *Geography in focus: Teaching and learning in issues based classrooms*. This eight chapter volume includes the voices of scholars, teacher educators, and practitioners as they explore the complexities and limitations of issues-based approaches to geography in NZ secondary school settings. Published by NZCER this is a book well worth being in your departments and classrooms. *NB. See the News and Notices section for details about how to order this.*

In other exciting news from the region, two students from Wellington were selected to represent New Zealand in next year’s Geography Olympiad. Isla Hutching Bryant from Wellington East Girls’ College and Barnaby Roche from Rongotai College made it through after a tough selection day. We look forward to hearing of their progress and journey towards the competition that will be held in Beijing, China in August 2016.

Finally all that remains is for Wellgeog to wish all students and teachers all the very best for their exams and a restful summer holiday.

## Canterbury – Siobhan Murphy



### Excellence in Teaching Award

A big regional congratulation to Miriam Marshall from Lincoln High School who won this award. Judges said...*It is clear that your approaches to your classroom teaching, which are evident through the use of the 'teaching as inquiry' methodology, the application of various SOLO Taxonomy tools and differentiation have led to the development of an outstanding unit on Cyclone Pam which has clearly both engaged your students and helped them enjoy a high level of success!* Well done Miriam, please spend that prize money wisely!

### iGEO Selection Camp

Another bouquet must also go to all the Canterbury students who were selected to attend the iGEO camp in Wellington recently. 12 students from around the country participated in the camp and we were proud to hear that this group included five students from Ashburton College, Aranui High School, St Andrews College and Darfield High School. Congratulations to all these students and especially to Henry McCallum from St Andrews College who has been chosen to be part of the final four to go to Beijing. Comments from a participating student included – *"it was a great day, I learned a lot, the teachers were great and the level of geographical knowledge in the group was amazing – Wellington was great too!"*

### GEOGRAPHY TEACHERS' DAY LINCOLN UNIVERSITY 17<sup>th</sup> Nov.

We were kept entertained, informed and well fed all day by the folks at Lincoln University with lectures ranging from Economic and Social Issues around Sustainability, Global Climate Change and Glacial Retreat, GIS in practise, Tourism Impacts at the destination and Public spaces and environmental management. These extremely thought provoking and well-presented lectures showcased the breadth of studies and research currently being undertaken at Lincoln. Thanks to Adrian Lowe from the CGTA Committee and Lincoln Outreach for organising such a great day for teachers. Teachers also played their part with Cashmere High School stepping up to describe the strengths and weaknesses of having a day at Lincoln University with the GIS experts to complete all the data processing required for AS 1.8, the GIS standard. Middleton Grange School used the services of the University Dairy Farm to support student learning around AS 1.3 the sustainability standard and were happy to share their experience of this with teachers. Thanks to all the Canterbury teachers for your attendance and great feedback about the day.



### ALL CANTERBURY GEO TEACHERS PLEASE KEEP THE FOLLOWING DAY FREE...

**SOCIAL SOCIAL SOCIAL SOCIAL ...Thursday 23<sup>rd</sup> November 2015 from 4.30pm – 6.30pm at Strange and Co.** Look out for the flier recently sent to you.

Thanks to the CGTA committee for such a great year. They will be saying right now, "but we didn't do anything..." when in fact we all work so well as a team with such a huge depth of skills and knowledge able to be called on at a moment's notice. Special thanks to Kat Jordan who is the most incredible organiser ever!

## Otago – Sue Lynch



A busy end of year for Geographers. NCEA, for students and planning for staff for next year. Otago / Southland Teachers have had access to two teacher only days, one last week in Invercargill and one on November 27th at the University of Otago. Thanks to Jill Hetherington for finalising the programme and looking after us at the University.

Although the timing is not good for teachers, Otago University and the Otago Branch of the NZ Geographical Society is hosting the 2016 New Zealand Geographical Conference "Geographical Interactions", from the 1-4th Feb 2016. The programme looks really interesting and session information can be found at: <http://www.otago.ac.nz/nzgs-conference-2016/index.html>

There will be special sessions running for teachers (and also probably of interest to senior students) after 4 pm most days including a wine and cheese and symposium for teachers on Tuesday 2nd Feb beginning at 5:45pm. We will get a chance to hear from Mr Alan Kinder and others.

Mr Alan Kinder is the Chief Executive of the Geographical Association, the leading subject association for all teachers of geography in the UK. Alan has undertaken a wide variety of roles within geographical education: geography teacher, school and curriculum leader, field studies officer, local authority adviser, PGCE tutor and consultant. His work has taken him from the south coast of England to South Yorkshire and from continental Europe to South-East Asia, giving him the opportunity to work with hundreds of schools from across the UK and further afield.

Otago Girls' High School is hosting Alan on the 10th of Feb and in the afternoon local senior students and Geography/Social Science teachers are invited to a presentation by Alan in the school hall. Information will be available from Sue Lynch later in January ([ly@otagogirls.school.nz](mailto:ly@otagogirls.school.nz)).

Please check out the Conference programme on the website. There are some well organised field trips on the Wednesday afternoon which may be very useful for your teaching. Go to <http://www.otago.ac.nz/nzgs-conference-2016/social-events/index.html> contact the University for further information.

Most sessions for Teachers will be at little or a greatly reduced cost. It is early in the year for PD but the sessions will be of value and the Conference Dinner at Larnach Castle on the Wednesday will be well worth the while (a traditional Haggis ceremony). You will need to be in early as tickets are limited (\$95)

A happy and safe Christmas holiday to all Geographers, especially those travelling further afield.

## Curriculum

While many departments and faculties are considering their courses for next year it is worth thinking about how we can continue or even increase the focus on the capabilities and competencies that students are going to need for the future. Whilst we are somewhat constrained by the framework of NCEA we still have a great deal of flexibility within that framework to 'buy' time in our curriculum to focus on relevant and interesting contexts that will also help to build the capabilities and competencies students will need for their futures.

There is sometimes a question about reducing the numbers of credits available in a course, but NZQA have identified a number of myths with regard to the number of credits that should be offered in a course, as highlighted in this [Mythbuster sheet](#). Whilst they say that the number of credits offered in a course is up to the school, they also point out that students only need 16 credits per course, across each subject they study, in order to gain the qualification. NZQA highlight that the curriculum must be taught and the curriculum includes the 'front end' with the vision, principles, key competencies and values. This is being increasingly brought to the fore with attention on the type of future that we are preparing students for. While university is a part of this for a number of students, it is not the only pathway and not the end of a student's learning. We hear that many

jobs will not be needed in the future, for example, truck drivers as a result of the increasing development of driverless vehicles, many of which are currently being used in places such as the United States.

It is therefore timely to think about how we can increase our development of competencies within our geography curriculum. We are well placed to do this through the current, relevant contexts that we include in our programmes. Some ideas of how we already do this for students, if we are studying a current issue students are asked to propose a suitable course of action and justify it. Highlighting the skills that are required to do this successfully by linking in with how this is done in the 'real world' would be an approach to extend this aspect of the issue. Conducting research requires a significant number of skills and competencies. It is worth spending time articulating these to students and getting them to reflect on how well they have managed these and what they need to do to improve throughout the process.

As it is time for reflection and evaluation of our programmes, thinking about how we can further make these competencies evident for students is worth considering. Geography is a subject that is relevant for the future and inherent within it are the competencies needed for students to be successful in their futures.

## Pedagogy

The focus of this issue is on reflection and evaluation. There are a number of ways in which these ideas can be incorporated into our teaching practice throughout the year. Student voice is an approach in which practice can be evaluated and informed. Incorporating student voice into evaluation is one way in which students can take some ownership of their learning and have the opportunity to influence the direction of learning. Using student voice is an approach that links well with the student centred theme of the New Zealand Curriculum and allows students to become actively involved in their learning. The [Social Sciences BES](#) also discusses sharing power with students as a part of the mechanism of *Community* where we build and sustain a learning community. Sharing power with students involves '*deliberately delegating authority to students to make decisions about their learning ... such approaches are of particular significance in the social sciences because of the social and participatory goals of the subjects in the domain*'<sup>1</sup> (Aitken and Sinnema, 2008, p. 172). However, student voice is a term that is quite broad in its meaning. Student voice could be considered as the opportunity to voice an opinion about the learning, helping to determine the direction of learning and identifying their role in the learning, taking some responsibility for their learning by articulating what their learning needs are. Of course for student voice to fulfil all or some of these actions students need to become practiced in the process of providing student voice.

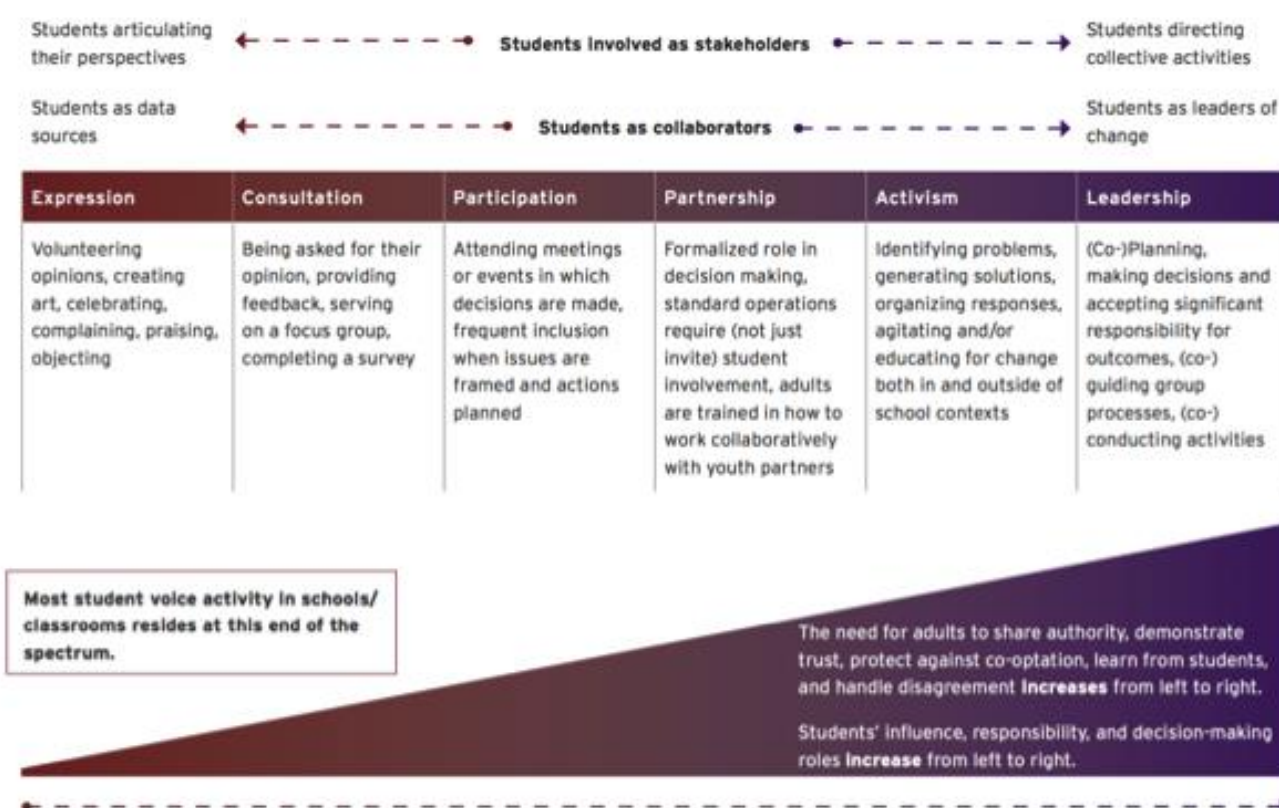
Different ways that student voice can be collected are identified in a diagram developed by Toshalis and Nakkula in their 2012 work on Motivation, Engagement and Student Voice. It suggests that there are a range of ways in which student voice can be gathered which range from volunteering opinions through to students being the leaders of change.

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<sup>1</sup> Aitken, G, & Sinnema, C. 2008 *Effective Pedagogy in Social Sciences/Tikanga a iwi* Wellington, Ministry of Education



## The spectrum of student voice oriented activity<sup>2</sup>



Further ideas on collecting student voice can be found in the work on Spirals of Inquiry by Timperley, Kaser and Halbert. Spirals of Inquiry is a developed approach to looking at teaching as inquiry and requires us to scan or find out as much about students experiences of learning as we can before identifying the actions that we will take. Through the process of scanning we can ask students questions which get them to reflect on their learning, both the process of learning and what they are learning. Some of the questions that could be asked of students are those such as:

- Where are you going with your learning?
- Do you understand what you are learning and why you are learning it?
- Can you develop goals for your learning? Do you understand how you can work to reach those goals?
- Do you feel your teacher knows your strengths? Interests?
- Can you describe what quality work looks like?

It is important to gather as much information about students and their learning as possible encouraging more than just yes or no answers will allow us to use this information to inform teaching and learning going forward. This paper can be found on the [Educational Leaders](http://www.educationalleaders.org/) website.

<sup>2</sup> Diagram from Toshalis, E, & Nakkula, M, 2012 *Motivation, Engagement, and Student Voice*, Jobs for the Future, p. 24 accessed from <http://www.studentsatthecenter.org/topics/motivation-engagement-and-student-voice> 22/11/15

## Featured Websites

### Assessment Online

Assessment Online is a useful resource to revisit at multiple times during the year. The website has a number of interesting sections including quite a focus on formative assessment and references research on this by people such as Black and Wiliam.

There are also a number of resources which indicated how we could go about introducing approaches such as [self and peer assessment](#).



### Oxfam

[Oxfam](#) has an education section which has a number of resources available for teachers. The resources are related to relevant and interesting geographical contexts and use approaches which are student centred by encouraging students to take action and present their ideas in different ways.

## Assessment Update

The following is taken from the October 2015 Moderators newsletter (NZQA, 21/11/15, Moderator's Newsletter, <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/moderator-newsletter/october-2015/> )

### Pond

NZQA has a presence in [Pond](#) where two buckets have been created. These buckets are to showcase examples of digitally created student evidence and digital assessment resources. The buckets are called 'Examples of digital assessment evidence' and 'Examples of digital assessment resources'.

### Online Moderation

Schools can submit digital materials for moderation to NZQA by providing a direct link (URL) to where the materials have been stored (for example Google Drive, Dropbox, MS SharePoint, etc.). For more information view the [NZQA Online Moderation](#) page.

### Updated level 3 documents

The level 3 clarifications documents and exemplars on the [NCEA Subject resources](#) page have been updated.

### Observations from moderation of the global topic standards (91013, 91246, 91432)

The resource material provided for students is most successful when it includes a map(s) showing a relevant spatial pattern. At levels 2 and 3 this can be supplemented with evidence showing a temporal pattern if appropriate to the geographic topic. The resource material should also include case study evidence reflecting the global extent of the topic.

If the resource material or task includes suggested factors and/or processes, these need to be relevant to the topic so that they don't mislead students.

At level 1, resource material needs to show a focus on the significance of the topic to people's lives. Evidence relating to the wider economic or social significance could distract students from the requirement of the standard to describe the significance to the lives of people.

## Wondering about...

*This edition of 'Wondering about...' is contributed by Jocelyn Papprell, Youth Engagement Educator, Environment Canterbury.*

At the recent SocCon held in Nelson I presented a paper entitled '*Taking the long-term view: Weaving the sustainability strand*' with the intention that it would be of interest to all Social Science teachers. The focus was as to how the future focus issue of sustainability & the value of ecological sustainability could be woven through all social science programmes. I started with the premise that it should be the lens through which we view our programmes as we develop and modify them over time. I also wanted to make it clear that while we have Education for Sustainability (EfS) Achievement Standards at Level 2 and 3 they are problematic for teachers to pick up and use if the ground work around understanding aspects of sustainability has not been laid in earlier school years. My secondary premise is that too often teaching and learning about sustainability has been captured by science faculties within schools through studies of ecology or climate change impacts, too often equating sustainability with environmental education while ignoring the social justice, economic and cultural aspects of sustainability.

It is time for the Social Sciences to step up as working toward a sustainable future requires the development of new ways of thinking and behaviour. Society needs adaptive thinkers, able to think long-term, consider alternative scenarios, to work collaboratively, and effectively engage in the civic process. Citizens of today and into the future need the competencies developed through the social sciences that enable them to engage with the 'messy' and 'wicked' problems that face our world, and to be able to apply a sustainability lens when developing solutions or ways forward.

The e-book Hatched<sup>3</sup> (editor: Bob Frame, Manaaki Whenua Landcare) suggests that social learning is vital if we are to deal with wicked problems. The reality is that environmental agencies, like regional councils, are increasingly being asked to formulate responses to resource management problems that are highly complex, made up of multiple factors, involving contested science, and conflicting demands. Social learning (see Figure 1) is emerging as a useful framework for understanding the complexity of human relationships, knowledge generation, and decision-making posed by complex problems.

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<sup>3</sup> <http://www.mwpress.co.nz/social-sciences/hatched>

Source: p218, chapter 22, Hatched <sup>4</sup>

According to Hatched a social learning approach draws attention to five areas for required for complex problem solving: These are:

1. How to improve the learning of individuals, groups and organisations
2. How to enable systems thinking and the integration of different information
3. How to work with and improve the social/institutional conditions for complex problem solving
4. How to work-manage group participation and interaction
5. How to continually monitor and evaluate and so drive continuous improvement in practice.



Figure 1 Social learning – five areas important to addressing complex situations.

This is, in effect, a cycle of experiential / inquiry learning. UNESCO's Education for Sustainable Development (ESD) encourages educators to include key sustainable development issues into teaching and learning for example, *climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption*. Their premise being that every human being needs to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. ESD requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. It promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. In short, the focus of our classrooms could be more on the front end of the curriculum document while also interpreting the Social Sciences AOs through a sustainability lens.

Below are the AOs for EfS – you will note that they are less about content or even context and mostly about developing and/or exploring values and perspectives.

Figure 2:

Awareness and Sensitivity	Students will develop awareness and sensitivity to differentiate between unsustainable and sustainable behaviour and practice through reflection on their experiences in social, natural, economic and built environments
Knowledge and Understanding	Students will ask questions, gather information, using knowledge from a range of disciplines to identify different perspectives about their environment. They will develop and communicate their understandings of the factors affecting sustainability
Attitudes and values	Students will develop attitudes and values that reflect and respect sustainable behaviour and practice through reflection on their experiences in the social, natural, economic and built environment
Ecoliteracy	Students will develop and apply competencies to identify, investigate, and evaluate actions with the environment informed by concepts of sustainability

<sup>4</sup> [http://www.landcareresearch.co.nz/\\_data/assets/pdf\\_file/0007/28267/hatched\\_section4.pdf](http://www.landcareresearch.co.nz/_data/assets/pdf_file/0007/28267/hatched_section4.pdf)



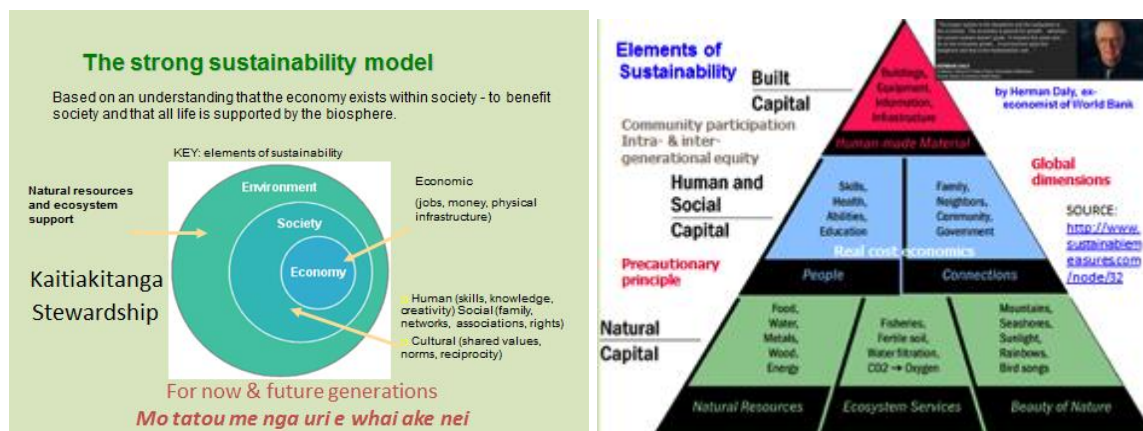
Personal & Social responsibility	Students will develop a sense of personal responsibility through participation and action with the environment, as individuals and members of groups, to become active contributors to the systems that sustain us within NZ and globally
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The original explanatory note 3 for the EfS achievement standards outlined the requirements for a sustainable future, such as the development of ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations to meet their own needs. Sustainability is inclusive of, but not limited to:

- the maintenance of biodiversity, ecological processes and life support systems
- an economy relative to its ecological life support system
- a fair distribution of resources and opportunities
- looking beyond direct consequences of activities to explore attitudes, values and
- moral issues that create particular views on the use of natural resources
- personal and social responsibility.

The strong sustainability model (Figure 3) illustrates how human activities are limited by what the environment can give and take. The Daly model alongside describes this concept further, outlining how vital natural capital is to our well-being and the holistic nature of sustainability.

Figure 3



In conclusion, Geography has a powerful role to play in fostering an understanding of sustainability, particularly due to the integration of physical and cultural understanding of place. Figure 4 provides some examples of powerful learning contexts through which an exploration of sustainability can occur. Many of these fit with our current AOs and possibly contexts currently used. The key point I am making is that we need to become less focused on content or context and more focussed on conceptual understanding and the development of competencies if we are to ensure our young people are prepared to engage with 'wicked' real world issues. There are many local issues through which concepts and issues can be explored; check whether your local councils are keen to engage with young people so that there can be a real audience for your students' learning.

Figure 4



There is much more that can be said about weaving aspects of sustainability into current learning programmes. There are some useful ideas on the TKI site, too. The Powerpoint I presented at SocCon should be up on the website soon for all to access and I welcome contact from anyone interested in furthering their interest in EfS – [jocelyn.papprill@ecan.govt.nz](mailto:jocelyn.papprill@ecan.govt.nz) (Youth Engagement, Environment Canterbury)

#### Useful references

- ✓ <https://efs.tki.org.nz>
- ✓ <http://www.signsofchange.org.nz/> - useful resources/ ideas from 2010 conference
- ✓ <http://sustainablecities.org.nz/>
- ✓ Strong Sustainability Think Tank NZ: <http://nz.phase2.org/home> and <http://www.earthslimits.org/who-are-we>
- ✓ Geog research @ UC: <http://www.geog.canterbury.ac.nz/community.shtml>
- ✓ [http://www.unesco.org/education/tlsf/mods/theme\\_a/mod04.html](http://www.unesco.org/education/tlsf/mods/theme_a/mod04.html)
- ✓ <http://ecoliteracy.org/about/index.html>
- ✓ <http://www.sustainablemeasures.com/node/32>
- ✓ IUCN: [http://www.iucn.org/knowledge/monitoring\\_evaluation/tools\\_and\\_resources/](http://www.iucn.org/knowledge/monitoring_evaluation/tools_and_resources/)
- ✓ IUCN: [http://cmsdata.iucn.org/downloads/resource\\_kit\\_c\\_eng.pdf](http://cmsdata.iucn.org/downloads/resource_kit_c_eng.pdf)

**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 at Saguaro National Park, just outside of Tucson, Arizona. It is a part of the Sonoran Desert and gets its name from the saguaro cactus, as seen in the foreground of the picture.



## Out in the Field...



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

Geography teachers were invited by the Rotorua Education Network (REN) to attend a 3 day famil in Rotorua from Thursday 19th to Saturday 21st November. The famil (field trip) has run for at least the past 10 years and is designed to allow Geography and Travel and Tourism teachers to experience what Rotorua has to offer with regards to planning and organising field trips. Around 30 teachers from all over the North Island (but South Island teachers are welcome too!!) enjoyed everything tourism in the region offers from the thrills of a bungy jump and jet boat ride through to the marvels of geothermal wonders, an authentic experience of pre-European Maori culture and the delights of hangi banquet!

REN is a collaboration of tourist operators who provide schools with education based programmes to meet curriculum objectives. They will tailor make and put together packages for schools at significantly reduced prices. More information about REN can be found on their website at: <http://rotorua-education.co.nz/> or email them at: [school.groups@rdc.govt.nz](mailto:school.groups@rdc.govt.nz)

Having just been on this latest famil, I can highly recommend it and, best of all, it is free to attend! Teachers just need to cover their relief and transport to and from Rotorua. Accommodation, all meals and attraction costs are all generously covered by REN.



*Names in photo from L to R:  
Anna Wilson (Wellington East Girls), Victoria Gardner and Andy Wilson (Lindisfarne College), Louise Richards (Rongotai College) and Emily Koedyk (Wellington East Girls) enjoying a farm tour at the Agrodome.*

## News and Notices

### Conferences

#### Geographical Interactions

#### New Zealand Geographical Society Conference

1-4 February 2016

University of Otago, Dunedin, New Zealand



The Organising Committee extends a warm invitation to the 2016 Conference of the New Zealand Geographical Society. The conference theme 'Geographical Interactions' covers the many forms of interactions that characterise Geography, including interdisciplinary research, communicating Geography to different communities of interest, communicating the relevance of Geography, and research that involves collaborations across professional boundaries.

**We extend a special welcome to Teachers and students of geography and hope that the special teacher and post-graduate sessions will be of direct benefit to your work.** We will ensure you leave Dunedin with good memories of a stimulating conference and southern hospitality.

We are delighted to announce our keynote speakers: **Professor Richard Bedford**, President of the Royal Society of New Zealand; **Professor Graciela Metternicht**, Director, Institute of Environmental Studies, University of New South Wales, Sydney, Australia; **Mr Alan Kinder**, Chief Executive, Geographical Association, UK, **Professor Eric Pawson**, University of Canterbury and **Dr Harvey Perkins**, Director, People & Places. Further keynote speakers will be announced shortly. Registration is now open. Please visit the Conference website for all information and to submit abstracts: <http://www.otago.ac.nz/nzgs-conference-2016>. If you have any further questions please contact the conference organisers at: [nzgs2016-conference@otago.ac.nz](mailto:nzgs2016-conference@otago.ac.nz).

### Excellence in Geography Teaching and Learning Award

The Board is pleased to announce that Miriam Marshall from Lincoln High School is this year's recipient of the 'Excellence in Geography Teaching and Learning Award'. The selection panel were duly impressed and noted that Miriam's unit on Cyclone Pam, Vanuatu is based around Teaching as Inquiry using a Solo Taxonomy pedagogy approach. Resources were initially collected on a UNICEF and Morgan Foundation award to go to Vanuatu three months after the cyclone hit. The content is strong, it caters for differentiation, is student centred learner and comprehensive in nature. The unit provides a novel approach for teachers not familiar with Solo Taxonomy activities.

Miriam's application, including a unit outline, examples of Solo Taxonomy activities and student responses can be viewed on the NZBoGT website at: <http://nzgs.co.nz/teaching-awards-and-funds>

The NZBoGT would like to congratulate Miriam on her fine achievement and we hope that other teachers will be inspired by Miriam's efforts and consider applying for this award in 2016. Miriam receives \$500 in recognition of her excellence in the classroom.





## New Resource for Geography Teaching and Learning

# Geography in Focus

## Teaching and learning in issues-based classrooms

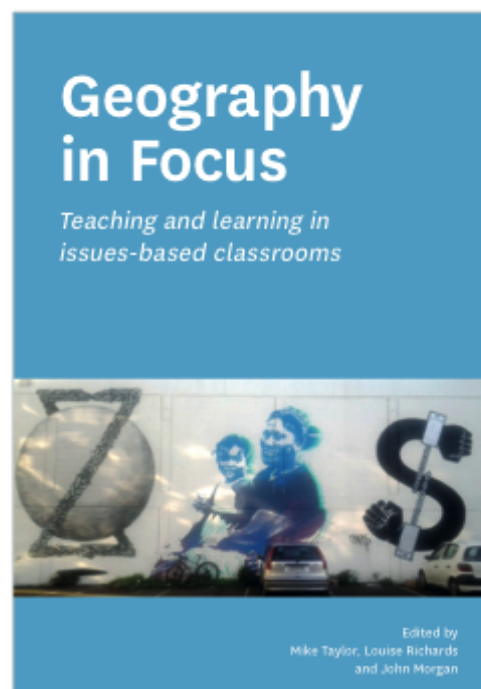
**Edited by Mike Taylor, Louise Richards and John Morgan**

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.



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

### Regional Representatives

The regional representatives on the Board each represent a region based on a branch of the New Zealand Geographical Society. Each branch is based in a university, and this is why the regions' names reflect these. However, these Board members represent the wider regions throughout the country. For example Auckland includes Northland, and Otago includes Southland.

### The NZBoGT website

The url for the Geography New Zealand website is: <http://www.nzgs.co.nz/>

This is the site of the New Zealand Geographical Society and the NZBoGT (its subsidiary). The pages that directly relate to the NZBoGT and teachers can be found under the section *School Zone* on the left of the home page, below the NZBoGT logo. It has a number of sections of particular interest to teachers and includes resources. It is planned to add to the *Teachers' Resources* section and contributions would be most welcome. Please email any suggestions for the website through to Siobhan Murphy: [mu@aranui-high.school.nz](mailto:mu@aranui-high.school.nz)

### The New Zealand Geographical Society

The parent body of the NZBoGT is the New Zealand Geographical Society. The society has branches based in universities around the country. Members are encouraged to attend meetings and participate in branch activities. Contact details are available at: <http://www.nzgs.co.nz/nzgs-branches>

Please copy or circulate this newsletter to all geography teachers in your school