Hi everyone,

We are almost at the end of the 2011 school year. It will be interesting to see how the assessment against the new external achievement standards for level 1 goes.

Recently the New Zealand Geographical Society Annual General Meeting was held in Christchurch. A number of people were honoured for their contributions to New Zealand geography. It was especially pleasing to see Murray Fastier and Roger Baldwin receive distinguished service awards for their outstanding contributions to secondary geography over many years.

Murray has been involved in geography education for a significant period of time, both as a teacher and then as a teacher educator at the University of Canterbury. He has made significant contributions at regional and national levels to developing and implementing the geography curriculum, and evolving assessment practice. We are especially grateful to Murray for all his work as a member of the Board over a number of years.

Roger has been involved in geography education for over 40 years as a teacher, and then as a Social Sciences advisor for UC Education Plus. He had a prominent role in developing the Social Sciences and geography aspects of the New Zealand Curriculum and still maintains an interest in teaching and learning through being the editor of this publication. The New Zealand Board of Geography Teachers is very grateful to Roger for taking on this role, as he has continued to develop The Network into a very useful teaching and learning resource for geography teachers around the country.

New Zealand Geographical Society
Distinguished Service Award recipients, 2011:
Garth Cant, Roger Baldwin, Murray Fastier.
We are nearing the end of our first year working with the Level 1 aligned standards and are heading towards 2012 when the Level 2 aligned standards will be introduced. Recently I was seconded to UC Education Plus at the University of Canterbury to provide professional development for geography teachers around Canterbury, the West Coast, Nelson and Marlborough. It was interesting to see how some schools have implemented the new curriculum with their senior courses and how they were working with the aligned standards.

There is now a greater opportunity to engage in exciting, relevant and engaging geography which meets the needs of the students in their own communities. It is clear that there are some excellent examples of this going on in schools. However, there is still the opportunity afforded by the NZ Curriculum to continue to consider and revise programmes to entice students into the world of geography. I encourage you to critically review where you are at with level 1 and think about how you could build on this for level 2. Remember that there is support and help out there. You could form clusters with nearby schools, get in touch with your regional NZBoGT representative, contact your local School Support Services, take advantage of any professional development opportunities in your region, and consider some of the examples of good practice which have been highlighted in each issue of The Network this year. It has recently been announced that the Best Practice Moderation Workshops run by the NZQA moderators are free next year. I can highly recommend attending these.

I hope you all manage to have a restful break over Christmas, and all the best for 2012.

Regards
Suzanne Baldwin
Chairperson NZBoGT

Editorial: A time to reflect and to plan

The grounding of the container ship Rena on the Astrolabe Reef is one recent example of an event that has important geographical aspects. Geography programmes should have the flexibility to include such relevant and interesting events to support important student learning.

While the end of the term four is often busy for most geography teachers, there may also be opportunities to reflect on the programmes that have been provided for students during the year, to consider any modifications that may be needed, and to plan for the implementation of new approaches.
The revised curriculum is now in place, and this should be the basis of any programme planning. The end of 2011 is therefore an opportune time for geography teachers to reflect on the extent to which their courses are based on the new framework of the curriculum. A first step may be to ensure programmes are based on the new achievement objectives and that teachers use effective ways to help students to develop conceptual understandings. The Curriculum Developments section in this newsletter provides ideas related to this.

Another important consideration is to make sure that programmes are delivered in a way that will be most likely to support student learning. One key approach is to ensure that material and learning strategies link closely with student interest. The Pedagogy Focus section later in the newsletter highlights the importance of maintaining student interest and suggests some ways in which this may be done. It also makes reference to the grounding of the Rena.

Important factors in considering possible changes for next year are related to assessment – to check that programmes will effectively prepare students for the new standards at levels one and two of the NCEA (these are referred to in the Assessment Update section of this newsletter). However, it would be a pity if teachers allowed assessment to dominate their professional development at the end of 2011 and programme planning for 2012.

There is a saying that “the only person that likes change is a wet baby.” While it is understandable that some teachers have made relatively few changes to their geography programmes (topics covered and how they are delivered), there is no better time that the end of this school year to look closely and objectively at the geographic learning that is taking place in our schools and to consider what will best meet the learning needs of our students in 2012.

Roger Baldwin
editorthenetwork@gmail.com

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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Regional Representatives’ Reports

Auckland – Jane Foster
Things in the Auckland region continued to be pretty full on in term three, with three key events happening in the region.

This term saw the continuation of the Scholarship Workshops for Year 13 students, put on by the School of Environment. Due to the changes to the school year both the second and third workshops were held in term three. Once again these were well supported by teachers and students and we thank the staff for the School of Environment for their input into these workshops and their support of our students.

Term three saw AGTA facilitate two courses for teachers – one on Level 2 Alignment that was very well attended. It was particularly useful to have the opportunity to meet Anne McKenzie, the new Geography Moderator, and discuss the Level 2 internal Achievement Standards with her. Also teachers valued the opportunity to take time to stop, reflect and think about what they were going to do in 2012 and to network with others about this. The second course was the repeat of the very successful E-learning course from 2010. Once again this was well received.

I hope you all have a great Christmas and enjoy a well-earned break over the summer. Take some time for yourselves and enjoy this family time without the pressures of marking, planning, and all those other tasks.

Waikato/BOP – Nick Page
By the time you read this, your senior geographers will be on exam leave preparing for their up-coming exams. No doubt there will be a bit of interest as to the nature of the newly aligned Level 1 exams but based on the networking that has been going on amongst the geography community I am confident we will have all prepared our students well.

The next few years will continue to see us all review our programmes as we continue to go through the realignment process and it will be important that, as a region, we continue to network and support each other, particularly in light of the MOE’s cutbacks to subject specific Professional Development programmes. This is another good reason to renew your membership to the NZBoGT for 2012, so that you can be kept up to date and join in the Branch’s activities. With that in mind, I would like to extend a big hand of gratitude to Norm Austin and Brian Kendrick who facilitated a second workshop on the 8th of September focusing on the implementation of the level 2 standards. Again, this was well supported and well received. I would also like to
thank Pam Jones who kindly made her excellent set of notes taken at the AGTA workshop on level 2 implementation available to all teachers in the region and which were emailed out a few weeks back. These provide some excellent guidance and are well worth a look. Please email me if you did not receive a copy.

Finally, it remains for me to wish you all the very best as you complete another year in the classroom and may you all enjoy a well-earned rest once the holidays arrive.

Hawke’s Bay/Manawatu/Taranaki – Greg Barclay
Planning is well underway in the region for 2012. The three clusters (Hawke’s Bay, Manawatu and Taranaki) have held meetings and made submissions in relation to the continued work on draft Level 2 and 3 standards. The Hawke’s Bay cluster has also hosted a Best Practice Workshop where it was interesting to note the way in which the moderators are interpreting the standards, particularly in relation to 91009 and 91013.

The Hawke’s Bay teachers, through our local Principals’ Association, were also given a day to develop resources and ideas for next years teaching programme. The day started with discussion of ideas for selecting case studies for the sustainable use of the environment. Teachers then ventured out to the local aerodrome to look at the idea of taking classes for flights around the Heretaunga Plains - a good idea but the wind made for some very interesting landings. The day finished off at a local vineyard and winery where we again looked at sustainable practice and enjoyed the rewards of our toil.

This is my third and final year as the Central Region Representative on the NZBoGT and I would like to take this opportunity to wish teachers in the region the best for the future. I would also like to thank my colleagues on the NZBoGT who work tirelessly behind the scenes and are such good advocates for our subject. Have a happy Christmas and safe New Year.

Wellington – Anna Wilson
Wellington hosted the National Finals of the Maatangi Whenua Competition. We thank all of those involved who helped out with the event.

We have been busy at WellGeog making plans for end of year professional development. We have two PD days planned on the 16th and 17th of November looking at Level 2 Standards and the changes we can make to our programmes. We also have an exam feedback session after the exams finish. If you have not received any emails about this please email wellgeog@gmail.com so we can sign you up.

We need to say farewell to Steve Mouldey from Wellington High School who leaves us to go to Takapuna Grammar. Thanks for all the work you have given to the Wellington Geography community. We wish you and your family all the best as you return to Auckland.

Canterbury – Siobhan Murphy
Canterbury teachers were spoilt for choice last term with two excellent PD days.

The first was our annual Geography Teachers’ Day hosted by the Geography Department of the University of Canterbury. Included during the day were talks about organisational resilience post-earthquake, stunning digital visualisations of a rebuilt Christchurch and applications of this technology from Hitlab. In the afternoon, teachers were able to get their hands “dirty” using GIS mapping applications. Teachers also received a précis of the new “Glacier Game” from Joan Gladwyn of the College of Science, relevant to Year 12 studies of “Natural Environments” and available for purchase.

Huge thanks to Chris Stoddart and Simon Kingham and his team for making the day both informative and relevant; the lunch provided was more than exceptional as well.
Later in the term teachers attended a second PD course in association with UC Education Plus; the main outcome was to review Level 1 programmes and begin planning for Level 2. Later in the day Suzanne Baldwin caught our attention with numerous publications (mostly on-line) which advanced teachers’ understanding of “Conceptual Understandings” and “Teaching as Inquiry” with references to exemplars to ensure a reinvention of the wheel will not be needed (always a good thing). Thanks to Suzanne and the UC Education Plus team (best wishes to Hillary Kingston, our SS Advisor on the recent birth of her wee baby girl) for putting on a day that was both pertinent and enjoyable!

Between these two events it was my pleasure to accept the positions of CGTA chair, and Canterbury representative on the NZBoGT. Best wishes to the out-going position holder, Charmaine Nelson, as she takes up her new position in the Wairarapa. She will be missed in our region.

Otago/Southland – Lennox Sharp

Term 4 seems to have started and finished for the seniors in the blink of an eye. There seemed so much to do and so little time to do it. It is hoped that the short Term 4 does not adversely affect student performance in the external examinations.

On the local front it is really pleasing to note that almost 20 geography teachers have enrolled for a Best Practice workshop to be held in Dunedin on November 15. I understand a similar workshop is planned for Gore and our colleagues in Southland are planning a professional development day at Southland Girls’ High School on Monday 28th November. Their programme includes reviews of external examinations and to look at how Level 1 has gone and ahead to the new Level 2 standards for 2012.

Teachers in our area obviously recognise the need for professional development and are taking every opportunity offered.

Curriculum Developments: Conceptual understandings

The new curriculum emphasises the significance of developing understanding (this is the stem of all of the achievement objectives), rather than just developing knowledge and/or skills in isolation. The achievement objectives can be seen as broad conceptual understandings e.g. at Level 6 of the curriculum Students will gain knowledge, skills and experience to:

- Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns.
- Understand how people interact with natural and cultural environments and that this interaction has consequences.

Key concepts are found within the achievement objectives, e.g. processes, interaction. Such concepts are also noted in the Teaching and Learning Guide for geography. Understanding of geographical concepts is important as this will help students to organise information and facts in their minds so that they can develop a framework to view the world. A key reason for focussing on conceptual understandings is that these will remain relevant to different contexts through time. Students will therefore be better placed to understand future geographic events that may occur.

The challenge for teachers is to identify concepts that are important for students to understand, and then to plan ways in which student understanding can be developed.
Examples of concepts that could be developed through a study of the grounding of the container ship, the Rena, on the Astrolabe Reef are listed below.

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<th>Main Conceptual Understandings</th>
<th>Key Concepts</th>
<th>Additional Concepts</th>
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<td>Environments are shaped by processes.</td>
<td>Environments Processes</td>
<td>Distance Location Patterns</td>
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<tr>
<td>People interact with natural environments.</td>
<td>Interaction</td>
<td>Rehabilitation Mitigation</td>
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Indicators can be developed for the achievement objectives, for example *students will be able to describe the interaction of people and the natural environment.* Such indicators give examples of the type of learning that students would be expected to demonstrate at a level.

To support students to develop conceptual understandings, these can be illustrated and exemplified throughout a course and in a range of contexts. Strategies to help with this are included in the resource *Approaches to Building Conceptual Understandings* which can be found at: [http://ssol.tki.org.nz/](http://ssol.tki.org.nz/).

Geographical skills and knowledge are still important, but they should be related to, and supportive of, an understanding of concepts. For example, it is important to use appropriate skills, and knowledge of some facts about the Rena, so that an understanding of how a range of processes operate to shape an environment can be developed.

A good place to begin planning a programme is to consider the important conceptual understandings and key concepts that you wish your students to develop throughout the year (or even over three years in geography). Then determine the units of work and choose contexts for study that will support these. Appropriate ongoing, informal assessment opportunities will also need to be considered to check understanding of concepts as they develop throughout the year. Understanding of concepts is now also integrated into many of the revised achievement standards.

**Pedagogy Focus: Interest**

The *interest* mechanism outlined in the *Effective Pedagogy in Social Sciences: Best Evidence Synthesis (BES)* is about making learning memorable for students by designing learning experiences that stimulate their interest in important content and by providing a variety of experiences.

Geography is well placed to provide interesting content for students. It can, for example, draw on current trends, events and issues. One such event is the grounding of the Rena. The impact of leaking fuel oil on the natural and cultural environments of the Bay of Plenty has been significant and provides a good context to illustrate a number of geographic concepts.

However, as well as including relevant and interesting contexts, it is also imperative for teachers to design interesting learning activities. A variety of learning activities will help, as this helps to make content more memorable.
Effective approaches also include consideration of:

- First hand experiences – they make learning real, such as field work and research activities
- Narratives – these have emotional appeal that engages students, such as reports of individual viewpoints related to an issue (or even better, visiting speakers)
- Design and selection of resources – such as multimedia tools, simulations and games.

However, students may not all be motivated by the same activities, and what teachers think is motivating may not be motivating for students. Therefore, it can be helpful to seek for student input when planning courses and to give students some opportunity to make their own learning choices.

The Best Evidence Synthesis with more details of the mechanisms is available at:
http://www.educationcounts.govt.nz/publications/series/2515/32879/35263

Assessment Update

Assessment for learning: Clarifying learning outcomes
An important formative assessment strategy to assist student learning is clarifying learning outcomes so students are aware of what they are working towards. This helps them to see the relevance of learning experiences and activities and also allows them to monitor their progress and judge whether they have developed appropriate understandings (through self and peer assessment).

Early in each sequence of teaching and learning particular outcomes should be highlighted. However, this does not always need to be the first thing that is done – an exciting ignition activity to raise student interest may better be done initially. It is also good practice to check that students understand the outcomes, and how they will know when they have achieved them. A way to do this is to get them to explain learning outcomes in their own words.

Learning outcomes may be developed collaboratively with students (within the context of the curriculum), or could be predetermined (for example by an achievement standard).

The achievement standards include statements of learning outcomes. For example, AS91008 states: This achievement standard involves demonstrating geographic understanding of population concepts.

The Explanatory Notes further explain:

*Demonstrate geographic understanding typically involves:*
  - describing population concepts in geography
  - including supporting evidence.

If students are aware of, and understand, what it is they are aiming to learn, then they are more likely to make progress.

NCEA internal and external assessment
There is now a new page for the geography subject resources on the NZQA website. Teachers should bookmark or add as a favorite this new page. The site contains much relevant information on all of the standards, and internal assessment and external assessment. The url is:
A note from the moderators
The moderator’s newsletters on the NZQA site provide clarification and suggestions for internally assessed standards. The August newsletter is now available for this year. This is important for geography teachers as it outlines some issues relating to moderation of the new level 1 standards.

In particular, this newsletter gives useful advice on assessing:
- 91011 Geographic Research – findings and conclusions.
- 91012 NZ Geographic Issue – assessing strengths and weaknesses.
- 91013 Geographic Topic at a Global Scale – patterns; factors and/or processes; significance to people’s lives.

A new moderator’s newsletter will be up on the site during term 4. This will contain information specific to the level 2 standards for next year and will highlight important changes.

The NZQA Best Practice Workshops will be free for teachers from 2012.

Level 1 standards
The only standards that may be used for level 1 in 2012 are the new achievement standards. It will not be possible to assess against the old achievement or unit standards next year at this level.

Level 2 standards
The new level 2 achievement standards will be available for use in 2012.

Level 3 draft achievement standards
These are now available on the web and the Ministry of Education has been seeking feedback. Trials will be arranged for assessments of the level 3 standards during 2012, any necessary changes will then be made to the standards, and they will be implemented in 2013.

Featured Websites: Population
Interactive Boundary Maps

Statistics New Zealand has produced a number of activities that make use of the Interactive Boundary Maps application. These are related to the population achievement standard.

The World at seven billion
http://www.bbc.co.uk/news/world-15391515

The global population total recently reached 7 billion. The BBC has a website that highlights many of the facts and issues related to this. An interesting tool on the website allows students to enter their birthdates and calculates where they fit within this total.
From the classroom
The following note has been contributed by Trish Roney, HOD at Greymouth High School. It illustrates innovative approaches to planning and teaching within the framework of the New Zealand Curriculum.

Contributing to the Local Community through Geographic Research.
Looking for research opportunities for Level 2 and 3 geography students in the local community is a key focus in planning the years’ courses at Greymouth High School. This year the Grey District Council called for submissions on the new Miner’s Memorial Centre which is to be constructed in memory of the Pike River Miners as we were beginning our research exercise for Year 12. Later a local consultant was after information on the sport and recreation opportunities for youth in the Grey District at the time the Year 13 class was doing their research.

In both cases primary research data was called for, and students conducted surveys to gather information which they then analysed and fed back to the Council in submissions, and to the consultant for her report. Both cases provided speakers to come in and talk to the class to background the topic and engage the students in ‘real-life’ situations before they carried out their surveys.

Such research provided a wealth of information to the bodies concerned, as well as giving students the opportunity to engage with the community in a real situation. Two Year 12 students also took up the opportunity to go along and speak to their submissions at a Council meeting, thus engaging with local government processes. The students found the whole exercise extremely interesting and felt they would be much more confident when participating in a similar process in future.

Carrying out research in this way allows students to explore relationships and connections between people and their environments in a way which also allows them to participate as critical, active and informed citizens. The research framework also allows them to examine the information they gather and how it applies to their own community.

Māori student achievement in Geography
The term 3 edition of The Network contained a contribution from Timaru Boys’ High School outlining some ways in which their geography programmes are being designed to support the learning of Māori students. For example, they plan to use the context of commercial eeling in local waterways, including the cultural and historic connection of the tangata whenua.

A recent resource that outlines a framework for supporting Māori student learning is Tātaiako. This has been produced by the Ministry of Education and the New Zealand Teachers Council and is available online at:
www.minedu.govt.nz/tataiako

Geography teachers will find many of the ideas in this publication relevant as they plan and teach programmes within their schools. Examples of a few approaches are as follows.

- Work to establish a sound, caring, respectful relationship with Māori students, and their whānau
- Incorporate aspects of culture into curriculum delivery and design e.g. use of cultural icons, language
- Acknowledge prior learning (including specifically Māori knowledge)
- Use local Māori contexts
• Use pedagogy that engages Māori learners and caters for their needs e.g. focus on providing feed forward related to student work, rather than feedback related to student behaviour
• Maintain high expectations of Māori learners succeeding as Māori, and monitor achievement.

News and Notices

Geography Awareness Week Report

The inaugural New Zealand Board of Geography Teachers Geography Awareness Week was held this year. It was great to hear the feedback from teachers around the country who took the opportunity to try something new in the classroom, celebrated with their current students and used the activities to engage others in the school with our subject.

Thanks to the schools that sent in posters for our student competition. These were based on the theme of the week “The Geography Around Us”. Congratulations to the following students who won a book voucher for their efforts:

• 1st Place - Sabina Rizos- Shaw - Wellington East Girls' College
• 2nd Place - Felix Gill - St Peters College, Auckland
• 3rd Place - Aleisha Amohia - Wellington East Girls' College

Unfortunately no teachers entered the staff competition. However, chatting with colleagues it sounded like you all took the chance to try something new.

At my school I ran a quiz through Year 9 and 10 Social Studies classes using the resources provided by the NZBoGT. We had a finals lunch time quiz for each year level. So staff didn’t feel left out a quiz was held for them on Friday after school with a few treats to tempt them.

We would still love to hear how things went at your school so please email me what you did or offer feedback or suggestions on how things went this year. anna.wilson@wegc.school.nz

Anna Wilson
Maatangi Whenua National Finals Report 2011

Over the weekend of 3rd and 4th September 2011 six teams representing their respective regions from across New Zealand arrived in Wellington to vie for the trophy for Best Year 11 Geography Team in the land. Congratulations once again to Auckland Grammar, Hamilton Boys' High School, Feilding High School, Scots College, Riccarton High School and East Otago High School for making it to the National Finals weekend.

Hosted at Wellington East Girls’ College the teams were first presented with a team task, which involved applying a geographic concept to the task set. Then, after a lecture to set the scene for our field trip, we boarded a coach and set off into the Wellington sunshine for four hours.

The field trip meandered across a section of the Wellington landscape allowing students to observe, sketch and note changes to both the natural and cultural environment. The aim of the field trip was to have students understand the concepts in the field in order for them to write an essay upon their return. One hour was given for the individual essay task.

I am grateful to Lex Chalmers from the Department of Geography at the University of Waikato, who is involved with the International Geography Olympiad (iGeo), for grading the essays. Lex noted that whilst most students managed to write down details in each section of the essay, the standard of the student’s supporting geographic diagrams in many cases was weaker than he would like to see.

Beginning at 9am on Sunday students were tested as a team on their knowledge and interpretation of images on ‘Geography in the News’. Next, individuals sat a multi-media, multi-choice test. To finish off the weekend we had a team challenge involving mapping skills and photographic interpretation. This kept the teams ‘on the go’ and eager to answer questions to gain points.
After a farewell lunch it was time to award the prizes. Congratulations go to the Riccarton High School Team of Connor Clemett, Olivia McFarlane and Adam Partridge who scooped the Team Trophy eight points clear of their rivals! Congratulations too, to Luke Drennan from Scots College who gained the Top Individual Prize.

Overall I was impressed by the good-natured manner in which teams approached the tasks over the weekend and without doubt, each student was a credit to his / her respective school. It was pleasing to see two female students in the competition this year and it is hoped that female representation in teams at the finals is now here to stay.

The results were as follows:

**Individual Prizes:**
1st – Luke Drennan, Scots College (Wellington)
2nd – Connor Clemett, Riccarton High School (Christchurch)
3rd – Ethan Daugherty – Auckland Grammar

**Team Prizes:**
1st – Riccarton High School
2nd – East Otago High School
3rd – Feilding High School

I wish to thank Anna Wilson (Wellington Rep. on the NZBoGT) for her organisation of the event and for hosting us at Wellington East. I wish to acknowledge Suzanne Baldwin (NZBoGT Chair) for her time and support, as well as Lorraine Andrews (Te Kura) for her time and energies moderating the tasks set.

Finally I wish to acknowledge the generous sponsorship by Richard Potts from ‘Classic Coaches’ for his assistance with transport for the field trip.

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**Proud to Sponsor Maatangi Whenua National Finals Field Trip 2011**

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Hugh Williams
National Co-ordinator
Advertisements

The Network newsletter

*The Network* is the quarterly newsletter of the NZBoGT. We welcome material from teachers for publication in future issues. Any material or ideas should be sent to the editor at: editorthenetwork@gmail.com

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](http://www.nzgs.co.nz/nzgs-branches)

A Geography Teaching and Learning Resource for the New Zealand Curriculum

The Canterbury Earthquakes

This resource, developed by the Canterbury Geography Teachers’ Association (CGTA), is still available.

It has been designed to provide information to support learning related to the new curriculum level 6 geography achievement objectives. There is a focus on developing conceptual understandings. It will also help to prepare students for the NCEA level 1 achievement standard on geographic understanding of environments that have been shaped by extreme natural events (AS91007). The resource illustrates effective pedagogy for the social sciences and makes reference to values and key competencies in the curriculum.

The Canterbury Earthquakes resource has four sections.

1. **Unit Planning.** An outline of general unit planning ideas suitable for the new curriculum.
2. **Teaching Notes.** An explanation of how the Canterbury earthquakes context will support learning within the framework of a Year 11 geography programme and unit of work.
3. **Teaching and Learning Resource.** An outline of a unit of work, including teaching approaches related to the earthquakes.
4. **Supporting Material.** A collection of student activities and background material.

The material provided outlines an example of a teacher planning approach appropriate for the new geography curriculum. It also provides general ideas that can be used by teachers when designing and delivering other units within the new curriculum and for the revised achievement standards from 2011.

**Cost:** $50 (includes postage and packaging within New Zealand).

Note: The cost above is for non CGTA schools. CGTA schools will be provided with a copy of the resource as part of their membership.

**Orders:** These should be sent to the CGTA Treasurer, Tom Adams, at: Christchurch Girls’ High School, 10 Matai St, Riccarton, Christchurch 8011
Or email: Tom.Adams@chgirls.school.nz

Please include a contact name, email and address for delivery. An invoice will be provided.
Winner — Best Educational Resource FREE for NZBoGT members

Jacaranda is pleased to announce that Jacaranda myWorld Atlas won two prestigious awards at this year’s Australian Education Publishing Awards:

Secondary Best Digital Student Learning Resource AND Joint Overall Winner of the best educational resource for 2011!

To celebrate, Jacaranda would like to give NZBoGT members a gift — FREE access to the full version of Jacaranda myWorld Atlas,* (Valued at $29.95 AUD)

myWorld Atlas features:

• Three hours of stunning video footage from National Geographic and the ABC
• Interactive GIS style maps
• Over 1000 interactive, video, multiple-choice and short-answer questions
• Student progress tracker and much more!


*For more information or to obtain your FREE copy, please email mandi.diaz@wiley.com with the subject line "NZBoGT myWorld Atlas giveaway". One copy of myWorld Atlas Student Edition valid at $29.95 AUD per a person. Offer expires 31 Dec 2011.

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