

# AGTA News

VOLUME 2, DECEMBER 2022

- ▶ FROM THE EDITOR
- ▶ SO, CHATGPT – TELL ME WHY GEOGRAPHY EDUCATION IS MORE IMPORTANT THAN EVER?
- ▶ AGTA CONFERENCE 2022
- ▶ SPONSORS
- ▶ 2024 AGTA NATIONAL CONFERENCE
- ▶ MOROCCO ARE THE FIRST-EVER AFRICAN SEMIFINALISTS
- ▶ DUMBED-DOWN CURRICULUM
- ▶ HOW WELL DOES THE NEW AUSTRALIAN CURRICULUM PREPARE YOUNG PEOPLE FOR CLIMATE CHANGE?
- ▶ AFFILIATES REPORTS: • NT • NSW/ACT • QLD • SA • TAS • VIC • WA



# geographia



Florence Falls, Litchfield National Park NT

## FROM THE EDITOR

Thank you for taking the time to read our second edition of Geographia for 2022! As you'll know, this edition has been released early in 2023, and I apologise for the delay in getting the newsletter to you in a timely manner – but end of year commitments followed by a desire to just “do nothing” for a few weeks threw my schedule out of whack – but now that I've been responsible for Geographia for a year, I know what it will take to get the journal completed in a timely manner.

One of the weaknesses we have in our journal is being able to share content beyond summaries and updates of what each state/territory affiliate is up to. This is a valuable record of the fantastic work of geography associations, but I think we can all agree it does not make for a thrilling read. To that end, I've made use of the Creative Commons license of articles from The Conversation and repeated a few geographical-themed stories that may be of interest to you. Please send through any articles you think a national audience of geography teachers might enjoy.

Additionally, we do have a report and photos from the fantastic AGTA 2022 conference held in Hobart. What a fantastic event it was and congratulations to the Tasmanian Geography Teachers Association for their wonderful work in preparing a brilliant conference. It's the NT's turn in 2024, so watch this space – we can't wait to host you in Darwin!

One thing I've learned about education in my 25-odd years of teaching, is that the start of a new year is as busy as the end of the previous one, so I'm going to sign off on the editor's note now and hand over to ChatGPT for some support. The impacts of AI on our teaching and learning will be massive, but one advantage for now – it helps me fill up a bit of space!

HAVE A FANTASTIC 2023!

Steve Hawkins

Geography & History  
Teachers Association NT



Royalty free image, sourced from Pexels by Andrea Piacquadio

## SO, CHATGPT – TELL ME WHY GEOGRAPHY EDUCATION IS MORE IMPORTANT THAN EVER?

Geography education is more important than ever due to the rapidly changing and interconnected world we live in. With global issues such as climate change, resource depletion, and political conflict affecting people everywhere, it is critical for students to have a deep understanding of the world and its geography. Geography education provides students with the skills and knowledge to analyze and interpret geographic information and understand the complex relationships between people, places, and environments.

One of the key reasons geography education is more important than ever is that it provides a foundation for understanding global interconnections and interdependence. The world is becoming more interconnected, and geography education helps students understand how events in one part of the world can impact other parts, such as the COVID-19 pandemic, which has shown that events in one part of the world can quickly spread and have far-reaching effects. Geography education helps students understand the relationships between countries, and how different places are connected by trade, migration, and other movements of people, goods, and ideas.

Geography education is also important because it helps students understand the relationships between the environment and human activity. Climate change, the depletion of natural resources, and the degradation of the environment are pressing issues that are impacting people all over the world. Geography education helps students understand the causes and consequences of these global challenges and the role that people play in creating and solving them. By understanding these relationships, students can become more informed and responsible citizens who are better equipped to take action to create a more sustainable future.

Geography education is important for preparing students for the workforce. Many jobs today require employees to have a deep understanding of geography, including those in fields such as transportation, logistics, resource management, and international business. In addition, geography education helps students develop critical thinking and problem-solving skills that are valuable in any career. Geography education also helps students understand the complex and interconnected world in which they live, which is essential for making informed decisions in their personal and professional lives.

Finally, geography education is important because it helps students appreciate and understand the diversity of cultures and perspectives in the world. By learning about different places and the people who live there, students can gain a greater appreciation for cultural differences and a deeper understanding of the world. This understanding is important for building empathy and respect for others, which are essential for creating a more peaceful and inclusive world.

In conclusion, geography education is more important than ever due to the rapidly changing and interconnected world we live in. By providing students with the skills and knowledge to understand the world and its geography, geography education prepares students for the challenges and opportunities of the future.



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## AGTA CONFERENCE 2022

The long-awaited AGTA Conference 2022 this year was held in Hobart. The three-day event welcomed 150 delegates from around Australia. Sponsors and presenters were invited to a reception at Government House followed by welcome drinks for all delegates at the conference venue. The following three days comprised of keynotes, workshops and field trips.

Planning for the event began in 2019 at the previous AGTA Conference. Little did we know that the following year we would be planning this in the midst of a global pandemic. It was scheduled to be held in 2021, however due to the uncertainties around travel we had to postpone this until 2022. We were determined to run the conference as an in person event due to the nature of the conference. It is very difficult to run field trips, which are a key component of Geography, virtually. You also miss the social interactions and networking opportunities that occur at conferences if it is held in a virtual format.

Day one of the conference began with a very moving Welcome to Country delivered by local First Nation's students from St Mary's Catholic College. Dr Shane Gould was the opening keynote speaker of the conference with her address titled "Girt by sea: a myth for the imperative to swim" and provided a talking point for the conference. Following Dr Gould's keynote address, Prof Jason Byrne from University of Tasmania, delivered a highly engaging plenary session focused on urban landscapes. Delegates then participated in three workshop sessions that were presented by teachers and professionals who had inspiring information to share with others.

Day two began with Simon Kuestenmacher, from the Demographics group, as our keynote speaker. His address took us on a fascinating discovery of the ever-changing demographics of Australia. Dr Briony Towers' plenary session on the importance of teaching children about disaster and disaster resilience was very emotive and delivered thought provoking anecdotes from children and their experiences of disaster.

The AGTA awards dinner was held on the evening of Day two of the conference and we would like to congratulate all the winners and runner ups on their well-deserved achievements.

The third and final day of the conference was all day field work to various parts of southern Tasmania. Delegates were able to choose between the tourism of the Coal Valley region, to the forests of Tahune, to the saltmarshes of Bream Creek, to the wild west of Lake Pedder region.

We would like to thank the generous support of our sponsors who make events like this possible. In particular we would like to thank: Australian Institute of Disaster Resilience, Mobile Muster, University of Tasmania, Prime Zone, Surveying Taskforce, Education Perfect, Forest Learning, Australian Institute of Landscape Architects, Planning Institute of Australia, Contour Education, Jacaranda, GTANSW and GTAQ



At the conference welcome function at the Tasmanian Governor's residence



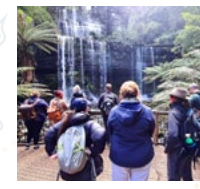
NT delegates at the AGTA 2022 conference dinner.



NSW and ACT delegates to the AGTA conference in Hobart



At the conference welcome function at the Tasmanian Governor's residence



A walking tour of Hobart hosted by Greg Calvert



Fieldwork from the excursion to Mt Field NP



Queensland delegates at the AGTA conference in Hobart



SA delegates to the AGTA 2022 conference in Hobart



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## PROGRAM STREAM SPONSOR

**MobileMuster**



is the product stewardship program of the mobile phone industry and is accredited by the federal government. It has developed the Mobile Connections teaching and learning resource for the Geographies of Interconnections content area. It covers personal connections, travel, trade, production and consumption all through the lens of a mobile phone. Through geographical inquiry, students will develop deep knowledge of our mobile connections and the resulting impact on places. They will explore how mobile technology can be sustainable and take action within their community.

Teachers can access the free Mobile Connections Curriculum Guide, professional learning and student research on the MobileMuster website.

<https://www.mobilemuster.com.au/>



## PROGRAM STREAM SPONSOR

**The Australian Institute  
for Disaster Resilience (AIDR)**



The Australian Institute for Disaster Resilience (AIDR) is the National Institute for disaster risk reduction and resilience. We collaborate across sectors to strengthen the resilience of Australian communities to disasters. AIDR creates, grows, and supports a range of networks; provides opportunities for learning, development, and innovation; shares knowledge and resources to enable informed decision making and action; and facilitates thought leadership through national conversations.

AIDR contributes to a more disaster resilient Australia through four key influencing strategies that encapsulate AIDR's work: Actively supporting, growing and sustaining a range of networks across sectors and jurisdictions. Enabling those with a role in disaster risk reduction and resilience to come together to learn, develop and innovate. Collecting, developing, curating and sharing knowledge to educate and promote good practice in disaster risk reduction and resilience. Providing a central focus point for national thought leadership on disaster risk reduction and resilience.

<https://www.aidr.org.au/>

## FIELD TRIP AND MERCHANDISE SPONSOR



### University of Tasmania

As a university, we're dedicated to providing every student with a hands-on education and an unforgettable adventure. From our vibrant cities to the stillness of our World Heritage-listed wilderness, our island is a place of contrasts – and we embrace its character in everything we do.

<https://www.utas.edu.au/>



## FIELD TRIP AND MERCHANDISE SPONSOR



### Primary Industries Education Foundation Australia (PIEFA)

Primary Industries Education Foundation Australia (PIEFA) is a national not for profit company, that strives to assist young Australians to know more about where their food and fibre comes from and about the vast range of careers in agriculture.

PIEFA facilitates, coordinates and promotes food and fibre education initiatives to teachers, schools and the broader community. Through this engage Australian schools in education of food and fibre production and primary industries careers.

PIEFA Educational Services

**Primezone** <https://www.primezone.edu.au>

**Career Harvest** <https://www.careerharvest.com.au>

**Farmer Time** <https://farmertime.com.au>

**Primezone Academy** <https://primezoneacademy.edu.au>

**AgCAREERSTART** <https://agcareerstart.com.au/>

**STEM Teacher PD sessions** <https://www.primezone.edu.au/stem-teacher-pd/>

**Knowing and Growing** [www.knowingandgrowing.edu.au](http://www.knowingandgrowing.edu.au)

<https://www.piefa.edu.au/>



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National conference of the Australian Geography Teachers Association



**twenty-four/seven** 2-4 october 2024

darwin, nt **always geography**



**SAVE THE DATE**



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# MOROCCO ARE THE FIRST-EVER AFRICAN SEMIFINALISTS OF THE WORLD CUP. HERE'S WHAT GEOGRAPHICAL DATA TELL US ABOUT THIS RESULT

Originally published on December 14, 2022  
Stephen Woodcock

THE CONVERSATION

ASSOCIATE PROFESSOR OF MATHEMATICAL SCIENCES, UNIVERSITY OF TECHNOLOGY SYDNEY

The 2022 FIFA World Cup has certainly attracted plenty of negative press, with scandal from bidding process through to the tournament itself. Yet out of this negativity, one positive storyline has arisen.

With victories over two recent European champions – Spain and Portugal – Morocco have become the first African nation to reach the last four of the World Cup.

## Mapping a path to the final

Could the location of the tournament itself partially explain the Moroccans' surprise progress? When an Asian side – South Korea in 2002 – similarly broke the duopoly of Europe and the Americas, it was on home soil.

An African squad would have made it to the semifinals 12 years ago in the first World Cup to be hosted on that continent, if not for one of the most infamously unsporting acts in the game's history, at the hands (literally) of Uruguay's Luis Suarez.

Now the World Cup is played in the Arab world for the first time and, perhaps not coincidentally, we are seeing a nation from the region reach unprecedented heights.

## Geography could matter more than we think

In 21 previous tournaments, only three teams have lifted the trophy without being either hosts or a prior champion. One of those – West Germany in 1954 – did so in a neighbouring country.

Before 2010, no European nation had won the tournament outside Europe and only one non-European nation had won on the continent.

This trend is also seen in continental competitions. The European Championships' two biggest shocks were Denmark's 1992 success after initially failing to qualify, and the 2004 championship of rank outsiders Greece. The Danes' victory came in another Scandinavian nation, and the Greek success was in another Mediterranean country.



Royalty free image, sourced from Pexels by Pixabay



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Of course, none of this is directly causal. The Moroccans have certainly not reached this lofty stage because the tournament is in a fellow Arab country. As a low-scoring, complex team game, football is one of the hardest sports to predict and every little advantage, even as small as being in a comparable climate, could tip the balance of a game one way or another.

### Parallels with other nations

When looking at historical data, the clearest predictor of which sides may be primed to perform better than ever before is their latitude relative to the tournament host. For example, Paraguay's best run was in South Africa in 2010, at similar latitude, rather than in geographically closer South American nations further south.

Of the 39 nations to reach the tournament at least six times, 23 of those have never bettered their performance at the tournament closest to their home latitude. Almost three-quarters of sides' best tournaments involved travel less than 10 degrees either north or south.

With Doha less than nine degrees north of the Moroccan capital Rabat, only three other competing nations lie closer to the latitude of Qatar. Two of those have enjoyed historic wins during the earlier group stage of the tournament: Tunisia defeated the reigning champions, and Saudi Arabia took down one of this year's finalists.

### The "world" game?

Even with its huge global appeal, football has been historically slanted towards Europe and the Americas, which may have stifled progress of the game in other regions.

Despite its numerous ongoing flaws, the administration has come a long way since the absurd situation in 1958 when the one place designated for a team from the Asian and African regions was taken by Wales.

Morocco's fairytale run should certainly be seen as a huge positive for the game in North Africa, in particular. There do remain numerous "blind spots" in where tournaments have been held.

Rio de Janeiro, where the 1950 and 2010 finals were held, lies within one degree of the Tropic of Capricorn. Amazingly, if you travel north from there, you will only find one World Cup final venue (Mexico City) south of Doha.

Around 40% of the world's population live between the tropics. This proportion is only increasing, but the game remains dominated by nations outside this region.

It could be argued that the countries most impacted by this geographic bias are African. Nations such as Cameroon and Nigeria have frequently qualified for the World Cup in recent decades, but have never played in a tournament within a 20-degree latitude from home. This would never be the case for a European side.



There was set to be a tournament in a more equatorial region in 1986. When Colombia backed out of hosting less than a year prior, few would have believed that four decades later, the game would still not have revisited this part of the globe.

### A sporting chance

Criticisms of the process and politics underlying the 2022 World Cup cannot be overlooked, but the decision to broaden the geographic footprint of host nations can at least be seen as a positive step towards a more reasonable distribution of sporting advantage.

No on-field results will (nor should) lessen the valid criticisms surrounding this tournament, but it would be a shame for the historic achievement for African football to be overlooked.

We can't definitively know how much of a role geographic proximity played in the Moroccan story, but the case for breaking European and American hegemony over the game is surely established beyond doubt.



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# DUMBED-DOWN CURRICULUM MEANS PRIMARY STUDENTS WILL LEARN LESS ABOUT THE WORLD AND NOTHING ABOUT CLIMATE

Originally published on May 27, 2022  
Alaric Maude

ASSOCIATE PROFESSOR OF GEOGRAPHY, FLINDERS UNIVERSITY

Revisions to the Australian primary school curriculum for geography mean children will learn much less about the world and its diversity than they do at present. They will learn nothing about some significant concepts such as climate.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) launched the new version of the Australian Curriculum on May 9. ACARA described it as "a more stripped-back and teachable curriculum that identifies the essential content our children should learn".

Overall, the new curriculum reduces the number of content descriptions by 21%. These are statements that describe what teachers should teach and what students should learn. In primary school geography, however, 50% of the content descriptions in the Knowledge and Understanding strand have been deleted or had content reduced.

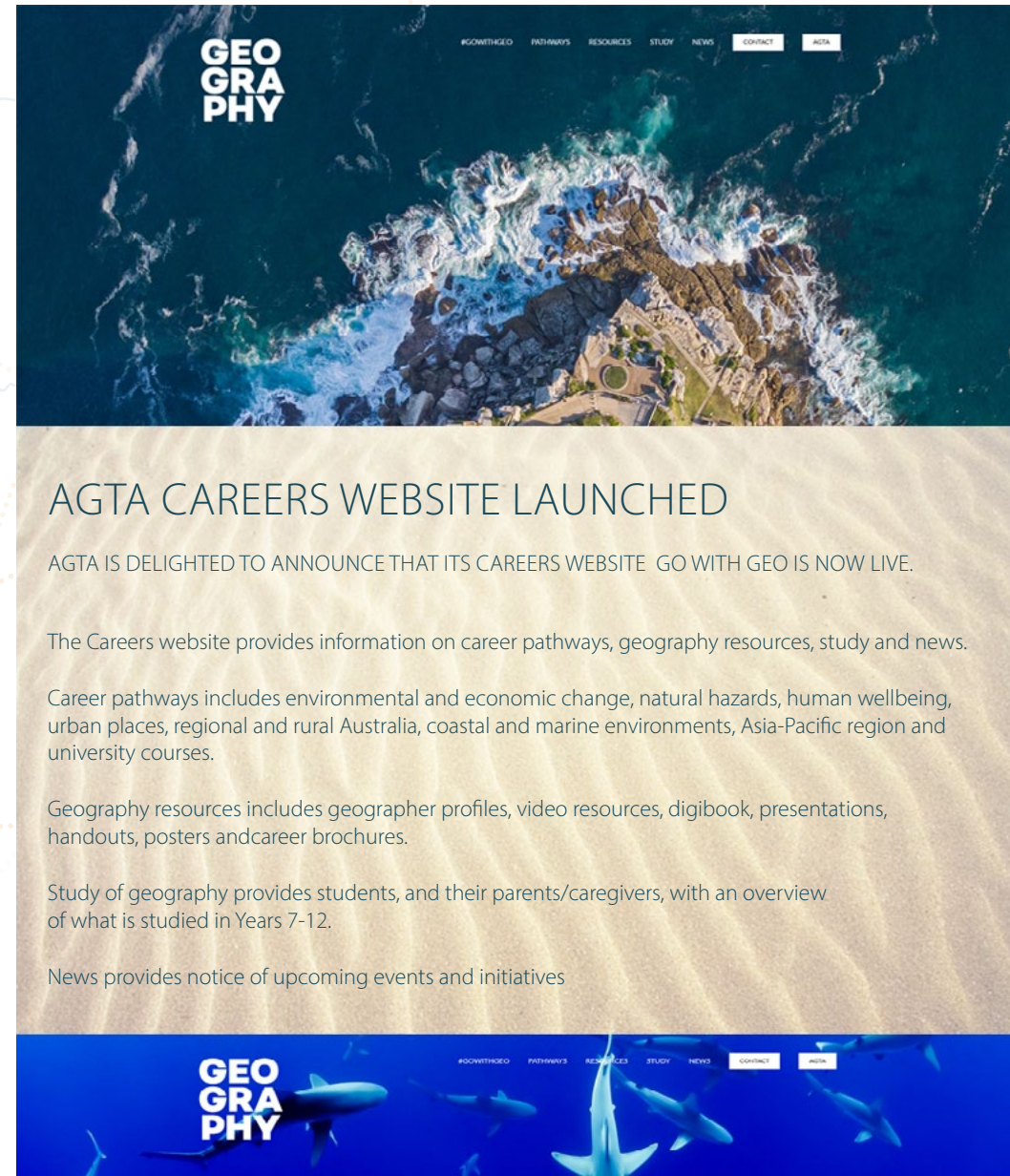
The education ministers of the governments of Australia pressured ACARA to further reduce the content in the primary school humanities and social science learning areas. What is this knowledge that they have decided is no longer essential for our children to learn?

## What knowledge of the world is gone?

The previous curriculum had a sequence of content descriptions that gave students some knowledge of the world beyond Australia. The following have been deleted:

- the division of the world into hemispheres, continents and oceans (in year 2)
- the main climate types of the world and the similarities and differences between the climates of different places (in year 3)
- a brief study of the continents and countries of Africa and South America (in year 4), and Europe and North America (in year 5)
- differences in the economic, demographic and social characteristics of countries across the world (in year 6).
- the world's cultural diversity, including that of its indigenous peoples (in year 6).

THE CONVERSATION



## AGTA CAREERS WEBSITE LAUNCHED

AGTA IS DELIGHTED TO ANNOUNCE THAT ITS CAREERS WEBSITE GO WITH GEO IS NOW LIVE.

The Careers website provides information on career pathways, geography resources, study and news.

Career pathways includes environmental and economic change, natural hazards, human wellbeing, urban places, regional and rural Australia, coastal and marine environments, Asia-Pacific region and university courses.

Geography resources includes geographer profiles, video resources, digibook, presentations, handouts, posters and career brochures.

Study of geography provides students, and their parents/caregivers, with an overview of what is studied in Years 7-12.

News provides notice of upcoming events and initiatives



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The only world knowledge retained in the revision is the study of Australia's neighbouring countries in year 3 and Asia in year 6. As a result, students will learn nothing about four of the continents, or of the environmental, economic, demographic and social differences and similarities between the countries of the world. They will have no sense of the world as a whole, and its diversity.

In an increasingly interconnected world, children need at least to know about the countries we are connected to through history, trade, migration, alliances and government and non-government aid.

### What key concepts have been lost?

Concepts are what we think with, and intellectual development is based on conceptual thinking. The previous curriculum developed children's understanding of the following key concepts and ways of thinking.

**THE CONCEPT OF PLACE**, including the definition of a place, and an understanding of the importance of places to people. The study of places is the core of primary school geography.

**THE CONCEPT OF LOCATION**, including why things are located where they are, and the influence of location and accessibility on people's activities. These were in the curriculum to get students thinking about the effects of location and distance on their lives, and about where things should be located.

**THE CONCEPT OF SPACE**, including the management of spaces within neighbourhoods and towns. This introduced students to debates about how land should be used and how development conflicts are resolved, and to the idea of town planning.

**THE CONCEPT OF CLIMATE**. The difference between climate and weather still confuses debate over climate change, so an understanding of this difference is vital.

**THE CONCEPT OF A SETTLEMENT**, including the differences between places in types of settlement and demographic characteristics. This added another concept to students' knowledge of places, and introduced them to the small area census data that reveal much about Australian communities.

**All this content has been removed.**

### What are the impacts on learning?

The revision of the primary school geography curriculum has done three things:

1. it has severely reduced children's knowledge of the world
2. it has reduced the level of conceptual thinking that students will be exposed to
3. it will leave them less prepared for geography in secondary school, where the curriculum was designed on the assumption that students would know what is in the current one.

If the aim of these deletions has been to make more time for the development of literacy and numeracy skills, it is self-defeating. Children apply and develop these skills and expand their vocabulary through subjects such as geography and history.

Is this the best we can do to help young Australians understand the world? The geography curriculum for England demands much more.

## HOW WELL DOES THE NEW AUSTRALIAN CURRICULUM PREPARE YOUNG PEOPLE FOR CLIMATE CHANGE?

Originally published on May 23, 2022

THE CONVERSATION

GRETTA PECL, PROFESSOR, ARC FUTURE FELLOW & DIRECTOR OF THE CENTRE FOR MARINE SOCIOECOLOGY, UNIVERSITY OF TASMANIA

CHLOE LUCAS, RESEARCH FELLOW, GEOGRAPHY, PLANNING AND SPATIAL SCIENCES, UNIVERSITY OF TASMANIA, KIM BEASY, LECTURER IN CURRICULUM AND PEDAGOGY, UNIVERSITY OF TASMANIA

GABI MOCATTA, RESEARCH FELLOW IN CLIMATE CHANGE COMMUNICATION, CLIMATE FUTURES PROGRAM, UNIVERSITY OF TASMANIA, AND LECTURER IN COMMUNICATION – JOURNALISM, DEAKIN UNIVERSITY

RACHEL KELLY, POSTDOCTORAL RESEARCH FELLOW, FUTURE OCEAN AND COASTAL INFRASTRUCTURES (FOCI) CONSORTIUM, MEMORIAL UNIVERSITY, CANADA, AND CENTRE FOR MARINE SOCIOECOLOGY, UNIVERSITY OF TASMANIA

You'd be forgiven for not having heard about the long-awaited new Australian Curriculum, which was released with little fanfare in the midst of the election campaign. But this update to the national curriculum (9.0), for foundation to year 12 students, is hugely significant. It will guide the education of young Australians for the next six years, which could encompass a child's whole primary or secondary school education.

Education fundamentally prepares children for life, so it should be expected to address the existential issues of our time. On our current trajectory, climate change will drastically affect children's health, wealth and job futures. Today's children face up to seven times as many extreme weather events as people born in the 1960s experienced.

If we are to tackle climate change and adapt to the impacts that are already unavoidable, then children need to be educated for a changing future. Until now, however, this subject matter has been largely missing from the Australian Curriculum.

We know young people are overwhelmingly concerned about climate change. Students, parents and academics have been calling for a greater focus on climate change in all areas of school learning.

Our research project, Curious Climate Schools, has involved 1,300 Tasmanian school students to date in student-led climate literacy learning. It shows current teaching leaves students with many unanswered questions about climate change. And, from our lightning analysis of the new curriculum, it seems it won't routinely deal with the kinds of questions students are asking.



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## Climate change content has increased

The good news is that the new curriculum does pay more attention to climate change. The old curriculum had a total of four explicit references to “climate change”. Whether it was covered in the classroom depended on the knowledge and beliefs of teachers.

In the new curriculum we counted 32 references to climate change across diverse subject areas: civics and citizenship, geography, history, science, mathematics, technologies, and the arts. This means students have more opportunities to learn about climate change, and teachers have more direction on where and how to teach it.

For example, in civics and citizenship, secondary school students can now learn about global citizenship by studying the campaigns of youth activists like Greta Thunberg and the work of Indigenous Australian climate campaigner Amelia Telford. They can also learn about global climate governance, including the United Nations Sustainable Development Agenda and the UN Framework Convention on Climate Change.

Climate change is also used in innovative ways in the new curriculum. In maths, for example, it’s presented as a context for teaching students how to use statistical evidence.

However, our analysis of climate change in the new curriculum also reveals it is dominated by a science focus. We counted 21 references to climate change in science and technology learning areas, but only nine in humanities and social science learning areas and two in the arts learning area.

Our work with students through Curious Climate Schools shows their wide-ranging questions about climate change encompass ethics, politics, their careers and their futures. Students are interested in climate science and projected impacts, but have more questions about the urgency of action and what can be done. This illustrates that learning about climate change must be suffused through all subject areas if students are to become climate literate.

Many young people want to contribute their skills and knowledge to climate action in their future careers. We need to show them, through the curriculum, that in whatever subject area their interests lie – health, arts, law, engineering, ecology or many other fields – they will be able to use their talents to tackle the climate crisis.

Worryingly, explicit mentions of climate change are still missing from the primary school curriculum. The Curious Climate Schools project found upper primary teachers had the most interest and capacity to bring climate learning into their classrooms, because they were more able to explore the complex and interacting issues of climate change across subject areas.

## Equipping teachers for holistic climate teaching

Climate change is causing legitimate and increasing anxiety for many young people. Many students leave school feeling betrayed and disempowered because their climate concerns are not being heard or taken

seriously. The new curriculum does not adequately acknowledge or act on the significant emotional impacts of growing up in a changing climate.

This leaves teachers, who may become the bearers of bad news to many students, in a difficult position. In our interviews with teachers they told us they don’t feel confident to teach about climate change or to manage their students’ anxiety as they discover how climate change will affect their futures.

Governments and universities have a responsibility to ensure teachers have the knowledge and skills to teach their students holistically about climate change. They can’t be expected to do this without training or resources.

The new curriculum moves towards addressing climate change in the classroom, but climate teaching in schools must be much more ambitious, given the urgency and enormity of the problem. This needs to be supported first by building teachers’ own knowledge about climate change. It also means equipping schools with resources that empower their students to become active citizens in a changing climate.



*Royalty free image, sourced from Pexels by Pixabay*



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## UPDATE FROM GHTANT

GHTANT has started to buck the trend of declining membership, with a slight rise in memberships likely due to the hosting of the HTAA conference in Darwin. We hope to continue to build on our membership base as we attempt to re-grow after the impacts of Covid 19. As with many other jurisdictions, the Northern Territory is engaged in enterprise bargaining which has resulted in industrial action, which appears to be impacting on our association. It will require our association to be responsive to teacher needs and to identify the kinds of support we need to provide that will engage a very tired workforce.

A priority for our association was hosting the 2022 Geography Big Week Out in July 2022. Julie Hearnden and I put together a program of fieldwork in Darwin City and Litchfield National Park for the attendees (who are the Year 11 winners of the Australian Geography Competition). Supported by GTAQ and the Royal Geographic Society Queensland, the event proved very popular with the students (despite it being very cold and Batchelor Outdoor Ed not having any blankets...) Four students were selected to represent Australia at the International Geography Olympiad in 2023 in Bandung Indonesia.

GHTANT has again provided scholarships for attending the Australian Geography Teachers Association conference, to be held in Hobart (unfortunately at the same time as HTAA). It is fantastic to see five educators heading to Hobart for the event. GHTANT may be partnering with GTASA to run a conference in Darwin in the future – watch this space.

GHTANT is working to develop stronger relationships with CDU. Recently I engaged in a podcast for pre-service geography teachers with one of the CDU lecturers to help the students better understand the environment they are heading into. It was great that CDU was willing to invite practicing teachers who can discuss some of the real world implications of teaching geography in the NT context. We hope to continue to be involved in podcasts, including developing our own, on topics and themes of interest to our members.

With both a history and geography focus, although I am stepping down as president I will be continuing to the AGTA representative for GHTANT. Our incoming president, Nelly Labiche, will continue to focus on the history side of a national work. I am very pleased that Caleb Mattiske, a geography teacher from Taminmin College, will be joining the AGTA board. I am sure Caleb will bring an important perspective to the board on issues impacting

**Steve Hawkins**  
President, GHTANT

### Current membership:

- 25 individual members
- 5 institutional members
- 2 life members
- 4 pre-service teachers

### Outcoming Committee:

- Steve Hawkins (President, Treasurer)
- Nelly Labiche (VP)
- Justin Zammit (Secretary)
- Loraine Caldwell
- Marg Girdham
- Charleen Conroy
- Emma Forrester
- Jen Waterhouse

### Incoming Committee

- Nelly Labiche (President)
- Steve Hawkins (VP and Treasurer)
- Justin Zammit (Secretary)
- Loraine Caldwell
- Charleen Conroy
- Lucy Murrell
- Caleb Mattiske



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# UPDATE FROM GTA NSW/ACT

## 1. Membership

We currently have just over 500 members. Most of whom are organisational members through their various schools.

Our fee structure rose by 10% for 2022.

MEMBERSHIP LEVEL	SUCCESS (PAID)
Concessional	19
Personal	96
School	351
Primary	26
Pre Service Teacher	1
Life members	7

## 2. Executive Committee

President	– Dr Susan Caldis
Vice/Immediate Past President	– Lorraine Chaffer Vice President – Dr Paul Batten
Vice President	– Katerina Stojanovski
Vice President	– Alexandria Warnock
Treasurer (honorary)	– Dr Grant Kleeman
Secretary (minutes)	– Katerina Stojanovski

### BEING SUPPORTED BY:

9 councillors and 1 ACT representative councillor 6 co-opted councillors

The Annual General Meeting will be held via zoom on Monday 31 October 2022 from 5.30pm AEDST. This meeting concludes the current term of President, therefore Susan will be intending to move into the Vice/Immediate Past President role. We are expecting some shifts in Executive, Councillor and Co-opted personnel for 2023.

## 3. Professional Development Events for 2022 since the last reporting period

### A. DIGITAL EXAMINATION PACKAGE FOR HSC GEOGRAPHY

This resource is time sensitive and designed to cater for both student and teacher learning about effective preparation for the HSC Geography examination. The digital examination package was envisioned by Lorraine Chaffer when in-person HSC Preparation Lectures were no longer possible due to Covid-related lockdowns and associated restrictions. In response to user-feedback, the package has been further developed since 2020 and is a showcase of instructional videos and content-focused video's which targets common areas of study from the syllabus and exam technique.

### B. YOUNG GEOGRAPHER

Young Geographer is the outcome of a recent re-conceptualisation of our Geography competition program. The Young Geographer competition aims to recognise successful attempts at researching geographically by students, and also the exemplary teaching of Geography. Our revised competition has attempted to recognise the importance of STEM in Geography through mandating the use of geospatial tools in either data collection, analysis or communication. The revised competition also offers students an extrinsic motivation in the form of a significant cash prize. Currently, Lorraine Chaffer, James Harte and Kieran Bonin lead this initiative, having agreed to take it over once the previous convenor, David Latimer, stepped away.

### C. E-LEARNING SHORT COURSES (ONLINE)

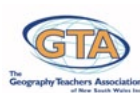
Dr Paul Batten and Katerina Stojanovski continue to develop and support a number of online courses, fully accredited by NESA and with distinct connection to the NSW K – 10 syllabus. Teachers can enrol and complete the courses at anytime although the course must be completed within a specified timeframe to gain accreditation.

### D. CO-BADGED WEBINARS WITH GEOGRAPHICAL SOCIETY OF NSW (ONLINE)

In 2022, 'From the Academy' webinars are co-badged with the Geographical Society of NSW and coordinated by Susan Caldis. Whilst the agreed to and planned for schedule of speakers did not progress as hoped due to changes in academic workload and capacity to present, there were two exceptional webinars which showcased important research in the discipline and its application to the work of geography teachers in schools: Dr Jess McLean and Masters students (Exploring the Anthropocene, MQ) and Dr Alanna Kamp (Decolonising curriculum, WSU).



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## 4. Resources

### A. CAREERS POSTERS

The careers posters are intended to promote geography, universities, degree programs, and career pathways in geography. They are pitched as an affordable classroom resource and have been well received by membership.

### B. GTA NSW/ACT BULLETIN

A journal is scheduled for each term. During 2022 the Bulletin was coordinated by Lorraine Chaffer. Each edition of our bulletin offers close to 100 pages of research and resources for teachers to use. As part of a transition process, two Councillors (Katerina Stojanovski and Rebecca Sutcliffe) took on a editors role for a special edition in Term 2.

## 5. Advocacy

GTA NSW & ACT continues to maintain a presence on social media through Facebook and Twitter. Our webpage is continually updated, and we receive regular correspondence through the messenger portal available.

Several members of Council, including Executive, have representational role as subject matter experts on a combination of the following: HSC Geography Examination Committee and Syllabus Advisory Groups for Years 7 – 10 and Years 11 – 12 with the NSW Education Standards Authority; also with NSW Department of Education on the panel for the Premier Teacher Scholarship in Geography

During 2022, Michael Da Roza, Dr Paul Batten, Katerina Stojanovski and Lorraine Chaffer attended at least one AGTA Board meeting as observers for NSW & ACT. GTANSW&ACT are represented by Director Dr Susan Caldis (AGTA Chair) and Nominated Director Dr Grant Kleeman (AGTA Treasurer). Paul and Katerina also led the development of a nationally focused e-learning course for AGTA around the Australian Curriculum Review and primary years for geography. Entries for the AGTA Awards were assessed by small team, co-ordinated by Vice President Alexandria Warnock. GTANSW&ACT offered scholarships to attend the AGTA Conference via a written expression of interest and assessed through a merit selection process. Dr Susan Caldis and Dr Grant Kleeman coordinated the process, supported by Michael Da Roza, Dr Paul Batten and Katerina Stojanovski. There were five conference scholarships awarded to geography teachers across career stages, metropolitan and regional NSW, school sector, out-of-field and specialist practitioners.

Both Dr Susan Caldis and Lorraine Chaffer are deeply honoured to be awarded the Macdonald Holmes Medal by the Geographical Society of NSW. This is a peer nominated and peer reviewed Award for those deemed to have made a sustained, outstanding and distinguished contribution to geography education and geographical research within Australia and internationally. The Medal has been announced and the ceremony will be held at Macquarie University on 10 November 2022 at 4pm.

## 6. Current challenges and opportunities

The usual challenges of maintaining student engagement and subject selection continue to be present in NSW and the assistance requested from teachers reflect concerns in this space. As with all organisations, the challenges of maintaining connection and voice in the face of the uncertainty created by the pandemic continue to remain at the forefront of planning for professional learning events and resources.

The delayed release of a revised NSW Stage 6 Geography syllabus is creating both excitement, anticipation and frustration.

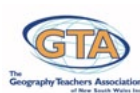
At an Association level, we are undergoing a period of analysis and expectant change, under the guidance of an externally commissioned business analyst. This decision was made in response to concerns from Council about succession planning, scope of work and future sustainability of Association activities. During 2022, some items, such as Awards and From the Classroom webinars were paused in response to lack of capacity amongst Council and a Council vote. There is current discussion about the feasibility of moving towards a rotating roster of Association activities, whereby some initiatives, such as a regional conference, may occur every second year, whereas other items, such as the Geography Bulletin will be ongoing.

Overall, considering ongoing Covid implications in the first half of the year, and the effects of teacher shortage which impeded access of release time for professional learning and networking in the second half of the year, GTANSW&ACT continues to provide an array of resources and professional learning options to cater for geography teachers across career stages. GTANSW&ACT Council also continue to be strong advocates for geography education.

**Dr Susan Caldis**  
**President**



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# UPDATE FROM GTAQ

## 1. Membership

### MEMBERSHIP STANDS AT

- 155 institutions (up 30 since May)
- 66 individuals (up 19 since May)
- 10 Pre-service (up 4 since May)

The Annual Conference has contributed to these increased numbers.

## 2. GTAQ committee

- President – Shane Albertson
- Secretary – Jenny Knight
- Treasurer – Kaye Schwede
- Council Members – Julie Davis, Bec Nicholas, Aaron Bates, Brett Dascombe, Erin Merrin, Shane Thackeray, Dr Scott Lieske
- Co-opted members appointed post AGM - Wendy Bolton, Anne-Marie Gerlach and Wendy Hart

### THE COUNCIL HAS FOCUSED ON 3 KEY AREAS FOR 2022

1. Professional Development
2. Membership re-engagement
3. Connecting (networking, mentoring, advocating)

### AGTA

- ▶ Shane Albertson as Appointed Director
- ▶ Julie Davies as Nominated Director
  - ▶ Both to continue to finalise the work underway on the AGC

## 3. Annual Conference and Professional Development

### 2022 WE WERE ABLE TO RUN ANOTHER VERY SUCCESSFUL ANNUAL CONFERENCE.

- ▶ Held at All Saints Anglican School on the Gold Coast at the end of July
- ▶ 91 registrations
  - ▶ With an additional 29 pre-conference workshop registrations (ArcGIS and Coastal Fieldwork)

- ▶ Theme was Regenerate exploring the future directions of geographical education in Queensland
- ▶ Keynote Speaker - Lucinda Hartley, Co-Founder of Neighbourlytics and Urbanist, who works with big data to deliver well-being insights that inform evidence-based urban development decisions

### AUSTRALIAN CURRICULUM REVIEW

- ▶ Continuing to develop opportunities to support our Queensland teachers in the transition to V9
- ▶ Recently met to develop our 2023 PD program
- ▶ Will be distributed to AGTA for website once finalised

### AGTA CONFERENCE

- ▶ GTAQ support 4 conference places to the Conference



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## UPDATE FROM GTASA

The association has made significant steps in the first half of this year to ensure that we can support teachers, promote Geography and provide resources, despite the challenges COVID-19 has brought to South Australia in the first half of the year.

### 1. Membership

- At our last audit our total membership was 103 members
- Current membership for 2022 stands at 103 members: 48 individual members; 39 school members; 14 Life Members
- This is down about 10 from October but expect these to increase in the run up to the conference.
- Pre-service teachers are invited to join the association for free during their final year of study.
- It has been pleasing to see an increase in country membership possibly reflecting access to online Professional Development and events.

### 2. Committee

Our committee consists of 14 active members. We continue to outsource a number of our administrative roles to Educators SA.

#### OFFICE BEARERS FOR 2021/22:

- ▶ JOINT-PRESIDENTS: Fiona Greig and Simon Miller
- ▶ TREASURER: Elise Walker
- ▶ SECRETARY: Domna Margaras

#### OTHER ROLES (HONORARIUM ATTACHED):

- ▶ JOURNAL EDITOR: Vacant
- ▶ WEBSITE MANAGER: Jacob Hayes
- ▶ CONFERENCE CONVENOR: April Bickley

The committee continues to meet once per term, mostly remotely via zoom.

New members are always welcome to nominate for the Executive committee. We are pleased to welcome several new members to the committee.

### 3. Professional Development

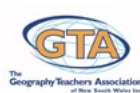
- Our conference ran very successfully in term 4 last year with around 60 participants over the two days.
- The new format of a fieldtrip day on the Sunday followed by the conference and workshops on the Monday was well-received. We will use this format again this year to ensure some consistency after some disrupted years. We will review the timing in 2023.
- There were some outstanding sessions, including a tour of the Scott Creek Bushfire site to explore recovery, and Professor Doug Bardsley's fascinating keynote speech on risk and climate change.
- We'd like to formally thank Daisy Ashby for all her work on organizing the conference.
- This year we have run a very successful SACE evening where around 15 teachers shared their ideas and expertise. The in-person session worked well and we are looking at ways to improve the remote delivery when only small numbers are attending online.
- We plan to run some remote ARCGIS training with their education team in Term 4 or early 2023.
- A session on the new Australian Curriculum will also be held once plans are clarified for SA, to explore the updates and how these can be taught effectively.
- We are looking forward to working closely with our colleagues in the Northern Territory in planning the AGTA conference for 2024. We will look to formalize our approach to this after the Hobart conference this year.

### 4. Publications, projects & communication

- Our journal is now published twice a year. We thank Elise for her work in this and encourage members to submit articles or teaching resources. We are looking at ways to reduce the cost of the publishing of the journal, with a view to self-publishing, possibly via the website.
- Social media is a popular form of communication with our members with our Facebook group having 68 active members
- The new website is now a key part of our communication strategy and is working well. We are beginning to develop our "members only" section, and are using it to communicate and administer new competitions. We thank Jacob for his work in this.
- We have increased our involvement in Educators SA, our umbrella organization for Professional Associations. We have been active in work around strategic planning and growing membership bases.
- We have created a new role of life member liaison to try and increase engagement with our life members in a variety of ways. We are keen to utilise their expertise and experience and also ensure we continue to recognize outstanding contributors through life membership. We will look to host a life-members tea at the upcoming conference.



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- We have re-launched our DD Harris Scholarship, changing those eligible from student teachers in their final year of study to early career and third year teachers. The scholarship, offering registration to the AGTA conference, will recognize excellence in young teachers. We congratulate Tammy Lamont as our winner for 2022- she received a registration to the conference in Hobart.

## 5. Action for promoting Geography

- GTASA has launched a new initiative for middle school students; a photography competition. We have had some excellent entries and Chris Bright has done a wonderful job in arranging for a gallery display and winners reception in the State Library. There have been 45 final entries that have been judged.
- In August we held our Year 12 night at the University of Adelaide. The event has run successfully via zoom the last two years and we continued in this format this year. Highlights included Associate Professor John Tibbey's talk on cultural burning and Dr George Tan's sharing of his research on internal migration of refugees.
- We will hold our second virtual quiz night for Yr 9-11 students in Term 4. The event last year attracted around 50 students and we will look to grow this event.
- We continue to run the SA Geographers Fieldwork Award with the Royal Geographical Society of SA who provided generous sponsorship to the winners. The award recognizes excellence in geographical skills, particularly fieldwork. We are working closely with the RGS to consider ways to develop this competition.
- We have also formed an informal partnership with the RGS SA to share promotional information, contribute to conferences and publications.

## 6. Curriculum Developments

- The release of the new Australian Curriculum is a key focus for GTASA this year, as and when we hear details re. the SA implementation.

## 7. Issues & challenges

- The ongoing pressures on schools and teachers as a result of COVID-19 continue to affect our members and their capacity to engage in PD in school hours.
- Engaging other Geography teachers who are not yet members of our association in our Professional Development continues to be a challenge. With the help of Educators SA we are looking at ways of addressing this, particularly in department schools.
- We are looking to re-engage with our life members which is an area that has declined in the last few years. We have provided free tickets to the conference and are planning a range of ways to engage them in our association.

Finally, in closing this report, we want to thank the dedicated Executive committee who have supported us

through the last 12 months. An association such as ours is reliant on the efforts of our volunteers and the countless hours they give to us.

Fiona Greig and Simon Miller

President

Geography Teachers' Association of South Australia Inc.



*Promoting and supporting the teaching and learning of geography in South Australia*



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# UPDATE FROM TGTA

## 1. Membership

Membership currently stands at 21 (1 Life, 13 Schools, 7 Individual)

## 2. TGTA Committee

### **PRESIDENT:**

Caryn Shield

### **VICE PRESIDENT/IMMEDIATE PAST PRESIDENT:**

Rowan Harris

### **SECRETARY:**

Karen Caporelli

### **TREASURER/PUBLIC OFFICER/LIFE MEMBER:**

Dr Greg Calvert

### **COMMITTEE MEMBERS:**

Debbie Claridge, Dr Bianca Coleman, Erin Leder

## 3. AGTA 2022

Our two conference convenors have delivered an outstanding AGTA Conference in tremendously trying conditions. I would like to formally acknowledge the efforts of Karen Caporelli and Debbie Claridge in producing, co-ordinating and delivering what will be a wonderfully engaging and meticulously organised conference. Together they have effectively organised two entire conferences, the first having to be completely re-organised following postponement due to Covid. They have endured numerous challenges, responded to countless enquiries, and all within an environment of constantly evolving Covid conditions. I would also like to thank our dedicated committee members, Dr. Greg Calvert, Erin Leder and Rowan Harris who took on the additional responsibilities of organising and presenting workshops and fieldtrips for the conference.

The TGTA would particularly like to thank Dr. Grant Kleeman, Trish Douglas, Lorraine Schaffer, Rob Berry and Mai Mai Lin for their tremendous support of the conference convenors, as well as the University of Tasmania and other GTAs for providing such generous scholarships to conference attendees.

## 4. Professional Learning

In June, the TGTA partnered with the Forestry Education Foundation (FEF) to host professional learning

workshops for teachers in southern Tasmania. The first of these workshops was held at Royal Botanical Gardens and was attended by a small but passionate group of geography teachers from Hobart. Content was focussed on engaging classroom activities and data collection techniques. We hope to hold a second field based workshop in early 2023, to allow teachers to see how these activities can be extended into the environment around their school.

After forming a successful relationship with the University of Tasmania (UTas) in 2021, we have once again partnered with the School of Geography, Planning and Spatial Science to run another series of fieldwork sessions for TGTA members. These fieldtrips will compliment those run in 2021.

The TGTA is continuing to support the promotion of UTas' Curious Climate Schools Program. This program is for Tasmanian school students from grades 5-12 and is designed to connect climate experts with Tasmanian students.

## 5. Geography and STEM

Continued collaboration with the Science Teachers Association of Tasmania (STAT) to extend some TGTA PL opportunities to STAT members.

## 6. Promotion of Geography

### **FACEBOOK**

192 followers. Following has grown considerably in the last 6 months. Becoming a very effective communication/promotion tool.

### **TGTA WEBSITE**

The TGTA website continues to be an important communication tool between our association and our members. Work continues on expanding the 'Members Only' section to provide access to more teaching resources including lesson and assessment plans, academic papers and articles of interest. AGTA Conference 2022 resources will also be added to this area of the website when they become available.

### **DOE INFOSTREAM**

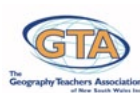
The Tasmanian Education Department's 'Infostream' portal is being used to promote professional learning opportunities and geography resources to Department of Educational teachers.

## 7. Communication and Projects

The TGTA is exploring the possibility of introducing a photographic competition open to geography students from around the state. We are hoping to begin discussions with the Hobart City Council and the Planning Institute of Australia in early 2023 to create a competition based around the concepts of liveability and sustainability in urban spaces and use one of Hobart's most prominent public exhibition spaces (Mawson's Place Pavilion) to showcase the entries.



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## 8. Curriculum Developments

Following the publication of proposed changes to the Tasmanian Year 11 and 12 course offerings, which involved the re-design (and re-naming) of the current Geography pre-tertiary course, the TGTA immediately initiated communication with the Department of Education seeking clarification of the proposal and to voice our concerns regarding the suggested changes. A further concern, was the lack of communication and engagement with the TGTA in the initial design process.

We have now received confirmation from the Secretary of the Department of Education, Mr. Tim Bullard, that the TGTA will be invited to participate in any future discussions regarding changes to the Geography curriculum. Importantly, we also received confirmation that there is no intention to remove 'Geography' as a subject offering for Year 11 and 12 students in Tasmania.

## 9. Issues and Challenges

The association is continuing to examine how to encourage schools to offer geography, at least as an elective option in Years 9 & 10, as well as how to attract more students to study Year 11 and 12. Key challenges include:

- A very limited number of schools offering 'Geography' beyond year 8, even as an elective.
- Anecdotally, a very high number of 'out-of-field' teachers, teaching geography in Tasmanian schools.
- A loss of identity for geography – is taught under the title of HASS or Humanities, so not seen as a distinct discipline in primary school or the early years of secondary school.
- Students and parents not seeing the 'value' in studying the subject.
- School career advisors not having sufficient information regarding geography-based career options.

Caryn Shield,  
President TGTA



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## UPDATE FROM GTAV

This year has seen many exciting new developments at the Geography Teachers' Association of Victoria.

On 7-8 August, the GTAV held its first face-to-face Annual Conference in 3 years. The theme was Geography: Rising to Challenges.

On Day 1, Geography educators, presenters, sponsors and trade exhibitors gathered at RMIT University City Campus to share their learning and insights. Teachers heard from Craig Lapsley PSM on Community Connection Before, During and After an Emergency, and a panel of presenters from RMIT's Centre for Urban Research on The Urban Age in Climate Change. There were 30 interactive workshops and an impressive trade exhibition. On Day 2, teachers were able to select from 4 hands-on fieldwork days.

Other highlights of 2022 included the release of the 3rd Edition of the VCE Unit 1-4 textbook series, in line with the new VCAA Study Design 2022-2026, and the launch of the GeoLearning Program developed by GTAV with the support of the Department of Education & Training, Victoria, through the Strategic Partnerships Program.

### The GeoLearning program includes:

- **GeoFoundations** - 10 digital resources for primary students to develop geographical skills and understanding using cross-curricula activities and fieldwork opportunities
- **GeoMentoring** - an online platform to support and connect early career and out of field teachers (commencing February 2023)
- **GeoSource** - a collection of reliable and peer reviewed curriculum resources accessible via an online searchable database on the GTAV website (available in 2023)
- **GeoSpatial** - Enrichment Series, comprising online webinars and hands-on workshops presented by geospatial experts.

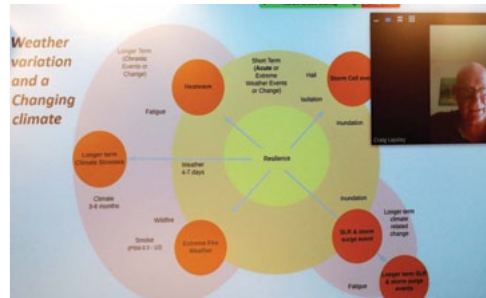
The year ended with the VCE Conference 2022. Day 1 was held online and featured a presentation by Leonie Brown, Curriculum Manager – Geography, VCAA on lessons learnt from the first year of implementation of the VCE Geography Study Design. This was followed by four sessions covering VCE Units 1-4 presented by Simone Barlow, Catherine Holmes, Amanda Smith and Trish Douglas, and a session to support out of field teachers presented by Karoline Walter. Day 2 was held face-to-face at Monash University, Clayton and focused on supporting teachers in their fieldwork planning.



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# UPDATE FROM GAWA

## GAWA 2022 Vision:

- Service to the classroom Geography teachers in WA
- Support Years 7 – 12 Geography students via textbooks, learning resources and revision seminars
- Strengthen status of Geography by connecting it to future careers.

## 1. Membership

### AS AT SEPTEMBER 2022

- 117 Metropolitan Members (Institution & Individual Memberships)
- 39 Country Members (Institution & Individual Memberships)
- 7 Student Members

## 2. GAWA Management Committee 2022

GAWA EXECUTIVE		GAWA COMMITTEE	GAWA OFFICE STAFF
<b>President</b>	Leo Conti	Laura Billington	<b>Business Manager</b> Alan May (ex officio)
<b>Vice-President</b>	Peggy Bakalis • Jon Wyllie	Rosemary Cawley	
<b>Treasurer</b>	Danielle Pisconeri	Lidia di Giuseppe	<b>Office Administrator</b> Sharon McLaren
<b>Secretary</b>	Rachel Scott	Brittany Halpenny	
<b>Immediate Past-President</b>	Anna Griffin	Felicity Ivison	
		Angela Jones	
		Darryl Michie	
		Patrick Molinari	
		Alison Sciascia	
		Tracy Sterling	
		Sarah Williams	

## 3.1 Teacher Professional Development

### TPD 1

**DATE & EVENT:** 4H MARCH -  
UNPACKING AND TEACHING THE NEW YEAR 11 ATAR GEOGRAPHY COURSE.

Highly successful. Completed and reported on at the last AGTA meeting. Below is a link to the program:  
<https://www.gawa.asn.au/wp-content/uploads/2022/02/Flyer-TPD1-SEC-4th-Mar-2022.pdf>

### TPD 2

**DATE & EVENT:** 8TH MARCH - YEARS 7 -  
10 HASS WA GEOGRAPHY CURRICULUM REFRESHER

Highly successful. Completed and reported on at the last AGTA meeting.  
Below is a link to the program:

<https://www.gawa.asn.au/wp-content/uploads/2022/02/TPD2-8th-March-2022.pdf>

### TPD 3

**DATE & EVENT:** 3RD JUNE -  
GEOGRAPHY SKILLS DAY.

Unfortunately, in response to the impact and restrictions that Covid is having on school budgets, the difficulty of releasing staff, and the overall sense of teachers unable to attend, it was decided to cancel this PD with the aim of having more teachers support GAWA's Annual State Conference.

This will be reviewed in 2023.

### TPD 4

**DATE & EVENT:** 12TH AUGUST  
GAWA ANNUAL STATE CONFERENCE 'GEOGRAPHY PLANS THE FUTURE'

Geography curriculum focus: lower secondary Years 7 to 10 HaSS 'Geography' topics and upper school Year 11 and Year 12 Geography units.

**Target audience:** All lower secondary HaSS and upper secondary Geography teachers.

This year GAWA opted to run a one-day Conference in response to Covid impacts on school, budgets, teachers and availability of presenters.

**PROGRAM INCLUDED:**  
**GENTILLI AWARD WINNER**

**Keynote presenter** – Mr David Caddy, Chair of WA Planning Commission

SCSA update on Year 11 and Year 12 curriculum

GAWA's Young Geographer of the Year winners

Set 1 – choice of 4 workshops

Set 2 – choice of 4 workshops

Set 3 – choice of 2 workshops plus 3 fieldwork excursions

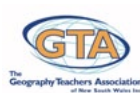
Conference dinner with guest speaker Associate Professor Sarah Prout Quicke

Topic: "Geographers in the Job Market"

This event was a sell-out. Attended by 118 teachers.



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Highly successful keynote addresses, workshop presenters and fieldwork excursions. Feedback opted for a one-day conference in 2023 rather than a two-day event.

Feedback by Universities is positive, and they have already requested 'workshop times' for 2023.

Feedback Conference Dinner presentation on "Geographers in the Job Market" complemented the launch of geography careers on the AGAT website.

#### TPD 5

**DATE & EVENT: 28TH OCTOBER.**

**SUGGESTED THEME "PLANNING FOR 2023 GEOGRAPHY" - THE NEW YEAR 11 SYLLABUS.**

Geography curriculum focus: Geography curriculum emphasis on the new Year 11 syllabus

**Target audience:** All upper school Geography teachers.

Event will not proceed as WA SCSEA is presenting workshops during terms 3 and 4 2022.

## 4. Professional Development:

### STUDENT PROFESSIONAL LEARNING SEMINARS

### EXTRA HELP WITH ATAR GEOGRAPHY

### STUDENT REVISION SEMINARS

#### SRS 1

**Date & Event:** 15th May Year 12 Geography ATAR Student Revision Workshop # 1

Geography curriculum focus: ATAR Year 12 Unit 3 Depth study - Climate Change & Biodiversity Loss.

9.15am – 12.15pm. Venue Judith Cottier Theatre, Mt Lawley

**Geography curriculum focus:** Year 12 Unit 3 Global environmental change – Depth Study 1: Climate change or Biodiversity loss; Geographical inquiry skills Highly successful. Completed and reported on at last AGTA meeting.

#### SRS 2

**Date & Event:** 10th September Year 12 ATAR Geography Student Revision Seminar 2

Venue Judith Cottier Theatre, Mt Lawley.

**Geography curriculum focus:** Year 12 Unit 3 Global environmental change; Unit 4 Planning sustainable places; Geographical inquiry skills and ATAR exam techniques.

**Target audience:** All Year 12 ATAR Geography students and teachers.

Post-evaluation survey results rated this Revision Seminar as excellent and highly relevant in pre-preparation for mid-semester exams. Students and teachers appreciate the efforts that GAWA goes to in providing support to Year 12 ATAR students.

Use of experienced Year 12 geography teachers was extremely well received, as was the level of content and skills required to be demonstrated in exams, all modelled in a manner that connected with students.

Remote and out-of-Perth metropolitan schools favoured the options available of streaming the seminar.

Positive and effective. GAWA will continue to include this approach in other Student Professional Learning Seminars. Helped service rural and isolated areas of the State. In addition, assisted students who had sport or part-time work commitments.

Additionally, some teachers are using this opportunity to increase the profile of geography as they are capitalising on this as 'social event' as much as an academic workshop and following up with a lunch.

## 5. Publication and Projects

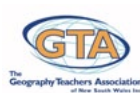
### TEXTBOOKS

(NUMBERS SOLD FOR PERIOD OCT 2021 TO SEPTEMBER 2022)

- i. 2021 Year 12 Revision Guide has been published with a detailed analysis of the WA 2021 ATAR Exam. This publication is well received by both students and teachers as it is used as a learning-teaching resource.  
Number sold = 550
- ii. WA ATAR Geography Units 1 & 2. Written, produced and published by GAWA. Addresses geographical knowledge, skills and understandings of the Year 11 ATAR and Year 12 General Geography courses. Sales are 'sound'. Use of local teacher-authors is an advantage.  
Number sold = 1,890
- iii. WA ATAR Geography Units 3 & 4 (3rd Edition) – due for publication November 2022. Written, produced and published by GAWA. Addresses geographical knowledge, skills and understandings of the revised Year 12 ATAR Geography course. Pre-publication sales are 'sound'. Use of local teacher-authors is an advantage.  
Number pre-sold = 230  
\*New edition being published and will be available for implementation of revised syllabus in 2023.
- iv. AGTA Geography Skills Unlocked. Resource is being promoted, however, more than likely sales have peaked.  
Number sold = 4600
- v. AGTA Literacy Skills Unlocked. This resource is being promoted.  
Numbers sold = 55
- vi. AGTA Geography Fieldwork Unlocked. This resource is being promoted.  
Numbers sold = 20



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## EXAMINATION PACKAGES

GAWA 2021 Semester1 & Semester 2 ATAR Year 11 and Year 12 Examination Packages.  
Written, produced and published by GAWA. Written and reviewed by experienced classroom teachers and used by the majority of colleges and schools in WA.

Numbers sold:

Semester 1: Year 11 = 2,110; Year 12 = 1,875

Semester 2: Year 11 = 2,120; Year 12 = 2,030

## 6. Promotion of Geography

### WEBSITE, FACEBOOK AND TWITTER

GAWA Website is the main form of communication used between members and the Association. It is highly effective and reliable.

Tracy Sterling was re-appointed GAWA's Website Manager.

The redesigned website is a great improvement and highly user-friendly. Evidence-based on 'Google Analytics' user data reports that show a greater increase in activity in comparison to 2020.

**Facebook** – 654 followers. Use is growing and becoming an effective tool. Good platform to communicate to non-GAWA teachers & public.

**Twitter** – 167 followers. Reasonably used as a social network for posting geography curriculum and event updates. WA audience is still growing.

**Connect** – a Department of Education platform that is used by GAWA as another means of communicating and attracting more Geography/HaSS teachers. It is being used to promote 'geography' resources, support materials and provide updates to Department of Education teachers.

### HASS WEEK 12TH – 20TH MARCH

HaSS Council has been formed by volunteer teachers in WA with the aim of promoting Humanities in lower school and further boosting the profile of upper school HaSS-based subjects – Economics, Geography, History, and Politics & Law.

GAWA has representative on this Council.

HaSS Week was celebrated however, it was low key and needed to adjust as a result of Covid requirements.

### GAWA'S YOUNG GEOGRAPHER OF THE YEAR AWARDS

Competition categories Years 5 – 6; Years 7 – 10; Year 11 & Year 12.

Theme "Marine and Aquatic Environments: The International Year of Artisanal Fisheries and Aquaculture".

Winners were announced at the GAWA Conference. The majority of student winners along with their parents attended the GAWA Conference presentation ceremony. This was extremely well received by students, parents and teachers.

Highly successful and placed Geography in high profile.

Competition entries' display area – motivated teachers to be involved for 2023.

### JOSEPH GENTILLI MEMORIAL AWARD FOR EXCELLENCE IN GEOGRAPHICAL EDUCATION

The 2022 Gentilli Award was presented at the GAWA Conference to Anthony Ritchie of Denmark Senior High School, for his outstanding contributions to geography pedagogy, resource development, fieldwork resources and peer support of geographical education.

Nominations increased compared to last year: 5 entries in total.

Extremely well received by geography teachers and set a positive tone for the Conference.

### AGTA BURSARIES

Eight bursaries awarded to assist GAWA Members to attend the AGTA 2022 Conference.

AGTA Don Biddle award

GAWA has nominated Daryl Mitchie.

### GEONIGHT A GLOBAL CELEBRATION OF GEOGRAPHY PRESENTED BY CURTIN UNIVERSITY (GEOGRAPHY), GAWA, AND SIN GIN.

Theme: New Directions in Geography

#### Speakers:

Dr Adam Crowe Resisting Gentrification in Berlin

Brodie Mastrangelo Geographers, Fire Management and Climate Change

Distiller Mark Harris A Geographical Tasting of Gin from the Head Distiller & owner of Sin Gin.

Includes a tour of the new Geography building and its facilities.

**Date:** Tuesday 20 September

**Time:** 4.30-7pm

**Location:** Building 418, University Blvd, Curtin University

Event has become part of the GAWA 'geography calendar'

**Attend by** 38 teachers and academics from each of the WA universities.

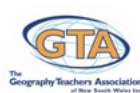
**Feedback:** Highly successful as keynote addresses were engaging.

Feedback: Excellent event that brings together classroom teachers and tertiary academics – great level of exchange and synergy.

Feedback: This will continue in 2023.



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## 7. WA Schools Curriculum and Standards Authority (SCSA)

### SCSA HAS TWO COURSE ADVISORY COMMITTEES (CACS).

A syllabus review of HaSS 7 – 10 and ATAR Geography 11 & 12 courses will occur.

GAWA is well represented on each of these reviews.

## 8. Future GAWA Teacher Study Geography Event

### TEACHER PD – OVERSEAS STUDY PROGRAM – JAKARTA OR TOYO - 2024

is being currently discussed. No action has taken place as it is still in draft format and needs to be ratified by the Committee.

## 9. Feedback on AGTA request from previous meeting (May)

NA.

## 10. Positive action and challenges

- i. Challenge: Increase profile and popularity of selecting geography as an upper school subject.
- ii. Challenge: Offer more support to students and teachers so that ATAR results increase.
- iii. Challenge: Webinars – how to structure? How to retain 'physical attendance' of students and teachers while providing service to regional areas throughout the WA State.
- iv. Challenge: Promoting geography in Primary schools – resource creation and attracting Primary school teachers to be part of GAWA Management Committee.
- v. Positive action: Continue with revision-style seminars that include activities rather than purely content-based student lectures.
- vi. Positive action: 2023 invite WA newspaper to the GAWA Conference – Gentilli Award and Geographer of the Year award winners.
- vii. Positive action: Work with the newly formed WA HaSS Council to promote geography during HaSS Week 2023.

Leo Conti

President of the Geographical Association of Western Australia

October 2022



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