



Lorraine Chaffer, Editor

EDITORIAL

This issue of the journal focuses on three different areas of geographical study relevant to the new and existing 7–10 Geography syllabuses. I have referred to these as GEOSCAPES based on their key content – landscapes, waterscapes and cityscapes.

Susan Bliss's article '*Mongolia: Grassland landscape and biome*' looks at the features, uses, changes to and management of grasslands. It is relevant to Stage 4 Landscapes and Landforms and stage 5 Sustainable Biomes in the new NSW Geography Syllabus 7–10. In '*Groundwater resources and depletion*' Lorraine Chaffer investigates the status of groundwater resources globally and in Australia. This study has links to Stage 4 Water in the World and Stage 5 Environmental change and management.

The third article of a series titled '*Canada; beautiful, liveable but vulnerable*', looks at Canada's water resources and associated natural hazards. The purpose of these articles is to provide studies linked to the new NSW Syllabus 7–10 content that can be used for comparative analysis with other places in the world, including Australia.

Tim Kelleher's '*Hong Kong as a large city study*' provides an alternative case study for HSC Geography students for Urban Places. This cityscape is an interesting contrast to other large cities in the developed world usually studied for this topic, including Sydney.

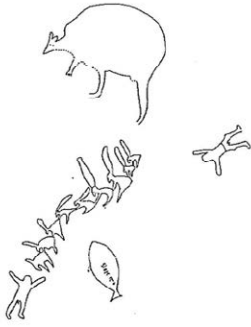
Term 1 in 2016 has been a very busy time for GTANSW with the **Annual Conference** and awards ceremonies at Sydney Olympic Park on Thursday 7th and Friday 8th April. The conference was moved from the usual timeslot of August to support primary and secondary teachers prepare for the implementation of the new Geography K–10 syllabus in 2017. Feedback from the conference will guide the provision of follow up events for the remainder of 2016 and throughout 2017.

Three events held annually in term 1, the **HSC Examination Review**, the **HSC Geography Examination Top Achievers Awards** and **Arthur Phillip Fieldwork Awards** were successfully integrated into the conference program this year. The change enabled country teachers attending the conference to hear feedback from HSC markers on the 2015 Geography examination. The conference showcased the fieldwork awards and 2015 winners in front of a large audience of teachers, friends and family. See separate reports on each of these events.

ANNUAL CONFERENCE REPORT



The **Novotel at Sydney Olympic Park** proved an ideal venue for the 2016 conference, enabling GTANSW to provide a choice of on-site fieldwork activities and workshops as well as Keynote speakers. Almost 200 participants attended each day's events and provided very positive feedback.



David Lardner, Curriculum Officer from AECG presented a thought provoking Acknowledgement to Country challenging participants to reflect on the meaning of country by thinking about the landscapes and landforms they had travelled over to get to Sydney Olympic Park that morning and the cultural heritage they carried in their dilly bags. The unique features of Aboriginal maps were highlighted during the acknowledgement. Later in the day, Dave present two 1/1/2 hour workshops based on water resources and Aboriginal sites of significance.

Darren Tayler, HSIE Inspector at BOSTES presented an overview of the NSW Geography Syllabus K-10, particularly for participants who had not yet studied the syllabus in preparation for programming. Darren emphasised the key component of geographical inquiry and the importance of fieldwork for gathering primary data and engaging students with the real world.



GTA councillors Catherine Donnelly, Lorraine Chaffer and Will Inveen being MDB critters and the inflatable Earth participants fell in love with.



Will Inveen from the Murray Darling Basin Authority presented the keynote address on Thursday. Will gave an historical overview of water management in the Murray Darling Basin, explained the resources available to teachers on the MDBA website and engaged participants in practical demonstrations and games to engage students in the classroom. Not long after Will's presentation Questacon sold out of 91 cm inflatable Earths, so keen were participants to replicate Will's game back at school. Will generously donated 5 kits containing resources on the MDB including all of the balls for the water on Earth activity. For teachers wanting to create the kit themselves the sizes and the volumes of water they represent are shown here.

Left: Murray Darling Water Resources learning activity using different sized balls to represent water resources at different scales

EDITORIAL



Dr Jane Hunter from UTS was the second Keynote speaker. Jane's real world stories demonstrating the use of technology and inquiry based learning to create High Possibility Classrooms was interesting and thought provoking. Participants were encouraged to follow Jane's blog to learn more about High Possibility Classrooms in Geography. See Dr Hunter's presentation on the GTANSW website.

Conference Workshops

Dave Lardner from the NSW Aboriginal Education Consultative Group presented two very interesting workshops on Aboriginal perspectives: Water for stage 4 and Aboriginal and Torres Strait Islander sites of significance. Dave had teachers thinking about country and significance of aboriginal sites and provided practical ideas for integrating geographical inquiry and skills into their lessons. Aboriginal and Torres Strait Islander histories and cultures is an across the curriculum priority in the new Geography Syllabus K–10.

Clare Kinanne, in her workshop The classroom without Boundaries: Teaching, learning and assessing online, impressed participants with a wide range of tools to integrate technology into classroom practice and teacher assessment. See Clare's presentation with embedded links on the GTANSW website.

Julie Regalado examined the use of the Quarantine Station at North Head for inquiry-based Geography fieldwork in stages 2– 4. For many participants, this workshop was an engaging eye-opener to the history and geography surrounding the site and an opportunity for hands on experience with historical artefacts.

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With its exceptional natural beauty, original historic buildings and a poignant history, the historical Quarantine Station offers a unique and diverse range of stimulating, interactive education programs for primary, secondary and tertiary students.

Tweets by @QSEducation

Sharon McLean up skilled primary and untrained or new teachers to Geography in tools and skills using hands on activities easily transferrable to the classroom. A fun and practical workshop, many delegates left ready to use Sharon's strategies such as using bread to explain landforms, contour lines and cross sections and using floor sheets to learn location and direction skills on topographic maps. Look for Sharon's article in the next Geography Bulletin.



Teachers engaging in Sharon McLean's skills activities –mapping it out on the large floor map

Milton Brown's experiences in running a surfing competition in China provided teachers with a "never seen before" case study in his presentation 'Interconnections: Surfing links between China and Australia'. Milton touched on many aspect of the 7–10 geography syllabus including urbanisation in China, environmental change and management as well as the interconnections (Stage 4) between people, places and environments through recreation, travel, tourism and trade. Milton showcased the integration of geographical tools and skills into his presentation. Milton's case study will appear as an article in the next Bulletin.



Source: <http://www.smartshanghai.com/articles/activities/surfing-china>

2. Dr Jane Hunter: High possibility classrooms

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High Possibility Classrooms: Creating *i*Historians and *i*Geographers



New opportunities for student engagement
The newly released *NSW syllabus for the Australian curriculum: Geography K-10*, based on the Australian Curriculum for Geography E-10, sits alongside the syllabus developed by the NSW Board of Studies Teaching and Educational Standards (BOSTES) for History K-10. Both documents open up captivating possibilities for re-imagining how History and Geography are taught in NSW schools.

The notion of *i*Historians and *i*Geographers
The new Australian Curriculum, and the NSW syllabuses for the Australian curriculum in History and Geography, provide opportunities for rich technology-enhanced learning.

Dr Jane Hunter is an early career researcher in the Centre for Educational Research at the University of Western Sydney. Her professional background is in pedagogy, technology enhanced learning, teacher professional learning, and curriculum. In this article, Jane explains how the High Possibility Classrooms model can provide a framework for meaningful integration of technology into the NSW syllabuses for the Australian curriculum for History and Geography.

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3. Will Inveen (MDBA): Water education using MDBA resources




Murray-Darling Basin Authority

Engaging students in water education; context and resources.


Presented by education@MDBA Director Will Inveen
GTANSW Conference
7 April 2016

MDBA Contributors: Tony McLeod, Willem Vlotman, Brian Lawrence, Monami Das Gupta, Donna Bakovski, Helen Templeton, Denise Fowler and Brayden Dykes

Largest floods in Australia's recorded history 1956



Big flood, severe drought (1923 photo)

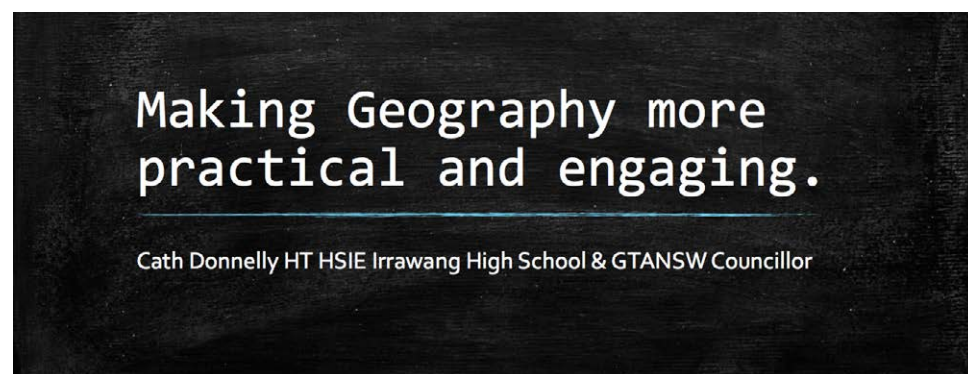


Floods and droughts

RIVER	RATIO MAX & MIN ANNUAL FLOWS
AMAZON (BRAZIL)	1.3
RHINE (SWITZERLAND)	1.9
YANGTZE (CHINA)	2.0
WHITE NILE (SUDAN)	2.4
POTOMAC (USA)	3.9
MURRAY (AUSTRALIA)	15.5
ORANGE (STH AFRICA)	16.9
DARLING (AUSTRALIA)	4705.2

MURRAY-DARLING

4. Catherine Donnelly: Engaging students with Geography



GoMAD Challenge
<https://taronga.org.au/gomad-challenge-sydney>

- The GoMAD (Make a Difference) Challenge 2016 is a collaboration between NSW Environmental and Zoo Education Centres and the NSW Office of Environment & Heritage.
- GoMAD school projects - terms 1 to 3, schools work on a project, create a video & receive external expert support
- Optional GoMAD student camps - run by your local Environmental Education Centre to support student projects
- Youth Eco Summit 2016 - 19th & 20th October - schools present projects to others and celebrate success!

5. Lorraine Chaffer: Introduction and Programming for the new syllabus

Programming Geography K – 10 for 2017

Lorraine Chaffer
 GTANSW Annual Conference
 7th- 8th April 2016

AIM

"The aim of Geography in years K-10 is to stimulate students interest in an engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens".

GEOGRAPHY K-10 Syllabus
 BOSTES

Fieldwork activities

These were conducted onsite at the wetlands, forests and town centre and offsite at Sydney Water. Teachers learned fieldwork skills and the use of equipment that would enable them to develop their own fieldwork activities back at school.



Award Ceremonies

For the first time GTA NSW's annual awards ceremonies for the HSC Geography Examination Top Achievers and the Arthur Phillip Fieldwork Competition were held in conjunction with the Annual Conference. The conference showcased the successes of Geography students from schools across the state and across all sectors. Recipients were thrilled to receive their awards before an audience of family, friends, their own teachers and 185 other teachers present at the conference. Teachers of top HSC Geography achievers were also recognised. All award winners were presented with very attractive etched glass trophies and framed certificates. Congratulations to all, GTANSW are very proud of your achievements.

Lists of award winners and a selection of photographs from the awards can be found after the final article in this journal.

A flyer for the Arthur Phillip Fieldwork Competition can be found on the GTANSW website and copies have been sent to schools. This year the competition includes a primary category. Further adjustments will be made for 2017 to reflect the new Geography syllabus.

Next Bulletin

Teachers are invited to submit articles for publication in the bulletin. Basic rules for submissions can be found inside the back cover. Any questions for clarification can be sent to the editor. The next bulletin will focus on geographical skills and tools so if you are doing something interesting or new or have undertaken a wonderful fieldwork activity GTANSW would love you to share with other teachers via the bulletin.

Lorraine Chaffer
Editor

