Hi everyone,

We are now rapidly approaching the end of the year for the senior students with geography exams starting soon.

Since the publication of last term’s *The Network* we have had the final of the Year 11 Maatangi Whenua competitions in Wellington and the Olympiad team travelled to Germany to compete. The final of the Maatangi Whenua was an enjoyable day in Wellington for those who attended and it was great to see the high caliber of the geography students from all over the country. Congratulations to the talented team from Hamilton Boys’ that won and are the national champions for 2012-2013. Thanks must go to Anna Wilson, the NZBoGT representative from Wellington who organised and ran the day so well. Thanks also to Hugh Williams for preparing the resources for the competition and to all the teachers who accompanied their students to Wellington and helped out at the competition. The Olympiad team was very successful in Germany finishing the competition with an overall 4th placing. Thanks again to Anna Wilson and Nick Page who prepared the students so well, organised the trip and accompanied the students to Germany.

This edition of the Network has a focus on using ICT effectively in geography. The greatest success for student outcomes will be gained when teachers use ICT in conjunction with a strong pedagogical approach. The availability of hardware and software can often be a problem in schools. Try making use of the students’ resources. Ipods have video cameras which could be used for making video diaries on fieldtrips for students to evaluate their research processes. Smartphones are increasing in prevalence; there are many applications that are useful for geographers including compasses and levels to work out angles of slopes.

Good luck for the end of the year and hopefully you all have a restful holiday over Christmas and New Year.

Regards

Suzanne Baldwin, Chair, the New Zealand Board of Geography Teachers
Editorial: The use of ICT in geography

The use of ICT has considerable potential to help make learning in geography engaging and effective. A range of approaches for using ICT to assist with learning in geography are outlined in this issue of The Network. Virtual fieldtrips, e-learning, tablet applications, GIS, websites and ways to use ICT in the classroom are referred to.

Geography is well suited to using ICT. In particular, spatial data can be processed and displayed to illustrate patterns. The internet can be used to access information on places around the world. Programs such as Skype and social media can be used to communicate with individuals and groups.

However, a key approach for teachers is to first identify what important geographic concepts you want your students to develop understanding of, and then to determine how ICT will help with this. ICT tools need to be used for a purpose and to extend learning, rather than just for their own sake.

This issue also includes notes on a number of fieldtrips undertaken by geography classes in the Out in the Field section. Further contributions for this and other sections for future issues would be most welcome. We are always keen to highlight exciting and innovative approaches to geography teaching and learning.

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 related to urban development.

(The answer is given later in The Network.)

Regional Representatives’ Reports

Auckland – Jane Foster

Term 4 has started with a hiss and a roar. The annual AGTA senior Quiz which was held in August ended in one of the closest competitions we have had for a while, going to a tie breaker to determine the 4 teams for the finals round. The final placings were:

- Winners: Botany Downs Secondary College
- Second: Otahuhu College
- Third: Glendowie College
- Fourth: Mt Albert Grammar School
The Scholarship workshop series, presented in conjunction with the Auckland Branch of the NZGS and the School of Environment at Auckland University, continued with a turnout of over 100 Year 13 students and their teachers. This was a great success and we are all looking forward to the third and final session on Wednesday 24 October.

This term things are settling down to the end of year run and final preparations for seniors for the exams, as in other regions. As well as this AGTA is running a Field Trips Expo on Friday 16 November. This will be our last course for 2012. There are also a number of Cluster Group meetings being held in term 4 including one for the North Shore at Rangitoto College on Thursday 8 November and one in the South at Rosehill College on Thursday 25 October.

I hope you all have a chance to catch your breath and take this opportunity to wish you all a restful holiday when it finally arrives.

I can be contacted at Marist College in Auckland. My email is j.foster@maristcollege.school.nz

**Waikato/BOP – Nick Page**

Although the focus of this term is very much on preparing students for their final exams there are still a few activities on offer in the region which may well be of interest to many of you.

On Thursday 25 October the Branch is hosting two planners from Hamilton City Council who will discuss the approach the Council has taken in investigating flood risk for Hamilton. This will be of interest to anyone teaching flooding as their ENE or possibly as a focus for a potential Geographic Issue. The meeting will commence at 5 pm in Room I.2.22 in the Faculty of Arts and Social Sciences Building at the University of Waikato.

The Branch would like to extend a huge debt of gratitude to Norm Austin and Brian Kendrick for facilitating a very successful workshop on the implementation of the newly aligned Geography Standards at Levels 2 and 3 held at St John’s College, Hamilton on 6 September. Following on from this, Shirley Beazley, the region’s new Social Science Advisor, is proposing to host further workshops on the implementation process in Tauranga on Thursday 8 November, Hamilton on Monday 12 November and Taupo on Tuesday 13 November. An email has been sent out with further details or you can email Shirley directly at s.beazley@auckland.ac.nz.

Finally, I would like to thanks those of you who have involved yourself in branch activities this year. I hope you have found the various opportunities offered useful and would welcome any feedback or requests as to ideas you might like to see the branch possibly organise for next year. You can email me at npage@otc.school.nz. Best wishes to you and your students for their final exams and for a well-deserved break in December.

**Hawke’s Bay/Manawatu/Taranaki – Eddie Brown**

Wow, I can’t believe the year is near the end, and what a busy one it has been.

In Taranaki the big news was Sacred Heart College’s (New Plymouth) second place in the National Maatangi Whenua finals. They would like to thank the Manawatu Branch of the NZ Geographical Society for their donation towards costs. Most schools have been travelling far and wide and are now settling into revision programmes for their students.

There was one session to help plan for Level 3 that raised many more questions that we need clarified.
The issues and questions included:

1. Natural (3.1). No human modification although the AO1 of the new curriculum says there needs to be an interaction of cultural and natural. We felt this is now more an earth science paper than geography.
2. Cultural (3.2). Can schools only do one setting now instead of two?
3. 3.3. To evaluate the impacts (second bullet point) is really hard, Should this not be analyse (describe and explain) instead, which meets the standard.
4. Why are we asking for critical analysis in some standards when this is a scholarship level skill?
5. Global (3.7): should the significance also include natural and cultural environments that are significant for people?

Any thoughts on these might be worthwhile discussing in a forum if others have ideas or other issues.

The Hawke’s Bay region is planning a day to help plan for the Level 3 alignment and also look into developing a local event assessment.

**Wellington – Anna Wilson**

The WellGeog committee has been organising some end of year PD events to help our region’s teachers engage with the changes in L3 for 2013. An email has been sent around all of our members to alert them to the PD Days that will run after the seniors leave. If you have not received this, please email wellgeog@gmail.com

**Canterbury – Siobhan Murphy**

Term two ended on a high with a relaxing TSUNAMI SOCIAL for geography teachers at a local watering-hole. The visually stimulating presentation by Helen Grant from Environment Canterbury informed us about the tsunami threat at a range of scales and how to be prepared.

We began term three with two professional learning events which had been keenly anticipated. A Level 3 Alignment day was organised by one of our Social Sciences Advisors, Margaret Leamy. Over 50 teachers were present to reflect on cultural responsive pedagogy and examine existing Level 3 programmes and assessments with a view to updating them to accommodate the newly aligned standards.

The Geography Teachers’ Day at University, jointly organised by Prof Simon Kingham, UC Science Outreach and CGTA attracted a smaller group of teachers. This was to be expected considering many schools have used up their relief money by the end of term three and it is always a particularly busy time with assessments/reports etc. The morning was filled with classroom useful and thought provoking presentations by UC staff and students including; “What might Christchurch look like in 2020 (and beyond) – reflections on post-earthquake rebuild plans”, “The educational impacts of the Canterbury earthquakes on Christchurch secondary schools: a geographical perspective” and “Earthquakes - a coastal and river disaster”. Later in the day our IT specialist Charmaine spoke about the uses and input needed from teachers regarding the CGTA website and this was followed by speakers from the City Council re Coast Watch, Environment Canterbury and a report on a UK Geography Conference recently attended by Suzanne Baldwin.

Later in term four we hope to advertise a combined Social Sciences social event for all teachers of subjects across our discipline. Given the huge stresses all teachers are currently under, in the new political environment of schools in Christchurch, it will be great to get together for some down-time and support each other with professional dialogue, entertainment and review. Watch your Inboxes! If any Christchurch teachers wish to contact CGTA my email address is mu@aranui-high.school.nz
Otago – Sue Lynch

Now there are a quiet few weeks for local Otago geographers as we tidy up the last of the internal assessment and begin revision for the 2012 examinations.

We are looking forward to our Jumbo Day next year (March 26th). It will follow a similar format to this year’s one with expertise and training from our National Moderators.

November 26th: This year our last training day for the year. It will be held at Hotel Motel Taieri beginning at 9 am.

Web sites to check out include:

http://www.derm.qld.gov.au/waterwise/education/units/index.html This is a site being developed for the Australian Draft Curriculum with material developed by Mick Law of Contour Education. It is easily adaptable to NZ.

http://nz.mapometer.com/ Mapometer.com (short for mapping pedometer) is an international site providing runners, cyclists and walkers with an easy way to measure the distances of their runs, jogs, rides, walks and hikes using Google maps. It also provides training logs, altitude and elevation measuring and the ability to share routes. This is used by athletes worldwide as a tool to train for marathons, half-marathons and triathlons and occasional joggers, mountain bikers and sports men and women to see how far they are going and keep fit. Students enjoyed plotting their journey to school, checking the elevation and short cuts. They improved their path plotting skills.

http://www.mapsofwar.com/ A great site that contains flash animations and maps of various conflicts, and more, over time. There are some excellent resources for the two World Wars as well as current conflicts in Iraq and Afghanistan. The History of Religion and Who Has Controlled the Middle East maps will give your students new perspectives on these topics.

http://freegeographytools.com/ This blog updates regularly and provides links to a range of online tools related to geography. From websites to blogs to downloadable resources, if it is free and if it relates to geography, chances are you will find it here.

Curriculum Development: The new curriculum and fieldwork

Focus for fieldtrips

*The New Zealand Curriculum* provides a framework that should be used for planning fieldwork activities that is much wider than just assessment considerations. It is worth evaluating your fieldtrips to see if they use the opportunity to develop broad geographical understandings and also aspects from the “front” of the curriculum.

Geographical understandings, especially of key concepts, can be used as a focus for trips. These could be one or more of the concepts you have decided to focus on for the year level e.g. sustainability.

Fieldwork can also be used to support other aspects curriculum:

- Principles e.g. the future focus issue of sustainability
- Values e.g. innovation, inquiry and curiosity
- Key competencies e.g. participating and contributing - a capacity to contribute appropriately as a group member.
Virtual fieldtrips
While it is important for students to undertake fieldwork outside the classroom, there are times when virtual fieldtrips or accessing geographic information from other places can assist understanding. Some suggestions are noted below.

LEARNZ has been providing virtual fieldtrips of relevance to New Zealand geography students for a number of years. An advertisement was included in the last issue of The Network. More details can be found at their website: http://www.learnz.org.nz/

Interesting geographic data can be found on websites for context locations, such as:

**New Zealand volcanoes.** GeoNet provides maps, cameras and an alert level summary at www.geonet.org.nz/volcano/ GNS Science has a volcanoes section on its website: www.gns.cri.nz When eruptions occur material is published on government sites e.g. www.civildefence.govt.nz, and also media sites, e.g. www.stuff.co.nz and www.nzherald.co.nz Images may appear on Twitter and other social media sites, e.g. hashtag #Tongaririo and #whiteisland

**The Antarctic.** Scott Base information can be found at www.antarticanz.govt.nz/scott-base This includes current weather data and webcams. Google Earth provides access to many spatial images.


**Pedagogy Focus: e-learning**

There is a section on page 26 of The New Zealand Curriculum about e-learning and pedagogy. It notes that there are two main purposes for making use of ICT.

1. ICT has a major impact on the world in which students live.
2. E-learning (learning facilitated by ICT) has considerable potential to support teaching approaches.

Also students are used to using technology in their daily lives (for example engaging with social networks) and many have made extensive use of ICT in their previous schooling.

Therefore teachers can effectively use e-learning to provide engaging experiences and develop understanding in geography. In particular, e-learning can be used to:

- Assist the making of connections e.g. through participating in geographical simulations. See the Disaster Simulation game referred to in the featured website section.
- Facilitate shared learning e.g. through having students work collaboratively on ICT projects or communicate with experts/other students beyond the classroom. This could be done through using Skype to conference with other schools.
- Assist to create supportive learning environments e.g. through using ICT to access resources that take account of student differences. For example, a school with many Pasifika students could use Pacific websites to provide relevant geographic data.
- Enhance opportunities to learn e.g. by offering students virtual experiences and tools to facilitate and extend their learning. Online mapping tools can be used interpret a range of spatial data.
Apps on my iPad

A selection of apps that can be used to support learning in geography is listed below. They are all available from the Apple App Store.

Maps. A new Apple application. Despite some widely reported errors, this application is worth investigating. 3D views of a number of cities, such as New York, are visually striking.

Google Maps. These can still be accessed via a shortcut to the website added to the home page. The associated app, Maps+ adds increased functionality.

Google Earth. A variety of layers can be added to the satellite images to give further information about places.

Skype. This App makes video conferencing easy.

Zoom.us. A new App which allows for multi site HD video conferencing for free.

NZ MetService. Current and forecast information, with weather videos and traffic cam links.

QuakeWatch. A great source of recent earthquake data. Includes location maps.

GeoNetQuake. An App provided by GeoNet that provides continually updated information on New Zealand earthquakes. It includes maps and quake history data.

Living Earth. World time and weather. The spinning globe display can include cloud patterns.

Disaster Alert. A map and tables of global disaster alerts.

iHurricane HD. Shows hurricane tracks and associated data.

SimpleMind+. A simple to use and visually attractive mind mapping App.

Ted. Links to videos of general and educational talks.

World in Figures. An App produced by The Economist magazine. A lot of data is included which can be used to rank topics and compare countries.

Jasmine. A good replacement for the YouTube iPad App recently removed from iOS6.

(Editor’s note: I would be interested in suggestions of Android apps for the next issue.)

Are you using or considering the use of GIS, GPS or other spatial technologies in geography?

GISMAPED is a non-profit organisation which provides spatial technology training for teachers. This training will give you the skills to integrate GIS and GPS into your teaching programmes. With GIS, teachers and students develop critical thinking and spatial analysis skills needed to answer personal and community questions with local to global implications.
Join GISMAPED on facebook to access information on GIS and GIS lessons, seek advice on GIS and share ideas with other teachers. Latest News - Level 2 Mapping Our World teacher and student materials and project files are available for free download for both Arc10 (desktop) and ArcGIS on Line. Visit the GISMAPED facebook page for a direct link.

Teachers will need to get a group together through their local NZBoGT Branch and then contact either Anne or Stephanie at GISMAPED or Claire Thurlow at Eagle. Eagle and GISMAPED will then organise a workshop for those teachers.

Key Contacts are:  
Stephanie Eddy  skalavu@hotmail.com  
Anne Olsen  aolsen@chilton.school.nz  
Claire Thurlow  claire_thurlow@eagle.co.nz

Featured Website: ActNow – Save Later  
http://www.undp.org/content/undp/en/home/ourwork/get_involved/ActNow/

This website has been developed by the United Nations Development Programme. It highlights the need for countries and communities to be prepared for disasters and notes that every dollar invested into disaster preparedness saves seven dollars in disaster aftermath. The site has a great cartoon video outlining its key message.

There is also a link to a disaster simulation game that would be engaging for students. It includes a selection of planning scenarios and also background notes and teacher resources. It can be found at:  

From the Classroom: ICT in geography at Waimate High School

Since 2010 I have been a part of an ICT PD Contract and have collaborated with teachers from around the South Island to work as Blended Learning Teachers. What this means is using a combination of online teaching and resources, as well as face to face teaching.

This year more than ever I have used a moodle called EDUCO to set up assessments and class work for my students to access as a study and revision tool. The basis of my success with students in this has been through the use of a FLIP Camera where we video parts of my lessons and aspects of important work, and upload it to EDUCO through YouTube. Examples of this can be seen at educo.vln.school.nz but you will need to create an account and search for geography courses or email me. What this has allowed is for students who struggle to focus in class or miss class for various extra curricular activities to go back and look at material when it suits them.

This Blended Learning idea has meant that now I am free to float around the classroom more for one on one teaching as the students can work at their own speed and check in with me when unsure. It is allows for me to be a facilitator and expert in certain aspects of the course, but otherwise lets them develop their own thinking and knowledge using EDUCO and the internet to find out how key processes work and how phenomena are formed.
I also make use of GoogleSites and Weebly, two website creation tools, for Year 11 students to do the Extreme Natural Events topic. So instead of written work all of the topic is done online and is there for their revision with all the multi media and other tools to help them to understand earthquakes.

Justin Thompson
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Assessment Update

Formative assessment: Asking questions

Questions can be an effective way to gain information on student learning that has occurred. Typically teachers will ask one or two questions every minute when they are in class. This can add up to around 400 per day, or over two million in the course of a teaching career. However, how many of these stimulate deep thinking or give rich feedback on the level of student understanding? Most questions should be learning based e.g. what could be the impact of building stop banks on this part of the floodplain? rather than procedural e.g. do you know what you have to do?

Some tips to improve the quality of teacher questions are listed below.

- Emphasise open questions (e.g. what features might the developer consider to reduce impacts on the environment?) rather than closed ones that require yes/no answers or simple facts (e.g. would the local business people support or oppose the planned development?)
- Use higher order questions that require students to think (to check real understanding), rather than lower order questions that focus on recall of information.
- Frame questions clearly, so that all students understand what they are being asked.
- Build on questions with further questions – this can lead to an interactive dialogue.
- Allow sufficient “wait time” after asking a question e.g. three to five seconds to ensure thinking can take place. (Try counting silently to yourself after you ask a question.)
- Try a “no hands up” approach. Ask a question, allow sufficient time for thinking, and then choose a student to respond.
- Have students build on the responses of other students to initial questions.
- Frame a question to the class, and then get the students to think (quietly by themselves), pair (suggest an answer to a neighbouring student) and then share (respond to the whole class/larger group).
- Get students to note questions at the end of the lesson about what they still need to build understanding of. This can be used to check if the lesson’s learning objectives have been met.

Students can also be encouraged to frame their own questions. The quality of these may indicate their level of understanding to the teacher.

Asking good questions sends a message to your geography class that the students are expected to be active participants in the learning process.
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 moderator

Those teachers who use the achievement standard to guide the writing of their own assessment resources must be commended, as they are producing assessments based on local contexts that connect to student’s experiences and help engage and motivate them.

When adapting resources created for an expired standard care must be taken to ensure that the key aspects in the current explanatory notes are addressed. Some of the modifications required seem relatively minor e.g. assessing strengths and weaknesses [91012] and describing the significance of the topic to people’s lives, [91013]; but the impact is significant as the student cannot achieve at the level they deserve due to flaws with the task.

There is still some concern regarding the understanding of ‘holistic judgement’. When assessing against the new Achievement Standards judgements made must be holistic in nature. The following statement appears below all the ‘Final Published Resources’ Schedule.

Final grades will be decided using professional judgment based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Teachers must look for evidence across all the assessment material to determine whether the body of evidence sits at Not Achieved, Achievement, Merit or Excellence. A holistic judgment can consider indicators that showed particular strengths to help compensate for relative weaknesses. The final judgment is based on the single broad achievement criterion that describes the standard for each of the performance levels.

The Explanatory Notes for the new Achievement Standards provide indicators of the type and standard of evidence that is to be used to inform assessors’ judgments. They are guidelines, not achievement criteria.

Holistic judgments will be further addressed in the November moderator’s newsletter. There will also be guidance for the interpretation of the new level 3 Achievement Standards. The clarifications document will provide a more in depth overview of the level 3 standards and will be available before the end of the year.

The October moderator’s newsletter focuses on issues that have become apparent with the level 2 standards.
Interpreting the new standards: an Auckland Geography Teachers’ Association (A.G.T.A.) perspective

The following article was contributed by Jean McCann, Chairperson AGTA.

As a follow on from the Level 3 Workshop, there has been much interest in the interpretation of the new Standards and the AGTA Committee thought it would be helpful to summarise the information given at the Workshop, not only for those who attended but also for the members who missed it. This article represents the views of many committee members and you may not agree with our interpretations, but at least it will give food for thought.

Interpreting the new Level Three External Standards

As our senior classes leave for their NCEA examinations thoughts for many geography teachers now turn to the implementation of the new Level 3 Standards next year. This means not just the theoretical talk but the nuts and bolts of what to actually cover. Internal Standards certainly have an advantage here. How to interpret these are advised in the useful newsletters now put out by our moderators who are also there to answer any questions. It is with the externals that issues arise. There is no medium to advise teachers here on what to cover. The closest are examiners’ reports, but these are based only on specific exams and are not to ‘tell teachers how to teach”. To add to this problem the new standards lack the ‘assessment will be selected from’ bullet point leaving many floundering on what their programmes should consist of. It was with this in mind that the Auckland Geography Teachers’ Association put together a course utilising the skills of past examiners, moderators, NZQA markers and teachers with many years’ experience. We have been asked to share this information.

At first sight the new 3.1 standard appears to be very similar. It is the ‘physical geography’ standard in the Level 3 course that still has natural processes as its focus. However, there are some subtle differences. Firstly is the emphasis on ‘interacting’ processes. This means that processes can no longer be seen in isolation but as acting together in an environment. Interacting can be defined as both ‘interaction’ (2 processes effect each other) and ‘working together’ (what does each process contribute). The chosen environment must therefore be of a size that allows both examples to be incorporated. Secondly is the focus on the ‘modification’ of the environment. This needs to be looked at both in the past, the present and in the spirit of the new standard into the future. Much has been discussed over the lack of the word ‘human modification’ in the standard. Yet if you are to examine how present modification of an environment occurs you often cannot ignore the role that people have played. If a river has been dammed, a mountain deforested, a channel dredged or a dune planted they have major consequences on how processes operate and need to be included in an answer. The difference is that they only need to be mentioned if they do play a role rather than the ridiculous situation of the old standard where some kind of modification had to be found. This seems a useful medium to also reiterate that since we teach processes as a series of related actions that the best processes are those that are agent based. Students then understand what it is that is causing the different stages (waves, wind, rivers, and tectonics) and moves it from stage one to two to three. Processes that use a feature as their basis like dune formation or beach retreat, while not technically wrong often mean students focus on the feature rather than the processes resulting in poor scores.

What we would suggest is used as a basis for the 3.1 programme therefore is:

- Where is the natural environment? What is the environment like? What natural features (landforms, vegetation and soils) occur and where are they located?
- Identify the different natural processes that act together to create these features. What is the scale of these processes?
The New Zealand Board of Geography Teachers. The Network. Term 4, 2012

- How do these processes act both separately and together to create these features? What are the interactions involved?
- How and why do these processes show temporal variations?
- How and why do these processes show spatial variations?
- How and why is the whole environment being modified at the present time and is likely to be changed in the future?

The 3.2 standard also has major changes. This has become generic so is now a study of the process rather than the setting. To make sense it does need to be based in context but the number of settings is now optional. Schools therefore have more opportunity to do what they feel is appropriate for their students. If you wish to choose tourism development and only do Rotorua as an example then this is fine. However care does need to be taken in the choice of setting. It should reflect the operation of the process to an advanced stage. If, for example, you chose tourism development and only studied a recently developed setting like Cambodia your students will have less understanding of the process and less to write about. You can take this further and look at a variety of settings world-wide if you think your students can cope or take a middle road and keep to two settings at different stages of a spectrum. As to the content this remains almost the same. Gone is the ‘factors causing change’ but this idea is incorporated in how the process operates over time (what makes it change) which makes a lot more sense.

What we would suggest is used as a basis for the 3.2 programme therefore is:

- How does the cultural process operate?
- The features/ characteristics that result from this process (what it looks like)
- How has it operated at different rates in the past, present and future? (temporal variations)
- How does the process act differently in different parts of an environment? (spatial variations)
- How has this operation shaped/influenced the geographic environment(s) both in terms of the cultural and natural environment(s)?

The 3.4 also has a change of focus. In terms of the skills the intention is not that any new skills are introduced compared to a Level 2 programme but that at this level students select appropriate skills to use. A good example is provided in the exemplar on line in which a student needs to describe the physical environment by drawing on their understanding of contours, spot height, vegetation and referring to the location of features using grid references or latitude and longitude or distance and direction. Skills also now only contribute to a maximum of a merit grade with the division between achievement and merit one of accuracy only. The main focus of the standard is in the interpretation of the environment. The environment may be one or several based on a theme. Here students need to show an understanding of good geography concepts. Such concepts are the key concepts identified in the Teaching and Learning Guide (essentially the 11 IGI’s with sustainability added). Advice is to train your student throughout the year by discussing current geographic issues and getting them to apply concepts to them. At the same time you can also introduce higher level thinking skills such as getting them to justify or evaluate.

The intention of this article is to offer guidance. There are many innovative teachers who will take a completely different approach and that is to be encouraged. However, for the vast majority of us who are working in isolation or lack either the time or experience to do this; we hope this has provided a good starting point to consider the implications of the new standards.

(Editor’s note: The focus of this article is on interpreting the new level 3 achievement standards. Further information and suggestions on preparing a level 3 geography programme within the framework of the revised NZ Curriculum were included in The Networks published in terms 2 and 3 2012. The Senior Secondary Curriculum Guide for geography also contains a section on learning programme design.)
Out in the Field…

The following material on fieldtrips has been collected by Eddie Brown from teachers in his region. He is interested in further material on interesting fieldwork for future issues of The Network (including overseas trips out of the Pacific area). Contributions can be sent to Eddie at: ebrown@npghs.school.nz

Palmerston North Boys’ High School: Year 12 geography fieldtrip

Palmerston North Boys’ High School Year 12 geographers completed a fieldtrip looking at the natural environment of the Manawatu (2.1), combining 2.5.

This day trip takes the form of a bus trip looking at various features of the Manawatu natural environment – sand dune country, river flood plain, anticlines, river terraces, and natural vegetation and soil patterns.

The second half of the fieldtrip involves gathering figures to complete 2.5 on an aspect of processes occurring in a local stream. This involves a comparative study of some aspect(s) of the stream (e.g. discharge, velocity, area, characteristics of river bed stones and sediment – students select and plan their investigation themselves earlier) at two locations – upper and lower catchment.

The trip works well, and is a good balance of observation and hands on data gathering.

Awatapu College: Tongario Exploration

Sue Stirling stirling@awatapu.school.nz

The Year 13 Tongariro trip runs in March each year. We take three days, leaving Palmerston North on a Monday and returning on the Wednesday evening. On the journey up we stop at the Tangiwai memorial site and study the remains of the various lahars that have gone through there. We stay at one of the ski lodges on the mountain which makes an excellent venue. The volcanic features are all around us at that location and we can get some work done on the Monday afternoon.

On Tuesday we walk the Tongariro Crossing absorbing the fantastic landscape and features such as the Emerald Lakes and Red Crater. In the evening we head to the Tokaanu Thermal Pools for a good soak. Wednesday includes a trip to the Visitors’ Centre and to the scoria cone of Pukeonake and the buried logs from the Taupo eruption. On all our trips we provide students with a spiral bound workbook which makes it a lot easier for them to take notes in windy and wet conditions!
Waitara High: Caving in Waitomo
Melanie Keighley: mke@waitarahs.school.nz

In August 2012, the Year 13 geography class at Waitara High School went on their annual trip to Waitomo. Waitomo is a great case study for the ‘Cultural Process’ external standard and we were able to have a look and identify the facilities in the village in the early afternoon before our meeting with Scott from the Waitomo Education Centre. His knowledge of the development of tourism in the area is fantastic and he gave us up to date figures that supported our learning from the classroom. In the late afternoon we toured the Glowworm Caves.

After a night at Kiwi Paka youth hostel, half of the group donned gumboots and wetsuits to go Black Water Rafting through the Ruakuri Cave and the other half did a dry tour of the cave. All of the activities were organised by the Waitomo Education Centre and school groups benefit from these at a reduced rate.
Napier Girls High School: Mountain camp in the Kaweka Forest Park.
John Seaman: JSeaman@nghs.school.nz

With the change in Achievement Standards we have adapted this trip to become our 2.5 Research and investigate human modification of the Kaweka Forest Park. We still study the natural interactions of soil, vegetation, climate and relief as this acts as an introduction for the later Amazon study.

The students stay in tents and really come to experience mountain conditions. It promotes team work and learning is through experience and inquiry based activities that they are using to research the topic.

Students measure and record their observations from the field trip including such things as track degradation, the impact of introduced species of plants and animals as well as research the topic from secondary material.

Notes from Abroad

The Geographical Association in the UK has provided us with material outlining a number of fieldwork and geography awareness activities that they encourage under their Worldwise banner. The article by Mark Higginbottom will be published on our website.

Their aim is to engage young people from primary to post 16 in geographical activities which enrich their experiences both within and outside the classroom and help them to appreciate their role in the World in the twenty first century.

Worldwise has a dedicated website http://worldwise.geography.org.uk/ or can be accessed through the GA home page http://www.geography.org.uk/ which provides detailed coverage of Worldwise, its current activities and previous events.

Answer to Where is this place?
This photograph was taken in central Christchurch earlier in 2012. It shows the redeveloped Cashel Street Mall that was constructed mainly using containers following the Christchurch earthquakes.
Geography Awareness Week

2012 was the second year that we have run a national Geography Awareness Week and it seems to be picking up momentum. We have heard stories from many schools that all seemed to have a great time and hopefully this has translated into more engaged students and bigger numbers for you all next year.

Melanie McGrath (Wellington High School) shared this magnificent Antarctica cake at their Geography lunch.

A lot of interesting entries came in for the Interaction Photo Competition and the prizewinners are shown below.

First place was awarded to Jeff Jones, Wellington High School. His photograph and note about the concept of interaction are included below.

In this photo we can see the geography concept of **interaction**. There are many ways that this concept is taking place. We can see that the fisherman are interacting and disturbing the natural environment. They are
taking from the environment and this interaction will have an impact on the natural progression. This interaction between man and sea has a long culture in Island Bay and we can see that it has physically shaped the way the bay looks and what it is used for, from the boats and wharf in the background to the birds trying to gain some of the fish scraps. We can also see the interaction between the fishermen as they discuss where to drop the fish for processing. One of the men is half opening the truck’s door as it sits precariously on the edge of a low tide (something the fishermen had timed purposely to allow them to get the truck in close to the water). We can also observe the way the sea interacts with the rocks. The repetitive wave action has shaped and formed the rocks into a sheltered inlet to allow the safe landing of boats as they return with their catch. The men are prepared for the interaction with their environment. They are wearing woolly hats to protect from the cold and white overalls and gloves for handling the fish. We can even see the slight amount of litter, a reminder of the human influence and impact on the land. Over all, this interaction struck me because it is as if the fisherman are there to just take from the environment without giving anything back; the fish truck contrasting with the tranquility of the bay.

The photographs that were awarded second and third place are shown below.

2nd Place: Paige Storey, Takapuna Grammar School
3rd Place: Seth Schanzer, Pukekohe High School

Thanks to everyone who got involved and see you all again next year.

News and Notices

New Zealand Geography Olympiad Team Win Medals in Cologne

The 9th bi-annual International Geography Olympiad (iGeo) was held from 21st to 27th August in Cologne, Germany with 32 countries competing in the event. Hosted by the University of Cologne, the competition was comprised of three sections:
- A written examination
- A multi-media multi choice test
- A two day fieldwork and decision making exercise
The New Zealand Team members: Sidney Wong (Hutt Valley High School), Scott Cameron (Hamilton Boys’ High School), Connor Clemett (Riccarton High School) and Brent Coleman (Hamilton Boys’ High School).

The team members had been some of our top performers in the NZBoGT Year 11 Maatangi Whenua Geography Competition in either 2010 and 2011 and had gone through a final selection camp before being chosen. These students performed admirably and gained the best results that have ever been achieved by a NZ Geography Olympiad team with all of them gaining a medal for the first time. Overall, the team was ranked in 4th place behind Singapore, Romania and Poland.

Individually, the students gained the following placings:

12th Place and Silver Medal: Scott Cameron
22nd Place and Silver Medal: Brent Coleman
53rd Place and Bronze Medal: Sidney Wong
59th Place and Bronze Medal: Connor Clemett

The team members themselves were thrilled with their results. “We were kept guessing right to the end” said Connor Clemett as the final results were not revealed till the last night of the iGeo Competition. Top performing student Scott Cameron was “stoked” with this 12th placing; only two places off a gold medal. He found the competition to be “a good opportunity to meet like-minded people from right around the world”.

Other highlights of the iGeo competition included a Cultural Performance Evening and a Cartographic Poster Competition. The Cultural Performance saw participants in mixed groups with students from the other countries prepare and perform items around the themes of music, language, national dress and significant landmarks and proved to be a tremendous success in promoting cross cultural interaction. The Poster Competition involved each team producing a cartographic poster prior to departure on water issues within their own country for an oral presentation during the iGeo event. While this poster was not assessed to contribute towards the students’ final results, it was judged by their fellow peers. This vote saw a three way tie for 1st place with New Zealand sharing top honours and receiving the Dr Prill prize along with Tunisia and Indonesia.

During the competition, team leaders, Anna Wilson (Wellington East Girls) and Nick Page (Otumoetai College), were also involved in the marking of the written examinations and had an opportunity to attend a Professional Development session on preparing students for fieldwork run by a Teacher Educator from the Netherlands. Both teachers also enjoyed the opportunity to network with other Geography teachers and educators from around the globe. The team were also able to enjoy some opportunities to sightsee and experience a little bit of the German culture and a day’s shopping and sightseeing in Hong Kong!

Left: Students from NZ, Australia, Nigeria and Mexico enjoying some sightseeing in Cologne. Right: Yum Cha in Hong Kong.

The team wishes to acknowledge and thank the following organisations and individuals for their support and contributing to the success of the 2012 NZ Geography Olympiad Team: Science Olympiad New Zealand, The Royal Society of NZ, The New Zealand Board of Geography Teachers, The New Zealand Geographic Society and the local teachers, schools, families and sponsors of the students involved.

Anna Wilson and Nick Page
2012 NZ Geography Olympiad Team Leaders

Maatangi Whenua National Finals

The National Finals of the Maatangi Whenua Competition were held at Wellington East Girls’ College at the end of Term 2. It was great to see such a mix of students at the finals this year. The teams competed in a 1 day competition going through a series of 6 rounds. These included a role play, multi-media quizzes, topographic map challenges and video analysis.

Thanks must go to all of the teachers, parents and school communities who supported their students to get to Wellington, as well as Hugh Williams who created the rounds, Anna Wilson and Suzanne Baldwin who hosted the day and Bonnie Mager from Wellington East Girls’ College for her assistance.
We are delighted to announce that the winners of the National Finals of the Maatangi Whenua Competition are:

1st Place: Hamilton Boys' High School

2nd Place: Sacred Heart Girls’ College, New Plymouth

3rd Place: John McGlashan College, Dunedin

Other finalist schools were Waimea College, Craighead Diocesan and Rangitoto College

Above: Winning Team – Hamilton Boys’ High School.
Below: All of the competitors in the national finals
Guerrilla Geography Day

The following information has been contributed by Steve Mouldey.

Guerrilla Geography is about making irregular, alternative, unexpected and abnormal geographies happen. In an education context it's about being creative in the way geography is taught, including the subject matter, learning environment and methods. The aim is for (young) people to (re)think about the world through geography and (re)consider what geography is.

Guerrilla Geography Day 2012, the first of its kind, focusses on the “NO” signs that shape the landscapes that we live in. No ball games, No skateboarding, No entry, No talking, No diving and No weapons are all signs that mark boundaries and infer a diverse range of consequences. Some signs improve and even save lives while others are simply unfair or ridiculous.

“No” signs are an international phenomenon. The authorities behind them, the designers that create them and the communities that host them and the people who interpret them are diverse, but many of the messages are globally familiar.

Guerrilla Geography Day is on 7 November 2012 and challenges learners (that's all of us) to discover and share “No” signs and discuss their meanings, relevance and importance.

If you want to get your school/social club involved or even just learn a bit more about this event please click on www.guerrillageographyday.com Any questions please either check out the website or email me at stevemouldey@gmail.com

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 is 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. 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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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](http://www.nzgs.co.nz/become-a-member)

The NZBoGT has recently developed two new initiatives to support quality geography teaching and learning in schools. The first is a conference fund to enable teachers to attend a conference related to geographical education and the second is an award to recognise excellence and innovation in geography teaching and learning. We would like to receive applications for both initiatives this year. Closing dates for both are **20 December 2012**. Please email applications to bi@burnside.school.nz or post to NZBoGT c/- 45A Bucknell St, Upper Riccarton, Christchurch 8042

### Conference Fund

Applications for the conference fund are to take the form of a letter to the NZBoGT outlining the conference, potential costs involved in attending and what form an educational resource might take. The conference fund criteria are as follows:

- Conference is related to geographical education
- School must be a member of the NZBoGT
- May award up to $500 per teacher for registration/accommodation/travel expenses inclusive in each calendar year
- Applications can be made throughout the year
- Successful applicants must be committed to providing an educational resource to be published on the NZBoGT's website and in *The Network* within two months of the end of the conference

### Excellence in Geography Teaching and Learning Award

Applications for the award are to take the form of a report which describes examples of the criteria following:

- School must be a member of the NZBoGT
- Up to 2 awards of $500 per teacher may be made each year
- Applications must include an explanation of how the teacher has developed engaging programmes of work (this could be a sequence of lessons or a whole unit within a year's programme). The explanation should give specific examples and may be published on the NZBoGT website or in 'The Network'.
- The application could be accompanied by examples of student work or student voice. The application should be supported with a letter of recommendation from the appropriate HOD or line manager of the school.
Members of the Board

<table>
<thead>
<tr>
<th>Board Representatives</th>
<th>Portfolios</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Baldwin</td>
<td>Chairperson, NZGS Exec., Curriculum</td>
</tr>
<tr>
<td>Jane Foster</td>
<td>Auckland, Meeting Secretary</td>
</tr>
<tr>
<td>Nick Page</td>
<td>Waikato/BOP, Deputy Chairperson, publicity</td>
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<tr>
<td>Eddie Brown</td>
<td>Massey (Central)</td>
</tr>
<tr>
<td>Anna Wilson</td>
<td>Wellington, Olympiad</td>
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<tr>
<td>Siobhan Murphy</td>
<td>Canterbury, Assessment</td>
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<tr>
<td>Sue Lynch</td>
<td>Otago</td>
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<tr>
<td>Murray Fastier</td>
<td>Pre-service Teacher Education, Assessment</td>
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<tr>
<td>Lex Chalmers</td>
<td>Tertiary Liaison, Olympiad, IGU liaison, NZGS Exec.</td>
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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/](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

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