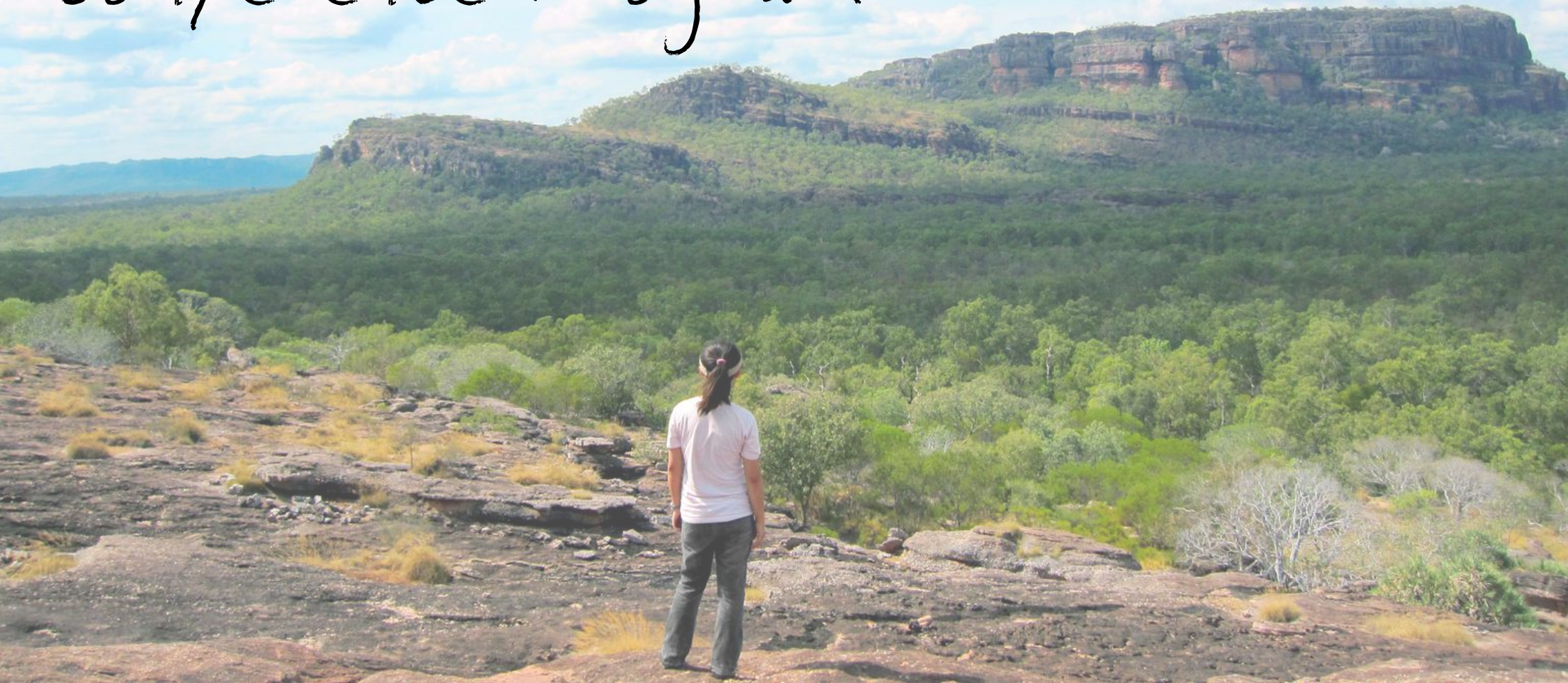


Conference Program



AGTA 2024

a sense of place

October 2-4 2024
Darwin, NT
DoubleTree Esplanade

To register, visit
www.agta24.au



AGTA 2024 - A Sense of Place

Thank you for joining us for the Australian Geography Teachers Association national conference, being held in Darwin for the very first time!

The planning committee from the Geography & History Teachers Association NT are delighted you are joining us. We have been working diligently to put together a program that will support teaching and learning in learning in Geography wherever you are in Australia or the world, while also showcasing the physical and human landscapes of northern Australia.

We would like to send our sincere thanks to all those who have volunteered to present at the conference. Collectively, we have sessions delivered by educators from across the nation, from government and non-government sectors, by practising teachers, academics and others. Their commitment to sharing knowledge and expertise is essential both for the success of these events, but also for enhancing the professional development of geography teachers everywhere.

We hope you will enjoy the conference!

Thank you to our sponsors

We are grateful for the support of our major sponsors, the Australian Mobile Telecommunications Association and the Professional Teachers Association NT. We would also like to thank the Geography Teachers Association NSW and ACT for sponsoring the conference dinner, and to the Primary Industries Education Foundation Australia for sponsoring one of the field trip events.

Major sponsors



Other sponsors



Choosing your workshops

We will send you the online selection form shortly. We would like to give people the chance to consider the workshops carefully first, rather than rushing to choose.

For now, we invite you to read about the offerings and to shortlist your preferred options. As sessions will be capped, we recommend having two (or three choices) per session in case your first choice is full.

We will also be using a conference app during the event. You will be able to use this app to highlight the sessions you are allocated to, and use this to generate a personalised agenda for the conference.

Cancellations of sessions are always a risk. We will endeavour to replace cancelled sessions with an alternate option, or you will be able to select from other available sessions. We reserve the right to make any changes we need to in order to ensure the conference is a success.

Why caps?

Some sessions have caps due to the requirements of the workshop or practical. However, we also want to ensure that each session has enough participation to create a meaningful learning experience for all.



Conference schedule

Tuesday 1 October

5:30pm - 9:00pm
Welcome function

	Wednesday 2 October	Thursday 3 October	Friday 4 October
7:00am	Darwin Waterfront Saltwater Welcome to Country (Optional)		Full day field trips (various start times)
8:15 am	Registration	Local field trips (various start times, followed by morning tea).	
8:40 am	Introduction and Welcome to Country		
9:00 am	Plenary session 1		
10:00 am	Morning tea		
10:30 am	Session 1		
11:25 am	Session 2	Plenary session 2	
12:20 pm	Lunch	Lunch	
1:20 pm	Session 3	Session 6	
2:15 pm	Session 4	Session 7	
3:10 pm	Afternoon tea	Afternoon tea	
3:35 pm	Session 5	Session 8	
4:30 pm	End of day	End of day	
		6:00pm - 9:00pm Conference Dinner & Awards	From 7:00pm Farewell drinks



WELCOME FUNCTION: Darwin Deckchair Cinema
Tuesday 1 October from 5:30pm

The Deckchair Cinema is Darwin's top dry season attraction, where you can sit back and enjoy a movie under the stars, with flying foxes swooping above and possums trying to pinch your popcorn. The cinema has scheduled the documentary "Wilding" for the evening. We will enjoy a few drinks and nibbles before settling in for the film. Those keen on an earlier tippie can make their way to the Darwin Waterfront before wandering over to the cinema for the event. The cinema is a 15 minute walk from the DoubleTree (via stairs).



CONFERENCE DINNER & AWARDS: Crocosaurus Cove
Thursday 3 October from 6:00pm

This will most certainly be a unique dinner venue! Saltwater crocodiles will be in close proximity, and we will have a chance to help feed the baby crocs. Prior to the dinner, you will be able to view the Reptile House exhibit, and to get up close and personal with a reptile or two. For those particularly keen, there will be a chance to participate in the Cage of Death with a reduced ticket fee. The dinner will be two courses, alternate drop with a limited bar tab included. In addition to the dinner, the night will include the AGTA Awards and Don Biddle Award presentation. The venue is a five minute walk from the DoubleTree.



Social Events

FAREWELL DRINKS: Venue to be advised
Friday 4 October from 7:00pm

Celebrate the end of the conference, and share stories of your field trip adventures at the farewell drinks. We're not sure where we'll have it, but we'll ensure a lively venue to suit the mood! Drinks will be at your cost, though we will aim to put on a few platters of food if we can.

Session grid

Details can be found in the next section. We have classified sessions as Lectures, Workshops or Practicals, and noted if there is an emphasis on primary years, middle years (7 to 9), senior years (10 to 12). Some are of general interest rather than being specific to a stage of schooling.

1.1	1.2	1.3, 2.3	1.4	1.5
A sense of place through simple fieldwork.	Forests, People, Places - GeoExplorations using EdTech & the ForestLearning Toolkit	Utilisation of drones to create maps, vegetation data, and 3D representations of landscapes	Identifying pathways to uptake of geography education for the benefit of students and society	Discovering Australia's Great Southern Reef: Empowering Ocean Literacy Through Experiential Education
Kathy Jones	Beth Welden, Hanna Lillicrap, Veronica Tyquin	Simon Miller	Dr Emily Flies, Dr Vishnu Prahald	Danielle Cross
Middle Years	Primary Years. Middle Years	Senior Years	Senior years, Tertiary	Middle Years, Senior Years
Workshop	Workshop	Practical (double session)	Workshop	Workshop

2.1	2.2	1.3, 2.3	2.4	2.5
Cultivating a Sense of Place: Integrating the Australian Cotton Landscape into the Geography Classroom	Urban Heat Islands: Keeping Cool	Utilization of drones to create maps, vegetation data, and 3D representations of landscapes	Interdisciplinary Geography in Junior Secondary: Making it work	Practical Representations: Topographic maps and cross-section skills
Simone Cameron	Susan Martin	Double session continues	Mick Law	Colleen Burke
Primary, Middle, Senior Years	Senior Years		Middle Years	Middle Years, Senior Years
Lecture	Workshop		Workshop	Workshop

3.1	3.2	3.3	3.4	3.5
Integrating Indigenous Knowledge into Geography Education: Lessons from New Zealand and Opportunities for Australia	Integrating food and fibre into your programs - Showcasing Primezone and Primary Industries Education Foundation Australia programs and resources	Supporting out-of-field teachers in geography: Co-designing a university-professional association research-based initiative	Essential Need: Educating Our Next Generations for a Water-Secure Future	Focus on Fieldwork Skills
Stacey Viljoen	Shannon Robinson	Dr Susan Caldis	Kristin Clarke	Stephen Cranby
Middle Years, Senior Years	Primary, Middle, Senior Years	Out of field teachers	Middle Years, Senior Years	Middle Years, Senior Years
Lecture	Workshop	Workshop (double session)	Lecture	Workshop (double session) <i>Single session may be selected</i>

4.1	4.2	4.3	4.4	4.5
Enhancing Geographic Education Through Immersive Fieldwork.	Paving the Way: Understanding Urban and Regional Planning in Australia	Supporting out-of-field teachers in geography: Co-designing a university-professional association research-based initiative	Colonial Frontier Mapping Project	Assessment of Fieldwork skills
Sidsel Farrimond, Lauren Hargreaves, Jeremy Waterford	Amber Dias	Double session continues	Dr Robyn Smith	Stephen Cranby
Middle Years, Senior Years	Middle Years, Senior Years		General Interest	Middle Years, Senior Years
Lecture	Workshop		Lecture	Workshop (double session) <i>Single session may be selected</i>

5.1	5.2	5.3	5.4	5.5
Exploring Asia and Australia's Engagement with Asia: Unveiling Opportunities in Australian Curriculum Geography Version 9.0	Integrating the Australian Cotton Landscape into the Geography Classroom	Getting the 'G' into STEM: challenges and solutions	Approaches to teaching Geographies of Human Wellbeing	Effective Teaching Strategies for Engaging Students in Today's Geography Classroom
Rachelle Willington	Simone Cameron, Jenny Hughes	Dr Adam Liedloff	Trish Douglas	Kate Battishall, Emily Nash
Middle Years	Middle Years, Primary Years	Senior Years	Middle Years	Primary, Middle, Senior Yeras
Lecture/QnA	Workshop	Workshop	Workshop	Workshop

6.1	6.2, 7.2	6.3	6.4	6.5
Engaging students in Geography through ecosystem restoration projects.	ArcGIS for Education	What Places? Moving out of the classroom Crossing discipline boundaries Inquiry based learning	Geography learning experiences - promoting students as agents of change	That's My Water!
Louise Swanson, James Heafey	Jannah Williams	Greg Calvert	Cindy Bin Tahal	Kate Eadie & Power & Water NT
Middle Years, Senior Years	Middle, Senior, Tertiary	Primary, Middle, Senior Years	Primary Years, Middle Years	Primary, Middle, Senior Years
Lecture	Practical (double session)	Workshop	Workshop	Workshop

7.1	6.2, 7.2	7.3	7.4	7.5
In conversation about the Australian Curriculum: Geography: Harnessing the salience and responsiveness of AGTA members as discipline experts	ArcGIS for Education	A sense of place through simple fieldwork	Geography Skills for Out-of-Field Teachers	Enhancing Cognitive Abilities Through Geographical Mysteries: A Problem-Solving Approach in Geography Education
Dr Susan Caldis and others	Double session continues	Kathy Jones	Catherine Holmes	Yulilya Snoxall
General interest		Middle Years	Middle Years, Senior Years	Middle Years, Senior Years
Workshop		Workshop	Workshop	Workshop

8.1	8.2	8.3	8.4	8.5
Critical literacy and climate change	Welcome to the Geography Book Club	Pedagogy for teaching a Sense of Place	High Impact Teaching Strategies in the Geography Classroom	Teaching students to ask questions
Ania Tait	Catherine Pearce	Julie Davis	Karen Caporelli, Caryn Shield	Kate Eadie
General interest	Primary, Middle, Senior Years	Middle Years, Senior Years	Senior Years	Middle Years, Senior Years
Lecture	Workshop	Workshop	Workshop	

Session details

The majority of workshops will require a laptop or device, and we are assuming you will bring one. Anything else that may be required is listed in the relevant session information.

Session 1.1
A sense of place through simple fieldwork.
Kathy Jones

The best way for your students to understand a sense of place is through fieldwork. Accessible fieldwork at school shows all teachers of geography how to integrate simple fieldwork ideas into lessons. Fieldwork is an integral part of geographical education, allowing students a hands-on approach to learning by the inquiry process; making observations, asking geographical questions, collecting data, using fieldwork tools, processing and communicating information.

During this workshop teachers will be trained to undertake a simple fieldwork investigation that they can run with their class at school. The investigation will have links to the Australian Curriculum content and skills. In my experience, teachers greatly benefit from my fieldwork and skills workshops and go on to implement their new skills with their students. Please note that the workshop will be presented outside the classroom, bring a hat, water and wear comfortable shoes.

Kathy Jones is the director of Fieldwork Connections, which aims to bring a deeper understanding of physical geography to students and teachers of geography in Australian schools through fieldwork. She currently teaches geography part time at a school in Sydney and also travels regionally for fieldwork opportunities. For enquiries please contact kathy@fieldworkconnections.com.au

Session 1.2
Forests, People, Places - GeoExplorations using EdTech & the ForestLearning Toolkit
Beth Welden, Hanna Lillicrap, Veronica Tyquin

Transform your teaching and ignite your students' passion for the planet with groundbreaking tools and insights at our workshop. Join ForestLearning and the Northern Territory Ord Valley Forestry Hub for a session where you will not only gain invaluable insights and knowledge but will also leave with a suite of tangible tools, applied fieldwork ideas, and resources designed to directly support and enhance your teaching practices in the classroom.

Discover the latest ForestLearning/GTAV Educators Toolkit, designed to seamlessly integrate into the Australian Curriculum v9.0, offering a rich blend of innovative technologies including ForestVR™. Elevate your teaching with hands-on experiences in spatial mapping and immersive forest exploration using EdTech, connecting geographical concepts with the vital role forests play in our environment, society, and economy - bridging classroom learning with the real world.

Delve into the unique landscapes and sustainable forestry practices of the Northern Territory, highlighted by the pioneering work of the Northern Territory Ord Valley Forestry Hub. This insight will enrich your curriculum, providing students with real-world examples of forest management that respects the land and its traditional owners.

Beth Welden, with over two decades of experience, leads the ForestLearning program, blending her background in secondary teaching and entomology to enhance educational initiatives across K-12. Veronica Tyquin leverages her dual expertise as a forester and educator to develop hands-on, sustainable learning resources for Forest Learning. Hanna Lillicrap, a seasoned forester with extensive field experience in Australia and Finland, is committed to developing sustainable forestry practices that support remote communities.

Session 1,3, 2.3 (DOUBLE)
Utilization of drones to create maps, vegetation data, and 3D representations of landscapes
Simon Miller

Drawing experience in our new Geography: Geospatial Technologies course this practical workshop provides teachers with an understanding of how DJI Mini drones can be used to create detailed and high-resolution aerial images, vegetation maps and 3D images.

Teachers will learn the practical considerations including student safety, regulations and how to operate drones with flying activities, with hands-on training in the process of taking photos and flying in lawn mower patterns to produce maps. A demonstration of automated drone flying will also be carried out.

A follow up session will take attendees through the processing of data collected and the different types of data that can be displayed. This session will also explain how students might use this style of spatial data in fieldwork approaches.

Session 1.4
Identifying pathways to uptake of geography education for the benefit of students and society
Dr Emily Flies, Dr Vishnu Prahalad

Geographical thinking has a critical role to play in addressing the wicked problem of today. But uptake of geography education opportunities at the senior secondary and tertiary education levels has been in steady decline. Learning about geography in experiential ways can further reinforce learnings and potentially contribute to community sustainability as well as individual student wellbeing.

This workshop will present the results from a focus group study conducted with participants at the 2022 AGTA conference in Hobart exploring the key barriers and enablers to the update of geography learning at the secondary and tertiary levels. Identified barriers include: out-of-field teaching, a lack of clear disciplinary identity, unavailability of the subject in schools, a lack of geographical career pathways, and a wider education crisis. However, enablers were also identified including upskilling teachers, reframing geography's identity, and creating career pathways for students.

Workshop attendees will then reflect on the barriers, enablers and examples of benefits and discuss ways to achieve great uptake of geography for the benefit of students and society.

Dr Emily Flies has been teaching and researching at the fringes of geography for almost two decades before more recently being brought into the geography tent as a health geographer. Her background includes a bachelor of arts in anthropology and psychology and a masters and PhD in disease ecology and epidemiology. Her teaching and research at the University of Tasmania in the school of Geography, Planning and Spatial Sciences aims to advance learning and action for sustainability and wellbeing

Session 1.5
Discovering Australia's Great Southern Reef: Empowering Ocean Literacy Through Experiential Education
Danielle Cross

The Great Southern Reef extends across the entire southern half of Australia. Spanning over 8,000km, 70% of our national population lives within 50kms of it, yet it is largely unknown. Discover its significance, both intrinsically and extrinsically. Environmentally, the reef is an ecological hot spot with thousands of unique species. Economically, the reef is a key source that supports Australia financially via tourism, fisheries, and recreation activities. Culturally, the Traditional Owners of Australia make no distinction between land and sea and talk about the concept of country as seeing the environment as interconnected. Finally, the reef plays a vital role in coastal protection, nutrient cycling, and carbon sequestration, supporting the livelihoods and well-being of millions of Australians. These are all examples of ecosystem services provided by nature.

This lecture and discussion-based workshop will allow attendees to gain an understanding of the reef: its location, function, structure, and myriad of benefits to humans. Teaching the GSR introduces students to the concept of 'ocean literacy' which is an understanding of their influence upon the ocean, but also the ocean's influence upon them. Attendees will be able to utilise the reef as a case study, named example or opportunity for experiential learning, e.g., as a fieldwork site. Resources from the 'Great Southern Reef Foundation' will be shared and discussed as a platform to base your learning and teaching from. This means that even as an 'out of field' Geography teacher, you have something to gain from attending with ready-made resources available to aid your teaching.

Finally, examples from Prince Alfred College in South Australia will be showcased where the reef is currently utilised as an in-depth case study for year 9 Geography students as well as an experiential opportunity along the Yorke Peninsula. The experiential component of this case study fosters a sense of place and ultimately encourages students to immerse themselves in the marine environment and consider the relationships that exist between the land and the sea.

Danielle Cross is the Geography Coordinator of Prince Alfred College in Adelaide and has taught Geography across multiple schools and locations, from regional South Australia to England. She is deeply passionate about all things Geography and seaweed and is dedicated to encouraging others to share in that passion and become stewards of our oceans through a greater understanding experience.

Session 2.1

Cultivating a Sense of Place: Integrating the Australian Cotton Landscape into the Geography Classroom

Simone Cameron

The Australian Geography Curriculum and the Australian Cotton industry align closely under the theme of the 2024 AGTA Conference 'A sense of place'— the understanding of the emotional and intellectual connections that people have with specific locations. The Australian Cotton Landscape can be used to enhance students' sense of place providing real-world geographical context through perception and experience, cultural identity and heritage, connection to the environment, social and economic interactions, geographical characteristics, place attachment and belonging, and the impact of change.

Australian cotton production offers a full immersion enrichment concrete learned examples (K-12) of how places are perceived and experienced by local communities. The emotional bonds that farmers and communities form with their land exemplify place attachment and belonging. Exploring personal and collective experiences that foster a sense of identity linked to specific locations. The industry's reliance on natural resources such as soil and water provide a platform for discussing important human-environment interactions. Examining sustainable farming practices and environmental stewardship within the context of cotton production, fostering a deeper connection to environmental management.

The proposed Lecture (60-minute) session would provide the following, delivered in PowerPoint, Slido, resource material and Q & A form: 1. Cotton Fact check survey – slido (delegates) 2. 101 Cotton Industry focusing on people, economy, environment 3. Northern Australia developments – sustainability and future global outlooks 4. Case studies and resource for teachers – myBMP units: Integrated Pest Management, Water efficiencies, Sustainable Natural Landscapes (natural assets) 5. A deep dive into the Australian cotton data dashboard – PLANET PEOPLE PADDOCK PRACTICES PRODUCTS PROJECTS

Simone Cameron is Cotton Australia's most northern industry representative, based in Katherine, NT. She has an extensive career in agriculture most notably as an industry advocate, technical agronomist, and educator. Her role will be instrumental in guiding and leading sound policy positions enabling responsible environmental stewardship for our developing northern industry. Jenny Hughes Jenny is Cotton Australia's Education Coordinator and brings nine years of agricultural education experience, backed up by 10 years in the classroom, to her position. Jenny specialises in hands-on interactive engagement for students and teachers. She has a passion for assisting teachers incorporate agriculture into their classrooms with curriculum-linked resources and to gain a better understanding of the cotton industry through Teach the Teacher Tours.

Session 2.2
Urban Heat Islands: Keeping Cool
Susan Martin

Learn to see the wood from the ~~trees~~ degrees. In this workshop, we begin with an exploration of the origins of the urban heat island concept – Luke Howard's original 1830 London temperature records. We will then look at the present impacts of urban heat islands in London, Athens, and Tokyo, before we journey to some of Australia's capital cities. The workshop then zooms in on the role of trees and how they affect the urban heat island and our 'sense of place.'

Participants will come away with practical ideas relevant to Geography courses in years 10 to 12, that can be adapted to your own school's surroundings. The use of radar images, drone footage and other geographical tools (remote sensing) will supplement traditional pedagogical tools in this session.

Susan Martin is an experienced senior Geography teacher who has taught in a diverse range of schools in the UK and Australia, for over 40 years. She is a highly regarded teaching professional, having been awarded the Western Australian Joseph Gentilli Memorial Award for Excellence in Geographical Education in 2019. More recently, she wrote a chapter on the megacity of Jakarta in the 3rd edition of the popular Geographical Association of Western Australia textbook *WA ATAR Geography: Units 3 & 4*.

Session 2.4
Interdisciplinary Geography in Junior Secondary: Making it work
Mick Law

Interdisciplinary teaching has been a long-held utopia of education where students can learn across multiple subject areas, making their learning more relevant, and where teachers can make efficiency gains to better deliver and assess their programs. In reality though, these goals have been hard to reach due to difficulty in integrating curriculum requirements across subjects, difficulty in assessing student performance, resistance to change and limited understanding of and support for interdisciplinary teaching.

At Brisbane South State Secondary College we have been teaching Geography alongside our English, Civics & Citizenship and Technology programs in our Middle School years since 2020 with great success: we've genuinely made teaching and assessing the subjects easier and learning the content more relevant for our students.

In this session we'll outline how we integrate Geography with other teaching areas and showcase our Year 7 Water in the World Unit: Is water deadly? We'll take you through our Unit Plan and Assessment items while showing off some of the classroom activities that blend Geography and other teaching areas in fun and interesting ways.

Although not necessary, feel free to read the assigned text 'A Long Walk to Water' by Linda Sue Park in preparation for the session. It is a short novel and a lovely story that you will certainly enjoy.

Session 2.5

Practical Representations: Topographic maps and cross-section skills

Colleen Burke

Please bring a pencil and eraser to this session.

Dual coding theory reinforces that students learn better when information is presented in two or more formats. This session will provide a hands-on learning experience to reinforce what a cross section is. Creating a 3D representation reduces the abstract nature of contour lines representing shapes on topographic maps. This increases accessibility of complex concepts for a diverse range of students. Modelling of landscapes using playdough as a manipulative, reinforces students' conceptual understanding of topographic maps and the ability to analyse using this geographical tool.

In this workshop, participants will build a 3D landform and create a cross section using playdough. Following this, you will be led through the steps to create a 2D cross section using contour lines on a topographic map. Provision of success criteria will develop independence by promoting students to self-assess their graphing skills. At the end of the session, you will have a lesson outline which can be recreated in your classroom to engage students and deepen their understanding of landforms using topographic maps and how to draw a cross section.

Colleen is a Secondary Geography Teacher at Mount Saint Benedict College. She commenced teaching in 2005 and has taught in Public, Diocesan and Independent Catholic Schools in NSW. Colleen is passionate about incorporating an inquiry-based approach to lessons to promote student engagement and understanding of geographical tools and skills.

Session 3.1

Integrating Indigenous Knowledge into Geography Education: Lessons from New Zealand and Opportunities for Australia

Stacey Viljoen

Drawing on the experience of a teacher who began their career in South Africa, teaching Geography to Indigenous low-income students, spent four years in New Zealand, and dedicated themselves to refining curriculum to incorporate Mātauranga Māori into a knowledge-based curriculum, this proposal presents a compelling strategy for enriching geography education in Australia. The proposal stems from a profound passion for ensuring access to this crucial subject for all students.

In New Zealand, the integration of Māori and Pasifika perspectives has significantly enhanced students' understanding of landscapes and fostered a deeper respect for the intricate relationships between people and place. By infusing geography lessons with traditional stories, language, and practices, educators have cultivated inclusivity and cultural pride among students of all backgrounds.

Building on this transformative experience, the proposal advocates for a similar approach in Australia, tailored to accommodate Torres Strait Islander, Aboriginal, Pasifika, and non-Indigenous students. It champions immersive fieldwork experiences and invites Indigenous elders and community leaders to share insights and practices, thus enriching students' comprehension of local geography and cultural significance.

Moreover, the proposal underscores the importance of integrating Indigenous and Pasifika perspectives across the curriculum, promoting cross-cultural dialogue and reconciliation. By incorporating these diverse perspectives into subjects such as history, environmental studies, and social sciences, educators can nurture a more profound understanding of cultural heritage and foster a sense of belonging among students.

Ultimately, this proposal seeks to empower students from diverse backgrounds, equipping them with the knowledge and appreciation necessary to navigate an increasingly interconnected world while honouring the wisdom of First Nation and Pasifika communities.

Session 3.2
Integrating food and fibre into your programs - Showcasing Primezone and Primary Industries Education Foundation Australia programs and resources
Sharon Robinson

This presentation will showcase the food and fibre resources and programs of Primary Industries Education Foundation Australia. Primary Industries Education Foundation has produced many new geography focused resources for primary and secondary teachers. The session will allow participants to explore these resources and learn how to access these and others via the Primezone (www.primezone.edu.au) website.

PIEFA engages Australian schools and the community through education about food and fibre production and careers. PIEFA's vision is to embed the value of Australian food and fibre production in the national psyche – and we aim to achieve this with a range of classroom resources, eLearning courses, Farmer Time sessions and agriculture career pathways.

Session 3.3, 4.3
Supporting out-of-field teachers in geography: Co-designing a university-professional association research-based initiative
Dr Susan Caldis

This workshop is designed to be interactive and is targeted at those who are teaching geography out-of-field or beyond their subject specialisation. This workshop provides an opportunity to contribute to a co-design process of shaping a micro-credential actively and meaningfully, for out-of-field teachers in geography. The co-design process is in its early stages and includes teachers, professional association representatives, industry, and Macquarie University.

By agreeing to participate in this workshop you agree to a confidentiality clause and to provide name, contact details, teaching specialisation, and career stage (pre-service, early career, mid-career, experienced). An expectation of participation in this workshop is to actively engage with the activities and provide clear, reasoned responses to assist with further development of the micro-credential.

Due to the interactive nature of this workshop, participant numbers are capped at 10 people.

Session 3.4
Essential Need: Educating Our Next Generations for a Water-Secure Future
Kristin Clarke

This presentation advocates for educating the next generation on water scarcity to ensure a sustainable future. Key points include:

1. Emphasising Water's Vital Role:
 - Highlighting water's essential role in sustaining life and the need for conservation.
2. Understanding Causes and Effects:
 - Explaining factors contributing to water scarcity and its impacts on communities and ecosystems.
3. Promoting Sustainable Management:
 - Equipping students with skills for water conservation, reuse, and responsible usage.

This educational approach aims to empower future stewards of water resources, fostering a sustainable and equitable world.

Session 3.5

Focus on Fieldwork Skills

Stephen Cranby

Fieldwork is the epitome of our role as teachers to enable students to look at the world “through the eyes of a geographer”. It is through the skills, tools and techniques students are exposed to during fieldwork that this is achieved. What exactly are these skills we try to develop in students and what makes them geographic? Participants will have the opportunity to consider and share ideas on the role of fieldwork in students wider learning and in developing their geographic thinking. They will examine a range of identifiable Core Geographic Fieldwork Skills and clarify the distinction between skills, techniques, and tools.

The aim of the workshop is to:

- Examine our current understanding of,
- Raise questions about,
- Challenge our thinking about,
- Encourage a clearer understanding of,

FIELDWORK SKILLS

Geographers have always had a love affair with Fieldwork, and Geography teachers have a collective understanding and consensus of what fieldwork is and its role within their geography teaching. They note that fieldwork helps make sense of and reinforces what students learn in the classroom through its practical application of theory, inquiry based learning and experiential learning. It involves students in active collection of Primary Data in the field and where that data is brought back to the classroom for further processing, analysis, evaluation, and synthesis.

“Fieldwork cannot be taken as a complimentary part of geographic learning, but it should be taken as an integral component.” Kalyani (2012, p304)

This workshop explores in detail the development process, content and thinking detailed in:

S. Cranby, Fieldwork Skills, Chapter 5, in, M. McNerny et al, Teaching Secondary Geography, Cambridge University Press, 2022, pp142-162.

Stephen Cranby taught Geography in high schools for 30 years followed by 6 years teaching Geography Method at Monash University. A life member of the GTAV, former chairperson of AGTA, and Chief Examiner for VCE Geography. He has contributed to VCE Geography course design, assessment, advice to teachers over many years, and the writing of numerous geography textbooks and professional development workshops at state and national levels.

Please bring a Fieldwork program you already have and/or an example of a student's Fieldwork report to use during the workshop.

Session 4.1
Enhancing Geographic Education Through Immersive Fieldwork.

Sidsel Farrimond, Lauren Hargreaves, Jeremy Waterford

Welcome to our presentation on the transformative power of fieldwork in geography education. In an era where artificial intelligence is increasingly integrated into the classroom, firsthand, personal experiences in geography are more crucial than ever. Our session is designed to highlight the significant impact that fieldwork can have on student engagement and learning outcomes.

We will showcase three distinct field trips, each with unique objectives and strong links to assessment: Fire Management in Namadgi National Park for senior students, Ecosystem depth studies of the Great Barrier Reef and Daintree Rainforest for senior students, and an Urban Study with a focus on primary data collection and analysis for junior students. Each of these field trips emphasizes the academic rationale for in-situ assessment and the importance of primary methodology and data collection in enhancing experiential learning.

Through these examples, we will demonstrate how hands-on fieldwork fosters geographic literacy, critical thinking skills, and student motivation. Our aim is to provide valuable insights and practical strategies for incorporating experiential fieldwork into your geography curriculum. We look forward to sharing our experiences, best practices, and academic rationale, and to engaging with fellow educators at this conference.

Ms Sidsel Farrimond is an innovative Geography teacher with over 20 years experience. She has a passion for fieldwork and developing new units of work. Mr Jeremy Waterford is an experienced Geography teacher of two decades who dedicates himself to developing student confidence with geographical skills and fieldwork. Ms Lauren Hargreaves is a passionate Geography teacher who has developed immersive, contemporary units of work which target varied learning styles and abilities. Together they work as a team to encourage students to be curious, creative, compassionate citizens of the world.

Session 4.2
Paving the Way: Understanding Urban and Regional Planning in Australia

Amber Dias

Urban geography is central to understanding the complexities of contemporary life, including the examination of urbanisation, migration, population growth, and environmental challenges. This creates incredible learning opportunities in our Geography classrooms and can present our students with meaningful career pathways, as urban and regional planners guide the growth and development of our built environments in ways that are socially, economically, and environmentally responsible.

This session is aimed at teachers in Year 7 to Year 12 who may wish to upskill in this area or acquire new ideas for teaching about the built environment. There will be an emphasis on how we as teachers can build relationships in our communities to discuss urban and regional planning, and how GIS can be easily accessed by students to learn spatial awareness and the requirements of geographic locations. Additionally, there will be conversations on how we can actively promote geography pathways for students in a growing industry.

Participants in this session will take part in an initial lecture, followed by example class discussions and lesson activities. Attendees will be provided with physical and digital classroom resources, industry contacts from governments and institutes, and a variety of GIS tools and websites to assist in delivering this content. Although this session focuses on urban and regional planning, it may also be beneficial to those interested in other built environment and demographic studies.

Your presenter, Amber Dias, is a Geography teacher at St Paul's College in Adelaide, South Australia. She has taught Geography across Year 7 to Year 12 and aims to promote the subject not just to her students but to teachers as well. Amber believes that by becoming passionate and knowledgeable Geography teachers, we can influence our students to be more engaged and excited about this incredible subject. Geography has now become one of the most popular subjects at St Paul's College.

Session 4.4
Colonial Frontier Mapping Project

Dr Robyn Smith

This presentation presents an overview of the perpetrators of frontier massacres in the north of Australia together with some of the places that have been named in their honour.

Unsurprisingly, perpetrators were overwhelmingly white and male, although there was a singular notable exception. Some were agents of the state; others were the agents of well-connected wealthy landowners with pastoral interests. Few operated in isolation. They were, almost without exception, enabled and exonerated by the parliaments and political masters of the day. Records relating this part of Australia's gestation were stricken by an epidemic of wilful amnesia, shrouded in Western positivism to be falsely presented as fact. It came at the expense of the truth. In its stead emerged portrayal and perpetuation of the massacre men as pillars of civil society rather than marauding mobs of serial rapists and mass murderers.

Dr Robyn Smith is a Lecturer at Charles Darwin University, a PhD (Political History), Master of Cultural Heritage and Bachelor of Arts (Journalism & Anthropology) from Darwin. She is well written on the history, heritage and politics of the NT and has authored the Northern Territory Political Chronicles in the Australian Journal of Politics and History since 2012. As part of the late Professor Lyndall Ryan's team and Guardian Australia, Smith is a Walkley Award winner for her work on Colonial Frontier Massacres (<https://www.theguardian.com/australia-news/series/the-killing-times>) and in 2024 published Licence to Kill: Massacre Men of Australia's North.

Session 4.5
Assessment of Fieldwork skills

Stephen Cranby

Note: This is a continuation from Session 3.5, but may be selected independently.

This workshop develops out of the ideas around Core Geographic Fieldwork Skills discussed in the earlier Workshop 'Focus on Fieldwork Skills'. (You can select this session if you did not select the earlier session) To date, we have predominantly assessed the 'product' of Fieldwork and have paid little attention to the skills that underpin that product.

Curriculums across the country specify in varying degrees that Fieldwork is 'core', and to some extent 'assessable' in the final secondary years. Given the variety of Fieldwork issues, locations and environments that students may undertake, how can they be assessed equitably?

The aim of the workshop is to:

- Challenge our thinking about ...
- Examine ways of ...
- Encourage a clearer understanding of ...

assessing FIELDWORK SKILLS

Participants will be introduced to Criteria and Rubrics for assessing Core Geographic Fieldwork Skills. Participants may wish to bring one or more [digital] examples of a student's Fieldwork report. They will have the opportunity to assess the usefulness of the criteria/rubrics when applied to their own practice.

The workshop is the subsequent development of the work outlined in:

S. Cranby, Fieldwork Skills, Chapter 5, in, M. McInerny et al, Teaching Secondary Geography, Cambridge University Press, 2022, pp142-162.

Prior reading of the Chapter is an advantage but not a prerequisite.

Stephen Cranby taught Geography in high schools for 30 years followed by 6 years teaching Geography Method at Monash University. A life member of the GTAV, former chairperson of AGTA, and Chief Examiner for VCE Geography. He has contributed to VCE Geography course design, assessment, advice to teachers over many years, and the writing of numerous geography textbooks and professional development workshops at state and national levels

Session 5.1

Title: Exploring Asia and Australia's Engagement with Asia: Unveiling Opportunities in Australian Curriculum Geography Version 9.0

Rachelle Willington

Educators will be guided by ACARA's Curriculum Specialist HASS, Rachelle Willington, to explore how the cross-curriculum priority Asia and Australia's engagement with Asia has been strengthened in Version 9.0 of the Australian Curriculum: Geography. Participants will examine the content descriptions and content elaborations with a focus on the authentic and relevant opportunities that exist for embedding the cross-curriculum priority Asia and Australia's engagement with Asia within Years 7-10 Geography. This will be examined through the 3 sets of organising ideas: Knowing Asia and its diversity, Understanding Asia's global significance, and Growing Asia-Australia engagement. Participants will also examine the importance of skills and the interrelated nature of Knowledge and understanding and Skills strands in the Humanities and Social Sciences learning area. This is an opportunity to refresh and reinvigorate perspectives and practice, and engage with contemporary geographical contexts.

Rachelle Willington, Curriculum Specialist, Humanities and Social Sciences, Australian Curriculum, Assessment and Reporting Authority (ACARA) is responsible for the Australian Curriculum: Humanities and Social Sciences and the cross-curriculum priority Asia and Australia's engagement with Asia. Rachelle led the development and review of the F-10 Australian Curriculum: Humanities and Social Sciences learning area. She has participated in several national projects including the recent Constitutional Education Fund resources project. Rachelle is an experienced educator that has worked in both P-6 and 7-10. During her career she has been a classroom teacher, HASS curriculum coordinator, curriculum adviser for the Queensland Department of Education and HASS curriculum specialist at QCAA.

Session 5.2

Integrating the Australian Cotton Landscape into the Geography Classroom

Simone Cameron, Jenny Hughes

The Australian Geography Curriculum and the Australian Cotton industry align closely under the theme of the 2024 AGTA Conference 'A sense of place'— the understanding of the emotional and intellectual connections that people have with specific locations. The Australian Cotton Landscape can be used to enhance students' sense of place providing real-world geographical context through perception and experience, cultural identity and heritage, connection to the environment, social and economic interactions, geographical characteristics, place attachment and belonging, and the impact of change.

Australian cotton production offers a full immersion enrichment concrete learned examples (K-12) of how places are perceived and experienced by local communities. The emotional bonds that farmers and communities form with their land exemplify place attachment and belonging. Exploring personal and collective experiences that foster a sense of identity linked to specific locations.

The industry's reliance on natural resources such as soil and water provide a platform for discussing important human-environment interactions. Examining sustainable farming practices and environmental stewardship within the context of cotton production, fostering a deeper connection to environmental management.

The proposed workshop includes hands-on interactive practical experiences that can easily be adopted in the classroom or in-field curriculum enhancing activities, relating to the following areas:

1. The Water Agenda - who are the consumers of water, how is it shared between environment, people and business/farming, and what happens when there is no water in the system.
2. The Water Sharing Game Activity
3. Sustainable Landscapes – cotton perspectives and global impact – PIEFA Cotton Production as a Global Economic Activity
4. Regions Rising – the northern landscape – a case study on building resilience in a changing climate

Jenny Hughes is Cotton Australia's Education Coordinator and brings nine years of agricultural education experience, backed up by 10 years in the classroom, to her position. Jenny specialises in hands-on interactive engagement for students and teachers. She has a passion for assisting teachers incorporate agriculture into their classrooms with curriculum-linked resources and to gain a better understanding of the cotton industry through Teach the Teacher Tours. Simone Cameron is Cotton Australia's most northern industry representative, based in Katherine, NT. She has an extensive career in agriculture most notably as an industry advocate, technical agronomist, and educator. Her role will be instrumental in guiding and leading sound policy positions enabling responsible environmental stewardship for our developing northern industry.

Session 5.3

Getting the 'G' into STEM: Challenges and solutions

Adam Liedloff

This session derives from an informal partnership established between the CSIRO and Darwin High School, and relates to the assumptions that scientists may have when thinking about geography - namely, just how scientific geography can be. In thinking about strengthening the relationship between geography and STEM, this workshop explores how the CSIRO was able to support student understanding and competence in using science, technology and mathematics to strengthen their achievement in geography.

The problem is we can't assume all students have been exposed to all of this in other subjects. This workshop will explore how geography teachers can assist their students in up to speed on all of this, when teaching the aspects of geography is the core priority. getting up to speed in applying relevant STEM knowledge and skills

Dr Adam Liedloff is an ecologist with more than 20 years' experience in tropical system ecology and ecological modelling in northern Australia. His research includes modelling the impact of rainfall and fire on native savanna tree stands, modelling habitat of the Gouldian Finch to modelling indigenous ecological knowledge of wetland health in Kakadu National Park and bush foods in the Fitzroy River of Western Australia.

Session 5.4
Approaches to teaching Geographies of Human Wellbeing

Trish Douglas

Geographies of Human Wellbeing is one of the Australian Curriculum units designated for Year 10 students. In many schools, Geography at this level may be an elective rather than a compulsory subject. This session aims to provide ideas and resources which will engage and stimulate students and ultimately encourage them to continue their Geography studies.

Workshop attendees will examine a range of resources, including readily accessible online data sets, and participate in a number of activities which could be used in the classroom. The session aims to provide participants with 'take home' exercises which can be readily adapted for their own students.

Trish Douglas is an experienced Geography teacher and is a Life Member of the Geography Teachers Association of Victoria. She has contributed to the writing of a number of textbooks and previously presented at state and national conferences. She also sits on the AGTA Board as Immediate Past Chair.

Session 5.5
Effective Teaching Strategies for Engaging Students in Today's Geography Classroom

Kate Battishall, Emily Nash

It can be challenging to find new and interesting ways to engage students with environmental issues across the primary and secondary Geography curriculum. In this session, we will showcase a teaching routine which is inclusive of all literacy levels, can be adapted to any topic and can be used as a formative assessment tool at any stage of your unit.

See how we facilitate the sharing and understanding of multiple perspectives through The Forest Inquiry Cube. Choose a topic relevant to your students and design your own Inquiry Cube to utilise back at school. We've got them interested, now what? We can use fieldwork to set our students up for success! This session will go on to explore how geographical data collection can be differentiated to meet the diverse needs of today's learners. Gain a better understanding of simple field skills that can be used across the Geography curriculum, from primary to senior secondary, and acknowledge how student choice can be used to empower learners in a field work setting. Apply these teaching strategies to your own local context and help students understand the interconnectedness of humans and the environment.

Session 6.1
**Engaging students in
Geography through
ecosystem restoration
projects**
Louise Swanson, James
Heafey

Ecosystem restoration refers to assisting in the recovery of degraded ecosystems and conserving ecosystems still in tact. Such projects are an excellent opportunity to improve student engagement in Geography and provide a real world context for students to apply geographical tools and inquiry skills in a meaningful way.

These projects have the potential to improve engagement, allow students to explore future career options and improve the perception of the subject from an issues-based subject to solutions-focused.

This session will explore student involvement in ecosystem restoration initiatives in Sydney Harbour and Iron Cove, as well as the way these projects have enabled meaningful relationships between schools, tertiary institutions and organisations.

Louise Swanson is an experienced Geography teacher and Deputy Principal, co-ordinating author of the Geoactive 7-10 textbook series and one of the co-ordinating authors of 11-12 Powerful Geography, author of the Hsieteachers.com blog, and Owner/Director of The Harbour School Sydney.

James Heafey is R/ Head Teacher HSIE at Killarney Heights High School. He is an experienced Science, Mathematics and HSIE teacher. James is a certified snorkelling instructor, and served 8 years service with Royal Australian Navy in warlike and peacetime operations including 6 as Navigators Yeoman.

Session 6.2, 7.2
ArcGIS for Education
Jennah Williams

The focus of this double session is to actively engage educators in using ArcGIS for education. Geospatial technology is not only in the curriculum - but an amazing tool used for problem solving and finding patterns with data analysis.

Esri Australia supports over 2000 schools across Australia, offering a free schools program to boost students' knowledge and understanding in GIS, which are vital 21st century skills. Not only will these tools improve your ability to engage students in geographical learning, it will also provide the foundation to explore future careers in GIS - a growing area of need in Australia.

This double session will make use of ArcGIS tools relating to mapping, field collection and presentation tools to bring geography (or any subject!) to life.

Over the past decade and across three continents, Jennah Williams has been fortunate enough to work in and around her two greatest passions: Marine Science (specialising in anthropogenic impacts and shark science) and STEM education. Jennah holds a Bachelor's (Hons) and Master's degree in Marine Science from North Wales University (UK) and a Master's Degree in Education from Curtin University (AUS).

She advocates the importance of 'location' in identifying research patterns and works to support her fellow earth scientists in their efforts to protect endangered species and delicate ecosystems. From an educational perspective, she focuses on enlightening young minds about environmental issues.

Session 6.3
What Places?
Moving out of the classroom
Crossing discipline
boundaries
Inquiry based learning
Dr Greg Calvert

Getting started with Fieldwork in Geography can be daunting. This workshop will provide strategies of how to develop ideas for fieldwork and implement these to engage students in meaningful learning.

A variety of Geography tools and skills will be introduced using an inquiry – based approach. Consideration will be given to linking data gathering, recording fieldwork and producing a fieldwork report. Importantly participants will have the opportunity to consider and react to a fieldwork checklist.

Dr Greg Calvert has a B. A. (Hons) Geography and a PhD in Maths & Science Education. He was the Principal Education Officer for Year 11 and 12 Curriculum in the Tasmanian Department of Education 2012-13 before retiring after 40 years' service. Greg has provided many years of support to AGTA and the TGTA, including regularly presenting at conferences and contributing to the writing of text books.

Session 6.4
Geography learning
experiences - promoting
students as agents of
change
Cindy Bin Tahal

Climate change and environmental sustainability impact every person on earth. Future forecasts about these topics can be rather unsettling; however there is opportunity to promote optimism and empowerment for our children. Climate always changes, however human influences are speeding up this process.

Geography lessons can provide learning experiences that create optimism for students when learning about climate change and environmental sustainability, by empowering them as agents of change.

This workshop will introduce Seriously Social's Water in the World resource as an example of how educators can differentiate and frame geography learning experiences for students to become empowered as agents of change. There will be a combination of presentation of teaching resources, hands on interaction of learning experiences with time for discussion and participant input.

Cindy Bin Tahal (PhD Candidate, MEd, BEd) is the Education Director with the Academy of the Social Sciences in Australia who is available to present this workshop.

Cindy works with some of Australia's leading social scientists, while engaging with various organisations, educators and students, to expand the Academy of the Social Sciences' Seriously Social school program.

Seriously Social provides Australian Curriculum linked learning resources that are informed and fact-checked by leading researchers. These resources provide learning content that is relevant to students' lives, including the pilot learning module Water in the World (Years 7).

Cindy's previous roles have included school and curriculum leadership and teaching, with experience spanning early childhood, primary and middle years, in locations across Australia, North America and Southeast Asia.

Session 6.5
That's my water!
Kate Eadie and
representatives from Power
& Water NT

That's My Water! is a program developed by the Power & Water Corporation in the Northern Territory. It offers real world water sustainability learning, inviting students and schools to work alongside Power and Water's STEM professionals to address the issue of water sustainability in the Northern Territory.

More than 4800 students and 37 schools have participated in That's My Water! since 2016. The program has a proud history of providing engaging STEM learning experiences for students and is now also delivering important water saving outcomes for schools.

Students, schools, teachers and the wider community are taken on a journey to learn about where our water comes from and how important it is to save water.

In this workshop, participants will learn more about the program to see how it provides students with an outstanding educational experience, tailored to age and location, and how participating schools have benefited from significant water saving outcomes. Although aspects of the program are applicable in all schools, a focus will be on exploring the benefits of schools working with utilities providers to develop rich learning experiences.

Kate Eadie is the Teaching and Learning Officer – Humanities and Social Sciences 7-12 for the NT Department of Education. She has extensive experience teaching the humanities in the NT, and in supporting teachers to develop engaging and relevant programs in geography.

Session 7.1
**In conversation about the
Australian Curriculum:
Geography: Harnessing the
salience and responsiveness
of AGTA members as
discipline experts**
Dr Susan Caldis, Assoc Prof
Alaric Maude, Julie Davis
and others

Teachers across career stages who are interested in the developments of, and providing feedback for, the Australian Curriculum: Geography"

The development of an Australian Curriculum: Geography, led by the Australian Curriculum Assessment and Reporting Authority (ACARA), across primary, secondary and senior secondary years between 2010 - 2013 and its subsequent uptake across states and territories brought hope for a rich and secure foundation in school-based geography education. Representatives from the Australian Geography Teachers Association (AGTA) and Institute of Australian Geographers (IAG) have a long-term, deeply invested and collaborative interest in curriculum shaping, delivery and advocacy. Ongoing curriculum reviews, as a response to shifting government leadership, funding decisions, and educational priorities appear to compromise subject integrity and reduce opportunities for consultation with academics, industry, and teachers.

This panel session is interactive. Speakers will address the current opportunities and concerns facing the Australian Curriculum: Geography and the audience will be invited to act as a working group to respond in written and verbal form with considered advice about how to retain the distinctiveness, integrity and future-facing nature of geography in a school curriculum construct. Expected outcomes include commentaries for the public and academic domain, together with development of a report suitable for discussion with relevant authorities, leaders and associations who are connected to curriculum.

Session 7.3
A sense of place through simple fieldwork
Kathy Jones

The best way for your students to understand a sense of place is through fieldwork. Accessible fieldwork at school shows all teachers of geography how to integrate simple fieldwork ideas into lessons. Fieldwork is an integral part of geographical education, allowing students a hands-on approach to learning by the inquiry process; making observations, asking geographical questions, collecting data, using fieldwork tools, processing and communicating information.

During this workshop teachers will be trained to undertake a simple fieldwork investigation that they can run with their class at school. The investigation will have links to the Australian Curriculum content and skills. In my experience, teachers greatly benefit from my fieldwork and skills workshops and go on to implement their new skills with their students. Please note that the workshop will be presented outside the classroom, bring a hat, water and wear comfortable shoes.

Kathy Jones is the director of Fieldwork Connections, which aims to bring a deeper understanding of physical geography to students and teachers of geography in Australian schools through fieldwork. She currently teaches geography part time at a school in Sydney and also travels regionally for fieldwork opportunities. For enquiries please contact kathy@fieldworkconnections.com.au

Session 7.4
Geography Skills for Out-of-Field Teachers
Catherine Holmes

A significant number of Geography teachers in Australia are considered to be out-of-field. Geography has very specific skills and concepts that teachers need to understand and use to be able to effectively engage their students in the classroom. This workshop will provide out-of-field teachers with information, activities and resources on how best to teach these skills and concepts in a classroom setting.

This workshop will be aimed at out-of-field teachers and will start with a recap of geographical skills and concepts, including reading topographic maps, answering distribution questions and understanding spatial association. Workshop attendees will engage in activities that they can use in their classroom to support students in learning these skills and concepts. Ideas will then be shared about how to create lessons in years 7 to 10 Geography that are engaging for students and easy for out-of-field teachers to teach.

Catherine Holmes is an experienced and passionate Geography teacher who is currently the Head of Humanities - Curriculum and Assessment and Sustainability Leader at Xavier College, Melbourne. She has directly supported the development of the Geography curriculum across Years 7 to 12 at Xavier College, supporting out-of-field teachers in her role as Head of Humanities. She is also the Vice President of the Geography Teachers' Association of Victoria.

Session 7.5
Enhancing Cognitive Abilities Through Geographical Mysteries: A Problem-Solving Approach in Geography Education
Yuliya Snoxall

This presentation explores the "Geographical Mystery" activity, developed by David Leat in the late 1990s, as part of a broader initiative to enhance cognitive abilities through geography teaching.

Geographical Mysteries are problem-solving activities designed to engage students in collaborative learning. Students are provided with a set of seemingly unrelated statements on cards, which they must physically manipulate to explore connections, classify information, and make inferences. The objective is for students to draw on their prior knowledge while integrating new information to address a central, open-ended question.

This activity encourages students to navigate ambiguity, as there is no single correct answer. By the end of the lesson, students are expected to develop hypotheses and produce extended written responses, selecting relevant information to support their conclusions.

A key component of the Geographical Mystery is the follow-up discussion, which focuses on the students' learning processes—what strategies they employed, the advantages and challenges of the approach, and reflections on their cognitive development. However, time constraints often limit the depth of these discussions in practice.

This session will provide an overview of the Geographical Mystery activity, its theoretical underpinnings, and practical implications for fostering critical thinking and problem-solving skills in geography education.

Yuliya Snoxall is the senior teacher for Geography at Darwin High School, and is a nominated director for the NT on the AGTA Board. She has previous teaching experience in the United Kingdom, and works actively to support other teachers of geography in the Northern Territory

Session 5.1

Critical literacy and climate change

Ania Tait

Developing critical literacy skills is essential for better understanding climate change, especially given the prevalence of misinformation. Climate change is a complex issue, often subject to conflicting narratives and deceptive information spread through social media, biased sources, and even political agendas.

Critical literacy empowers individuals to question and analyze the sources and content they encounter, enabling them to distinguish credible scientific evidence from misleading claims. It encourages readers to assess the reliability of data, recognize the motives behind different arguments, and consider the broader context in which information is presented.

As climate change increasingly affects global societies, critical literacy ensures that people can make informed decisions, advocate for effective policies, and hold accountable those in positions of power. Without these skills, individuals risk being swayed by false or incomplete narratives, which can hinder collective action needed to address this urgent global challenge.

This lecture will explore the importance of critical literacy in discerning credible evidence, identifying bias, and making informed decisions on one of the most pressing global issues of our time. Tailored for educators, the session will provide practical strategies for teaching students how to navigate climate change information critically, empowering them to become thoughtful, informed citizens who can engage with complex issues confidently.

Ania Tait is Assistant Director Education Services at Library & Archives NT. She has an interest in applied research, participatory and inclusive approaches in education, and arts-based methodology.

Session 8.2
Welcome to the Geography Book Club

Catherine Pearce

Please bring along something to read - A book, magazine, audiobook, fiction or non-fiction ... and a cuppa!

I wanted to show my students that geography is everywhere, and I was curious to know what they would choose to read when given the space to select their own texts. So, we hosted a Geography Book Club. Students were challenged to select a text. It could be fiction or nonfiction, print or audio, magazines, novels, or blogs, as long as it was readable. Students then met in book clubs to discuss their books using SPICESS as the structure of their reviews. When students explain their thinking processes aloud, they solidify their understanding of concepts. It is a critical component of deep learning and effective communication skills.

In this workshop, we will replicate the Geography Book Club, starting with exploring the book club assessment task, sharing your texts using SPICESS, and discussing how you could implement Geography Book Clubs with your classes.

Catherine Pearce has spent 30 years using stories to show her students that geography is everywhere. She advocates for Geography teachers' ability to help students understand the interconnected nature of our world through the stories we tell.

Session 8.3
Pedagogy for teaching a Sense of Place

Julie Davis

A workshop to introduce resources and pedagogy to teach students about the concept of Place as well as develop their understanding of a Sense of Place. Suited to middle years in particular, with links to the Australian Curriculum v9.0, but suitable for senior students (or even adaptable to primary years) the activities will focus on different ways we can teach students that Place refers to features and phenomena on the earth's surface that are identified and given meaning by people through the way they are perceived, experienced, understood and valued differently. Exposure and connection to these places develops our Sense of Place.

Julie Davis is an experienced geography teacher who has taught across the geography curriculum for middle and senior years. She also teaches our future Geography teachers at Queensland University of Technology and is an active member of the Geography Teachers' Association of Queensland and an AGTA Board member.

Session 8.4
High Impact Teaching Strategies in the Geography Classroom

Karen Caporelli, Caryn Shield

This session will demonstrate how high impact teaching strategies (HITS) in Geography have helped deepen students' understanding of key geographical concepts and ideas. Strategies include: the use of mini whiteboards, non volunteers, spicy questions and visual cues. These strategies are ones that can be used in any classroom and at any age group.

Workshop participants will be shown some of the techniques which have been implemented in our geography classes. There will be an opportunity to see how these tools can be used in a variety of grades and educational settings. Specific examples of how these have been implemented in the teaching of year 7 'Water in the World', Senior Secondary units including 'Anthropogenic Climate Change' and 'Globalisation'

Both Caryn and Karen are currently the Tasmanian representatives on the board of the Australian Geography Teachers Association. Caryn is the President of the Tasmanian Geography Teachers Association and has been teaching secondary Geography at St Michael's Collegiate for the past 16 years. Karen is the current Secretary/ Treasurer of the TGTA and has been teaching senior secondary Geography at Guilford Young College for 16 years. They are both highly dedicated to helping their students achieve the best outcomes of which they are capable.

Session 8.5

Teaching students to ask questions

Kate Eadie

This workshop will explore the Question Formulation Technique (QFT), a simple, yet powerful learning approach designed to maximise student agency by teaching students to ask better questions.

Created by The Right Question Institute, the QFT guides learning through a 6-step process, that encourages students to think critically, develop greater self-efficacy, and become more confident citizens.

The process starts with a topic focus provided by teachers. Students then produce and improve as many questions as possible, learning how to turn statements into questions, open closed questions, and prioritise their questions.

Kate Eadie is the Teaching and Learning Officer – Humanities and Social Sciences 7-12 for the NT Department of Education. She has extensive experience teaching the humanities in the NT, and in supporting teachers to develop engaging and relevant programs in geography.