

# GEOGRAPHY BULLETIN

## India: A nation in transition

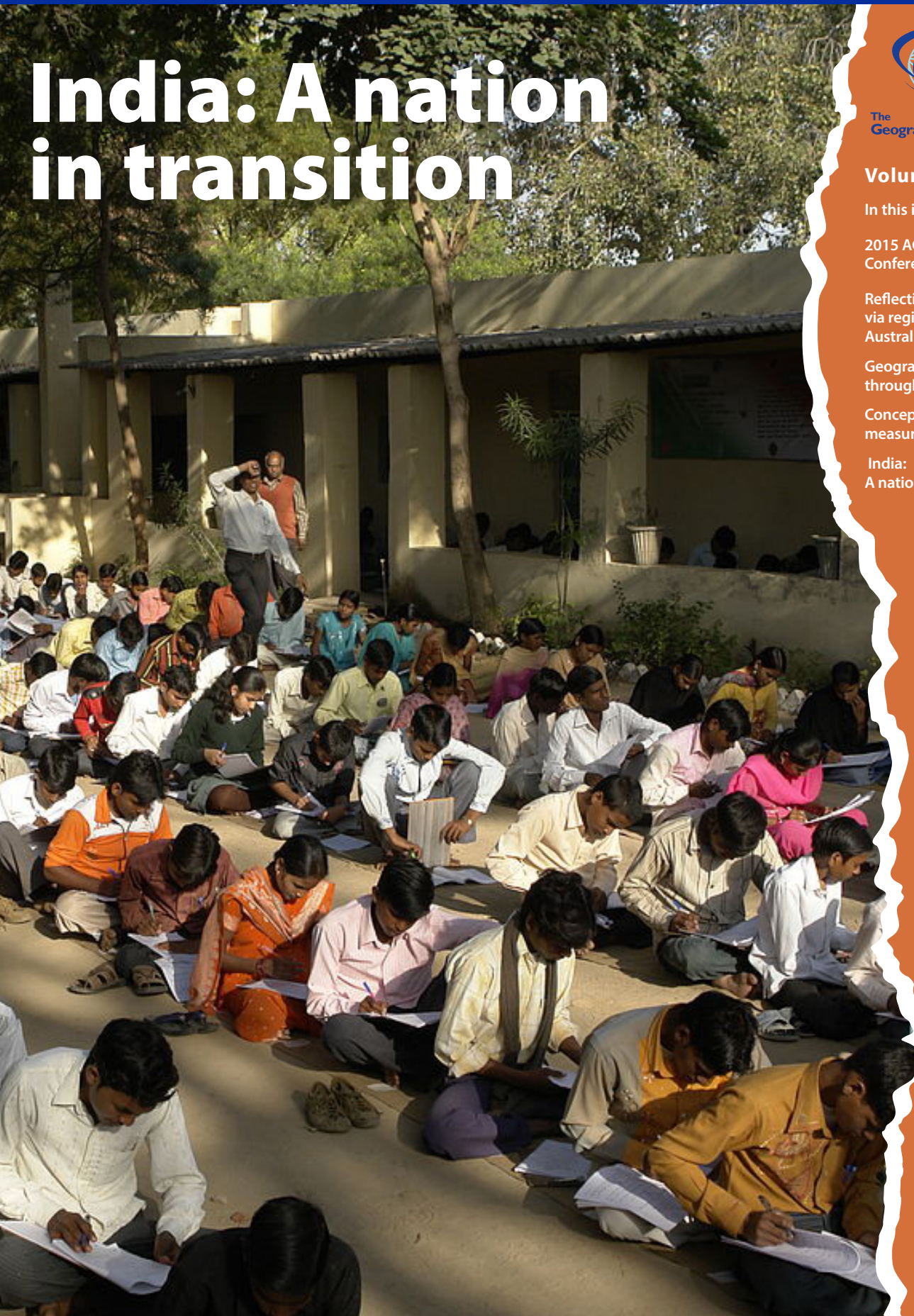


The  
Geography Teachers' Association  
of New South Wales Inc.

**Volume 47 No 1 2015**

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# GEOGRAPHY BULLETIN

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Covers: Student exams in Jaura, India  
Woman harvesting wheat, India  
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*The Geography Bulletin is a quarterly journal of the Geography Teachers' Association of New South Wales. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a particular emphasis on the area of the Pacific basin and its near neighbours and a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' on the preceding page. Articles are submitted to two referees. Any decisions as to the applicability to secondary and/or tertiary education are made by the referees. Authors, it is suggested, should direct articles according to editorial policy.*

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Volume 47, No1 2015  
EDITOR: Dr Grant Kleeman

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STUDENT  
CONTENT



Dr Grant Kleeman, Editor

Welcome to the first of four issues of the Geography Bulletin for 2015. This issue features three articles by Susan Caldis, President of GTA NSW, and one each by Grant Kleeman and Lyndon Kleeman. Susan's contributions include *Geography comes alive through fieldwork* and a personal reflection on a recent visit to regional NSW and Central Australia. Also included is an excerpt of Susan's opening address at the Arthur Phillip Awards: Australian Catholic University, Strathfield. Lyndon contributes an article *India: An emerging economic giant* and Grant contributes the first of a series of articles focusing on *India: A nation in transition*.

### AGTA News

AGTA's principal focus in 2015 is supporting the implementation of the *Australian Curriculum: Geography*. A key element of this support is the provision of professional learning opportunities for classroom teachers (the AGTA Geography Roadshow). Other elements include the promotion of *GeogSpace*, and the publication of a skills-based text to replace *Keys to Geography Skills*.

### AGTA Geography Roadshow

The first of the AGTA Geography Roadshows took place in Brisbane on Saturday 21 March. The one-day professional learning event included both a primary and secondary program. Topics addressed included 'thinking geographically', 'inquiry in Geography', fieldwork, ICT in Geography, and developing literacy through Geography.

More than 80 teachers participated in the Roadshow. Multiple events are planned for NSW in the weeks following the release of the new NSW Geography Syllabus. Other states and territories will follow.

### GeogSpace

The *Geogspace* website is an initiative of the Australian Geography Teachers' Association (AGTA) supported by the resources of Education Services Australia. *GeogSpace* has been designed to support primary and secondary teachers implementing the *Australian Curriculum: Geography*. Developed by AGTA's team of practising Geography teachers, the site ensures that all schools across Australia have access to a unique resource that reflects best practice using current technology and pedagogies.

### Geography skills book

Work is progressing on a replacement for *Keys to Geography Skills*. The yet to be named text will provide students with an up-to-date resource aligned to the requirements of the *Australian Curriculum: Geography*. Publication is scheduled for early 2016.

### Other activities and initiatives:

#### AGTA Conference

The 2015 AGTA Conference was held from 11–16 January 2015 in Rotorua, New Zealand. The Conference proved a great professional learning opportunity for teachers. The Conference featured an extensive program of keynote presentations, workshops and fieldwork. There were also pre- and post-Conference tours.

Participants were impressed by the quality of the Conference presentations, the fieldwork (White Island was amazing), extra-curricula activities and the catering. Nick Hutchinson, ably assisted by Rob Berry, did a terrific job organising the conference. Victoria has agreed to host the 2017 ACTA conference.

Reports by two of the GTA NSW-sponsored participants accompany this issue of the *Geography Bulletin*.

## Geographical Education: Current issue

Geographical Education, Volume 27, is now available on the AGTA website. The 2014 issue features two reports related to the Review of the Australian Curriculum: Geography – the *Submission to the Review of the Australian Curriculum Submitted by the Australian Geography Teachers' Association Limited* from Dr Grant Kleeman and *Comments on the recommendations relating to geography in the Review of the Australian Curriculum* by Associate Professor Alaric Maude.

There are also four peer reviewed articles:

- Sustainability in the *Australian Curriculum: Geography* by Associate Professor Alaric Maude;
- *Investigating the impacts of global education curriculum on the values and attitudes of secondary students* by Dr John DeNobile, Dr Grant Kleeman and Ms Anastasia Zarkos;
- *Post-primary education and energy literacy: An analysis of the potential for geography curricula to contribute to Australian students' energy literacy* by Mr Brad Maddock and Dr Jeana Kriewaldt; and
- *Interested and influential: the role of a professional association in the development of the Foundation to Year 10 Australian Curriculum: Geography* by Ms Susan Caldis.

*Geographical Education* is the professional journal of AGTA and is on the DEST Register of Refereed Journals. The journal was published in print form until Volume 25, 2012. Since then the journal has been published in a digital format and is available on the Association's website. The ISSN for *Geographical Education* is ISSN 0085 0969.

## Australian Curriculum: Geography

The Federal Government (Minister Christopher Pyne) recently announced that ACARA would develop a Humanities and Social Sciences curriculum for Foundation (Kindergarten) to Year 6. The proposed curriculum will seek to integrate Geography, History, Business Studies and Civics and Citizenship into a single subject area. It appears, however, that education ministers have agreed to nothing other than having ACARA come up with some proposals. They have not committed to accept any new curriculum. Indeed, NSW has already announced that the State's new Geography and History syllabuses, aligned with the Australian Curriculum, will be implemented as planned.

I have attached AGTA's response to the draft Humanities and Social Science curriculum for your information.

## Australian Alliance of Associations in Education

AGTA is proud to be a founding member of the newly formed AAAE. This is a body specifically formed to represent the interests of teacher professional associations at a national level. There are 23 founding member associations and the AAAE will be able to lobby at a Federal level on issues affecting teachers and their professional practice. The AAAE has begun to develop Position Statements on a variety of issues of interest to educators. AGTA is delighted to offer teaching resources to support the implementation and delivery of the Australian Curriculum: Geography in classrooms.

## Primary Geography Challenge

AGTA and the Royal Geographical Society of Queensland are developing a Geography competition for primary school students. At this early stage, organisers are planning an online competition that tests a wide range of geographical skills and knowledge in an engaging way, using a variety of questions and graphics. The competition will be aimed at Year 6 students, at least initially.

The Primary Geography Challenge will complement the highly successful Australian Geography Competition.

## Decadal Plan for Geography

AGTA has agreed to help fund the development of the National Committee for the Geographical Science's strategic directions paper for the discipline. AGTA is also keen to contribute to the School Geography element of the plan.

Dr Grant Kleeman

AGTA Chair

## Responding to the Federal Government's proposal to integrate Geography into a Humanities and Social Science curriculum

The Board of the Australian Geography Teachers Association (AGTA) met in Hobart on 2–3 May to consider the proposed F–10 *Australian Curriculum: Humanities and Social Sciences*. Before outlining our principal concerns we offer the following observations:

- AGTA believes that the rigour and veracity of the *Australian Curriculum: Geography* has been compromised the proposed changes published in the *Draft changes to F–10 Australian Curriculum: Humanities and Social Sciences* (April 2015).
- *Australian Curriculum: Geography* was developed through extensive consultation with Geography teachers around Australia from 2008–2013 and is considered to reflect the stated ACARA aim of developing a world standard 21<sup>st</sup> Century Geography curriculum.
- The conceptual progression and quality of the Geography curriculum has been recognised internationally by academics and jurisdictions and received positively by teachers involved in the F–10 implementation of the Geography curriculum across Australia.
- Beyond the anticipated and required monitoring and evaluation of the curriculum as it is implemented, AGTA sees no grounds for the drastic changes to the curriculum as appears in the draft revision document. Many of the revisions are at odds with the comprehensive and considered consultation undertaken by ACARA and AGTA with academics, jurisdictions and classroom teachers during the years of development.
- This document does not set out to provide item-by-item commentary but rather provides key messages to ACARA on our major areas of disquiet and concerns raised by the revision document.

## Key concerns

### 1. Diminished conceptual quality for the curriculum

The proposed revisions to the Geography content descriptions have had a significant impact on the intent and conceptual development of the curriculum. For example:

- in Years F–4 there seems to be a reduction in the importance of the Space and Scale concepts with the removal of references in the content description to proximity, arrangement and spatial levels. As a progression of understanding of the Space concept such removals are problematic and need to be addressed.
- in Years F–3 the richness of the Place concept has been significantly reduced by the frequent removal of references in the content descriptions to the perception of place and the impact of such perception on the nature, use and caring (protection) of places. Such removals show a lack of understanding of the place concept. Place is a concept that reflects modern Geography and is embraced by primary teachers as something students can relate to.
- in Years F–6, the focus and quality of the concept of geographical Interconnection involving the idea of interdependencies has been diminished with references being made to a more generic view of interconnection between events and places.



## 2. Impact of generic skills strand on quality geographical inquiry and skills development and progression

The generic Inquiry and skills strand removes important skills in Geography and the progression of skill development across the curriculum. These subject skills must appear in the curriculum to ensure that Geography is not just about learning content – the doing of Geography is critical. Surprisingly many of the skills continue to appear in the achievement standards but are not present in the content of the curriculum. Particular concern has been raised regarding the following changes to the Inquiry and skills strand:

- The removal of the Reflecting and Responding stage from the *Inquiry and skills* strand until Year 8 is a backward step for the teaching of modern Geography with a focus on active citizenship and futures. Considering students are still required to propose action in the achievement standards, it should be a stage of the generic Inquiry process.
- Removal of any reference to spatial technologies in the Researching stage of the *Inquiry and Skills* strand is a significant loss to the 21<sup>st</sup> Century quality of the curriculum. All references to satellite images and spatial technology and other opportunities to use modern geographical technologies such as GIS/GPS have been removed from F–8). Such omissions have removed the requirement of a 21<sup>st</sup> Century Geography curriculum to engage with spatial technology in some way. There is a need to refer in some way to the use of modern technologies in the skill strand, and in turn the achievement standards, with reference to the capacity to use modern technologies such as spatial technology.
- The important area of fieldwork has disappeared from the curriculum as a result of the removal of the subject specific skills in the Inquiry and skills strand.

## 3. Loss of geographical rigour by the combined Year level achievement standard

The combined achievement standard for HASS will make it harder for teachers to understand what they are assessing, and to design tasks that enable students to demonstrate the intended learning. The attempt to reduce the number of achievement standards has resulted in one achievement standard that is often dense and difficult to navigate. Statements such as *'They identify and describe the interconnections between components of environments, and between people and the characteristics of places, both human and environmental, past and present* (Year 5) are wordy and will require considerable unpacking by teachers to understand what students are expected to demonstrate. The attempt to reduce the length of the achievement standards by an amalgam of terms and phrase has often resulted in the standards not clearly relating to what is described in the Year level descriptions and content descriptions for that Year level. The amalgam process has also resulted in inappropriate use of language across subjects i.e. *Students develop narratives about the past and present findings in a range of texts using language related to time, distance and location* (the term narrative is not relevant language for describing the geographical terms of distance and location).

## 4. Geographical focus lost in overarching themes and inquiry questions for all subjects

The overarching theme across HASS for each year level is problematic for teachers and planning. Whilst workable for F–3 (my personal world, my changing personal world etc.), from Year 4 onwards the themes become quite contrived, complicated and inaccessible. For example the Year 4 theme of *How people, places and environments interact, past and present* is too broad to be very useful and diminishes or even removes the subject focus of the published curriculum e.g. the original Year 4 Geography theme was *The Earth's environment sustains all life*.

The intent of the learning is lost in some year levels by reducing the inquiry questions for each year level of HASS to 4 inquiry questions. If there is to be inquiry

questions there needs to more than four to provide appropriate coverage of the four HASS subjects/strands at each year level.

## **5. Loss of opportunities to address Cross Curriculum Priorities**

Significant changes and deletions to content descriptions and Inquiry questions focussing on Aboriginal and Torres Strait Islander Peoples and the Asian region will jeopardise the opportunities and imperative for teachers to incorporate Aboriginal and Torres Strait Islander Peoples perspectives into teaching and learning in Geography.

## **6. Other interventions that detract from the contemporary nature of Geography**

Other changes appear to have been made on a rather ad hoc basis. For example, the reference to 'human environment systems thinking' has been replaced with 'systems thinking' in Year 10. A systems-based approach to Physical Geography was popular in the 1970s.

Also unexplained was the deletion of 'the decisions people make about where to live' (Year 7) which is the entry point of study to a consideration of peoples' perceptions about the liveability of places.

AGTA respectfully requests that ACARA address the concerns raised in this letter. We would be more than happy, as we have been throughout the development process, to work with ACARA to remedy the serious inadequacies of the revision document.





# 2015 AGTA NZ CONFERENCE



*From L-R: Murray Clare, GTA NSW President Susan Caldis, Shane Giles, Rebecca Guinane, Marilyne De Maere*

## GTA NSW bursaries for the 2015 AGTA Conference in New Zealand

The GTA NSW Council was delighted to award four bursaries for the 2015 AGTA Conference in New Zealand: Murray Clare (Concord), Shane Giles (Pambula), Rebecca Guinane (ACT), Marilyne De Maere (Murwillumbah).

### 2015 AGTA NZ Conference Report by GTA NSW bursary recipient Marilyne De Maere

I was selected as a recipient to attend the Australian Geography Teachers' Association in Rotorua, New Zealand on a bursary provided by the Geography Teachers Association of New South Wales. I wanted to attend the conference for many reasons, particularly to engage with other professionals and develop the way I teach Geography in the classroom setting. I went to the conference with an open mind and willingness to participate in any opportunity presented.

The conference exceeded all expectations and what I really felt when I left was a sense of community amongst the Geography educators in Australia. So many experienced teachers shared their wealth of knowledge, understanding of syllabus documents, resources and geographical issues. It was a shame to only be able to select certain workshops as, if given the chance I would have attended all. One of the workshops that stood out for me the most was the "Art and Craft in the Geography Classroom" presented by Claire Lane. It was great to see such a young and enthusiastic teacher sharing her ideas. The hands on learning approach is one which I genuinely seek to use in my classroom and attending this workshop gave me fresh ideas to implement in my classroom. The other workshops I attended gave me fresh ideas for assessment for learning strategies, cross curricular rich assessment tasks, engaging students with special needs and using I pads in the Geography classroom.

One of the biggest concerns raised at the conference was the lack of qualified Geography teachers teaching

the subject. Most schools were concerned that there were very few (one or two out of 50 HSIE) staff with the level of skills to teach the subject. This really stood out for me as it is relevant to the school I teach in. Currently with my Year 12 students I run after school skills sessions once a week. I will encourage any teacher who wishes to develop their skills to also attend. I also want to continue the sharing of resources and ideas through constant discussions especially with new teachers to the school and to the profession. By encouraging all teachers to share their resources on the School Moodle page I hope to achieve this.

In relation to ICT competencies, the conference revealed a whole new platform to obtain relevant ideas and resources. Through the use of Twitter and simple hashtags a wealth of information can be obtained literally at your fingertips. I have also signed up to Scoop-it and I am going to encourage the staff to join up and follow educators in their field to stay up to date with current issues. The effective use of ICT is a particular area of development for the staff at my school.

The AGTA conference opened the door for many networking opportunities and gave me increased confidence in teaching Geography. I have set myself some challenges for my faculty and hope that it will benefit and curb insecurities held by some teachers. I honestly encourage anyone to apply for any future bursaries offered as it was a priceless experience. Thank you to GTANSW and the team at Group Events for hosting a truly rewarding conference.

## AGTA Conference 2015: 100% Pure Geography, 100% Pure New Zealand

Conference Report by GTA NSW bursary recipient Shane Giles.



*Field trip to a dairy farm during the NZ Conference*

Securing a NSW GTA bursary to attend the 2015 AGTA conference proved to be one of the best professional engagements of my 20-year career as a teacher. The Rotorua conference offered experiences as wide ranging as lectures, networking, adventure tourism, seminars, fieldwork and workshops.

Having been out of the geography picture for a number of years, the AGTA conference reconnected me with a love of Geography which I had perhaps forgotten. In recollection it's a love of the disciplined approach to describing the world, its diverse content areas and myriad applications. These enliven teaching and help us to connect young people to a world that changes rapidly.

The first thing that I learnt at the conference was the power of our professional associations to exert an influence over the ways that we engage with the various bodies that shape the curriculum and regulate the flow of information to our students. If we as classroom practitioners are to exert an influence within the process of curriculum design, of knowledge transmission, of currency, we need to remain interested in the process. The best way is to keep building relationships between schools systems, BOSTES, ACARA and our fellow teachers' associations in each of the states.

As classroom practitioners, we might sometimes feel isolated and perhaps harried by the number of influences that place demands on our work. The professional association, in this case, GTA NSW and AGTA, returns to us a sense of agency; a sense of self directed purposefulness; this power and legitimacy ultimately comes from the strength of professional engagement and relationships.

The variety of experiences offered throughout the four-day conference program makes it difficult to report. For me, a few themes emerge that centre around the commonalties shared by teachers, the urgent need for curriculum change and innovation (especially in NSW), and the enriching experience of 'doing' Geography.

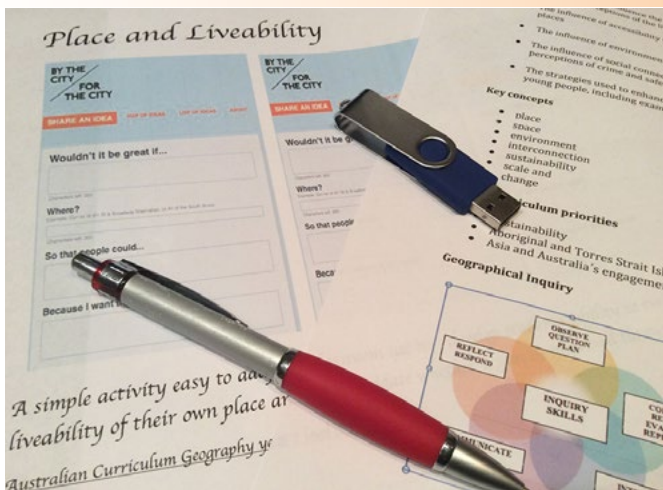
In framing an application for the bursary, I discussed the problem of declining Geography enrolments in Stage 6 and the 'loss' of Geography as a senior subject. It seems incomprehensible that in a world dominated by contestable environmental awarenesses, unequal distribution of resources and the growth of global politics that students should view Geography as a subject that lacks relevance. On the contrary, Geography, with its interdisciplinary approach, a focus on data, theoretical underpinnings and capacity for creativity should rightfully be seen as a subject that enhances the study of all of the humanities subjects.

Attendance at the conference told me that I was not alone. Many schools face the challenge of declining enrolments in our subject area along with displaced regard for the importance of the discipline; it is taught, in many instances, by non-specialist teachers. These are some of the common challenges as students are not exposed to the depth available nor to really good teaching of the subject. What we also saw at the conference were a number of solutions presented by passionate educators who were dedicated to this important subject area. In the workshops I attended presented by people such as Susan Caldis, Lorraine Chaffer, Tara Williams, Louise Swanson and Rebecca Nicholas, I encountered great teaching methods, ideas and resources. In all, these ideas emerged: enthusiasm enthuses, good lesson and assessment design engages students, keep current, use technology to enhance your message, and fieldwork, fieldwork, fieldwork.



*I take to the air during the NZ Conference 2015*





In meeting with teachers and other educators from all around Australia, what became clear was the asset that we have in the Australian Curriculum Geography document. Amazing too was how flexible this could be. It seems that NSW is dragging the chain here and the frustration of NSW teachers in carrying on with a very old NSW syllabus was evident. Despite this, teachers were upbeat about the possibilities offered and sought ways to develop approaches that begin to infuse the current syllabus with AC principles. Workshops that looked at specific elements such as Place and Liveability sought approaches that would help teachers to renovate their lessons and tasks.

Alongside the workshop program, the Conference planners were sure to include an exciting program of fieldwork experiences. We saw traditional Maori culture at the geothermal village of Whakarewarewa, jet boated, free-fell and bungeed at Agroventure Adventure Tourism, visited the SCION forestry research facility, toured a dairy farm and operations perched above Lake Rotorua and walked the trail by steaming lakes and boiling streams in a neophyte ecosystem at Waimangu volcanic valley (image below). Rotorua really packed it in and the ever-present smell of sulphur and cinders served constantly to remind us that we had come to somewhere that was unique. New Zealand was a showcase of the many threads of Geography that we are so enthusiastic about. The drama and activity of the physical forces here is awesome, underpinned



perhaps by the eruption of the Hung Ha'apai volcano in nearby Tonga during the conference. Add to this the rich cultural heritage of the Maori peoples, the niche marketing of landscape and activity for tourism and the challenges of developing sustainable farming, forestry and energy solutions all provide rich studies in the interaction of humans with their surroundings.

The Keynote addresses on the final day brought many elements together and reminded us that our work in classrooms is underpinned by the deep bedrock of research and theory. Dr John Morgan (image below) challenged with his exploration of the social purposes of Geography, asking us to imagine the features of a post-carbon world in the epoch of the Anthropocene age. This is the world in which we have become the shapers of the geological re-formation of the planet, "We are turning rocks into air, reversing millions of years of carbon sequestration. Humanity has become a geomorphic force." He continued to suggest a concept of alternative hedonism, a radical way of recasting our understanding of happiness that involves new concepts of what 'the good life' entails so that sustainability does not simply involve using less, but instead leads us to consider deeply the forces that shape geographical processes. Ultimately, he concluded, we need to develop new visions for Geography that move beyond the normative growth and sustainability narratives of the postmodern world.





*Professor Alaric Maude*

Professor Alaric Maude's address complemented the radical flavour of Dr Morgan's presentation, as he explored the concepts of 'Powerful Knowledge' and the Australian Geography Curriculum. Powerful Knowledge provides learners with a language for engaging the moral, intellectual and political debates of their society. It refers to enhancing the capacity of learning such that it confers a real intellectual power to those able to access it. The strength in the concept is that it pushes

us to extend the ways that students acquire content knowledge, and what they do next. Powerful Knowledge helps us to go beyond our individual experience and beyond the technical in order to begin to make high level generalisations. Professor Maude argued that the concept gives students some power over knowledge itself allowing them to access new sources and types of knowledge, but also to evaluate claims about knowledge in order to become independent thinkers. Powerful Knowledge allows young people to follow and participate in debate on local, national and global issues.

Throughout the conference there was a buzz of excitement about where we were, what we were doing and who we were meeting. A highlight of the conference was the sharing of experiences via the twitter hashtag #AGTANZ2015. In the variety of activity and experience, this sharing developed a sense of inclusion. We saw what was happening in other workshops and field work, and we were connected to members who could not attend. Looking back as the semester draws to a close, I am very grateful to GTA NSW for their generous provision of the bursary. My school does not have the capacity to resource this type of professional learning, and the bursary enabled my attendance. I think about the ways that I can bring all of this to my teaching and to leading change in the faculty, recasting the image of the subject 'Geography' in our school. I look forward to the implementation of a NSW Australian Curriculum Geography syllabus, but feel a sense of urgency knowing that we can't afford to sit on our hands if we are to keep Geography and its importance at the forefront of our HSIE faculties, maintaining a sense of its power and efficacy for our students.

## **Scoop. it! – GEOGRAPHY RESOURCES**

**The following Australian Geography Curriculum resources have been developed by GTA NSW Director, Lorraine Chaffer**

### **General Geography teaching ideas, ICT and Skills**

**Skills and ICT**

**Years 7–10: Teaching ideas**

#### **Year 7**

**Place and liveability**

**Water in the world**

#### **Year 8**

**Landforms and landscapes**

**Changing nations**

#### **Year 9**

**Geographies of interconnections**

**Biomes and food security**

#### **Year 10**

**Environmental change and management**

**Geographies of human well-being**

**A comprehensive range of member accessible and free resources are available from –**

**<http://www.gtansw.org.au/resources.php>**





*White Island, seen from Whakatane NZ. Source: Wikimedia Commons*

## Conference Report

### GTA NSW bursary recipient Murray Clare

The unique fieldwork, informative presentations and workshops combined with the friendly New Zealand hospitality created a great atmosphere for a fantastic conference. This was my first AGTA conference and I found the experience to be very beneficial for developing my teaching skills and knowledge.

The fieldwork on the conference provided an opportunity to experience Maori culture as well as some of the natural wonders of New Zealand. Sites that were visited for fieldwork included Whakarewarewa Maori Village, Waimangu Volcanic Valley and White Island. Visiting White Island was a highlight for me. Seeing an active volcano producing sulphur and gas where I had to wear a gas mask at times to breathe properly provided an extraordinary experience and an interesting story to share back in the classroom.

During the conference I met teachers who were from across Australia, from the major cities and also rural locations such as Condobolin and Kalgoorlie. I found it very interesting to speak to teachers who were teaching in much different settings to the school I teach at in Sydney. The conference workshops provided an opportunity to hear new teaching ideas and strategies from teachers across Australia and it was interesting to learn about resources for the Australian Curriculum. The discussions of the Australian Curriculum by Professor

John Morgan and Associate Professor Alaric Maude were very informative. During the conference I also learnt how the Australian Curriculum is being implemented in the other states and territories, this was very helpful as it gives a great insight before NSW moves across to the new curriculum in the next couple of years.

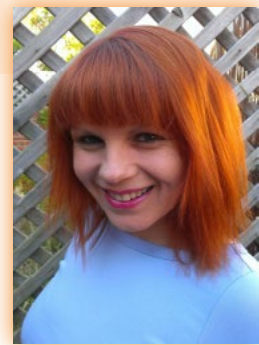
The conference was also great fun and I enjoyed being part of the Geography Teacher Haka on the final night at the Gala Dinner. As a new teacher to the Geography teaching profession I would highly recommend attending an Australian Geography Teachers' Association conference as it is a very beneficial way of undertaking professional development and it gives you an opportunity to network and share resources with teachers from across Australia.



*Maori hut, Whakarewarewa, Rotorua, New Zealand. Source: Wikimedia Commons*

# 2014 FIELDWORK COMPETITION

An excerpt from the President's opening address at the Arthur Phillip Awards  
Australian Catholic University, Strathfield  
Friday 8 May 2015



GTA NSW President Susan Caldis

## Context

The Arthur Phillip Awards is an annual event organised by the GTA NSW to recognise outstanding achievement in school Geography. We like to acknowledge the work of both the students and their teachers. This event has been superbly organised for several years by GTA NSW Councillor Grace Larobina, with unwavering support and assistance from Shreela Pradhan and Bernadette Motulalo (PTC NSW office). Our guest speaker was Associate Professor Simon Pinnegar, Director of Discipline, Planning, Urban Policy and Strategy; City Futures Research Centre; Urban Planning and Policy at the University of NSW [https://www.be.unsw.edu.au/profile/simon\\_pinnegar](https://www.be.unsw.edu.au/profile/simon_pinnegar) Simon started his career as a Geography teacher in England before moving in to the realm of urban planning and teaching at Universities. The focus of his keynote was the link between the study of Geography and a career in urban planning – ending with the suggestion that urban planners with a background in Geography don't just see a bus stop on the side of the road, they see it as a bus stop which is part of a metropolitan or regional transport strategy. Other distinguished guests in the audience included Professor Deirdre Dragovich (Faculty of Science and Geo-sciences, University of Sydney), Darren Tayler (HSIE Inspector, BOSTES) and Carlo Tuttocuo (HSIE Consultant Secondary, AISNSW). Please see the GTANSW website for further information about the Arthur Phillip Awards and our other events – <http://www.gtansw.org.au/>.

## Excerpt from the President's opening address

Before we begin proceedings I would like to acknowledge and pay respect to the traditional owners of the land of which we meet: the Wangal people of the Eora nation. It is upon their ancestral lands that the Australian Catholic University is built. As we share and celebrate our own knowledge, teaching, learning and research practices as part of proceedings tonight, may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

GTA NSW has over 500 members and a Council of 20. One of our key goals is to demonstrate, promote and be ambassadors for best practice teaching methodologies

in Geography. Fieldwork is one of those methodologies and for many teachers is the key to unlocking the appeal, relevance and appreciation of Geography for their students. The British Geographers would say it is our responsibility as 'curriculum makers' to bring a Geography syllabus to life in order to create a sense of awe and wonder about the people and places that make up our world, but also to equip them with vital 21st Century skills such as critical and creative thinking, effective communication, collaboration, problem solving and the development of innovative ideas. When Geography is taught well the world around us has much greater meaning, as we are able to make sense of change, interconnections and preferred or predicted futures occurring in places around us.

Tonight is a celebration of Geography in schools: firstly via our Top 10 2014 HSC Geography students; and secondly through our award recipients for outstanding fieldwork projects. Almost 4500 students sat the HSC Geography exam last year (55% male and 45% female). This cohort has been steadily increasing over the years and as a professional association we are delighted to see steady growth in the number of students choosing Geography as part of their Stage 6 program of study.

Events such as the Arthur Phillip Awards encourage students of Geography to become immersed in their learning and investigate geographical problems of significance occurring in environments and communities either at a local level or further afield through fieldwork. It is wonderful to see new schools enter the competition alongside 'our regulars' each year, but probably what is most rewarding to see is the resurgence in fieldwork forming an integral part of teaching and learning programs in schools and an increasing number of projects in quantity and complexity being entered in to the competition each year.

Before we proceed with the Awards, I have an important message for all students and their teachers in the room tonight.

Hopefully you have noticed on your program that one of the awards is named after one of the most recognisable names in Geography education: Don Biddle. During the week I received an email from Dr Don



Biddle AM asking if I would pass on his congratulations to all the award winning students and teachers of Geography here tonight – both from the 2014 HSC cohort and from all the fieldwork project categories. By way of background, Don Biddle is the founding President of AGTA (our national professional association) and an icon of geographical education in Australia. He is an inspiration to all of the geographical educators in the room tonight and often referred to as a 'pillar of Geography'. Dr Don Biddle began his career as a primary teacher, returned to University (Sydney) and graduated with first class honours in Geography. As a result of his studies he taught Geography in high schools for several years in both regional NSW and in Sydney; and then moved in to lecturing Geography at Sydney Teachers' College. Among many leadership roles in his career, Don

is well known for the difference he made to teacher education and geographical education through his role as Deputy Principal of Sydney Teachers' College; his involvement in syllabus and exam committees for Geography; his extensive involvement in Boards of professional associations (such as the Geographical Society of NSW, the Council of Geography Teachers' Association and AGTA); and his incredible number of publications in journals, textbooks.

It is a privilege to be able to pass on his good wishes to you all; and in turn I hope you will cherish the knowledge that a revered Geography educator is applauding your work and is immensely pleased that you are enjoying your studies of Geography and helping to enhance the profile of this subject in schools.

Susan Caldis, GTA NSW President



CARE Australia has developed a website which provides teachers with resources on a range of issues related to poverty and inequality. Topics include global poverty, education, health, women's empowerment, water and hygiene, food and nutrition, climate change and responding to emergencies.

The resources are designed to provide teachers with compelling and illustrative content designed to engage students on a range of issues related to poverty and inequality. Topics cover learning modules ideal for subjects such as health and human development, social studies, geography, international studies, economics and media studies.

Each topic includes teaching tools such as fast facts, videos, and stories designed to spark curiosity and enhance classroom discussion

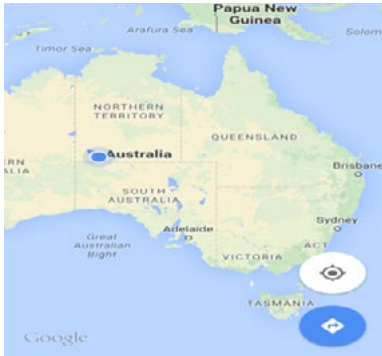
**Teacher's Toolkit - <http://teacherstoolkit.care.org.au/>**



# REFLECTION:

## HSC Geography via regional NSW and Central Australia

Susan Caldis, GTA NSW President



During the Easter holidays my Year 12 Geography class and I had the opportunity to join Menai High School on their Geography focused camping expedition around regional NSW and Central Australia – a trip that was superbly conceived, organised and lead by GTANSW Councillor David Proctor. This is a reflective piece about the way I saw an experience such as this providing us with unique examples to consider across each topic of the HSC Geography course. The focus for this piece is People and Economic Activity. Future articles in upcoming editions of the *Geography Bulletin* will address Urban Places and then Ecosystems At Risk.

### People and Economic Activity

**The Junee Licorice and Chocolate factory** is an enterprise study worth considering if doing Tourism as an economic activity. The *nature* of this enterprise is explored through characteristics such as size and ownership (family owned, employs up to 50 local staff); and product and market (approximately 1½ tonnes of organic licorice is produced for export and distribution across Australia each week; chocolate was added to expand the product range and increase product value).

The *locational* factors of this enterprise are also interesting. For example, it is located in a repurposed flour mill at Junee, where climate and topography are ideal for growing wheat and other agricultural products. Whilst contemplating 'why in a flour mill?' we discovered that wheat (in the form of flour) is a crucial ingredient to licorice. The Junee Licorice and Chocolate factory is a popular tourist destination as part of the 'foodie trail' (300 visitors per week) and significantly contributes economically to both Junee (thus preventing urban decay and demise of a country town) and the Riverina region. Being in a converted flour mill and using Riverina suppliers the factory also acknowledges the heritage and agricultural wealth of Junee and the Riverina.

Junee is a small country town of approximately 4,000 people. It is 41 km NE of the regional centre Wagga

(approximately 22,000 people) and 444 km SW of Sydney (4.8 million people; a secondary world city). Junee has a typical 'country town' appearance with wide streets, locally owned shops and heritage buildings with awnings and verandahs. It is the birthplace of NRL legends Ray Warren and Laurie Daley which also contributes to the appeal of tourism to the town.

*Ecological dimensions* can be identified through factors such as low food miles, local suppliers and produce and a sustainable approach towards production. The licorice is certified organic and sold



*The Junee Licorice and Chocolate factory*



## Reflection: HSC Geography via regional NSW and Central Australia



A useful way to obtain information!

under the 'Green Grove' label in a small number of selected stores around Australia. It is the organic nature, 'niche-ness' of the licorice, and the connection of the family, factory and product to the local area that is appealing to the typical tourist group: the grey-nomad or foodie trail tourist. The *internal and external linkages* are plentiful including on-site training of staff, factory tours, chocolate coating of the licorice to add value and inclusion of services such as a café and online purchasing of the products (internal); and local food related competitors in the Riverina region as well as the connection with local and organic suppliers (external). The *effects of global change* on this enterprise are related to factors such as the growth of the organic food industry and new international markets interested in accessing organic produce; and the growth of domestic and regional tourism.



Chocolate at the licorice factory!

The **Yulara resort at Uluru** (Northern Territory) is a larger economic enterprise to consider if investigating tourism as an economic activity. Apart from the diversity of visitors staying at Yulara (campers and caravanners through to 5 star resort-ers), there is a variety of businesses situated within the resort such as restaurants, souvenir shops, a museum and other retail stores. The extent of *internal and external linkages* evident across the resort makes for an interesting study. Something I did notice was the authentic inclusion and representation of Aboriginal and Torres Strait Islander Peoples in the businesses and activities around Yulara and the Uluru-Kata Tjuta National Park. An example of this is the Kulata Academy Café – a traineeship program aimed at developing careers in hospitality.



Signage in the Kulata Academy Café, Yulara resort.



Signage in Kulata Academy Café, Yulara resort.

Another interesting and unexpected enterprise related to Tourism were the cattle stations, particularly Kings Creek Cattle Station, although Curtin Springs would also be suitable.

## Reflection: HSC Geography via regional NSW and Central Australia



*The entrance to Kings Creek Cattle Station*



*The entrance to Curtin Springs Cattle Station*

To provide an example about how this remote cattle station can connect with the syllabus as an economic enterprise, the *nature* of Kings Creek Cattle Station can be investigated through factors such as size and ownership (family owned; 15 contractual and/or volunteer staff; 1800 sq km); and product and market (cattle and camel breeding and export mostly to the Middle East, south east Asia and domestic markets; short stay destination for international and domestic tourists; popular destination for documentary production about life in the outback). It is estimated about 300,000 visitors camp at Kings Creek Station each year either using their own camping equipment such as tents or caravans, or using one of the 25 cabins provided by the station. Tourism accounts for 60-70% of annual income for Kings Creek Station. Easter until September is the most popular time for tourists to visit.

*Locational* factors seem to always make reference to the remoteness and isolation of the station for example being 300km SW of Alice Springs and 300km E of Uluru and being equidistance between the east and west coasts, as well as equidistance between the northern and southern coastlines. This meant that the station had to be as self-sufficient as possible due to the 'tyranny of distance', for example, mail is delivered once a week via the 'mail plane'; they generate their own electricity via two diesel generators; and water is obtained from two bores: one is 150m below ground level and the other is 50m below ground level. These factors are all related to *ecological dimensions* of the station.

An example of *global change* affecting Kings Creek Cattle Station (although in this example not specifically related to Tourism) is the increasing popularity of camel meat and camel milk. Australian camels are currently free of a respiratory disease prevalent in Middle Eastern bred camels, and are therefore attractive produce for international markets. Camel milk does not require refrigeration and is a popular source of fluid for many

living in desert communities outside Australia. In Australia, camel milk is sold as 'bath milk' because laws state that all milk should be pasteurised before human consumption. Medical research emerging from the Middle East suggests that conditions such as ADHD can be controlled by regular ingestion of camel milk. Closer to home, Flinders University (South Australia) is researching the possibility of camel blood being a cure for diabetes. Live export regulations can be problematic due to cost, rest times and transport restrictions when moving camels vast distances by road and sea. Currently, Kings Creek Station are finding it challenging to meet the quantity of live camels ordered for export due to the increasing popularity of Australian camels for their purity and quality of camel milk.



*The cabins at Kings Creek Cattle Station*



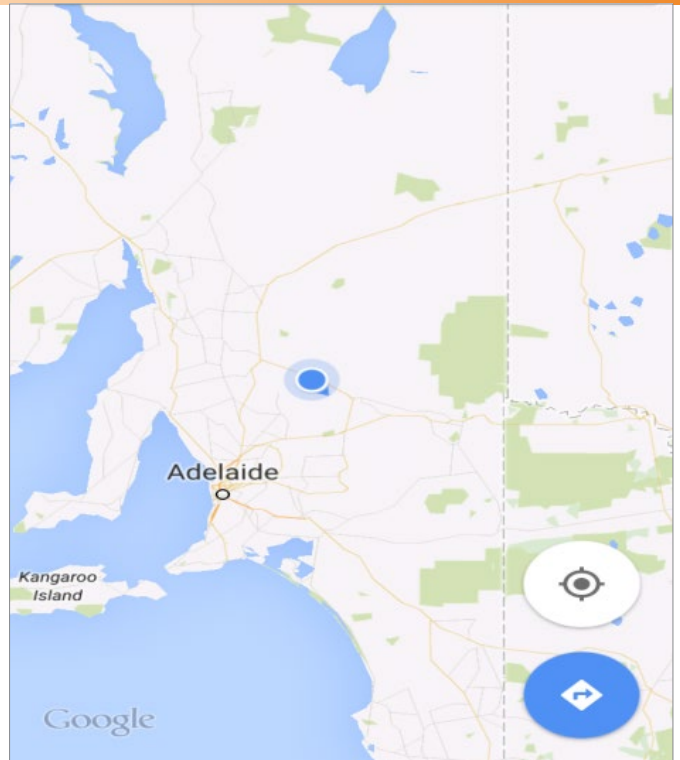


## Reflection: HSC Geography via regional NSW and Central Australia

I will leave it to you to determine where this story from Kings Creek Cattle Station fits into the syllabus...

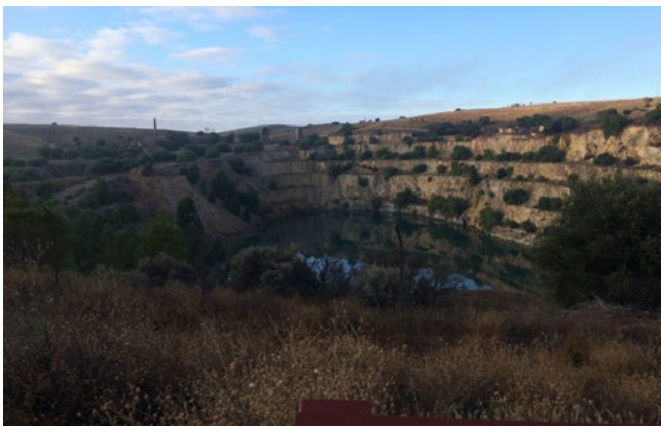
Ian Conway is the owner of Kings Creek Cattle Station. As the station became successful he wanted to contribute to the local Aboriginal communities. He did this via the establishment of Conways Kids – a fund to provide the chance for Aboriginal young people from the Kings Canyon area to access educational opportunities at boarding school in Adelaide. It is important to remember many of these young people speak English as a second language and live hundreds of kilometres from the schools in Alice Springs. In contemporary policy speak; Ian Conway has been working hard for many years to help 'close the gap'.

If mining is the chosen tourist activity then it is hard to go past an enterprise study of an **Opal Mine at Coober Pedy** (South Australia). Alternatively there is the now vacant but heritage listed open-cut copper mine at Burra (South Australia). However, many would say Burra is now an interesting tourist destination being recognised as a heritage village and located on the main route through to Adelaide or the Red Centre from the east coast. Burra was settled by English, Cornish and Welsh miners and this open cut copper mine was the largest in the southern hemisphere. Interestingly, the homestead shown on the cover of Midnight Oil's Diesel and Dust album is on the outskirts of Burra – another reason to visit!



Close to Burra (blue dot NE of Adelaide)

reading the local newspapers such as NTTimes helped to make sense of an unfamiliar place, environment or community. The newspapers revealed much about the positive and negative effects of economic activities such as tourism and mining across the Northern Territory and also South Australia, for example: <http://www.ntnews.com.au/lifestyle/new-uluru-flights-boost-to-red-centre-tourism/story-fnkd45ts-1226851861599> and <http://www.ntnews.com.au/news/national/darwin-not-the-next-big-mining-hub-expert/story-fnjbnyj-1227134322637>. We also came across several adverts that brought attention to the relevance of locating places by latitude and longitude:



Open-cut copper mine, Burra

In closing, the incredible remoteness of places, the extent of observational change in the surrounding soils and landscapes, and the lack of mobile phone reception for many hours at a time was well-noted throughout the trip to 'Centralia'. An inquiry in to places visited (as a tourist and a geographer) was often conducted via observation and the extensive taking of photographs in the hopes that via reflection and discussion with others, answers to 'why?' and 'how?' would emerge. However, doing these inquiries in conjunction with talking to the local population and



Opal mine, Coober Pedy



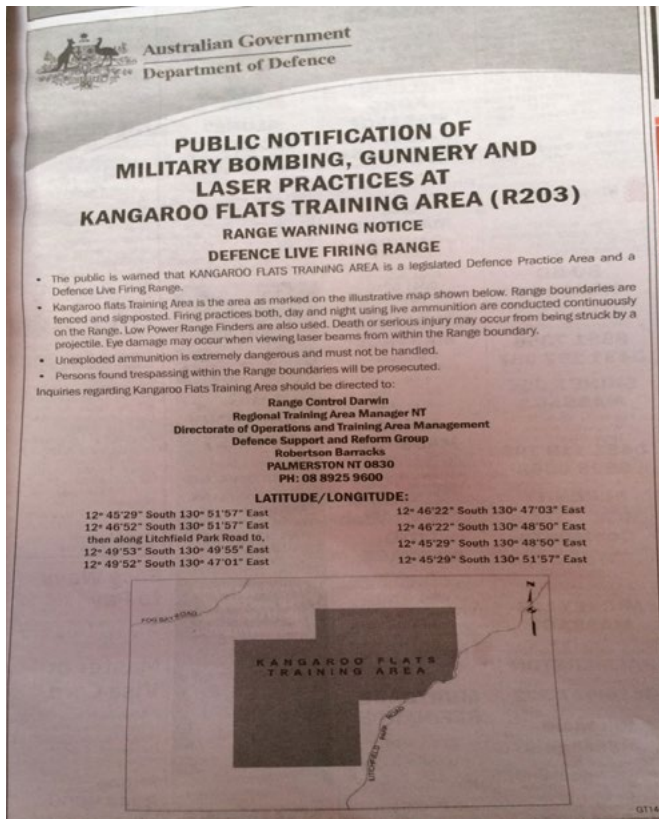
# Reflection: HSC Geography via regional NSW and Central Australia



Coober Pedy at sunrise



Inside a vacant opal mine



Taken from NT Times, 11 April 2015

Mining, agriculture and Tourism are significant economic activities across regional NSW and Central Australia and the trip provided many opportunities to explore related enterprises – some enterprises such as the cattle stations provided a link between economic activities, for example tourism and agriculture. Other enterprises such as mines and/or factories provide a link in to Urban Places as it is the existence of these enterprises that contribute to increased prosperity, population and interest in a country town, thus preventing its demise. In the next edition of the Geography Bulletin, this trip across regional NSW and Central Australia will be explored in the context of Urban Places.



Mount Conner from the Lasseter Highway



A salt lake, seen from Lasseter Highway



Lasseter Highway



# Geography comes alive through fieldwork



Susan Caldis, GTA NSW President

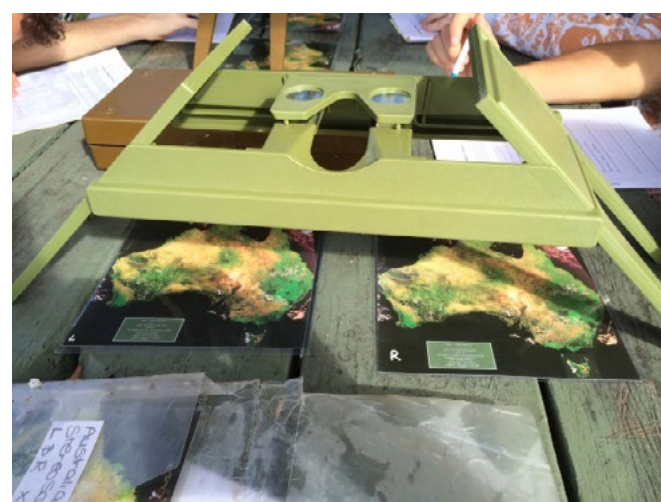
we are unable to effectively communicate its relevance or incorporate subject-specific teaching methodologies and 'hooks' in to our units of work. The way Geography is defined has to be deeply understood, be meaningful and be relevant to you before it can be expressed adequately to your students.

Enter the question posed about defining Geography in a way that is meaningful for teachers and students.

At the beginning of the workshops in New Zealand and Brisbane, and also with my Geography methodology students I started by asking them to define Geography in ten words or less, and then articulate a reasoned idea about the importance of Geography as part of a program of study. I present this to you now and ask that you take a couple of minutes to consider your responses to these questions.

In a previous article (Caldis, 2013, p 7) I explored some responses to the question 'What Is Geography and why is it important?' including ideas put forward by Lambert (2013) 'putting reported facts and information about the world in to a conceptual frame'; Maude (2010) 'an understanding about the significance of place and the interrelationships between the biophysical environment and people'; and Kriewaldt (2012) 'a subject that enables students to develop a skill set and think critically as they collect, analyse and evaluate information'. Whilst these responses may connect well with some teachers and/or be suitable for explaining the purpose of Geography in curriculum documents or similar; it becomes our task as 'curriculum-makers' to package this in to something appealing for students.

The AGTA Board together with many geographical educators around Australia strongly supported the explanation of Geography expressed in the shaping paper for what became the *Foundation to Year 10*



## Abstract:

This article is based on two teacher professional learning workshops I have delivered within the last 6 months: firstly in New Zealand at the 2015 AGTA Conference; and secondly in Brisbane as part of the 2015 AGTA Roadshow. The focus of these workshops was developed to support key ideas in the *Foundation to Year 10 Australian Curriculum: Geography* and also in response to requests from specialist and non-specialist teachers around Australia who were interested in defining Geography and the purpose of fieldwork in a meaningful way, as well as in finding opportunities for fieldwork suitable for implementation during class time. Recent Australian-based research about factors attributable to accomplished Geography teaching in schools (Kriewaldt, 2010) reveals nine standards (accessible online at <http://www.geogstandards.edu.au/>) – four of them are of particular relevance to this article: 'Knowing geography and geography curriculum'; 'Fostering geographical inquiry and fieldwork'; 'Understanding geography teaching – pedagogical practices'; and 'Progressing professional growth and development. If you are interested in continuing the dialogue about geographical education, please join my professional learning network on Twitter @SusanCaldis and also via hashtags including #AGTANZ2015 #AGTATPL2015 #geographyteacher.

## How can I define Geography in a way students will understand and find relevant?

(see GeogStandard 1: knowing Geography and Geography curriculum)

As educators, if we struggle to concisely yet meaningfully define a subject we are teaching, it can lead to a lack of clarity in the way we conceptualise, develop and deliver our teaching and learning program. Additionally, if the way we define a subject does not connect with our students it becomes a difficult journey in encouraging them to embrace the subject because

# Geography comes alive through fieldwork

*Australian Curriculum: Geography*: “the study of the many different places that make up our world, and is described as the ‘why of where’... Geography nurtures curiosity about places and the differences between them... and teaches them how to explore this world directly through fieldwork...”. (ACARA, 2011, p3). This explanation is reflected in the definition of Geography as part of the Rationale in the *Foundation to Year 10 Australian Curriculum: Geography*: “Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world using the concepts of place, space, environment, interconnection, sustainability, scale and change... Students learn to question why the world is the way it is, and propose actions designed to shape a socially just and sustainable future. Geography uses an inquiry approach to assist students to make meaning of their world. They conduct fieldwork, map and interpret data and spatial distributions and use spatial technologies.” (ACARA, 2013).

When I am thinking geographically I am using overarching questions and the key concepts (place, space, environment, interconnection, sustainability, scale and change) to provide focus. For my students this means the world, at a variety of scales, comes to them with purpose and their understanding will become more complex as we progress through the lesson and/or unit of work. The popular AGTA resource ‘Thinking Geographically’ provides greater detail and examples about how to ‘see’ the concepts and bring them to the forefront of your teaching.

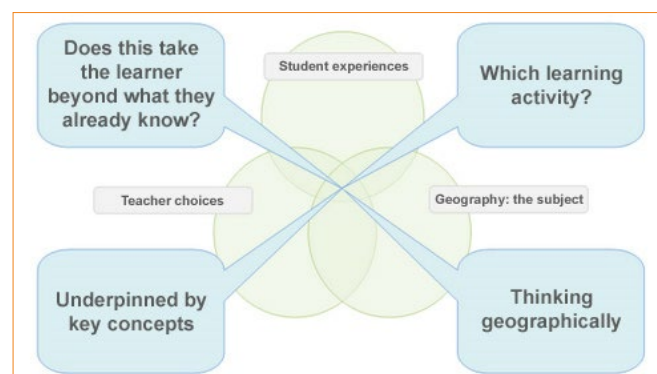
After exploring the literature, I ask workshop and student groups to put forward their definition of Geography in ten words or less. All are different but with common themes. My ten words or less to define Geography becomes a series of words that are meaningful to me - my own synthesis of the literature and a springboard for further discussion with my students: inquiry, fieldwork; interpretation, application; places, interconnections; our future world. If I need a simple yet catchy phrase I introduce Geography as being “the why of where” (ACARA, 2011, p3).

## What is fieldwork and can I introduce fieldwork in to lessons rather than a whole day activity?

(see GeogStandard 2: fostering geographical inquiry and fieldwork; GeogStandard 6: understanding geographical teaching – pedagogical practices)

In Caldis (2013), I explored inquiry and fieldwork from the perspective of Roberts (2010), Bliss (2009) and the Geographical Association. In the workshops I use this as a starting point to investigate the purpose of inquiry and fieldwork in the curriculum documents and then

how this translates to our role as curriculum-makers for Geography. For me, fieldwork is the blue star – where all points meet when developing a lesson plan and/or unit of work.



Source: <http://www.geography.org.uk/cpdevents/curriculum/curriculummaking/>

The workshop then moves to discussion around the value of fieldwork as an experiential learning tool rather than as an assessment tool. Fieldwork is a method of inquiry and often recognised as a series of activities completed outside the classroom in response to an overarching geographical question. The use of primary research methodologies yielding data (quantitative) and information (qualitative) is a key feature of a lesson(s) in the field.

In response to a content description in the knowledge and understanding strand such as *The human-induced environmental changes that challenge sustainability* (Year 10, Unit 1), a couple of school-based fieldwork lessons can be a starting point for exploring this content description more deeply.

By asking students to observe the school playground or surrounding land and identify ways in which people have changed this environment (captured in a brainstorm), the process of inquiry has begun (where?, what? why? how? are all areas affected in the same way?). From here students could be asked to work in pairs or small groups to develop a brief plan to implement the following lesson:



Dulwich PS playground. Source: Wikimedia Commons

# Geography comes alive through fieldwork

Fieldwork plan	
<i>The human-induced environmental changes that challenge sustainability</i>	
Overarching question	
Hypothesis	
Proposed primary research methodologies (qualitative)	
Proposed primary research methodologies (quantitative)	
Proposed method of communication	

The next lesson comes around and the pairs or groups are able to implement their short plan of fieldwork around the school grounds, following a process such as:

Susan's group (4 people)	
Group A (Susan and Ellen)	Group B (Mary and Jane)
Quantitative research methodologies e.g. tallies, quadrant studies, species collection	Qualitative research methodologies e.g. annotated field sketches, taking photographs
OR	
Quantitative and qualitative research methodologies at Site 1	Quantitative and qualitative research methodologies at Site 1
PLUS	
Timing and rules	Timing and rules
Conducting the research	Conducting the research
Return, share, collate	
Communicate findings to other groups	

It may be that communication of findings needs to occur in a following lesson or at another time but a field based activity such as this, situated within school grounds and class time, is minimally disruptive and provides a sound basis from which more complex fieldwork can be developed at a later stage; it also stimulates curiosity and promotes geographical thinking, to use as a springboard for the rest of the unit.

For further support and information about incorporating fieldwork in to lessons based around the *Foundation to Year 10 Australian Curriculum: Geography*, please see the GeogSpace website – <http://www.geogspace.edu.au/support-units/fieldwork/fi-introduction.html>

## Where to from here? How do I maintain and develop my knowledge and understanding about Geography?

(see GeogStandard 8: progressing professional growth and development)

In Lambert and Morgan (2010), Chapter 3 is devoted to teacher engagement with Geography. These British geographers believe the main challenge for Geography teachers as 'engaged professionals' is the ability to 'keep up' with Geography in relation to its metalanguage – the terminology used around key geographical concepts and ideas in order to make sense of the world. They also suggest the dynamic nature of the world in



# Geography comes alive through fieldwork

which we live also provides a challenge to Geography teachers in keeping a contemporary and futures focused teaching approach in the classroom. These ideas are reflected in the GeogStandards project (Kriewaldt, 2010). There is clear articulation in GeogStandard 8 about the progression of teacher growth and development occurring through recognition of Geography as a dynamic and evolving subject; teacher commitment to formal and critical reflection on their geographical classroom practice and through engagement with professional learning communities.

One question I regularly pose to myself as part of reflection, as well as towards my faculty and pre-service teachers as they develop and implement units of work 'what makes this [lesson/unit/activity...] geographical? It is a question that triggers a desire to keep up with professional readings in geographical education and to develop a deeper understanding about the concepts underpinning our syllabus.

Geography understands the present through an investigation of interconnections and change over time, and then uses this understanding to develop ideas and actions associated with predicted and preferred futures. Lambert and Morgan (2010) and Kriewaldt (2010) encourage all Geography teachers to be in possession of robust theoretical knowledge about Geography and use this to make decisions about what to teach, how to teach and also to clarify how Geography contributes to a program of study in a whole school curriculum.

In order to achieve this and progress one's growth and development as a geographical educator, I suggest three pathways: maintain dialogue with GTANSW through membership and active participation in teacher professional learning opportunities; complete a regular exploration of professional readings; and engage with an online professional learning network, for example, via Twitter.

It is our responsibility as Geography teachers to stand up for our subject, i.e. be ambassadors for Geography and teach it well – if we don't who else will? We are the 'curriculum-makers'. We need to be able to clearly and enthusiastically articulate the meaning, relevance and uniqueness of Geography in order for students to embrace our subject and wish to pursue it as a part of their studies and as a basis for their future career.

## Key resources

(Please note: not all resources listed have been specifically referenced in the article although they have all informed and shaped the ideas expressed in this article and in the workshops:

- ACARA. (2011). *The Shape of the Australian Curriculum: Geography*. ACARA, Sydney.
- ACARA. (2013). *The Foundation to Year 10 Australian Curriculum: Geography*. ACARA, Sydney (available online at <http://www.australiancurriculum.edu.au/>)
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- Bliss, S. (2013). *Cartoon analysis – telling a story*. *Geography Bulletin* 45(3), 29–31
- Burgess D. (2012). *Teach Like A PIRATE*. Dave Burgess Consulting Inc, San Diego
- Caldis, S. (2014). *The Senior Geography Project – making it count*. *Geography Bulletin* 1 7–9
- Caton D. (2011). Real world learning through geographical fieldwork (chapter 6). In *Secondary Geography Handbook*, Geographical Association, Sheffield
- Cross, P. (2013). *Coastal fieldwork – making the coast your classroom*. *Interaction*, 13–23.
- Hutchinson, N. (2011). A geographically informed vision of skills development. *Geographical Education* 24, 60–67.
- Hutchinson, N., and Kriewaldt, J. (2010). Developing Geography Standards: Articulating the complexity of accomplished geography teaching. *Geographical Education* 23, 32–40 \*Also see the following website: <http://www.geogstandards.edu.au/>
- Kriewaldt, J. (2010). The Geography Standards Project: Professional standards for teaching school geography. *Geographical Education* 23, 8–9.
- Lambert, D., and Morgan, J. (2010). *Teaching Geography* 11–18: A conceptual approach. McGraw Hill, Berkshire England.
- Maude, A. (2013). *Understanding and Teaching the Australian Curriculum: Geography for primary schools*. Hawker-Brownlow, VIC
- Maude, A. (2010). What does Geography contribute to the education of young Australians? *Geographical Education* 23, 14–22
- Phillips, R. (2012). Curiosity and Fieldwork. *Geography* 97(2) 78–85
- Roberts, M. (2013). *Geography Through Enquiry: Approaches to teaching and learning in the secondary school*. Geographical Association, Sheffield
- Roberts, M. (2003) *Learning Through Enquiry: Making sense of geography in the key stage 3 classroom*. Geographical Association, Sheffield
- GeogSpace: Support units, Fieldwork: <http://www.geogspace.edu.au/> <http://www.geogspace.edu.au/support-units/fieldwork/fi-introduction.html>
- (2014) *Geography*, 99(1) & 99(3). Geographical Association, Sheffield
- (2014) *Teaching Geography*, 39(3). Geographical Association, Sheffield
- Thinking Geographically* DVD resource (available from <http://www.agta.asn.au/Resources/TeachingResources/index.php>)



# Conceptualising and measuring development

Lyndon Kleeman, International Grammar School

*In this article Lyndon Kleeman examines the relationship between how development is conceptualised and how it is measured. In doing so he reflects on the criteria we used to measure development and why it is measured that way. He also investigates the implications this has for our understanding of development and for development policy and practice using India as an example.*

Development is a contested term. It can be conceptualised as simply the outcome of economic growth or it can be understood in terms of an ongoing, dynamic, socio-economic process, the aim of which is a sustained improvement in peoples' quality of life (or wellbeing) as perceived by those affected by change. Approaches to development focusing solely on the pursuit of economic growth typically draw on a range of quantitative indicators to measure the rate of economic expansion and to compare countries. Those supporting a more human-orientated approach place greater emphasis on composite measures and those that provide qualitative insights into the impacts of the development process on places and people.

India provides a range of interesting insights into how development is both conceptualised and measured, and the manner in which development is pursued both in terms of policy and practice. It also, shows how aggregated quantitative data often obscures a range of spatial and social inequalities. In the absence of an effective redistributive mechanism not all people and places benefit equally. India remains burdened by a range of what Sen (2000, p. 3) refers to as "unfreedoms" – factors that limit the life choices people are able to make.

From an economic rationalist perspective, development is typically seen as a process driven by deregulated, market-orientated economic growth with the private sector playing the dominant role. This perspective stands in stark contrast to the more 'progressive' orientations found in the development geography literature and the approach advocated by the majority of non-government aid organisations (NGOs). Such groups typically argue that development should be an ongoing, dynamic process by which individuals, acting within the context of communities, are empowered to use the community's knowledge and skills to sustainably enhance (and share) a community's resources and to bring about positive change for the benefit of all its members. Consistent with the views expressed by Esteva (1992), Jones (2000) and Thomas (2008) development is best defined in terms of the realisation of rights, especially economic, cultural and social rights aimed at eliminating poverty, inequities, suffering and injustice.

Sen (2000), Potter, Binns, Elliott and Smith (2008), and Thirlwall (2008) are also among those who argue for a broadening of the concept beyond a narrow focus on the economic. Sen, for example, while acknowledging the importance of economic benchmarks, argues for an expansion of the definition of development to include factors such as political freedoms, social opportunities and guarantees of personal security. He also stresses, as noted above, the need to eliminate "unfreedoms". These include poverty, malnutrition and starvation; tyranny and repression; the denial of economic opportunities; child labour; and social deprivation. Freedoms are, according to Sen (2000, p. 3) "not only the primary ends of development, they are among its principal means."

O'Han (2009), reflecting on the contribution of Sen to the development debate, argues that there is a growing recognition that policies and practices of development, that recognise and emphasise the collective rights of communities, women, and the poor, need to be pursued as an alternative to the 'possessive individualism' that has accompanied the liberalisation of world trade and deregulation of global finance – a process described as leading to the breakdown of community and the loss of capacity and capability.

The privileging of economic growth, at the expense of alternative models of development is, according to Esteva (1992), a reflection of Western hegemony over the rest of the world. Development is seen as being grounded in colonial discourses that portray the North as "advanced" and "progressive", and the South as "backward". It is not surprising therefore that many countries, including India, have sought to model their development policies and processes after that employed by developed countries. Often ignored in such an approach is the importance and potential of local context and capacity. Significantly, the nature of development embraced, determines the indicators used to measure development.

Conceptualisations of development that focus on 'economic growth' often rely on quantitative measures of national progress and wellbeing. However, measures such as per capita Gross National Product (GNP) have been criticised as failing to accurately measure

# Conceptualising and measuring development

economic activity, especially in developing countries where much of the activity takes place outside the formal economy or where data collection processes are under-resourced. Other quantitative measures used to measure growth include unemployment rates and energy consumption per capita. Such production-based indicators can be used to rank countries on the basis of their relative economic development. However, they tell us very little about the spatial and social inequalities in the distribution of benefits derived from economic growth and they tell us nothing about the qualitative dimension of human wellbeing outlined above.

Multiple component (or composite) measures such as the United Nation's (UN's) Human Development Index (HDI) allow for a range of developmental factors to be taken into account when measuring human wellbeing or progress. In the case of the HDI, these factors are life expectancy, education and income. The index is not, however, without its limitations. While it allows for easy comparisons between countries on an aggregate of the indicators it does not provide an indication of the relative performance of each of the components. It also tells us little about inequalities in wellbeing within countries.

In order to address the latter criticism, the UN has developed the Inequality-adjusted Human Development Index (IHDI). This index not only seeks to measure of the level of human development of people in a society, it also takes into account inequality. Under perfect equality the IHDI is equal to the HDI, but falls below the HDI when inequality rises. IHDI is, therefore, a measure of actual level of human development (taking into account inequality), while the HDI can be viewed as an index of the potential human development that could be achieved if there is no inequality (United Nations Development Program, 2008).

Other composite measures include UNDP's Multidimensional Poverty Index and its various gender-based indexes. Examples of the latter include the Gender-related Development Index (GDI), which 'discounts' the HDI for gender inequalities in its component indicators and the Gender Empowerment Measure (GEM), which measures gender inequality in terms of political and economic participation.

The UN and its agencies are not the only organisations seeking to develop composite measures of human wellbeing. Another such body is French-based Commission on the Measurement of Economic Performance and Social Progress (sometimes referred to as the Stiglitz-Sen-Fitoussi Commission). The Commission's aim is to expose the limits of GNP as an indicator of economic performance and social progress

and develop multi-dimensional measures of human wellbeing. In doing so, the Commission advocates a shift in emphasis away from measuring economic production to an assessment of a range of quantitative and qualitative development indicators including material living standards (income, consumption and wealth); health; education, personal activities including work; social connections and relationships; environment (present and future conditions); and insecurity, of an economic as well as a physical nature (Stiglitz, Sen, & Fitoussi, 2008). Another example is the Genuine Progress Indicator (GPI), published by Genuine Progress. This index measures the health of a nation's economy taking into account environmental and social factors which are not measured by GDP.

As noted above, India provides a range of valuable insights into how development is both conceptualised and measured, and the manner in which development is pursued both in terms of policy and practice. In the period post-independence (1947-1991), India embraced a 'mixed economy' model of economic development that combined features of both capitalism and socialism. Protectionism, import substitution and the promotion of state-owned enterprises were a feature of the country's development policy and practice. In 1991, however, India embraced a more liberal, free-market, model of economic development with the government investing heavily in the infrastructure needed to promote economic growth. Economic growth rates increased, as did per capita incomes. The growth rate peaked in 2010 at 10.5 per cent before declining sharply to 6.3 in 2011 and 3.2 per cent in 2012 (World Bank, 2013a). India's engagement in international trade has also increased. In 2011-12 foreign trade grew by 30.6 per cent (Reserve Bank of India, 2012).

Today, India's economy is the world's tenth largest as measured by nominal GDP (IMF, 2012). It is, however, 141<sup>st</sup> ranked on a per capita basis. With a population growth rate of 1.58 per cent (well above the global rate of 1.14%) improving the latter measure remains a significant challenge. Unemployment remains relatively high at 9.8 per cent (2010-11) and India's central government debt stands at 48.4 per cent of GDP, which is the highest among the emerging economies (World Bank, 2013b).

Qualitative indicators further highlight India's development challenge: Life expectancy stands at 65.8 years, mean years of schooling just 4.4 years; the country's Gender Inequality Index score is 0.61; its HDI ranking is 136 (score 0.554); and its Inequality-adjusted HDI value is 0.393 (UNDP, 2013). The extent to which the IHDI falls below the HDI is an indicator of the inequality

# Conceptualising and measuring development

still evident in Indian society. Other indicators also highlight the challenge India faces. For example, media reports of a 2011 survey conducted by India's Central Pollution Control Board note that just 160 out of nearly 8,000 towns had sewer systems and sewage treatment plants. Over 600 million Indians lack even primitive toilet facilities (Mail & Guardian, 2013).

While some progress has been made in reducing poverty in India significant inequalities still exist both within societal and spatial context. According to the World Bank's international poverty line methodology, India's poverty rate declined from 37.2 per cent of the population in 2005 to 29.8 per cent in 2010. When the poverty headcount ratio at \$1.25 a day (PPP) is used, the decline has been from 41.6 to 32.7 per cent. However, when the poverty headcount at \$5.00 per day (PPP) is used, the reduction in poverty is relatively insignificant – a marginal decline from 97.3 per cent in 2005 to 96.3 per cent in 2010. In absolute terms, 394.0 million Indians lived in poverty in 2010, down from 469.3 million in 2005. In terms of income distribution, the richest 20 per cent of Indians account for 52.81 per cent of income, while the poorest 20 per cent make do with just 8.54 per cent (World Bank, 2013c).

There are also significant spatial differences in income and GDP per capita. In rural India, about 34 percent of the population lives on less than \$1.25 a day, down from 44 percent in 2005; while in urban India, 29 percent of the population lived below that absolute poverty line in 2010, down from 36 percent in 2005, according to the World Bank (2013c). On a state-by-state basis, the gap in GDP per capita range from INR 192,652 in the state of Goa and 175,812 in Delhi, to just INR 24,681 in Bihar (Trak.in, Undated).

Also relevant here is the historical dimension. Traditionally, India has been one of the world's most ethnically and linguistically diverse regions. This diversity and the sub-continent's division into small kingdoms aided the British control of the sub-continent. When the British departed after almost 250 years they left behind 562 princely or native states alongside the nine states where they had established elected assemblies. India consolidated these entities into larger political entities in the years following independence. But the political domination by the majority community or caste within the existing states has resulted in uneven patterns of development. There has been a tendency for majority groups to ignore areas inhabited by ethnic and linguistic minorities. The resulting lack of development has become a major political and social issue. In recent years the demand for greater political and economic autonomy by minorities has resulted in calls for the

creation of smaller states. There is now a widespread view, supported by Bharatiya Janata Party (India's largest opposition party), that smaller, more culturally homogeneous states, are better governed and result in more even patterns of development (Jha, 2013).

The nature of India's economic development has also had an important impact on the peoples' wellbeing. India's focus has been on the promotion of corporate services such as telephony and ICT rather than on developing the country's manufacturing base. As a result, large segments of the Indian population have been excluded from the development process. In opening its markets, India's small-scale self-employed population (a large percentage of which are Muslims) has especially been disadvantaged. The Human Development Report, Planning Commission of India (2011), highlights the extent of these culturally based inequalities. One-third of the 200 million Muslims living in India continue to live below the poverty line. More generally, the top five percent of Indian households hold 38 per cent of total assets while the bottom 60 per cent own just 13 per cent.

India's model of development has not been without its critics. Nielsen (2010), however, is among those who argue that opposition to India's focus on industrialisation through private capital has, for the most part, been rather muted. Rather than promoting alternatives to the 'neoliberal' post-reform model of development, protest groups tend to mobilise around industrial developments they perceive as threatening water quality or involving the acquisition of contested land. Such protests should be seen as part of a broader effort to "civilise rather than substitute contemporary forms of capitalist development to ensure that some of the benefits trickle down (p. 145).

India's economic and social progress highlights the complexity of conceptualising and measuring development. The focus on quantitative (production-based) indicators of economic growth, while reflecting the current market-orientated development policy approach embraced by the Indian Government, fails to provide an insight into the spatial, social and cultural inequalities still apparent within the country. While India has experienced relatively high rates of economic growth over the past decade or so many minorities (and regions) appear to have been marginalised by the policies and processes pursued.

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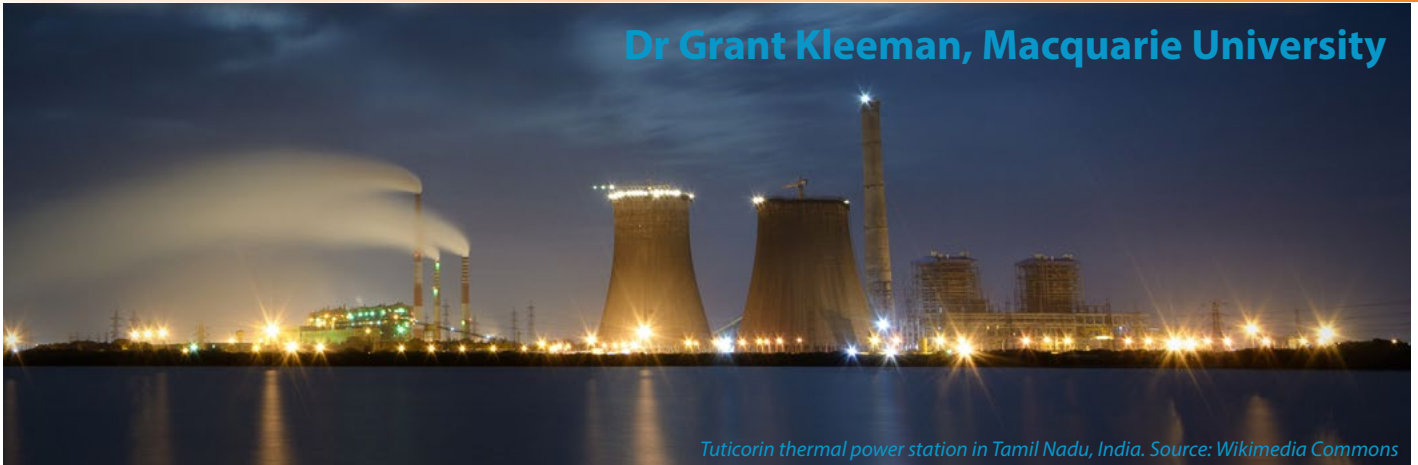


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# INDIA: A NATION IN TRANSITION

Dr Grant Kleeman, Macquarie University



Tuticorin thermal power station in Tamil Nadu, India. Source: Wikimedia Commons

India is a nation in transition. By some estimates, India's economy will grow from its US\$1.87 trillion GDP in 2013 to be the world's third largest in 2030, with GDP close to US\$30 trillion. Only the economies of China and the USA will be larger. The extent to which the benefits of this economic growth are re-distributed to India's poor will be the key to raising the human wellbeing in the country.

In this article, the first of a series to be published in subsequent issues of the Geography Bulletin, explores India's changing approaches to economic development, the changing composition of economic activity and the consequences of these changes for human wellbeing.

## India's economic growth

India's annual GDP growth rate peaked in 2010 at 10.5 per cent before declining sharply to 6.3 in 2011, 3.2 per cent in 2012 and 5.0 in 2013. GDP per capita grew from US\$114.40 in 1970 to US\$455.44 in 2000 and US\$1,489.24 in 2012. India's engagement in international trade has also increased. In 2011-12 foreign trade grew by 30.6 per cent.

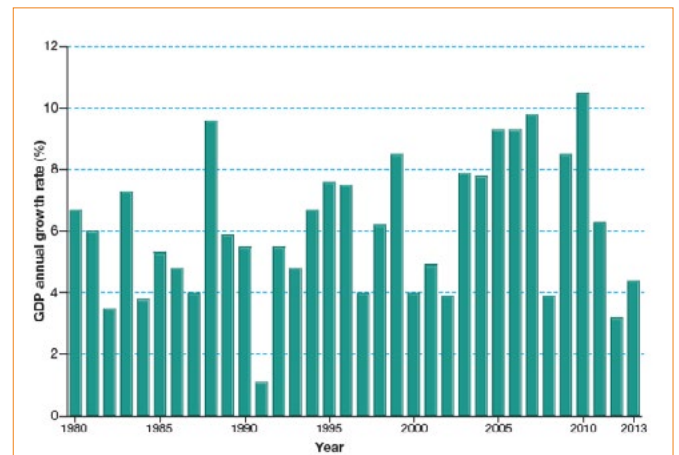
Today, India's economy is the world's tenth largest. It is, however, 141<sup>st</sup> ranked on a GDP per capita basis. With a population growth rate of 1.58 per cent (well above the global rate of 1.14%) improving the latter measure remains a significant challenge. Unemployment remains relatively high at 9.8 per cent (2010-11) and India's central government debt stands at 48.4 per cent of GDP, which is the highest among the emerging economies.

## Growth in India's GDP 2006-2014



Source: <http://www.tradingeconomics.com/india/gdp>

## Annual rate of GDP growth, 1980-2013



## Changing approaches to economic development

In the period post-independence (1947-1991), India embraced a 'mixed economy' model of economic development that combined features of both capitalism and socialism. The promotion of state-owned enterprises, protectionism and import substitution were a feature of the country's development policy and practice. In 1991, however, India embraced a more liberal, free-market, model of economic development with the government investing heavily in the infrastructure needed to promote economic growth. Economic growth rates increased, as did per capita incomes.

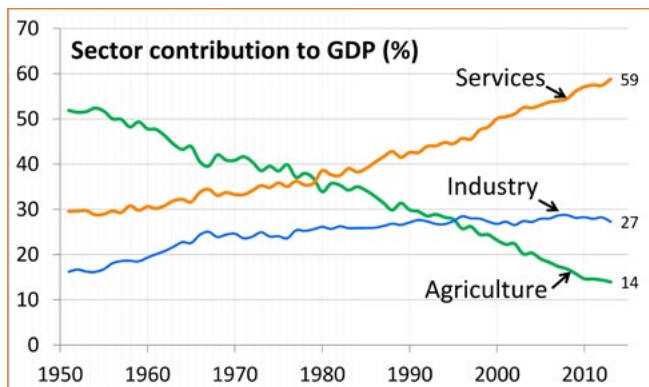
## Changing composition of economic activity

There have been some major structural changes in the Indian economy, especially in terms of the contribution made by the different sectors of economic activity to the country's GDP.

Agriculture has declined as a share of economic activity, while industry and services have grown. The greatest group has been in the provision of services, which now account for 50 per cent of all economic activity.

# INDIA: A NATION IN TRANSITION

## Sectorial composition of GDP, 1951–2013

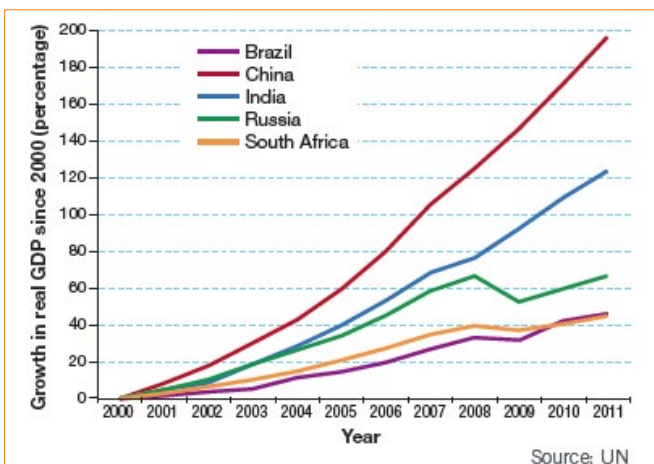


The GDP contribution of various sectors of Indian economy have evolved between 1951–2013, as its economy has diversified and developed.

## International comparisons

India's economy (as measured by Real GDP) has been expanding at a rate faster than other emerging economics since the early 2000s with the notable exception of China. GDP growth exceeds 125 per cent. China's was nearly 200 per cent.

## Growth in Indian GDP compared with that of China, Brazil, Russia and South Africa, 2000–2012



## Qualitative development indicators

India's qualitative development indicators highlight the scale of the challenge facing the country. Life expectancy stands at just 66.2 years (2012) and children spend on average less than five years engaged in schooling. Thousands of towns and villages still lack adequate sanitation and a millions of people still don't have access to a safe dinking water.

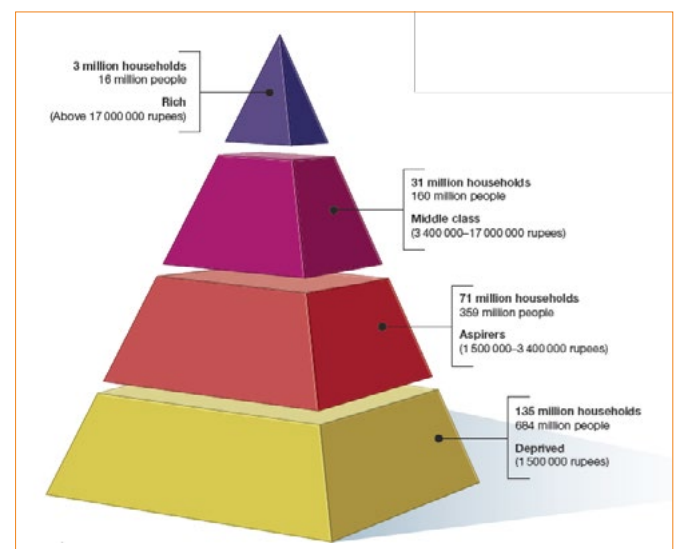
Poverty and inequality remain volatile political and social issues, and a break on attempts to enhance human wellbeing. A 2014 report by the McKinsey Global Institute states that the country's official poverty rate declined from 45 per cent of the population in 194 to 22 per cent in 2012. But this figure has been challenged.



Commuters, Indian railway system. Source: Wikimedia Commons

McKinsey's researchers investigated how much it cost an individual to meet their basic needs — food, energy, housing, drinking water, sanitation, health care, education and social security — and achieve a minimally acceptable standard of living. Using this as a benchmark, the Institute concluded that 56 per cent of Indians (680 million people) can't afford to meet these needs. This figure is more than double the number of people the Indian Government identifies as living below the poverty line. In terms of income distribution, the richest 20 per cent of Indians account for 52.81 per cent of income, while the poorest 20 per cent make do with just 8.54 per cent.

Inequality continues to limit the country's potential. In 2014 India's HDI ranking was 135 (score 0.586); and its Inequality-adjusted HDI value was 0.418 (2013). The gap between the nation's IHD and HDI illustrates the extent to which inequality remains a feature of Indian society. The socio-economic pyramid below shows the scale of the challenge. As with the McKinsey estimate, 684 million people are classified as 'deprived'.





# INDIA: A NATION IN TRANSITION

There are also significant spatial differences in income and GDP per capita. Poverty remains widespread in rural India, where 34 percent of the population lives on less than \$1.25 a day. In urban India, 29 percent of the population lived below that absolute poverty line in 2012. On a state-by-state basis, the gap in GDP per capita range from INR 200,514 in the state of Goa to just INR 27,202 in the state of Bihar (2012-13).

## Corruption undermines Indian progress

Corruption in the soon-to-be world's most populous country is so ingrained and on such a scale that it threatens the very wellbeing of its people. With a population of 1.7 billion by 2050, something like a billion people will live stunted lives, denied the opportunity to realise their full potential, because their nation is being held back by corruption and administrative incompetence. More than half of all Indians (54 per cent) admit to paying a bribe to an official in 2013.

India's entry into the global economy has created unprecedented opportunities for dishonesty. Property has become a multi-billion-dollar business overseen by government officials who are paid just a pittance. The value of mining licences has increased rapidly along with commodity prices. Privatisations and public-private partnerships have become common, and prone to manipulation. At the same time the effectiveness of India's civil service has declined sharply.



Safety standards on building construction site, Bangalore, India.  
Source: Wikimedia Commons

# GeoCareers

[www.geocareers.net.au](http://www.geocareers.net.au)



*The GeoCareers website is a resource especially designed to provide students with information about careers based on the study of Geography at secondary school or a tertiary institution such as a university or college.*

*The website is an initiative of the Australian Geography Teachers' Association (AGTA).*

*Paul Leahy  
Freshwater Scientist  
Environment Protection Authority, Victoria*



The Geography Teachers' Association of NSW

# 2014 ARTHUR PHILLIP



# FIELDWORK COMPETITION

## AWARDS CEREMONY

Edward Clancy Building, Australian Catholic University,  
Strathfield Campus – Friday 8 May 2015

# 2014 ARTHUR PHILLIP FIELDWORK COMPETITION

The Geography Teachers' Association of NSW – Awards Ceremony

## The GTA NSW Fieldwork and Visual Presentation Award

### First place

**Chantelle Ralevska**

Year: 9, Meriden School

*Synopsis: An investigation into factors that have caused change in the Lugarno community and how the community has responded to these changes. Presented as a Weebly Website.*

Teacher: Julie Shannon

### Second place

**Emma Serisier**

Year: 7, Clarence Valley Anglican School

*Synopsis: A Research Action Plan to quantify the rubbish around the School grounds and to determine who is responsible. A proposal on how to stop the littering.*

Teacher: Nicole Ford

### Third place

**Josette Mouawad**

Year: 9, Meriden School

*Synopsis: An investigation into factors that have caused changes in the Marionite Church community. The investigation also explains how the community has responded to these changes. Presented as a Weebly Website.*

Teacher: Julie Shannon

### Highly commended

**Gabriella Horton**

Year: 9, Tara Anglican School for Girls

*Synopsis: An investigation into the impacts of demography. A study about how housing and retail has responded to the needs of the local population.*

Teacher: Rebecca Wood

## The Global Education Fieldwork and Research – Stage 4 Award

### First place

**Emma Serisier**

Year: 7, Clarence Valley Anglican School

*Synopsis: A Research Action Plan to quantify the rubbish around the School grounds and to determine who is responsible. A proposal on how to stop the littering.*

Teacher: Nicole Ford

### Second place

**Alison Tunks, Alexandria Wheatly, Sarah Rosolen**

Year: 8, Castle Hill High School

*Synopsis: Through the use of primary and secondary sources, an investigation into the typical usage of electrical appliances. The aim was to see where energy waste was occurring and propose changes to be more sustainable.*

Teacher: Sue Garard

## The Global Education Fieldwork and Research – Stage 5 Award

### First place

**Annie Serisier**

Year: 10, Clarence Valley Anglican School

*Synopsis: An analysis of land and water management of Alumy Creek. The creek is important to farmers near Grafton however the mismanagement is causing significant issues in the area.*

Teacher: Nicole Ford

### Second place

**Rani Singh**

Year: 10, Clarence Valley Anglican School

*Synopsis: An investigation into the levels of Blue Green Algae at Alumy Creek and the impact this has had on the land holders.*

Teacher: Nicole Ford

## The Global Education Fieldwork and Research – Stage 6 Award

### First place

**Matthew king**

Year: 11, Merewether High School

*Synopsis: A study into the vegetation of Kotara South*

Teacher: Catherine Donnelly

### Second place

**Jenna Lindbeck**

Year: 11, Merewether High School

*Synopsis: An investigation into the impacts of changes to the local shopping centre. Solutions to the issues are discussed.*

Teacher: Catherine Donnelly

## The Dr Don Biddle Issues in Australian Environments Fieldwork Award

### Equal first place

**Rhiannon Herne**

Year: 10, Trinity Catholic College, Lismore

*Synopsis: An investigation into the issues in Australian environments- waste management; how to better manage household waste.*

Teacher: Dana Barnsley

### Equal first place

**Annie Serisier**

Year: 10, Clarence Valley Anglican School

*Synopsis: An analysis of land and water management of Alumy Creek. An important aquatic environment to the local farmers in Grafton is causing significant issues in the area due to its mismanagement.*

Teacher: Nicole Ford

Edward Clancy Building, Australian Catholic University



# 2014 ARTHUR PHILLIP FIELDWORK COMPETITION

The Geography Teachers' Association of NSW – Awards Ceremony

## Equal second place

**Eden Moxham**

Year:10, Colo High School

*Synopsis: A Research Action Plan that investigates the impact of buildings and houses on Sydney's Northern Beaches.*

Teacher: Sonia Harris

## Equal second place

**Katrina Swavley**

Year: 10, Model Farms High School

*Synopsis: The fieldwork explores the issue of waste management and littering in Baulkham Hills Parks. A clear focus on primary and secondary sources and suggested strategies.*

Teacher: Stephen Weingarth

## Equal third place

**Stephanie Cheung**

Year 10, Castle Hill High School

*Synopsis: Research methodologies were used to explore the issue of waste management on the School grounds. The aim of the results was to create awareness of the issue.*

Teacher: Olwen Higgins

## Equal third place

**Rebecca Li**

Year 10, Meriden School

*Synopsis: An investigation into the characteristics, causes and management strategies in relation to sand dunes at Cronulla.*

Teacher: Clare Kinnane

## Highly commended

**Mikayla Kehoe**

Year 10, Trinity Catholic College, Lismore

*Synopsis: Aim: to discover how to reduce waste from coffee consumption. The commercial success from single serve coffee is having an enormous impact on the environment.*

Teacher: Dana Barnsley

## Highly commended

**Tobias Morgan**

Year 10, Merewether High School

*Synopsis: An investigation into the geographical processes causing coastal erosion on Newcastle Beaches. Use of data to show longshore drift and beach gradients. Presented as a PPT.*

Teacher: Catherine Donnelly

## The Brock Rowe

### Senior Geography Project Fieldwork Award

## First place

**Thomas Cleary**

Year 11, St Patrick's College

*Synopsis: A SGP that analysed the local catchment of the Devlins Creek. The results showed the human impacts using a variety of primary and secondary sources.*

Teacher: Lisa Spaccavento

## Equal second place

**Zoe Richardson**

Year 11, Loreto Kirribilli

*Synopsis: The SGP investigated the impact of uncollected dog faeces at selected off the leash dog parks with adjacent water ways in Mosman. Spatial technologies is a key feature of this project.*

Teacher: Keith Hopkins

## Equal second place

**Jethro Yuen**

Year 11, Normanhurst Boys High School

*Synopsis: The SGP explored the redevelopment of the Eastwood Town Centre. In particular it looked at the issues, solutions and public opinion of the pedestrian underpass. There was also an analysis of the need to redevelop the carpark from the perspective of local businesses.*

Teacher: Angela Ellen

## Third place

**Marnie Evans**

Year 11, Maclean High School

*Synopsis: The SGP was a comparative study between two local communities: Yamba and Maclean. The investigation focussed on the sustainability from the perspective of both residents and local business.*

Teacher: Sean Crowley

## Highly commended

**Joshua Cheney**

Year 11, Kinross Wolaroi School, Orange

*Synopsis: The SGP was an investigation into the impacts of the large multinational Nestle Purina Pet Care facility on the small NSW rural community of Blayney. The investigation was conducted using primary sources such as interviews, surveys, and taking photographs. These focused on the social, economic and environmental impacts.*

Teacher: Jason Smith

Edward Clancy Building, Australian Catholic University

# 2014 ARTHUR PHILLIP FIELDWORK COMPETITION

The Geography Teachers' Association of NSW – Awards Ceremony

## Highly commended

### Phillipa Clift

Year 11, Barker College

*Synopsis: The SGP was an investigation into the liveability of Parramatta after the award given in 2014 from the NSW Urban Development Institute of Australia. The focus was on collecting evidence to support the award and discuss the factors that have given rise to why Parramatta is so popular. The investigation also explored opinions from local residents and businesses.*

Teacher: Simon Lawry

## Highly commended

### Betty Holland

Year 11, Meriden School

*Synopsis: The SGP was a socio economic study on the comparison between Croydon and Telopea. The spatial inequality was explored through an analysis of data based on income, education, residence and crime rates.*

Teacher: Clare Kinnane

## The Dr Maurine Goldston-Morris Civic and Citizenship Award

### Rhiannon Herne

Year: 10, Trinity Catholic College, Lismore

*Synopsis: A Research Action Plan to investigate issues in Australian environments: how households can better*

*manage their plastic waste. Rhiannon was able to change family habits in household waste by encouraging the use of environmental bags, use of plastic containers, and recycling. Action was clearly taken by her family embracing better waste management practices in their every day.*

Teacher: Dana Barnsley

## The Dr Maurine Goldston-Morris Teachers' Award for Excellence

### Nicole Ford

Clarence Valley Anglican School

*It is clear that Nicole has engendered genuine enthusiasm, interest and authenticity. Her students engaged in problem solving and the use of geographical tools and skills to synthesise and present geographical information. These founding principles have clearly been demonstrated in the clarity of the assessment tasks the students have completed. Nicole has promoted the importance of inquiry learning and engagement in Geography and as a result the students have been able to show an understanding of the forces that shape and transform environments. Nicole's approach shows dedication and practical commitment to explore the world.*

\*

GTANSW would like to congratulate all the winners and also commend the students and teachers who have participated in this competition.



## ACKNOWLEDGEMENT OF SUPPORT FOR PRIZES AND EVENT

Thank you to the organisations that have contributed to the prizes for this event, and to the Australian Catholic University, Strathfield for hosting the 2015 GTA NSW awards ceremony.



Edward Clancy Building, Australian Catholic University

# BENEFITS OF GTA NSW MEMBERSHIP

The Geography Teachers' Association of New South Wales (GTA) is a not-for-profit, incorporated body that represents the professional interests of Geography teachers in NSW and Geographical Education more generally. The objectives of the Association are to promote the study and teaching of geography in schools by:

- providing professional learning opportunities for teachers of Geography;
- advocating the interests of Geography teachers on matters in the State and National interest;
- providing forums where teachers of Geography and the wider community can exchange views;
- supporting Geographical Education through the development and dissemination of geographical resources; and
- promoting geographical research and fieldwork.

The GTA seeks to address its objectives via a yearly program of activities and events, which include:

- online publication of the quarterly Geography Bulletin a quality, peer-reviewed journal designed to serve the contemporary interests of Geography teachers and students.
- delivering Teacher Professional Learning Workshops and in metropolitan and regional locations, focussing on current issues, including in Global Education, the use of technology in the classroom, research and fieldwork skills.
- conducting an Annual Conference with keynote addresses from leading geographers on contemporary and emerging geographical issues as well as more practical sessions by geographical practitioners.
- hosting School Certificate and Higher School Certificate Reviews for teachers of Geography. These reviews are held in a number of regional areas across the state.

For further information about GTA NSW activities and events go to: [www.gtansw.org.au](http://www.gtansw.org.au)



## MEMBERSHIP RENEWAL/APPLICATION FORM 2015

ABN 59 246 850 128 – This form will become a tax invoice when completed, GST included.

Please select **ONE** of the following membership options and complete the details

### ☐ Personal membership \$90.00

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other: .....

Surname: ..... Given Name(s): .....

Home address: ..... Postcode: .....

Phone: ..... (Mob) ..... (Home) ..... (Work)

Fax: ..... Email: .....

### ☐ Corporate membership \$180.00

Title – please tick: ☐ Head of HSIE ☐ Head Teacher of Social Science ☐ Head Teacher of Geography  
☐ Co-ordinator of Geography ☐ Senior Geography Teacher ☐ Librarian

School: .....

School address: ..... Postcode: .....

School phone: ..... School fax: .....

### ☐ Concessional membership \$40.00 ☐ Retiree ☐ Part-time teacher ☐ Student (verification required)

Title – please tick: ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss Other: .....

Surname: ..... Given Name(s): .....

Home address: ..... Postcode: .....

Phone: ..... (Mob) ..... (Home) ..... (Work)

Fax: ..... Email: .....

School: .....

### PAYMENT:

Membership is for twelve months commencing in January. If payment is made later in the year all back copies of *Geography Bulletin* will be forwarded. A membership reminder will be sent in December.

**Please make cheques payable to: Geography Teachers' Association of NSW Inc**

**OR**

Charge \$..... to my credit card: ☐ Mastercard ☐ Visa

Card Number: ..... / ..... / ..... / ..... Expiry: ..... / .....

Name on card: ..... Signature: .....

**Post this form and your payment to: GTA NSW, PO Box 577 Leichhardt, NSW 2040**



## Editorial policy attempts to:

- promote material which will assist the study and teaching of geography
- encourage teachers to share their ideas on teaching geography
- provide a means by which teachers can publish articles
- inform readers of developments in geographical education

Articles are sought reflecting research and innovations in teaching practices in schools. From time to time issues of the Bulletin address specific themes.

## Refereeing

All suitable manuscripts submitted to the Geography Bulletin are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of New South Wales Inc accepts responsibility for statements or opinions expressed herein.

## Books for review should be sent to:

Mr John Lewis, Review Editor,  
The GTA NSW Office  
PO Box 577  
Leichhardt NSW 2040

## Deadlines for articles and advertising

Issue 1 – 1 December	Issue 2 – 1 March
Issue 3 – 1 May	Issue 4 – 1 August

## Notice to Advertisers

'Geography Bulletin' welcomes advertisements concerning publications, resources, workshops, etc. relevant to geography education.

FULL PAGE (26 x 18cm) – \$368.50  
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## Advertising bookings should be directed to:

GTA NSW Office  
Telephone: (02) 9716 0378  
Fax: (02) 9564 2342  
Email: [gta.admin@ptc.nsw.edu.au](mailto:gta.admin@ptc.nsw.edu.au)

1. **Objective:** The Geography Bulletin is the quarterly journal of the New South Wales Geography Teachers' Association, Inc. The role of the Geography Bulletin is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas and methods. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.

2. **Content:** Articles, not normally exceeding 5000 words (no minimum specification), should be submitted to the Editor at the following address:

PO Box 577, Leichhardt, NSW, 2040

Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.

3. **Format:** Original in Word format on disk (or forwarded electronically via email attachment) plus one hard copy should be submitted. Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque paper suitable for reproduction. Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs. Every illustration needs a caption. Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.

4. **Title:** The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.

5. **Covering Letter:** A covering letter, with return forwarding address should accompany all submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. **Photo of Contributor:** Contributors should enclose a passport-type photograph and a brief biographical statement.

7. **References:** References should follow the conventional author-date format:

Abbott, B. K. (1980) *The Historical and Geographical Development of Muswellbrook* Newcastle: Hunter Valley Press.

Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)

Harrison, T. L. (1973b) The Spatial Distribution of Macadamia Plantations on the Far North Coast of New South Wales, *Journal of Rural and Agricultural Problems*, 13, 4, Oct. pp. 347–359.

O'Donovan, M. J., *et. al.* (1980) "Animal life in the North Star District of New South Wales". In W.W. Murphy, (Ed.) *Readings in Regional Geography (Vol. 2)*, Sydney: Williams and Sons.

8. **Italics** should be indicated by underlining.

9. **Spelling** should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.





The  
Geography Teachers' Association  
of New South Wales Inc.