

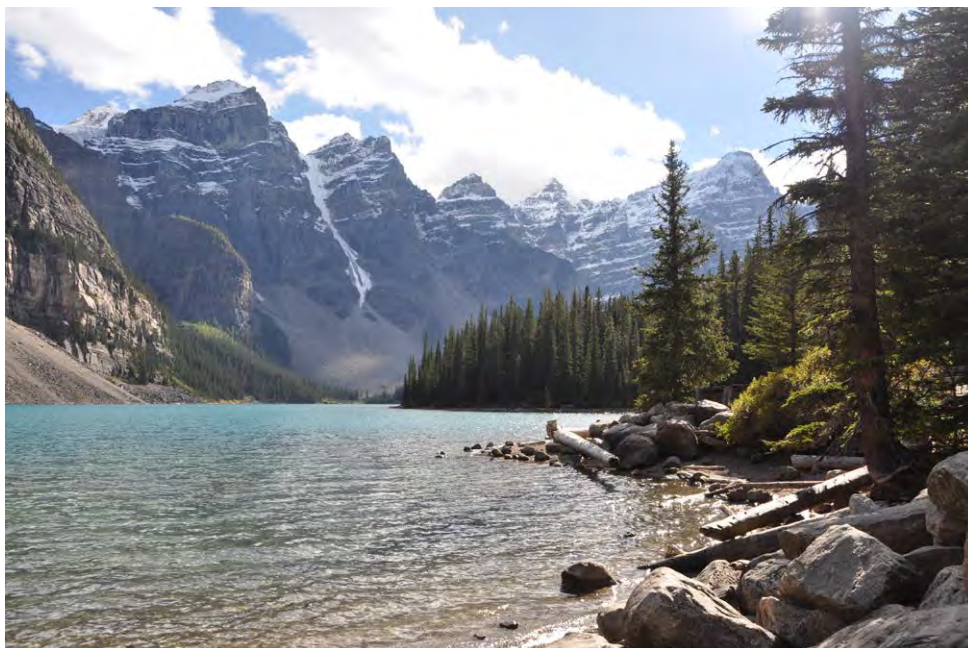


Lorraine Chaffer, Editor

Welcome to the Fourth Edition of the Geography Bulletin for 2015.

This edition contains

- A report by GTA NSW President Susan Caldis on the GTA NSW on the Annual Conference on November 5th and other recent events.
- *Teaching in Asia: Broadening the fieldwork Horizon for Geography teachers* an article by Timothy Kelleher currently teaching Geography in Hong Kong.
- The first of a series of articles titled *"Canada: beautiful, liveable, but vulnerable"* in which Lorraine Chaffer illustrates how studies from Canada can be incorporated into teaching units for stages 4 and 5 Geography in NSW (new syllabus).



Moraine Lake, Canada – an iconic landscape of mountain landforms, lakes and forest biomes. Image: L Chaffer

Early notice of events for 2016

The following events are scheduled for 2016 when programs are finalised. Some flyers are included in this edition and will also be emailed to members and schools early in 2016. It is important to include these events when budgeting for professional development and planning student activities

For students

- The *Australian Geography Competition* Term 1 applications/Term 2 competition.
- *Arthur Phillip Fieldwork Awards*. Although entries close in November, it is important to collect eligible student work throughout the year, particularly where students study Geography in Semester 1.
- *HSC student lectures* are held in late Term 2 in Wollongong, Newcastle and Sydney. Flyers will be sent during Term 1.

For teachers

- *HSC Review* is an after school event in Sydney and Newcastle.
- *GTA NSW Conference* – a two-day event scheduled for early Term 2 (tentative date April 28 – 29) to assist teachers programming the NSW Syllabus K–10 for implementation in 2016.

Brock Rowe award

The Councils of the Geography Teachers' Association of New South Wales Inc. (GTA NSW) and the Geographical Society of New South Wales Inc. (GSNSW) jointly grant the Brock Rowe Award biennially, to persons who have demonstrated consistently, over a period of time, excellence in the teaching of geography in schools. The 2015 recipients of this award were Sally Egan and Catherine Donnelly. Sally received her award at the GTA Annual Conference on November 5th. Catherine will be presented with her award at the Term 1 conference in 2016.

Sally Egan



Over 33 years Sally has demonstrated a passion for and commitment to excellence in teaching geography in secondary schools and through Distance Education.

Sally has displayed excellence in her role as a distance education provider to students unable to attend traditional schools. She has been acknowledged for her preparation of written materials for Distance Education and World Vision, the use of technologies such as video conferencing, Moodle and Skype to connect to students across NSW and for her participation in residential programs and student workshops.

Sally's passion for geography has been integral to the professional development of geography teachers through the establishment of a Distance Education Geography Network and Dubbo Regional Geography Teachers Network. These networks have facilitated the dissemination of information and sharing of resources among distance education teachers. Sally has worked with GTA NSW to hold professional learning events and student workshops in regional centres in NSW to enhance the teaching of geography and the achievements of geography students. This award reflects the esteem with which Sally is held by GTA NSW.

Catherine Donnelly

Over 23 years Catherine has demonstrated a passion for and commitment to excellence in teaching geography in secondary schools.

Catherine has displayed excellence as a classroom teacher, Advanced Skills teacher, Head Teacher Social Science and Head Teacher HSIE. She has been acknowledged for the achievements of her students in formal exams, including the HSC and

extra curricular activities; for increasing student numbers studying senior and elective geography and for her role in promoting and embedding environmental education programs into the school curriculum. The integration of fieldwork into geography programs has been a passion of Catherine's and contributed to the increased engagement of students with the subject in the schools in which she has taught.

Catherine has embraced technology and social media to develop strong professional networks with in Australia and at a global scale through Twitter, Facebook and Skype. She has been strongly involved in the professional development of geography teachers at a school, district, state and national level through her membership of professional associations such as GTA NSW and VGTA and in the Hunter/ Central Coast. Catherine's nomination as a GTA NSW councillor reflects the esteem with which she is held in geography education circles.

PTC NSW professional service awards

The Professional Teachers Council recognise the voluntary work done by hundreds of teachers through their Professional Associations. This year GTA NSW had two recipients of an **"Outstanding Professional Service Award"** at the PTC NSW Presentation Evening on Tuesday 24th November. This award is presented on behalf of professional associations to recognise outstanding contributions to education.



Paul Alger (left) with Paul Martin, Manager Professional Learning BOSTES, who presented the Outstanding Professional Service Awards

Award citation – Paul Alger

Paul Alger has been a member of GTA NSW for forty years. He has held the role of Minute Secretary from the late 1980s until 2015. Paul has indicated that 2015 will be his last year in a Minute Secretary capacity and he is looking forward to his continued involvement on GTA NSW Council as a Councillor in 2016 and beyond.

Paul has always given generously of his time and expertise to support the activities of the Association and works extensively behind the scenes to ensure GTA NSW programmes run smoothly.

Throughout his time on Council, Paul has participated in the assessment of fieldwork projects for the Arthur Phillip Award, tirelessly supported GTA conferences and events, contributed articles to the bulletin and regularly attended council meetings.

Paul is a highly respected and integral member of GTA NSW Council. His attention to detail and good humour has made him a pleasure to work with and the length of time he has fulfilled the Minute Secretary role is also testament to his commitment to the association.

The GTA NSW Council believe Paul Alger is a worthy recipient of the Professional Teachers' Council Outstanding Professional Service Award.



Susan Caldis, GTA NSW President (left) with Paul Martin, Manager Professional Learning BOSTES, who presented the Outstanding Professional Service Awards

Award citation – Susan Caldis

Susan has made an outstanding contribution to the Geography Teachers' Association NSW and geographical education more generally. She has been President of GTA NSW and the Secretary of the Australian Geography Teachers' Association (AGTA) since 2013. In both capacities she has greatly enhanced the professionalism of the respective associations.

Susan's contribution to geographical education has also been significant. She has promoted the relevance of Geography as a subject in schools and modelled best-practice in geography teaching by: leading national and state-based professional learning workshops; maintaining a strong online presence on social media to communicate information about Geography resources; and regularly writing journal articles for publication in *the Geography Bulletin*. As a result of these contributions Susan had developed a reputation as a fine Geography educator.

During 2010 – 2013, Susan was responsible for leading the curriculum development of both the Australian Curriculum: Geography and the Australian Curriculum: Economics and Business at ACARA.

Intercultural Understanding

"The cross curriculum priority area of *Difference and Diversity* provides geographers with an opportunity to improve cultural understanding among students. The website *Difference Differently* (<http://www.differencedifferently.edu.au/geography.php>) has four geography modules aligned to the Australian Curriculum /NSW syllabus and is funded by the Department of Education, Employment and Workplace Relations to «help students, teachers and others explore the challenges and opportunities created by cultural diversity. (Insert screenclip image). Areas of the website connect to other HSIE subjects and to general activities related to cultural diversity including a Q and A style online activity. The Together for Humanity Foundation run workshops for students and teacher professional development. The foundation is offering 100 schools free diversity workshops for 2015 -2016. The two, one-hour interactive presentations support and enrich the teaching of the NSW syllabus/Australian Curriculum.

Although most modules are targeted at primary levels the workshops are equally applicable to Stage 4 for community identity and social connectedness in *Place and Liveability* and in stage 5 when investigating the influence of international migration on Australian places in *Changing Places* and when examining *Human Well Being*. These presentations are run by teams of Christian, Jewish and Muslim presenters from a variety of cultural backgrounds who demonstrate friendship and respect regard less of differences. Students hear stories relating to how migrants have contributed to Australian society and explore of similarities, differences and relationships between people, places, cultures, customs and beliefs, perceptions and the importance of intercultural understanding.

See brochure in this bulletin for more details or follow this link to book: http://www.togetherforhumanity.org.au/get_involved/bookings.php"



Developing Intercultural Understanding

More broadly, *Difference Differently* aims to develop intercultural understanding by enabling students to:

1. Recognise diversity, in whatever form, as a normal part of life and a characteristic of human existence.
2. Understand the significance and complexity of prejudice, identity, citizenship, and belonging.
3. Empathise with people and their stories, perspectives, beliefs, and worldviews, even when these differ to their own.
4. Commit to engaging with and respecting a diverse range of people in their lives, even when faced with challenges arising from that diversity.
5. Communicate confidently in the context of diversity.
6. Be critical viewers of the media, particularly in its portrayal of diversity.
7. Understand how divergent beliefs, religious or otherwise, develop and how to respond to them.