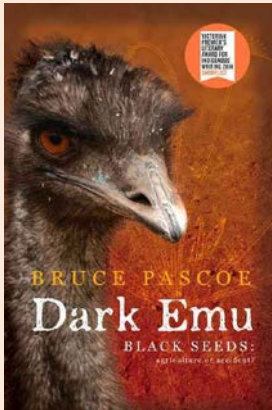


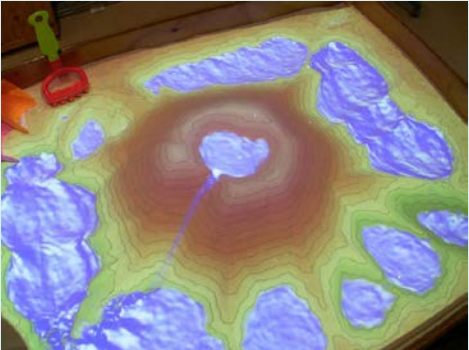
Geography Teachers Association of NSW
GTA ANNUAL CONFERENCE
COLLABORATE, INSPIRE and LEARN
 Novotel Sydney Olympic Park, Homebush –
 Thursday 9 & Friday 10 March 2017

**PRESENTER
 ABSTRACTS
 Geography K-10**

(As at December 20th 2016)

ABOUT THE PRESENTERS	DAY	ABOUT THE WORKSHOPS
<p>BRUCE PASCOE</p> <p>Bruce Pascoe is a Bunurong man, member of the Wathaurong Aboriginal Co-operative of southern Victoria and award winning Australian writer, editor, and anthologist. His works have been published nationally and internationally, and have won several national literary competitions.</p> <p><i>Dark Emu: Black Seeds: Agriculture or Accident?</i> has attracted widespread attention for its discussion of land management practices in Australia prior to colonisation.</p> <p>http://www.austlit.edu.au/austlit/page/7201920?recordtype=work</p>	<p>Friday 10th</p>  <p>Stage 5 But relevant to all.</p>	<p>Dark Emu: A compelling argument</p> <p>In a short <u>opening address</u> Bruce will briefly examine how Australia has hidden itself from the true nature of the continent's geography and culture.</p> <p>In this <u>workshop</u> Bruce will unpack evidence to refute the hunter-gatherer label for pre colonial Aboriginal Australians and demonstrate the existence of sustainable agricultural practices from across the country including a grain belt much larger than that we know of today.</p> <p>He will address questions such as:</p> <ul style="list-style-type: none"> - <i>When will we look to the land itself and ask it what it needs?</i> - <i>Why was a culture of over 80,000 years so successful in sustaining the soil?</i>

<p>BARBARA RYAN & TONY JARRETT</p> <p>Tony Jarrett is the Coordinator/Community Engagement from the <u>NSW Rural Fire Service (RFS)</u> and Barbara Ryan is the Assistant Principal from <u>St Ives North Public School</u>. Together they will be focusing on the integration of their STEM project with the Geography 'Bush Fire' content for Stage 3 students within the NSW Syllabus.</p>	<p>Thursday 9th</p> <p>PRIMARY Stage 3</p>	<p>Developing a collaborative problem-based unit of study for Stage 3 Bush Fire unit</p> <p>This workshop will provide a balance of the educational context and the practical application of <u>project-based inquiry learning</u> using a collaborative, authentic audience. Participants will be provided with insights into information and resources available for students on bush fire. Participants will explore a model for engaging students in an <u>authentic project</u> directly linked to Geography curriculum outcomes as well as Science, Technology, Engineering & Mathematics (STEM).</p> <p>St Ives North PS is located in a bushland setting and the impact of bushfires is a genuine issue for the students and the local community. Through collaboration with the NSW RFS, our students sought to provide solutions for a real-world problem with an authentic audience. By applying '<u>Design Thinking</u>' strategies to our pedagogy, teachers explored a driving question with the students using open-ended problem solving processes. Throughout the twelve-week project, students, with the support of the RFS, discussed and debated alternatives as they grappled with the many aspects of problematic knowledge within the design process. '<u>Project FireStorm</u>' culminated in a successful STEM Project Showcase attended by parents, our teaching and wider community, as well as the NSW RFS Commissioner.</p>
<p>CLARE KINNANE</p> <p>Meriden, Senior Geography Teacher, <u>Coordinator of Innovative and Online Learning</u></p>	<p>Thursday 9th</p> <p>ALL</p>	<p>Geography in the Online World- Making the Connections</p> <p>This workshop will focus on linking the content of the new syllabus to new and exciting ICT tools that will engage and extend students beyond the textbook. Participants are encouraged to bring their own device. The focus will be on the new <u>7-10 Syllabus</u></p>
<p>DANIELLE LEGGO</p> <p>Originally a classroom based Geography teacher but now coordinate a team of educators that deliver over 20 syllabus based Science, Geography and History school excursion programs at <u>Sydney Olympic Park</u>. We deliver programs to 25,000 K-12 students each year with Environmental, Urban and Aboriginal related themes.</p>	<p>Thursday 9th am</p> <p>Stage 4</p>	<p>Sydney Olympic Park a case study for Stage 4 Place & Liveability and Water in the World</p> <p>This fieldwork workshop will engage teachers with the topic areas of '<u>Place & Liveability</u>' and '<u>Water in the World</u>' utilising the suburb of Sydney Olympic Park as a unique case study. During the walking tour we will conduct a variety of fieldwork skills and discuss outcomes, content and 'Key Inquiry Questions' relevant to these two Stage 4 topic areas. Sydney Olympic Park has been developed to ensure that liveability factors are rated highly, with environmental, financial and social sustainability underpinning every aspect of its design and development. This information and knowledge can also be transferred and applied to your own school's local area.</p>

<p>DANIELLE LEGGO</p>	<p>Thursday 9th pm</p> <p>Stages 5 & 6</p>	<p>Sydney Olympic Park as a unique case study for Stage 5 'Changing Places' and Yr12 Urban Places- 'Urban Renewal'</p> <p>This fieldwork workshop will engage teachers with the Stage 5 topic area of '<u>Changing Places</u>' and the Yr12 '<u>Urban Places</u>' urban dynamic case study. Utilising the suburb of Sydney Olympic Park as a unique case study, we will conduct a variety of fieldwork skills and discuss outcomes, content and 'Key Inquiry Questions' relevant to these two syllabus areas. Sydney Olympic Park has a unique history, that includes Aboriginal custodianship by the Wangal, European colonisation, the 20th century industrial period and destruction of natural habitats, through to the clean up of the site with the development for the 2000 Olympic Games and now the development of a site as an important financial, residential, sporting and major events location in Sydney.</p>
<p>DIANE TWOMEY Head Teacher HSIE and VET at <u>Narara Valley High School</u></p> 	<p>Thursday 9th</p> <p>K - 6</p> <p>Friday 10th</p> <p>Stages 4 - 5</p>	<p>Augmented Reality Sandbox - STEM in Geography K-6</p> <p>The augmented reality sandbox was built to increase engagement of students in Geography and in understanding geographical concepts. This presentation will walk participants through the development process and ideas for implementation. The use of the sandbox will consolidate the teaching of Geographical Tools in the area of mapping. It also allows for a visual representation for the geographical concepts of Space, Environment, Interconnection, Scale, Sustainability and Change within the <u>K-6</u> syllabus.</p> <p>Augmented Reality Sandbox - STEM in Geography 7-10</p> <p>The augmented reality sandbox was built to increase engagement of students in Geography and in understanding geographical concepts. This presentation will walk participants through the development process and ideas for implementation. The use of the sandbox will consolidate the teaching of Geographical Tools in the area of mapping. It also allows for a visual representation for the geographical concepts of Space, Environment, Interconnection, Scale, Sustainability and Change within the <u>7-10</u> syllabus engaging with problem based learning strategies and addressing individual student learning needs through the use of concrete to abstract techniques.</p>

<p>DR GRANT KLEEMAN Australian Geography Teachers Association Inc., a <u>Vice President of GTA NSW</u> and the Honorary Treasurer of both AGTA and GTA NSW. He is an experienced Geography educator and the <u>author of more than forty Geography textbooks</u>. Prior to his retirement, Grant was Director, Teacher Education, at Sydney's Macquarie University</p>	<p>Thursday 9th Stage 4 Thursday 9th Stage 4 Also relevant to Stage 6</p>	<p>Masterclass: Place and liveability This master class focuses on the concept of liveability. Liveability is defined and the factors contributing to people's perceptions of liveability examined. Of particular interest are the impacts environmental quality and access to services have on people's wellbeing and the ways strong community identity and social connectedness enhance the liveability of places. Also examined are the ways the liveability of places can be enhanced with particular reference to metropolitan Sydney.</p> <p>Global tourism Global tourism is used to highlight the Stage 4 topic <u>Interconnections</u>. More than one billion now travel internationally each year. The growth of the industry has been staggering – driven by the processes of technological, demographic and social change. The industry now forms and transforms places and environments, and it demonstrates the increasingly interconnected nature of our world. It is not, however, without consequences for people and places. Tourism's cultural, social and environmental impacts are a cause of growing concern.</p>
<p>GREATER SYDNEY COMMISSION Speaker TBC</p>	<p>Thursday 9th K-10</p>	<p>Keynote</p>
<p>GREATER SYDNEY COMMISSION Speaker TBC</p>	<p>Thursday 9th K-10</p>	<p>Workshop</p>

DR SUSAN BLISS

Susan has taught in public and private schools where her students excelled in HSC Geography and Economics. She lectured at Sydney and Macquarie Universities in Geography, Economics, History, Asian Studies, Primary Social Sciences and International Studies and been a curriculum writer for Geography, Legal Studies, Asian Studies and Commerce. Susan is the author of over 30 books, 250 refereed articles and educational lift outs for SMH and United Nations. A past President of GTANSW, Director of AGTA, councilor on the Primary Teachers' Association and presently an executive on Asia Educators Teachers Association (AETA) and Geographical Association of NSW.

Thursday 9th

Stage 4

Masterclass: Interconnections

This Masterclass will focus on interconnections between people and places across a variety of scales (local, national, global). It includes the influence of personal connections on places through travel (medical), recreation (theme parks), culture (religious festivals) and leisure (surfing, extreme sport), and the implications for the future of these places. It covers the use of transport and communications technology (drones, satellites, call centres) to connect people to services, goods, information and other people. References will be made to chocolate, coffee, tea, palm oil, armaments, illegal drugs, oil and jeans - from producer to consumer, and the social, economic and environmental impacts. The rise of multinationals, international movements such as Fairtrade, Human Rights organisations, and social media causing social changes, will be incorporated. The General Capabilities and Cross Curriculum Priorities will be integrated throughout along with suggested teaching methodologies

Friday 10th

Stage 5

Masterclass: Environmental Change and Management.

This Masterclass will provide an overview of the role and importance of the environment in supporting life and its functions and a focus on human-induced environmental changes, such as declining biodiversity and climate change. It covers the causes and consequences of environmental change that challenge sustainability, and evaluates strategies to manage these changes at a variety of scales as humans move towards a 'preferred' future. Different environmental worldviews, such as human-centred and earth-centred, are examined including views held by Aboriginal and Torres Strait Islander Peoples. The optional component of this topic will refer to a diversity of studies including encompass inland water (e.g. rivers and wetlands), coasts, marine and urban environments and include fieldwork and comparative studies, including countries in the Asia region. Geographical inquiry skills, suggested actual and virtual fieldwork and the integration of geographical tools, such as topographic maps, synoptic charts, climate graphs and conceptual diagrams will be covered. For the iGeneration there is a focus on visual literacy such as infographics and use of web 2.0 tools, and critical literacy involving perspectives activities.

<p>GAYE BRAIDING</p> <p>Gaye has a passion for picture books, the bush, and teaching HSIE in creative ways. She integrates story and immersive experiences into her teaching whenever she can to enrich students' learning experiences. Gaye teaches at <u>Field of Mars Environmental Education Centre</u>, <u>Epping North Public School</u> and the <u>NSW Schoolhouse Museum of Public Education</u>. She also writes geography and history curriculum resources for various government agencies. Gaye has recently been inspired by the UK Geographical Association's resources to explore creative primary geography teaching strategies and apply those in geography fieldwork and classroom inquiries. These include the meaningful integration of picture books, story and engaging student-centred fieldwork activities.</p>	<p>Thursday 9th</p> <p>K-10</p>	<p>Using Picture Books in Geography K-10</p> <p><i>'In the cleft of a rock, on the crest of a hill, grew a tree that belonged to no one and to everyone...'</i></p> <p>Picture books integrated into geography teaching learning can open up the world and bring places to life. They provide varying perspectives of people and places and communicate through cleverly constructed visual representations. They can be used in all steps of the geographical inquiry process: a stimulus to spark curiosity, providing secondary information from the author and illustrators' perspectives, and rousing action as a response to an inquiry.</p> <p>With the intent of inspiring K-10 teachers to seek out picture books that enrich learning, and to build skills in using picture books to enhance students' geographical skills and understandings, Gaye will share some favourite picture books for geography K-10. She will demonstrate how they support syllabus content through creative geography teaching and learning activities. Participants will explore some books through a geographical lens and take away a comprehensive listing of recommended books and sets of stage-based syllabus-linked activities.</p>
<p>JAN PRYOR</p> <p>Full time <u>DEC teacher</u> and founder of <u>Bright Future Learning Centre</u> and the <u>Didi Foundation Inc.</u> that provide training programs for extremely disadvantaged women and children in Nepal with the aim of creating sustainable futures.</p>	<p>Friday 10th</p> <p>Stage 5</p>	<p>The power of one: Addressing human wellbeing in Nepal.</p> <p>In this workshop participants will learn how one person was able to establish an orphanage in Nepal and create a small scale NGO and registered charity to provide education outcomes for extremely disadvantaged women and children in Kathmandu. Learn about Didi's programs for women including a sewing centre and programs for technology, literacy and health as well as educational and vocational training support for extremely disadvantaged children. A heart-warming session showcasing strategies implemented by one individual and a small number of supporters to address human wellbeing in another country - material not found in any textbook. This information can supplement any case studies of strategies implemented by large NGOs, IGO's and governments participants already use.</p>

<p>EECZ TEACHERS from various NSW DOE <u>Environmental Education Centres</u> Organiser Glen Haliday</p>	<p>Thursday 9th K-10</p>	<p>Geography Fieldwork at Longneck Lagoon EEC, Observatory Hill EEC, Brewongle EEC and Rumbalara EEC</p> <p>This session will focus on fieldwork opportunities at Environmental and Zoo Education Centres run by the Department of Education. Fieldwork experts from these centres will showcase their fieldwork opportunities and demonstrate fieldwork techniques used to enhance learning of geographic concepts, skills, tools and content. All DOE Environmental and Zoo Education Centres specialise in fieldwork programs linked to the new primary and secondary Geography syllabus.</p>
<p>EECZ TEACHERS DOE <u>Environmental Education Centres</u> Organiser Glen Haliday</p>	<p>Thursday 9th K-10</p>	<p>Geography Fieldwork at Taronga Zoo, Field of Mars EEC and Gibberagong EEC</p> <p>This session will focus on fieldwork opportunities at Environmental and Zoo Education Centres run by the Department of Education. Fieldwork experts from these centres will showcase their fieldwork opportunities and demonstrate fieldwork techniques used to enhance learning of geographic concepts, skills, tools and content. All DOE Environmental and Zoo Education Centres specialise in fieldwork programs linked to the new primary and secondary Geography syllabus.</p>
<p>EECZ TEACHERS DOE <u>Environmental Education Centres</u> Organiser Glen Haliday</p>	<p>Friday 10th Stages 5 & 6</p>	<p>Stage 5/6 Geography Fieldwork Observatory Hill EEC, Rumbalara EEC Brewongle EEC and Taronga Zoo</p> <p>This session will focus on fieldwork opportunities at Environmental and Zoo Education Centres run by the Department of Education. Fieldwork experts from these centres will showcase their fieldwork opportunities and demonstrate fieldwork techniques used to enhance learning of geographic concepts, skills, tools and content. All DOE Environmental and Zoo Education Centres specialise in fieldwork programs linked to the new primary and secondary Geography syllabus.</p>
<p>KATE HILYARD <u>Assistant Head of Faculty - Learning Enrichment</u> at Saint Ignatius' College</p>	<p>Thursday 9th K-10</p>	<p>Differentiation in Geography</p> <p>Kate is the Assistant Head of Faculty - Learning Enrichment at Saint Ignatius' College. Kate has wide experience in teaching students with a wide variety of individual learning needs with an emphasis on differentiation in the classroom and in assessment. Kate will investigate the importance of differentiation and its application to Geography assessment.</p>

<p>KALVIN HART / THANKYOU Kalvin is <u>Thankyou's Community Builder</u>, and has a passion for empowering people to reach their full potential. His current role plus his previous experience running youth programs equals an affinity with young people of all ages. Calvin shares the lessons learned along the Thankyou journey. His message can empower students to believe that they have the power to change stuff.</p>	<p>Friday 10th Stage 5</p>	<p>Empowering Global Change Right now, there are 1 billion people living in extreme poverty... that number is pretty big, but what's often missed is at the same time there are 6 billion people who aren't. At Thankyou, we believe we can end global poverty in this lifetime together with you. We had an idea - what if we could take the money that consumers are already spending on products and give 100% of the profits to solving some of the world's most complex problems. In this session, you'll learn how three 19 and 20 year old university students with no business experience or money started Thankyou and the epic journey we've been on to get to where we are today. We'll focus on the impact Thankyou has had in Australia and around the world to help improve human wellbeing and share stories of some of the people and projects we have funded. As a bonus we'll get to play with a visually creative and interactive web-based app called Track Your Impact that connects you to the impact you are making on global poverty.</p>
<p>KEITH HOPKINS <u>Social Science Coordinator</u>, Loreto Kirribilli</p>	<p>Friday 10th Stage 5</p>	<p>Masterclass Human Well being This session on Human Wellbeing will cover the syllabus sections - outcomes, key inquiry questions, content, dot points and hyphens. Participants will be in small groups sharing information, ideas and strategies. Resources will be presented and explored and programs critiqued. The units overall concepts of development, sustainability, wellbeing, governance and others are contested concepts and some time is spent looking at these broader issues from a geography teacher's perspective. This Big Picture approach then leads us to explore how best to design assessment tasks, which will be meaningful and relevant to students in years 9 and 10. Group work is expected. Out of this should come specific teaching and learning strategies, skills and resources that should help make this unit one of the most important units taught in a student's school life.</p>

<p>KATE PHILLIPS / OXFAM Kate Phillips, <u>Schools Program</u> Coordinator, Oxfam Australia</p>	<p>Thursday 9th</p> <p>Stages 4 & 5</p>	<p>The Global Goals & Oxfam's Six Goals to Change the World</p> <p>Tackling poverty and inequality is a complex job. How does an organisation like Oxfam approach such a huge and important task? Through our six goals to change the world! Our goals are based on human rights principles, and are the focus areas that guide our work here in Australia and overseas. They also complement the new Sustainable Development Goals (Global Goals). Focusing on Goal 4: Sustainable food and Goal 5: Fair sharing of natural resources, and looking at the full suite of the SDGs, this workshop will present two new, free education resources that help bring these topics to life in your classroom. The activities and resources are suitable for Primary and Secondary students and are linked to the Australian Curriculum and NSW Syllabus Geography K-10.</p> <p>Curriculum links include Stage 4 Water in the World and Stage 5 Sustainable Biomes and Human Wellbeing</p>
	<p>Friday 10th</p> <p>Stage 5</p>	<p>Food4Thought & Hunger Banquets - Bringing Sustainable Biomes to life, Experiential learning for Stage 5</p> <p>This workshop will explore Oxfam's Food 4 Thought classroom resource (Stage 5). Using current real-world examples from Oxfam's development programs and research, students can gain an understanding of how biomes are altered to grow food, and how land grabs and climate change pose challenges to food production. The online student-centred learning sequence uses an inquiry-based approach, and can be taught as a self-contained unit or individual lessons. At the end of the session reference will be made to 'Hunger Banquets', which aim to give students a first-hand experience of the inequalities inherent in our global food system.</p> <p>The student-led DIY projects are fun, thought provoking and ideal for students studying Sustainable Biomes. Explore how students learn about the causes of global hunger, how local actions can have a global impact, and the role we can all play in Australia to help ensure everyone has enough to eat and the experiential learning experience 'Hunger Banquets' (Stage 5).</p>

<p>KELLY SPENCE / PIEFA</p> <p><u>Primary Industries Education Foundation Australia, Education Officer,</u> Not-for-profit</p>	<p>Friday 10th</p> <p>Stage 5</p>	<p>Hungry and naked</p> <p>The Primary Industries Education Foundation Australia (PIEFA) is the peak body for education on food and fibre. In 2015, PIEFA produced 17 quality F-10 resources available free online for teachers to download.</p> <p>In 2016 PIEFA has released nine new resources aligned with the Australian Curriculum (with mapping to the NSW syllabus). The new resources have been developed to assist teachers covering content on food and fibre from F-10. The workshop will present on Stage 5 sustainable biomes. The session will provide an interactive lesson to highlight the wide selection of food and fibre classroom activities available to teachers. The participating teachers will be provided with the ready and easy to use learning sequences and other educational supportive resources.</p>
<p>KIRSTY COSTA / COOL AUSTRALIA</p> <p><u>Cool Australia - Professional Development Manager</u> Kirsty Costa is an award-winning educator who works with Cool Australia. This workshop has been designed for Stage 2</p>	<p>Thursday 9th</p> <p>K - 10</p> <p>Thursday 9th</p> <p>Stage 3 & 4</p>	<p>Keynote: Planet, People, Profit</p> <p>Kirsty Costa, an award-winning educator from Cool Australia, will explore how to use sustainability to enrich your Geography curriculum. In this keynote, you'll discover how sustainability fits across all year levels of the NSW Syllabus. You'll consider how to teach the links between environmental, social and economic systems. You'll find out how to empower your students through geography inquiry. Kirsty will show you how to access hundreds of free lesson plans and also share some examples of what other Geography teachers are doing around Australia.</p> <p>Brave New Clan</p> <p>'Who We Are: Brave New Clan' is a documentary that explores how six exceptional young Aboriginal and Torres Strait Islander people are engaging with their communities, history and cultures, in modern Australia. From the bustling streets of Sydney to the aquamarine vistas of the Torres Strait, their stories span a diverse population across the country and yet share common themes of resilience, courage, optimism and success. In this workshop, you'll learn how to use this documentary in your Geography curriculum. You'll explore free Cool Australia and Reconciliation Australia lesson plans. Plus you'll have a chance to chat with other teachers. Bring your laptop, phone or tablet and be ready to have a play online.</p>

<p>LORRAINE CHAFFER</p> <p><u>GTANSW President</u>, 38 years experience teaching Geography 7 – 12, HSC marker, Syllabus committee member, Geography Education Consultant, <u>Author of Geography resource materials and textbooks.</u></p>	<p>Thursday 9th</p> <p>Stage 4</p> <p>Friday 10th</p> <p>Stage 5</p>	<p>Masterclass: Landscapes and Landforms</p> <p>How do you define a landscape? What categories of landscapes are relevant to this topic? Can students examine a variety of different landscapes at a range of scales? How important are geomorphic processes to landform formation and how many processes should be taught. What illustrative examples and case studies are relevant and engaging? Answers to these questions and more will be answered in this masterclass designed to unpack and clarify syllabus requirements. Ways to incorporate topographic mapping, fieldwork and spatial technologies as formative assessment activities will be examined along with exciting new resources. This topic requires more than a simple adaptation of the old Stage 4 Global Environments.</p> <p>Rivers and wetlands - threatened inland water environments and their management.</p> <p>Biodiversity, freshwater water resources, food security and indigenous cultures are impacted by the degradation of riverine and wetland environments. The Unit Environmental change and management requires the choice of an option topic to facilitate deep learning about environmental change. Choosing inland water environments such as riverine and wetland environments is not a repeat of the old Land and Water Issues option in the current stage 5 syllabus. This workshop will explain the differences and illustrate a range of exciting options students can investigate. The workshop will examine the biophysical processes essential to healthy inland water environments, the causes and consequences of environmental change, as well as contemporary issues and environmental management approaches. Participants will take away new ideas and teaching strategies with a USB of contemporary resources to create an engaging unit of work.</p>
<p>LOUISE SWANSON</p> <p>Deputy Principal at Sydney Secondary College, Balmain; coordinating author of a textbook series.</p>	<p>Friday 10th</p> <p>Stage 5</p>	<p>Coral reefs: exploring environmental change management</p> <p>This workshop will investigate the use of coral reefs as an investigative study for the topic Environmental Change and Management. It will incorporate innovative ways of investigating different perspectives and worldviews, biophysical processes, cause and consequences of environmental change and management. This session will have a strong emphasis on incorporating emerging technologies and field trips to engage students.</p>

<p>MICK LAW / CONTOUR EDUCATION</p>	<p>Thursday 9th</p> <p>K - 6</p> <p>Friday 10th</p> <p>Stages 4 - 5</p>	<p>Simple Spatial Technologies for Primary Geography</p> <p>This session is aimed at K-6 teachers. Mick will target one or two topics in the K-6 Geography syllabus and provide sample learning activities that students can complete using spatial technologies. Teachers should BYOD so that they can explore the different tools demonstrated in the workshop.</p> <p>Simple Spatial Technologies for Stage 4 and 5 Geography</p> <p>This session is aimed at stage 4 and 5 Geography teachers. Mick will target one or two topics in the 7 – 10 Geography syllabus and provide sample learning activities that students can complete using spatial technologies. Teachers should BYOD so that they can explore the different tools demonstrated in the workshop</p>
<p>REBECCA NICHOLAS / CONTOUR EDUCATION</p> <p>Rebecca is currently working with <u>Contour Education</u>. For the past 5 years she has been the Head of Humanities at Brisbane State High School.</p>	<p>Friday 10th</p> <p>Stages 4 - 5</p> <p>Thursday 9th</p> <p>K - 10</p>	<p>Formative Assessment in Geography</p> <p>This session will look at the role of formative assessment in improving student achievement in the Geography classroom. Rebecca will focus on three or four teaching strategies that she has trialed with her students to improve student achievement, based on the work of Dylan Wiliam and Shirley Clarke. The session is targeted at 7-10 and HSC</p> <p>Using BYOD in the Geography Classroom</p> <p>This session will look at three to four apps that will enhance student learning in the Geography classroom. Most of the apps are browser based and therefore can be used across devices and in schools with 1:1 laptops. The session will cater for all Geography classrooms, K-10 and HSC. BYOD to the workshop</p>
<p>MURRAY DARLING BASIN AUTHORITY</p> <p>Will Inveen</p>	<p>Thursday 9th</p> <p>K- 6</p> <p>Friday 10th</p> <p>7-10</p>	<p>Water resources K-6</p> <p>Water resources 7-10</p>

<p>PETER CLARK <u>Kuringai Council</u></p>	<p>Friday 10th Stage 5</p>	<p>Bees critical for environmental health and food production Links to Sustainable biomes and Environmental change and management</p>
<p>ROBBIE LUSCOMBE-NEWMAN <u>Co Founder of Living Ocean</u>, Surfer, Photographer</p>	<p>Friday 10th K - 10</p>	<p>Living Ocean - action for sustainability and livability Living Ocean is a charity that promotes the awareness of human impact on the ocean, through research, education, creative activity in the community, and support of others who sustain ocean health and integrity. Through partnerships with individuals and organisations, we conceive, create and coordinate campaigns that educate all layers of our community – from our ‘No Plastic Please’ campaign, which is delivered in partnership with local schools, to film nights and lectures, aimed at the wider community. Additionally, we raise funds for ocean-oriented conservation groups such as Sea Shepherd. Founded in 2010 in Whale Beach on the east coast of Australia, we are a growing community, connected by our love of the ocean and waterways that surround us.”</p> <p>This workshop will show examples of Living Ocean’s key programs and highlight ways in which teachers and students can use them to enrich their teaching of K-10 Geography. The focus will be on Caring for places in the Primary course and Environmental Change and Management in Year 10. We will look at examples from our Whale Research programme through to our study of micro plastics and demonstrate a classroom activity that we are currently implementing which will contribute to a national scientific database.</p>
<p>SAMUEL CLARK Samuel Clark, <u>NSW Classroom Facilitator</u>, <u>The Big Issue Classroom</u></p>	<p>Friday 10th Stage 5</p>	<p>Big Issue, Big Impact: the effects of homelessness on human wellbeing The Big Issue Classroom is an initiative of Australia’s longest standing social enterprise, The Big Issue. Since 2009, more than 70,000 students from around the country have participated in our sessions, which feature the personal story of someone who has experienced homelessness. In this workshop, teachers will sample our ‘Discussions About Disadvantage and Homelessness’ workshop, and hear the story of one of our team of guest speakers. Participants will learn how The Big Issue Classroom can enrich geography students’ understanding about the liveability of our cities, towns and suburbs, and the importance of community and social connectedness to liveability and human wellbeing. Our workshops provide geographers with unique insights into the way in which space and landscape are perceived by the more than 100,000 Australians who are homeless every night</p>

<p>SHARON MCLEAN <u>Vice-President Geography Teachers association of NSW</u>, experienced NSW Geography teacher, conference organiser and presenter, and provider of professional learning opportunities.</p>	<p>Thursday 9th Stage 4</p>	<p>Water in the World in Learning Spaces</p> <p>Sharon is currently a Vice-President of the Geography Teachers Association of NSW former Head of Geography at Saint Ignatius' College. This workshop will investigate aspects of the Stage 4 'Water in the World' topic such as water resources, water cycle, using a variety of different learning styles and spaces.</p>
<p>SUSAN CALDIS <u>Vice-President GTANSW</u>, Secretary AGTA, Asia link Alumni, Unit convenor for HSIE Education and Geography Methodology courses in the teacher education program at <u>Macquarie University</u>.</p>	<p>Thursday 9th Stages 3 – 4</p> <p>Friday 10th Stages 5 - 6</p>	<p>Enhancing our Asia capability as a Geography teacher (Stages 3 and 4)</p> <p>The session will explore what is meant by Asia-capability and how important it is for us as educators to continually develop our knowledge and understanding, so that students emerge as Asia aware citizens. Using key messages from Asialink and the Asia Education Foundation, together with the geography curriculum and emerging literature about the importance of mutually beneficial relationships between Australia and countries of the Asia region, participants will have the opportunity to explore cultural intelligence and Asia focused content to develop a teaching and learning program for Stages 3 and 4 using the lens of Asia and Australia's engagement with Asia. Specific connection to content descriptions, learning outcomes or achievement standards, inquiry questions, skills, and of course the concepts will form part of the discussion. A device will be beneficial and willingness to critically self-reflect and discuss ideas will be essential!</p> <p>Enhancing our Asia capability as a Geography teacher (Stages 4 – 6)</p> <p>As above with a focus on developing a teaching and learning program for Stages 4 - 6 using the lens of Asia and Australia's engagement with Asia. Specific connection to content descriptions, learning outcomes or achievement standards, inquiry questions, skills, and of course the concepts will form part of the discussion. A device will be beneficial and willingness to critically self-reflect and discuss ideas will be essential!</p>

Celia Finnie	Friday 10th Stages 4 – 5	Elective Geography
URBAN GROWTH NSW Speaker TBC Speaker TBC	Friday 10 th K - 10 Friday 10 th K - 10	Keynote Workshop
Speaker TBC	Friday 10 th Stage 4	Masterclass: Changing places
Speaker TBC	Friday 10 th Stage 5	Masterclass: Sustainable Biomes