Help your students develop a sense of wonder, curiosity and respect for places, people, cultures and environments. Show them how they can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

We design and deliver meaningful tours with real educational outcomes that support classroom learning (all strands/substrands of the Geography curriculum - state, national, IB). By listening to your needs, we can carefully craft the perfect Geography tour experience.

LEARNING BEST THROUGH EXPERIENCE
GEOGRAPHY FIELDWORK TOURS CUSTOM DESIGNED FOR YOU

Help your students develop a sense of wonder, curiosity and respect for places, people, cultures and environments. Show them how they can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

We design and deliver meaningful tours with real educational outcomes that support classroom learning (all strands/substrands of the Geography curriculum - state, national, IB). By listening to your needs, we can carefully craft the perfect Geography tour experience.

For comprehensive geography tour options and educational travel information, visit us at
www.latitudegrouptravel.com.au
Or call our expert team on
Call +61 3 9646 4200

Extraordinary Educational Journeys
Real Learning Outcomes
Life-Long Impacts
Patron’s Forward Rob Gell AM

This year’s conference theme Geography: Critical Creative Innovative encapsulates the strength of our curriculum and passion of our Geography teacher community. Geography is critical to understanding and developing creative and innovative solutions to issues from local to global scale. The conference will provide you with direct access to expert teachers, academics and industry professionals through workshops, panels, keynote speakers and displayers. Victoria’s Lead Scientist Dr Amanda Caples will open the Conference and I am really looking forward to hosting the keynote sessions. I already have many questions for Melbourne Water Chair John Thwaites, Google’s Sam Mclean, The Population Experts id’s Ivan Motely, ABC Foreign Correspondent Zoe Daniel, editor Lyn White and Melbourne Water’s Rob Considine. In addition to the plenary sessions, I can also see the strength and breadth of this year’s workshops.

Book early to secure your workshop selections and to share the excitement of the largest Geography conference in the southern hemisphere.

Welcome from Conference Convenor Stephen Latham

We look forward to you joining us for our 2018 Annual Conference. Take a look at the brochure to see the brilliant keynote sessions, multitude of exciting workshops and new fieldwork opportunities on offer this year. With so many new and exciting critical, creative and innovative options for Geography teachers, we have expanded the program this year to offer three workshop sessions each day. This year’s program caters for all teachers of Geography. We especially recognise that there are almost 50% of teachers of Geography who are out-of-field or new to teaching Geography and there are many sessions on offer which will be especially valuable for these teachers.

For your three workshop selections each day, why not select:
- Something you really want to learn
- Something you want to develop more expertise in
- Something different that you don’t know but just might find interesting!

Thank you to all our partners, presenters, keynote speakers, sponsors and exhibitors who ensure the success of the conference for our Geography community. Particular thanks to the team in the GTAV office and committee members for their creativity and innovation in bringing this conference to fruition.

GTAV Prime Partner Latitude Group Travel

The GTAV wishes to thank Latitude Group Travel for their ongoing support across the year. Latitude Group Travel custom designs educational tours for every subject, including the cross curriculum priorities. We link all subject-related tours to the curriculum you teach at your school and to actual learning outcomes. Additionally, we include experiential learning activities which means, in the case of Geography, a strong emphasis on fieldwork. We cover all units, strands and substrands relating to the relevant year levels, so that your tours are true learning adventures. From inception to implementation, we deliver high quality programs both in Australia and worldwide and operate under safety first protocols. Latitude Group Travel can effectively combine subject groups. In these cases, the groups still focus on their specific subject through their own experiential learning activities or fieldwork, coming together for mutual experiences where possible.

Experience real educational outcomes when you tour with Latitude Group Travel.
CQ / Karsten’s Conference Centre

The GTAV Annual Conference will be held at CQ / Karsten’s Conference Centre, situated in the heart of Melbourne’s CBD at 123 Queen Street, between Bourke and Little Collins Streets.

TRANSPORT AND CAR PARKING

> TRAM Tram stops are conveniently located within one block of the venue, in any direction; use trams on Bourke, Collins, Elizabeth and William Streets.

> TRAIN The venue is less than 500 metres from Flinders Street Station and Southern Cross Station

> PARKING There is parking at 123 Queen Street, entrance via Little Collins Street and other city carparks. Confirm all rates and find further information at secureparking.com.au.

Tuesday 29 August Fieldwork Day

Various locations around Melbourne and regional Victoria

Fieldwork trips are listed on pages 35–39 and give details about locations of where you will be travelling for the day. Details about pick up location for each fieldwork trip will be sent via email closer to the conference.

Practical HANDS-ON WORKSHOPS F–10 and VCE

Targeted sessions for NEW TO GEOGRAPHY teachers

Register now for EARLY BIRD DISCOUNT $30 OFF before 22 July
Register early to ensure your choice of workshops. With anticipated large numbers, workshops will be allocated strictly in order of registration. Once workshop limits are reached, you will be unable to select the workshop.

Registration is available online at the GTAV website [www.gtav.asn.au](http://www.gtav.asn.au). If you are a GTAV member you will need to log in using your Username and Password to obtain the member rate for your School/Institution, Individual or Concession rate.

If you do not have a username and password please contact the primary contact person at your school to obtain these. If you do not know these details, contact the GTAV office on 03 9824 8355. Schools can pay by purchase order or credit card; individuals and concession members must pay by credit card.

There are no part-day registrations available.

Registrations for two or more days cannot be shared by two or more participants.

A confirmation email is sent instantly upon completion of the online registration form. If you have not received this confirmation within two days of registering please contact the GTAV office. A second email will follow with the final confirmation of session allocations a week before the Conference. If you do not receive notification by Wednesday 22 August, please contact the office.


All registrations must be received by 5.00pm Wednesday 22 August 2018.

### Registration fees

<table>
<thead>
<tr>
<th>MEMBERSHIP TYPE</th>
<th>METROPOLITAN RATES</th>
<th>COUNTRY/INTERSTATE RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 day</td>
<td>2 days</td>
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<tr>
<td>Individual</td>
<td>$220</td>
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<tr>
<td>Concession**</td>
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<td>$120</td>
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</table>

++ Schools/Institution includes members of all Geography Teachers’ Associations

* Primary School teachers please contact the office to register.

** Concession includes Life Members, Friends and Pre-service teachers

GTAV Members receive a substantial saving; please consider applying for membership if you are not a member at this time. The cost of membership, plus the member registration fee, is cheaper than paying the non-member rate. [www.gtav.asn.au/membership](http://www.gtav.asn.au/membership).

The Australian Professional Standards for Teachers are now used by Australian teacher registration and accreditation authorities. Delegates will be given certified endorsement for up to 24 hours of Australian standards referenced professional learning.

### Early bird rates

To receive an early bird discount of $30.00 per registration please register online by **5.00pm Sunday 22 July 2018**. Concession members are not eligible for this further discount.
General information

For more detailed information and alerts scan this QR Code or go to this link: http://www.gtav.asn.au/professional-learning/annual-conference

Follow @GeographyVic on Twitter and tweet your experiences using #GTAVConf

Catering

Tea and coffee, morning tea and lunch are included in the registration fee. Those with special dietary requirements should indicate their needs when registering online.

If you have any special needs or enquiries please contact the GTAV office on 03 9824 8355 or office@gtav.asn.au.

Disclaimer of liability

GTAV reserves the right to amend any part of the conference program or event should it be necessary. GTAV will not accept liability for damages of any nature sustained by participants, or their accompanying persons, for loss or damage to their personal property as a result of the conference or related event. In the event of unforeseen circumstances, GTAV will not accept responsibility for loss of monies incurred by attendees. Exhibitors should consult their own insurance companies for proper coverage of their merchandise and displays.

Attendee waiver

By registering for this event all registrants agree to any images being reproduced for GTAV communications and marketing purposes in which they appear. The registrant also consents to GTAV maintaining registration and personal details collected during registration for marketing and important communications. We respect your right to privacy and your details are confidential. GTAV will not share your personal details with outside parties.

Bring Your Own Device (BYOD)

Free Wifi is available at the conference and all participants are encouraged to bring their own device to all conference sessions.

Conference dinner

Join us and catch up with colleagues for a relaxing dinner at IL NOSTRO POSTO
60 Hardware Lane, Melbourne
on Sunday evening at 5.30pm.

Authentic Italian cuisine. A three-course meal with a glass of wine/beer/soft drink included for a cost of $50.00 per head.

Please indicate in your registration if you wish to attend.
This year the GTAV Annual Conference honours Kevin Blachford for his commitment to Geography education and his outstanding contribution to the GTAV in the founding years.

Kevin was involved with the GTAV Committee from 1969 to 1975 including time as Vice President. During that period he was the sole appointment in Geographical Education in the Curriculum & Research Branch of the Education Department (a role that he initially rejected because he liked teaching). Kevin edited the Newsletter (re-named ‘Interaction’) and other GTAV publications, spoke at every AGTA Conference, wrote more than 200 published articles and 15 books, visited scores of schools, and led countless in-service seminars and workshops. Included were many sessions for the ground breaking State-wide SGEP project which witnessed teachers working entire weekends on the psychology of geographic learning, SGEP units and course planning.

As Melbourne’s population grows

Facilitated by GTAV Patron Rob Gell AM, our Keynote panel of Rachel Carey, Ivan Motley and Rob Considine will grapple with the geographical contest of ideas to broaden our understanding of the future of Melbourne.

**Dr Rachel Carey**

Dr Rachel Carey is a Research Fellow at the University of Melbourne, where she researches sustainable food systems, food security and food production on Melbourne’s urban fringe. She leads the Foodprint Melbourne project, which has been investigating challenges to Melbourne’s future food supply from population growth, urban sprawl, climate change and water scarcity. The findings of the Foodprint Melbourne project have been incorporated into a set of teaching resources, co-developed with the GTAV, for Year 9 Biomes and food security. The Foodprint Melbourne project team is currently working with stakeholders to develop a vision and roadmap for a more resilient city foodbowl. Rachel has a background in food policy, and has worked on food policies for the City of Melbourne and City of Greater Geelong. She is also an Honorary Research Fellow at the Centre for Food Policy at City University, London.

**Ivan Motley**

Ivan Motley is the Founder of .id The Population Experts. He is a proud geographer. His mantra is to introduce spatial thinking to organisations, look at places through a demographic lens, and use the power of storytelling to be persuasive. Each year over 1.5 million people use .id’s 500+ web applications to inform their decision-making. Over 10,000 people subscribe to .id’s newsletter and over 50,000 learn from .id’s blog every month. Ivan is interested in how communities have access to education, housing, health, employment, recreation and each other. Through his work he enables people in public and private organisations to understand complex information to make confident and critical decisions to contribute to a “good society”.

**Rob Considine**

Rob is the Manager of Water Service Planning for Melbourne Water. He is committed to collaborative leadership and has led multi-disciplinary teams that facilitate commercial and community opportunities to achieve outstanding outcomes. Rob and his team have the challenging task of making the provision of high quality water to a rapidly expanding Melbourne. Rob’s team is also focused on the development of the Healthy Waterways Strategy. When Rob is not busy working through the problems of urbanisation and climate change and the impacts on the water cycle, Rob is a volunteer community lawyer.
Primezone Conversation: Feeding the world in 50 years: from bees to beef

The UN and CSIRO predict that the world will need to produce as much food in the next 50 years as it has in the entire history of mankind. It will need to do this in an environment with shrinking resources. Innovation and creativity will be required to solve this critical problem.

‘Primezone Conversation’ will delve into some of the options – from bees to beef – as we consider the challenges of feeding the world in the 21st century.

A panel of experts will provide you with great ideas and amazing innovations to share with your students.

> **Dr Jo Newton** (Agriculture Victoria) – expert in genetic tools and technology in the dairy industry

> **David Blackmore** – founder of Blackmore Wagyu

> **Dr Paulo De Souza** (CSIRO) – leader in a world-wide project tracking bees by attaching micro transistors to their backs.

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**Disaster Dialogue**

This session will explore the interconnections between the physical and human impact of natural disasters and the crucial links between Geography and Literacy.

A brand new fiction series set in contemporary natural disaster zones will provide the focus for this important panel discussion. *Through My Eyes – Natural Disaster Zones* provides inspirational stories of courage, resilience and hope, giving powerful insight into environment, culture and identity through one child’s eyes.

This expert panel discussion about resilience, courage, place and identity will include:

> **Zoe Daniel** – ABC’s US Bureau Chief, based in Washington DC, author of *Angel: Through My Eyes* set around the 2013 Typhoon Haiyan in the Philippines

> **Wai Chim** – author of *Shaozhen: Through My Eyes* based on the 2014 drought in Henan, China

> **Lyn White** – series creator and series editor of *Through My Eyes – Natural Disaster Zones*

> **Craig Lapsley** – Emergency Management Commissioner, Victoria

> **Brigid Little** – Senior Project Officer, Australian Institute for Disaster Resilience

> **Laureate Professor David Lindenmayer, AO** – Professor of Ecology and Conservation Biology, Australian National University

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**THIS SESSION IS PROUDLY SPONSORED BY**

[Website link]

www.primezone.edu.au – The place for all your food and fibre resources

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**THIS SESSION IS PROUDLY SPONSORED BY**

[Website link]

THROUGH MY EYES – NATURAL DISASTER ZONES
KEYNOTES’ ADDRESS
Monday 27 August

Geography: Innovative Critical and Creative

The keynote session brings experts from government, industry and education to explore the conference theme from different geographical perspectives. Always a highlight of the conference, Rob Gell will compere, engage with the keynote speakers and draw out challenges for teachers to focus on with our students.

Conference Opening  Dr Amanda Caples

Dr Amanda Caples was appointed to the Lead Scientist (Victoria) role in mid-2016. She brings broad experience in technology commercialisation, public policy development and governance of public and private entities to the role. One of the priorities of the Lead Scientist is to advocate the importance of science, technology, engineering and mathematics (STEM) to Victoria’s economic future.

Professor John Thwaites

John Thwaites is a Professorial Fellow, Monash University, and Chair of ClimateWorks Australia and the Monash Sustainable Development Institute. He is a Co-Chair of the Leadership Council of the UN Sustainable Development Solutions Network ("SDSN") launched by the Secretary General of the United Nations to provide expert advice and support to the development and implementation of the Sustainable Development Goals. John is the Chair of Melbourne Water, which manages and protects Melbourne’s water resources. He also chairs the Peter Cullen Water and Environment Trust. In 2013, John was named as one of the 100 Global Sustainability Leaders by ABC Carbon Express. John Thwaites was Deputy Premier of Victoria 1999–2007 and a member of the Victorian Parliament 1992–2007 during which time he held several Ministries including Health, Planning, Environment, Water and Climate Change.

Samuel Mclean

From forested national parks to golden beaches to Melbourne laneways, Sam Mclean, Product Manager with Google Australia, has managed to get lost in virtually every part of Australia. Despite (or perhaps because of) his complete lack of any inbuilt sense of direction, he now works on Google Maps, attempting to save others from a similar fate. He periodically slips away from his desk to lead Google Expeditions in classrooms around Australia, and has introduced over a thousand kids and teachers to the joy of virtual reality field trips.

Adrian De Fanti

Adrian is a Geography and Mathematics teacher at Mazenod College. He enjoys teaching Geography as it allows him and his students to tackle some of the most important environmental, economic and social issues at both local and global scales. Adrian believes that Geography provides students with a unique opportunity to use technology in meaningful ways including the analysis of historical satellite imagery, using GIS to solve problems and using handheld devices to collect data in the field. Adrian has recently started using virtual reality to enable his students to visit all corners of the globe and he is very excited about future developments in this field.

Shae Nechwatal

Shae is an experienced, passionate educator who engages her Merri Creek Primary School students with real-world learning experiences. Shae travelled to the Kimberley with Earthwatch Australia’s TeachLive program to work with scientists in the field and in 2016 received the GTAV Alex Lyne Fieldwork Award. Last year Shae’s class presented at the annual Kid’s Conference showcasing their website Creek Freak. Shae’s most recent endeavour is designing and creating Google Expeditions for Life Saving Victoria. Seeing the enormous learning potential in this project, Shae and her class are co-creating a resource to help students in rural areas learn the basics of first aid.

THIS SESSION IS PROUDLY SPONSORED BY
The GTAV is indebted to the many teachers of Geography who have so willingly offered to share their expertise and knowledge in providing workshops and organizing fieldtrip activities for the 2018 Annual Conference.

We also thank our many partners, who are mentioned below, for their support in also providing workshops and fieldtrips for this great event.

Anton Thomas
Anton Thomas Art

Dean Stewart
A-TEAM

Wendy Bean
Australian Literacy Educators’ Association/ Copyright Agency

Larissa Shashkof
Australian Mobile Telecommunications Association

Dr Mark Burrows
Australian National University

David Blair
Australian National University

Lachlan McBurney
Australian National University

Lyn White
Series Editor: Through My Eyes

Jason Rahilly
B-Alternative

Shane French
CERES

Doug Bail
Cider House Technology

Lee Harrison
City of Melbourne

Rebecca Nicholas
Contour Education

Mick Law
Contour Education

Chris Vella
Cool Australia

Nadiah Roslan
Earthwatch

Karen Garth
Eco-Adventure Tours

Jennifer King
Education Consultant

Terry McMeekin
Education Consultant

Skye Rodgers
Esri Australia

Steve Papp
Field of Mars Environmental Education Centre

Samuel Mclean
Google Australia

Sarah Rees
Great Forest National Park Initiative

Judy Mraz
GTAV

Tom Marks
High Resolves

Amy Taylor
Kids Teaching Kids

Shae Netchwatal
Life Saving Victoria

Bec Webb
Life Saving Victoria

Renee Hoareau
LifeJourney

Philip Armata
Marine and Freshwater Discovery Centre

Marie Kinsey
Marine Mammal Foundation

Matt Montemurro
Marine Mammal Foundation

Suresh Bajaracharya
Melbourne Water

Jane Petch
Melbourne Water

Mary Catus-Wood
Melbourne Water

Andrew Eadon
Melbourne Zoo

Travis Conway
Mitchell Shire Council

Dr Joseph Cheer
Monash University

Assoc Prof Dr Megan Farrelly
Monash University

Dr Nigel Bertram
Monash University

Dr Alan Gamlen
Monash University

Dr James Driscoll
Monash University

Jan Molloy
Museum Victoria

Ethan O’Connor
Myuna Farm

David Menzies
National Gallery of Victoria

Justin Buckley
National Trust

James Adams
Parks Victoria

Marita Tripp
Pearson Australia

Ben Stockwin
PIEFA/Primezone

Peter Lindner
Polperro Dolphin Swims

Judy Muir
Polperro Dolphin Swims

Neil Blake
Port Phillip Baykeeper/ Port Phillip Eco Centre

Dr Benno Engels
RMIT University

Mike Day
RobertsDay Planning

Phebe Rowland
Second Nature Asia Pacific

Laurie Pritchard
Small World Journeys

Gidja Walker
Southern Peninsula Indigenous Flora & Fauna Association

Peter Hoban
Sovereign Hill

Dianna McDonald
Sustainability Victoria

Cyrelle Field
Sustainability Victoria

Laureate Professor David Lindenmayer AO
Australian National University

Julianne Gardiner
The Big Issue

Pen Lynch
The Farmer’s Place

Melinda Clarke
The Melbourne Map

Dr Sally Northfield
United Nations Association of Australia, Victorian Division

Monica Bini
VCAA

Leonie Brown
VCAA

Kent Stannard
White Cliffs–Camerons Bight Foreshore Reserve

Cor Nie Tan
Yakuit

Nicole Kowalczyk
Yarra Riverkeeper Association

Andrew Kelly
Yarra Riverkeeper Association

Dr Alan Gamlen
Dr Joseph Cheer
Justin Buckley
Laureate Professor
David Lindenmayer AO
Mary Catus-Wood
Nigel Bertam
Skye Rodgers
Suresh Bajaracharya
## SESSION OVERVIEW

### SUNDAY 26 AUGUST 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:30 – 9:15</td>
<td>Registration</td>
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<tr>
<td>9:15 – 10:10</td>
<td>Workshop 1</td>
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<tr>
<td>10:15 – 11:10</td>
<td>Workshop 2</td>
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<tr>
<td>11:10 – 11:40</td>
<td>Morning Tea</td>
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<tr>
<td>11:40 – 1:00</td>
<td>Founders’ Keynote Address</td>
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<td>1:00 – 1:45</td>
<td>Lunch</td>
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<td>1:50 – 2:40</td>
<td>Sunday Conversation</td>
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<td>2:50 – 3:45</td>
<td>Workshop 3</td>
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<td>3:50 – 4:50</td>
<td>Documentary The Staging Post</td>
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### MONDAY 27 AUGUST 2018

<table>
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<tr>
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<td>Keynote Address</td>
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<td>10:30 – 11:00</td>
<td>Morning Tea</td>
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<td>11:00 – 11:55</td>
<td>Workshop 4</td>
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<tr>
<td>12:05 – 12:55</td>
<td>Monday Conversation</td>
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<td>12:55 – 1:40</td>
<td>Lunch</td>
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<tr>
<td>1:45 – 2:40</td>
<td>Workshop 5</td>
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<tr>
<td>2:50 – 3:45</td>
<td>Workshop 6</td>
</tr>
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</table>

### TUESDAY 28 AUGUST 2018

**Fieldwork Trips**

Fieldwork Trips will be leaving from various venues. Times for each destination/session will depend on the trip location – further details will be provided once registration is confirmed.

### Workshop session categories

Sessions at the conference will address both the Victorian and Australian curricula. Sessions have been categorised for easy navigation of the program.

- **F – 6**: Victorian/Australian Curriculum and relevant level/s
- **7 – 10**: Victorian/Australian Curriculum and relevant level/s
- **VCE**: Victorian Certificate of Education and relevant unit/s
- **STEM/SpT**: STEM and Digital and Spatial Technologies
- **FW/CitSci**: Fieldwork and Citizen Science

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**Over 80 workshop sessions!**
Targeted sessions for those **NEW TO TEACHING GEOGRAPHY** and **OUT-OF-FIELD TEACHERS**
<table>
<thead>
<tr>
<th>TIME</th>
<th>CODE</th>
<th>TITLE AND PRESENTER</th>
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<tr>
<td>8:30am</td>
<td></td>
<td>Registration opens</td>
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<tr>
<td>9:15am</td>
<td></td>
<td><strong>WORKSHOP 1</strong></td>
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<tr>
<td>1a</td>
<td></td>
<td>GLOBAL LEARNING WITH A NATURAL DISASTER FOCUS&lt;br&gt;Lyn White, Series Editor: <em>Through My Eyes</em></td>
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<tr>
<td>1b</td>
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<td>GEOGRAPHY BASICS: SURVIVING IN THE GEOGRAPHY CLASSROOM&lt;br&gt;Jennifer King, Education Consultant</td>
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<tr>
<td>1c</td>
<td></td>
<td>RIVERS OF RESOURCES&lt;br&gt;Shae Nechwatal and Bec Webb, Merri Creek Primary School/Life Saving Victoria&lt;br&gt;Nicole Kowalczyk, Yarra Riverkeeper Association</td>
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<tr>
<td>1d</td>
<td></td>
<td>GIS – WANT TO, BUT DON’T KNOW HOW?&lt;br&gt;Skye Rodgers, Education Program Manager, Esri Australia&lt;br&gt;Claire Jones, Scotch College</td>
</tr>
<tr>
<td>1e</td>
<td></td>
<td>PROJECT BASED LEARNING USING SPATIAL TECHNOLOGIES&lt;br&gt;Rebecca Nicholas, Contour Education</td>
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<tr>
<td>1f</td>
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<td>CONNECTING KIDS WITH CLIMATE CHANGE IN AUSTRALIA&lt;br&gt;Nadijah Roslan, Earthwatch&lt;br&gt;James Adams, Parks Victoria&lt;br&gt;Chris Vella, Cool Australia</td>
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<tr>
<td>1g</td>
<td></td>
<td>EDUCATION PERFECT FOR GEOGRAPHY: YOUR JOURNEY STARTS HERE!&lt;br&gt;Michael Villanti, Education Perfect</td>
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<tr>
<td>1h</td>
<td></td>
<td>FUN FIELDWORK AT THE GREAT BARRIER REEF&lt;br&gt;Chris Mann, John Monash Science School&lt;br&gt;Laurie Pritchard, Small World Journeys</td>
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<tr>
<td>1j</td>
<td></td>
<td>ORPHANAGE TOURISM&lt;br&gt;Dr Joseph Cheer, Monash University</td>
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<tr>
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<td>STRATEGIES FOR TEACHING VCE UNIT 3: CHANGING THE LAND&lt;br&gt;Cathie Meyenn, Camberwell Girls Grammar</td>
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<td><strong>WORKSHOP 2</strong></td>
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<td>CONNECTING GEOGRAPHY AND LITERACY: FINDING THE TREASURE IN AUSTRALIAN STORIES&lt;br&gt;Wendy Bean, Education Consultant, Australian Literacy Educators’ Association/ Copyright Agency</td>
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<tr>
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<td>OCEANS OF RESOURCES&lt;br&gt;Shae Nechwatal and Bec Webb, Merri Creek Primary School/Life Saving Victoria&lt;br&gt;Marie Kinsey and Matt Montemurro, Marine Mammal Foundation</td>
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<tr>
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<td>OUT OF FIELD? HELP IS AT HAND!&lt;br&gt;Judy Mraz, Geography Teachers’ Association of Victoria</td>
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<tr>
<td>2d</td>
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<td>MAKING MAPS INTERESTING FOR KIDS&lt;br&gt;Anton Thomas, Anton Thomas Art&lt;br&gt;Melinda Clarke, The Melbourne Map</td>
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<tr>
<td>2e</td>
<td></td>
<td>GREAT IDEAS FOR TEACHING YEAR 9: INTERCONNECTIONS&lt;br&gt;Anna Haigh, Melbourne Grammar School&lt;br&gt;Larissa Shashkof, Australian Mobile Telecommunications Association&lt;br&gt;Steve Papp, Field of Mars Environmental Education Centre</td>
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<tr>
<td>2f</td>
<td></td>
<td>GETTING STARTED WITH SPATIAL TECHNOLOGY IN FIELDWORK&lt;br&gt;Julian Woolhouse and Andre Chadzynski, Ivanhoe Girls’ Grammar School</td>
</tr>
<tr>
<td>2g</td>
<td></td>
<td>FEEDBACK OR FAST FORWARD&lt;br&gt;Bev Steer, Carey Baptist Grammar School</td>
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<tr>
<td>2h</td>
<td></td>
<td>HELP! I HAVE TO RUN A VCE FIELD TRIP&lt;br&gt;Micah Wilkins, The MacRobertson Girls’ High School&lt;br&gt;Jonathan Davies, East Doncaster Secondary College</td>
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<tr>
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<td></td>
<td>EXTREME EARTH! NATURAL HAZARDS AND HUMAN VULNERABILITY&lt;br&gt;Associate Professor Dr Megan Farrelly, Monash University</td>
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<td>2k</td>
<td></td>
<td>UNIT 3: LAND COVER CHANGE – MELTING GLACIERS AND ICE SHEETS&lt;br&gt;Dr Mark Burrows, Australian National University</td>
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</tbody>
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11:10am | Morning tea in the Exhibition area |
<table>
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<tr>
<th>TIME</th>
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<tr>
<td>11:40am</td>
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<td>FOUNDERS’ KEYNOTE ADDRESS</td>
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<td>1:00pm</td>
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<td>Lunch</td>
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<td>1:50pm</td>
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<td>SUNDAY CONVERSATION PRIMEZONE</td>
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<td>2:50pm</td>
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<td>WORKSHOP 3</td>
</tr>
</tbody>
</table>
| 3a       |      | GEOGRAPHY: WHERE IN THE WORLD DO I BEGIN?  
|          |      | Danielle O’Leary and Jodie Bayley, Beaconhills College                             |
| 3b       |      | QUALITY GEOGRAPHY IN THE PRIMARY CLASSROOM  
|          |      | Lachlan Zubevich, Serpell Primary School                                           |
| 3c       |      | ENGAGING WITH GEOGRAPHY AT LEVELS 7 AND 8  
|          |      | Paul Cross, St. Catherine’s School, Toorak                                           |
| 3d       |      | SPATIAL TECHNOLOGY – READY-TO-GO ACTIVITIES  
|          |      | Adrian De Fanti, Mazenod College                                                   |
| 3e       |      | USING DARK EMU IN THE GEOGRAPHY CLASSROOM  
|          |      | Simone Barlow and Ashlee Horyniak, Williamstown High School                           |
| 3f       |      | AN AFTERNOON AT THE IMMIGRATION MUSEUM – CRITICAL CONTENT, CREATIVE AND  
|          |      | Innovative Experiences  
|          |      | Jan Molloy, Museum Victoria                                                         |
| 3g       |      | TAKING IT TO THE FIELD – COLLECTING PRIMARY DATA IN A DIGITAL AGE  
|          |      | Doug Bail, Cider House Technology                                                   |
| 3h       |      | BEING SKILLED WITH GIS  
|          |      | Skye Rodgers, Education Program Manager, Esri Australia                             |
| 3i       |      | LOGGING VICTORIA’S NATIVE FORESTS  
|          |      | Annette Thompson, Presbyterian Ladies College                                      |
| 3k       |      | UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES  
|          |      | Trish Douglas, Eltham College                                                       |
| 3:50pm   |      | THE STAGING POST DOCUMENTARY                                                         |
| 4:50pm   |      | Day end                                                                             |
| 5:30pm   |      | CONFERENCE DINNER                                                                   |

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- Curriculum information
- Quality curriculum resources
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<td>8:15am</td>
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<td>Registration opens</td>
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<td>9:00am</td>
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<td><strong>KEYNOTE ADDRESS</strong></td>
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<td>Morning tea in the Exhibition area</td>
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<td><strong>WORKSHOP 4</strong></td>
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<td>4 a</td>
<td><strong>USING STEM TO JUSTIFY THE CREATION OF THE GREAT FOREST NATIONAL PARK</strong></td>
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<td></td>
<td></td>
<td>Laureate Professor David Lindenmayer AO, The Australian National University</td>
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<td></td>
<td>Sarah Rees, Co-Chair Great Forest National Park Initiative</td>
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<td>4 b</td>
<td><strong>LET THESE STUDENTS INSPIRE YOUR GEOGRAPHY TEACHING</strong></td>
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<td></td>
<td></td>
<td>Amy Taylor, Kids Teaching Kids</td>
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<td></td>
<td></td>
<td>Katherine Baison (and students) of Cheltenham Secondary College</td>
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<td></td>
<td>4 c</td>
<td><strong>GREAT RESOURCES AND LOCATIONS FOR TEACHING GEOGRAPHY</strong></td>
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<tr>
<td></td>
<td></td>
<td>Philip Armata, Marine and Freshwater Discovery Centre</td>
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<td></td>
<td></td>
<td>Pete Lindner and Judy Muir, Polperro Dolphin Swims</td>
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<td>4 d</td>
<td><strong>TEACHING YEAR 9 BIOMES AND FOOD SECURITY</strong></td>
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<td></td>
<td></td>
<td>Anna Haigh, Melbourne Grammar School</td>
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<td>Ben Stockwin, CEO Primary Industries Education Foundation Australia (PIEFA/Primezone)</td>
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<td>Terry McMeekin, Education Consultant</td>
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<td>4 e</td>
<td><strong>GIS – WANT TO, BUT DON’T KNOW HOW?</strong></td>
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<td>Skye Rodgers, Education Program Manager, ESRI Australia</td>
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<td>Michael Pearson, Mazenod College</td>
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<td>4 f</td>
<td><strong>USING GAMES IN GEOGRAPHY</strong></td>
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<td>Clare Rafferty, Ringwood Secondary College</td>
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<td>4 g</td>
<td><strong>CLIMATE CHANGE – WHAT DO VICTORIANS THINK?</strong></td>
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<td></td>
<td></td>
<td>Dianna McDonald and Cyrelle Field, Sustainability Victoria</td>
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<td>4 h</td>
<td><strong>MAKE VIRTUAL REALITY YOUR REALITY!</strong></td>
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<td>Shae Nechwatal, Merri Creek Primary School</td>
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<td>Samuel Mclean, Product Manager, Google</td>
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<td></td>
<td>4 j</td>
<td><strong>CAPTURING STUDENT INTEREST IN GEOGRAPHY AT SCHOOL AND BEYOND</strong></td>
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<tr>
<td></td>
<td></td>
<td>Benn Jamieson, Ringwood Secondary College</td>
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<td>Andrew Eadon, Melbourne Zoo</td>
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<td>Dr Benno Engels, RMIT University, Melbourne</td>
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<td></td>
<td>4 k</td>
<td><strong>TWO TAKES ON TOURISM</strong></td>
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<td>Peter Hoban, Sovereign Hill</td>
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<td>Kelli Ashton, Luther College</td>
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<td>Paul Cross, St Catherine’s School, Toorak</td>
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<td>4 m</td>
<td><strong>HUMAN POPULATION – TRENDS AND ISSUES</strong></td>
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<td></td>
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<td>Assoc Prof Alan Gamlen, Monash University</td>
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<td>12:05pm</td>
<td></td>
<td><strong>MONDAY CONVERSATION DISASTER DIALOGUE</strong></td>
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<td>12:55pm</td>
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<td>Lunch</td>
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<td>1:45pm</td>
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<td><strong>WORKSHOP 5</strong></td>
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<td></td>
<td>5 a</td>
<td><strong>OUT OF FIELD? HELP IS AT HAND</strong></td>
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<td></td>
<td></td>
<td>Judy Mraz, Geography Teachers’ Association of Victoria</td>
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<td></td>
<td>5 b</td>
<td><strong>DAY OF STEM: INNOVATION AND TECHNOLOGY FOR A SUSTAINABLE FUTURE</strong></td>
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<td></td>
<td></td>
<td>Renee Hoareau, Director of Education and Engagement at LifeJourney</td>
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<td>5 c</td>
<td><strong>GREAT IDEAS FOR TEACHING YEAR 9 INTERCONNECTIONS</strong></td>
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<td></td>
<td></td>
<td>Anna Haigh, Melbourne Grammar School</td>
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<td>Larissa Shashkof, Australian Mobile Telecommunications Association</td>
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<td>Steve Papp, Field of Mars Environmental Education Centre</td>
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<td>5d</td>
<td>THE NATIONAL GALLERY OF VICTORIA – AN EDUCATION RESOURCE FOR GEOGRAPHY TEACHERS AND STUDENTS</td>
<td>David Menzies, National Gallery of Victoria</td>
</tr>
<tr>
<td>5e</td>
<td>BRINGING THE UNITED NATIONS INTO YOUR CLASSROOM</td>
<td>Dr Sally Northfield, United Nations Association of Australia (Victoria Division)</td>
</tr>
<tr>
<td>5f</td>
<td>IT’S ALL DONE FOR YOU – FREE, QUALITY SPATIAL TECHNOLOGY ACTIVITIES</td>
<td>Amanda Palmer, Melbourne Grammar</td>
</tr>
<tr>
<td>5g</td>
<td>WALKABLE SUSTAINABLE NEIGHBOURHOODS</td>
<td>Mike Day, RobertsDay Planning</td>
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<td>Vanessa Lucy, City of Melbourne</td>
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<tr>
<td>5h</td>
<td>FABULOUS FIELDWORK FOR ALL</td>
<td>Jane Bellamy, Education consultant</td>
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<td></td>
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<td>Celeste Pryke, Christian College Geelong</td>
</tr>
<tr>
<td>5j</td>
<td>LAND USE CHANGE – FIELDWORK AT THE URBAN FRINGE</td>
<td>Theodore Hartman, Coburg High School</td>
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<td>Travis Conway, Manager, Strategic Planning, Mitchell Shire Council</td>
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<tr>
<td>5k</td>
<td>STRATEGIES FOR ACHIEVING EXCELLENT RESULTS IN VCE</td>
<td>Mark Easton, St Margaret’s School, Berwick</td>
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<tr>
<td></td>
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<td>Emily Hawes, Hoppers Crossing Secondary College</td>
</tr>
<tr>
<td>5m</td>
<td>EXPLORING ADVENTURE TOURISM IN ICELAND</td>
<td>Trish Douglas, Eltham College</td>
</tr>
</tbody>
</table>

**2:50pm**

**WORKSHOP 6**

| 6a   | ELWOOD CANAL: LAND USE, DRAINAGE AND CLIMATE CHANGE | Dr Nigel Bertram, Practice Professor of Architecture, Monash University |
|      | | Justin Buckley, National Trust |
|      | | Suresh Bajracharya, Melbourne Water |
| 6b   | ENGAGING WITH GEOGRAPHY – YEARS 7 AND 8 | Paul Cross, St Catherine’s School, Toorak |
| 6c   | CAPABILITIES IN GEOGRAPHY | Monica Bini and Leonie Brown, Curriculum Managers, VCAA |
| 6d   | FIELDWORK STUDIES FOR STUDENTS OF ALL AGES | Phebe Rowland, Second Nature Asia Pacific |
| 6e   | DIFFERENTIATION IN THE GEOGRAPHY CLASSROOM | Marita Tripp, Pearson Australia |
| 6f   | BEING SKILLED WITH GIS | Skye Rodgers, Education Program Manager, Esri Australia |
| 6g   | INNOVATIVE SUSTAINABILITY AND CULTURAL RESOURCES IN MELBOURNE | Shane French, Excursions and Incursions Manager, CERES |
|      | | Dean Stewart, Aboriginal Tours and Education Melbourne (A-TAEM) |
| 6h   | DEVELOPING A SPATIAL TECHNOLOGIES PROGRAM AT YOUR SCHOOL | Mick Law, Contour Education |
| 6j   | EMPOWERING YOUR STUDENTS TO UNDERTAKE SOCIAL CHANGE | Tom Marks, High Resolves |
|      | | Julianne Gardiner, The Big Issue |
| 6k   | A YEAR TEACHING YEAR 11 GEOGRAPHY | Benn Jamieson, Ringwood Secondary College |
| 6m   | HOW TO GET THE BEST OUT OF YOUR STUDENTS | Sara Liversidge, Wesley College – St Kilda Rd Campus |
|      | | Cath Hill, Wesley College – Glen Waverley Campus |
|      | | Cameron Baultch, Brentwood Secondary College |
Providing food and fibre education resources across the curriculum from K-10.
<table>
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<tr>
<th>CODE</th>
<th>LOCATION</th>
<th>TITLE AND PRESENTER</th>
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</thead>
<tbody>
<tr>
<td>7a</td>
<td>Geelong Freshwater Creek</td>
<td><strong>WE ARE GEELONG: THE GREATEST FIELDWORK OF ALL</strong></td>
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<td></td>
<td></td>
<td>Shem Fitzgerald and Simon Haigh, Geelong Grammar School</td>
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<td>Melinda Clarke, The Melbourne Map</td>
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<td></td>
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<td>Pen Lynch, The Farmer’s Place</td>
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<td>Linley Hurrell, Patagonia</td>
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<td>7b</td>
<td>CERES East Brunswick</td>
<td><strong>EMPOWERING YOUR FIELDWORK WITH GIS – IT’S AS EASY AS 123!</strong></td>
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<td></td>
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<td>Shane French, CERES</td>
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<td>Skye Rodgers, Esri Australia</td>
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<td>Doug Bail, Cider House Technology</td>
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<td>7c</td>
<td>Central Highlands, Victoria</td>
<td><strong>THE GREAT FOREST NATIONAL PARK EXPERIENCE</strong></td>
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<td>Sarah Rees, Co-Chair Great Forest National Park Initiative</td>
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<td></td>
<td>Lachlan McBurney and David Blair, Forest Ecology Research Officers, Australian National University, Fenner School of Environment and Society</td>
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<tr>
<td>7d</td>
<td>City of Wyndham Western Treatment Plant You Yangs</td>
<td><strong>EXPLORING PAST AND PRESENT EXPLOSIONS IN THE WEST: INVESTIGATING VICTORIA’S FOOD SECURITY AND HAZARDOUS PAST</strong></td>
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<td></td>
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<td>Jane Petch, Education Officer Melbourne Water</td>
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<td>Dr James Driscoll, Monash University School of Earth, Atmosphere and Environment</td>
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<td>7e</td>
<td>Dandenong Creek Dandenong</td>
<td><strong>FIELDWORK MADE EASY</strong></td>
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<td>Adrian De Fanti, Mazenod College</td>
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<td>Ethan O’Connor, Education Manager, Myuna Farm</td>
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<td>Cor Nie Tan, Yakult Factory</td>
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<td>7f</td>
<td>Yarra Valley</td>
<td><strong>YARRA RIVER – THE ULTIMATE GEOGRAPHY FIELDWORK DESTINATION</strong></td>
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<td>Karen Garth, Eco-Adventure Tours</td>
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<td>Andrew Kelly, Yarra Riverkeeper</td>
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<td>Nicole Kowalczyk, Education Officer, Yarra Riverkeeper Association</td>
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<td>Parks Victoria Ranger, Melbourne Water manager, Friends of Warrandyte State Park</td>
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<td>7g</td>
<td>Mornington Peninsula</td>
<td><strong>PORTSEA, PLASTICS AND THE PENINSULA</strong></td>
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<td>Peter Lindner, Polperro Dolphin Swims</td>
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<td>Gidja Walker, Ecological consultant and natural systems teacher, President of Southern Peninsula Indigenous Flora &amp; Fauna Association</td>
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<td>Judy Muir, Polperro Dolphin Swims</td>
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<td>Despina Politidis, Dromana College</td>
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<td>Jason Rahilly, B—Alternative</td>
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<td>Neil Blake, Port Phillip Baykeeper and Port Phillip Eco Centre</td>
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<td>Kent Stannard, White Tag Representative from White Cliffs–Camerons Bight Foreshore Reserve</td>
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Alex Lyne Fieldwork Award

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

It is in the field that students learn skills and consolidate knowledge learnt in the Geography classroom. For many students, fieldwork is the highlight of their study of Geography.

The Award was named after Alex Lyne whose passion for fieldwork is legendary. He fostered the integration of fieldwork into the Geography curriculum in Victorian schools. The GTAV is proud to offer this award in honour of Alex Lyne, founding President of the GTAV.

For criteria and details on submissions, please go to www.gtav.asn.au
## Workshop Abstracts

### 9:15am Workshop 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop Session</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>1a</td>
<td>9:15am</td>
<td>Global Learning with a Natural Disaster Focus</td>
<td>Lyn White, Series Editor, Through My Eyes – Natural Disaster Zones</td>
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<td>The Great Japanese Tsunami and Earthquake, the Henan drought in China, the Christchurch Earthquake and Typhoon Haiyan in the Philippines are key geographical events which feature in the four realistic fiction texts of the Through My Eyes – Natural Disaster Zones series. Activities will be presented to demonstrate how the texts can be used with students in Levels 5–8 to explore key units of study including Level 7: Water in the world, Level 7: Place and liveability and Level 5: Impacts of hazards that threaten the safety of places and the application of the principles of prevention, mitigation and preparedness as way of reducing the effects of these hazards. This meticulously-researched series has strong links with all the Geographical Concepts and Knowledge and Understandings at upper primary and lower secondary levels. These highly-engaging literary catalysts are key resources for Disaster Resilience Education and for discussion about topics intrinsic to Global Education and General Capabilities such as Ethical Understanding and Intercultural Understanding.</td>
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<td>Geography Basics: Surviving in the Geography Classroom</td>
<td>Jennifer King, Education Consultant</td>
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<td>Many teachers without a specialist Geography background find themselves in front of a Geography class. In this workshop you will obtain all the basic knowledge and skills required to deliver engaging and appropriate geographical education. You will leave this session understanding Geographical Concepts and the essentials of basic mapping and fieldwork guidelines. Activities, fun ideas and sanity savers to use with classes in Level 7 and Level 8 will be provided. Teachers of F–6 will also gain many ideas from this session. A geographical perspective is not difficult – you and your students can enjoy your time in every Geography class.</td>
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<td>Rivers of Resources</td>
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<td>Life on the Murray</td>
<td>Shae Nechwatal, Merri Creek Primary School/Life Saving Victoria, Bec Webb, Merri Creek Primary School/Life Saving Victoria</td>
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<td>Life on the Murray is a Google Expedition that shows the past, present and future use of the Murray River. This expedition will give students a greater understanding of the importance of the Murray River and the role it plays in our everyday lives. Appropriate for Levels 3–4, Levels 5–6 and Levels 7–8, Shae and Bec will explore with you the cross curricula and Geography-specific learning materials that accompany this resource. This session is excellent for exploring the Geographical Concepts of place and environment and Geographical Skills of collecting and recording geographical data and information from the field. Virtual Reality is a great way to share an experience or location with your students and this resource can be used with or without VR headsets.</td>
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<td>The Health of the Yarra</td>
<td>Nicole Kowalczyk, Yarra Riverkeeper Association</td>
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<td>Relevant to Level 7: Water in the world and Level 7: Place and liveability and the Cross-curriculum Priorities of Sustainability and Learning about Aboriginal and Torres Strait Islander histories and culture, this session will take you on a journey to discover the Yarra River’s origins and its place in Australian culture. Nicole will outline the journey of Yarra water from being collected in forested catchments to returning to the natural water cycle as purified wastewater. In the process you will examine the ways that flows of water connect places as they move through the environment and the ways this affects places. The current water quality status of the river and the impact of humans on the river’s health and overall water quality will also be considered. Nicole will also highlight the flood issues facing the Yarra and surrounding areas as detailed in the Level 5: Geography of floods and environments.</td>
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**GIS – WANT TO, BUT DON’T KNOW HOW?**

**Skye Rodgers**, Education Program Manager, Esri Australia  
**Claire Jones**, Scotch College

Designed for people who want to give GIS a go but haven’t got the time/confidence/energy to start, this session will provide you with the basic skills needed to just get started. This workshop will go through some simple features and give you the time to dip your toe into tasks which have been tried and tested. Some of the topics covered are **Level 7: Place and liveability** (Liveability in Ballarat), **Level 7: Water in the world** (An introduction to the Murray Darling Basin), **Level 8: Landforms and landscapes** (Making mountains), **Level 10: Geographies of human wellbeing** (the Positive Peace Index) plus others.  

This session is repeated on Monday Workshop 4e.

**PROJECT BASED LEARNING USING SPATIAL TECHNOLOGIES**

**Rebecca Nicholas**, Contour Education

Project Based Learning is a method of learning where students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem or challenge. Spatial technologies is an exciting and innovative way of investigating and presenting this learning. In particular, the collection of data in the field, and the way the findings of the project are communicated will be discussed in this workshop. This session is directly applicable for teachers of **Levels 7–10** and also of relevance for **Levels 5–6**.

**CONNECTING KIDS WITH CLIMATE CHANGE IN AUSTRALIA**

**Nadiah Roslan**, Earthwatch  
**Chris Vella**, Cool Australia  
**James Adams**, Parks Victoria

Earthwatch, Parks Victoria and Cool Australia have teamed together to provide a powerful way to engage your students in measuring the impact of climate change in Australia. Climate change affects rainfall and temperature, triggering changes in plant and animal behaviour. Little is known about climate change’s impacts on Australian species due to the scale of the collection task. Gathering this data is only possible by engaging the community in the process. The ClimateWatch citizen science program provides ready-made resources to engage **Year 7–10** students in real-world data collection at local parks and contributes to Australia’s scientific understanding of climate change. Learn how you can include this in your Geography fieldwork program – especially relevant to **Level 10: Environmental change and management** – and find out about the extensive programs aligned to the Geography curriculum offered by Earthwatch and Parks Victoria.

**EDUCATION PERFECT FOR GEOGRAPHY: YOUR JOURNEY STARTS HERE!**

**Michael Villanti**, Education Perfect

Education Perfect is a flexible, comprehensive digital ecosystem for learning and assessment with new content in Geography and History now available. A growing library of lessons built specifically for the Australian Curriculum is paired with a world-class platform to deliver an engaging learning experience for students, plus provide meaningful data and insights for teachers. Education Perfect also presents exciting collaboration possibilities in terms of resource creation – a community of sharing. Teachers can build their own automated lessons or adapt existing ones, and then share these with other schools in the Education Perfect network. Teacher accounts are free. We are keen to hear your feedback so join us at this session to start your Education Perfect journey today!

**FUN FIELDWORK AT THE GREAT BARRIER REEF**

**Chris Mann**, John Monash Science School  
**Laurie Pritchard**, Small World Journeys

Without getting wet or sand between your toes, participate in activities in the reef environment which you can duplicate with your students. The ways Traditional Owners have protected their sea country and the challenges of contemporary management are explored through a reef mapping activity. Collect coral bleaching data on a virtual reef, calculate benthos coverage and complete a human impacts report card. In a role play debate, participants have the opportunity to defend and debunk a controversial development that affects the reef. You will leave this session with many resources and tools to help effectively engage your students studying **Level 10: Environmental change and management**, **VCE Unit 1: Hazards and disasters**, **VCE Unit 2: Tourism** and **VCE Unit 3: Changing the land**.
ORPHANAGE TOURISM
Dr Joseph Cheer, Monash University

In 2015 Joseph Cheer shared his knowledge and expertise to provide a powerful session on the new VCE Unit 2: Tourism. In this session Joseph will share his insights and research into voluntourism. While modern slavery practices in the global textiles, mining, agricultural, domestic services and sex industries have been on the receiving end of much critical research and mainstream commentary, the global tourism supply chain has not faced the same extent of investigation and critique. One of the clearest manifestations of modern slavery in tourism is the practice of orphanage tourism. Orphanage tourism experiences have become mostly tied to the voluntourism movement where the monetisation of care underlines the volunteer assignment, and the voluntourist pays institutions to partake in the development of what is essentially a for-profit enterprise. At stake for children are their human rights as they become commodities for the explicit purpose to pose as orphans.

STRATEGIES FOR TEACHING VCE UNIT 3: CHANGING THE LAND
Cathie Meyenn, Camberwell Girls Grammar

Cathie is an experienced teacher of VCE Geography. In this session, especially relevant for teachers with limited VCE experience, Cathie will assist you to make the Unit 3: Changing the land manageable for VCE students. Strategies explored will include practical exercises, work books and games. This session will provide you with the confidence to engage with your students and effectively teach them.

This session was provided in 2017 and is repeated by popular demand.
CONNECTING GEOGRAPHY AND LITERACY: FINDING THE TREASURE IN AUSTRALIAN STORIES

Wendy Bean, Education Consultant, Australian Literacy Educators’ Association/ Copyright Agency

This session will make you so glad that you teach Geography. Wendy will delve into a variety of texts by Indigenous creators that you can use in your primary and secondary classrooms. These beautiful texts, together and individually, reveal a sense of wonder, curiosity and respect about places, people, cultures and environments in Australia. Written by superb storytellers and brought to life by talented illustrators, all are guaranteed to resonate with children. All have teaching units freely available through Reading Australia. This session will truly reflect the aims and content of the Australian/Victorian Geography curriculum and address the General Capabilities, Critical and creative thinking, Information and communication technology and Intercultural understanding and the Cross-curriculum Priorities Aboriginal and Torres Strait Islander histories and cultures and Sustainability.

OCEANS OF RESOURCES

A session which will provide you with Curriculum–linked resources relevant for Levels 7–8 and Levels 3–4 and Levels 5–6.

VOLUNTEERS TO THE RESCUE – OCEANS

Shae Nechwatal, Merri Creek Primary School/Life Saving Victoria
Bec Webb, Merri Creek Primary School/Life Saving Victoria

Virtual Reality is a great way to share an experience or location with your students. Volunteers to the Rescue is a Google Expedition. Appropriate for Levels 3–4 and Levels 5–6 and Levels 7–8, Shae and Bec will explore with you the cross curricula and Geography-specific learning materials that accompany this resource. This session is excellent for exploring the Geographical Concepts of place and environment and Geographical Skills of collecting and recording geographical data and information from the field. The resource includes the experience of being a volunteer rescue swimmer with the Westpac Lifesaver Rescue Helicopter. This resource can be used with or without VR headsets.

DOLPHIN DISCOVERIES AND GEOGRAPHY: BRINGING REAL RESEARCH TO STUDENT LEARNING

Marie Kinsey, Marine Mammal Foundation
Matt Montemurro, Marine Mammal Foundation

Marine Mammal Foundation’s innovative Education and Outreach programs combine real applied research to student learning. The Foundation’s work with iconic marine mammals puts it in a unique position to deliver interactive incursion programs and foster student’s interest in STEM through enquiry-based learning. They are especially applicable to the Geography curriculum from Levels 3–10, addressing Geographical Concepts of place, environment and sustainability and key knowledge areas such as Level 3–4: Importance of environments to animals and people and different views on how they can be protected and Level 7–8: Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnection. This session will outline how the MMF’s scientists will inspire students to use critical thinking to become positive change makers.

OUT OF FIELD? HELP IS AT HAND!

Judy Mraz, Geography Teachers’ Association of Victoria

Geography is a subject with content, skills, knowledge and understanding now mandatory and essential learning for all students from Foundation to Level 10 in Victoria. As the subject is offered to more students, there has been an increased demand for Geography teachers across all schools. If you are one of the many out-of-field Geography teachers in Victorian schools, help is at hand. This workshop will provide you with access to many excellent, free resources and demonstrate how you can use them for greatest impact and effectiveness. Resources include ready-to-teach units of work, activities and great websites. In addition you will be provided with information, content and assessment requirements for the DET–supported GTAV Certificate of Geography Competency eCourse. This session is ideal for teachers without a specialist Geography background.

This session is repeated on Monday Workshop 5a
**MAKING MAPS INTERESTING FOR KIDS**

Anton Thomas, Anton Thomas Art  
Melinda Clarke, The Melbourne Map  

Maps are the primary tool of Geography. The ability of students to create maps is embedded in the Data and Information substrand of the Geography curriculum. Yet maps are sometimes seen by students as boring. Anton and Melinda will help you turn this around so that the emotions students associate with maps can be pushed in a much more positive direction! As a creator of pictorial map art, Anton will discuss spending four years hand-drawing a large and extremely detailed map of North America. Through his experience searching for content and style able to captivate and educate, he will share insights about reimagining maps for a much broader audience.

Melinda will showcase the story of *The Melbourne Map Project* which started more than 30 years ago — two young Melburnians worked in the garage at the back of a house, quietly researching and illustrating the CBD and approximately 5 km radius. With the massive changes to Melbourne and how people use, visit and enjoy the city, Melinda will outline *The (New) Melbourne Map Project* with an overview of illustrated map making which embraces new technologies. Fundamentally still a hand-drawn labour of love, this session will provide links to **Level 9: Geographies of interconnection** — perceptions people have of place and how this influences their connections to different places.

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**GREAT IDEAS FOR TEACHING YEAR 9: INTERCONNECTIONS**

Anna Haigh, Melbourne Grammar School  
Larissa Shashkof, Australian Mobile Telecommunications Association  
Steve Papp, Field of Mars Environmental Education Centre  

The variety of possible topics appropriate for **Level 9** is numerous. Anna brings her wealth of experience in teaching Level 9 Geography to provide you with engaging classroom activities, assessment tasks and useful fieldwork options. A key feature of this session will be an introduction to a brand new resource designed to engage all Level 9 students — its focus: the mobile phone. Used every day to plan trips to work and shops and to connect to friends and family on a local and global scale, the mobile phone is one of the most important technologies to which people have access. The *Mobile Connections* program provides an exemplar for how to develop technology-rich, inquiry-based teaching and learning programs that lead to action for a better world. Developed by Field of Mars Environmental Education Centre and MobileMuster, the resource covers personal connections, technology, trade, production and consumption all through the lens of a mobile phone.

This session will be repeated on Monday Workshop 5c.

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**GETTING STARTED WITH SPATIAL TECHNOLOGY IN FIELDWORK**

Julian Woolhouse, Ivanhoe Girls’ Grammar School  
Andre Chadjynski, Ivanhoe Girls’ Grammar School  

Are you interested in using spatial technologies to collect and analyse fieldwork data? Not sure how to set it up? Want to see how easy it is to collect large amounts of data and try it yourself? Julian and Andre will share their experience based on their **Level 10** fieldwork in Darebin parklands. They will take you through basic steps on how to set up your class with Esri software, create an app-based field survey and use ArcGIS Online to map the results. Download Survey123 app onto your phone before the session so you can have some hands-on practice collecting data during this session. Then return to your classroom and get your students engaged.

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**FEEDBACK OR FAST FORWARD**

Bev Steer, Carey Baptist Grammar School  

Teachers can provide powerful learning feedback in the Geography classroom. This can become an influential learning tool for both teacher and student, as feedback improves teacher practice and student performance. This workshop will focus on understanding the use and impact of feedback on our students and present ideas for teacher-to-teacher, teacher-to-student, student-to-student, group feedback and student-to-teacher feedback. It will embed Visible Thinking and investigate a variety of approaches in providing feedback to students using examples from the Geography classroom.
HELP! I HAVE TO RUN A VCE FIELD TRIP

Micah Wilkins, The MacRobertson Girls’ High School
Jonathan Davies, East Doncaster Secondary College

In this workshop two VCE Geography teachers will share their experience of planning and running VCE fieldtrips. Covering VCE Unit 1: Hazards and disasters, VCE Unit 2: Tourism and VCE Unit 3: Changing the land, the fieldtrips range from bushfires in Marysville and Strathewen, tourism in Kyneton, Bendigo and Ripponlea and land use in various locations around Melbourne and regional Victoria. This workshop will step you through the entire process and includes selecting locations, using existing contacts, developing research questions, data collection (both quantitative and qualitative), use of spatial technologies and writing of fieldwork reports. Examples of student work will be used throughout the presentation.

EXTREME EARTH! NATURAL HAZARDS AND HUMAN VULNERABILITY

Associate Professor Dr Megan Farrelly, Monash University

Relevant to VCE Unit 1: Hazards and disasters, this workshop will consider some of the catastrophes of our world today, such as droughts, earthquakes, epidemics, fires, floods, hurricanes, landslides, tsunamis and weather extremes. The aim is to provide a blended understanding between the mechanics and dynamics of these environmental phenomena with the social contexts in which these disasters occur. The wide range of environmental processes (hazards) that pose risks to human lives, livelihoods and settlements will be considered and Megan will explore how risk in a chosen area is a function of both the hazards and the community’s vulnerability. Megan will then use two case studies related to a hydro-meteorological hazard to explore vulnerability and resilience within the umbrella of reducing disaster risks.

UNIT 3: LAND COVER CHANGE – MELTING GLACIERS AND ICE SHEETS

Dr Mark Burrows, Australian National University

This session will develop a deeper and richer knowledge of VCE Unit 3: Changing the land that can benefit your VCE students. Two volcanic craters in north eastern Queensland contain piles of sediment that have built up over 37 000 years. In that period the Earth has experienced dramatic changes in climate with extremes of wet and dry and hot and cold. Could the layers provide clues to what happened? Mark will consider the evidence for climate change affecting land cover from the Last Glacial Maximum (LGM) to the Holocene Climatic Optimum (HCO). Mark will provide new interpretation on the late glacial transition period as recorded at Bromfield maar, with particular emphasis on the basal 0.12m of laminated organic rich muds. The detection and characterisation of laminated sediments will help people resolve the timing and magnitude of abrupt climate change events during a critical period in global climate change. This information comes from a region where little is known about key drivers of these changes in the Southern Hemisphere.

GEOGRAPHY: WHERE IN THE WORLD DO I BEGIN?

Danielle O’Leary, Beaconhills College
Jodie Bayley, Beaconhills College

Kindergarten prepares children for primary school. Primary school and the junior levels of secondary school should prepare young people for VCE. Geographical Skills are not only fundamental for the Humanities and Sciences but also for life in the modern world. Just like spending time exploring letters and numbers in the junior years, this session will explore the nuts and BOLTSS of Geography skill development and how Beaconhills College successfully developed our Geography program from Levels 5–6 and Junior Secondary levels through to VCE. Examples and applications will be provided of how one multi-campus college has embedded these skills in their students so that they can excel in VCE Geography. Mapping out the future success of our students starts with you!
QUALITY GEOGRAPHY IN THE PRIMARY CLASSROOM

Lachlan Zubevich, Serpell Primary School

Geography provides a great opportunity to develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world. This presentation will outline one term of learning in a Level 3 classroom, looking specifically at how Geographical Knowledge and Geographical Concepts and Skills can be incorporated in addition to literacy and numeracy into inquiry lessons. You will be provided with lots of examples of activities and student samples will be showcased. Extension opportunities for digital technologies and social action will also be outlined.

ENGAGING WITH GEOGRAPHY AT LEVELS 7 AND 8

Paul Cross, St. Catherine's School, Toorak

Engage me or enrage me... please don’t ask me to read yet another chapter and answer the questions. This session will provide examples of classroom activities that encourage thinking, collaboration and debate. Providing lots of hands-on examples of engaging, easy-to-run classroom activities, this presentation will be particularly useful for those teaching Geography for the first time.

This session is repeated on Monday Workshop 6b

SPATIAL TECHNOLOGY – READY-TO-GO ACTIVITIES

Adrian De Fanti, Mazenod College

Develop your spatial technology skill-set! Google Earth is a key tool for the application of spatial technology in the Geography curriculum at Levels 7–VCE. In this hands-on session participants will explore many of the innovative ways you can use Google Earth. You will be provided with question sheets, instructions, tutorial videos and data ready for your students to load into Google Earth. This session will suit both beginners and those with some experience using Google Earth. Please bring your laptop and some headphones and you will be on your way.

USING DARK EMU IN THE GEOGRAPHY CLASSROOM

Simone Barlow, Williamstown High School
Ashlee Horyniak, Williamstown High School

Bruce Pascoe’s Dark Emu is rich in possibilities for people who want to explore new ideas and fields of knowledge. Pascoe challenges the misconception that all Aboriginal Australians were hunter-gatherers. He uses a range of evidence from early colonists and explorers to make a strong argument for the reconsideration of our understanding of the way Aboriginal people lived in colonial times. The presenters of this session are writing a Teacher Resource book to bring Dark Emu into the classroom. Aligned with Level 9: Biomes and food security and Level 10: Environmental change and management, participants will receive lesson plans and activities that can be used in their Geography classes. The information provided will also be relevant for VCE Unit 3: Changing the land and address the Cross-curriculum Priorities of Aboriginal and Torres Strait Islander histories and cultures and Sustainability.

AN AFTERNOON AT THE IMMIGRATION MUSEUM – CRITICAL CONTENT, CREATIVE AND INNOVATIVE EXPERIENCES

Jan Molloy, Museum Victoria

Understanding the role of immigration in the development of Australian society is critical for students who will become adults in the second half of the 21st century. Where does migration fit in your Geography program? If you are teaching VCE Geography: Unit 4, Level 9: Geographies of interconnections, Level 7: Place and liveability or Level 5–6: How do places, people and cultures differ across the world, this session is for you. It's a 5-minute walk to the Immigration Museum to see the current exhibitions and hear from the education staff onsite. Discover the extensive curriculum-related resources available through virtual learning programs, excursions and incursions. As this is the final workshop of the day, you are welcome to stay until the Museum closes.
TAKING IT TO THE FIELD – COLLECTING PRIMARY DATA IN A DIGITAL AGE

Doug Bail, Cider House Technology

Get your hands on the latest in tools and digital technologies to collect and record relevant geographical data and information using ethical protocols, from reliable and useful primary sources. This session will include hands-on data collection, analysis and tips and techniques using the latest in PASCO technologies. During fieldwork students can employ the latest in GIS enabled data collection using their own devices. We will collect real time data such as temperature, dissolved oxygen and flow rates – simply and reliably. The data can then be analysed directly or exported to ArcGIS for comparison with other GIS data sets. All attendees will receive software and resources for your classroom, which will embed STEM technology into your Level 7–10 and VCE Geography.

BEING SKILLED WITH GIS

Skye Rodgers, Education Program Manager, Esri Australia

If you are feeling confident using the basics in GIS, join us for a more detailed GIS session as we explore and analyse big data using ArcGIS Online. This session will take you through uploading data into ArcGIS Online, representing data in different ways (including choropleth maps) and using ArcGIS built in analysis tools to interpret the data. This session is designed for those with some prior ArcGIS knowledge to analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems.

This session is repeated on Monday Workshop 6f

LOGGING VICTORIA’S NATIVE FORESTS

Annette Thompson, Presbyterian Ladies College

This workshop is relevant to VCE Unit 3: Changing the land and investigates the process of deforestation at a selected location. Following a brief overview of deforestation in Victoria since European settlement, logging as a cause of forest degradation and deforestation will be examined. Current logging processes will be outlined and the sustainability of logging practices questioned. The interconnection between logging and the natural process of bushfires in causing deforestation will also be discussed. Spatial technologies are used to show the distribution of forest types and to identify forests targeted for timber harvesting.

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

Trish Douglas, Eltham College

Trish Douglas, an experienced teacher of VCE Geography, will share with you her knowledge, some case studies and practical activities for use in your VCE Unit 4 class. She will provide you with strategies to manage this quite complex unit and look at approaches to SACs.

The Staging Post – Geographies of human wellbeing

Jo McCoy, former GTAV Education Officer, brings Jolyon Hoff’s new Australian documentary The Staging Post to the GTAV. It follows Muzafar and Khadim, two Afghan Hazara refugees, stuck in Indonesia after Australia ‘stopped the boats’. Facing many years in limbo they built a community, started a school, changed UN refugee policy and inspired a refugee education revolution. A real-life, real-time, multi-platform documentary. The Staging Post is about friendship, connection and the power of community. Jo will lead discussion and talk about how to use this documentary in your teaching. This movie will inspire you, madden you, make you laugh and make you cry and above all help you realise the humanity in all of us. Great for VCE Geography Unit 4 and Geographies of Human Wellbeing but also an amazing resource for classes across the curriculum.
USING STEM TO JUSTIFY THE CREATION OF THE GREAT FOREST NATIONAL PARK

Laureate Professor David Lindenmayer AO, The Australian National University, Fenner School of Environment and Society
Sarah Rees, Co-Chair Great Forest National Park Initiative

David will outline the results of 35 years of field studies in the wet forests of the Central Highlands of Victoria. The studies relate to biodiversity and conservation, carbon storage, fire dynamics, water production for Melbourne and timber harvesting in this region. He will link this information to the curriculums of Level 8: Landforms and landscapes, Level 10: Environmental change and management and VCE Unit 3: Changing the land with ideas for both class–based and fieldwork learning opportunities. Sarah will outline the Non Government Organisations involved in the Park initiative, from city to regional groups. The building of relationships with business and Councils to support tourism in a landscape that has been traditionally used for other purposes will also be considered. They will also discuss the ongoing engagement with traditional owners and local community in developing this regional plan.

LET THESE STUDENTS INSPIRE YOUR GEOGRAPHY TEACHING

Amy Taylor, Kids Teaching Kids
Katherine Balson and students of Cheltenham Secondary College

The Geographical Concept and Cross-curriculum Priority of sustainability provides a great opportunity for all Geography classes to be involved in Kids Teaching Kids (KTK). In this session Amy and Katherine will outline the benefits in encouraging students to take control of their own learning. You will get a preview of the Kids Teaching Kids Program which aims to promote positive wellbeing and help build resilience in young people. The program seeks to raise awareness and drive action about local and global environmental issues, bringing communities together to solve common challenges. Students from Cheltenham Secondary College will explain their experience of the Melbourne Water KTK Conference and demonstrate their activities which show how you can have a positive impact on the world, starting in your own community.

GREAT RESOURCES AND LOCATIONS FOR TEACHING GEOGRAPHY

This session will explore the excellent fieldwork opportunities that are available on the Mornington and Bellarine Peninsulas.

COASTAL MANAGEMENT – MARINE AND FRESHWATER DISCOVERY CENTRE

Philip Armata, Marine and Freshwater Discovery Centre

The Marine and Freshwater Discovery Centre (MFDC) is located on the shores of Swan Bay (Queenscliff) and provides curriculum-based education. Discover the opportunities for the Geographical Concept and Cross-curriculum Priority of Sustainability together with Level 8: Landforms and landscapes and Level 10: Environmental change and management. Students can explore the natural and human forces that shape the coastlines of Point Lonsdale and Queenscliff. How does human activity influence the natural forces? How effective are the strategies implemented in managing and protecting the coastal environment? The centre provides you with the opportunity to get up close with the marine life and also investigate the big issues – the management of Port Phillip heads – entrance to Australia’s busiest port, Marine National Parks, Ramsar wetlands and the management and sustainability of recreational fishing resources.

MANAGING OUR WATERWAYS AND COASTS

Pete Lindner and Judy Muir, Polperro Dolphin Swims

Polperro Dolphin Swims is a multi-award winning ecotourism operation. In this part of the session Judy Muir from Polperro and Pete Lindner an experienced Geography teacher, will introduce the recently developed resources that are able to be accessed on Polperro’s website. These resources focus on the pressures facing our waterways and coasts, in particular the growing problem of plastics, and they provide an evaluation of the management strategies available to sustain these environments. A range of fieldwork activities for the Mornington Peninsula will also be outlined. Ideal for Level 7: Water and the word, Level 10: Environmental change and management and VCE Unit 1: Hazards and disasters.
**ABSTRACTS**  Monday

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**4d**  
**TEACHING YEAR 9 BIOMES AND FOOD SECURITY**  
Anna Haigh, Melbourne Grammar School  
Ben Stockwin, CEO Primary Industries Education Foundation Australia (PIEFA)  
Terry McMeekin, Education consultant  

The Level 9: Biomes and Food Security unit is huge and many approaches can be taken to learn about it. Anna will demonstrate a variety of classroom activities, different types of assessments and manageable fieldwork activities. This session will also showcase PIEFA’s large collection of free, online resources and class activities which will enhance your teaching of this topic. Primary Industries Education Foundation Australia (PIEFA) is the peak body for food and fibre education. A new PIEFA resource which focuses on sustainable fishing (salmon) will also be made available to all participants.

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**4e**  
**GIS – WANT TO, BUT DON’T KNOW HOW?**  
Skye Rodgers, Education Program Manager, ESRI Australia  
Michael Pearson, Mazenod College  

A workshop designed for people who want to give GIS a go but don’t have the time, confidence or energy to start. This session will provide you with the basic skills needed to get started and will go through some simple features, giving you the time to dip your toe into tasks which have been tried and tested. Some of the topics covered are Level 7: Place and liveability (Liveability in Ballarat), Level 7: Water in the world (An introduction to the Murray Darling Basin), Level 8: Landforms and landscapes (Making mountains), Level 10: Geographies of human wellbeing (the Positive Peace Index) and VCE Unit 1: Hazards and disasters.

This session is a repeat of Sunday Workshop 1d

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**4f**  
**USING GAMES IN GEOGRAPHY**  
Clare Rafferty, Ringwood Secondary College  

In this session Clare will explore games that help connect students with a study of Geography. Other games (non-electronic) will also be explored as a means to engage students. We will also play several Flash-based games that can also be used in the Geography classroom. Please bring a Flash-enabled device.

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**4g**  
**CLIMATE CHANGE – WHAT DO VICTORIANS THINK?**  
Dianna McDonald, Sustainability Victoria  
Cyrelle Field, Sustainability Victoria  

Sustainability Victoria offers many education programs on the Geographical Concept and Cross-curriculum Priority of Sustainability. This session will provide you with information about the highly-engaging Sustainability Victoria programs and resources that you can incorporate into your Geography program to enhance environmental awareness in your school community.

Dianna and Cyrelle will also provide you with an excellent opportunity to enhance your Level 10: Environmental change and management program. This includes some recent research from the Victorians’ Perceptions of Climate Change Report which provides the most comprehensive picture yet of climate change-related attitudes, beliefs, expectations and behaviours held by different demographic groups across Victoria. Get your students to replicate the questions in their own community and see how they compare with the overall Victorian response.
MAKE VIRTUAL REALITY YOUR REALITY!
Shae Nechwatal, Merri Creek Primary School
Samuel Mclean, Product Manager, Google

Spatial technology can be embraced in so many ways across the Geography curriculum. The release of Google’s Tour Creator has made it possible for students to create their own expeditions and engage with Geography in a whole new way. Join Shae and Samuel in this hands-on session to learn how you and your students can create unique virtual reality tours that can be shared across the globe. The application and reach of this technology is truly only limited by your imagination. Creating Google Expeditions for Life Saving Victoria has allowed Shae to develop the skills to combine meaningful content with Virtual Reality to create an engaging learning experience for students. You can do this too with your students in any year level. This session is applicable to Levels: F–6 and 7–10.

CAPTURING STUDENT INTEREST IN GEOGRAPHY AT SCHOOL AND BEYOND
Benn Jamieson, Ringwood Secondary College
Andrew Eadon, Melbourne Zoo
Dr Benno Engels, RMIT University, Melbourne

Benn will speak about the strategies he uses to inspire his middle years students to continue with their studies in Geography.

Andrew will add to the conversation by outlining the ways that students in Levels 9 and 10 can be actively engaged with the Zoos conservation programs that can lead to positive change – especially in the areas of Palm Oil and Recycling mobile phones.

Benno will outline the excellent tertiary study opportunities that await Geography students – especially in the Planning, Environmental studies and Geographic Information Systems areas. He will also provide information about open days at RMIT and the RMIT planning competition which is open to all secondary school Geography students. An opportunity for you to share your successes and issues will also be provided.

TWO TAKES ON TOURISM
This session will explore two great sites for undertaking fieldwork related to VCE Unit 2: Tourism.

TOURISM FIELDWORK AT SOVEREIGN HILL
Peter Hoban, Sovereign Hill
Kelli Ashton, Luther College

Sovereign Hill has been named Australia’s best tourist attraction on a number of occasions – there is no better place to undertake the fieldwork associated with VCE Unit 2: Tourism. Kelli will discuss the use of Sovereign Hill for the fieldwork exercise and provide examples of student work. Peter will explain Sovereign Hill’s education program designed to help students understand the course content and to complete their primary research requirements.

VICTORIA’S GREATEST TOURIST RESOURCE AT RISK
Paul Cross, St Catherine’s School, Toorak

Is tourism on the Great Ocean Road sustainable? The Great Ocean Road (GOR) region can provide a two-day fieldwork opportunity for VCE Unit 2: Tourism. Examples of data collection and the investigation techniques associated with the impacts of the recent boom in tourist numbers on the GOR will be discussed with an emphasis on the Geographical Concepts of change and sustainability. Details of how these regions can be used through fieldwork or as a case study through classroom activities will be provided.

HUMAN POPULATION – TRENDS AND ISSUES
Associate Professor Dr Alan Gamlen, Monash University

Dr Gamlen is a world expert in Human Population whose research focuses on human migration and ethnicity.

This workshop will focus on Unit 4: Human population – trends and issues and present case studies for countries with growing and ageing populations. The session will provide teachers with deep knowledge and specific information about strategies developed in response to issues and the economic, social, political and environmental impacts of these strategies on people and places; and the effectiveness of strategies developed in response to these issues.
OUT OF FIELD? HELP IS AT HAND
Judy Mraz, Geography Teachers’ Association of Victoria

Geography is a subject with content, skills, knowledge and understanding now mandatory and essential learning for all students from Foundation to Level 10 in Victoria. As the subject is offered to more students, there has been an increased demand for Geography teachers across all schools. If you are one of the many out-of-field Geography teachers in Victorian schools, help is at hand. This workshop will provide you with access to many excellent, free resources and demonstrate how you can use them for greatest impact and effectiveness. Resources include ready-to-teach units of work, activities and great websites. In addition you will be provided with information, content and assessment requirements for the DET-supported GTAV Certificate of Geography Competency eCourse. Ideal for teachers without a specialist Geography background.

This session is a repeat of Sunday Workshop 2c

DAY OF STEM: INNOVATION AND TECHNOLOGY FOR A SUSTAINABLE FUTURE
Renee Hoareau, Director of Education and Engagement at LifeJourney

Renee will focus on exciting innovations in technology. The technology supports the understanding and development of sustainable solutions that mitigate the harmful environmental impacts of human activity and decrease the environmental footprint. This workshop will introduce the Day of STEM platform, a free resource for schools that will provide Geography students with an insight into emerging STEM careers within eight themed study and career pursuits. Renee will focus on emerging technologies in sustainability, innovation, sports analytics (GPS tracking of players and analysis), IOT (Interconnections) and eHealth/MedTech (Wellbeing). These are relevant to Level 9: Geographies of interconnections, Level 10: Environmental change and management and Level 10: Geographies of human wellbeing. Day of STEM is sponsored by education, industry, resource providers, STEM professionals and teaching organisations to create a unique resource for education.

This session is a repeat of Sunday Workshop 2e

GREAT IDEAS FOR TEACHING YEAR 9 INTERCONNECTIONS
Anna Haigh, Melbourne Grammar School
Larissa Shashkof, Australian Mobile Telecommunications Association
Steve Papp, Field of Mars Environmental Education Centre

The variety of possible topics appropriate for Level 9 is numerous. Anna brings her wealth of experience in teaching Level 9 Geography to provide you with engaging classroom activities, assessment tasks and useful fieldwork options. A key feature of this session will be an introduction to a brand new resource designed to engage all Level 9 students – Its focus: the mobile phone. Used every day to plan trips to work and shops and to connect to friends and family on a local and global scale, the mobile phone is one of the most important technologies to which people have access. The Mobile Connections program provides an exemplar for how to develop technology-rich, inquiry-based teaching and learning programs that lead to action for a better world. Developed by Field of Mars Environmental Education Centre and MobileMuster, the resource covers personal connections, technology, trade, production and consumption all through the lens of a mobile phone.

This session is a repeat of Sunday Workshop 2e

THE NATIONAL GALLERY OF VICTORIA – AN EDUCATION RESOURCE FOR GEOGRAPHY TEACHERS AND STUDENTS
David Menzies, National Gallery of Victoria

This session will explore how the NGV collection and exhibitions are relevant and rich resources for students and teachers of Geography across all levels. Using traditional and contemporary works of art, the session will study how artists working in a range of urban and natural settings represent the Geographical Concepts of place, environment, space, interconnections, change, scale and change. Unpack how visual imagery by Australian and international artists such as John Wolseley, Frederick McCubbin and Alexander Kehayoglou enhance Geography teaching in units of study including Level 7: Water and the world and Place and liveability, Level 8: Landforms and landscapes, Level 9: Geographies of interconnections and Level 10: Environmental change and management.
BRINGING THE UNITED NATIONS INTO YOUR CLASSROOM

Dr Sally Northfield, United Nations Association of Australia (Victoria Division)

This session will provide you with a very different and engaging way to get your students involved in exploring important global issues such as Asylum Seekers and Refugees, Climate Change and Zero hunger. The full-day model United Nations Conference simulates a session of the United Nations General Assembly through roleplay and debate. Students become country ambassadors and draw on negotiation skills to ensure their views are heard, interacting with other delegates and presenting their country’s positions to the General Assembly. This is an opportunity for students to learn about international relations, the UN system, global issues and the UN Sustainable Development Goals in a fun dynamic environment, while developing negotiation and public speaking skills. Sessions can be adjusted to suit all levels from Level 9 to Level 12. Student materials are aligned with the Victorian Curriculum Geography, and are highly relevant to Level 10: Geographies of human wellbeing, Level 9: Geographies of interconnection and Level 9: Biomes and food securities and the Cross-curriculum Priority of Aboriginal and Torres Strait Islander histories and culture.

IT’S ALL DONE FOR YOU – FREE, QUALITY SPATIAL TECHNOLOGY ACTIVITIES

Amanda Palmer, Melbourne Grammar

Are you just getting started in spatial technology or need some new ideas and resources? This session will showcase numerous step by step lessons and activities that have been developed by the GTAV in conjunction with Federation University, Ballarat. The Spatial Connect project will guide students to use critical thinking skills to read and interpret rich maps and data applicable across many areas from Levels 7–10 including Level 7: Place and liveability, Level 7: Water in the world Level 8: Landforms and landscapes, Level 10: Geographies of human wellbeing and VCE Unit 1: Hazards and disasters.

WALKABLE SUSTAINABLE NEIGHBOURHOODS

A workshop to provide you with ideas, information and case studies for teaching Level 7: Place and liveability, Year 8: Changing nations and Year 10: Environmental change and management.

DESIGNING WALKABLE NEIGHBOURHOODS

Mike Day, RobertsDay Planning

In this session Mike will outline how the Victorian government is working with councils and other partners to explore how walkable neighbourhoods can be implemented in the growth areas of Melbourne. This is a key concept within Melbourne’s metropolitan planning strategy Plan Melbourne 2017–2050. Mike will present numerous timeless, compact, connected, mixed use, walkable inner Melbourne case studies – including one project that his own firm has developed.

LIVEABILITY IN THE CITY OF MELBOURNE

Vanessa Lucy, City of Melbourne

This session uses spatial technology to explore “the challenge of managing and planning for Australia’s urban future”. As the world’s most liveable city, the City of Melbourne recently endorsed its first “Nature in the City Strategy” to enhance biodiversity and people’s connection to nature in the city. This new strategy complements the highly successful Urban Forest Strategy. In this workshop you will discover how you and your students can be a part of these programs in mapping trees and particularly the presence of hollows for wildlife using citizen science and simple GIS applications.
FABULOUS FIELDWORK FOR ALL

A session shared by two passionate teachers of fieldwork with lots of resources provided.

BECAUSE #FIELDWORK

Jane Bellamy, Education consultant

Jane's passion is making Geography accessible to all students regardless of their ability. Fieldwork is the cornerstone of every geographical study and should be a pain-free process for teachers. This session will provide all the tools you will need to plan and undertake successful fieldwork to engage all your students.

TAKE A TRIP TO THE GOULBURN RIVER

Celeste Pryke, Christian College Geelong

The Goulburn River from Lake Eildon to Shepparton provides an ideal location for fieldwork for Level 10: Environmental change and management. In this session Celeste will outline a three-day fieldtrip which investigates how different uses of the river affect the health and quality of the water. Management strategies that have been implemented to try and balance the social, economic and environmental drivers are also evaluated. Participants will receive resources that support this fieldwork.

LAND USE CHANGE – FIELDWORK AT THE URBAN FRINGE

Theodore Hartman, Coburg High School
Travis Conway, Manager, Strategic Planning, Mitchell Shire Council

This interactive workshop, with its focus on VCE Unit 3: Changing the land, features strategic planners from peri-urban shire councils where rapid land use change and demographic shifts are an everyday dilemma. The structured discussion will range from topics such as social, political and economic factors influencing development patterns in these growth areas and the types of resources that VCE students can access to extend their research techniques. Please bring questions for the panel to address.

STRATEGIES FOR ACHIEVING EXCELLENT RESULTS IN VCE

Mark Easton, St Margaret’s School, Berwick
Emily Hawes, Hoppers Crossing Secondary College

Mark and Emily will share the strategies that they have used to help their VCE students achieve excellent results in Geography. This includes timing, homework, exam preparation and other aspects of teaching the VCE Geography course. They explain what they do and what works for them. A session where you can also share your best practice and also ask for advice related to your own experience.

EXPLORING ADVENTURE TOURISM IN ICELAND

Trish Douglas, Eltham College

A session to explore how to use Iceland as a case study for VCE Unit 2: Tourism. There will be a particular focus on adventure tourism and the management issues posed by increasing tourism numbers to this small island country.
Through My Eyes
Natural Disaster Zones

Series creator and editor: Lyn White

A series of books paying tribute to children who are often the most vulnerable in disaster situations. Their inspirational stories of courage, resilience and hope will satisfy readers’ natural curiosity and wonder about the diversity of the world’s places, cultures and environments, and guide their discovery and appreciation of the crucial interdependence of people and environment.

When the tsunami strikes Hotaka’s Japanese coastal town of Omori-wan, the effects are utterly devastating. Three years later, much of what happened on that day is still a mystery. Can Hotaka help Omori-wan look to the future - and let go of his past?

The worst drought in over sixty years threatens the crops that Shaozhen’s Henan village relies on for income. As the water situation becomes dire, Shaozhen realises he must come up with a plan. But will it be enough to save his family and friends and secure the future of his village?

When a magnitude 6.3 earthquake devastates Christchurch, Lyla tries to help others. But can she find a way to cope as the earth keeps shaking day after day and she discovers that friends and acquaintances have vanished, along with familiar buildings and landscapes?

Typhoons have passed across the Philippines for generations. Lately they seem to be more destructive, but Angel’s family know how to batten down—until Typhoon Haiyan hits. Will she be able to withstand the greatest challenge of all?

COMING IN AUGUST.

Zoe Daniel will be appearing via video at the GTAV annual conference.

FREE TEACHER NOTES ARE AVAILABLE FOR ALL TITLES FROM TIME OF RELEASE
Visit www.throughmyeyesbooks.com.au for Teacher Notes, extracts, author info and loads more.
ELWOOD CANAL: LAND USE, DRAINAGE AND CLIMATE CHANGE ISSUES
Dr Nigel Bertram, Practice Professor of Architecture, Monash University
Justin Buckley, National Trust
Suresh Bajracharya, Melbourne Water

The inner city area of Melbourne, in the vicinity of the Elwood Canal, is a geographer’s paradise – a coastal area with a changing demography, changing land use change and prone to flooding. A panel of three experts will identify the land use and flooding issues that are evident within the region of the Elwood Canal, ‘Ripponlea’ and Elster Creek. The catchment area of the Elster Creek includes East Bentleigh, McKinnon, Highett, Caulfield, Elsternwick before the water enters Port Phillip Bay via Elwood Canal. Be informed as they explain how the drainage of this region has developed and changed over time. What is the drainage future of this already flood-prone inner suburb and how might climate change and increased development density impact on this place? Suitable for studies in Level 7: Water and the world, Level 8: Landforms and landscapes, Level 10: Environmental change and management and VCE Unit 1: Hazards and disasters and VCE Unit 3: Changing the land.

ENGAGING WITH GEOGRAPHY – YEARS 7 AND 8
Paul Cross, St. Catherine’s School, Toorak

Engage me or enrage me… please don’t ask me to read yet another chapter and answer the questions. This session will provide examples of classroom activities that encourage thinking, collaboration and debate. Providing lots of hands-on examples of engaging, easy-to-run classroom activities, this presentation will be particularly useful for those teaching Geography for the first time.

This session is a repeat of Sunday Workshop 3c

CAPABILITIES IN GEOGRAPHY
Monica Bini, Curriculum Manager, VCAA
Leonie Brown, Curriculum Manager, VCAA

In this interactive workshop, participants will gain an insight into how Critical and Creative Thinking, Ethical and Intercultural Capabilities can foster deeper and high quality student learning in Geography. Participants will improve their capacity to undertake strategic curriculum planning and assessment.

FIELDWORK STUDIES FOR STUDENTS OF ALL AGES
Phebe Rowland, Second Nature Asia Pacific

This workshop, suitable for all levels and teachers both experienced and out-of-field, will guide you through how to choose an appropriate fieldwork site, structure an investigation that will provide useful primary data, consider the limitations on fieldwork due to natural processes and demonstrate how to engage with students while conducting fieldwork. You will also learn how to conduct simple transect and quadrat studies and some more advanced techniques for senior students. Sample workbooks from Second Nature Programs will also be provided.

DIFFERENTIATION IN THE GEOGRAPHY CLASSROOM
Marita Tripp, Pearson Australia

Differentiation is not a new word for teachers – they have been doing this for years. Differentiation requires teacher awareness of each student’s readiness to learn. Every student has different prior knowledge and different ways of learning and a different personality. Differentiation takes these differences between students into account. This session will provide an overview of differentiation, consider planning including content and process and discuss assessment. This session will also provide practical differentiation solutions using Pearson Humanities Victoria 7–10.
BEING SKILLED WITH GIS

Skye Rodgers, Education Program Manager, Esri Australia

If you are feeling confident using the basics in GIS, join us for a more detailed GIS session as we explore and analyse big data using ArcGIS Online. This session will take you through uploading data into ArcGIS Online, representing data in different ways (including choropleth maps) and using ArcGIS built in analysis tools to interpret the data. This session is designed for those with some prior ArcGIS knowledge to analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems.

This session is a repeat of Sunday Workshop 3h

INNOVATIVE SUSTAINABILITY AND CULTURAL RESOURCES IN MELBOURNE

Experienced educators share their resources and ideas.

LOOKING FOR SUSTAINABILITY INCURSIONS OR EXCURSIONS? WE’VE GOT IT COVERED

Shane French, Excursions and Incursions Manager, CERES

A fun, interactive workshop exploring how CERES can support your sustainability and STEM programs. Get classroom tips and activity ideas and discover how our inspiring 10-acre park allows students to immerse themselves in over 60 different hands-on, curriculum-linked activities. These align especially to the Geographical Concepts and Cross-curriculum Priority of sustainability, Level 9: Biomes and food security and the General Capability of Aboriginal and Torres Strait Islander histories and culture. Topics cover the themes of waste, land, water, energy and cultural (Aboriginal, Indonesian, African and Indian). Our programs inspire and enthuse all who are involved. Come to this workshop and discover what CERES can do for you.

A SENSE OF PLACE! – INVESTIGATING MELBOURNE’S NATURAL AND CULTURAL LANDSCAPE

Dean Stewart, Aboriginal Tours and Education Melbourne (Á-TAEM)

Delve into the local indigenous natural and cultural landscape of today’s Melbourne region, merging time past and present. Dean Stewart, a proud Wemba Wergaia man, has created the Once As It Was map revealing detail of the local lands before Melbourne was Melbourne, before white people arrived. Now he is developing, with The University of Melbourne School of Geography, a rich multi-layered, digital 3D education resource. Additionally, discover the range of cultural tours and services provided throughout Melbourne by Aboriginal Tours and Education Melbourne – an Aboriginal owned and operated business.

DEVELOPING A SPATIAL TECHNOLOGIES PROGRAM AT YOUR SCHOOL

Mick Law, Contour Education

Spatial technologies are a key component of the Victorian Curriculum for Geography students. This workshop will provide an overview of how you can develop a spatial technologies program at your school establishing foundation skills in both classroom activities and assessment from Level 7– VCE Geography.
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<tr>
<th>Time</th>
<th>Title</th>
<th>Presenter(s)</th>
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<tr>
<td>6 j</td>
<td>EMPOWERING YOUR STUDENTS TO UNDERTAKE SOCIAL CHANGE</td>
<td>Two powerful opportunities to consider implementing with your students are provided by High Resolves and The Big Issue Classroom.</td>
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<td>VIDEOS FOR CHANGE</td>
<td>Tom Marks, High Resolves</td>
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<td>VIDEOS FOR CHANGE</td>
<td>Join Tom to learn about Videos for Change – a powerful opportunity for your students to create and be heard while leading social change. Students from Levels 7–VCE are challenged to submit a one-minute video on a social issue about which they feel passionate, with the chance to be featured on Network TEN’s The Project. This national challenge, aligned with the Australian Curriculum General Capabilities, is designed to help young people develop confidence and practice communication, teamwork, collaboration and organisational skills. It aligns with Level 10: Geographies of human wellbeing and Year 7: Place and liveability and Year 8: Changing nations.</td>
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<td>SPATIAL INEQUALITY</td>
<td>Julianne Gardiner, The Big Issue</td>
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<td>SPATIAL INEQUALITY</td>
<td>This workshop will demonstrate how a workshop at The Big Issue Classroom (TBIC), can be a useful resource in the study of Level 7: Place and liveability, Level 9: Geographies of interconnection and Level 10: Geographies of human wellbeing. This session will discuss the liveability of places in terms of homelessness, and explain how The Big Issue’s programs can improve human wellbeing by increasing opportunities for social connection. The session will introduce the structure, format and content of TBIC’s popular Discussions about Homelessness and Disadvantage workshop. To conclude, one of TBIC’s guest speakers will share how their experience of homelessness influenced their personal perceptions of place and impacted their ability to feel connected and supported.</td>
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<td>6 m</td>
<td>A YEAR TEACHING YEAR 11 GEOGRAPHY</td>
<td>Benn Jamieson, Ringwood Secondary College</td>
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<td>A YEAR TEACHING YEAR 11 GEOGRAPHY</td>
<td>Two years into the new Study Design for VCE Unit 1 and VCE unit 2 and my course is evolving. At Ringwood Secondary College, Geography is undergoing a renaissance, helped by the new Study Design. Bushfires and Ebola are studied in Unit 1 and Tourism (with a focus on the Yarra Valley) in Unit 2. This workshop covers fieldwork ideas, class resources and assessments and mistakes to avoid. I am willing to talk and share what I do with my Unit 1 and 2 course – bring your questions!</td>
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<td>6 m</td>
<td>HOW TO GET THE BEST OUT OF YOUR VCE STUDENTS</td>
<td>Sara Liversidge, Wesley College – St Kilda Rd Campus, Cath Hill, Wesley College – Glen Waverley Campus, Cameron Baulch – Brentwood Secondary College</td>
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<td>HOW TO GET THE BEST OUT OF YOUR VCE STUDENTS</td>
<td>In this workshop we will present a range of strategies that have worked for us to enable our students to achieve their best possible score in VCE Geography: Units 3 and 4. It is not a presentation about a recipe approach to teaching the course – rather, it will be a snapshot of effective teaching and learning strategies we have adopted at Senior Geography in VCE and IB Geography that have enabled our students achieve their potential (and beyond). It is designed for less-experienced and new to VCE Geography teachers.</td>
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The Geography Teachers’ Association of Victoria (GTAV) is a quality provider of professional learning in Geography.

The GTAV has developed a NEW online COURSE: The Certificate of Geography Competency – for Secondary teachers.

Who should enrol?
- Teachers who wish to upgrade their personal skill-set
- Out-of-field Geography teachers
- Experienced teachers who want to upskill in a particular area

The aim of this course is to provide the necessary skills and knowledge to become effective and dynamic teachers of Geography.

Certificate Structure

1. Understanding and applying Geography skills – Registration available now
2. Conducting Geography fieldwork – Registration available now
3. Understanding and applying Geography concepts – available July 2018
4. Understanding and applying spatial technologies in Geography – available November 2018

Teachers may chose to complete ANY or ALL four modules.

Professional Learning Accreditation
Each GTAV eCourse is mapped to
- AITSL Australian Professional Standards for Teachers
- Professional Standards for Teaching School Geography

TIME
14–20 hours per module

STUDY METHOD
100% online

ASSESSMENT
100% online

PRICE – PER MODULE
$200.00 GTAV members
$250.00 Non-members

Registration for Modules 1 and 2 available now
Further information www.gtav-ecourses.asn.au

This program is supported by the Victorian Government – SPP program.
FIELDWORK TRIPS
Tuesday 28 August

Join us on a field day that will inspire you to get your students out of the classroom to observe, measure and understand the real world. Fieldwork is an essential mandatory component in the Geography curriculum from Foundation to VCE. Skills gained by students during fieldwork cannot simply be covered in a few lessons. Whilst it need not be difficult to introduce and organise fieldwork, teachers require knowledge, expertise and excellent management skills. If you think back to your school and university days, fieldtrips and excursions are long and fondly remembered learning experiences. Fieldwork also reinforces the importance of geographical concepts in Geography.

WE ARE GEELONG: THE GREATEST FIELDWORK OF ALL

Shem Fitzgerald, Geelong Grammar School
Simon Haigh, Geelong Grammar School
Melinda Clarke, The Melbourne Map
Pen Lynch, The Farmer’s Place
Linley Hurrell, Patagonia

We tend to think of urban sprawl as being confined to the outer Melbourne metropolitan area – but what is happening 100 km from Melbourne? Armstrong Creek is midway between Geelong and Torquay. The area has undergone rapid change as the paddocks have been transformed to create a flourishing new suburb. Who lives there? How well is it serviced? What are the impacts of this rapid growth?

Shem and Simon will take you on a fieldtrip of this area which showcases their VCE Unit 3: Land use change fieldwork. Numerous resources will be made available and you will also be provided with the methodology to replicate this fieldwork in similar growth areas.

On to The Farmer’s Place and you will be provided with a fieldwork opportunity guaranteed to succeed with every student. Especially relevant for Level 9: Biomes and food security and the Geographical Concept of Sustainability, you will investigate how far the ingredients for your average pizza have travelled, compared to those for a gourmet pizza made from locally grown and seasonal ingredients. Participants will discover amazing local producers, explore their gardens and pick seasonal produce. We will then step into the kitchen and make our own gourmet pizza – cooked in a wood-fired pizza oven. The best part – you get to enjoy it with a seasonal salad.

Back in the heart of Geelong, Melinda Clarke will host us at the Boom Gallery where the finishing touches are being made to the new edition of The Melbourne Map. A great chance to see a cartographer at work in this vibrant and active contemporary art and design gallery situated in an historic woollen mill.
### EMPOWERING YOUR FIELDWORK WITH GIS – IT’S AS EASY AS 123!

**Shane French**, CERES  
**Skye Rodgers**, Education Program Manager, Esri Australia  
**Doug Bail**, Cider House Technology

The setting for the day will be CERES – an award-winning, not-for-profit sustainability centre and urban farm located on 4.5-hectares beside the Merri Creek in East Brunswick. CERES is a wonderful place for fieldwork with their passionate and expert education staff and diverse education programs. Explore the many relevant opportunities for fieldwork across all levels of Geography and especially relevant to Level 9: Biomes and food security, Level 10: Environmental change and management and VCE Unit 3: Land use change and the Geographical Concept of Sustainability.

Another key focus for the day at CERES will be highly practical. You will be provided with step-by-step instructions so you can confidently, effectively and easily use GIS in your fieldwork, allowing you to replicate this with your students anywhere and for any topic. You do not need prior knowledge of GIS. Learn how to:

- use free GIS technology collecting data using Survey 123 and Story maps via your phone or other device
- use PASCO’s portable weather, pollution and other environmental sensors to collect and upload GPS-linked data straight to a Geographic Information System (GIS) map layer
- gather data using a drone to add to the GIS
- use free Esri software ArcGIS Online to interpret, analyse and make the most of the data
- compare your data with other free GIS layers e.g. from ABS or GeoScience Australia.

This technology is revolutionising the teaching of Geography. Consider bringing your Humanities, IT and Science domain leaders to make spatial technology the focus of your school’s STEM and Environmental programs via Geography.

### THE GREAT FOREST NATIONAL PARK EXPERIENCE

**Sarah Rees**, Co-Chair Great Forest National Park Initiative  
**Lachlan McBurney**, Forest Ecology Research Officer, Australian National University, Fenner School of Environment and Society  
**David Blair**, Forest Ecology Research Officer, Australian National University, Fenner School of Environment and Society

This is a day to immerse yourself in a special landscape and learn from the experts in forest ecology in the Central Highlands of Victoria. The creation of the Great Forest National Park intermittently receives headlines in the media – this full day experience will provide you with the opportunity to obtain an in-depth understanding of the rationale for the creation of this park.

You will be taken to old growth remnant forests to learn about forest ecology including:

- tracking and documenting the recovery of forests after 2009 Black Saturday wildfire
- the Variable Retention Harvesting Experiment
- Mountain Ash vegetation response to wildfires and logging
- monitoring possums, birds, gliders and small mammals
- Indigenous management
- carbon accounting.

In the closed catchment area at the headwaters of the Yarra River you will be involved in hands-on data collection and learn methods which can be replicated with your students in their fieldwork.

Learn about the different roles of the Non Government Organisations involved in the Park initiative, from city to regional groups and the building of relationships with business and Councils to support tourism in a landscape that has been traditionally used for other purposes. We will also discuss the ongoing engagement with traditional owners and local community in developing this regional plan.

After lunch, there will be a drive to the Acheron Way via Tommy’s Bend to observe salvage logging, followed by the Rainforest Gallery walk. Finally, from the Donna Buang Lookout you will get the best vantage to survey the proposed Great Forest National Park.

This fieldwork is relevant to many Geography topics: Level 7: Water in the world, Level 8: Landforms and landscapes, Level 9: Biomes and food security, Level 10: Environmental change and management, VCE Unit 1: Hazards and disasters, VCE Unit 2: Tourism and VCE Unit 3: Changing the land and the Geographical Concept of Sustainability.
EXPLORING PAST AND PRESENT EXPLOSIONS IN THE WEST: INVESTIGATING VICTORIA’S FOOD SECURITY AND HAZARDOUS PAST

Jane Petch, Education Officer, Melbourne Water
Dr James Driscoll, Monash University School of Earth, Atmosphere and Environment

Melbourne’s population is predicted to exceed eight million people by 2050. Inherent in this population growth is an increasing demand for food, land and water. This fieldtrip will provide you with the opportunity to learn from experts who are grappling with this issue in the fastest-growing area to the west of Melbourne.

The City of Wyndham is located on the western edge of Melbourne, between the metropolitan area and Geelong. The municipality is situated in one of Australia’s most productive regions on part of the largest area of rich basalt soils on the continent. Between 2012 and 2017, Wyndham experienced some of the highest population growth across Australia, adding over 62,500 people in five years living in the suburbs of Point Cook, Werribee, Hoppers Crossing and Tarneit. The Western Treatment Plant (WTP) is also located in the City of Wyndham, occupying 11,000 hectares. When the WTP was established 100 years ago, it was unimaginable that Melbourne would sprawl to this region.

Wyndham Council officers and members of the local community will identify the positive outcomes and the challenges raised by the rapid changes in this region and provide rich data which can be used in your Geography classes across all levels. A visit to the Western Treatment Plant will explore its extraordinary history in this region and consider what does the next 100 years hold for this plant. Melbourne Water has numerous resources and an expert education team to support your teaching of Geography topics in class and in the field including **Level 7: Water in the world**, **Level 7: Place and liveability**, **Level 10: Environmental change and management** and **VCE Unit 3: Land use change**.

The afternoon of this fieldtrip provides you with an opportunity to enhance your knowledge and learn new skills in physical Geography. Understanding soils and geomorphology is a key to confidently teaching the **Level 9: Biomes and food security** unit and essential for teaching **Level 8: Landforms and landscapes**. VCE teachers need a rich and deep understanding of physical Geography and often ask where they can safely undertake fieldwork on **Unit 1: Hazards and disasters** in Victoria. The You Yangs Regional Park is highly accessible to the western and northern suburbs of Melbourne and to Geelong and offers excellent opportunities for fieldwork for Geography students. This part of the fieldtrip will show how the sites can be used for geomorphological studies and volcanic natural hazards. James will identify igneous rocks in the field and examine some of the processes that form them.

Management issues for these sites will be investigated including environmental effects of use of the You Yangs by tourists and others. You will learn how to collect primary data and have the skills, knowledge and resources to build this significant region into your school’s fieldwork program.

FIELDWORK MADE EASY

Adrian De Fanti, Mazenod College
Ethan O’Connor, Education Manager, Myuna Farm
Cor Nie Tan, Yakult Factory

Where can you easily undertake fieldwork in the centre of the south-eastern suburbs of Melbourne with expert support? Experienced Geography teacher, Adrian De Fanti, will show you a ready-made fieldtrip that is easily accessible and ideal for teachers who are new to organising Geography fieldtrips or want to refresh their fieldwork techniques. Adrian will outline the basics of fieldwork from planning to implementation. The Dandenong Creek is currently undergoing large-scale environmental works to create habitat for native fish, improve green space in Melbourne’s south-east and reduce stormwater pollution. It is the perfect fieldwork site where Adrian will provide you with the techniques to collect environmental data, including basic water quality monitoring. This is useful to Geography topics of **Level 7: Water in the world** and **Level 10: Environmental change and management**.

Myuna Farm offers many education programs relevant to the Geography curriculum. Ethan and the team will provide you with the opportunity to engage in hands-on water and soil testing and other primary data collection. The farm provides an opportunity for students to explore the biodiversity of their wetlands, learn about locally-grown food by studying the community and organic gardens on site and investigate sustainable building design, recycling systems and water harvesting and conservation.

The afternoon will focus on **Level 9: Biomes and food security** and **Level 9: Geographies of interconnection**. A rare opportunity will be provided to visit manufacturing company – Yakult Australia in Dandenong. Yakult is a Japanese company founded by Dr Sirota, who was inspired to develop a probiotic product to address malnutrition and poor health in Japan in the 1930s. In 2018, more than 35 million people drink Yakult and the company now operates in more than 30 countries across five continents. Yakult’s cross-curricula education program provides the opportunity for a site visit with students which will cover everything from the origins of Yakult, the source of the raw materials, how Yakult is made and the distribution chain.
**YARRA RIVER – THE ULTIMATE GEOGRAPHY FIELDWORK DESTINATION**

Karen Garth, Eco–Adventure Tours  
Andrew Kelly, Yarra Riverkeeper  
Nicole Kowalczyk, Education Officer, Yarra Riverkeeper Association  
Parks Victoria Ranger Melbourne Water manager Friends of Warrandyte State Park

The Yarra Catchment includes the Yarra River and its many tributaries. It supplies 70 per cent of Melbourne’s drinking water, considered to be among the best potable water in the world. The Yarra Valley is also one of Victoria’s top regional tourism destinations and its agricultural and viticultural industries contribute immensely to the state’s economy. This is an important case study for all VCE Unit 2: Tourism students.

Experts, including the Yarra Riverkeeper, Parks Victoria staff and volunteers, Melbourne Water and Eco–Adventure Tours staff, will guide you through a range of fieldwork possibilities in this area and relevant to many levels of Geography. Field sites to be studied include: Pound Bend and Wurundjeri Walk in Warrandyte State Park, Sugarloaf Reservoir with its Winneke Water Treatment Plant and the stunning Yering Gorge. These are perfect locations for the study of Level 7: Water in the world, Level 10: Environmental change and management and VCE Unit 3: Changing the land and the Geographical Concept of Sustainability. These sites are easily accessible to northern, eastern and inner Melbourne schools.

As the catchment is part-forested, part-rural and part-urban, it faces all the challenges of a city whose population is rapidly expanding. Visit key biodiversity, cultural and water supply sites within the catchment. Learn about the new Yarra Strategic Plan, the significance of the catchment to the traditional custodians and current challenges of managing our natural resources for human use, whilst protecting the natural world and our water assets.

This is a rare opportunity to meet key on-ground staff, visit school-friendly venues, see work behind the scenes and be informed about the excursion opportunities available for all levels of the Geography curriculum.

**PORTSEA, PLASTICS AND THE PENINSULA**

Peter Lindner, Polperro Dolphin Tours  
Gidja Walker, Ecological consultant and natural systems teacher, President of Southern Peninsula Indigenous Flora & Fauna Association  
Judy Muir, Polperro Dolphin Tours  
Despina Politidis, Dromana College  
Jason Rahilly, B–Alternative  
Neil Blake, Port Phillip Baykeeper and Port Phillip Eco Centre  
Kent Stannard, White Tag Representative from White Cliffs–Camerons Bight Foreshore Reserve

The focus for this fieldtrip is the Mornington Peninsula and Port Phillip Bay region. The physical and human pressures that this environment faces and the management strategies that have been implemented to ensure the sustainability of this environment are examined. Peter and his team will also outline the growing problem of plastics in our waterways – a major environmental issue in the world today.

This fieldwork day will take you on a route which includes site visits to Tootgarook Wetlands, Point Nepean, Portsea Front Beach, London Bridge, Koonya Back Beach and Gunnamatta Beach. At each location there will be experts who will outline the fieldwork opportunities that are pertinent to each site – providing detailed background information and appropriate fieldwork activities to engage your students across all year levels. You will learn about coastal features and processes, the impacts of human activities and the effectiveness of management strategies for the sustainability of the environments. A focus will be on primary data collection for Geography topics including Level 7: Water and the world, VCE Unit 1: Hazards and disasters and VCE Unit 2: Tourism and the Geographical Concept of Sustainability.

Despina Politidis will share with you her Alex Lyne Award winning Geography fieldwork that was conducted at Tootgarook Wetlands. This is ideal for Level 10: Environmental change and management together with VCE Unit 3: Land use change. During this fieldwork Gidja Walker will provide an overview of this site and provide insights into the restoration ecology, threatened species management, endangered ecosystems including Moonah Woodland and wetlands and uses of indigenous plants and weeds and indigenous garden design.
Where are people and things located on the Earth's surface? How do people manage space?

Places and environments change over time – sometimes they change quickly, sometimes slowly.

People rely on, use and change the physical and human environment.

It is important to use the environment and resources so they can be shared by all people and living creatures now and into the future.

Where are people and things located on the Earth's surface? How do people manage space?

The world is made up of many places. Places have names and special meanings for people.
The GTAV gratefully acknowledges all those supporting the 52nd Annual Conference and especially thank our Major Sponsors.

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**MELBOURNE WATER**

Melbourne Water enhances life and liveability by managing the supply of high-quality water, reliable treatment of sewage, provision of an integrated drainage system and protection of our waterways. Guided by our vision of creating Healthy People, Healthy Places and a Healthy Environment, we aim to enable people to better understand water use issues and how to make positive change and to make greater Melbourne a fantastic place to live.

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Special thanks

The GTAV sincerely thank Latitude Group Travel, Prime Partner of the GTAV, for their ongoing support throughout the year.
Mobile Connections is a Geography teaching and learning program in the Interconnections content area. It allows students to look at their personal connections to mobile technology and the impact it has on society, the economy and the environment.

MOBILE CONNECTIONS

Education Resources
• Curriculum Unit
• Animations & Interactives
• Digital Book
• Teacher Professional Learning

Download the free education resources at mobilemuster.com.au
Melbourne Water’s education programs for primary and secondary students focus on the urban water cycle.

Activities include:
- Tours of the Western Treatment Plant for grade 3 to year 12 students.
- Tours of the Eastern Treatment Plant for year 7 to year 12 students.
- Edithvale-Seaford Wetland Education Centre for students of all year levels.

Our activities support the Australian Curriculum and ResourceSmart.

[webpage link](melbournewater.com.au/education)