

# The Network

Newsletter for Geography Teachers

Term 4, 2014

Issue 64

## Chairperson's Report



Kia ora and welcome to the Term 4 edition of *The Network*.

As you read this, your senior students will be just about to begin their NCEA examinations. We wish them all the best of luck and will wait eagerly for their results in mid-January.

Although, once the seniors leave, the end of year remains rather busy, I know it is often a time when teachers reflect on the year that has been and begin to think ahead to the following year. With this

in mind, this edition explores ideas around modern learning environments. While, for a few, this may conjure up ideas of new buildings and classroom layouts, I believe the notion of modern learning environments goes beyond just the built environment, and that it is helpful to focus on modern learning practices. Not everyone is fortunate to have a newly built environment, but that doesn't mean teachers cannot create new learning environments within their existing infrastructure to engage the 'modern learner'. Reflecting on existing and adapting new pedagogical practices (e.g. Teaching as Inquiry, Student Inquiry, Flipped Classrooms) and utilising new forms of technology are just some ways teachers can do this.

One example of a small but simple and effective way that our geography department has gone about doing this this year is to utilise *Google Docs* in a collaborative way when students are collecting and then sharing field work data. This tool, in particular the spreadsheet function, has allowed us to have multiple users from across different classes enter data either simultaneously or at differing times on to one document which of course they can then access from anywhere (school, home or elsewhere). This tool is a very efficient and powerful way to collect and share data, especially when there may be a lot to collect and group work is the best way of doing it. Once collected, students can download their own copy to process and to begin their individual write-up if it is for an assessment. Our students really liked this collaborative approach and the ability to use technology that is accessible from anywhere (no need to take a flash drive between home and school). Personally, I believe taking small steps like this as you introduce new techniques into your programmes is a really great way to go.

I hope as you read through this edition of *The Network* that you may find new ideas and be inspired to try some things out for yourself as you begin to think ahead for next year. May I also encourage those of you who already have some expertise in many of these areas to offer your services through your local Geography Teachers' Association Branch and perhaps offer to facilitate running (or co-leading) a workshop.

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Thank you to all of you for all of your hard work this year. At this year's Olympiad held in Krakow, Poland in August, our team was once again very successful (see the article later in this issue). Yet again, this served to remind me that the quality of our geography students and our teaching programmes is right up there with the world's best. All of us can take some degree of satisfaction from this result as over the years many schools from right across the country have had students take part in this event. We, as a body of geography teachers, are doing a great job but there is no room for complacency!

Finally, I wish you all a very restful, peaceful and well-deserved summer holiday season when it arrives and all the very best for 2015.

Nick Page  
Chairperson, NZBoGT.

## Editorial: Modern learning practices in geography

The theme of this issue of *The Network* is modern learning practices in geography. The term *modern learning environments* is now quite widely used, and for many teachers this refers to the physical structures of schools within which learning takes place (in particular the configuration of classrooms and other learning spaces). The purpose of focusing on modern learning practices is to indicate the primary importance of pedagogy and effective learning, rather than just the spaces within which these occur.

While a number of new schools have recently been built, or are in the planning stages, many existing schools are now scheduled for development and rebuilding (including a large number in Christchurch). Teachers in such schools will have the opportunity to consider how modern approaches to learning can be most effective and what school environments will best facilitate this. It may also be possible for schools that are not likely to undergo major redevelopment to use existing spaces in new and innovative ways.

This issue of *The Network* will provide some ideas to assist with such planning. The *Curriculum Development* section outlines modern practices that are informing approaches at Burnside High School. In the *Pedagogy Focus* section ideas for planning a new school are noted. The article in *From the Classroom* describes developments at Hobsonville Point Secondary School – a purpose built modern school in Auckland.

Other articles include an outline of approaches to the GIS standards at Otago Girls' High School and ideas contributed by Murray Fastier related to the importance of reflecting on curriculum change and programme implementation at this time. The successes of both students (e.g. the Geography Olympiad Team in Poland) and teachers (e.g. Sarah Cantlon who has been awarded the Excellence in Geography Teaching and Learning Award) are celebrated in the *News and Notices* section.

I would like to thank the many contributors to this newsletter. Teachers are invariably busy carrying out numerous tasks within their own schools, however, it is greatly appreciated when they share their ideas and practice more widely with geography colleagues through such ways as writing for *The Network*.

Roger Baldwin  
[editorthenetwork@gmail.com](mailto:editorthenetwork@gmail.com)

## Where is this place?

Can you identify where this photograph was taken? It is a location that illustrates interaction between physical features and the activities of people. (The answer is given later in *The Network*.)

*Image sourced from Google Earth.*



## Regional Representatives' Reports

### Auckland – Steve Mouldey



Term 3 was a hectic one for Auckland and Northland schools with courses, quizzes, final internal assessments and most schools running school examinations as well.

The annual AGTA Senior Geography Quiz was a great evening. Congratulations to Lynfield College for their win this year.

The Scholarship courses have been very well attended and have been great for preparing our students for the Scholarship exam at the end of the year. A big thank you to Auckland University School of Environment for their lectures, Jade Thomas for creating additional resources, Steve Smith for videoing the presentations and especially to Jane Foster for coordinating these great workshops.

Our final end of year course is also coming up on November 28<sup>th</sup>. This is looking like a great day that will cover: Connecting with a Professional Learning Network; Student Writing in Geography; SOLO Taxonomy in Geography; Blended and Flipped Classrooms; and Digital Assessment update.

Best of luck for the exams and enjoy your end of year rush!

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



The region is pleased to announce that Julie Farrell, HOD Social Sciences, Trident High School, Whakatane will be our new Regional Rep to the NZBoGT. On behalf of the region, I would like to thank Julie for offering to take on this role.

A big thank you to Lex Chalmers, University of Waikato, for organising two scholarship days; one at St Peter's School, Cambridge and the other at Tauranga Girls' College. These days are always well received by the students and teachers attending and offer many useful insights into the requirements of this examination. It was pleasing to see a good turn out from a number of schools from across the region and thank you to the two schools who hosted this event.

Final cluster meetings facilitated by Jane Evans, the Northern Region Geography Advisor, are being held across the region during November. This will be a good opportunity for teachers to hear from Jane for the last time in her current role and also to continue to build and strengthen the regional networks established. The region would like to both acknowledge and thank Jane for all of the hard work that she has put in over the last two years and wish her all the very best upon her return to Takapuna Grammar next year.

## Hawke's Bay/Manawatu/Taranaki – Eddie Brown



I cannot believe this is my final report as Taranaki's three year rotation is passed on to Manawatu.

I have to admire the other members of the NZBoGT who dedicate so much time towards improving the resources available to all teachers in New Zealand. It is unfortunate that not all schools are members of the society. In the last three years, improvements have been made in terms of on-line resources and in the depth in *The Network*. This is a result of the dedication of the other member of the Board. I wish them luck as they continue to improve the opportunities for geography students and teachers and improve the communication with NZQA. If performance pay was to be implemented I am sure there will be less collaboration and more individuals will work on developing their own resources.

On a personal note I will miss the discussion, however, I will appreciate the extra time I have to improve my teaching. I tried to encourage more schools and teachers to look at new and different fieldwork opportunities both in and out of New Zealand by way of the *Out in the Field* section in *The Network* and the competition that unfortunately we had no entries for, although there was some interest. Special thanks goes to edventuretours <http://www.edventuretours.co.nz> and Skyline Gondola for their support of the competition.

All the best for the summer holidays. Stay safe and have some time out to travel – travel broadens the mind and creates stories we can share in our classrooms.

## Wellington – Louise Richards



Wellington teachers have been working very hard preparing their students for external exams. At the Best Practice workshop in Term 3 it was so valuable to share ideas and tips for unpacking the standards and selecting the best context for internal assessments.

The committee met at the start of November to discuss final arrangements for the Christchurch Professional Development trip taking place in December. This is proving to be a great opportunity for teachers to meet with key organisations and groups in Christchurch who are involved in the many changes taking place. Wellgeog will also be inviting the Wellington teaching community to a meeting towards the end of the term for exam feedback. Further details will be sent to schools.

## Canterbury – Siobhan Murphy



It is again an immense pleasure to report on recent geography events in Canterbury. Elsewhere in this issue of *The Network* you will read about the success of the iGeo team, however further congratulations from our association go to Nic Wilson from Shirley Boys High School and Wan Zhi Tay from Burnside High School who were the NZ reps with Canterbury roots. Well done to you and your teachers/mentors, your results were a brilliant effort and we are very proud of your efforts.

CGTA and the UC Geography Department held the annual and popular Geography Teachers' Day at the University of Canterbury. We had outstanding speakers including Dr Malcolm Campbell and Dr Deirdre Hart from UC –with health and coastal systems as their expert interest, it was easy to see that we were going to be thoroughly informed and entertained. Local teacher Craig Perry introduced us to SOLO taxonomy for geography and Nita Smith from the City Council encouraged us to take students to ICEFEST, a local event celebrating old, new and interesting developments in Antarctica. In the afternoon we welcomed Margaret Leamy our local Social Science Facilitator via Skype who discussed Eagle GIS resources and supported us to investigate this topic further.

Earlier in the term a joint meeting with NZGS Canterbury Branch on the "Future Stewardship of Hagley Park" was held at Christ's College. The objective of this event was to heighten awareness of the dilemmas surrounding this topical issue. Thanks to Garth Cant and the experts and community leaders who shared their views and visions with us. There are some good teaching resources prepared to go with the talk so please email me if you are interested in having these.

Many teachers attended an NZQA Best Practice Workshop during Term 3 and we were very appreciative of the professional feedback and information provided to us by the moderator.

Middleton Grange School kindly held a day at their school for Scholarship students. It included a rundown on the Planning Course at Massey University, followed by presentation of case study information on a range of contemporary and inter-related challenges to urban planning. Pupils then did some thinking for themselves on topics including...

- "Zombie Towns"
- The challenges of climate change to urban planning
- Urban Infrastructure provision
- Auckland as a Global City.

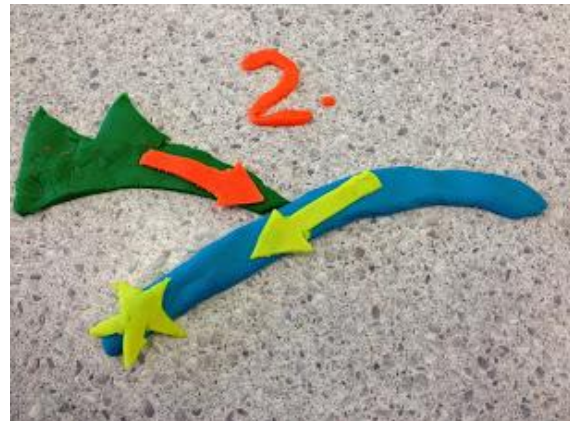
A recent visit to a Social Sciences Department in a school across town complete with engaged students, a variety of fun strategies in the class room and general enthusiasm for our subject from management, students and staff, got me thinking laterally about PD. Do we observe teaching practice enough? There is so much amazing pedagogy happening in classrooms right now – EVERY DAY! To all teachers, your challenge for 2015 is to *get out there* and find out just what other teachers do in their classrooms. It could include a trip across town, but it doesn't have to. It could be a search on Twitter, Google + or Facebook. Check out a TED talk or two or try a Skype or a Google Hangout.

Have fun and use or adapt what you learn with your own students (see my example on the next page).

Teachers can become a member of the [CGTA Facebook Page](#)

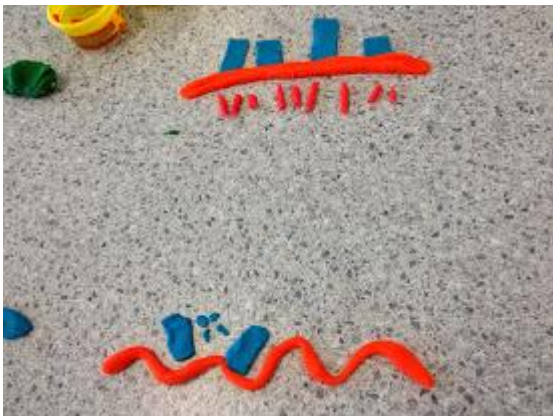


Thanks to Aranui High School Year 11 Geography students for their play dough illustrations of earthquake processes and thanks to Marian College for reminding me to use this great idea again in the classroom.



*Convection currents in the mantle*

#### *Subduction Zone*



*P waves and Surface waves*

Best wishes for the rest of the year.

Siobhan Murphy [mu@aranui-high.school.nz](mailto:mu@aranui-high.school.nz)

## Otago – Sue Lynch



Otago geographers were treated to both a quiz evening and a talk on the first Māori geographer in Otago through evenings with the Otago Branch of the Geographical Society.

Staff in schools are busy preparing students for external papers and finishing off the last of the internals. We are very grateful for the ongoing support of both Jane Evans and Margaret Leamy in sharing resources from around New Zealand.

Otago geography teachers have a TOD on Wednesday 26<sup>th</sup> November. This is being held at Otago University and will include talks relevant to 1.3 Sustainability, 2.2 Urban patterns, 3.1 Interacting Natural Processes (x2 sessions). After lunch there will be a short fieldtrip to St Kilda Beach. There will also be a chance to comment on the 2014 examinations. There is no charge for the day.

## Curriculum Development: Implementing modern learning practice



*This article was contributed by Suzanne Baldwin. Thanks to Nadene Brouwer, Burnside High School, for her contributions to these ideas.*

Modern learning practice and modern learning environments are gaining prominence as approaches to delivering effective teaching and learning programmes. Primary schools have in many cases led the way with this and their students are now coming into secondary schools. In secondary schools we need to have an understanding of what modern learning practice is and how best we can apply such approaches to enhance educational outcomes for our students. Modern learning practice is putting into effect evidence based pedagogical approaches that meet the needs of learners. It involves identifying who our learners are now. The social and economic environments that students are growing up in today are changing at a fast pace. The increasing inter-connectedness of learners and the future demands of these learners in terms of employment opportunities mean that we need to change the way we engage in learning practices with them so that we can prepare them with capabilities for the future. This means putting more emphasis on encouraging and developing self-directed learners. In practice this could mean less teacher directed learning, more emphasis on collaborative learning, greater opportunity for student choice in learning and making greater use of e-learning tools in order to facilitate these approaches.

We need to consider how a modern learning approach would operate in a secondary school environment and in particular a Social Sciences faculty. A clear vision guides decision making, how can we best prepare our students to be critical, active, informed, and responsible citizens in society within our broader school vision and the vision of the New Zealand Curriculum?

We are in a fortunate position that we have a sound, evidence-based pedagogy for developing our teaching and learning practice. This is outlined in the following references.

- *Social Sciences Best Evidence Synthesis*  
<http://www.educationcounts.govt.nz/publications/series/2515/32879/35263>
- The Effective Teaching Profile which identifies culturally responsive pedagogy  
[http://www.nzcer.org.nz/system/files/set2009\\_2\\_027.pdf](http://www.nzcer.org.nz/system/files/set2009_2_027.pdf)
- Other research, such as Hattie's influences and effect sizes related to student achievement  
<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

Modern learning practice is a shift in practice for many teachers; it encourages greater self-directed learning where students develop more ownership of their learning. In a classroom this may look like the teacher posing 'big' questions and students being able to choose their direction for learning within this broader conceptual framework. Levels of guidance by the teacher may vary from student to student.

Another approach may be encouraging further collaboration between students focused on teaching and learning from each other. An example of this is reciprocal teaching

[http://www.educationcounts.govt.nz/data/assets/pdf\\_file/0017/107108/BES-Exemplar4.pdf](http://www.educationcounts.govt.nz/data/assets/pdf_file/0017/107108/BES-Exemplar4.pdf)

If students are being encouraged to collaborate and work together in groups on a topic of interest are we providing a space where learning can happen effectively? If not then we could consider rearranging the internal layout of our classrooms, using other nontraditional spaces for learning or, if we are really lucky, consider taking out walls between classrooms.

So what could we do in Social Sciences/geography? Some starting ideas to think about are listed below.

- Make any learning relevant and engaging for the students.
- Develop programmes which encourage student self-directed learning.
- Have classes timetabled on at the same time. Teachers then have the opportunity to collaborate together with the classes and share teaching and learning opportunities.
- Make use of spaces not traditionally used for learning, put some furniture into wide open corridors and encourage students to take their learning outside of the classroom, and encourage collaboration in these spaces.
- Encourage collaboration between senior and junior students e.g. if you are looking at the context of human trafficking in a senior geography programme have these students in turn teach junior students in the context of human rights.
- Use e-learning to support and encourage collaboration between learners.
- Challenge students with 'big' questions and allow them the space and time opportunity to develop their answers to these.
- Consider how we could make greater use of the flexibility inherent in NCEA to fit with modern learning practices.

A number of schools are in the planning process for rebuilding their whole school, or at least new classroom blocks, and the Ministry of Education policy is to focus on modern learning environments. If we use these environments in the same way as we use single cell classrooms then the benefits will not be seen in terms of enhanced student outcomes.

As with any new initiative, change in pedagogical practice needs to be grounded in evidence-based research. However, students who are motivated and engaged, who take greater responsibility, and who have the time and space to reflect on their learning will achieve more highly.

## Pedagogy Focus: Planning for modern learning practices

*The following ideas have been contributed by the editor.*

When new schools are set up an Establishment Board of Trustees (EBOT) is appointed to oversee the processes of planning and implementation. I was recently a member of an EBOT, and while this was for a local primary school, the process has some relevance for planning for the secondary sector.

An important initial step taken was to carefully consider the pedagogy and type of curriculum that would best support student learning. Consultation and discussion allowed for the development of a vision for learning for the school. Following this, school organisation, physical structures and landscaping were planned.

The Board considered how the whole school, and indeed the community beyond the school boundary, could be used to facilitate learning. Some examples of such planning are outlined below, and reference is made to aspects relevant to geography learning.

**Small spaces within buildings.** These allow for individual students to work independently or small groups to collaborate in quiet places. E.g. a student or pair of students could prepare a viewpoint for later presentation in relation to a geographic issue.



**Large spaces within buildings.** Medium sized groups of students (e.g. one class) or large groups (combined classes) have the opportunity to have presentations. E.g. an explanation of a research project could be given.

**The school grounds.** These can provide locations for exploration and fieldwork. E.g. students could research variations in the microclimate, fieldwork techniques could be practised in advance of a trip.

**The community beyond the school.** Students may undertake fieldwork in the local community. Technology can be used to research and “visit” places beyond the school grounds. Also community members may come in to present to students. E.g. students interview local residents on their shopping patterns; a visiting speaker from the local council comes in to explain planning issues.

Modern learning environments typically have a number of characteristics.

- They incorporate flexible spaces e.g. large, open areas as well as smaller and more private spaces, to allow for various learning group sizes as well as individual work. Furniture is varied and flexible.
- Learning is often collaborative and student centered.
- ICT is extensively used. A variety of devices are available for student use – connected to the internet.

Geography teachers are encouraged to consider how both modern learning practices and modern learning environments can be used to best support effective pedagogy and student learning.

## Featured Websites: MLEs

<http://elearning.tki.org.nz/Technologies/Modern-learning-environments>

This Ministry of Education site defines modern learning environments and provides a number of school stories which illustrate how these have been implemented. There are also links to relevant research and readings, and resources.

## From the Classroom: Teaching in a modern learning environment

*The following article was contributed by Steve Mouldey, Hobsonville Point Secondary School.*

Modern Learning Environments (MLE) seem to be springing up all over the country and all new builds or developments in schools now are supposed to be under this model. I have been teaching in a brand new MLE this year at Hobsonville Point Secondary School. So what is it actually like to work in an MLE?

The first thing you notice when walking into an MLE is the big open spaces. No more corridors with closed doors and classrooms hidden away behind the doors. This is the first clue as to what changes in an MLE. Everything you do is in the open. Initially I thought this would be the difficult part, managing extra distractions. Now, it just feels natural. Other teachers will regularly interact with students in your class – whether they are also working in the same open space or just passing by the area.

This requires you to lose a bit of ownership of “your” class. The way we operate at Hobsonville Point is definitely on a shared ownership basis – with other teachers and with the students. This even extends to co-teaching. Our modules are a mix of co-teaching and single classes. This year as a Social Sciences teacher I

have taught with PE, Food Technology, Science, English, Workshop and other Social Sciences teachers, as well as teaching my own single teacher classes. To do this, we had to spend a lot of time getting to know the New Zealand Curriculum even better so we could see where the authentic links between the Learning Areas were.

I really feel this is the biggest learning from a first year teaching in an MLE. Modern learning environments are not about the Environment at all, they are about Modern Learning Practices. Working in an MLE enables a more open mindset and approach. Being open to sharing your practice and also being open to both the celebration and critique that comes with this are key factors.

To finish, if your school is moving to an MLE then you need to visit some to get a proper image of what they are like. When you visit, do not get distracted by the different environment but look at what possibilities it opens up and how it is being used. The best preparation after that is to really get to know the other staff better. You will be working far closer together than in old style classrooms so you need to build up trust with each other. Get to know each other's strengths and weaknesses and how you might be able to work together to benefit your students. There will be uncomfortable times as you learn to operate within an MLE but this is part of working out how the MLE will operate best for your school context.

Yes, MLEs are different environments to teach and learn in. But they open up possibilities and always remember it is not the environment that helps the students, it is the practices within. Think MLP rather than MLE.

## Assessment Update

### A note from NZQA

*The following note was provided by Steve Bargh, NZQA, and relates to digital approaches to assessment.*

NZQA has a plan to move to computer based examinations in the next 3-5 years. Teachers who are interested to find out more about this can access the innovation pages at [www.nzqa.govt.nz/about-us/innovation-at-nzqa/](http://www.nzqa.govt.nz/about-us/innovation-at-nzqa/)

A MoE webinar on these plans was presented in mid October. Links to such presentations can be found at: <http://www.vln.school.nz/blog/view/891915/enabling-e-learning-calendar-of-events>

In addition, feel free to publish my name and contact details if your readers want any further information

STEVE BARGH  
Digital Assessment Programme Leader  
Secondary Examinations  
Qualifications Division  
NZQA

## GIS Achievement Standards

The following material was provided by Sue Lynch, Otago Girls' High School.

### G.I.S. at Otago Girls' High School.

UnitTopics	Program used	Activities and skills
1.8 1) "Where shall we build?" Locating a new building and carpark on the best possible building site. or 2) "Eye Spy with my little Eye" Developing a tourist guide to facilities in the Dunedin City Centre.	Google Earth used for both.	One period in town data gathering. Images produced. Photos taken and up and downloaded, Place marks, polygons and pathways produced. Using compass, elevation profiles and ruler tools. Resource interpretation and problem solving. Report writing.
2.8 Looked at the Indian Human Development Index and where assistance to improve education and health should be targeted.	Google Earth Maps Engine Lite +Google docs (used for importing the tables).	HDI stats collected and mapped. Locations, distances, mapped. Layers showing health and education added and photos downloaded. Individual state maps created. Final report analysed the findings.
3.8 Research and locate best site for a Beach Volleyball Venue (on disused bowling greens)	Maps Engine Lite and Maps Engine Pro.	Took into consideration location and accessibility, size, number of members, parking facilities, weather conditions and appropriate transport routes. Variety of tools used. Final reports produced.

Check out - Google Smartypins (you vs the world) at: <http://smartypins.withgoogle.com/>

From the British National Council for Geographic Education ([ncge@ncge.org](mailto:ncge@ncge.org))

**Free Online Access: 'Geography in the Classroom' Research Collection:** In support of their recent 2014 National Conference on Geographic Education, Taylor & Francis has put together a great collection of articles highlighting some of the newest research in geographic education.

Click [here](#) to get FREE access to articles exploring climate change education, the importance of fieldwork, eight articles on using and teaching GIS, and much more. These articles cover a wide range of topics and some are written by New Zealanders. The articles are available free until the end of 2014.

## Wondering about... Curriculum Change – Time to Reflect

*The following article was contributed by Murray Fastier, University of Canterbury.*

*The New Zealand Curriculum (NZC), the realigned Geography Achievement Standards (New Zealand Qualifications Authority, NZQA), and the Senior Secondary Curriculum Guide-Geography combined, are having a crucial role in helping to transform geography into an important subject for 21<sup>st</sup> Century learners.*

The implementation process for geography students started in January 2011 with Year 11 and a completion date was set for the remaining levels of December 2014. This date does not constitute an end point, curriculum design is an ongoing cyclical process, but it does provide an opportune timeframe for geography departments to reflect on their school curriculum programme implementation progress made to date.

A significant programme planning change in relation to the NZC is that it is now the responsibility of teachers, not the policy makers, to bring the many curriculum control factors into alignment. A few thoughts follow that may assist departments reflect on NZC implementation change progress.

Personally I would advocate for geography departments to begin by reviewing their initial 'geography department implementation vision statement' in order to ensure staff consensus still exists regarding the scale and direction of the curriculum changes initially proposed. If a departmental vision statement does not currently exist I would recommend one be developed. This new or revised vision statement can be used to query the extent to which the permissive nature of the NZC has been taken advantage of to date, and to consider how best to cater for our students' needs and interests in 2015 onwards.

Auditing the existing geography programmes planned since 2011 can help provide valuable departmental evidence concerning the extent to which the NZC initiatives have been fostered and supported. The audit checklist could include a critique of the following.

- The use of student and community voices in programme planning and evaluations.
- Balanced coverage concerning NZC initiatives found in the front half of the document, such as the key competencies, values, future focus, principles and vision.
- Balanced coverage concerning NZC initiatives found in the back half of the document, such as cultural responsive learning, social inquiry, assessment for learning, geographic literacy and numeracy.
- Choice of contexts and pedagogy that engage learners including fieldwork, inquiry and issue based learning.

It is important to consider the impact these different initiatives have had on student learning and to consider what types of pedagogical approaches appear to best support student-centred learning at the different year levels.

Evaluating existing planning related templates is also valuable. As indicated in previous editions of *The Network*, any reliance on a tick box mentality for coverage of NZC initiatives, for example the key competencies, in programme planning is not appropriate.

How the new pedagogies are being incorporated into unit and lesson planning templates needs careful consideration. New pedagogies are inclusive of Social Sciences BES mechanisms, aspects outlined in the Effective Pedagogy section of the NZC and geographic literacies. Where feasible, these can be identified in student learning outcomes and success criteria.



All department members should be kept abreast of curriculum changes. Valuable professional development resources readily accessible include the New Zealand Board of Geography Teachers' newsletter *The Network*, the Social Science National Newsletters, and the Secondary Social Science Wiki Space. Geography professional development training days are also available. If access is not readily available to regional geography teacher associations, forming cluster groups with nearby schools to share curriculum implementation changes ideas is worthy of consideration.

The NZC and related documents do provide us as teachers with tools to help reinvigorate geography as a subject suited for 21<sup>st</sup> century learners. The new directions should help foster the students in our care to think geographically, grow a deeper understanding of the society and environment in which they live, and develop confidence to take interest and personal stances on important geographical issues. I wish you well in this regard.

**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.*

## Out in the Field...

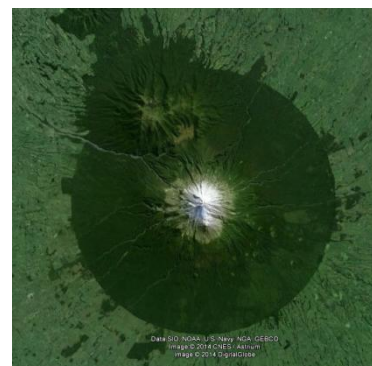


Material on fieldtrips has been collected by Eddie Brown for past issues of *The Network*. Contributions about interesting fieldwork for future issues can be sent to the editor.

## Answer to *Where is this place?*

This photograph shows Mount Taranaki/Egmont.

The outline of the forested area closely matches the boundary of the national park. The slopes of the mountain are mainly covered with native forest, while the area around the park is predominantly intensive dairy pasture land.



## News and Notices

### Olympiad Success in Krakow, Poland

As with previous NZ Olympiad teams, this year's team carried on our nation's fine and proud tradition of success at this prestigious world competition. Held in Krakow, Poland from the 12<sup>th</sup> – 18<sup>th</sup> August, 2014, the 11<sup>th</sup> International Geography Olympiad was hosted by the Pedagogical University of Krakow and saw 36 teams from all around the world compete over a week in a series of examinations and fieldwork exercises.

This year's team was highly successful, claiming two silver and two bronze medals and finished in 9<sup>th</sup> place overall. The four successful team members were Nic Wilson (Shirley Boys High School, Christchurch) and Deena Parr (Otumoetai College, Tauranga) who both claimed silver medals, and Wan Zhi Tay (Burnside High School, Christchurch) and Emily Moore (Wellington East Girls College) who both claimed bronze medals.



*NZ Olympiad Team members (from left to right): Wan Zhi Tay, Nic Wilson, Deena Parr, Emily Moore.*

The team also won the scientific poster competition which had as its theme: *Challenges of Contemporary Urban Areas*. Their chosen topic, exploring how Christchurch could potentially redevelop the quake damaged residential 'Red Zone', was well received and went on to be displayed at the IGU Congress Conference held immediately after the Olympiad.

Team members were absolutely thrilled with their results which were a great reward for all of the hard work that they had spent over the previous 12 months both preparing for and fundraising for this event.

However, the competition is not just about competing in examinations. While in Krakow, students had opportunities to experience both Polish culture and learn about the country's rich history. Excursions included trips to the old medieval town centre which boasts the largest square in Europe, the Kazimierz Jewish Quarter, Wawel Castle, The Pieniny Mountains and the former Nazi Germany Concentration Camp at Auschwitz. The latter proved to be quite a moving experience for both our students and the team leaders. As Nic Wilson noted, "*it [the trip to Auschwitz] was something that I cannot begin to describe: simply thought provoking and sobering does not do it justice.*" Our team was also fortunate to have a couple of nights stop-over in San Francisco on the way over, further adding to the overall experience.

Another of the aims of the Olympiad is to foster and deepen cross-cultural cooperation and understanding. Over the course of the week, our team members had numerous opportunities to mix with competitors from other nations. New friendships were forged and students' thinking challenged. As Deena observed, *"the interaction with others helped me becoming more aware of other cultures and the diversity in the world. Conversations would often involve people discussing differences from country to country but we also found common ground with many – thus widening our world view."* Emily appreciated *"the chance to talk to people from places I had barely heard of, like Kazakhstan and Lithuania. Talking to people taught me not only surface information like what language they speak, but it also helped clear some of the stereotypes out of my head so I have a much better picture of what other places are really like."*

Teams also participated in a Cultural Evening where they each presented a short verbal presentation on "a unique symbol of significance to our country". New Zealand elaborated on the cultural and social significance of the silver fern to New Zealanders.



Krakow town square looking towards St Mary's church



Wawel Castle, Krakow: Former Royal Palace

The opportunity to participate in the Olympiad is a truly rich and rewarding experience for all involved on many levels. Wan Zhi stated that *"this trip has inspired me in so many ways. Not only have I been exposed to geography's importance in the wider world, I have become passionate about the need for greater global networking, and the benefits it brings for all participants. I have made so many new friends, and my passion for travel (and geography!) has only grown stronger as a result of this trip."*

The International Geography Olympiad is a wonderful opportunity available for all students of geography. Why not consider giving one of the students from your school the opportunity? Students are selected for the NZ Olympiad Team in Year 12 via our national competition. The details and entry form for the 2015 Competition to select the 2016 team which will compete in Beijing, China, will be released in early February 2015 in the Term 1 edition of *The Network*. Schools will also be notified by post, email and information is also available on the NZGS website.

Nick Page and Suzanne Baldwin  
2014 NZ Geography Olympiad Team Leaders



## Excellence in Geography Teaching and Learning Award

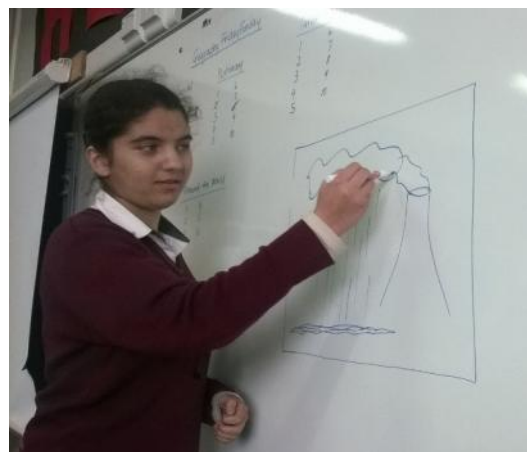


The Board is pleased to announce that Sarah Cantlon from Hamilton Girls' High School is the inaugural recipient of the "Excellence in Geography Teaching and Learning Award". The selection panel was impressed by Sarah's passion and commitment to her students which was evident from both her application and the student voice contained within her report, which can be viewed on the NZBoGT section of the NZGS website: [www.nzgs.co.nz/teaching-awards-and-funds](http://www.nzgs.co.nz/teaching-awards-and-funds)

Sarah's approaches included identifying priority learners early, providing mentoring to these students, using student voice to inform her practice and providing a range of engaging activities all of which have helped Sarah's students to enjoy a high level of success. Every second Friday, Sarah runs a "Fun Friday" with a focus on revision of topics taught. Students are given a range of activities to select from. The two photos below show a student selecting her category and question number, and a student completing her Pictionary question. Other ideas and photos are included in Sarah's report.

Sarah receives \$500 in recognition of her excellence in the classroom. We know there are many more geography teachers like Sarah out there and we would like to encourage you to consider applying for this award when it is offered again in 2015.

*Two examples of Sarah's students working on geography activities in class.*





## **NZBoGT / NZGS 2014 School Geography Research Competition: Understanding Factors that Build Resilience, for year 10 to 13 students.**

The winning school is Sacred Heart Girls' College, New Plymouth.

1<sup>st</sup> prize to Harriet Burrell, Georgia Byrne, Katie Coplestone, Emma Cox, Bethany Gibbs, Scarlett Lawson, Jessica Lockley, Jenna McLachlan, Madison Scott, and Meika Watson-Burrows

2<sup>nd</sup> prize to Karlie Simmons, Morrinsville College

3<sup>rd</sup> prize to Kayla Payn, Greymouth High School

## **NZGS Awards**

It was recently announced by the New Zealand Geographical Society that three **Distinguished Service Awards** were granted to: **Dr David Hayward** (The University of Auckland), **Sue Lynch** (Otago Girls' High School) and to **Lennox Sharp** (East Otago High School).

Congratulations to the recipients of these awards. It is great to see their service and contribution recognised in this way.

Further information on the awards will be posted on the NZGS website: <http://www.nzgs.co.nz>

## **John Macaulay 1912 - 2014**



John Macaulay, who died recently, will be remembered by many geography teachers around New Zealand. John was well known for his wide ranging contribution to the teaching of geography in schools over a long period of time.

John gained an MA (Hons) in geography from Otago in 1952 and taught at a number of schools in both the South and North Islands, including Wairarapa College, Papakura High School and Manurewa High School. He then took up a lecturing position at the Christchurch College of Education where he helped to prepare students to become secondary teachers of geography for many years.

John shared his expertise and passion for geography teaching through the many text books that he wrote and co-authored. He was also the director of the New Zealand Geographical Society's Resource Centre from 1974 until 2001. During this time he produced and distributed a wide range of resource material to support classroom teachers. These resources were consistently relevant and interesting; they greatly supported teachers during times of curriculum change and implementation.

Throughout his retirement years he maintained a keen interest in geography teaching and developments in the subject both within New Zealand and internationally.

John was awarded a life membership of the New Zealand Geographical Society.

## 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](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.

## Advertisements



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

**SOCCON September 28 – 30 2015 (Term 3 break)**

**Nelson**

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

**Creating Collegial Connections and Inspiring teachers.**

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

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

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

Jennifer Thomas & Mary Greenland.

Co-convenors

On behalf of the Top of the South Organising Committee.

## **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/>







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**Chairperson**  
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**Jane Foster**  
**Deputy Chairperson**  
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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 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](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