Geography comes alive

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What does Geography mean to you? How can you make it live?

Exploring the ‘best bits’ of Geography for students and teachers
Outline of workshop

- Introduction
- Workshop summary
- Aims
- Defining our subject
- Exploring the best practice methodologies
- Working with others for our subject
- Key resources & plenary
- Evaluation
Introduction
Workshop summary

- Are you new to teaching Geography?
- Would you like to know more about effective Geography teaching methods?

If you answered yes to either of these questions then this workshop is for you! Suitable for primary and secondary teachers, this workshop focuses on being able to firstly articulate what Geography is; and secondly, being able to identify, design and implement key best-practice Geography teaching methods - all in response to the literature and experience.
Aims

Three from me

- Reflective, honest and constructive discussion
- Promote thought about the value of Geography and evidence based methodologies
- Apply this learning to your context

Three from you

- Please contribute
Defining our subject –
Who does Geography mean to me?

Literature
- UK Curriculum
- Australian Curriculum
- Hutchinson and Kriewaldt (2010)
- Lambert (2013)
- Maude (2013)
- McInerney (2008)
- Other

Shared understanding for different contexts
- As a result of discussion
What is Geography?

- Exploring, analysing and understanding the characteristics of places that make up our world
- To question, reflect & propose action; futures focus
- Use of key concepts and an inquiry approach

- Understanding physical and human processes and interactions
- To inspire curiosity and fascination about the world
- Framework of knowledge, understanding and skills
What is Geography?

From the conference so far
- 10 words or less
- Level of importance
- Further questions
- Possible implications and solutions

For you and the school
- 10 words or less
- Level of importance
- Further questions
- Possible implications and solutions
Exploring best practice methodologies –
How can we teach our subject better?

Literature

- Bliss (2009)
- Caldis (2014)
- Hutchinson (2011)
- Roberts (2003, 2013)
- Other

Shared understanding for different contexts

- As a result of discussion
Professional standards for accomplished teaching of school Geography
(see website; Hutchinson & Kriewaldt, 2010)

- Knowing geography and geography curriculum
- Fostering geographical inquiry and fieldwork
- Developing geographical thinking and communication
- Understanding students and their communities
- Establishing a safe, supportive and intellectually challenging learning environment
- Understanding geography teaching – pedagogical practices
- Planning, assessing and reporting
- Progressing professional growth and development
- Learning and working collegially
What is inquiry and fieldwork?

- Curriculum making

- Inquiry process in the Australian Curriculum

- Fieldwork has traditionally been:
  - teacher led
  - hypothesis testing
  - inquiry based

Also, consider the value of experiential fieldwork
What is curriculum making?
Inquiry and fieldwork

Primary research
Accessible
Local
Meaningful
Scaffolded
Tools and Skills – acquire & use; apply & master
Connections and application
What would you do?

School 1
- Well reputed school for results in external exams
- High profile of Geography in the school
- Elective and Stage 6 Geography runs
- Several expert, specialist teachers

School 2
- Well reputed school for results in external exams
- Non-existent profile of Geography in the school
- Expert teachers but not specialist Geographers
- Elective never offered, Stage 6 rarely runs
Working with others for our subject
Why should we become ‘engaged professionals’?

Literature
- Lambert (2013)
- Lambert & Morgan (2010)
- Lambert & Balderstone (2010)
- Maude (2013)
- Hutchinson & Kriewaldt (2010)

Shared understanding for different contexts
- As a result of discussion
The challenge for Geography teachers is to ‘keep up’ with the subject (a considerable task because the world changes constantly) – on its ‘grammar’ i.e. key concepts and ideas about how to make sense of the world.
Teachers should be in possession of a **robust theoretical basis** for Geography and use this to make decisions about **what** to teach, **how** to teach and also to **clarify** how Geography contributes to the curriculum.
Key Resources & Plenary

- Teaching Geography 2014 Volume 39(3).
- Geography 2014 Volume 99(1); Volume 99(3).
Evaluation

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I really liked....
I would have preferred if....
A take-away for me is....
Something else I would like to mention....
Thank you for your interest & participation in this session.

Please feel free to tweet about this workshop:

@SusanCaldis
@LouiseSwanson
#AGTANZ2015
#geographyteacher