Hi everyone and welcome to Term 3.

We are now thinking about planning for Level 3 geography for 2013. A number of workshops have been run and will be run this term to help us consider planning programmes. It is again an opportune time to think critically about what we have done in the past and to take the opportunity to work on developing exciting, engaging and perhaps future focused programmes based on *The New Zealand Curriculum*. Take the opportunity to explore what is happening and new in geography at the moment. What are the students in my community interested in? What do they need to know? What will help them to go out into society with an understanding of how the world works? We all know that geography is current and relevant to students, but need to consider whether our teaching and learning programmes reflect this. When teaching and learning is interesting, relevant and engaging for students, they become less concerned with ‘credit gathering’ and are more involved in the learning and developing their understanding of geographic concepts.

It is important to not only consider what we are teaching but also how we are teaching. This is a time to go back to the Social Sciences Best Evidence Synthesis to refresh our memories about the approaches that reflect best pedagogical practice in our subject area. Many of you will also be familiar with the Effective Teaching Profile which identifies approaches that work best to improve Māori student achievement, and consequently work to raise all student achievement. There are close links between the Social Sciences BES and the Effective Teaching Profile. Many of the ideas may not be new to us, therefore it is good to be able to reflect on what we do and recognise when we are being most effective in the classroom. Previous editions of *The Network* have highlighted examples of the role of the BES in geography as well as other examples of good practice; these are all available on the website: [http://www.nzgs.co.nz/welcome-to-the-nzbogt/network-newsletter](http://www.nzgs.co.nz/welcome-to-the-nzbogt/network-newsletter)

The Geography Olympiad team leaves shortly for Germany to compete at the International Olympiad competition. We wish the team and the teachers (Anna Wilson and Nick Page) accompanying them the best of luck and look forward to reporting on the trip in the next issue of *The Network*. Best wishes for Term 3.

Suzanne Baldwin (Chairperson NZBoGT)
Editorial: People’s interaction with environments

During the recent school holidays I called into the Yealands Estate winery located in the lower Awatere Valley, near Seddon in Marlborough. It is a good example of how people have interacted with the environment. Yealands Estate has been established on river flats and low rolling hill country on the south side of the Awatere River near to the coast, and is the largest privately owned winery in New Zealand. The topography, soils, microclimate, vegetation, availability of water and wildlife were all considered as the Estate was developed. A major aim is to increase production from this area of agricultural land through managing the environment and minimizing impacts. People’s interaction with environments is an important component of achievement objectives at levels 6, 7 and 8 of the New Zealand curriculum for geography.

A particular point of difference for Yealands Estate is its emphasis on the concept of sustainability. For example, the winery uses wind turbines and burns grape prunings to provide energy, and babydoll sheep graze between the vines to keep the use of herbicides down. Yealands has a focus on minimizing their total carbon footprint. Further information can be found on their website at: www.yealands.com/ The concept of sustainability is important for geography and is referred to further in the Curriculum Development section of this newsletter.

This expanded issue of The Network introduces a number of new sections. Out in the Field outlines fieldwork experiences in Vietnam and Brazil. There is also an article on approaches to raising student achievement in geography. The From the Classroom article has been contributed by Gill Hanna and Lyndy Watkinson from Avondale College, and it outlines how they have planned programmes within the NZ Curriculum to meet the needs and interests of their particular students. Contributions for any sections in future issues would be most welcome. The next issue of The Network will have a focus on ICT and e-learning in geography.

Roger Baldwin  
editorthenetwork@gmail.com
Where is this place?

Can you identify where this photograph was taken? It is a place that has particular geographic significance because of its importance for people.

(The answer is given later in The Network.)

Regional Representatives’ Reports

Auckland – Jane Foster

Term 3 is continuing to be busy in the Auckland Region with events organised for staff and students by the local association.

The Scholarship workshop series, presented in conjunction with the Auckland Branch of NZGS and the School of Environment at Auckland University, continues for Year 13 students on 15 August. There is the annual AGTA Quiz for Year 12 & 13 students on 8 August. AGTA is also presenting a workshop to give teachers of Year 13 Geography a chance to network and plan for the introduction of the new Level 3 standards, on 24 August.

The Auckland Regional rounds of Maatangi Whenua took place in Term 2. The competition was extremely close this year which was great for geography – not as great for me as we had to think of a way to sort this out.

After the sub-rounds in Northland, North Shore and Auckland we had Rangitoto College 1 and Auckland Grammar School teams both sitting on 120 points which meant we had to administer the tie-breaker. After the tie-breaker it was still all tied up with both teams scoring 5 out of 7 in the tie-breaker.

Following consultation with the organising sub-committee we had to go to the combined scores for each team in the two common PowerPoint rounds to finally decide a winner. Rangitoto scored 22 out of 40 in these two rounds; Auckland Grammar scored 21 out of 40. So, it was with great pleasure I announce Rangitoto College 1 the overall winner in the Auckland Region for 2012. Congratulations to both teams. It was a very hard fought battle and I am sure Rangitoto College will represent the region very well in Wellington. If the finals event is as close as the Auckland competition it will be a great experience for all concerned.

I can be contacted at Marist College in Auckland. My email is j.foster@maristcollege.school.nz
Waikato/BOP – Nick Page

Term Two ended in a bit of a flurry in our region with two significant events taking place. On Thursday 14 June the regional round of Maatangi Whenua was held at Morrinsville College with 12 teams taking part. Although the number of teams was down on previous years and a little disappointing, those who took part enjoyed an excellent evening that tested the students’ geographic prowess. A tough fought battle was eventually won by Hamilton Boys Team 1 with Otumoetai College taking out second place over Hamilton Boys Team 2. This is the third year in a row that HBHS has won, signaling the strength of geography at their school. Congratulations to the HBHS Team 1 who will go on to represent us in Wellington at the national finals in September. A big thank you to Nicole Bouton and her team at Morrinsville who did a fine job as hosts.

Teachers in the region had an opportunity to attend NZQA Best Practice workshops at Hauraki Plains College on 15 June as part of a Waikato Schools Jumbo Day. To further assist schools with the implementation of the new Geography Standards, the Branch is pleased to offer the following opportunities for Professional development.

On Thursday 6 September from 4pm to 6pm at St John’s College, Hamilton there will be an interactive workshop to review the Level 2 implementation and also look ahead to Level 3. This will be run along the same lines as the well-received workshops run last year at the same venue and participants will have an opportunity to discuss and share ideas. More details and registration forms will be sent out shortly but please put this date in your calendars. Schools in the WBOP will have an opportunity to attend NZQA Best Practice Workshops run by the Moderators on Monday 10 September in Tauranga as part of their sub-region’s Jumbo Day. Bookings can be done through the NZQA website.

On the 17 August, Scott Cameron and Brent Coleman from Hamilton Boys’ High School fly out as part of the New Zealand Geography Olympiad Team and we wish them and the rest of the team the very best of luck as they compete to bring home the medals.
Hawke’s Bay/Manawatu/Taranaki – Eddie Brown

On a regional scale we had many schools taking trips around the Asia and Pacific regions in the last school holidays. We look forward to hearing about their experiences and please read the section Out in the Field about some of these trips. If you would like to share your trips in and out of NZ please email me.

I would like to congratulate Sacred Heart Girls College (New Plymouth) for winning the regional Maatangi Whenua competition and now heading to the national final and we wish them all the best. I know their teacher, Mrs Amanda Brown (no relation), was very proud of them. Thank you to the hosts of these competitions.

In Taranaki we were fortunate to have a small cluster meeting and a Social Sciences meeting in Term Two. We are looking forward to the realignment workshop on 13 August as we continue to look at how to modify our programmes to fit the new Level 3 standards. We are also looking at using WOMAD as a local event for 3.3 which could engage more of our students and looking at a possible common assessment task between schools.

In the Manawatu region Dave Stout has been elected as the new chairperson. They have had a local meeting focusing on enhancing literacy in the class with a geographic focus. Donna Price, a literacy guru took some of the material we use in extreme natural events topic and developed scaffolded resources that would help develop the topic in a way that would be easy and fun for all the students to use. All the teachers who attended left with a resource pack to help them implement their programmes and an awareness of how to approach geographical topics from a literacy point of view. The next meeting is scheduled for early Term Three with teachers in the region meeting to share Level One assessment resources.

In Hawkes Bay a cluster meeting was held at Iona College on the 19 June. It was there that we nominated new roles for the Hawkes Bay geography group, and Kane Bulton was elected the chairperson. They are looking forward to having a Jumbo day (hosting by NBHS) this term to continue to realign Level 3 and continuing to run regular cluster meetings to support each other.

Wellington – Anna Wilson

The WellGeog committee have organised a number of planning events to help you prepare for the introduction of Level 3 standards in 2013. Please get in touch if you would like to be a member of these working groups for the new global pattern and contemporary issue. The committee are meeting next week and hope to have some more information out to schools about our next events then.

If you don't receive the emails please contact us on wellgeog@gmail.com

Canterbury – Siobhan Murphy

“Te amorangi ki mua, te hapai o ki muri”
“The leader at the front and the workers behind the scene”

The Canterbury regional Maatangi Whenua competition was held on 14 June at Papanui High School. It was very pleasing to welcome 23 school teams from across the region, including eight schools that sent two teams. The winners on the night were Craighead B team from Timaru 1st, St Andrew's College from Christchurch 2nd and Shirley Boys High School A team 3rd. The top score was 115 out of a possible 156, with the top 11 teams reaching scores of over 100. Well done to all the school teams and thanks to the teachers who organised transport and support for the teams. Thanks go to Chris Stoddart for organising the venue and to Joan Gladwyn of UC Science Outreach for supplying refreshments to the students and volunteers who helped out on the night. The very important people involved in the organisation and who deserve many thanks were Malcolm Campbell of University of Canterbury and Fiona Thomas, both who put a huge amount
of effort in to ensure that the event ran smoothly, including certificates for students and prizes for teachers. Thanks also to all the student teachers who helped out at each round and made up the judging panels. It was a very successful evening and we look forward to next year.

Coming up in Term Three…

- GEOGRAPHY AWARENESS WEEK; INTERACTING WORLDS.
- Teachers have the opportunity to work on Level 3 Geography during a PLD day with Margaret Leamy and Suzanne Baldwin on 21st August.
- Our annual CGTA Geography Teacher’s Day is in the planning stages. This will be held in the last week of August, at University. CGTA teachers should watch their emails for updates of this.

Otago – Sue Lynch

Otago geography teachers who were able to get through the snowy conditions to Dunedin on 27 June, enjoyed a day of GIS training with Mick Law from Contour Education (Brisbane). The training and resource links he provided were excellent. Simon Cox from GNS also took teachers through some of the hardcopy products and digital data available to New Zealand teachers. There were a number of great NZ data layers available from the GNS NZ GeoServer site. (KML for Google Earth and simple image files or Shapefiles for QGIS or ArcGIS)

Check out the maps at http://maps.gns.cri.nz/
and the data available at http://www.gns.cri.nz/Home/Products/Databases

Sue Lynch also shared her GIS teaching resources and a couple of papers she had written and adapted for Level 1. Three handy websites that Sue has used at Otago Girls’ High School are:

1. Animaps
   http://www.animaps.com/#!home
   Animaps extends the My Maps feature of Google Maps by letting you create maps with markers that move, images and text that pop up on cue, and lines and shapes that change over time. Make sure you do the Tutorial first. It makes it easier to use Animaps.

2. The Geospatial Revolution
   http://geospatialrevolution.psu.edu/
   This is a great way of introducing students to GIS and location based technologies. The Geospatial Revolution Project examines the world of digital mapping and how it is changing the way we think, behave, and interact. Geospatial and location-based technologies influence nearly everything.
Episode One provides an introduction to Global Positioning Systems (GPS), Geospatial Information Systems (GIS) and the history and applications of digital mapping and geospatial technology. Episode Two explores how cities and businesses use geospatial technology. Episode Three discusses warfare, diplomacy, police protection and privacy issues. Episode Four explores climate issues, hunger prevention, disease tracking and community empowerment. These are produced by Penn State Public Broadcasting.

If you email Sue at ly@otagogirls.school.nz she will email you the task sheet she uses with these.

3 Mapometer
http://www.mapometer.com/
This site is useful for runners, swimmers, horse riders, skiers, cyclists or walkers and for geography students! Students might like to measure field trips, their distance to school, short cuts, altitude covered etc. Try out the site. Remind students if they are saving their route it is a public website so they should not start from their home.

Curriculum Development: Sustainability

Sustainability is a concept that is important in the new curriculum. It is included as an issue in the Future Focus Principle (NZ Curriculum p. 9 and p. 39), and ecological sustainability is one of the Values for the curriculum (p. 10). It is also a concept that has particular significance for geography. The Geography Teaching and Learning Guidelines note sustainability as a key concept and provide an explanation: http://seniorsecondary.tki.org.nz/Social-sciences/Geography/Key-concepts

Opportunities exist for helping students to develop their understanding of sustainability through studying such contexts as the London Olympics and the redevelopment of Christchurch. The notes on these below provide some suggestions of how study of this concept can be introduced within the curriculum.

The London Olympic Games
Planning for the London Olympics emphasized the importance of sustainability. Students could consider the different aspects of sustainability that would be relevant for such an event, for example through drawing a concept map, and then look at what was actually implemented at the venues and in the surrounding area using web sites. The aspects considered by the organisers included venues, travel, food and waste. These are outlined at: http://www.london2012.com/about-us/sustainability/

However, a search of the web will also allow students to debate how well the vision of sustainability was incorporated into the games. For example, there was some controversy about the importation of chicken for fast food meals.

The redevelopment of Christchurch
The redevelopment of Christchurch following the recent earthquakes allow for sustainability to be incorporated in any planning. Students could suggest their own ideas and reflect on decisions as they are made. They could also consider how principles applied in London developments for the Olympic Games may be applied in Christchurch so that they develop a greater understanding of the concept.
A number of current proposals focus on sustainable development for Christchurch.

- The Christchurch Central Recovery Plan has just been released. It refers to sustainability (p. 41) as a key principle for urban design: [http://ccdu.govt.nz/](http://ccdu.govt.nz/)
- The Viva Project is exploring ideas for a sustainable urban village as part of the central city rebuild: [http://thevivaproject.org.nz/](http://thevivaproject.org.nz/)
- The Avon-Otakaro Network (AvON) has proposed a river park and reserve along the Avon River through red zoned land. AvON can be found at: [http://www.avonotakaronetwork.co.nz/index.html](http://www.avonotakaronetwork.co.nz/index.html)
- The Ministry of Awesome collects innovative ideas for the rebuild. Their site is a great way for students to become actively involved: [http://www.ministryofawesome.com/](http://www.ministryofawesome.com/)

### Understanding sustainability

It is important that students develop a good understanding of the concept of sustainability. This aim should be made explicit as they study any context which illustrates the concept. Their understanding may also be supported through having them consider their local environment – within their geography classroom, around the school, in the local neighborhood, and in their urban area or rural district.

### Assessment of sustainability

**Note from the Geography Moderators’ newsletter, June 2012: 91009 Sustainable use of an environment.**

*The intent of this standard differs significantly from the expired standard 90203 that focused on resource use. Understanding of the concept of sustainability of either the use or the environment must be clearly demonstrated.*

**Note: Planning your Level 3 course for 2013**

Many departments will be making decisions about their Year 13 geography programmes for next year as the standards for that level have been aligned with the new curriculum. However, the best place to start with this process is not initially with the new standards. The curriculum should be the basis for our courses. Therefore, take time to look again at *The New Zealand Curriculum* (2007) document – its references to the Social Sciences and geography, and the front section, for example Values and Key Competencies. *The Senior Secondary Curriculum Guide for Geography* is also a base document to inform programme planning. This has a section on learning programme design, including a list of reflective questions in the *Considerations when planning a programme section*. It can be found at: [http://seniorsecondary.tki.org.nz/Social-sciences/Geography](http://seniorsecondary.tki.org.nz/Social-sciences/Geography)

### Pedagogy Focus: Quality learning conversations

A good way to get an indication of the effectiveness of the learning that is happening in a geography classroom is to consider the type of conversations that are taking place. These include between the teacher and a student, a group or the whole class, and also between students. Do they mainly support learning, and if so, how well and consistently do they do this?

A conversation is a two way interaction. The Social Sciences BES (p. 55 and p. 150 – 172) highlights how such dialogue can promote learning. For example:

- Students learn content when they talk together about that content.
- Involving students in developing groupwork norms improves group functioning and increases contribution.
- Whole-class discussion enables students to experience social sciences in action.
Conversations can be used to further explain important points and to check the level of student understanding. Teachers will be able to discover whether students have misconceptions or a lack of knowledge through discussion. Students can be asked to explain things in their own words as a check of understanding. Teachers will also be able to provide ways forward to help students’ understanding through giving feedback as part of dialogue.

Teachers can also model dialogue and focus on developing related skills so that students are able to effectively discuss their learning with other students. For example, students could work in pairs to clarify points and to check understanding of viewpoints on an issue.

**Raising student achievement in geography**

*Thanks to Siobhan Murphy for providing many of the ideas in this section.*

The government has recently set a number of targets for different areas of the services that it provides. The aim for education is to have 85% of 18 year olds achieving NCEA level 2 or its equivalent by 2017. (Currently about 67% achieve at this level.) Setting such an aim has a number of challenges, and may even have some unintended consequences. Achievement in geography involves a range of outcomes apart from just academic measures, and a focus on just exam and internally assessed standards’ results may detract from the broad intent of the New Zealand curriculum, for example the development of the key competencies.

Geography should aim to support students to develop a range of knowledge, skills and experiences, and high quality learning programmes should not be over dominated by assessment. However, the following suggestions have been made to assist teachers to reflect on particular approaches they can use to increase levels of student achievement in NCEA. Teachers should concentrate on using the suggestions that are most likely to support the achievement of the particular students in their school. While the approaches can be used at any level, some particular examples are provided for Level 2.

It is not surprising that many of the following ideas are related to the four mechanisms from the *Effective Pedagogy in Social Sciences BES*. The mechanisms have been mentioned in previous issues of *The Network*, and these are well worth referring back to.

**Engagement and achievement**

If students are engaged and active learners, they are more likely to have good levels of achievement. Achievement, for example success in internally assessed standards part way through the year, is likely to lead to continuing engagement and further success. Try to ensure that students are well prepared for internal assessment activities early in the year. Engagement and achievement can become self-reinforcing.

**General classroom approaches**

- Have an unrelenting focus on student engagement that is directed towards increasing achievement.
- Establish a learning environment with a culture of achievement. Value student work, for example through displaying examples activities, fieldwork reports etc on the walls of the classroom.
- Have high expectations for your students. Make these explicit through oral and written comments.
• Develop good relationships with students. And make sure that these are used to foster learning, for example through building on student interests.

• Encourage students to value geography. They should be aware of its importance in helping people “make sense” of the world in which they live, and how it can provide the knowledge, skills and experience that assist people and communities to relate to, and mange, their environments. A study of geography can prepare students for a wide variety of jobs.

Programme design

• Include contexts that are relevant and interesting for students. Such contexts may be ones that are currently in the news or are controversial, or ones that are closely related to the lives of the students. However, consult students and be prepared to be flexible. A context that the teacher thinks will be of interest to students may in reality not be one that they wish to study.

• Design an integrated course so that topics follow sequentially throughout the year. A good way to do this is to have a number of key concepts (perhaps displayed and illustrated on the front wall of the classroom) that can be referred to throughout the year as different topics are covered. It is also possible to make links from level 1 to level 2 to level 3.

• Allow flexibility so that additional contexts can be introduced as they occur, with associated learning activities to support understanding.

Effective teaching

• Clarify learning outcomes for each of the standards. Students need to know exactly what each standard will be assessing.

• Use effective pedagogical approaches to support learning. Be aware of what approaches will help the achievement of specific groups, e.g. Māori and Pasifika.

• Use formative assessment, in particular feedback. Feedback should focus on what has been achieved, what needs to be done to raise achievement, and how this can be done. (Refer to The Network Issue 50 for more details on feedback.)

• Develop understanding, especially of key concepts. Students who understand concepts are more likely to be able to plan a coherent answer and present material in a coherent form for an assessment. Multiple contexts to illustrate a concept will help with understanding. For example, a range of different urban areas can assist students to better understand an urban pattern.

• Include exciting learning activities. Students generally enjoy fieldtrips, out of school into the “real world” – they typically look closely at the environment and the experience may generate new questions. Many exciting activities are possible within the classroom as well, for example challenges, quizzes, debates, role play, use of ICT.

• Allow sufficient time for learning. It is better to ensure students have a good level of understanding rather than moving on to the next topic.

Assessment

• Decide how many, and which, standards students will attempt. This does need to be done with due consideration of student needs, and interests.

• Have students attempt internally assessed standards at appropriate times in their learning. Assessment activities for a standard may be spread over a period of time throughout learning. Aligning assessment with learning experiences can assist with this.

• Ensure that students are familiar with the type of assessment activities that will be used for internal assessment. Formative assessment should allow them to learn from completing similar activities. They should also develop skills in timing in advance of any high stakes assessment.

• Use a variety of approaches to collect assessment evidence.
• Refer to Conditions of Assessment notes for NCEA Geography produced by NZQA. These provide guidance on such things as different ways to collect achievement information. They are available on the TKI website in the geography section.

• Prepare students carefully for external exams. Preparation may vary from year to year, or for different students in a class. Approaches include; study guides, tutorials, one on one assistance, peer tutoring, access to computers, preparing concept maps to plan answers, making summary notes, quizzes.

Evaluation of programmes

• Use a teaching as inquiry framework to monitor and reflect on the impact of teaching approaches throughout the year. For example, consider results in early internal assessment activities and then make necessary changes in teaching to support further learning. This could involve focusing on developing understanding and/or assistance with how to write coherent answers. The effects of such strategies can then be considered.

• Consider assessment results. Internal assessment results may help to inform approaches for later assessments in the year. Results in the externals can inform approaches for the following year. It may be that one standard is dropped, or a topic is approached in a different way.

Assessment Update

Formative assessment: Gathering evidence

Evidence of student learning collected as part of formative assessment can be gathered easily within a classroom as part of the ongoing process of teaching. The NZ Curriculum (p. 39) states that “Much of this evidence is “of the moment”. Analysis and interpretation often takes place in the mind of the teacher, who then uses the insights gained to shape their actions as they continue to work with their students.”

Methods that can be used to quickly and simply check student learning include:

• Ask students to indicate if they understand (thumbs up), have some understanding (hand flat), or do not understand (thumbs down) a learning objective.

• Have a quick quiz at the end of a lesson.

• Ask particular students if they can explain what they have learned to you in their own words.

• Get the class to complete an exit pass. This is a small sheet of paper on which they note down two things they learned and one question they still have at the end of the lesson.

• Have students select and complete, reflective wrap-arounds. These are the beginnings of sentences that they need to write a note to complete e.g. I would like to spend more time learning about…., or What I still do not understand is….., or I am confident that I understand….. .

NCEA internal and external assessment

The Geography subject resources page on the NZQA website is a key reference. Teachers should bookmark or add this page as a favorite. The site contains much relevant information on all of the standards, and internal assessment and external assessment. The url is: http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/geography/levels/

The new NCEA on TKI page is also a valuable resource. The url is: http://ncea.tki.org.nz/

From this page geography teachers can find resources to support internally assessed Level 1 and Level 2 Achievement Standards aligned to the New Zealand Curriculum (2007) as well as the draft Level 3 standards and resources (as available) for internal and external assessment.
A note from the moderators

The most recent Moderators’ Newsletter available on the NZQA website is June, 2012. This notes some important points in relation to resources for Level 1 standards: Sustainable use of an Environment, Research, Geographic Issue, Global Pattern. There is also a note on optional teacher selected evidence. Teachers using the new Level 2 standards can use this to get feedback.

Featured Websites: London 2012 Olympics

Aspects of the London 2012 Olympics can be used to help develop understanding of geographic concepts relevant to our curriculum. For example, the context can be used to illustrate *environments, processes* and *patterns*. *Sustainability* has been referred to in the *Curriculum Development* section of this newsletter.

Information can be found on a number of websites:


Sites with a geography specific focus include:

- [http://geography.about.com/od/countryinformation/a/olympiccities.htm](http://geography.about.com/od/countryinformation/a/olympiccities.htm)  This information could be used to map and consider the global pattern of host cities.

From the Classroom: Avondale College

Avondale College is a very large (over 2,600 students), ethnically diverse, Decile 4, state secondary school in Auckland. We have a team of 11 specialist geography teachers within the Social Sciences Department, and across our various courses we have 18 senior geography classes (five Year 11 classes, six Year 12 classes, and seven Year 13 classes).

We attract students of all abilities to our subject, and over the past four years have developed a system of parallel geography courses including CIE (Cambridge), ‘full’ NCEA Geography and ‘reduced’ NCEA Geography (we call it Core Geography). In the latter we have a much reduced pre-requisite for admission and do take students new to the subject at all levels. Overall we offer 25 different Achievement / Unit Standards, including one from the Science matrix and one from English. Our courses range from 20-24 credits.

Our department’s underlying philosophy is to offer students learning opportunities that are suited to their ability and interests, within courses that offer them credits that they can achieve.

The Core Geography programme has less content than the full course, allowing a slower pace and more time to reinforce skills and concepts. At each level we have two Core Geography classes. At Level 1 our starting topic is ‘Auckland - our place’ and the course begins with the construction of maps to raise our students’ spatial awareness of the city that they live in. This is followed by looking at Auckland’s growth and issues arising such as power and water supply, transportation and waste disposal. Our contemporary geographic issue focuses on the SH20 connection through the students’ own neighbourhood of Avondale, and their geographic research picks up the idea of waste by looking at what is produced in their own school.
For so many of our students a trip to a dairy farm has always been a unique experience. With dairying featuring regularly in the news we decided to keep this as our focus for the sustainable use of an environment. Their assessment requires them to assume the role of commissioners in a resource consent hearing regarding the proposal to develop dairying in the Mackenzie Basin.

The demise of the ‘work of fiction’ unit standard encouraged us to look outside geography for some relevant standards and we selected AS90952 from the Core Science matrix (understanding the formation of surface features in NZ) to help assess our study of volcanic landforms in the Auckland area. This was assessed by way of a fieldtrip report after a visit to Mangere Mountain and the Otuataua volcanic cone near the airport. The Level 3 Core students will be writing a report on tourism development in Rotorua assessed using a standard from English – US3491.

We decided to keep one external in both Level 1 and 2 Core Geography. This allows students the opportunity to get Course Endorsement (which some did!) and it also provides a pathway for students to progress to ‘full Geography’ in subsequent years. As well, it helps to maintain a focus right to the end of the teaching period. At Level 1 we elected to maintain the extreme natural events topic as our external rather than the skills paper (quite a difficult decision as the skills paper is synonymous with geography!) We still teach skills, but just don’t assess them externally. With a high number of Pasifika students the interest level in tropical cyclones, and case studies involving Pacific Island nations, has always been a popular choice. Natural landscapes was selected for the external in the Level 2 course as our students have traditionally had more success in this.

We have found the students were very engaged this year in the Level 2 Core course with a global study of HIV Aids, and the urban patterns of shopping centres picked up the theme of Auckland’s spatial layout introduced at Level 1.

There are some drawbacks in the nature of these courses. The use of credits from other domains means that these credits do not ‘count’ for geography. This could be of importance to students who need to cross the 14 credit subject threshold for University Entrance. As we have no external standard in our Level 3 Core geography these students cannot get Course Endorsement, but these issues need to be balanced against the overall need of these students to gain credits to complete their Level 2 or Level 3 NCEA.

This year we are trialing the teaching of two Level 1 classes through blended, e-learning. Whilst the topics and assessments that these groups do are exactly the same as the rest of the Level 1 cohort, the style of teaching and learning in these classes is very different, with mainly computer -based, individualised activities. Feedback from the students has been extremely positive to date.

Across all of our programmes, but particularly in the core NCEA courses, we look to follow the principles of the Social Sciences BES in our classroom environment. The inclusion of fieldwork, group work, practical work and a wide variety of classroom activities tends to suit these groups. We would certainly welcome more opportunities to assess these types of work on the Geography Matrix.

Lyndy Watkinson – HOD Geography
Gill Hanna – Director Social Sciences

Note: Gill Hanna, and Sally Brodie from Botany Downs Secondary College, wrote the Secondary teachers foreword for the Social Sciences BES (p. 20 – 21). Their suggestions for its use are well worth referring to.
Out in the Field…

Vietnam – No longer just a History lesson
By Eddie Brown (New Plymouth Girls’ High School)

Vietnam is no longer just a possible field trip for History students. With a growing tourism industry the country and certain areas can now be studied for the impacts of tourism on places (Level 3) cultural process. Looking at case studies you can explore Halong Bay, Hoi An or Nha Trang. A growing tourist area appears to be China Beach with the expanding resorts and hotels being constructed along the beach between Hoi An and Danang.

Another tourism setting could be Nha Trang which is completely different to the rest of Vietnam and with a cable car, theme park and pick pockets galore it would be a good case study.

If you are unsure of where to start or do not have the numbers then ask your History department to join. Many agents can help you organise this if unsure.

Costs can range from $4500 – $5500 per person for a two week stay depending on what you do and how you travel (overnight trains or domestic flights in Vietnam).

The Takapuna Grammar Amazon Adventure
By Steve Smith

This year we will undertake our third expedition to the Amazon Jungle. Seven years ago I was discussing with my year 12 class where to take an overseas trip that was relevant to the curriculum. The Amazon was the reply … so the Amazon trip was born.

We fly into Rio and spend two nights exploring (why not if you fly that far!) We then take off for Manaus where we are met by our host and bussed 1.5 hours north where we meet a fleet of canoes and head up river for another hour. We arrive at the Malocas Jungle Lodge and spend a week fishing, tramping, climbing the 50m high canopy trees and learning to live like the locals. The Lodge has solar power and is completely sustainable so the group needs to get used to quiet nights around the fire with no internet or TV! The highlight for many is the night spent sleeping in hammocks between the trees in the jungle itself. Another highlight is the fishing expedition, fishing for piranha which is then put on the BBQ for dinner.

We depart from the lodge and board a big boat for two days exploring the river. We see the meeting of the waters and spend a night in hammocks on board. We travel back to Manaus and head to Santiago for another stopover on the way home.

The whole trip is a great experience in the real jungle, not on the fringes.

Some of our trip videos are on YouTube - search for tgs_geo and have a look.

If you would like to share your fieldtrip highlights or suggestions please email me at ebrown@npghs.school.nz. I hope to do a NZ and global section in future editions.
**Answer to Where is this place?**

The photograph on the page 3 shows the lighthouse at Cape Reinga.

Cape Reinga, in the far north of New Zealand, is considered to be the place where the Tasman Sea meets the Pacific Ocean. It is of particular significance in Māori mythology, as the “leaping off” place of spirits.

**News and Notices**

**2012 New Zealand Geography Awareness Week: Interacting Worlds**

New Zealand Geography Awareness Week is Week 5 of Term 3, August 13 – 17. The resources provided can, however, be used at any time that suits your school’s situation so feel free to change the date to suit.

The theme this year is “Interacting Worlds” and many of the resources focus on the geographic concept of interaction. There are a range of resources on the website (www.nzgs.co.nz) to support you. Resources are listed below.

- A daily quiz for use with students and staff. A photo and some information provided for people to guess the location.
- A photo competition where students need to take a photo of an interaction occurring in their local environment. (Due Friday 17th - see entry form for more details).
- Four quiz rounds which can either be used separately in class or as a Junior inter-class competition. The rounds include World Flags, London Olympics, Amazon Innovation and a Playdough round.
- A Geography in the News round from 2012 Maatangi Whenua.
- A poster to help you publicise the event around school.

Other ways that schools celebrated Geography Awareness Week last year included staff and student shared lunches with geographic themes. I enjoyed seeing photos of cupcakes with country shapes iced on top so encourage more of you to get involved this year.

Please send us through photos of how your school has celebrated New Zealand Geography Awareness Week so we can share the celebration! Those of you on twitter please use the hashtag #NZGAW to share your events and thoughts on the week.

Thanks to Steve Mouldy for putting the tasks for Geography Awareness Week together. If you have any questions, please contact him: S.Mouldey@takapuna.school.nz
Competition Coordinator’s Report for ‘Maatangi Whenua’ Regional Rounds 2012

The annual Year 11 Geography Competition ‘Maatangi Whenua’ was held during the end of Term 2 in 11 centres across New Zealand. A grand total of 136 teams, each comprising three students, signed up for this event, a higher number of entries in 2011. I wish to acknowledge the sterling work of the Regional Representatives on the ‘New Zealand Board of Geography Teachers’ for their work in driving this competition forward, getting schools involved.

To the host schools and associated university liaisons, I would like to say a very warm ‘thank you’ for your energies in making the ‘Maatangi Whenua’ event ‘one to remember’ for the students. I appreciate the feedback I receive from host staff describing how well the competition went in their area and it is most pleasing to hear that the tasks I devised were well received. To the staff who gave of their time in support of their school team and to those who marked rounds, I also acknowledge your sacrifice in both time and energy. I also wish to thank my moderator for her wisdom and advice with the tasks. Together we combine to make ‘Maatangi Whenua’ an unqualified success.

To the student participants, I trust you had a thoroughly enjoyable time during the eight rounds of the competition. To the teams that were “Oh so close to winning” I offer my commiserations. The ‘tie-breaker round’ was used in Auckland after the North Shore winner tied with the Auckland winner after each of their respective competitions. This meant those teams had to convene again, on another day, to hold a run-off. Even then the results were still tied! To find a winner, the best combined scores from the Common Rounds, namely the ‘Geography in the News’ Round and the ‘Multi-Media Multi-choice’ Round were used! Thanks too to the staff involved for this extra work.

To the six winning teams I offer my hearty congratulations! The following schools have earned the right to represent their region at the National Finals Competition to be held later in Term 3. I wish each team all the very best for their shot at lifting the ‘Maatangi Whenua’ Trophy.

Auckland: Rangitoto College
Waikato: Hamilton Boys’ High School
Central: Sacred Heart Girls’ High, New Plymouth
Wellington/Nelson: Waimea College
Canterbury: Craighead Diocesan School, Timaru
Otago: John McGlashan College Dunedin

To geography teachers reading this report who did not enter a team this year, I encourage you to enter a team next year. By doing so you will offer your students a great experience in their pursuit of attaining ‘geographic excellence’.

Hugh Williams – ‘Maatangi Whenua’ Competition Coordinator
Team Solutions Professional Development for Geography and the Social Sciences

The University of Auckland is now providing professional development services to middle leaders in secondary schools throughout the Central North and Northern regions of the North Island i.e. Hawke’s Bay, Gisborne/East Coast, Central Plateau, King Country, Waikato, Bay of Plenty, Hauraki/Coromandel, Auckland and Northland.

This professional development is delivered by Team Solutions facilitators based regionally around the area. Shirley Beazley, who has been the social sciences facilitator for Auckland/Northland, now provides support for Geography and Social Sciences. Coming on board this week is Stephanie Ashton (History and Social Sciences) and Elizabeth Pitu (Commerce), with a further commerce facilitator soon to be appointed.

This professional development will be in the form of regional workshops and clusters focused on effective teaching, learning and assessment (including standards alignment) and in-school support for those schools selected by the Ministry of Education for in-depth professional development.

If you are a middle leader – sign up to receive regular e-newsletters. Shirley can be contacted on 027 292 5578 s.beazley@auckland.ac.nz

Advertisements

NZGS Conference 2012
This year’s NZ Geographical Society conference will be held in Napier, from 3 to 6 December. The theme for the conference is “connecting landscapes”. Further information will be made available on the NZGS website.

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

The Network newsletter
*The Network* is the quarterly newsletter of the NZBoGT. We welcome contributions from teachers for publication in future issues. Material should be sent electronically in Word format. Permission should be gained for the publication of any photographs before they are submitted. Material or ideas can be sent to the editor at: editorthenetwork@gmail.com

Teachers are welcome 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.
**Geography and Social Studies Virtual Field Trips**

LEARNZ virtual field trips add richness and context to your social science teaching.

Cherry-pick LEARNZ videos or expert audio files, or immerse your class in a full LEARNZ field trip experience.

Don’t know what LEARNZ is all about? Register (free) and check out any one of over 150 archived trips. All trips support the NZC.

We welcome your enquiry. Call 0800 22 55 53 or email enquiries@learnz.org.nz. Better still, register and check out these 2012 field trips for yourself.

What’s coming up in 2012 for geography and social studies?

- **Resources and Society** - case studies of NZ innovation in the context of sustainability
  - 8-10 August
    - 1.3 Demonstrate geographic understanding of the sustainable use of an environment
    - 1.6 Describe aspects of a contemporary New Zealand geographic issue
    - 2.6 Explain a contemporary geographic issue and evaluate courses of action
    - 3.6 Analyse a contemporary geographic issue and evaluate courses of action

- **Geospatial** - how location based information is helping the rebuild of Christchurch
  - 29 - 31 August
    - 1.1 Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)
    - 1.4 Apply concepts and basic geographic skills to demonstrate understanding of a given environment
    - 1.6-3.6 Describe/Explain/Analyze (aspects of) a contemporary New Zealand geographic issue
    - 1.8-2.8 Apply spatial analysis, with direction, to solve a geographic problem

- **Waituna Lagoon** - no other place like it
  - 12-14 September
    - Waituna Lagoon, New Zealand’s first wetland of international significance is now on the verge of flipping. This field trip is a very relevant and topical example showing important viewpoints, changing viewpoints and diverse values eg farmer, other local resident, iwi, angler, DOC, regional council, scientist.

Don’t forget our archived trips eg in 2012 *Earth Science Coast to Coast, Renewable Energy, Ruapehu, Canterbury Earthquakes*. Register now and get personal access to all LEARNZ field trips and the ability to enrol classes for full interactive participation.

**Great background resources, students can access info when and where they want.**
Matthew Satherley, Yr 13 Geography Teacher, John Paul College

**The majority of the content was excellent revision and reinforcement for my Year 11 Geography class. We had already covered this topic but this led up perfectly to our midyear examinations.**
Lauren Piebenga, Yr 11 Geography Teacher, Columba College

**New!**

**Register Now for LEARNZ at**
www.learnz.org.nz/register

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Go to learnz.org.nz | register | you’re virtually there
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 on http://www.nzgs.co.nz/become-a-member

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 hand side 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 Nick Page: npage@otc.school.nz

Board Members

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