



**gtav**

GEOGRAPHY TEACHERS'  
ASSOCIATION OF VICTORIA



**ANNUAL CONFERENCE 2026**

# PEOPLE, CHANGE & INTERCONNECTIONS



**Thursday 13 August**

Fieldwork Day, various locations

**Friday 14 August**

Conference Day, RACV City Club



## Message from the President



We are so excited to invite you to the 2026 GTAV Annual Conference. For many Geography teachers working away by themselves or in small teams at their own school, this conference is the high point of the year, where we can come together, share our practice, learn from each other and leave inspired to get back to the classroom. Every year I leave the Annual Conference with so many ideas, resources and possibilities that I can't wait to try out in class. We are thrilled to be able to bring you this event once again at the RACV City Club, with its marvellous views of the Melbourne CBD.

This year, global uncertainty and economic challenges have made Geography teaching more relevant than ever. It is certain that the Strait of Hormuz was not well known to many people before this year, but its geopolitical importance has certainly made itself known to all today! It is this type of interconnected world that showcases the unique vantage point of Geography in schools to engage students in world events, and understand the myriad ways in which we are interconnected to places near or far. The Conference theme this year "People, Change and Interconnections" serves to reorient us to some of the key themes of Geography, and promises to spark many interesting discussions on Conference Day.

This year, we have flipped the script slightly and are going to hold the fieldwork day first. Fieldwork is a cherished and unique part of Geography teaching and learning, and I encourage you to sign up for one of our fieldwork sessions, which range from the coastlines of Port Phillip Bay to the Toolangi forests, from urban fringe land use change to using GIS at the Melbourne Zoo. Having been on several of the fieldwork trips across the years, I can highly recommend this as a powerful combination with the workshop sessions on Day 2.

Finally, thank you to all of those among you who have put your hand up to present a session at this year's conference. Geographers learning from each other is at the core of what we want to facilitate at this year's conference, and we are so grateful to have such expertise among our many presenters. They are ably supported by a wonderful array of industry and trade exhibitors who will provide you with many opportunities both in and out of the classroom to deepen your expertise and level up your teaching.

As they do every year, the GTAV staff have worked tirelessly behind the scenes to ensure everything runs smoothly. I thank them for everything they do to help ensure that we can all learn as much as possible and enjoy our Annual Conference to the fullest.

Please come and say hello during the Conference. I enjoy meeting with members and look forward to this day all year. I hope you do too, and enjoy the Conference!

Steve

[REGISTER NOW](#)



## Keynote Address

### Belinda Collins - Founder, Cumulate

#### How Geography Shapes Lives, Opportunity and Impact

In this inspiring keynote, Belinda Collins will explore the powerful role geography plays in shaping the course of our lives. Through deeply personal storytelling and real-world experience, she will examine how where we are born, the environments we grow up in, and the people and places we encounter can profoundly influence opportunity, identity and future pathways.

At the heart of this session is Belinda's long-standing friendship with Princess Kasune Zulu - a relationship that began through international development work and grew into a life-changing lesson about inequality, resilience and human connection. Using this story as a lens, Belinda will invite participants to reflect on the "lottery of latitude" and the ways geography can both constrain and create possibility.

This keynote will connect personal narrative with broader global themes, including:

- spatial inequality and access to opportunity
- the relationship between place, privilege and life outcomes
- global citizenship and intercultural understanding
- the power of connection across borders
- how individuals and communities can create meaningful change

Belinda will also share insights from her work across philanthropy, education, health and emerging technology, offering a thought-provoking perspective on how purpose-led leadership can respond to the challenges and possibilities of an increasingly interconnected world.

This session will leave audiences with a renewed appreciation for the human stories behind geography, and a powerful reminder of the impact that empathy, connection and action can have in shaping a more just and hopeful future.

#### About Belinda

Belinda Collins has spent more than 25 years working at the intersection of people, place and purpose. Her career has spanned philanthropy, health, medical research, sport and, more recently, artificial intelligence - always with a focus on creating meaningful social impact.

A defining moment in Belinda's journey came through her friendship with Princess Kasune Zulu, a young Zambian woman whose life story inspired the book *Warrior Princess*. The book traces Princess's extraordinary journey from a rural village in Zambia to international advocacy and leadership, and helped fund schools and clinics in rural communities.

Belinda has worked with organisations including World Vision, the Murdoch Children's Research Institute, the University of Melbourne and the AFL, and currently serves on the boards of the Stroke Foundation and Bush Heritage Australia. She is also an Ambassador for the Burnet Institute. Her work continues to be shaped by a deep belief in the power of connection, opportunity and global citizenship.



# Annual Conference

2026



gtav

## Ticket Pricing

Early Bird closes  
at 5pm on  
Sunday 28 June.  
Don't wait!

### EARLY BIRD PRICING

TICKET TYPE	DAY 1 TICKET Fieldwork Day Various Locations Thursday 13 August	DAY 2 TICKET Conference Day RACV City Club Friday 14 August	DAY 1 & 2 BUNDLE
<small>Prices listed below are per person and include GST.</small>			
Non-Member	\$287	\$689	\$976
Individual Member	\$150	\$310	\$460
School Member - metro	\$175	\$380	\$555
School Member - regional	\$150	\$325	\$475
Organisation Member	\$170	\$380	\$550
Pre-Service Teacher	\$82	\$90	\$172
Life Member & Friend of the GTAV	\$82	\$150	\$230

### REGULAR PRICING

TICKET TYPE	DAY 1 TICKET Fieldwork Day Various Locations Thursday 13 August	DAY 2 TICKET Conference Day RACV City Club Friday 14 August	DAY 1 & 2 BUNDLE
<small>Prices listed below are per person and include GST.</small>			
Non-Member	\$359	\$861	\$1,220
Individual Member	\$188	\$388	\$575
School Member - metro	\$219	\$475	\$694
School Member - regional	\$188	\$406	\$594
Organisation Member	\$213	\$475	\$688
Pre-Service Teacher	\$82	\$90	\$172
Life Member & Friend of the GTAV	\$90	\$150	\$230

- Early Bird ticket pricing listed above closed at 5pm on Sunday 28 June 2026 (*no exceptions*).
- All prices listed above include GST and are per individual.
- Conference Day registration includes morning tea and lunch.
- Fieldwork Day registration does not include catering or transport to locations, unless indicated.

REGISTER NOW



## Registration

Registration for the GTAV Annual Conference can be done online, please [click here](#) to register.

- This year we have introduced an early bird rate, make sure you register before 28 June to receive the discounted rate.
- Registrations close at 5:00pm on Wednesday 5 August 2026.
- Break out sessions can be selected at the time of registration. Early registration is advised to ensure a place in your preferred session.
- Once you have registered, you will receive a confirmation email. You will be able to view your selected sessions by logging into the GTAV member portal using your member login credentials. If you are not a member, you will receive an email with your login details.
- If you wish to register at the discounted member rate, we recommend you first check that your membership is active, and where applicable, that a new membership or renewal has been fully paid (please allow a few days for processing).
- If your school is a member, we advise you check that you are on the list of teachers attached to the membership in order to receive the member discount.
- Please note, there are no part-day registrations available and registrations are non-transferable.
- GTAV refund policy:
  - 50% refund if cancelled more than 14 days prior to the event.
  - No refund if cancelled within 14 days of the event.
  - A valid reason for cancellation needs to be provided such as illness, accident or bereavement.
  - All refunds are issued at the discretion of the GTAV.

## Program Overview

### Fieldwork Day - Thursday 13 August

Time	Session	Location
7:00am - 2:30pm	<b>Fieldwork Trip 1:</b> The future of the E. Regnans forest of S.E. Australia	Toolangi State Forest
8:30am - 4:30pm	<b>Fieldwork Trip 2:</b> Rising Tides: Melbourne's Changing Coastlines	Mornington Peninsula
9:00am - 3:00pm	<b>Fieldwork Trip 3:</b> Unit 3 - Land use change in Donnybrook and Kalkallo	Katalia Estate
9:30am - 3:00pm	<b>Fieldwork Trip 4:</b> Plug and Play GIS at Melbourne Zoo	Melbourne Zoo, Parkville

## Conference Day - Friday 14 August

Time	Session
8:15am	Arrival, check in, tea & coffee available Visit our trade exhibitors
9:00am	<b>WELCOME</b> Stephen Barrett, GTAV President
9:05am	<b>KEYNOTE ADDRESS</b> Belinda Collins
9:55am	<b>GTAV AWARDS</b> Alex Lyne Fieldwork Award Colin Green Excellence in Teaching Award Emerging Geography Educator Award
10:10am	<b>GTAV EXECUTIVE OFFICER ADDRESS</b> Genevieve Newton, GTAV Executive Officer
10:10am	<b>PRINCIPAL PARTNER ADDRESS</b>
10:20am	<b>VCAA Update</b>
10:35am	<b>MORNING TEA &amp; TRADE EXHIBIT</b>
11:15am	<b>BREAKOUT SESSION A</b>
12:15pm	<b>BREAKOUT SESSION B</b>
1:00pm	<b>LUNCH &amp; TRADE EXHIBIT</b>
2:00pm	<b>BREAKOUT SESSION C</b>
3:00pm	<b>BREAKOUT SESSION D</b>
4:00pm	<b>SOCIAL HOUR</b>

## Breakout Sessions

### BREAKOUT SESSION A

11:15am - 12:15pm

- A1 Getting Hands on to bring Sustainability to Life with Students**  
Nicole McDonald (CQ University)
- A2 Promoting Careers in Geography as a Motivation & Recruitment Tool**  
Fiona Taylor (Coburg High School)
- A3 Whole School Opportunities: Mining Hazards, Disasters & Changing Use of the Land**  
Andrew Mains (Resources Victoria)
- A4 Generative AI in Geography: Enhancing Thinking, Not Replacing It**  
Paul Cross AM (Monash University)
- A5 Mapping Melbourne's Coffee Landscape: Data Fieldwork & Geospatial Tools in the Classroom**  
Corrine Pearce (University High School)
- A6 Using Geospatial Technologies to Monitor, Assess and Evaluate their Usefulness in Geography**  
Emma O'Dowd (Padua College)

### BREAKOUT SESSION B

12:15pm - 1:15pm

- B1 Inquiry at Scale: Fieldwork, Coastal Inquiry & Geographical Thinking in the Middle Years**  
Madelynn Strongman (Haileybury College)
- B2 No Budget? No Time? No Problem! The Realities of Organising Fieldwork**  
Sam Connell (Vermont Secondary College)
- B3 Introducing Year 7-9 Students to GIS**  
Diana Beaumont (Gladstone Park Secondary College)
- B4 Teaching Geography Basics 101 - Where to Start When you have Never Taught it Before**  
Susan McCormack (Billanook College)
- B5 Keeping Core Geography Strong**  
Katrina Davey (Author)
- B6 Ideas for Structuring VCE Unit 3 & 4 SAC Assessments**  
Naomi Baulch (Tintern Grammar)

### BREAKOUT SESSION C

2:00pm - 3:00pm

- C1 The Geography of Heat Vulnerability in Australia**  
Qian Sun (RMIT University)
- C2 Geography of the Interface - Where Water Meets Land**  
Ian Rutherford (Geography Victoria/University of Melbourne)
- C3 Unpacking the 2025 Alex Lyne Fieldwork Award - A How to!**  
Naomi Baulch (Tintern Grammar)
- C4 Beyond Worksheets & Videos: Engaging Students in Geography**  
Paul Cross AM (Monash University)
- C5 'Trump Geography' - Engaging with World News**  
Karoline Walter (Camberwell Girls Grammar School)
- C6 Think Like a Geographer: Preparing Students for the Examination**  
Claudia Graham (Marcellin College)
- C7 Ideas Without Borders: Weaving Together Science & Humanities**  
Melanie Flower (Newhaven College)

### BREAKOUT SESSION D

3:00pm - 4:00pm

- D1 Keeping VCE Case Studies Fresh**  
Adrian De Fanti (Mazenod College)
- D2 Data-Driven Coasts: A Geospatial Approach to Climate Change**  
James Driscoll (Monash University)
- D3 Inquiry in Action: Building Geographers for the Real World**  
Danielle O'Leary (Geography Teachers' Association of Victoria)
- D4 Geography & Explicit Instruction**  
Deaon Cole (Girton Grammar Bendigo)
- D5 Unit Planning for VCE 1 - 4**  
Anya Greenhill (Eltham College)
- D6 Engaging Junior Geography Students**  
Ben McManamny (Camberwell Girls Grammar School)
- D7 The Geography Staffroom - Building Competency in assessment Creation, Moderation, and Mentoring**  
Paul Rogers (University High School)

## FIELDWORK DAY

- Fieldwork Day is on **Thursday 13 August**.
- Sessions have various start times, please see each listing below for start and finish times.
- Fieldwork Day ticket price does not include catering or transport to locations (unless indicated below).
- Please BYO morning tea and lunch.
- Please note the 'special details' for each trip: meeting location and other specific requirements.

### Fieldwork Sessions



## FIELDWORK TRIP #1

7:00am -  
2:30pm

### The future of E. Regnans forest of S.E. Australia

Andrew Dodson & Brett Mifsud, Caulfield Grammar School

LOCATION: Toolangi State Forest

Attendees will learn about the growth, life and interconnections of the E.Regnans, the world's tallest flowering plant and the threats to its survival in S.E. Australia. Topics covered will include the life cycle and importance of natural fire events to help maintain this ecosystem, symbiotic relationships with other species, timber and non-timber values from these forests, past and future management including the decline of the timber industry in Victoria, the use of LiDAR to track forest inventories and future management strategies such as the Great Forest National Park.

Attendees will learn in the field at various sites with Brett and Andrew within the Toolangi forest. It is hoped that this fieldtrip will provide useful concepts, context and content to new and emerging Geography educators coming to terms with the Unit 3, Area of Study 1, key knowledge about deforestation.

#### SPECIAL DETAILS:

Attendees should wear outdoor clothing suitable for a variety of forest conditions. Fully enclosed footwear with long trousers is advised, rain jacket, hat, water bottle and food from home. Also a small daypack as there will be some short adventurous walks and some longer track walks, the longest being 40 minutes return.

If coming via car, please be at the Beechworth Bakery, Healesville, by no later than 8.45am. We expect to return to Healesville by no later than 2.20pm.

## FIELDWORK TRIP #2

8:30am -  
4:30pm

**Rising Tides: Melbourne's Changing Coastlines**  
James Driscoll, Monash University

LOCATION: Mornington Peninsula

This field trip investigates hydrogeological and meteorological hazards linked to climate change on the Mornington Peninsula. Participants examine coastal erosion, sea-level rise, and storm impacts across bay and ocean beaches, using geospatial datasets to analyse shoreline change through time. Participants also collect primary field data, modelling effective, curriculum-aligned fieldwork approaches. The excursion explores adaptation responses such as coastal protection, engineering solutions, and managed retreat, while encouraging participants to critically evaluate their effectiveness and limitations.

Importantly, the program also considers mitigation strategies for climate change, highlighting the need to reduce emissions and address underlying drivers of environmental change alongside local responses. Through this integrated approach, participants develop critical thinking skills and a deeper understanding of how communities respond to dynamic coastal environments. Comprehensive fieldwork resources, including a detailed teacher guide and student logbooks, support implementation and enhance learning outcomes.

### **SPECIAL DETAILS:**

A bus will be arranged with all participants to meet at Huntingdale Train Station Car Park. Participants to bring lunch and 2L water bottle.

## FIELDWORK TRIP #3

9:00am -  
3:00pm

**Unit 3 - Land use change in Donnybrook and Kalkallo**  
Anya Greenhill, Eltham College

LOCATION: Katalia Estate - Alloca Park (corner of Brown Bvd and Patterson Drv)

With Melbourne's growing population, demand for housing, schools, transport, and essential services continues to rise. This fieldwork day provides teachers with the opportunity to investigate land use change (LUC) at Katalia Estate in Donnybrook and Cloverton Estate in Kalkallo. Participants will build the skills and knowledge needed to prepare students for effective fieldwork, with a focus on designing meaningful investigations. The day will explore factors influencing LUC, along with the positive and negative impacts over both short and long timeframes. At Katalia Estate, currently undergoing significant change, teachers will visit multiple sites, use Survey123 to compare impacts, and apply a range of primary data collection techniques. The experience also includes a visit to Cloverton Estate, Victoria's largest master planned community, where participants will compare the estates and learn how to develop an understanding of interconnection between the estates.

### **SPECIAL DETAILS:**

Wear comfortable clothes, bring your own clipboard and fully charged phone. We will meet at Alloca Park at the corner of Brown Bvd and Patterson Drv (enter Katalia estate at the traffic lights at Patterson Drv). There is parking adjacent to the park. Please note that we will be driving to multiple places throughout the estate, so we can carpool. We will also briefly visit Donnybrook Station and then head to Stockland Land Sales and Information Centre at Cloverton and Kallo Town Centre. We will park in the main carpark at the sales centre and can carpool to the main retail and recreational precinct. Participants are welcome to purchase lunch at Kallo Town Centre, but please bring your own snacks and drinks.

## FIELDWORK TRIP #4

**9:30am -  
3:00pm**

### **Plug and Play GIS at Melbourne Zoo**

[Simon Rawson & Andrew Eadon, Melbourne Zoo, Zoos Victoria](#)

LOCATION: Melbourne Zoo, Parkville

In this practical fieldwork session, we will introduce a plug-and-play GIS project designed specifically for VCE Geography teachers. There is no prior GIS or ESRI experience required. The resource has been co-created with ESRI Education Australia and Melbourne Zoo to ensure teachers can confidently facilitate fieldwork using GIS technology without needing technical expertise.

We will experience the simple student data-collection activity available onsite at Melbourne Zoo and show how the project integrates into the VCE Geography program and aligns directly with fieldwork requirements. Participants will explore how the data feeds automatically into an easy-to-use ESRI dashboard, allowing students to visualise patterns and apply findings to fieldwork reports or assessment tasks.

Through a collaborative workshop, you will consider practical ways to use the dataset in your classroom, share ideas with colleagues, and ask questions. This session focuses on making GIS accessible, time-efficient, and immediately usable for teachers with zero prior experience.

#### **SPECIAL DETAILS:**

Meet at the Rail Gate Entrance to the Zoo. Bring your mobile phone for data collection (we can have tablets available if you don't have a smartphone). Bring a laptop if you have access to one and wear comfortable shoes.



# gtav

## ALEX LYNE

### Fieldwork Award 2026

The Alex Lyne Award  
recognises the importance  
of fieldwork in the school  
curriculum for Geography

Submissions close on Friday 10 July 2026



## CONFERENCE DAY

### Venue

## RACV City Club Melbourne

501 Bourke Street, Melbourne VIC 3000

<https://www.racv.com.au/racv-club/locations/city.html>

RACV City Club is close to Melbourne's retail precinct, Federation Square, theatres and major event venues. Conveniently positioned in the heart of Melbourne's CBD, the RACV City Club has onsite parking and is accessible by tram or train. It is a short walk from either Flinders Street Station, Flagstaff Station and Southern Cross Station.

### Getting There

#### TRAM

Tram #4 - Queens St/Bourke St, 2 minute walk

Tram #5 - Bourke St/William St, 3 minute walk

#### TRAIN

The RACV City Club is conveniently located within walking distance from either Flinders Street Station, Southern Cross Station or Flagstaff Station. Plan your trip with Public Transport Victoria:

<https://www.ptv.vic.gov.au/journey>.

#### CAR

The RACV City Club offers a secure multi-level underground car park with 460 car spaces available 24 hours a day, seven days a week. Guests will have a discounted rate of \$45 for a full day (entry from 8:00am - exit prior to 6pm). Guests can obtain a discounted exit pass from the venue supervisor on the day of the conference. (please note: maximum car height of 2.1m).

## Accommodation

### RACV CITY CLUB

RACV are offering guests of the GTAV Annual Conference a special rate of \$289 per night for a Standard King Room or Twin Room. To access this discounted rate, please [click here](#).

### OTHER NEARBY ACCOMMODATION

#### CitiClub Hotel Melbourne

113 Queens St, Melbourne

<https://www.citiclubhotel.com.au/>

#### Quest on William

172 William St, Melbourne

<https://www.questapartments.com.au>

#### Oaks Melbourne on Collins Suites

480 Collins St, Melbourne

<https://www.oakshotels.com/en/oaks-on-collins>

## Arrival

Upon arrival, guests will be greeted with a variety of tea and coffee options. Morning tea and lunch will be provided as part of the registration fee for Day 2 of the Conference. Guests with special dietary requirements will be asked to indicate their needs when registering online.



# gtav

## EMERGING GEOGRAPHY EDUCATOR AWARD

Recognise and support an outstanding early career Geography educator who is demonstrating passion, innovation and dedication to the profession.

Submissions close on Friday 10 July 2026



## Trade Exhibitors

Trade exhibits offer a valuable opportunity for attendees to explore the latest resources, services and innovations within the field of geography. Engaging with exhibitors provides first-hand knowledge about cutting-edge technologies and solutions that can significantly enhance teaching practices.

Visiting our trade exhibits facilitates networking with industry professionals, opening doors to potential collaborations, partnerships and opportunities for professional growth. Overall, the experience of exploring trade exhibits enriches the conference by providing a platform for learning, networking and staying updated on industry trends and developments throughout the day.

You are encouraged to visit the Trade Exhibit display on arrival from 8:15am onwards and during break times.

## Contact

For enquiries, feel free to reach out to the GTAV at 03 9824 8355 or [events@gtav.asn.au](mailto:events@gtav.asn.au)

REGISTER NOW



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## COLIN GREEN

### Excellence in Geography Teaching Award

Celebrate excellence in Geography education by recognising an inspiring educator for their outstanding commitment, leadership and impact in the classroom.

Submissions close on Friday 10 July 2026

 [LEARN MORE](#)



## Conference Day Breakout Sessions

### SESSION A

11:15am - 12:15pm

#### A1

### Getting Hands on to Bring Sustainability to Life with Students

Nicole McDonald, CQ University

#### FOCUS:

PRIM

7-10

The Agricultural Education research cluster has been working with Victorian geography teachers over the last 5 years to bring concepts of sustainability to life. In this session teachers will learn the knowledge and skills to implement a range of hands-on classroom activities with students, demonstrating how STEM is changing the way farmers work with the natural environment to grow food while reducing GHG emissions, maintaining soil health, and ensuring waterways are maintained. Food systems are a context where concepts of social, economic and environmental sustainability intersect. Activities are adapted for different year levels with examples of alignment to the curriculum.

#### CURRICULUM AREAS:

F-6 Geography, Year 8 Landforms and Landscapes, Year 9 Biomes and Food Security, Cross-Curricular Priorities in Geography.

#### A2

### Promoting Careers in Geography as a Motivation & Recruitment Tool

Fiona Taylor, Coburg High School

#### FOCUS:

VCE

This session will share a number of simple strategies and activities to get students and prospective students engaging with Geography related TAFE and Uni courses, and considering the many interesting, future-proofed, decently paid and meaningful careers available in our field. I will share how I have used these strategies to increase VCE student numbers, engage students in the subject during Year 10 and 11, generate a boost in energy during Year 12, and to increase the number of Year 12s heading off to study Geography related courses.

#### CURRICULUM AREAS:

Careers in Geography.

#### A3

### Whole School Opportunities: Mining Hazards & Disasters & Changing Use of the Land

Andrew Mains, Resources Victoria

#### FOCUS:

7-10

VCE

The VCE Units 1 (Hazards and Disasters) and 3 (Changing Use of the Land) are highly topical for the mines in the Latrobe Valley, and indeed to mineral extraction in all areas. We have focused on the hazards, failures and mitigation over the last 100 years of coal mining and the manner in which these are being addressed in the rehabilitation phase. This leads directly to how the land use has changed over time and will continue to do so into the future. Mines come and go but what were they originally and what will come after?

#### CURRICULUM AREAS:

Year 7 Water in the World, Year 8 Landforms and Landscapes, Year 9 Geographies of Interconnections.

### A4

#### Generative AI in Geography: Enhancing Thinking, Not Replacing It

Paul Cross AM, Monash University

##### FOCUS:

GEN

7-10

VCE

Moving beyond concerns about student misuse of AI, this workshop explores how generative AI can be harnessed by students to support deeper thinking, evaluation and problem-solving in the geography classroom. Rather than a passive tool for answering questions or retrieving information, participants will investigate practical strategies for using AI to enhance inquiry, and engagement. The session will also examine how teachers can use AI to design richer learning experiences - lesson planning, differentiation, assessment design and the development of higher-order tasks. Attendees are encouraged to bring their own device – laptop, iPad or smartphone.

##### CURRICULUM AREAS:

F-6 Geography, Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing, VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population, Key Geographic Concepts, Numeracy and Literacy in Geography.

### A5

#### Mapping Melbourne's Coffee Landscape: Data Fieldwork & Geospatial Tools in the Classroom

Corinne Pearce, University High School

##### FOCUS:

7-10

Attendees will receive an overview of a unique and engaging fieldwork activity conducted by Uni High's Booeegigat Program. Coffee in the Pacific region is a case study through which year 9 students engage with biomes and interconnections. They collect data on Melbourne's cafes, with a particular focus on responsible sourcing, sustainability and cost. They then manage, analyse, and map their data using the geospatial platform ArcGIS. This fieldwork activity is run each term with each class feeding new data into the program, providing a collaborative longer term project for the entire cohort to transfer to the class of 2027.

##### CURRICULUM AREAS:

Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections.

### A6

#### Using Geospatial Technologies to Monitor, Assess and Evaluate their Usefulness in Geography

Emma O'Dowd, Padua College

##### FOCUS:

7-10

VCE

This session explores how a range of geospatial technologies can be used across Years 7–12 Geography to monitor, analyse, and assess geographical phenomena. Drawing on curriculum contexts from the Victorian Curriculum 2.0 (Years 7–10) and VCE Geography Units 1–4, the session focuses on building students' capacity to collect, visualise, and interpret spatial data. Emphasis is placed on linking geospatial technologies with meaningful fieldwork and inquiry-based learning. Participants will also explore strategies for teaching data analysis and critical thinking skills, enabling students to interpret spatial patterns, assess reliability, and evaluate the usefulness and limitations of geospatial data in geographical investigations.

##### CURRICULUM AREAS:

Year 10 Geographies of Human Wellbeing

**LEGEND:** GEN General PRIM Primary School GEO Geospatial Technology  
7-10 Years 7-10 FIELD Fieldwork VCE VCE

## SESSION B

12:15pm - 1:15pm

### B1

#### **Inquiry at Scale: Fieldwork, Coastal Inquiry & Geographical Thinking in the Middle Years**

[Madelynn Strongman, Haileybury College](#)

#### **FOCUS:**

PRIM

7-10

How can authentic fieldwork strengthen geographical inquiry in the middle years? This session explores how a multi-campus Humanities program uses fieldwork and inquiry to build geographical thinking across Years 5–8, supported by shared resources and common assessments. A key focus will be a Year 8 coastal landscapes unit. Participants will examine how students investigate processes such as erosion, deposition and longshore drift through structured inquiry and fieldwork. The session highlights the use of frameworks like SHEEPT to support observation and explanation, and provides practical strategies for designing fieldwork and assessment tasks that ensure consistency across classes and campuses.

#### **CURRICULUM AREAS:**

F-6 Geography, Year 8 Landforms and Landscapes, Fieldwork, Key Geographic Concepts.

### B2

#### **No Budget? No Time? No Problem! The Realities of Organising Fieldwork**

[Sam Connell, Vermont Secondary College](#)

#### **FOCUS:**

7-10

VCE

This practical session explores a range of fieldwork programs designed across Years 7–12 in a variety of school settings. Participants will receive a booklet of adaptable activity ideas suitable for different locations and budgets, while exploring key geographical concepts including SPICESS, SEE impacts, geospatial technologies, and primary and secondary data collection. The session will also provide practical advice on staffing, transport, budgeting and organising both local and extended fieldwork experiences. Designed for teachers working within tight school restrictions, attendees will engage with brainstorming tools, advocacy strategies and practical responses to common barriers when planning and justifying fieldwork opportunities.

#### **CURRICULUM AREAS:**

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing, VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population, Fieldwork.

### B3

#### **Introducing Year 7-9 Students to GIS**

[Diana Beaumont, Gladstone Park Secondary College](#)

#### **FOCUS:**

7-10

Why wait until VCE to introduce geospatial technology? In this session, we will workshop practical ways to introduce year 7-9 students to age-appropriate platforms such as Google Maps/Google Earth and simple tools within the VicMaps suite. My presentation will include explicit pedagogical strategies to scaffold students' first interactions with GIS. Participants should leave this session with classroom-ready ideas for how to use simple GIS to achieve the learning goals of key 7-9 Victorian curriculum topics such as Water in the World, Liveability, Landscapes and Landforms, Food Security and Global Interconnections.

#### **CURRICULUM AREAS:**

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Geospatial Technologies.

### B4

#### Teaching Geography Basics 101 - Where to Start When you Have Never Taught it Before

Susan McCormack, Billanook College

#### FOCUS:

7-10

This presentation will help those teachers who are new to Geography (graduates and/or out-of-method teachers) to feel more confident about some of the basics that need to be taught to students from Year 7 - 10. It will cover acronyms, skills and resources that I have found to be helpful over the years. It will highlight key information from the VCAA 2.0 Geography curriculum and cover a few different activities that can be used in the classroom to help students (and teachers) understand the basics that are needed early in a student's Geography pathway.

#### CURRICULUM AREAS:

Key Geographic Concepts.

### B5

#### Keeping Core Geography Strong

Katrina Davey, Author

#### FOCUS:

GEN

7-10

Within Humanities there is a constant battle for time and attention between the disciplines. In particular Geography often unfairly needs to prove its importance to remain in the Years 9-10 core curriculum. This session will outline a variety of course and unit design approaches and assessment strategies that unify the Humanities disciplines. It will also explore engaging learning opportunities, assisting untrained staff and strategic suggestions to promote and maintain Geography's position within core Humanities from Year 7-10. The session invites attendees to share their current challenges as we workshop innovative changes that boost the presence of Geography in their school.

#### CURRICULUM AREAS:

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing, Key Geographic Concepts.

### B6

#### Ideas for Structuring VCE Unit 3 & 4 SAC Assessment

Naomi Baulch, Tintern Grammar

#### FOCUS:

VCE

An interactive and collaborative session, Naomi will work through how she develops SAC assessments and hurdle tasks in line with VCAA guidelines that allow students to effectively demonstrate their learning. Bring along your creativity juju, your ideas and a task you would like to develop collaboratively with your professional cheer squad!

#### CURRICULUM AREAS:

VCE Unit 3: Changing the Land, VCE Unit 4: Human Population.

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#### LEGEND:

GEN

General

PRIM

Primary School

GEO

Geospatial Technology

7-10

Years 7-10

FIELD

Fieldwork

VCE

VCE

## SESSION C

2:00pm - 3:00pm

### C1

#### The Geography of Heat Vulnerability in Australia

Qian Sun, RMIT University

#### FOCUS:

7-10

VCE

As Australia experiences more frequent and intense heatwaves, understanding where heat vulnerability is concentrated has become a critical geographical challenge. This session introduces the national Heat Vulnerability Index (HVI) for Australia, developed using GIS, satellite imagery, and socioeconomic data. The HVI combines heat exposure, sensitivity, and adaptive capability indicators at the SA1 scale, integrating land surface temperature, NDVI, and social vulnerability measures. Using real examples, the session demonstrates how spatial analysis reveals hidden patterns of heat inequality and supports climate resilience planning. Geography teachers will gain practical insights into teaching climate justice, urban sustainability, and spatial thinking through real-world data.

#### CURRICULUM AREAS:

Year 10 Environmental Change and Management, VCE Unit 1 Hazards and Disasters, VCE Unit 4 Human Population, Geospatial Technologies.

### C2

#### Geography of the Interface - Where Water Meets Land

Ian Rutherford, Geography Victoria & University of Melbourne

#### FOCUS:

7-10

VCE

A lot of Geography happens at interfaces - especially the interface between water and land along rivers and coasts. Understanding the conflict over these critical areas provides rich material for many parts of the curriculum (including hazards), and it also makes for easy field work almost anywhere (most students can get to a creek/river/coast). I believe that teachers who attend the session will find the ideas useful for teaching from year 7 to VCE.

#### CURRICULUM AREAS:

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing, VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population, Key Geographic Concepts, Numeracy and Literacy in Geography.

### C3

#### Unpacking the 2025 Alex Lyne Fieldwork - A How To!

Naomi Baulch, Tintern Grammar

#### FOCUS:

VCE

Naomi will work through the process of how she designs and implements the VCE Unit 3 Fieldwork using the 2025 Alex Lyne award winning curriculum as a case study. Where to start? How to meet the requirements for assessment? How to authenticate student work AND their data collection? How to develop student capacity to confidently and successfully complete the fieldwork? How to prepare them for the fieldwork component of the examination?

#### CURRICULUM AREAS:

VCE Unit 3 Changing the Land

### C4

#### **Beyond Worksheets & Videos: Engaging Students in Geography**

Paul Cross AM, Monash University

#### **FOCUS:**

7-10

VCE

Videos are a powerful yet often underused resource in Geography teaching. This practical workshop explores how to move beyond passive viewing to actively engage students through structured viewing routines, critical analysis, and creative production. Participants will investigate strategies for using both video and photography as rich sources of geographical data, with a focus on classroom application and fieldwork. A range of ready-to-use approaches will be demonstrated, showing how visual media can deepen understanding and support inquiry. Attendees are encouraged to bring a device (laptop or smartphone) to trial techniques. Leave with practical ideas ready for immediate use in your classrooms.

#### **CURRICULUM AREAS:**

F-6 Geography, Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing, VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population, Key Geographic Concepts, Numeracy and Literacy in Geography.

### C5

#### **“Trump Geography” - Engaging Students in World News**

Karoline Walter, Camberwell Girls Grammar School

#### **FOCUS:**

7-10

Engage students through the exploration of world news and current geopolitical events, as inspired by President Trump. His various geopolitical agendas and outrageous demands offer controversial and fascinating geographical case studies, that can be unpacked in the classroom. See examples in action that explore different perspectives and really get your students thinking! Whilst "Trump Geography" will mainly be used as an example for Year 9 Geographies of Interconnections, note that this approach could be applied to any geographical news/events, keeping Geography current and relevant for your students.

#### **CURRICULUM AREAS:**

Year 9 Geographies of Interconnections.

### C6

#### Think Like a Geographer: Preparing Students for the Examination

Claudia Graham, Marcellin College

#### FOCUS:

VCE

This practical session explores strategies for preparing students for the VCE Geography examination. Teachers will examine explicit teaching of command terms, retrieval practices, effective use of practice questions and model answers, and ethical ways AI can support examination preparation. Participants will leave with ideas to improve examination literacy, confidence and results.

#### CURRICULUM AREAS:

VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population.

### C7

#### Ideas Without Borders: Weaving Together Science & Humanities

Melanie Flower, Newhaven College

#### FOCUS:

VCE

In late 2023, the Director of Learning at Newhaven College set the challenge to create a new approach to the teaching of Humanities and Science in Years 7 and 8. A dedicated team of subject specialists was tasked with creating meaningful connections between Science and Humanities; links that enhanced the understanding of both. Integrating the subjects required significant commitment to team teaching and a willingness to engage deeply with content from a less familiar discipline. In this presentation we will explore the challenges and successes we have encountered in our ongoing quest to unite these subjects.

#### CURRICULUM AREAS:

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations,

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#### LEGEND:

GEN

General

PRIM

Primary School

GEO

Geospatial Technology

7-10

Years 7-10

FIELD

Fieldwork

VCE

VCE

## SESSION D

3:00pm - 4:00pm

### D1

#### Keeping VCE Case Studies Fresh

[Adrian De Fanti, Mazenod College](#)

#### FOCUS:

VCE

Imagine leaving the Annual Conference with all the resources you need to teach a brand new VCE case study! Last year's VCE assessment report highlighted the importance of ensuring that case studies are current. Just like in my classroom, I will provide you with a structure, some guidelines and a starting point and then we will spend the session working in groups to research and prepare resources about a case study that none of us have taught before. The process will demonstrate the narrative behind case studies and how to empower students to help keep them fresh.

#### CURRICULUM AREAS:

VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population.

### D2

#### Data-Driven Coasts: A Geospatial Approach to Climate Change

[Dr James Driscoll, Monash University](#)

#### FOCUS:

7-10

VCE

This workshop explores hydrogeological and meteorological hazards impacting coastal communities, with a focus on sea-level rise and extreme weather driven by anthropogenic climate change. Participants will engage with a suite of digital tools, including NASA's Global Climate Change portal, Climate Central, Google Earth, Climate Risk Australia and Earth Nullschool, to analyse real-world geospatial data. Geospatial data will be used to investigate spatial and temporal coastal change. Emphasis will be placed on building geographical literacy through data interpretation and inquiry-based learning. All activities and resources are designed to be practical, curriculum-aligned and directly transferable to the classroom.

#### CURRICULUM AREAS:

Year 10 Geographies of Human Wellbeing, VCE Unit 1 Hazards and Disasters, Geospatial Technologies, Fieldwork Skills.

### D3

#### Inquiry in Action: Building Geographers for the Real World

[Danielle O'Leary, Geography Teachers' Association of Victoria](#)

#### FOCUS:

GEN

7-10

This interactive session examines inquiry at the core of Geography, aligned with the Victorian Curriculum 2.0's focus on explicit inquiry skills. It explores what inquiry means in a geographical context - questioning, analysing, interpreting, and making evidence-based decisions. Participants engage in practical activities that model scaffolding questions, guiding data analysis, and supporting students to justify conclusions. Examples show how inquiry strengthens understanding of place, interconnection, and sustainability while integrating with other learning areas. The session highlights Geography's role in developing critical thinking, independence, and transferable skills for informed decision-making, global citizenship, and diverse career pathways.

#### CURRICULUM AREAS:

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing.

### D4

#### FOCUS:

7-10

#### Mastering Geography Skills Through Explicit Instruction

Deone Cole, Girton Grammar Bendigo

Using the science of learning approach and an interactive, explicit instruction model, this presentation will provide a step-by-step guide to structuring lessons to develop key geography skills. The content will focus on Year 9 Biomes and Food Security; however, the techniques are applicable across all year levels, with examples from Year 7 through to VCE Geography to build a scaffolded approach to skills. Topics covered will include: Starters, Command Terms, Consistent Cues, Gradual Release of Responsibility, and Checking for Understanding.

#### CURRICULUM AREAS:

Year 9 Biomes and Food Security

### D5

#### FOCUS:

VCE

#### Unit Planning for VCE 1 - 4

Anya Greenhill, Eltham College

Have you ever wondered how to link the skills, knowledge and KGCs from Units 1–4? This presentation supports teachers to think BIG when planning VCE Geography, creating clear scope and sequence from Hazards and Disasters through to Human Population. It explores strategies to connect key concepts and skills across units as students build an understanding of the case studies you choose to teach. The session also focuses on developing students' fieldwork skills, strengthening data interpretation, and building confidence in approaching the VCAA external exam, equipping teachers with practical ideas to design engaging and meaningful units of work.

#### CURRICULUM AREAS:

VCE Unit 1 Hazards and Disasters, VCE Unit 2 Tourism, VCE Unit 3 Changing the Land, VCE Unit 4 Human Population, Key Geographic Concepts, Numeracy and Literacy in Geography.

### D6

#### FOCUS:

7-10

#### Engaging Junior Geography Students

Ben McManamy, Camberwell Girls Grammar School

As geography educators, we know how powerful geography can be. Our subject encourages students to engage with the world around them, think critically about global issues, and develop the problem-solving skills needed to innovate solutions. In this workshop, we will share practical ideas, engaging activities, and simple ways to normalise geography for junior learners. Ben will introduce a selection of classroom-ready activities, before participants are invited to share and workshop ideas together. This session is ideal for Year 7–10 Humanities and Geography teachers looking to boost student engagement in geography.

#### CURRICULUM AREAS:

Year 7 Water in the World, Year 7 Place and Liveability, Year 8 Landforms and Landscapes, Year 8 Changing Nations, Year 9 Biomes and Food Security, Year 9 Geographies of Interconnections, Year 10 Environmental Change and Management, Year 10 Geographies of Human Wellbeing.

### D7

## The Geography Staffroom - Building Competency in Assessment Creation, Moderation, and Mentoring

Paul Rogers, University High School

### FOCUS:

GEN

An interactive session designed to put expert Geography teachers alongside conference attendees to grow great Geography practice. The session will have a range of break out groups working on the themes of assessment design, cross marking (feel free to bring your own), and mentoring advice for developing Geography educators. Round table discussions, sample assessments, marking guides, and sitting alongside an expert will all feature in this session. If the phrase "Help, I'm new here" resonates with you, this session will be worth attending to process take aways from other GTAV Annual Conference Sessions.

### CURRICULUM AREAS:

**LEGEND:** GEN General PRIM Primary School GEO Geospatial Technology  
7-10 Years 7-10 FIELD Fieldwork VCE VCE

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## 2026

Annual Conference :::::

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# ALEX LYNE

2026

## Fieldwork Award

The Alex Lyne Award recognises the importance of fieldwork in the school Geography curriculum.

One of the greatest strengths of Geography teaching in Victoria, is the number of dedicated and experienced educators who are willing to share examples of their best practice. If you, or someone you know, has generated an engaging fieldwork activity, we encourage submission to the 2026 GTAV Alex Lyne Fieldwork Award. This is a fantastic opportunity to share innovative fieldwork and to receive recognition as we showcase best practice in Geography teaching.

**Submissions representing F-6, 7-10,  
VCE and IB are all welcome!**

Scan the  
QR code  
to enter:



The Award winner/s will be presented at the GTAV Annual Conference 2026.

