

The Network

Newsletter for Geography Teachers

Term 2, 2018

Issue 78

Chairperson's Report



Kia ora and welcome to the second edition of *The Network* for 2018.

I recently had the pleasure of attending the New Zealand Geographical Society's annual council meeting held in Wellington. The aim of the society is to promote and stimulate the study of Geography within New Zealand; the NZBoGT is a subcommittee of the NZGS. In attendance were many acclaimed University Professors and Lecturers. Hearing about the research and courses being offered at our tertiary institutions made me wish I was back in Year 13 and on my way to university next year! I am sure like me many of you regularly have conversations with your seniors about following a geography pathway for tertiary study. I am often asked what I can do with a geography degree. We all know the possibilities are endless and that becoming a geography teacher, as "amazing" as we are is not the only career option. Over the coming weeks, I urge you to promote our fine subject as a course choice and together you and your students look at where a geography degree can take you.

In other news, Jane Evans (Auckland Board Representative) and I were delighted when we were able to meet with NZQA at the end of May. NZQA had been unable to attend our AGM in March and there were several matters, as a Board we had been keen to raise. We were given this opportunity when we met with Sharmila Pratep the National Assessment Facilitator for Geography. Over the course of the afternoon the following was discussed:

- the 2017 Level 2 skills paper
- the length of exam papers
- ensuring papers cover what is in the standard
- wording of some standards
- scholarship, similarity of the 2018 theme to the 2011 theme; the rationale for pre released titles
- moderation of internals
- credit values

Later in this edition of the Network, Jane in her assessment update has provided the detail of what was discussed and some of the recommendations we put forward. We would like the community to take heart that we are listening to your concerns and that we are determined to continue meeting with both the MOE and NZQA. Unfortunately, as you will see in Jane's report many of the

Inside this issue

[Chairperson's Report](#)

[Where is this place?](#)

[Regional Reports](#)

[Teaching and Learning](#)

[Leading a Geography Department](#)

[Geograph - E](#)

[Assessment Update](#)

[Initial Teacher Education](#)

[Wondering about ...](#)

[Out in the Field](#)

[Current Issues](#)

[News and Notices](#)

recommendations we have made are on hold until the NCEA review is complete. Whilst this review is needed I share your frustration that many of our recommendations are not new and have been on the radar for some time. One interesting outcome of the meeting with NZQA was their wish for us to decide if we wanted the Level 1 Skills paper (1.4) to reflect the changes that have occurred at the Level 2 and 3 skills paper with the format being one question. NZQA wanted a response within a week and as a board many of us had different views of this and felt in the end this was a limited length of time to make a decision and that wider consultation was required. We will be asking for your input at the end of the year when we do our exam review.

As I am sure you are all aware one of the key rationales behind the NCEA review was the concern around student wellbeing. It has come to the Board's attention, that NZQA through the moderation process is concerned with the amount of work students are handing in for their internals. Whilst we applaud our students' efforts the MOE Senior Advisor, Kate Curtis, encouraged us to follow the lead of other learning areas including English and Languages to provide guidance to teachers via revisions to some Geography assessment resources on the volume of student work required for each assessment. The revised resources will be published via TKI by late July.

Finally in other very exciting news an application to establish a Network of Expertise between the BOGT and Eagle Technology is in process. Based on feedback from the Geography Teacher survey the focus of the application is to build 1) sustainable regional communities of GIS advocates and practitioners; 2) develop resources that include Te ao Māori; and 3) have a just-in-time adviser offer a range of geography-specific workshops and zoom/skype meetings in the regions and main centres. I would like to thank all the board members who have been involved in putting together the application.

As always I urge you to support your local geography networks and committees. They work tirelessly to arrange competitions, professional development and meet ups. Through your board reps, your voice can be heard and concerns shared and addressed.

I wish you the very best for the rest of term and a very restful July holiday.

Louise Richards

Chairperson, New Zealand Board of Geography Teachers

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

Where is this place?

Can you identify where this photograph was taken?

(The answer and photo credit is given later in *The Network*.)



Regional Representatives' Reports

Auckland – Jane Evans



The school year gets increasingly busy but Term 2 seems to be the worse of the lot! I guess it is because we all try to concentrate our internal assessments into this term. Add into that your field trips and scholarship classes and coping with the increasingly windy onset of winter and it often comes down to a question of survival! In fact it is amazing our dedicated AGTA committee have managed to be so productive alongside all this activity! During this term they held a very popular scholarship workshop attended by 150 eager students at the University. This course certainly seems to have remained popular and many schools are indicating a renewed enthusiasm. A course for teachers new to geography was also held aimed at both first year teachers as well as those doing geography for the first time. We had around 15 at this course and some really useful discussion and links were shared. AGTA members have also been busy writing some NCEA geography exams for all levels which should be available to members very soon. This initiative has proved extremely popular in previous years as it saves teachers a lot of work themselves. Finally all the preparation for different quizzes are now in place – with the AGTA quiz for Year 12 and 13 students set for August 9th and 3 rounds of Maatangi Whenua in our region in Weeks 3 and 4 to coincide with Geography Awareness week.

Waikato/Bay of Plenty - Christian Richardson



Hello everyone, I'm Christian Richardson and I will be the new representative for the Waikato/BOP region on the NZBoGT. I was very pleased to accept the nomination and am looking forward to representing the region in the best way that I can. A little bit about me, I am originally from the Yorkshire Dales in Northern England where I was studying to become a teacher in 2004...long story short, I emigrated in March 2005, got married a week after arriving, to Amanda, a born and bred Kiwi, who decided 5 years overseas was enough and brought me here. Since then our family has grown by 3 children and several pets. When I find time to pursue my own interests (after driving children to various after-school sports) they tend to be on the outdoorsy side of things, climbing, mountain biking, geocaching, swimming and obviously keeping my coloured pencils 'on point'. My teaching career started in earnest about a month after arriving when, the role of a science teacher at a Tauranga school cropped up at very short notice and needed filling urgently. What started out as a 2 week, fill in, relief job, became a full-time, 3 term job. This made actual training college seem easy in comparison, I completed this through the University of Waikato and was lucky enough to get myself an LTR job at Mount Maunganui College for 2007....and I haven't looked back since! In that time I have been lucky to get to meet a fair number of you at various meetings and events and those of you that I haven't met, I am sure we will meet at some point in the future. In the meantime, my email is christianr@mmc.school.nz for anyone who wants to get in touch, especially those people who have interesting items relating to their teaching of geography. Finally, I look forward to seeing as many of you as possible at the Waikato/BOP edition of Maatangi Whenua at Sacred Heart Girls College, Hamilton on Tuesday 14th August at 4.30pm.

Central – Victoria Gardner



What a hectic start to Term 2! Hope that everyone is managing to keep their heads above water. Hopefully you all managed at least a small amount of time away from school over the long weekend!

Hawkes Bay:

Many of the Hawkes Bay Geography teachers are meeting once a month. The purpose of these regular meetings, hosted by Sam Wallace at Havelock North High School, is to meet up and discuss moderation and check marking of internal assessments that we have done. With Term one and two being particularly internal assessment heavy, it was agreed that this would be a valuable exercise. We have many sole charge or 'one teacher' Geography departments in our region and we agreed at the meeting in Term One, that we would all find this valuable at some point in the year.

The Taranaki Branch is also looking at this in Term Two. Particularly Level 3 assessments.

Manawatu:

Our AGM was held in term 1 at Freyberg High School. Election of officers took place, and as we have a 2 Year rotation of the schools in the Manawatu for the position of Chair and Secretary, it was the turn of Palmerston North Boys' High School to take these responsibilities in 2018 – 2019. Consequently, Hugh Drake was elected Chairperson, and Chris Bester Secretary of the MGTA for the period 2018 – 2019.

Following the AGM, a guest speaker, Sarah Galley, from Horizons mw regional council spoke to us about water quality and the resources available for us as Geography teachers to help measure and teach about water quality in the Manawatu.

Lots of great ideas came from this. Sarah is a dedicated education officer for Horizons, and is available to speak to classes, and accompany teachers on field trips. She has designed teaching and field trip activities to do with fresh water resources in this region – great for Geographic issues and sustainability topics especially.

Our term two meeting will be focused on the teaching and assessment of the Extreme natural events topic, and term 3 at this stage is going to focus on GIS. (Thanks to Hugh Drake for the report).

Canterbury – Donna Lee



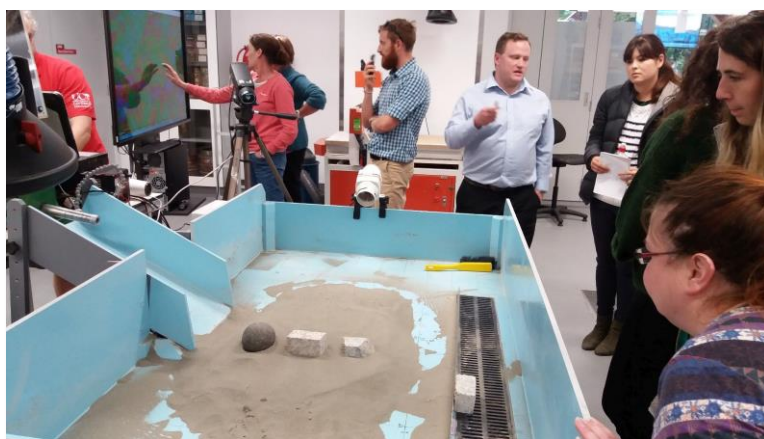
The Canterbury Annual General Meeting was held on March 22nd. We were hosted by Canterbury University at the recently opened Ernest Rutherford building. As always, it was a pleasure to network with other geography professionals and to welcome a number of new/beginning teachers to Christchurch. We are delighted to accept a diverse range of new, passionate CGTA committee members for 2018! At the outset, Dr Ann Brower delivered an informative presentation on her research interests, with a particular focus on the South Island's Mackenzie Basin. Ann explained how property rights, community responsibilities and government regulations interact with landscapes and natural resources. This provided useful insight for those studying the South Island high country as a large natural landscape at Level 2, or alternatively, as a Geographic issue. Further information on Ann's research can be found [here](#).

This was followed by a 'hands on' conducted tour of the state-of-the-art facilities available at the Rutherford Regional Science and Innovation Centre (RRSIC). It was impressive to see the range of specialist teaching and research laboratories, including a UAV Drone Room and GIS Computer Suite. Further information on specialist technologies can be found [here](#).

It was interesting to learn about the application of geographical expertise and technology in helping to solve global warming issues. For example, the testing at Darfield on the habits of [wildfires](#).

Furthermore, depending on timing; schools are able to arrange a practical laboratory session for a class at the University. Examples may include glacial processes, earthquake processes, fluvial processes, coastal processes..... to name a few options!

Please contact Justin Harrison
justin.harrison@canterbury.ac.nz
 (Laboratory, field and equipment technician)
 for any inquiries.



Canterbury teachers checking out an aeolian processes simulation

(a bit like a hair dryer hooked up to a sandpit!)



Last, Dr Kate Pedley conducted a tour around the Geology laboratories and we were shown an example of the rock mineral used as 'unobtainium' in the Avatar movie.

Teachers were inspired to make greater connections with the University to showcase potential study opportunities/ [careers related to Geography](#) beyond school.

A number of Canterbury teachers are looking forward to the teacher familiarisation field trip taking place on the 29th and 30th June at Kaikoura. Look out for a report and pictures in the next edition of 'The Network'!

Further dates for your diaries:

(**ALL** reminders and confirmed details will be emailed directly to schools by the CGTA Branch Secretary)

Maatangi Whenua Competition	Thursday 16 th August	University of Canterbury, Ernest Rutherford Building. Pizza from 5.30pm. Quiz 6 -9pm.
Café Series	Dates? TBC	Speakers/venues? TBC
Scholarship Day	Thursday 26 th July	University of Canterbury Fresh water in a Geography context.
NZQA Best Practice Workshop	Late Term 3? Early Term 4? TBC	Venue TBC
CGTA Teachers' Day	Thursday 29 th November	University of Canterbury Focus TBC

Have a wonderful winter break everyone!

Otago – Simon Cushen



As term two comes to an end we can reflect on Geography learnings and assessment undertaken over the last two months. Internal assessments and fieldwork have been to the fore for many schools in the south. Fieldwork outings for southern schools have been to locations such as Mount Cook, Stewart Island, Borland Lodge, Wanaka, Doubtful Sound and the rugged Catlins Coast. Such locations reflect the unique cultural and physical Geography learning opportunities that exist in the south.



Photo credit: Cameron Innes

Year 13 Geography Students from King's High School, Dunedin undertake field work along the Otago coast.

Term Two has seen the Geography department at the University of Otago continue to promote the subject in the Otago/ Southland region with visits to schools in Invercargill, Balclutha, and Dunedin earlier in the term. If you are in the region and you would like the University Geography team to visit your school and present to your senior classes on their fieldwork and potential study pathways for Geography students then please contact Florence Mills at the university on florence.mills@otago.ac.nz .

The Otago/ Southland Geography Teachers AGM is being held on Thursday June 28th at the King's High School Library from 4:30 – 6pm. Please email Simon on cn@kingshigh.school.nz if you wish to attend.

The first of three scholarship workshops commence on Monday 9th July, 10am at King's High School and are open to all. If you have students who would like to attend please email Mal Thompson on mal.thompson@otago.ac.nz

The Otago/ Southland round of Maatangi Whenua is being held on Wednesday 15th August (Term 3, Week 4) at 12:45pm in the Geography Department, University of Otago (room tbc). Don't forget to get your entries in to Jane Foster on j.foster@maristcollege.school.nz asap.

If you or a Geography department colleague have not been receiving emails from Simon Cushen then please email the above address and I will add you to my mailing list. All the best for the conclusion to the term and enjoy a well-deserved winter holiday.

Teaching and Learning: Assessment for and as learning

This is a new section in the Network which combines the sections which focused on curriculum and pedagogy. Thanks to Callum Green, HOF Social Sciences, Burnside High School for his notes on Embedding Formative Assessment from Dylan Wiliam's course (26 March 2018).

Assessment is gathering, analysing, interpreting and using information about students' progress and achievement. We do this in a number of different ways, most notably through NCEA assessment but also through of the moment observations in class we identify gaps in a students' understanding and aim to clarify understanding with them. Assessment of learning is often taking place when we use evidence students have produced to make a judgement of their achievement against criteria. Assessment as learning is when students are engaged in the assessment of their own learning and use this to reflect on their progress and to identify their next steps. Assessment for learning is when the evidence gained from assessment is used to inform future teaching practice. Having more focus on assessment for and as learning will improve student outcomes.

There is a range of evidence about effective assessment practices. This short article will outline some of the ideas around assessment for learning. One of the key researchers into assessment for learning is Dylan Wiliam and the following ideas come from his book *Embedded Formative Assessment*¹. In Wiliam's book he provides 5 strategies that are important for effective formative assessment:

1. Clarifying, sharing and understanding learning intentions and criteria for success.
2. Creating tasks the elicit evidence of learning
3. Providing feedback and feed forward that moves learning forward
4. Peer assessment where students have the opportunity to learn from each other
5. Self-assessment where students become owners of their learning

Some examples of how to do each of the above are provided below:

Learning intentions

- Use student language
- Exemplars of good work
- Keywords are shared consistently.
- Using writing frames which scaffold writing for students.

¹ Wiliam, Dylan. *Embedded Formative Assessment*. Solution Tree Press, 2018

Evidence of learning

- Effective questioning that challenges students to think.
- Question students from around the class.
- Increase wait time to enable students to think about their answers.
- Use statements and make students justify their answers.

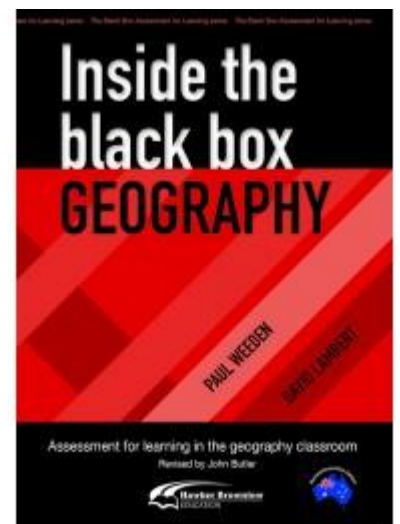
Feedback and feed forward

- Comment only marking – if students see a grade they do not read the comment.
- Frame the comments so students have to look back into their work to find the solutions.
- Have a focus – don't mark everything.
- Mix the comments up and then students work out which applies to their work.

Peer and self-assessment

- When using group work ensure there is accountability for each student's contribution and a clear goal for what the student's need to achieve.
- Mix the abilities of the students in each group.
- Use students to mark each other's work using identified criteria.
- Use learning logs, portfolios and other reflections to get students to consider what they did well and next steps for their own learning. Portfolios where work is chosen by the student can show progress of learning.
- Have students create and mark their own assessment tasks.

A useful resource to see these approaches in action is through [The Classroom Experiment](#) a documentary which shows what happens when Dylan Wiliam puts these ideas into practice in a secondary school in the UK. A useful Geography specific resource on assessment for learning is Weeden, Paul, et al. *Geography: Assessment for Learning in the Geography Classroom*. Hawker Brownlow Education, 2013.

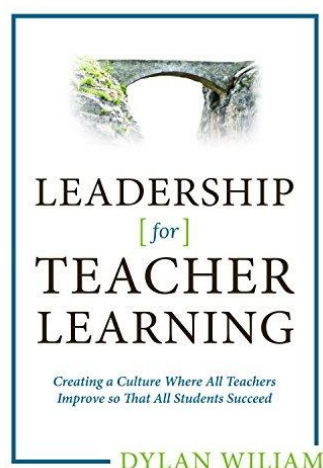


Leading a Geography Department

This is a new section that will focus on issues of relevance for department leaders.

Professional learning is an important part of our roles as teachers. It is identified as a Standard for the Teaching Profession, *Professional learning: Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners*. One of the challenges for a leader in Geography is to provide effective professional learning to the staff of their department.

There are a number of resources around which identify how to deliver effective professional learning. One example is the [Teacher Professional Learning and Development Best Evidence Synthesis](#) which



illuminates the kind of professional learning for teachers that strengthens valued outcomes for diverse learners.

Another resource that identifies how to deliver effective teacher learning is Dylan Wiliam's book *Leadership for Teacher Learning*². In his book Wiliam discusses the right approach for the content of the professional learning. For example, if we wanted to increase teacher subject knowledge then direct instruction would be an appropriate method of delivering professional learning. However, professional learning communities would be appropriate in a different context. A professional learning community is about forming a culture of collaboration whereby the focus is on improving student outcomes.

A Geography Department could be run as a professional learning community for the purposes of improving student outcomes. Some

key questions which form the basis of the collaboration could be as follows:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?³

Wiliam identifies that for professional learning to be successful there should be some choice, flexibility, small steps, accountability and support⁴. Wiliam also identifies a structure for meetings that focus on professional learning:

Introduction (5 minutes) Agendas for the meeting are circulated and the learning intentions for the meeting are presented.

Starter activity (5 minutes) Participants engage in an activity to help them focus on their own learning.

Feedback (25 minutes) Each teacher gives a brief report on what he or she has committed to try out during the "personal action planning" section at the previous meeting while the rest of the group listen appreciatively and then offer support to the individual in taking the plan forward.

New learning (25 minutes) To provide an element of novelty into each meeting of the TLC, and to provide a steady stream of new ideas, each meeting includes an activity that introduces some new ideas. This might be a task or a video to watch and discuss.

Personal action planning (15 minutes) The penultimate activity of each session involves the participants planning in detail what they hope to accomplish before the next meeting. This may include trying out new ideas, or it may simply be to consolidate techniques with which they have already experimented. This is also a good time for participants to plan any peer observations that they plan to undertake.

² Wiliam, Dylan. *Leadership for Teacher Learning: Creating a Culture Where All Teachers Improve so That All Students Succeed*. Learning Sciences International, 2016.

³ Dufour, Richard. "What Is a Professional Learning Community?" *Educational Leadership*, www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx.

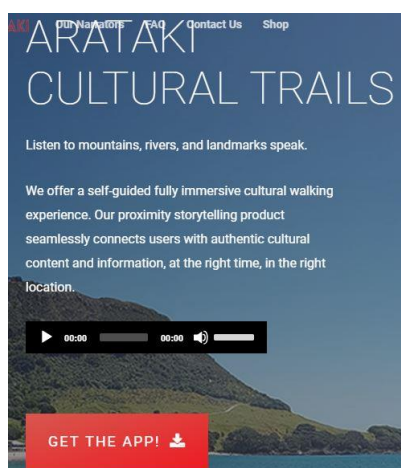
⁴ Wiliam, Dylan, and Siobhan Leahy. "Sustaining Formative Assessment with Teacher Learning Communities." *Dylan Wiliam Center*, www.dylanwiliamcenter.com/files/pdf/Sustaining-TLCs-20140829.pdf?aliid=89372614.

Summary of learning (5 minutes) In the last 5 minutes of the meeting, the group discusses whether the learning intentions set at the beginning of the meeting have been achieved. If they have not, there is time for the group to decide what to do about it.⁵

The allocation of time for each part of the meeting may be too long for a normal meeting slot in many schools, William suggests that the format of the meeting could be split over two sessions. It would be useful to develop a focus for professional learning at the beginning of a year and to set a departmental goal around this. Teachers could support this process of professional learning by having a teaching as inquiry approach to identify what works best for students.

Geograph - E

Geograph – E will give ideas about websites and other useful e-learning resources and tools. This edition's contribution is from Margaret Keam, Otumoetai College



Arataki Cultural Trails is a new Maori tourism venture based in Tauranga. They have produced a free app which, once

downloaded, uses proximity technology to determine your location and send you a notification that you are near one of their sites. At each site you can listen to a local narrator recounting the legends, history and tikanga Māori associated with that particular location.

There are several cultural trails in the Tauranga area and the entrepreneurs who have developed this app are now working to provide cultural trails in other parts of the country. They might be interested in hearing from geography teachers around the country as to suitable places that could benefit from having their region

incorporated in the app.

I have used this app in the field when delivering the Maori Tourism US 17786. Students used their own devices. There is potential to use it in a Geography or a junior Social Studies programme as well.

www.arataki.co

Assessment Update

The following is contributed by Jane Evans, Assessment Portfolio Holder, NZBoGT.

Discussion among geography teachers almost always includes mention of issues around our achievement standards. It was therefore seen as a big coup to us that changes were agreed to at the end of last year. However, only some of our requests were met and so it was with the same anticipation we entered into talks with the two bodies we have to consult with in order for change to occur. It has always been a source of contention that MoE own the standards while NZQA are in

⁵ William, Dylan, and Siobhan Leahy. "Sustaining Formative Assessment with Teacher Learning Communities." *Dylan William Center*, www.dylanwilliamcenter.com/files/pdf/Sustaining-TLCs-20140829.pdf?aliid=89372614.



charge of assessment. Often it is the interplay that must occur between the two that causes the biggest issues but we pushed on regardless.

We have identified 6 major changes that we would still like to see being implemented. These are:

1. The 2.1 (AS 91240) **“Demonstrate geographic understanding of a large natural environment”**. This relates to one sentence that currently reads:

Natural characteristics (elements) of an environment include landforms (relief), climate, soils, and vegetation.

This sentence is causing grief with teachers since the term ‘characteristics’ is not well defined. There are many problems here. A characteristic is not the same as an element that this sentence would have the reader believe. At the same time an element is not the same as a landform which geographers take to mean the outcome of processes acting on elements. Such confusion has led to many students wrong interpretation of questions in the past and therefore needs to be changed. We suggested a far better wording would be:

Natural elements of an environment include relief, climate, soils, and vegetation.

The same standard also needs to be modified in other ways to reduce it’s complexity. For example we have suggested removing ‘interacting processes’ and instead leaving this to refer to interacting elements only. Interacting processes is not part of the Level 7 AO’s while it is part of the Level 8 AO’s. As a consequence it has been hard to differentiate this standard at Level 2 from its counterpart at Level 3. Removing this would therefore act as a good scaffold from Level 2 to 3.

2. 2.2 AS91241 **Demonstrate geographic understanding of an urban pattern**

While at the end of last year the standard was changed in regard to the first bullet point for Achieved and Merit from Explain to Describe the Excellence was left as it was to read “fully explaining the spatial and/or temporal variation in the urban pattern”. This does not make sense when the next bullet point asks to explain the pattern. We have therefore proposed that this bullet point be removed altogether and allow the describing of the pattern to be to Merit level only.

3. 1.7 AS91013 **Describe aspects of a geographic topic at a global scale**

In the last bullet point of EN 2 for each grade we have asked for removal of the word ‘lives’ so it reads ‘significant of the topic to people’. This brings into line with the Level 2 and 3 equivalent. It is complicating the issue expecting more at this level than the others and has caused confusion to teachers.

4. **Changes in credit values**

Level 1 needs to have 1 extra credit available to allow students to gain 14 credits by completing 4 internal standards. Since many schools now regard obtaining 14 credits as a measure of success (the subjects contribution to a level 1 certificate of 80 credits) this should be possible by completing 4 internals which presently is not possible at this level. This is best applied to the 1.5 (91011) conduct Geographic Research with Direction since this is the most popular of all the internals done in geography. It requires a lot of background teaching since all skills (graphs, tables, mapping) and geographic concepts must be taught prior to this. This therefore takes a lot more time to teach and is worthy of an increase.

I know many teachers will also be asking for an increase in all credits for geography standards. However, we do need to exercise caution here. Most schools now ask for only 18-20 credits in a course. It would be to the detriment of geography if we only were to cover 3 standards in our teaching. Instead what we feel is better is to insist that since a standard is only worth 3 credits that not so much is expected from it. Many times NZQA keep stating that teachers are handing in far too much in moderation. It would be far better to start refining this and so keep it more manageable.

Conversations with the national moderator show she is in complete agreement with this – citing that in far too many cases teachers are submitting way too much.

5. A review of scholarship

Many teachers are expressing concern over the fact that some schools are able to offer timetabled classes for scholarship while others do not have this luxury. The present system in which a topic is given to students at the start of the year makes it really beneficial if a timetabled class can occur. This is resulting in a concentration of scholarships to a few urban centres in the country which is seen as unfair. We have therefore expressed a desire for a review of this system.

6. The length of the external standards

As our survey at the end of last year showed (see the last network for details) most schools have moved to completing only 2 of the externals at all levels. While this provides a solution for the manageability of the exam for student's time wise it puts those attempting all 3 at a disadvantage. If all 3 are available technically they should be able to be completed within the 3-hour timeslot given. Discussion with NZQA suggested that one solution to this is to reduce ALL external exams to one question only composed of several parts. Doing this means that the 'parts' do not have to be of equal length with some only going to the equivalent of 'achievement' only. There is merit in this as it allows a much more holistic approach rather the present system where some students are marked down due to a small error only in one question. However, such a radical change will require more consultation and we have asked for time to discuss this more thoroughly with you all.

All of these suggestions have been put forward to both MoE at our AGM and to NZQA after Louise, our chairperson and I met with the national assessment facilitator recently in Wellington. They listened attentively and saw the need for change. However, both reiterate that no changes are now likely as the review of all subjects is underway. Our argument is that no changes will occur for the next few years and so we will continue to push for change on your behalf. Please do continue to let us know your feelings about these so that we can have the majority of the geography community behind us.

Initial Teacher Education: Supporting ITE students to develop unit plans

The following is contributed by Mike Taylor, ITE Portfolio Holder, Mieke Reid and Nikita Crosby

One of the key aspects of student teacher learning is the ability to plan coherent, well detailed lesson plans that offer increasingly challenging conceptual and skills development. Looking forward to the second half of the Initial Teacher Education (ITE) year, we should expect that student teachers are also able to develop a sequence of learning that is more akin to a unit of work. This is an important aspect of ITE development because it gives the student teacher the opportunity for big-picture thinking about the direction of learning and what planning for progression might look like.

Unit planning is a challenging task for beginners, and so the guiding role of the mentor-teacher to ask questions and assist with the planning is important. Student teachers have been helped by their mentors who ask such questions as 'Why have you sequenced learning in this order?'; 'How have you reinforced skills throughout the unit?'; 'How explicit are the big ideas?' and 'In what ways are the selected resources aligned to your goals?'. What student teachers find less rewarding is when they are asked to independently plan a unit of work. Occasionally, student teachers have been expected to plan an entire unit of work from scratch, for a topic that has not been taught in the department before. While student teachers bring new ideas and energy to a school, taking advantage of them is unlikely

to make planning a rewarding experience. We are all conscious of the potential of burn out in the early years of teaching, so collegial collaboration is a vital component of the ITE year and beyond. Unit planning is an obvious context in which such collaboration can happen: we all know the maxim that two heads are better than one.

The structure of unit plans is an important safety-net to guide student teachers' planning. On the following pages we have adapted a unit planning structure from Biddulph, Lambert and Balderstone's (2015) *Learning to Teach Geography in the Secondary School*. Our shared enjoyment of chocolate may well have influenced the Year 11 topic theme: and is sure to interest a few school aged students as well. It has to be said, however, that the knowledge gained from compiling this sequence leaves a rather bitter-sweet taste. Hence the title of the unit.

A key aspect of the unit is that it is question driven. We have done this to avoid an information delivery approach to geography. We hope that that the unit signals an inquiry approach, in which students seek out knowledge and understandings while building skills because there is a 'need to know' [Roberts, 2013]. The hooks at the beginning of most lessons in the unit plan are an attempt to generate the curiosity that students require to develop the aforementioned need to know.

The big ideas are also an important part of the unit, because they set the direction. All these key understandings can be sequenced in a 'What is where, why there, and why care' framework (Gritzner, 2002), which is particularly well aligned to Year 11 geography as it stands. The key understandings are framed in a way that both the conceptual (transferable ideas) and contextual knowledge (of West African cocoa production in particular) are foregrounded.

There is not space to present all the possible worksheets that accompany this unit plan, but if you want to give it a go, email mieke.k.jansen@gmail.com or crosbynika@gmail.com and they will be happy to send you some resources we have developed to accompany the unit of work. The several hyperlinks in the unit plan are helpful resources. Like all 'off the shelf' unit plans it will require tweaking, editing and adaption to suit the context of your Year 11 classroom.

Note from the editor – the Unit Outline has been sent to you as a separate pdf document.

Answer to *Where is this place?*

The picture is of the clean-up of Midway Island. Midway Island is on the edge of the North Pacific Gyre which is known as the Great Pacific Garbage Patch. This is a place where plastic has collected in the ocean currents and is having a significant impact on the wildlife of this area. A useful video resource to illustrate this can be found [here](#).



Image taken from

<http://www.plasticpollutioncoalition.org/pft/2016/5/17/midway-through-cleaning-up-midway-island>

Wondering about ... considering the NCEA Review

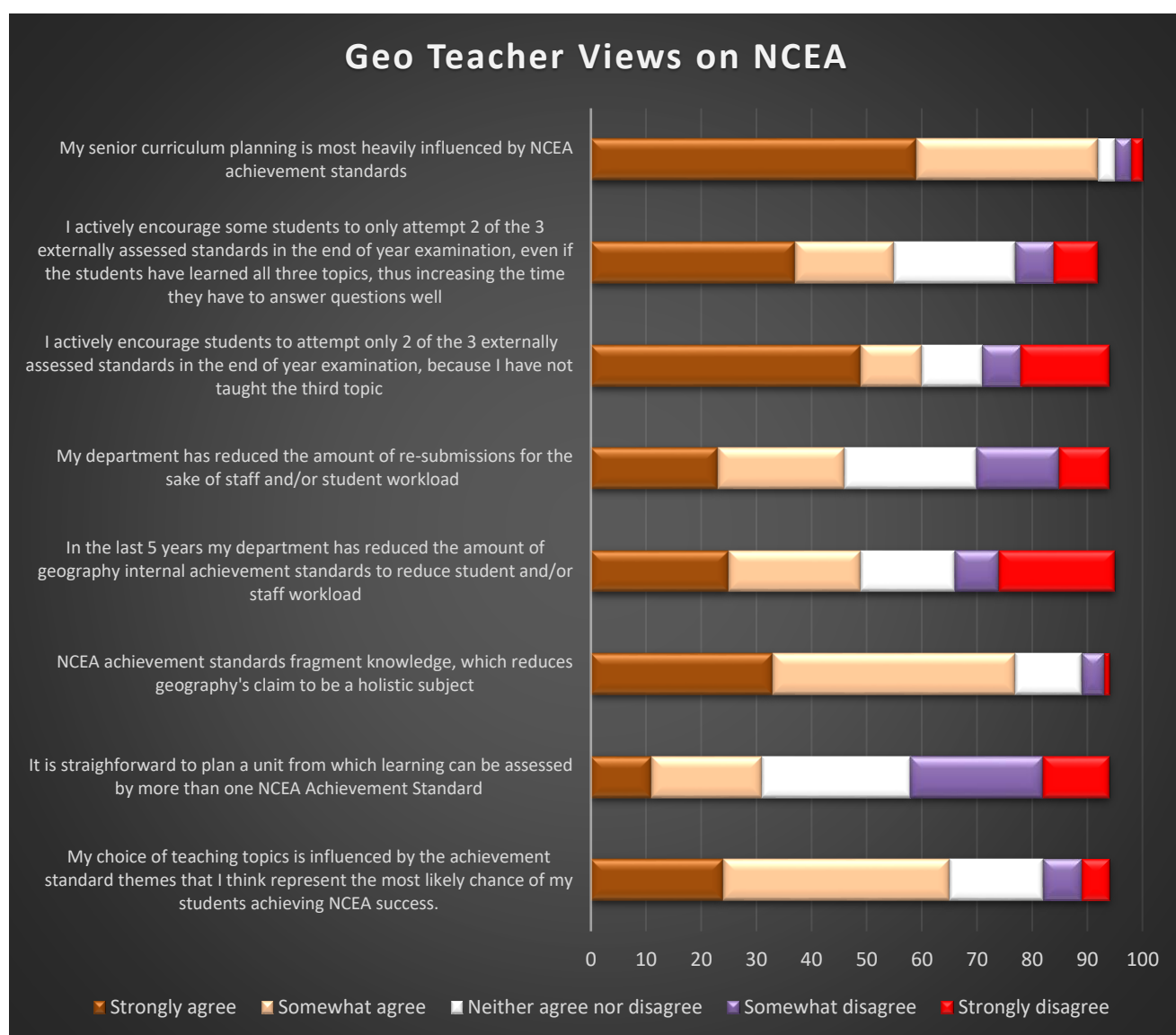
The following is contributed by Mike Taylor.

Since 2002 there has been a strong sense of sailing the NCEA ship while building it. Possibly not the ideal way to travel! Hence the NCEA review is currently underway and regional geography teacher associations are encouraged to have their say. In the 2017/18 BOGT survey, 96 teachers of varied experience, geographical location and school context identified future challenges that their geography teaching faced. Unsurprisingly perhaps, NCEA was a common cause of concern, although it was pipped at the post by EOTC constraints. A summary of the list of concerns is given below, with the percentage figure being the proportion of teachers who made a comment on each of the nine identified challenges.

Challenge	Example comments
EOTC constraints (37.5%)	"Risk assessment forms and health and safety on field trips"; "Being able to run field trips with difficulty around \$ and parent help"; "Constraints to take students on field trips, costing and time out of school"; "The HUGE increase in paperwork for field trips"; "Funding for field trips. Some students cannot afford the longer, more fun trips"; "Keeping fieldtrips relevant, cost effective and student friendly".
NCEA issues (34.4%)	"NCEA DOMINATES GEOGRAPHY: student are taught less because they spend too much time in assessment -trying to get credits they know they can get. Students get less Geography, when compared to 15-20 years ago. How is assessing more and teaching less better?"; "Low value credits of individual standards compared to other subjects, problems of authenticity of internals, plagiarism, wordy questions on externals, applying geographic concepts"; "moderation process- some of the comments and marks are too difficult. There is an inequity in credit values, as a HOD I see all Social Science subjects and what we do in research for example is far harder than other subjects. I also think that the TKI exemplars are poorly written and not updated enough. It appears the moderator does not want bought assessments, yet it takes a ridiculous time to write new assessments"; "NCEA as an assessment tool creates massive work load issues for teachers. NCEA internal assessments mean topics are taught to the assessment and not for knowledge and skills - ie they are boring to the students and become Achievement Standard gathering exercises."
Declining student enrolment (33.3%)	"Lack of students taking senior courses. Complete inflexibility of senior teachers to consider changing anything, the content, the timing, the case studies.... they complain about decreasing senior student numbers, but won't do anything to change the course"; "Modernizing the subject in a school where geography is not a popular subject"; "new options being offered compete for the same students - significant drop in numbers requires more multi-level courses to be run"; "Lack of numbers choosing Geography as a subject due to timetabling clashes with other subjects, most notably the Sciences"
Challenge of STEM subjects (14.6%)	"The continued emphasis on the Sciences and STEM teaching, the belief that all students should do Science - broken into Biology, Physics and Chemistry, thus not attracting the higher academic students into Geography"; "Major challenges we face are students thinking (and being told) they must take sciences (not geo) which impacts on our numbers significantly especially now as earth science is being taught in the year 11 science course";
Currency/ Relevance (11.5%)	"The curriculum is ham strung by doing the same things each year - global study, geographic issue - sometimes the students want to explore something else like for example geopolitics what's happening in the Middle East, is China the new super power, what threat is Russia"; "Long term would be changing the traditional mind-sets of parents and students(teachers in other disciplines/ Deans/ Careers advisors) who don't see the value of Geography and the career pathways it leads to..."; "Our parents are focused on their children being doctors, lawyers, accountants and engineers. What relevance is Geography to these careers?????? Their children may want to take Geo but parents won't let them. We have got to be more proactive in showing the relevance of our subject but this needs to come from outside the teaching profession"; "Keeping up with the changing world that we live in e.g. most years we change contexts of at least 2 units in order to keep topics current and relevant for our students."
Resource development (7.3%)	"Constantly updating resources, as new aspects arise eg in the Amazon Basin, the focus of the Government on development and the reduced deforestation rates"; ".. Is becoming really challenging in terms of teacher time to different resources to suit the different learning needs"; "time to allow the development of quality geography teaching resources";

Human/ Physical balance (6.3%)	"So much human geography... it is a series of comprehension activities where we give a student some resources and they fill in boxes"; "Having a balance between human geo' and physical geo' - my HOD has cut Yr. 13 Interacting Natural Processes from the course!"; "Over saturated with human geography at the expense of physical geography"; "To find a good balance between human and physical geography".
Need for geo specialists (4.2%)	"Teachers who are not Geography specialists teaching the course who are not fully aware of what Geography is ie. It's not just Social Studies!"
Geo specialist PD support (2.1%)	"Access to a helpline or team that is supported by the MOE and deals with specific subject knowledge would be EXTREMELY useful"; "Lack of subject advisers is a real problem for isolated rural schools";

Levels of agreement about the impact of NCEA on geography teacher curriculum planning had a high consensus in the BOGT survey, although there were quite different levels of agreement on specific individual and departmental practices in relation to the NCEA [see chart below].



What would geography teachers in your region make of these views? Perhaps they can form a springboard for further discussion as you submit your response to the NCEA review? Teacher-led input should inform the future direction of NCEA. While much of the consultation focuses on ideas broader than subject level

specifics, there clearly are some aspects of the qualification that have an impact on Geography teachers and their students. Check out all the consultation material and the various surveys and ways you can have your say on the MOE website - conversation.education.govt.nz/ncea.

Out in the Field...

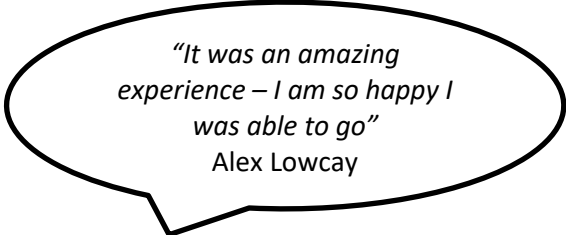
This section of Out in the Field is contributed by ... Louise Richards, Rongotai College.

"Memories that will last a life time", is how one level two Rongotai College Geography student described a recent school tour to Vietnam and Cambodia. Thirty-eight Geography and History students and four teachers from the Wellington boy's school embarked on the two-week trip of a lifetime during the term one holiday break.

Having built up fieldtrip experiences in the local Wellington region and in the North Island, it had been a long term goal of the department to offer students a fieldtrip that was beyond New Zealand shores. It was a mix of both trepidation and excitement when the trip was launched to the Year 11 and 12 Geography and History students in September 2017. We were anxious about meeting the target of 15 students – but when 38 paid a deposit the worry was "can we take 38 students and will enough staff volunteer to help"?! Thankfully the company who organised the tour, Student Horizons, could not have been more helpful and supportive with the organisation and management of the trip.

Our trip began with an early departure from Wellington Airport and a comfortable flight followed where the boys were delighted to discover pot noodles with the Cathay Pacific free snack trolley! Despite arriving late in Ho Chi Minh the humid temperatures of 32 degrees were a very warm welcome and the traffic was still buzzing around, very different from midnight roads in Wellington.

The tour started in Ho Chi Minh City, where important skills of learning to negotiate traffic and crossing the road needed to be mastered on our first morning. After a visit to the local market, where the boys were able to put their haggling skills to the test, all 38 of us hopped on cycles for a tour of our local area – it was certainly a sight to behold for the locals many of who greeted us with smiley faces and big waves!

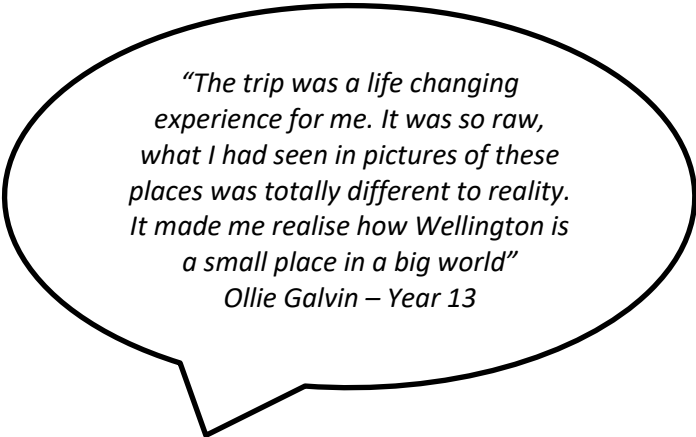


"It was an amazing experience – I am so happy I was able to go"
Alex Lowcay

Over the four days we were in Ho Chi Minh sites we visited a number of sites including the Vietnam War Remnants Museum, which tells the Vietnamese perspective of the conflict, and the extraordinary Cu Chi Tunnels, used by the Viet Cong to secretly move troops and supplies during the war. We also visited the An Phuc Charity Center, home to over 20 young people affected by Agent Orange. Here

everyone was able to participate in the activities of an average day for those who live at the Centre, including making handicraft products with them.

Following three days exploring Vietnam's largest city, the tour then went to the Ben Tre Province, which included travelling up river on a motorised boat taking in all the river activities along the way. We visited a coconut processing workshop, saw locals making sleeping mats, and enjoyed an exhilarating ride on tuk tuks through rice fields. The next day after an early start we went on a cruise up the mighty Mekong River, which included a visit to the Ca Rang Floating Market.



"The trip was a life changing experience for me. It was so raw, what I had seen in pictures of these places was totally different to reality. It made me realise how Wellington is a small place in a big world"
Ollie Galvin – Year 13

The tour then went to Cambodia, where we took a Dragon Air flight from Ho Chi Minh to the capital Phnom Penh. Upon arrival, the students saw the sights of the city on cycles, including the stunning Royal Palace and Independence Monument. A visit to The Daughters of Cambodia the following morning proved to be an inspiring moment for the students. The organisation supports young women who have escaped the sex industry and helps rehabilitate them back in to normal life. The students were privileged to meet its founder, Ruth Elliot, who shared with them how they empower survivors to return to society and be in a position to flourish.

*"Humbling once in a lifetime
experience I will never
forget"*

Bede Brown – Year 12

The toughest day of the tour involved visiting the Tuol Sleng Genocide Museum and the 'Killing Fields', which document the brutal crimes of the Pol Pot regime. This proved a difficult visit for all and we returned to our hotel in a reflective a sombre mood.

Heading North West and after a long bus journey we arrived at Siem Reap described by Lonely Planet as the "gateway to an ancient world". Here the students went to the Floating Community of Kampong Phluk where buildings and houses stand on 8-10 metre stilts and a local crocodile farm. The tour finished with a trip to the magnificent Angkor Wat, a UNESCO World Heritage Site. This was truly a sight to behold and we could not have asked for a more awe inspiring end to the trip.

When planning the trip we were keen to cover some aspects of the History and Geography curriculum but also give the students a real taste for travel and adventure. For many of the boys this was the first time they had experienced travel in a developing county and been confronted with the realities faced by many who are without clean water and basic infrastructure. The conversations and discussions that followed each day on the buses home and around the dinner table made us as teachers feel as if we had achieved this goal.

*"It was a totally unfiltered
experience you saw how life really
is for some people and how lucky
we are"*

Tom Van Lierop - Year 13

Feedback from students and parents about the tour has been overwhelmingly positive and plans are afoot to hopefully make it a biennial event.



Current Issues: Where diamonds are not forever!

Diamonds and Development in Sierra Leone

This section of Current Issues is contributed by ... Tony Binns, Department of Geography, University of Otago, Dunedin

Michael Ross (1999) and others (see Collier, P and Hoeffler, 2002) have written about the so-called 'resource curse', suggesting that developing countries with valuable natural resources are often characterised by corruption, political instability and even conflict. Sierra Leone, a small West African country, with an area the size of Scotland and a population of over 7 million, has valuable resources of diamonds, gold, iron ore, bauxite and rutile. Sierra Leone is often cited as an example of the 'resource curse', and with considerable media exposure, most notably the film *'Blood Diamonds'*, there has been much interest in recent years about the issue of 'conflict diamonds'. I have been working in Sierra Leone for over 40 years, where the *'Blood Diamonds'* film portrayed the chaos and brutality of the country's civil war between 1991 and 2002.

Diamonds were discovered in Sierra Leone in the 1930s, and by the 1970's were contributing over 60% of the country's gross domestic product. The diamonds are produced under intense heat and pressure and are found in 'kimberlite' dykes or pipes which in Sierra Leone have been eroded by rivers and streams. Whilst there are undoubtedly diamonds under the ground, the majority of Sierra Leone's diamonds have been found near the surface among gravels in the banks and beds of rivers. Open-cast surface mining is much cheaper to carry out than deeper mining, where expensive mine shafts and lifts have to be constructed, as in countries such as Botswana and South Africa. But from a security viewpoint, one key disadvantage of open-cast mining is that anyone can find a diamond and keep it, or pass it on to someone else, so it is difficult to ensure that the diamonds that are found do actually contribute to the national and local economies. In practice, this is virtually impossible to control, so diamonds are found and exchanged for money, and from Sierra Leone they can be easily smuggled across international borders into neighbouring Guinea, Liberia and beyond.

In the early 1990's, the then President of Liberia, Charles Taylor, collaborated with a former low-ranking army officer in the Sierra Leone army, Foday Sankoh, to form a rebel army (the RUF- Revolutionary United Front), to sweep westwards across Sierra Leone from its eastern border, plundering the diamond resources and aiming to overthrow the Sierra Leone government. Sierra Leone's diamonds are found mainly in the country's Eastern Province, in the areas around Koidu in Kono District and Tongo Field in Kenema District (see map). Many members of the rebel army were disaffected young people, whilst others were kidnapped and forced to fight against the government troops. The rebels attacked many towns and villages in the Eastern Province, destroying property, and killing and maiming local people. Some 50,000 people died in the civil war. Meanwhile, diamonds were smuggled across the borders and used to buy weapons which were supplied by Charles Taylor and the leaders of Burkina Faso (Blaise Compaoré) and Libya (Colonel Gaddafi). Hence the term 'blood diamonds'.

Sierra Leone's civil war dragged on for 11 years (1991-2001), with peace only being restored in 2002. The fighting was not always continuous, but ebbed and flowed at various times. The situation became complex in the later years of the conflict as the rebel group split into various factions. With the countrywide insecurity over the entire period, some 500,000 people fled their homes, mainly heading for Freetown, the capital city, where international aid organisations were based. Many people were left severely traumatised from their experiences during the war.

By the end of the war the economy and infrastructure of the country were devastated. Many hospitals and schools had been destroyed, water and power supplies were disrupted and many roads were impassable after more than a decade with no maintenance. With the coming of peace in 2002 a massive reconstruction programme was needed and the Sierra Leone government was supported with aid from a number of countries (most notably the UK) and various charities.

With the return of peaceful times many people in Sierra Leone reflected on the causes of the war and how such an upheaval might be prevented in the future. Education, training and employment for young people have been at the top of the priority list, as it was all too evident that large numbers of unemployed and disaffected youths could provide a springboard for further civil instability.

Another major concern has focused on making diamonds and other mined minerals work for the national and local economies, so that true development in the shape of improved livelihoods might be achieved. International debate about 'blood diamonds' led to 50 countries in 2003 agreeing to take part in the Kimberley Process Certification Scheme to stem the flow of conflict diamonds. However, in practice it is difficult to control the mining of diamonds and the distribution of gemstones. Illegal mining and smuggling are still common in Sierra Leone and elsewhere in Africa. Sierra Leone itself established the Peace Diamond Alliance to strengthen the tracking of alluvial diamond mining, by encouraging community participation and developing local cooperatives to organise groups of miners and to give more benefits to miners, whilst reducing corruption, mobilizing local surveillance and mines monitoring. But thus far, only limited progress has been achieved.

In an attempt to harness diamond wealth for development projects, the Sierra Leone Government in 2001 introduced the Diamond Area Community Development Fund (DACDF) through which a proportion of the value of diamonds mined in each chiefdom would be channelled into development projects in that chiefdom, in the shape of infrastructure upgrading, schools, vocational training centres and health clinics. The DACDF has worked in a limited way, but there have been complaints about local elites controlling the funding and a lack of transparency in the distribution of funds.

Since the end of the civil war a number of companies have started mechanised mining of underground kimberlite dykes in Sierra Leone, whilst local people continue to engage in open-cast alluvial mining, mainly during the dry season when they are not engaged in farming, and when the water levels in rivers and streams are low, making the gravels more accessible. Diamond mining activities lead to considerable environmental disturbance, with pitted surfaces, top-soil removed and farm land destroyed. There has been very little rehabilitation of mined areas.

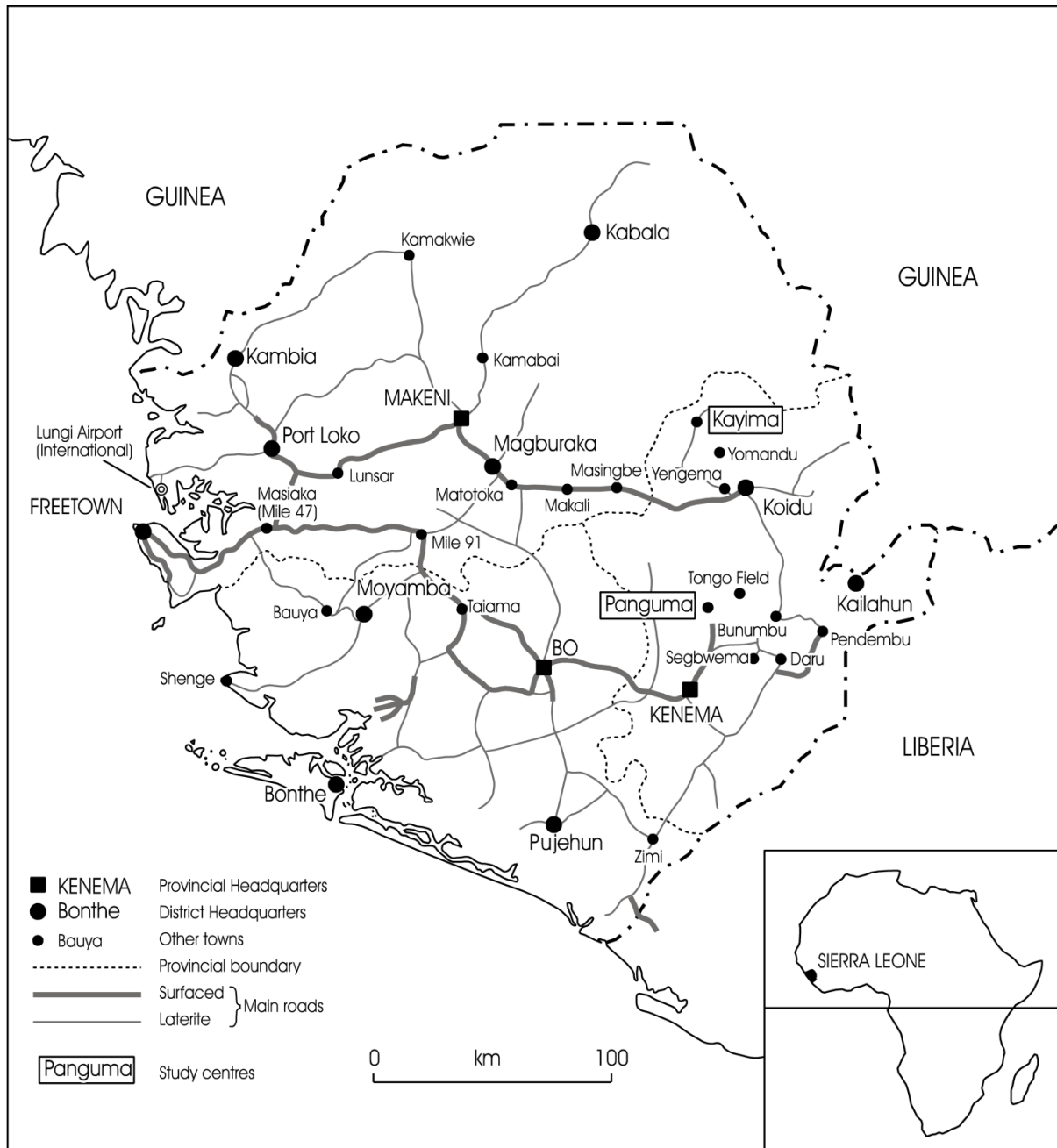
Sierra Leone remains one of the world's poorest countries, ranked 179th out of 188 in the 2016 Human Development Report's Human Development Index (HDI). Just at the time when post-war reconstruction was gaining in pace, the country was affected by the deadly Ebola virus in 2014 and 2015, leading to 3,955 deaths and causing massive disruption to livelihoods and local and national economies.

Following the eradication of Ebola, a peaceful general election was held in March 2018, and the following month the Sierra Leone People's Party (SLPP) took over from the ruling All People's Congress (APC), with Julius Maada Bio, once an army leader during the civil war, as the new President. There is a massive task ahead for the new government, but a key priority is to ensure that mineral wealth actually leads to meaningful development among the bulk of Sierra Leone's population.

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Sierra Leone: Main towns and communications

News and Notices

Good luck to the Olympiad Team

Good luck to the 2018 New Zealand Geography Olympiad team who will be competing in Quebec, Canada, from 31 July to 7 August. The team and NZBoGT would like to thank LOWER Clothing who have generously sponsored the team uniforms as well as the prizes for this year's Maatangi Whenua competition.

GEOGRAPHERS AIM HIGHER IN LOWER®



The team (from L to R) is Nick Page (Team Leader, Otumoetai College), Molly Hurley (Wellington Girls College), Taya Nicholson (Otumoetai College, Tauranga), Keita Rudd (Kings High School, Dunedin), Celine Goh (St Cuthberts, Auckland) and Amanda Brown (Team Leader, Sacred Heart Girls College, New Plymouth).

Professional Learning Opportunity

Home > All Subjects > Art & Culture > New Zealand Landscape as Culture: Maunga (Mountains)



New Zealand Landscape as Culture: Maunga (Mountains)

Come and learn about the mountains of New Zealand and their complex geological and cultural histories.



Starts on July 27, 2018

Enroll Now

☐ I would like to receive email from Victoria University of Wellington and learn about other offerings related to New Zealand Landscape as Culture: Maunga (Mountains).

In this [FREE online course](#), you will learn about New Zealand's mountains, or "Maunga," and the cultural identities attached to them. We'll explore the lives of indigenous Māori people who trace their ancestry to their mountain, as well as the European, Pākehā people who identify with mountain culture.

New Zealand was formed on the line where the Pacific Plate dives under the Australian Plate. We will investigate the unique and volatile geology that has created our mountain chain and our large geothermal fields. This geology helped spawn Māori origin narratives as well as European cultural stereotypes such as the “Southern Man”. Maori refer to their home landscape as “whenua”. We will take you across the whenua of these islands.

New Zealand is a bicultural nation. Colonisation by the British in the nineteenth century produced a complex history and competing cultural ideas about landscape. The place of mountains in European culture led to conflicting beliefs about the ownership and status of mountains.

You will hear about the Māori world view from Dr Maria Bargh (Te Arawa and Ngāti Awa), who teaches Māori culture and politics at Victoria University. Professor Lydia Wevers will introduce you to Pākehā, or European, New Zealand culture. Combined with guest appearances from other experts, the course content will encourage you to think about landscape as an expression of culture and allow you to transfer these expressions to the landscape of your own home.

What you'll learn

- An indigenous narrative about mountains and place
- The geology and formation of the mountains of New Zealand
- The role of European culture in the colonisation of mountains
- Ways in which mountains are represented in New Zealand art, literature, and national identity

NZBoGT Members joining the Geographical Association

Individuals who are based outside the UK and who are already a member of an international geography association or equivalent body (such as the Council of International Schools) may apply for Associate International Membership of the GA. This personal membership grade provides all the usual GA member benefits (termly journal and GA Magazine content accessed via our website, discounts on publications, courses and conferences, access to the members-only area of our website including journal archives etc) but no hard copy journals via post.

Because this is an entirely online form of GA membership we are able to offer it at our concessionary price, which is currently set at a discount of 50% to the full personal membership price. The GA publishes 3 termly journal titles – Primary Geography, Teaching Geography and Geography – and the current International Associate Membership rate for a single journal title subscription is only £37, rising to £51 for two or £63 for all three. Samples of each journals' content can be viewed here
<http://www.geography.org.uk/journals/freesample/>

You can join online (payment by debit/credit card will be required) from the following webpage

<https://www.geography.org.uk/Reasons-to-Join>

or alternatively by selecting the 'Join' and then 'Join online' menu options from the top right hand side of GA website home page at www.geography.org.uk

- In step 1 ('choose your membership type') please ensure that you select 'Concessionary' and then 'Associate International Member' from the subsequent drop down menu list
- In step 2 ('your details') please complete the online joining form using your own name, email and home address

You should then progress through step 3 select to select your journal titles and step 4 for payment via WorldPay.

NZBoGT Conference Award 2018

This year the NZBoGT have three conference awards to the value of \$300 each for travel or attendance to one of two conferences:

- GIS in Schools, 1-2 October, 2018, Auckland (venue tbc), hosted and subsidised by the TRCC.
- NZGS / IAG conference, 11-14 July, 2018 Auckland University. <https://nzgsconference2018.org/>

If you wish to be considered for an award to attend either conference, please email mike.taylor@vuw.ac.nz stating, your name, school, and why you wish to be considered in 100-150 words. Entries close 30 July 2018.

Geography Olympiad Competition

Do you have any Gifted and Talented Year 12 Geography Students?

Week 4 of Term 3, Wednesday 15th August 2018

We invite gifted and talented Geography students to submit an entry to gain selection for the International Geography Olympiad (iGeo). **To be eligible, students must currently be a Year 12 student and studying Geography.** (ie. Current Yr 11 students studying Yr 12 Geography are not eligible)

The iGeo involves teams from over 40 countries from around the world who come together to take part in a range of geographical activities and share their culture with others. The competition involves three elements: a written response test, a multimedia test and a fieldwork exercise and written test.

A team of four Year 12 students from 2018 will be selected and will be accompanied by two teachers who will act as Team Leaders. The group will travel to Hoi An in Vietnam for three nights before travelling to the 2019 iGeo competition in Hong Kong, China

Students must be between the ages of 16 and 19 years of age (inclusive) on 30 June in the year of their iGeo.

There is an entry fee for this competition of \$10.00 per student and schools must be a current member of the New Zealand Board of Geography Teachers for their students to enter.

Selection Process:

- Complete selection task and cover sheet - **Due Date: Wednesday 15th August**
- Top female and male from each region will be invited to compete in the selection camp held in Wellington on Tuesday 2nd October 2018 (own transport to Wellington to be covered by students).
- Top 4 students will be selected to attend the iGeo in Hong Kong, China in August 2019

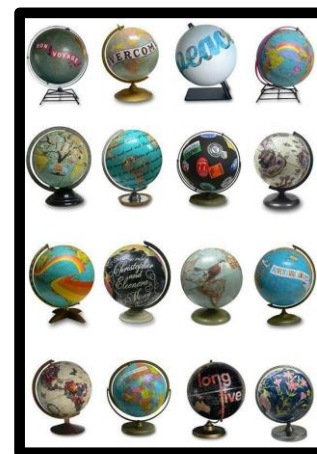
iGEO Selection Task 2019 :

“Climate change can have a major impact on both the natural and/or cultural environment.”

With reference to **both** a named New Zealand environment and Hong Kong, China, complete the following task:

Describe the potential impacts of climate change on both your selected New Zealand environment and Hong Kong, China. **Fully justify** which environment is likely to face the biggest challenges from climate change in the future.

You should include specific evidence to support your ideas and also make use of annotated diagrams and/or maps, geographic concepts and terminology to support your response.



Your response could be in the following form:

- Written essay – up to 1000 words maximum
- Narrated video – up to 5 minutes
- Poster – max. A2 size and 1,000 words maximum

You must also include a bibliography of the resources you have used.

Due Date: Wednesday 15th August, 2018

Entries should be:

Posted to Simon Cushen, Kings High School, 270 Bay View Road, Dunedin 9012

Or **Emailed to** CN@kingshigh.school.nz

School Geography Photo Competition



Entries for the competition must be received by 29th June 2018

Winning prize: \$150 for each year level

The competition is open to year 11, 12 and 13 Geography students at schools that are members of the New Zealand Geographical Society Inc.

(If you are not, or your school is not a member and you wish to participate, go to the NZ Geography Society website www.nzgs.co.nz and click on membership – schools)

Winners will be announced in the NZBoGT *Network Magazine*.

WHAT IS THIS COMPETITION ABOUT?

Students are asked to:

- Take a photo of their choice (the photo must be their own) showing a unique location or geographic field work taking place.
- Write a caption for the photo of no more than 100 words which links the photo to a geographic idea or concept.
- Both the photo and the caption should be emailed to Simon Cushen at cn@kingshigh.school.nz Students are to state if they are studying Level 1, 2 or 3.

COMPETITION ENTRIES

Important notes:

1. Include your name, year level, teachers name, and the name of the school in your entry.
2. NZ Board of Geography Teachers will reserve the right to use winning images in their publications.

Entries and any enquiries should be sent by email to: cn@kingshigh.school.nz **by 29th June 2018**

The Network newsletter

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

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

Teachers are able to use any information and material from *The Network* within their schools e.g. as professional readings and for professional development for departments. However, please acknowledge the source.

No part of the publication should be used out of the school or by non-members of the NZBoGT without prior permission.



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



Jane Foster
Secretary
Marist College
j.foster@maristcollege.school.nz

Regional representatives



Jane Evans
Auckland
Takapuna Grammar
Auckland
J.Evans@takapuna.school.nz



Christian Richardson
Waikato/BOP
Mount Maunganui College
Tauranga
christianr@mmc.school.nz



Victoria Gardner
Central
Lindisfarne College
Hastings
gardner.v.e@lindisfarne.school.nz



Donna Lee
Canterbury
Burnside High School
Christchurch
lo@burnside.school.nz



Simon Cushen
Otago
King's High School
Dunedin
cn@kingshigh.school.nz

National Representatives



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



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



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



Anna Wilson
Geography Olympiad Coordinator
Wellington East Girls' College
Wellington
anna.wilson@wegc.school.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
Louise Richards	Publicity, Chairperson
Jane Foster	Board Secretary, Maatangi Whenua
Jane Evans	Auckland, Assessment
Christian Richardson	Waikato/BOP
Victoria Gardner	Central
Simon Cushen	Otago, Photographic Competition, Deputy Chairperson
Donna Lee	Canterbury, Curriculum
Mike Taylor	Initial Teacher Education, Awards
Nick Page	Past Chairperson, Treasurer
Anna Wilson	Geography Olympiad Coordinator
Tony Binns	Tertiary Liaison

Regional Representatives

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

The NZBoGT website

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

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

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