

PRESIDENT'S REPORT

Welcome everyone to the never-ending story of change and pivot in our practice. This year is certainly presenting challenges alongside key moments of contemplation and learning about the way in which we choose and enact our pedagogies; and in how we also illuminate the relevance of geographical understanding in our classrooms.



Although for accreditation purposes we work towards demonstrating the Professional Standards for Teachers across the domains of professional knowledge, professional practice and professional engagement, it is important to remember there is also a Geography-specific set of standards which provide support and direction for the teaching of this subject. The *Professional Standards for the Accomplished Teaching of Geography* (Hutchinson & Kriewaldt, 2010; www.geogstandards.edu.au), also referred to as the GEOGStandards, provide an important evidence-based tool for personal reflection about the key features of best-practice in Geography teaching. Two GEOGStandards emerge strongly within this edition of the Geography Bulletin:

- GEOGStandard 8: Progressing professional growth and development
- GEOGStandard 9: Learning and working collegially

It is wonderful to see so many contributions from the community of Geography educators. We often engage with each other through FaceBook groups and Twitter hashtags; the willingness of the learning community to support each other through the sharing of resources and stories of lived experience is ongoing and reciprocal. To see more formal sharing of resources

and strategies in the journal not only continues to benefit others, it is also an important capture of the era in which we are working. The more formal sharing and communication of resources and strategies through the development of a journal article also demonstrates active engagement with the professional community to enhance student learning and improve teaching. As we all know, the subject of Geography is dynamic, therefore we as Geography teachers need to be prepared to have our practice and ideas evolve with the subject to show its connection to the time we live in.

In closing I would like to thank Lorraine Chaffer, the journal editor, for tirelessly encouraging members and friends of the Association to contribute an article and thereby bring the 'by-Geography teachers-for-Geography teachers' mantra to life. May you all continue to learn from and be inspired by the events, activities and ideas emerging in each other's Geography classrooms.

Wishing you all a productive journey throughout the remainder of Term 3 and I look forward to our paths continuing to cross in various forms.

Susan Caldis
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GTANSW & ACT resource sharing platforms

- **GTANSW & ACT Website** – www.gtansw.org.au
- **GTA NSW & ACT Facebook** – facebook.com/GTA.NSW
- **GTANSW & ACT Scoop.it** – www.scoop.it/topic/nsw-senior-geography-current-syllabus
- **GTANSW & ACT Teachers of HSC Geography Facebook Group**
- **GTANSW & ACT Twitter** – [@GTANSWACT](https://twitter.com/GTANSWACT)