



Editorial

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“Teach your students well,” wrote singer-song writer Graham Nash in the late 1960s. This aphorism could readily apply to AGTA’s first fifty years. The supplement to *Geographical Education* 2017, “AGTA’s first fifty years” examines this lofty goal, as do the papers contained in this edition of the journal.

The theme for *Geographical Education* Volume 30, 2017 is *Enacting the curriculum*.

Teachers seek to share their love of geography with their students based on their substantive knowledge of the discipline and an endeavour to make the material being taught stimulating and interesting. However, both the most experienced and neophytic geography teachers should reflect on the question “What is the contribution that Geography can make to a student’s education at the beginning of the 21st century?” This question is reflected in the capabilities approach adopted by Professor David Lambert and Dr Michael Solem who see teachers as curriculum leaders. In their paper “Rediscovering the Teaching of Geography with the Focus on Quality”, they believe that teachers should take responsibility for enacting the curriculum. In so doing these teachers will think deeply about what and how they should teach and how to best address the educational needs of their students.

There is no magic formula. Your editor is repelled by approaches adopted in the United States and implemented by some academies and free schools in the United Kingdom where the following call and response was heard in a Year 6

lesson: “One, two, three: eyes on me” the teacher intoned. “One, two, eyes on you!” the students chorused. Implicit here is the transmission of a body of core fact-based knowledge rather than knowledge that provides students with “new ways of thinking about the world”.

Dr Rachel Carey and Jen Sheridan’s paper “Australia’s city food bowls: fertile ground for investigating Biomes and food security” demonstrates how engagement with emerging research findings concerning farming on the peri-urban fringe of Australia’s major cities permits students to see how the “facts” of the world continue to change before their very eyes.

Jason van Tol’s paper, “Teaching for sustainability: The role of (benefit) corporations” similarly allows teachers to take students beyond their own experiences and come to know something about the ways knowledge is developed and tested in geography. Jason demonstrates that particular benefit corporations are more sustainable than traditional corporations when they are compared in terms of the four earth functions listed in the Australian Curriculum: Geography, i.e. the earth’s source, sink, service and spiritual functions.

Many thanks to Geoffrey Paterson as proof reader and Reviews Editor of the current volume. The review titles reflect a range of topics in geography and the teaching of geography. Each reviewer is thanked for finding time to write a review.

AGTA looks forward to contributions to the next edition of the journal Volume 31, 2018.