

The Network

Newsletter for Geography Teachers

Term 4, 2018

Issue 80

Chairperson's Report



Kia ora and welcome to the fourth and final edition of the 2018 *The Network*.

I am going to start with some very exciting news for the New Zealand geography teaching community. Earlier in the year I mentioned an application had been submitted to the Ministry of Education for funding made available through Networks of Expertise (NEX). Through funded Professional Learning and Development, these NEX “seek to grow and develop existing and new curriculum, teaching and learning networks” and this was to be the integral component of any Expressions of Interest. We are delighted to announce that, subject to the formality of signing the contract, NZBoGT – in partnership with Eagle Technology Ltd - was successful and have been awarded two years of subject specific funding to include:

- A national kaiārahi to support geography clusters around the country
- Regional GIS Champions to support local clusters, building on the recent AKL conference and in response to strong feedback from the geography teaching community in the 2017/8 National Survey.
- Resource development, including focusing on geographies of Te Ao Māori
- Project management and evaluation of the outcomes

As a Board we are absolutely delighted with the news! We have recognised for a long time the need for greater support for geography teaching specialists, and through conversations within our regions identified what some of the needs and support could look like. As BOGT representatives are all full time teachers, the work we can do is often compromised by our own workloads and school responsibilities. To have people within the teaching community who are given the time and funding to offer support for Networks of Expertise really is a move in the right direction. Adverts for the kaiārahi and GIS champion roles are included in this issue of *The Network*. The Board would like to thank all those involved in the bid and we look forward to appointing the positions outlined above in order to support teachers across New Zealand.

By the time you read this edition of *The Network*, NCEA exams will be well under way. I am sure there was a collective sigh of relief when the seniors went off on study leave. As I mentioned in my previous report, I often feel I am doing more revision, now I feel I could sit the Level 2 and 3 exams alongside my students! I urge you all to be involved with the NZBoGT Geography exam review, facilitated by your local subject association. As custodians and representatives of Geography at a national level, we endeavour to keep up dialogue with NZQA and the MOE on key matters, and feedback from the geography teaching community on exams adds weight and evidence to any concerns we have.

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I would like to conclude by thanking you all for your hard work and efforts with our students. Special thanks to all the regional subject associations and board members for your contributions and efforts for the Geography cause.

Wishing you an awesome summer, a restful break and very happy New Year.

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 is given later in *The Network*. Sourced from <https://www.theguardian.com/environment/2018/nov/06/bhp-billiton-facing-5bn-lawsuit-from-brazilian-victims-of-dam-disaster>)

Regional Representatives' Reports

Auckland – Jane Evans



It seems amazing that another year is almost over! Term 4 seems to get shorter and shorter for our seniors. Nice in some ways but sad in others as the panic only ever sets in at this time and they are no sooner on board then they are gone! Mind you, not sure how your students are but some are still so laid back that it will take a miracle to stir them into action! For me feelings are very mixed as I am finally hanging up the whiteboard markers and hit retirement after over 30 years in the classroom. Not that my days at school are over as I am still keeping a scholarship class and doing some relief work. It at least gives me options and hopefully a little more discretionary time as well as the energy to keep this role which I will do for a little longer. Energy is what you need too and it seems opportune to say a huge thank you to those of you on the

NZBoGT committee and AGTA who put in hours of their own time into helping us all. In particular, thanks to both Louise and Mary who are at the helm of these fantastic organisations. Both of them continue to be very active in our region. Last holidays the GIS course was held here in Auckland and comments state it was a course not to have missed! AGTA are currently planning their end of year workshop on November 30th. With a title of 'Making Geography Great Again' it is clear there is going to be a lot to look forward to here. I hope to see many of you there. For all of you have a restful holiday when it finally happens and don't forget to complete the exam survey!

Waikato/Bay of Plenty - Christian Richardson



Somehow another year has almost been completed...for the teachers of seniors anyway. Soon, all the attention will move away from revision and exam preparation and on to all the fun stuff like junior exams - for those that still partake in that sort of thing, end of year appraisal and year 9 and 10 activities. For some, this can be the opportunity to try something new with their classes, a new resource or activity perhaps.

Since attending the 'Getting the gist of GIS' workshop, held at UNITEC and organised by the TRCC, in the first week of the last holidays, I have taken the opportunity to put some of my new found knowledge to the test and explore some of the avenues that the workshop opened up. It covered a wide variety of subjects from the technical essentials, like setting up school accounts (ESRI's ARCGIS is free to schools - you should definitely get in contact with Claire Thurlow from Eagle Technology!) and adding students, credits and other admin, to the far more exciting and hands on activities, like creating surveys that can be carried out on students devices (for example the locations of seat/litter or anything else around your school campus), mapping the results of these surveys and then presenting the analysis of these using online 'storymaps'. All of these activities are supported by 'How to' videos on the Eagle website. The workshop also included insight of future pathways from a number of GIS professionals ranging from town planning to health sciences. GIS is an exciting tool to help you teach and can be easily used with Junior classes, there are plenty of resources available. The Waikato/BOP region was well represented at the workshop and, as was stated in the Term 3 Network, if there was enough interest, a local workshop could be organised for next year - let me know if you are interested.

Another event that occurred recently was the scholarship workshop run at the University of Waikato in conjunction with the CNISSA. The afternoon was organised into 3 parts. Firstly, a lecture given by Professor Priya Kurian on facets of freshwater issues as diverse as Conflict (between nation states as well as sections of or areas within them - for example, urban vs. rural people, or farmers vs. the government), Equity and Justice, Gender and Consumption. The Gender area was said to be a particular eye opener as it provided a perspective that may not have been approached before. The second part of the workshop was a lecture on exam techniques and tips, and the final part was a group exercise on planning essay responses to possible questions. It was an invaluable experience for the students and reinforced some areas of their learning and opened up new angles for them to explore when the exam rolls around.

That's it from me for the year. I hope that you all enjoy the remains of the term and that you all have a relaxing and inspiring break over the summer. See you all in 2019.

Central – Victoria Gardner



Here we are...again. It is the start of November and we have farewelled our Seniors. Fingers crossed they have done the necessary work and that the papers are what they have prepared for!

As it is everywhere, Term 4 is flying by and we have all been scrambling in amongst photocopies of old exams and schedules, junior exams, reports and the like.

In the Hawkes Bay region, the regional subject association is busy planning a busy PD day later in November and there has been great interest in this. Much of the focus will be on the research standards at Level 1,2 and 3 with a fieldtrip planned with the Hawkes Bay regional council. As well as this, we will be looking at writing for Excellence in the Geography externals and sharing some of the knowledge from the recent GIS PD Course held at the Auckland Unitec in the October holidays. We had three members of our subject association attend this and it was a very valuable course. Thanks to the members of the NZBoGT and the TRCC who organised this. No mean feat and it was a very interesting and well-run course full of information. It has sparked more of an interest in the possibilities that GIS holds. Not just through the standards at the Senior Geography level, but in the junior Social Studies area as well.

Best wishes for the busy last weeks of the term and wishing you all a relaxing and fun summer holiday.

Canterbury – Donna Lee



Once again, it is time for reflection as yet another busy and challenging year nears conclusion!

At the beginning of Term 4 a group of Canterbury teachers' attended the internal assessment workshop hosted by the Geography Moderators', Anne McKenzie and Laura Spencer. Our particular focus for the day was to seek clarification around the research and geographic issue standards, along with urban patterns at Level 2. Interesting discussion was raised around the quantity and quality of evidence expected at each level. Teachers agree that students need to develop skills in writing more succinctly with concise responses. Educators can play a role in this through scaffolding expectations. For example, Task 1 in the global standard could be a graphic organiser. The moderator also reminded us that the core focus of internal assessment should be the conceptual understanding and not content knowledge. It was a good opportunity to look at moderated exemplars of student work.

At the aforementioned workshop, during the lunch break, there was a chance to check out some new eateries in the Christchurch CBD. The newly opened ENTX Entertainment Central complex had a large range of options to choose from.....definitely recommended for your next visit to Christchurch!! See details [HERE](#).



At a recent CGTA Committee meeting ideas were put together for the annual CGTA teachers' day. This is great day out for some department professional development and an opportunity to network with other Canterbury schools. The confirmed date is Friday 30th November; the venue is the John Britten building at the University of Canterbury. Tentative plans includes a mini-lecture series from guest lecturers in the morning with a focus on Pegasus Bay coastal processes, coastal hazard management, followed by a human trafficking topic. The afternoon sessions will have a GIS focus with some practical activities. The finalised programme and registration details will be emailed directly to schools.

A final plea to Canterbury teachers. We do have a CGTA website but in order for it to be successful **we need your contributions**. Please do not hesitate to forward a resource/s that may be of use to others. Examples include....moderated exemplars of student internal assessment work, internal assessment tasks, activities, graphic organisers/templates, literacy tasks, revision tasks, field trip ideas.....

Please forward the above to Tom Adams: tad@stac.school.nz

On behalf of the CGTA Committee I'd like to extend our gratitude to all those who have contributed to and supported our endeavours in 2018. Please do not hesitate to contact us via the branch secretary should you have suggestions or require support.

Contact Kathryn Jordan-McGrath: jordank@hillmorton.school.nz

Have a wonderful summer break!

Otago – Simon Cushen



As we are in the midst of 'exam preparation season' we naturally reflect on our 2018 teaching and learning programmes. We hold onto what worked well and produced desired outcomes and we discard resources, topics and case studies that no longer meet our students needs. NCEA examinations also prompt much discussion around what and how we assess our students externally both within our departments and with colleagues from near by schools. This is currently topical with the NCEA review and what changes that will bring our Geography programmes moving forward.

The October holidays saw the continuation of the geography scholarship tutorials which were well attended by Dunedin based students. A big thanks goes out to Dr Douglas Hill from the University of Otago for their inspiring talk on the environmental, social and political impacts of fresh water use and management. The final tutorial in this series will be held on Sunday 18th November at 9am at King's High School.

The Otago/ Southland Geography Teachers PD day has been set for Monday 26th November (note the change of date) at the University of Otago. The day will comprise of discussions around examination review, resource sharing, and examples of best practice. We also have the good fortune of having Mary Robinson from the AGTA present to us on best practice in Geography. If you would like to rsvp or require any further information regarding the day please email Simon on cn@kingshigh.school.nz

All the best for the conclusion to the academic year and enjoy a well deserved Christmas holiday.

Teaching and Learning: Coping with combined level classes

This is a new section in the Network which combines the sections which focused on curriculum and pedagogy. This article is contributed by Jane Evans, NZBoGT Auckland Representative.

It is never easy being faced with having to combine different levels together in geography but sadly it is becoming more common within our subject. While the reasons for this are complex this article is designed to help those of you faced with such a prospect, especially if for the first time.

If you are in this situation many teachers wonder where to start as it can seem totally daunting. Many fear that preparation will take a lot longer and students will be a lot more demanding. Instead it helps to focus first on the positives of being in this situation as there are several. For example:

- With individual work students can work at their own pace more
- You can target students to work at appropriate levels such as offering extension work to those working at an excellence level.
- Students quickly learn to become independent learners
- There is more cooperation between students who are more likely to help each other
- You can use a higher level student to mentor a lower level student - both will gain from this experience.

That is not to say there aren't any challenges and these change according to the size of the class. It will take more of your time to set up in the first place but once done the resources can be used multiple times. The important starting point is knowing your students so that you can set work for them at the appropriate level. Start the year with some good geography games or quizzes or looking at geographic concepts and skills that will involve everyone.

Experience shows that if you have the choice a combination of Level 2 and 3 is much easier than one with Level 1 and 2 or indeed any other combination. If students have a background in geography at Level 1 it makes it much easier to let them do more individual work at Level 2 or 3 which you will be forced to rely on to some degree in any combination class.

The trick is then to work out an appropriate programme that allows you to do some teaching of the class together as well as individually. Choose standards to cover that are common to both so you can start with a common introduction. Obvious choices include the contemporary issue, the global study and the research. If you are likely to be faced with this in the future it pays to do a 2 year programme of these so students the following year do not have to repeat. Alternatively let the higher level students choose their own topics while having a taught one for the lower level so that you can also include those who may be new to the subject from the higher level to join. Add into this mix the skills external and the natural geography external. For the latter doing a topic such as Tongariro in the North Island or South Island High Country for the South can easily be made to work. In Level 2 they will cover the whole region while at Level 3 you can focus more on specific environments.

Then plan your programmes to allow adequate time for each level at some point. One trick I heard of was to make one day a week skills day. Students of one level work through a skills book or past skills paper on that day while you address the specifics of the other level. Other suggestions are having a teaching period that alternates so that you teach some theory and then leave them to do activities on this the next lesson.

You will need at some point to get students working individually. Setting up individual programmes for a part of each subject will need to be organised. Ideally this can be done digitally but you can also use specifically designed workbooks. What you do need to watch is that you spread this out so it is not the only way they are taught. Set goals for each week that must be met and regular check ins. Students need to come together to discuss some of the issues raised if it is to become meaningful to them. Even if you simply start each lesson with a geographic interest to discuss, play a game or discuss in groups one aspect of the work recently covered this will relieve the monotony of total digital work.

Whatever you do it is essential to set up a system for easy communication. Google classroom or a google site works wonders here as it both allows students to access work when they need it and to ask questions readily.

Make the school aware of the issues you face here. When it comes to assessment it is a workload issue. Marking 25 papers at one level is far easier than 10 at Level 1 and 10 at Level 2 and that does not include the moderation beforehand and afterwards. If you are faced with combined classes, the reality is that you will be the only geography teacher in the school so will need to approach schools nearby to share the load. Again this takes considerable time. One teacher told me one solution that she took regarding timing was having student teachers as often as possible. With two of you in the same classroom it offers a lot more opportunity to divide the class into the respective levels. Another trick is to look at when you set assessment dates to avoid too much overload that happens if all assessments are due at the same time. It pays to cover the essentials of an internal to your higher level first and then set them to seek out their own resources while you spend time with the other group getting them set up.

This article has merely scratched the surface of an issue I know many of you face. What would be useful is for those of you facing this, to share your issues, ideas and maybe some resources. This would be a useful topic for discussion in a cluster group for the future.

Leading a Geography Department: Self review

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

This is the time of the year when we have some slight breathing space and can think about reviewing the courses and programmes that we have taught this year. A useful resource which can help with this review is the Education Review Office's [Effective Internal Evaluation for Improvement](#) document. An important part of our job is considering what has gone well and how we can improve teaching and learning for students. Review should be a collaborative approach with all members of the department being involved. The process of departmental evaluation has many links with the teaching as inquiry process or the spirals of inquiry process developed by Timperley, Kaser and Halbert (2014)¹.

Data, which can be collected to help with the cycle of review, should include a range of types of data. Assessment results will form a major part of this but should also include some student voice. This could be collected via surveys and think about using focus groups of students to gain information throughout the year. Giving students the opportunity after formative and summative assessments of recording their areas of strength and next steps can be a useful reflection tool to identify areas that need refocusing on. Having teacher reflection data will help with the review process, teachers reflecting on what they perceive went well and what could be improved with the teaching and learning process and programme.

The ERO cycle of internal evaluation has a number of steps which give a good indication of the types of questions that can be asked. The cycle begins with noticing and uses questions as prompts such as:

- Is this what we expected?
- Should we be concerned? Why?
- Is there a problem or issue?

Investigating is looking more deeply at the data that we have and considering if we need further information. Questions such as the following could be asked:

- What do we need to find out?
- How will we gather relevant and useful data?

Collaborative sense making is working together to think about the data and asking questions such as:

- What is the data telling us?
- Are we each looking at the data differently?

¹ Timperley, H., Kaser, L., Halbert, J. (2014) *A framework for transforming learning in schools: Innovation and the spiral of inquiry*. Center for Strategic Education Seminar Series Paper No. 234, April 2014. Retrieved from <http://www.educationallleaders.govt.nz/Pedagogy-and-assessment/Evidence-based-leadership/The-spiral-of-inquiry>

- What can we learn from research evidence that can be applied to this situation?

Prioritising to take action occurs when the problem or issue is identified and the actions that will be taken to address the issue have been decided on, questions at this point can be:

- What can we do to enable our learners to achieve better outcomes?
- What support will we need for this?

Monitoring and evaluating impact occurs when the actions are taking place and is when we reflect on how our interventions may be working for the learners. Questions here can be:

- Is this working for all our learners?
- How do we know if our interventions are having an impact?

Use this process as a starting point for review. All questions are taken or adapted from the ERO Effective Internal Evaluation for Improvement document.²

Geograph – E: Exploring places, mapping spaces

Geograph – E will give ideas about websites and other useful e-learning resources and tools. This edition's contribution is from Donna Lee, HoD Geography, Burnside High School, Christchurch.

Getting the gist of GIS

At the commencement of the October School holidays, a group of 38 Geography teaching professionals from around the country attended the inaugural 3-day GIS professional development workshop designed specifically for teachers and facilitated by teachers. Hosted at Unitec Mt. Albert Campus, Auckland; participants travelled from afar - extending from Kaitaia in the north to Balclutha in the south, and just about everywhere in between! This was run in conjunction with TRCC Teachers' Refresher Course Training Committee and supported by the New Zealand Board of Geography Teachers' and the New Zealand Geographical Society. The key course facilitators were Sally Brodie (Botany Downs Secondary College), Nicky Hodson (Tauranga Girls' College) and Nick Page (Otumoetai College).



Our attempt at a participant distribution map Auckland Unitec Mt. Albert.

Photograph: courtesy of Nick Page.



Prior to the course it would be fair to surmise that course participants' capabilities around ArcGIS usage were very diverse, ranging from absolute beginners to very advanced users of the programme. Like many people, I've been to ArcGIS courses in the past, found them far too technical, lacking in follow-up support, and therefore once back to reality in the classroom, I promptly filed ArcGIS in the "too hard basket". This is the

² Education Review Office (2016) Effective Internal Evaluation for improvement. Retrieved from <https://www.ero.govt.nz/assets/Uploads/Effective-internal-evaluation-for-improvement.pdf>

first time that I've felt confident enough to actually be able to start somewhere! Participants departed the course armed with resources, ideas and strategies to be taken back to share with colleagues and for implementation in their classroom with students. This is largely because the technology is accessible online, so it is less problematic to implement, and also because the course was being run by teachers; it was totally relevant for the practising classroom teacher.

Below is a brief synopsis on what was covered as part of the programme:

- How to set up and manage school ArcGIS online accounts.
- Exploring GIS in Schools website: lessons/assessments/geoinquiries.
- Introduction to ArcGISpro.
- ArcGIS online: Manipulations.
- Creating and using Survey123 for ArcGIS.
- Ideas for application of Survey123.
- Other ArcGIS online datasets.
- Creating a Story Map Journal.
- Examples of student work and activities/ what are schools doing already?
- Familiarisation with the standards 1.8, 2.8 and 3.8.
- Student presentation of spatial data.
- Presentations from GIS professionals and tertiary lecturers.



*Participants hard at work!
Photograph: courtesy of Nick Page.*

Below are a selection of participant responses to the following post workshop question:

What aspects of the programme were most valuable for you?

- "Putting things into practice! Actually creating maps and story maps"
- "Viewing student work"
- "Seeing the exemplars, having step-by-step instructions, having time to play around with the data and maps without too much pressure to keep up."
- "The fact it was run by teachers who could tell us how to deliver GIS lessons and explain the content/case studies they were using GIS for in their classrooms"
- "Hearing from young industry professionals about careers in GIS".
- "Being able to see the next level with ArcGISpro".
- "Being made aware that it's not purely about the GIS standards but integrate into teaching at all levels".
- "Learning about Survey123 and performing practical tasks with it".
- "I really enjoyed the networking aspect and talking to others from across the country and sharing ideas with them".
- "Consolidated what I already knew plus added more in depth knowledge and new apps too".
- "Links to research standards and just fun Social Studies things too are super valuable".

In Summary; as a GIS beginner.... I left the course with the following impressions. Give ArcGIS a go.....students are "digital natives" and they often pick it up quite easily; students work things out and help each other!! It is okay for the teacher to be the "guide on the side". Confidence grows through using the programmes regularly and developing skills over time...it is okay to start with small steps. ArcGIS is more accessible than ever.....it is free and available online and runs on Chromebooks. Use GIS for fun teaching and learning in Social Studies and with seniors, for example - ArcGIS Story Maps. It is optional to offer the high stakes GIS Internal Assessment. The priority is that students get exposure to using GIS tools.....it doesn't have to be assessment focussed to do this. Support is readily available via Eagle Technology.....GISinschools@eagle.co.nz.

The nationwide Geography teachers' survey revealed that GIS is one of skills that requires ongoing support. Moving forward, the NZBOGT is applying to secure some funding for a Network of Expertise in Geography to help address areas of need. If successful, we are hoping to be able to offer more GIS workshops nationwide during 2019 and 2020 as part of this.

Jenny Scott – Aurora College beginning teacher

Attending the TRRC course in Auckland during the term 3 holidays was a great learning experience for me as a beginning teacher. The three-day conference covered a range of applications for arcGIS, starting from the basics of setting up an account and using Story Maps through to collecting primary data and using this to make our own maps and manipulations. There were a raft of teachers from all over New Zealand with a wide range of expertise that attended the conference. I entered the course hoping to gain confidence in my use and application of GIS in my classes and find new ways of incorporating this technology. This I definitely received, but the connections and sharing of knowledge allowed me to take more away from the course than I had expected. Having people to talk to and discuss ideas around GIS in schools, made me excited and full of new ideas as to how to incorporate GIS into my classes more and take advantage of this growing field.

Mike Beeby – HOD

I would like to thank the BOGT for their award to help with my trip to Auckland for the GIS conference. Like many other courses the chances to network with other Geography teachers is invaluable. To do so with an exciting and innovative topic like GIS was even more rewarding with the chance to see how other teachers are using or plan to use this technology in their classrooms.

Both my Year 12's and Year 11's have completed the spatial analysis standards this year and the results are very pleasing. One was externally moderated with great success and the results in both cases were the best achieved by the classes so I am convinced that GIS is an important part of our subject. The course has also given me a few new ideas to add to my teaching and assessment for those standards to further improve them.

Learning about the Survey123 add on has really opened up some opportunities to combine research and GIS in both the junior and senior school. I look forward to doing this with my Year 9's once the seniors have left on exam leave. We are going to be doing a comparison of the locations of rubbish bins and litter and see what recommendations we can make to our senior management on these.

Assessment Update

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

There is not a lot for me to comment on regarding assessment since we know that there are no changes in the pipeline for 2019. As much as we would love to have seen MoE update some of our Achievement Standards and change credit values they have already stated that no changes will be made prior to the whole NCEA review, a process that could take up to 2 years to complete. While I know this remains frustrating for many of you there is very little more we can accomplish. Instead it may pay to look on this positively in that at least we know what we have in front of us and none of our standards will need to be modified to meet new criteria.

The end of the year brings opportunities to reflect on the assessments you have already used and to make decisions as to whether to keep them, modify them or change to new ones. This is never an easy decision to make. Often you are left with a choice between why change if something works and the need to try something new. While the latter does require a lot more work to set up it does pay to keep your course current and up to date. If you do choose to attempt a new unit of work then it is essential that you do all you can to make sure it fits the Achievement Standard criteria. You have several choices here - either find a ready done assessment from an organisation such as Geostuff, Classroom Solutions or AGTA or ask for some from local schools and cluster groups. The latter is perfect for the contemporary issue standard as you can share issues that affect your area. This is the best choice if you do not have a lot of experience with assessment. Alternatively you can start from scratch. Your best source here is to look at the TKI resources online that have been moderated and use them as a base to adapt to your own context. It also pays to check the Conditions of assessment and moderators clarifications on each standard [here](#).

Other useful resources are the tips sheets for every Achievement Standard that Margaret Leamy and myself put together when we were employed as the Geography facilitators. Sadly the Social Science wiki space where these were stored has now gone but copies of them are available on the curriculum section of the AGTA site. Just remember if you do write your own that the task needs to be viewed by another pair of eyes and critiqued against the standard before you give it to students. External moderation does not assess the tasks merely the student work against the single standard criteria. Hence if your task is flawed then you are not giving your students the best opportunity for success. Do your best here as it is no longer possible to get tasks pre-moderated by NZQA. It is also important to bear in mind the expectations of different levels. If you are doing the same geographic issue, for example, across levels then a lot more is expected at Level 3 compared to Level 1. Differentiation also exists in terms of the resources available. At Level 1 resources should be supplied to students while at Level 3 there is the expectation that students will source some themselves to get higher grades.

At the present time our thoughts are mainly geared towards the external standards. Last year's exams (with the exception of the 2.4 Skills) seemed favourable so the hope is that this will continue. The best way to ensure that our thoughts are heard is via the exam surveys. Please take a few moments to complete these while they are fresh in your mind. The results are sent to NZQA at the conclusion of the exams and we know they are given to examiners to ensure fairness in future exams.

- The Level 1 Exam Survey can be accessed [here](#).
- The Level 2 Exam Survey can be accessed [here](#).
- The Level 3 Exam Survey can be accessed [here](#).
- The Scholarship Exam Survey can be accessed [here](#).

Answer to *Where is this place?*

The picture is taken of the Bento Rodrigues village in Brazil. The village was destroyed as a result of the Samarco dam collapse three years ago. The victims are currently suing BHP Billiton for five billion pounds. 19 people died after the water flooded the village. It was a significant man made environmental disaster which impacted on fisheries, forestry and water supplies. Further information can be found [here](#).



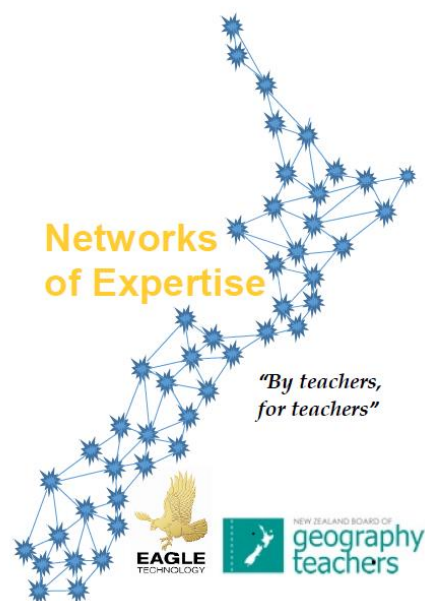
News and Notices

Geography Networks of Expertise: Applications for Roles Invited

As part of the Networks of Expertise PLD funding, the NZBOGT and Eagle Technology Ltd. have been contracted by the MOE to provide teacher-to-teacher support in geography specific professional development during 2019 and 2020.

The NZBOGT and Eagle Technology aim to:

- Support all NCEA teachers in their geography pedagogy, curriculum and assessment practices with a focus on **equity** and **excellence**;
- Distribute leadership at regional levels by providing PLD for, and by, teachers at different stages of their career;
- Develop and disseminate resources for teachers with high utility value, that support quality teaching and learning.



Subject specific, peer-to-peer support is an opportunity for great practitioners to build and sustain collaborative networks, and spread their influence.

In the first instance, The NZBOGT intends to engage geography teachers to offer PLD in the following roles:

1. A national Geography Kaiārahi (0.3 FTE)
2. Regional G.I.S. Champions

Below you will find outlines of these roles and links to the application process. We very much look forward to receiving your application!

1. National Geography Kaiārahi.

Initially based on a 0.3 FTE contract for 32 weeks in 2019, the kaiārahi role will provide timely support for clusters and individual geography teachers. We are seeking an individual with a proven record of geography pedagogy, curriculum and assessment support, which inspires and motivates their colleagues to get the best outcomes for their students. The key aspects of this role will be to:

1. Facilitate face to face and/or online geography network of expertise meetings
2. Provide face-to face and/or online support and advice to geography teachers, especially those outside the main urban centres
3. Facilitate the dissemination of high quality geography teacher practice through channels, such as SocCon, *The Network*, BOGT webpages, and social media
4. Maintain accurate administrative processes, including budget finances, organising events, and evaluation metrics.

How to Apply

For full details of this nationally significant role, applicants should carefully read the document '[Application notes for role of kaiārahi to support geography teacher networks 2019](#)' available on the [NZBOGT webpage](#) before applying.

Closing Date: Friday 23rd November 2018.

2. G.I.S. Champions

Applicants are sought from teachers who would like to diffuse effective Geographic Information Systems teaching and learning in their [region](#). Applicants must be able to commit to:

- An Eagle Technology led Friday/Saturday 'GIS Champion' workshop Term 1, 2019
- Online engagement with the 'GIS champion' community, Term 2, 2019
- Leading four regional GIS events, Terms 3 & 4, 2019 & Term 1 & 2, 2020
- Reporting outcomes for PLD milestones 2019 & 2020

All travel, accommodation, school release, and regional workshop per diem rates will be covered by funding.

The BoGT is keen to pair up teachers in the regions who are seeking to substantively extend their influence beyond their school for the first time (approx. 4-8 years teaching experience) with those who are more experienced. Ideally, pairings would come from different schools in their MOE region, and be committed to building a regional G.I.S. network together.

How to Apply

Applicants should provide their curriculum vitae and a covering letter outlining their suitability for the GIS champion role. A short supporting reference is also required, for example, from a Principal / Head of Department or someone who has a professional interest in your area of work. Email applications to claire_thurlow@eagle.co.nz.

Closing date: **Sunday 25th November, 2018.**

IGeo Selection Day

On the 2nd of October ten students from around New Zealand travelled to Wellington to participate in the Geography Olympiad Selection Day for the 2019 iGeo in Hong Kong. The students were selected from over 30 students who entered our initial essay competition.



The students were:

Callumn	Collier	Glendowie College
Sophie	Mance	Wellington High School (unable to attend)
Emily	Jones	Kamo High School

Lucy	Gray	Wellington Girls College
Amanda	Cooper	Rutherford College
Tessa	Brunton	Baradene College
Emily	Barea	Cambridge High
Richard	Lu	St Kentigern College
James	Cowan	Lindisfarne College
Luke	St John	Kings High School
Lucy	Fastier	Sacred Heart Girls College

During the day the students participated in a range of test that simulate the testing that would happen at the competition. They completed multimedia tests, a written test and a fieldwork exercise looking at the redevelopment of a site in Thorndon damaged by the Kaikoura Earthquake.

We want to thank the Geography Teachers who supported them to enter the competition and organised them to get down to Wellington. It was great to see so many new schools enter the iGeo competition this year and we hope to see you share your experiences with teachers in your local area to continue to grow the knowledge of the competition.

The team selected to travel to Hong Kong in 2019 are:

Emily Barea - Cambridge High School
Tessa Brunton - Baradene College
Callum Collier - Glendowie College
Richard Lu - St Kentigern's College

They will be accompanied by Team Leaders Simon Cushen and Anna Wilson.

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.

The Network newsletter

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

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

editorthenetwork@gmail.com

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

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



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**geography
teachers**



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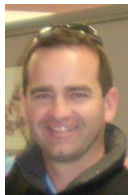
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The New Zealand Board of Geography Teachers (NZBoGT)

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
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