

# PRESIDENT'S REPORT

Welcome everyone to a very reflexive part of the year. Reflexivity requires us to not only contemplate that 'What?, Why? and How?' of our already-occurred practice; it also requires us to draw on such practice and its surrounding circumstances and outcomes to decide upon and enact a plan for 'What next?'. Term 4 is always an interesting time of dualistically looking forward and looking back. A time for working out what enabled and constrained our practice. A time to establish areas for possible adjustment and strategies for moving forward in the coming year.



During this year, one of the most distinctive features of Geography teaching has definitely been constrained by the pandemic: Fieldwork. The Association has received many inquiries throughout recent months about how best to proceed with fieldwork given the range of restrictions. There is no simple answer. The possible answers are context specific to time, place and resources available: virtual fieldwork, online surveys, interviews via zoom, quadrant studies, tallies or annotated field sketches around the local area or home. Regardless of the adapted COVID-safe options we choose, the magic of fieldwork has been compromised this year. Therefore, it is wonderful to see an edition of the Geography Bulletin be dedicated to fieldwork. I'm sure each article will provide ideas to use in our context and re-ignite our students' curiosity, awe and wonder about place, space and environment at a local scale.

In my previous President's report I reminded us about 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](http://www.geogstandards.edu.au)). There are two GEOGstandards which particularly frame this edition of the Geography Bulletin:

- GEOGstandard 2: Fostering inquiry and fieldwork – Allowing students to carry out a range of structured and open-ended inquiries; and allowing students to

undertake inquiry in the field by selecting and using geographical tools;

- GEOGstandard 3: Developing geographical thinking and communication – Encouraging and supporting student understanding about spatial reasoning, conceptual interdependencies, interconnections and assemblages; Encouraging and supporting students to understand real world contexts at a range of scales and draw on lived experience as a personal geography

It is wonderful to again see contributions from the community of Geography educators together with articles from members of GTANSW&ACT Council. Thank you to all authors for generously sharing your work and experience. Also, I would like to thank Lorraine Chaffer, the journal editor, for bringing the 'by-Geography-teachers-for-Geography-teachers' mantra to life with rigour and accessibility. May you all continue to be inspired by the spirit of sharing which is so evident in our community; may you also be encouraged by the range of ideas and examples for the enactment of fieldwork.

Wishing you all a productive journey throughout the remainder of Term 4 and I look forward to our paths continuing to cross in various forms.

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## GTANSW & ACT resource sharing platforms

- **GTANSW & ACT Website** – [www.gtansw.org.au](http://www.gtansw.org.au)
- **GTANSW & ACT Scoop.it** – <https://www.scoop.it/topic/year-9-geographies-of-interconnections>
- **GTANSW & ACT Facebook page** – <https://www.facebook.com/GTA.NSW/>
- **GTANSW & ACT Twitter** – @GTANSWACT