

The Network

Newsletter for Geography Teachers

Term 3, 2014

Issue 63

Chairperson's Report



Kia ora and welcome to the Term 3 issue of *The Network*.

As I write this report we are coming to the end of Te Wiki o Te Reo Māori (Māori Language Week). At our school, as I'm sure at all of yours, we have been making a special effort to make this week and the use of Te Reo a priority. One focus in our daily notices was on the correct pronunciation of Māori place names in our local area. As place is one of the most important foundations of our subject, I believe this is something that we as geography teachers should be

paying particular attention to not just in Māori Language Week but consistently. By making an effort with our own pronunciation, and correcting our students if needs be, we can play our part in helping to keep Aotearoa's own unique and indigenous language alive. Language is at the heart of any culture and often gives us further insight into the perspectives and values of that culture (another geographic concept and skill) and provides meaning and attached significance to a place.

One of the reasons I have made a mention of Māori Language week is because the focus of this issue of *The Network* is on 'Priority Learners'. As quoted on the MOE website:

The Government has defined four groups of students as its priority students: Māori students, Pasifika students, students from low socio-economic families and students with special education needs. Many students from these groups achieve at high levels within education. However, student achievement data also shows that students from these groups are over represented among those students the system has struggled to support.

<http://www.minedu.govt.nz/theMinistry/EducationInitiatives/InvestingInEducationalSuccess/Report/Part2/FoundationElements/Focus.aspx>

We need to consider Māori and the other three groups of students mentioned here as we reflect on our teaching practice so that we might continue to explore ways in which we can assist these students to access

Inside this issue

[Chairperson's Report](#)

[Editorial](#)

[Where is this place?](#)

[Regional Reports](#)

[Curriculum
Development](#)

[Pedagogy Focus](#)

[Featured Website](#)

[From the Classroom](#)

[Assessment Update](#)

[Wondering about...](#)

[Out in the Field](#)

[News and Notices](#)

[Advertisements](#)

[The NZBoGT](#)

the curriculum, remain engaged in their learning and empower them in the process. In this issue we have tried to focus on a few things that may be of use to you as continue along this process. Many of you will no doubt have some really good ideas that you have already been using in your geography classrooms. We would welcome you sharing some of these with your colleagues and would welcome contributions to either *The Network* or that could be put up on our website. Contact our Publicity Portfolio holder, Siobhan Murphy, if you would like to contribute. Her email address is: siobhan@aranui-high.school.nz

In Week 3 of this term (August 4 – 8), we promoted **Geography Awareness Week** again as a way to raise interest and engagement in our subject for not only our current students but also for junior students who may have little awareness about what our subject is about. This should be rather timely given many students will soon be considering subjects for next year. Note that while we would like as many schools as is possible to participate in week 3, this is not crucial and you might wish to select another week that suits your school. The resources and details are up on the website at <http://nzgs.co.nz/student-competitions/geography-awareness-week-2014> and a huge thank you to Steve Mouldey, Auckland representative on the NZBoGT, for putting all of these activities together for us. The theme this year is “Crossing Boundaries”.

I would like to draw your attention to a number of other competitions/initiatives that are still running this term. The 2014 Senior Geography Competition - INTERNATIONAL SCHOOL TRIP ARTICLE is due on the 1st October. Details can be found on the website at: <http://nzgs.co.nz/student-competitions/international-travel-competition>

We are also still looking to award some of you who have been demonstrating excellence in your geography teaching. The inaugural **Excellence in Geography Teaching and Learning Award** applications close on Monday 1st September 2014. Up to two awards of \$500 each may be given to successful applicants. Please see the *News and Notices* section of this edition for more details about how to apply. As no one as yet has applied for the **Conference Fund**, we will also extend this entry until Friday 26th of September (end of term). Please apply! Note that the Australian Geography Teachers Association (AGTA) is holding their conference in mid-January, 2015, in Rotorua so this would be an ideal conference to apply for funding to attend. (See their ad at the back of *The Network*)

I would like to thank all of you who took part in the Year 11 Maatangi Whenua Competition last term. Once again this event proved to be very successful, was well attended and enjoyed by all of the participants. A big ‘thank you’ to those of you who helped to run the event in your region and especially to Alex McNabb, Kapiti College, who organised all of the resourcing and logistics for this event.

To this year’s Olympiad Team who will be representing us in Krakow, Poland, at the International Geographic Olympiad in mid-August, all the very best of luck as your test your ‘geographic metal’ against the 36 other nations taking part. We’re sure you’ll do us, your schools and yourselves proud. Information about this event can be found on the following web sites: <http://www.geoolympiad.org/> and <http://www.igeo2014.pl/>

Enjoy what I’m sure will be a very busy term.

Nick Page
Chairperson, NZBoGT.

Editorial: Priority learners in geography

The theme for this issue of *The Network* is priority learners, in particular Māori and Pasifika students. While NZQA statistics show that the achievement rates of these students have been increasing overall, they still are below rates for New Zealand European and Asian students. It is sometimes suggested that using general effective teaching approaches will benefit all students and that specific strategies to support the learning of priority students are not essential. However, if this was the case then such gaps in achievement would not still be evident. While it is especially important to support the learning of priority students when there is a high proportion of Māori and Pasifika students in a school, it is still essential to do this even when the numbers are relatively low, or such students seem to be doing well already. This issue of *The Network* contains a number of articles that provide some guidance with how geography teachers can make learning more relevant, meaningful and effective for Māori and Pasifika students.

Many schools are developing approaches that will benefit the learning of Māori and Pasifika students across all subjects. These include strategies such as building links with whānau and upskilling teachers in Te reo Māori. It is also important for geography teachers to consider what they can do within their programmes and classrooms. One approach is to ensure that a number of contexts chosen for study are particularly relevant for Māori and Pasifika students. Some examples are outlined in the *Curriculum Development* section. Another approach is to ensure that appropriate teaching strategies are used to support learning. Some strategies are listed in the *Pedagogy Focus* section. *From the Classroom* provides a description of how one school with a large proportion of Maori and Pasifika students has provided teaching in geography courses designed to support the learning of their priority students.

The other groups of priority learners, students from low socio-economic families and students with special education needs, should also be considered by teachers as they plan and deliver their programmes so that their learning needs are met in appropriate ways.

A few changes have been introduced in the format of this issue of *The Network*. For example, there are now hyperlinks from the headings in *Inside this issue* on the first page to sections through the document. Photographs of the regional representatives have been added by their reports. Any suggestions for further improvements or contributions for future issues would be most welcome. The Term 4 issue of *The Network* will focus on the theme of geography in the context of modern learning environments and e-Learning.

Roger Baldwin
editorthenetwork@gmail.com

Where is this place?

Can you identify where this photograph was taken? It is a place that has particular geographic significance for people in New Zealand. (The answer is given later in *The Network*.)



Regional Representatives' Reports

Waikato/BOP – Nick Page (Chairperson NZBoGT, on behalf of region)



Congratulations to Tauranga Girls' College and St Peter's School, Cambridge who were joint equal winners of the Year 11 Maatangi Whenua Competition and a big thank you to St Peter's School for doing a superb job hosting this event.

We wish Deena Parr, Otumoetai College, all the best as she represents the region as part of the four person NZ Geography Olympiad Team competing in Krakow, Poland, this month.

Keep an eye out for further regional events coming up later this term and early next term, including a Year 13 Scholarship workshop for teachers and students. Venue and date TBA.

Hawke's Bay/Manawatu/Taranaki – Eddie Brown



The main event held throughout the regions was the Year 11 Maatangi Whenua competition and thanks to the host schools in Napier and New Plymouth, and also Massey University. Results are still pending. Next year we are hoping on making the event at Massey bigger by having the Taranaki schools travelling down and also having a short introduction to what Massey offers to make the travel worthwhile.

I would like to remind all schools to encourage student to enter the International Trip Competition and to send entries to me. The best will be shared with schools to give them ideas for future travels. A huge thanks to Edventuretours for their great donation of two nights' accommodation in Queenstown. NZBoGT are also putting prize money up for this. Check them out at www.edventuretours.co.nz or email robbynh@edventuretours.co.nz for your next trip. They are great to work with. Entry details are at <http://www.nzgs.co.nz/student-competitions/international-travel-competition>

Wellington – Louise Richards



Term 2 seemed to fly by for Wellington teachers (helped by the warmer than average winter!) and we can hardly believe it is Term 3 already. Several events and trips for schools in the region kept everyone busy. There was an awesome turn out for the scholarship session at Wellington Museum of City and Sea, led by Margaret Leamy, and all of the teachers in attendance came away feeling more confident in preparing their students for the thinking and writing skills required at scholarship. Maatangi Whenua was also a huge success with only one point between first and second places. It was really good to see so many schools involved with this event, some for the first time, and to witness the enthusiasm for geography amongst our Level 1 students.

Plans are still afoot for a visit to Christchurch at the end of the year and as we go to print final numbers and arrangements are being made. The aim of the visit is for teachers to develop their own subject knowledge, understanding and perspectives of the area.

As with many schools around the country, Term 3 heralds school exams and the start of preparation for the NCEA exams. The geography community in the region is keen to share teaching ideas and revision activities and this will be the focus at our next professional development session. Collaboration and sharing good practice, is a strong ethos amongst the Wellington community and I know that schools who have small departments, perhaps only one teacher or are new to NCEA value the time we spend together as often the

greatest professional development can be found through having conversations with fellow teachers and practitioners. Long may this continue.

Canterbury – Siobhan Murphy



Our Maatangi Whenua regional competition was held on 26th June at Papanui High School. It was very pleasing to welcome 24 teams from across the region. The winners were Ashburton College (2) 1st, Lincoln High School 2nd and Hillmorton High School (1) 3rd. Teams from these schools plus Shirley Boys High School, St Andrew's College, Christchurch Girls' High School, Geraldine High School, Cashmere High School and Papanui High School all finished with scores of 100 plus.

Congratulations to all the school teams and thanks to the teachers who organised transport and support for the teams. It was a great combined effort from the Geography Department at the University of Canterbury, UC Education Plus, UC Science Outreach, CGTA and Papanui High School to bring together this exciting (much coveted) annual competition. Congratulations again to Ashburton College (2).



Malcolm Campbell (MC on the night) with winning Ashburton College team members.

The CGTA video competition for all Canterbury geography students, signaled in the Term 2 *The Network* now will be postponed until early next year. It was to feature geography concepts in any way, to be of one minute duration and the winning prize; a Go-Pro Camera.

Best wishes for the rest of the term. If you are a Christchurch geography teacher reading this and you have not yet received any advertising regarding our annual **Geography Teachers' Day** on Friday the 29th August, please email me for more information: mu@aranui-high.school.nz

Curriculum Development: Making geography relevant for priority learners



Ideas for the following section were provided by Suzanne Baldwin, Burnside High School.

One approach to making learning in geography interesting for Māori and Pasifika students is to include relevant and meaningful contexts. Such contexts can be both conceptual and place based.

The understanding of a number of concepts is relevant to many topics in geography, particularly those focusing on interaction with, and management of the environment. A powerful example of how making links between cultures helped to develop conceptual understandings for a group of Samoan girls is outlined in *Effective Pedagogy in Social Sciences / Tikanga ā Iwi*, pages 258 – 260. Assessment results were improved significantly using the strategies outlined. While the example is from classics, the approaches could easily be used in geography. Both the students' understanding and sense of inclusion was fostered through the teacher using the following approaches.

- Make connections to students' lives. E.g. by identifying similarities and differences (between the topic studied and the students' own lives).
- Design experiences that interested students. E.g. a range of discussion activities, both in and out of the school, were used.
- Align experiences to important outcomes. The discussions were all explicitly aligned to the teaching purpose.
- Build and sustain a learning community. The teacher–student relationship was conducive to learning, for example the teacher modelled a connection to her own cultural experience.

A glossary of Maori concepts can be found at:

<http://seniorsecondary.tki.org.nz/Social-sciences/Geography/Pedagogy/Social-inquiry/Glossary>

Place based contexts that are relevant for students can easily be included in programmes. Some examples include:

- Hurricanes in the Pacific
- Migration of Polynesians to New Zealand
- The changing patterns of ethnic groups within New Zealand
- Removal of the wreck of the Rena from the Astrolabe Reef
- Use of water in North Canterbury
- Issues related to the foreshore and sea bed in particular locations.

Māori students will also be assisted by making sure that even within other more general topics a Māori perspective is used. For example:

- Investigating water issues - involving the local runanga and considering the concepts of kaitiakitanga
- Looking at the Christchurch earthquakes and considering specifically Ngai Tahu's response to these
- Studying sustainability and incorporating the aspect of social sustainability which means that indigenous cultures are preserved and promoted e.g. as exemplified by Whalewatch in Kaikoura.

However, while the inclusion of such contexts in geography helps to motivate and engage students, it is also important to use specific pedagogical approaches to ensure that effective learning does take place. Some suggestions are included in the following section.

Pedagogy Focus: Strategies to support priority learners

Research has indicated approaches that can be effective in supporting priority learners, Māori students in particular. These include:

Secure/sharing environment – work to establish a sound, caring, respectful relationship with Māori students and their families.

Teacher attributes – exhibit teacher qualities and use strategies that Māori students appreciate (e.g. be pleasant, show interest in your subject, involve students, acknowledge contributions, have expectations of achievement).

Prior knowledge – acknowledge prior learning (including specifically Māori knowledge), and not just at the start of lessons.

Feedback/feed forward – teachers should focus on providing feed forward related to student work (rather than feedback related to student behaviour).

Co-construction – work with students to develop the learning process, style, content.

Culture – incorporate visible aspects of culture into learning (e.g use of cultural icons, language). Teachers should also create a context for learning that responds to the culture of the child (e.g. include examples of Māori in modern/valued roles).

While the examples above refer to Māori students, the same approaches will be effective with Pasifika students.

Geography teachers can reflect on how well they incorporate such strategies into their programmes and classroom practice. This could be done within a framework of teaching as inquiry and the results discussed collaboratively at department meetings.

It is also helpful to be aware of approaches to teaching that will inhibit effective learning. These include:

- Having low expectations for achievement
- Using approaches that inadvertently detract from inclusion
- Having a low prevalence of cultural topics and themes
- Using assessment practices that are insufficiently sensitive to diversity
- Inappropriate deficit or ethnic stereotyping
- Not pronouncing names correctly
- Providing little positive reinforcement
- Not appropriately assessing student capabilities and needs
- Providing insufficient access to public teacher–student interactions focused on learning in class.

ERO produced a National Report in 2012 which focused on priority learners in New Zealand schools. The report outlined good practice, particularly related to shifting the focus to student-centred learning, implementing a responsive and rich curriculum, and using assessment information to know about and plan for student learning. The report can be accessed at:

<http://www.ero.govt.nz/National-Reports/Evaluation-at-a-Glance-Priority-Learners-in-New-Zealand-Schools-August-2012>

Featured Websites: Make your own infographics and priority learners

Piktochart

<http://piktochart.com/>

My students discovered this site because I set them an infographics task to do (Year 10 Social Studies on Human Rights - but it would work well for geography too). It contains lots of free templates and students can work on it from anywhere on-line as it saves 'to the cloud'. It is very simple to use and has lots of good graphics, maps, etc. that can be used and that allow you to add in your own data if you wish before it redraws illustrations for you. My students are still working on the task so I can't show you a finished project yet but I have watched them working on it and they are looking very promising. (Nick Page, Otumoetai College.)

Priority learners

<http://nzcurriculum.tki.org.nz/Priority-learners>

This site includes links to Government goals and strategies, and recent publications about priority learners.

From the Classroom: Working with priority learners

The following article was contributed by Siobhan Murphy, Aranui High School. The school is located in the eastern suburbs of Christchurch and it has a large proportion of both Māori and Pasifika students

When I was asked to submit thoughts to *The Network* on what I do to improve achievement for Priority Learners in my geography classes, I realised that I had never before put into words my philosophy or laid out my own personal teacher's tool-kit. It is really difficult to explain how every day I am constantly reflecting, reviewing and revising my pedagogy to suit the myriad of changing factors that influence learning in my classroom. Experience helps me to predict changing learning conditions; however there is always the "X-factor" – the one student sitting outside the square with a need that I have not experienced before. I have to change things all the time, to try approaches that could possibly fit the new situation and let go of stuff that worked last year ("but it says so in my plan book!") and is now redundant for the specific group of learners I have in front of me today.

So what do I do?

- I focus on individual student needs...

If a student in the class has limited literacy a lot of text is read together and discussed as a class. Students are encouraged to read and encouraged to record their reading (web based recording apps are all waiting for you) so other students can listen and read along with them, whenever they want. With the inevitable advent of 1 to 1 student to devices, eLearning and UFB across the eastern suburbs of Christchurch – this task will become even easier.

If a student is hesitant when drawing diagrams, I make a game of it. I am lucky that I have an interactive whiteboard (two for the price of one purchased back in 2010), so once the diagram is drawn up I can go over each step on the board over and over again, backwards and forwards. I even make videos of them.

Repetition of skills helps build confidence in my students as does competition. I use what's on the web to help me; programmes such as Quizlet Flash Cards are great and I am fast becoming a Google Docs expert because it is another way to engage students with collaborative work and to provide faster, more immediate feedback.

If there is general malaise in the class, especially at the end of a long and busy week, videos are in order! ETV, NZ on Screen, YouTube, National Geographic, BBC and Top Documentaries.

I guess the message is – I have to read the students in front of me and be as flexible as I can with my strategies.

- **And I focus on relationships.**

Every Friday is Cake Day. Fed students are happy students. All teachers will tell you this!

We get out of Christchurch. Manaakitanga is one of our school values, so this means my staff and I take students off site to places they have not been to before, we look after them and bring them home safely and get some good geography done in between times. A highlight for Year 11 is getting students west of the Southern Alps (some have not been more than 20 km from Christchurch).

Assessment Update

Assessment for Learning: The power of feedback and feed-forward for priority learners

A particular formative assessment strategy that will benefit priority learners is the use of feedback and feed forward related to student work.

A research study has indicated that “Māori Year 9 students feel they are receiving insufficient constructive assistance from teachers and are seeking more scaffolding from their teachers and 'feed forward' about ways to engage successfully in classroom tasks”.

Geography teachers should be conscious of this and take opportunities to provide students with clear information to help them to meet learning outcomes for each section of the course and in achievement standards.

Descriptive feedback is task or outcome oriented, and this has a much greater impact on learning than evaluative feedback (which involves value judgments). It gives students more specific information about their achievement in relation to criteria and helps them to improve.

Descriptive feedback can be further classified as comments that:

- Specify attainment (these clarify for the student aspects of their work that meet the learning outcomes). E.g. *Your answer for the first task is good because you mention two different points of view.*
- Specify improvement (these outline what a student needs to do to improve). E.g. *Try to develop your answer for task two by giving more evidence and examples from the resource material.*

- Construct a way forward (these help a student understand how to improve). *E.g. All that was missing from your last answer was a more detailed explanation of why people hold particular views. For example do you think that M. Jackson was against the idea because he would lose money, or was he worried about damage to the environment?*

A note from the moderator

We do have two issues that teachers need to consider.

1. **Selecting the context/topic** that will provide students with the best opportunity to achieve the standard.

Internal standards require students to demonstrate understanding of concepts and skills that reflect the intent of each standard. The topic knowledge should be used to demonstrate these conceptual understandings. It is also important that the selected context is clearly geographic in nature.

Research standards need to work with a context and aim that can be addressed through the collection of primary data from the field using a combination of methods.

Geographic issues need to have a clear spatial dimension. At Levels 1 and 2 local and regional issues work well, as students tend to understand how the location is significant to the issue. However, at Level 3 where the issue is not restricted to New Zealand, very broad global issues are being selected resulting in responses that lack depth. Students are generally more successful when the context and spatial dimension is clearly defined.

Global topics selected must have a clear spatial or temporal pattern. The concept of pattern is crucial to this standard and is the focus for the first two aspects outlined in Explanatory Note 2. Teachers are advised to provide mapping and/or statistical evidence for students from which they can readily identify a pattern. The factors and/or processes must be explained as contributing to the identified pattern, not contributing to the topic. Students must demonstrate understanding of the conceptual understanding of pattern, interaction, cause and effect etc.

2. Consultation with the geographic research – 91430. While the standard states that ‘consultation’ will be initiated by the student, teacher guidance as to the significance of this aspect should be given. It is evident that teachers are still checking progress at the planning stage and this could be where students are encouraged to initiate consultation. If through the teachers professional judgment some aspect of the planned research will hinder the student’s ability to provide sufficient evidence to achieve the standard e.g. a flawed research aim or limited primary data collection etc. it is suggested that the planning is not signed off until consultation occurs.

The Moderator’s Newsletter for July 2014 is now available on the NZQA website:

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/moderator-newsletter/july-2014/>

This newsletter contains information on:

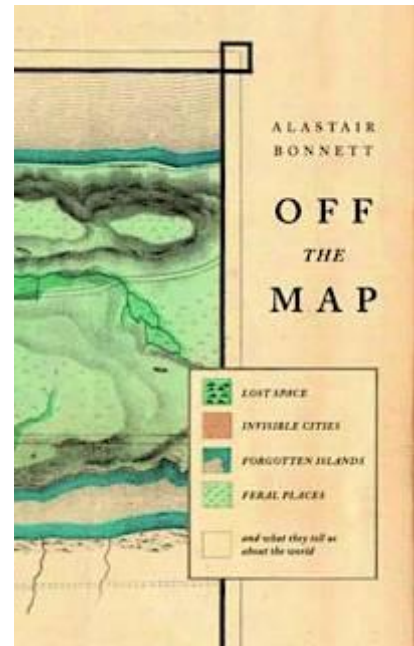
- Clarification update – clarification documents for Level 1 geography have been updated
- New geography assessment resources – three new resources are available for 91009
- Moderation online - Information for teachers intending to enable viewing of materials for moderation online
- Geographic research aims.

Wondering about...

... Off the Map?

Geographers often claim that 'Places matter'. This sounds obvious enough, but what that actually means is less clear. In the 1970s geographers began to write about the rise of 'placelessness', and this concern that places were losing their distinctiveness heightened in the 1990 with the intensification of globalizing processes. Suddenly there was talk of 'non-places', 'clone towns' and 'the geography of nowhere'. It is this that animates Alistair Bonnett's new book *Off the Map*. He describes the feeling created from his journey from Epping (where he grew up) on the Central Line or on London's Orbital road:

"I often felt as though I was travelling from nowhere to nowhere. Moving through landscapes that once meant an awful lot, but have been reduced to spaces of transit where everything is temporary and everyone is just passing through gave me a sense of unease and a hunger for places that matter".



The book consists of 47 short essays about particular places – from 'Traffic Islands' to islands that were marked on maps but never actually existed, from the new desert created after the shrinking of the Aral Sea to cities which have changed their names and identities through political revolution. The effect is strange. Bonnett's point is that to be human is to want to be involved in meaningful acts of place-making, but this is not an easy process. The forces that create placelessness are ever more powerful, and indeed many of the places Bonnett 'visited' via Google Earth! But even that is a serious point, since geographical imaginations are being shaped by a variety of media and everyday activities.

Off the Map, with its subtitle: 'Lost spaces, invisible cities, forgotten islands, feral places (and what they tell us about the world)' makes for an interesting read for geographers. It is the product of a fertile geographical imagination.

Bonnett is a Professor of Social Geography at Newcastle University (UK) and has, since the early 1990s produced a series of books and articles that offer an idiosyncratic take on how ideas shape the world. I first encountered Bonnett at a teachers' conference on Anti-racist education in Luton in the mid-1990s. I remember it well because Bonnett spoke about his research on whiteness as an ethnicity. The idea that whiteness could be the basis for an ethnic identity caused some puzzlement. This was before the growing interest among geographers about the geographies of whiteness. After that, I kept an eye out for his work, and next encountered it through a little known journal called *Transgressions: a journal of urban exploration* which was a forerunner of the psychogeographical literature that became so fashionable in the late 1990s and 2000s. This involved seeing and experiencing places in non-standard ways, such as exploring one city using a map of another one!

His next book was *The idea of the West*, and drew upon the notion of the 'myth of continents'. That is, the regions such as continents that we assume are geographical entities are best seen as geopolitical constructions. Bonnett explored the changing definitions, representations and political constructions of the 'west'.

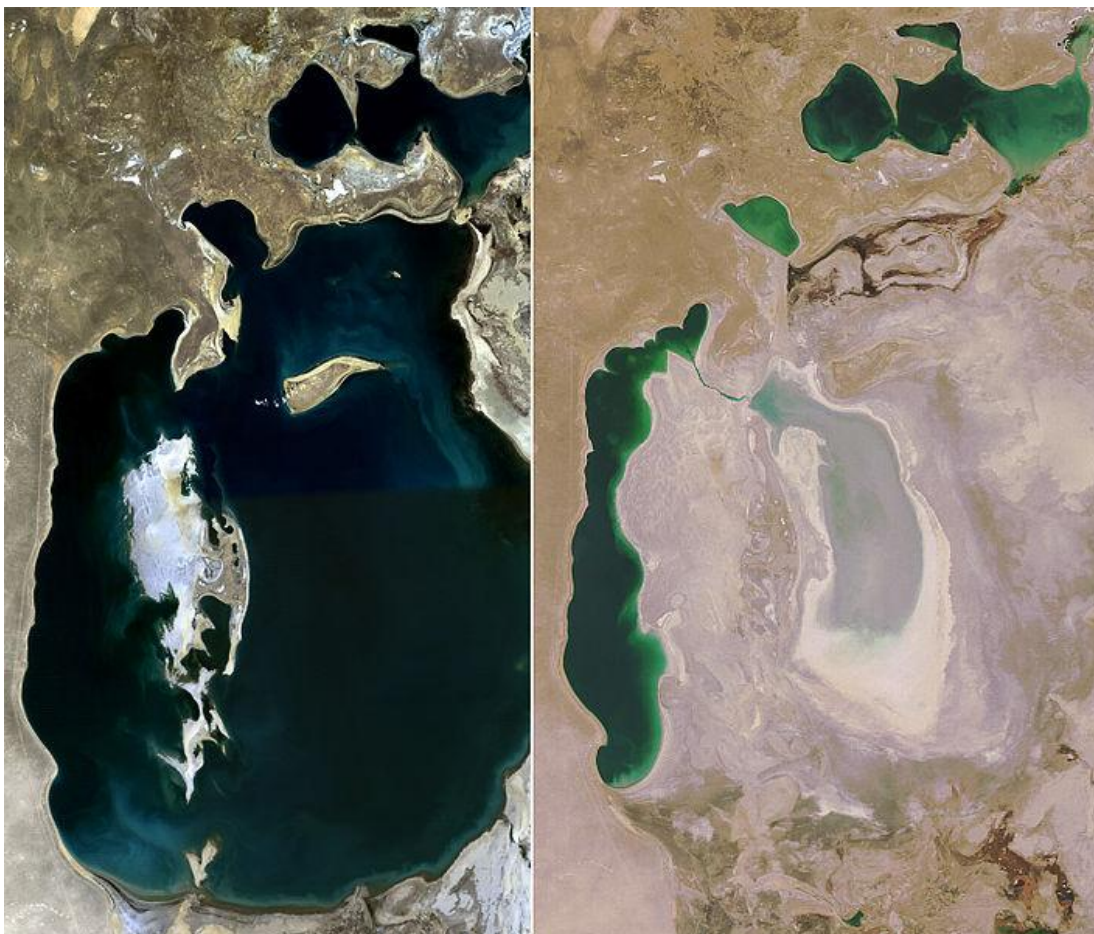
Next was his book *What is Geography?* Published in 2008 and which was his attempt to write a popular geographical text. It is an interesting book for teachers to read, not least because it sets out to argue that geography should be seen as a product of modernity, and that there exist both academic and popular geographical imaginations. In many ways, the institutions associated with geography are codifications of the popular geographical imagination. Bonnett makes it clear that no-one 'owns' geography, and at one point

argues that attempts by geographers to claim 'space' as their own is a little bit rich. Who is to say that academic geographers, closeted in their Ivory Tower and drawn from a wealthy (thus narrow) social milieu, can claim to know places any better than 'ordinary' people?

Left in the Past: radicalism and the politics of nostalgia, is a study of the way in which a yearning for the 'world we have lost' informs the political imaginations of even the most radical individuals who seek to sweep away the past and change the world – the 'patricians of forgetting'. Interestingly, it is places and landscapes that produce this nostalgia, as in the work of 'psychogeographers' such as Ian Sinclair and his wanderings around the forgotten spaces of London. It is this sense of loss of place that is the springboard for Bonnett's latest book, which seems to bring together a number of the threads in Bonnett's recent work. It's written for a popular audience, and makes the point that we all have an investment in places and landscapes. In addition, it recognises the nostalgia that the contemporary world can induce in us all.

This article was contributed by John Morgan from the University of Auckland. He blogs at www.impolitegeography.wordpress.com

Editor's note: *The Wondering about... section provides an opportunity for geographers from any background (teachers, lecturers, people from particular organisations and the wider community) to write a short article/think piece about any topic related to geographical education in schools. Contributions for further issues can be sent to the editor. We would also welcome any responses to the articles published in this section.*



The images above show the Aral Sea in 1989 (left) and 2008 (right). Source: NASA

Out in the Field...



Material on fieldtrips is collected by Eddie Brown. He is interested in further material on interesting fieldwork for future issues of The Network. Contributions can be sent to Eddie at: ebrown@npghs.school.nz

Great Barrier Reef – a week in Cairns

Exploring the sustainable use of a natural environment (Geography 1.3)

At the end of Term 2 the New Plymouth Girls' High School Geography Department took Year 11 geography students to Cairns for a seven night stay. This was the first time we had offered this trip to meet the needs of the realigned 1.3 achievement standard. The trip was well organised by Small World Journeys.

Before embarking for two days on the reef we were lucky to have speeches from Reef Teach about the management of the GBR Marine Park and also the issues they face. The group was privileged to have the specialised services of Dave Witherall, a local marine biologist, for two days, the first on Fitzroy Island and the second further out on the reef. The girls enjoyed building up their snorkelling skills as well as identifying species of marine life discussed during the Reef Teach lectures. A new appreciation was gained for the natural wonder of the reef and a short visit to a turtle rehabilitation centre brought some messages home, such as the need to remove plastic bags and bottles from the coast. The irony was that lunch did have two plastic bottles per person.

The trip also contained a visit to Hartley Crocodile Park where the girls learned about crocodile farming and also got to hold a croc, on the way to an overnight stay in the Daintree Rainforest. There we got to learn about the rainforest. On the final day we had a trip on the Skyrail to Karunda, although time was cut short as a cruise ship was also in the area on the day and the girls wanted to shop on the final afternoon at DFO (factory outlet) as well as the mall.



This was an amazing experience and we will be making only minor changes for next year. Overall this was a worthwhile trip and a huge improvement on the previous unit we did on dairy farming in the local area.

Answer to *Where is this place?*

This photograph shows the three peaks of Aoraki/Mount Cook. The mountain has particular significance for Māori. The name was changed from Mount Cook to Aoraki/Mount Cook following the 1998 settlement between Ngāi Tahu and the Crown.



News and Notices

New Awards for Geography Teachers

The NZBoGT has recently developed two new initiatives to support quality geography teaching and learning in schools. The first is a Conference and Professional Learning Fund to enable teachers to attend a conference related to geographical education and the second is an award to recognise 'Excellence and Innovation in Geography Teaching and Learning'. The details of both awards are outlined below.

We would like to receive applications for both initiatives this year. Please email applications before the relevant closing dates to: murray.fastier@canterbury.ac.nz

Conference and Professional Learning Fund

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

Closing date for applications has been extended and is now **Friday 26th September, 2014.**

The Conference Fund criteria are as follows:

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

Applications for the Conference/ Professional Development Workshop Fund are to take the **form of a letter** (attached to an email) to the NZBoGT outlining the conference to be attended including: details of conference/workshop (what, where, when, purpose, etc.), a link to the conference/workshop website or advertisement, potential costs involved in attending and what form an educational resource to be produced as a result of attending the conference might take.

Excellence in Geography Teaching and Learning Award

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

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

Closing date for applications is **Monday 1st September 2014.**

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

- School must be a member of the NZBoGT
- Be willing to have some of the material they presented as evidence published on the NZBoGT's website and/or in *The Network*.

Applications for the award are to take the form of a **report** which includes the following:

- An explanation as to how the teacher has developed engaging programmes of work and include some reference to the NZC, Geography Curriculum and/or particular pedagogical practices being developed (e.g. developing conceptual understandings or engaging 'priority learners', etc.). Specific evidence/examples to support the explanation should be included (this could be a sequence of some lessons or a whole unit within a year's programme and might include some evidence of student work, student voice and/or feedback).
- The application should be supported with a letter of recommendation from the appropriate HOD or Assistant/Deputy Principal or Principal of the school the teacher is working in.

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 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.

Maatangi Whenua Report 2014

This year's Maatangi Whenua competition was another success with 120 teams competing around the country over two weeks at 12 different venues.

It was great to have a new region come on-board this year with Wairarapa joining in. Hopefully next year this region will grow and have even more teams involved.

Feedback from around the country was good and all the reports I had were that the students really enjoyed themselves. This was another great celebration of geography.

Looking at the overall results from each region there were some very close competitions with, in some cases, half a point separating teams.

From the results I have received the winners of each round were:

Region	School	Points
Auckland Central	Pakuranga College 1	124½
North Shore, Auckland	Takapuna Grammar 1	120
Waikato	Tauranga Girls College 2	124½
	St Peters Cambridge	124½
Taranaki	Sacred Heart Girls College B	117½
Hawkes Bay	Napier Girls College	88 ½
Manawatu	Palmerston North Boys High School	120
Wellington	Wellington East Girls' College	133½
Wairarapa	St Matthew's College	113½
Nelson	Waimea College Gold	122
Canterbury	Ashburton College 2	135
Otago	Otago Girls' High School	120
Northland	No results at this time	

So, based on the information I have it appears that the overall National Winner for 2014 is Ashburton College 2, with a total of 135 points, followed closely by Wellington East Girls' College with 133½ points.

Congratulations everyone who competed because to repeat an old cliché – geography was the winner in the end.

Jane Foster
Maatangi Whenua Portfolio Holder

Advertisements

The Australian Geography Teachers Association invites you to the AGTA 2015 Geography Conference

A very warm welcome is extended to all New Zealand geography teachers to attend a geography teachers' conference to be held in Rotorua from 11 to 16 January 2015.

The conference is being organised by the Australian Geography Teachers Association (AGTA) who want to make this a truly international conference providing Australian geography teachers as well as those from other countries with an opportunity to learn and share their teaching experiences with New Zealand geographers. Early expressions of interest have already been received from geographers in Papua New Guinea, Singapore, Argentina, the USA and UK.

Why is the conference being held in New Zealand?

After holding many successful conferences in various Australian States and Territories, AGTA recognised that New Zealand provides a wonderful destination for combining keynote presentations and workshops with fieldtrips and study tours in an environment of great interest and relevance for geography.

How can you be involved?

To assist with the conference planning you are invited to submit an expression of interest in attending or offer to present a workshop. You will then receive updates during 2014 regarding the registration process for New Zealand geographers.

Key details

Conference dates: 11-16 January 2015

Venue: Distinction Hotel, Rotorua, New Zealand

Complete an expression of interest in attending or submit a workshop proposal at <http://www.agta.asn.au/NZ/>





Chairperson



Nick Page
Otumoetai College
Tauranga
npage@otc.school.nz



Jane Foster
Deputy Chairperson
Marist College
Auckland
j.foster@maristcollege.school.nz

Regional representatives



Steve Mouldey
Auckland
Hobsonville Point Secondary School
Auckland
steve.mouldey@hobsonvillepoint.school.nz

Waikato/Bay of Plenty



Eddie Brown
Massey (Central)
New Plymouth Girls' High School
New Plymouth
ebrown@npghs.school.nz



Louise Richards
Wellington
Rongotai College
Wellington
LouiseRichards@rongotai.school.nz



Siobhan Murphy
Canterbury
Aranui High School
Christchurch
mu@aranui-high.school.nz



Sue Lynch
Otago
Otago Girls' High School
Dunedin
ly@otagogirls.school.nz

National Representatives



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



Murray Fastier
Pre-service Education
University of Canterbury
Christchurch
murray.fastier@canterbury.ac.nz



John Morgan
Tertiary Liaison
University of Auckland
Auckland
john.morgan@auckland.ac.nz

The New Zealand Board of Geography Teachers (NZBoGT)



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

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

Members of the Board

Board Representatives	Portfolios
Nick Page	Chairperson, NZGS Exec.
Jane Foster	Deputy Chairperson, Board Secretary, Maatangi Whenua
Steve Mouldrey	Auckland
TBA	Waikato/BOP
Eddie Brown	Massey (Central), Senior Competitions
Louise Richards	Wellington
Siobhan Murphy	Canterbury, Assessment, Publicity
Sue Lynch	Otago, Senior Competitions
Murray Fastier	Pre-service Teacher Education, Assessment
John Morgan	Tertiary Liaison
Suzanne Baldwin	Curriculum

Regional Representatives

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

The NZBoGT website

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

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

The New Zealand Geographical Society

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

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