



Geography Teachers
Association NSW & ACT

GEOGRAPHY BULLETiN

Volume 58 No 3 2026



**Barangaroo:
The House
Always Wins**

**Land cover
change in the
Lakes District**

**Making GEO
Chatterboxes**

PTC Awards

IN THIS ISSUE:

- Improve engagement with virtual tours
- "The Plastic Country" film review
- Learning on Country

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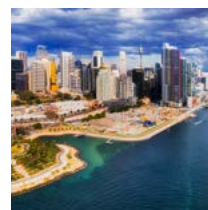
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*Modern urban development
Barangaroo on shores
of Sydney Harbour.
Shutterstock Image 1243067986*

The Geography Bulletin is a quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. The 'Bulletin' embraces those natural and human phenomena which fashion the character of the Earth's surface. In addition to this it sees Geography as incorporating 'issues' which confront the discipline and its students. The Geography Bulletin is designed to serve teachers and students of Geography. The journal has a specific role in providing material to help meet the requirements of the Geography syllabuses. As an evolving journal the Geography Bulletin attempts to satisfy the requirements of a broad readership and in so doing improve its service to teachers. Those individuals wishing to contribute to the publication are directed to the 'Advice to contributors' at the back of this issue.

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Editorial

GTA NSW & ACT prides itself on providing professional learning to teachers across the state through professional learning events, online sessions and building a network of supportive and collaborative teachers. This year has been no exception.

After the NSW GTA & ACT Conference in Term 2, the association has backed up over the September/October holidays to host the AGTA Conference in Canberra. Read more overleaf.

This edition of the *Bulletin* includes articles that will be useful for Stage 6 – an analysis of the political and economic geography of Barangaroo for the Rural and Urban Places topic, and an exploration of land cover change in the Lakes District in the UK for the Human-Environment Interactions topic.

It also includes resources that can be used to improve engagement – chatterboxes, a review of the amazing film *The Plastic Country*, virtual tours, and learning on Country.

Louise Swanson

Councillor, GTA NSW & ACT *Geography Bulletin* Editor



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Two Conferences



Geography Teachers
Association NSW & ACT

GTA NSW & ACT Conference

The GTA NSW & ACT Conference was held in Term 2. Its focus was to empower teachers and build capacity, to enhance the standing of Geography in our schools, and to highlight the links between our subject from high school, into tertiary education and through to students finding valuable and meaningful careers that can shape our world. It brought together educators and experts in our field to provide an opportunity to engage with experts, to strengthen teachers' practice and provide time away from the rush of the school day to reflect on teaching practice. As always, the GTA NSW & ACT Conference provided an important opportunity for beginning Geography teachers and those teaching out of field to not only access content, fieldwork and skills instruction and resources, but also to start to build connections to become part of the wider network of Geography teachers around NSW and ACT. A range of organisations and companies showcased their work to teachers in the trade displays.

The Conference included close to 50 workshops on topics ranging from new case studies for the new 7–10 syllabus, to integration of emerging technology in fieldwork activities, to detailed analyses of HSC data, skills, geographical writing, STEM integration, geographical concepts ... the list goes on. Joshua Zeunert was the keynote speaker on Day 1, discussing Australia and Sydney's agricultural environments, food choices and food landscapes. This presentation linked together tools and skills such as spatial graphics and GIS, together with concepts around food production geography such as sustainability and stewardship. Our first keynote on Day 2 was Luciano Mesiti from Primary Industries Education Foundation Australia (PIEFA) who presented Connecting Classrooms to Country about connecting ecological concepts with real-world contexts related to food and fibre. Our second key note for the day was Reece Pianta from the Invasive Species Council who discussed Australia's invasive degradation cycle.

AGTA Conference

Over the recent school holidays, the Australian Geography Teachers Association Conference took place in Canberra. This brought together teachers and professionals working in the field from around the country to come together to share their practice and work together to enhance geographical education around the country.

Professor Iain Hay provided a powerful call to action for Geography teachers, and geographers more broadly about reframing and actively communicating about our subject. He identified a key issue in promoting Geography as a discipline is that there are so many varied definitions and that many people outside of the field see the subject simply as interdisciplinary collaboration rather than a specific field in itself. He proposed a new branding of Geography, with geographers and geography teachers all using the same consistent messaging to reinforce the value of the subject and effectively communicate it: "Geography: The Science of Place." This messaging incorporates the

rigorous research methodology which is key to the discipline while emphasising the importance of the central geographical theme of place.

Mark Howden's keynote addressed the urgency of both understanding and acting on climate change, and the role of teachers in both communicating important, emerging climate change data, but also acknowledging and encouraging the role that young people can have in shaping the future.

Our next edition, will include more detail about the sessions and fieldwork at the AGTA Conference.

A huge amount of work goes into organising these events. Several volunteers from the GTA NSW & ACT have worked to bring these events together. Our GTA staff – Diana Gearside and Chloe Von Brandis-Martini – have had the task of organising two conferences in the one year – a huge feat! We are all very appreciative of their hard work in bringing these two events together in such a short time.



The House Always Wins: Planning, Power, and Privilege in Barangaroo

Ruby Kelly

Arts1250, Object: Crown Resort Complex, Barangaroo

The Crown Resort Complex (referred to as “the Crown”) in Barangaroo acts as a manifestation of Sydney’s changing economic and political geographies, revealing the city’s increasing spatial segregation and corporate influence.

The Crown, which contains a casino, hotels, and luxury apartments, was developed as part of Barangaroo’s renewal project from 2016 to December 2020. By applying an economic lens, geographers can enquire into the Crown’s exemplification of spatial segregation in Sydney, neoliberalism within the state-market relationship, role in globalisation, and the growth in rentier capitalism. The complex’s nature as a hyper-exclusive development, resulting from state-backed planning deregulation and private investments, represents the rising commodification of urban



land and the prioritisation of elite consumption over public good. Through a political lens, geographers should find concern in the reterritorialisation of Sydney’s waterfront as a political tool, the dilution of sovereignty through corporate influence, and the Crown’s reflection of colonial spatial erasure (Daniels et al, 2016). This redevelopment from former industrial land to an elite playground controls and transforms urban space into a tool of exclusion that reinforces class hierarchies and weakens urban governance through the dismissal of democratic planning processes and the associated focus on public interest.

Description

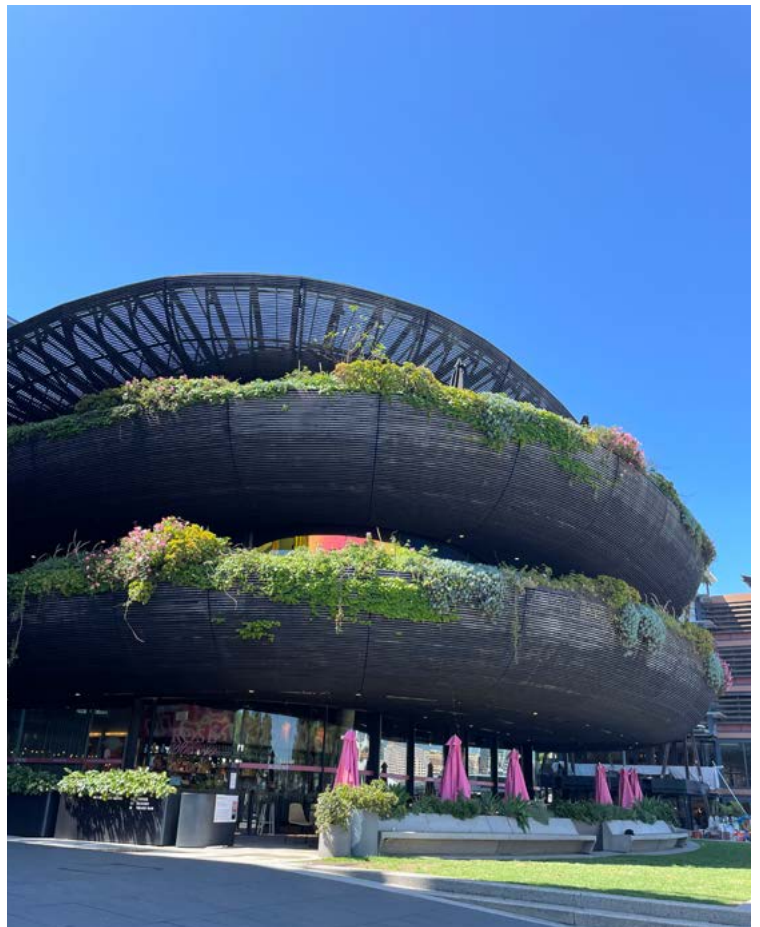
Barangaroo, where the Crown is located, underwent significant urban renewal and consolidation from its role as finger wharves in the 1900s employing working class people. By 2003, the area's use as a port was deemed inefficient and ceased operation, causing the area to fall into a period of urban decay. This led to its redevelopment into mixed use land including commercial, residential, retail and dining, and other recreational services. The Crown Resort Complex was first proposed by the Crown resort's majority stakeholder, James Packer, through an unsolicited proposal with former premier, Barry O'Farrell, in 2012. The Crown was then designed by WilkinsonEyre architects and construction began in October 2016. At 271.3 meters, the Crown is Sydney's tallest building, despite the original height restrictions in Barangaroo South as 180 meter to allow heritage views and connections with the harbour. The resort itself houses a casino, 267 hotel rooms, and 82 luxury apartments, catering to high-net worth individuals and international visitors. The overall purpose of the building was to be an iconic addition to Sydney's skyline, attracting global attention and investment.).

Political Geography

Political geography refers to the study of the spatial dimension of politics, with a particular interest in territory, the state power, and boundaries. This extends beyond the national or international assertion of political boundary, also manifesting within urban local areas as public space is claimed by certain groups to shape social identity and belonging (Daniels et al., 2016).

Re-territorialisation of Sydney's Inner-City

Territoriality is reflected within the construction of the Crown and the overall renewal of Barangaroo. Barangaroo was historically a location of the middle and low-socioeconomic class due to its previous industrial land use and the associated location of public housing within Miller's Point. The NSW government claimed in 2014 that the selling of public housing in Miller's Point and The Rocks was to fund the construction of new social housing, omitting their plans to gentrify the area into an upper-class zone. This involved the forced displacement of 580 residents to uphold the "aesthetic appeal" of the suburb, aligning these low-socioeconomic groups as inherently valueless and undesired (Morris, 2017). The Crown symbolises this changing culture of place through the privatised luxurious nature of the complex. The casino is open to members only and the hotel rooms start at \$860, creating a purely elite area that spatially excludes middle class populations. This mirrors the gentrification of Sydney's expanding CBD in relation to Barangaroo, with only 1.7% (30 apartments) in the suburb affordable for middle class people, and all these reserved for key workers including (teachers, health care professionals, and police officers (Pham, 2017). This loss of public housing and affordable residential spaces is particularly concerning considering the government's failure to secure modest social benefits such as the city's desired minimum 10% affordable housing targets (Morris, 2017). This reterritorialisation of Sydney's waterfront by the wealthy elite reflects the process of territorialisation as a political tool in which access to space is managed to reinforce social hierarchies. The Crown hence embodies the territorial enclosure of wealth in Sydney's inner-city.



The Dilution of Sovereignty

The NSW state government holds the sovereign power in planning processes, meaning they have authority to create and reinforce planning policies and developments. This sovereignty is diluted through non-state actors and corporate influence, such as multinational corporations. The Crown is a clear case of this dilution through the unsolicited nature of the proposal by the private corporation head over-riding



pre-existing planning proposals. The government replaced the public park project plan for the block with an approved high-roller casino in a suburb focused on public interest and social sustainability. This demonstrates a reduction in government intervention over public land while increasing private sector-led development, showcasing a shift from urban governance to corporate-state alliance model. This aligns with Sydney's political geography as governance is reshaped to favour capital over community through increasing closed-door negotiations and policy exceptions. Therefore developments, like the Crown, represent the process of planning as a political technology of capital accommodation, revealing how sovereignty can be coopted by economic elites.

Colonialism and Indigenous Sovereignty

Barangaroo is a deeply contested Indigenous space. The area was traditional territory for hunting, fishing, and gathering for the Gadigal people for thousands of years. The naming process of the suburb commemorates this in reference to Barangaroo, a powerful Cammeraygal woman (Maclulich, 2022). This act suggests an opposition to oppressive colonial ideologies that forcibly displaced Indigenous owners



through the recognition of the "exclusion and misrepresentation within traditional, white-dominated constructions of heritage" (Rose-Redwood et al., 2009). However, the Crown complex juxtaposes this performative act through the continuation of the process of colonial spatial erasure, in which culturally significant land is transformed

in meaning by the development of capitalist power symbols. The NSW government initially planned for a dedicated Indigenous cultural centre in The Cutaway in Barangaroo, but replaced this Aboriginal space with a multipurpose facility, further removing Indigenous presence, while simultaneously supporting a luxury casino tower (Sandeman, 2022). This uncovers a political geography where land is valued more for its financial potential than its historical or cultural meaning. The name of Barangaroo is an ironic and performative insult to the Eora Nation as Aboriginal sovereignty is demolished. Rather than utilising this site for reconciliation, education, and a recognition of Indigenous presence, the government chose to support the Crown as a symbol of capitalist consumption, surveillance, and social exclusivity. This is exemplified in the space's development time, where the Crown fast-tracked approval despite public controversy, while the Aboriginal cultural centre was never designated the same political urgency or financial backing. This contrast in spatial prioritisation between the Crown and Aboriginal space reflects these broader political struggles for decolonial justice and inclusion that continues to shape Sydney's urban landscape.

Economic Geography

Economic geography is the subdiscipline of geography that seeks to explain absolute and relative locations of economic activities and how these activities are carried out and circulated. This subdiscipline of geography is more critical to study than ever with the modern urban world increasingly shaped by speculative investment, gentrification, globalisation, and privatisation, in which geographers must decide who these systems benefit and oppress.

Neo-liberalism and the State-market

Under a capitalist economy, governments prioritise profit through market shares, often blurring the boundaries of neoliberalism, in which the market is self-regulated through commercialisation, privatisation, and commodification (Munro, 2025). Within Sydney, neoliberal urbanism is increasingly implemented in planning procedures as the state facilitates private profit through deregulation and public-private partnerships. The NSW government's bypassing regular planning procedures to approve the Crown project signals the control private corporations, like the Crown, possess over the economy. The Crown is not the exception to typical procedures, but an example of an economic shift to prioritise these private owner relationships with the state, with unsolicited proposals leading to the Macquarie Group's Metro station, the towers in Martin Place, the redevelopment of the Henry Deane Plaza, and the NorthConnex tollway in Sydney (Rogers, 2021). Concerns with this economic shift should not necessarily lie in the increased control of these corporations – that is expected under a capitalist economy – but rather the perceived lack of government control over public space. This is evident in NSW Planning Assessment commission as they acknowledge serious concerns for the community, design professionals and local councils about the siting of the Crown Sydney tower. Regardless, the commission believes that “it had no power to direct relocation or to change the associated legislation”, reflecting the removal of government control over the city's infrastructure” (Cheng, 2016).





Spatial segregation

Sydney is economically divided into a wealthy north-east vs disadvantaged south-west divide. Barangaroo was supposedly “under-used” as public housing as low socioeconomic groups are relocated and locationally disadvantaged into Western and Southern Sydney, where they are restricted in access to high quality employment and education present in the North, East, and now the inner-city. This heightens spatial segregation, reinforced by the Crown’s heavily surveillance nature with controlled entry, security guards, and VIP-only access. Geographers can examine how this space is governed and policed to serve particular classes and identities. Through this economic lens, the Crown (as a representation of urban planning) is not designed for the city’s citizens, but instead for mobile capital and the benefit of elite users. While some claim that the Crown creates jobs and hence benefits the city, we must question who these jobs are for, and if a luxury hotel is likely to employ low socio-economic individuals, or if their focus is on preserving their wealthy image. In fact, the Crown resort cut 180 employment positions in 2023 due to a drop in visitor numbers (McGuire, 2023). Ultimately, the process of gentrification seen through the Crown’s development heightens Sydney’s spatial segregation while exclusively benefiting wealthy individuals.

Globalisation and Capital Convergence

Sydney’s economic restructuring in the 1980s caused long-term shifts in the productive base of the city’s economy from primarily industrial and manufacturing (25% in 1950) to the information-service sector (26.4% in 2023). This is partly due to globalisation as Sydney becomes a world city, developing greater economic character. The Crown represents this changing economic geography with Barangaroo’s renewal, as an expansion of Sydney’s CBD, conveying the city’s transformation as a hub of tertiary industry. The Crown acts as a node in the global network of elite capital investment, catering to transnational high-rollers and luxury real estate buyers. The Crown operates one of the largest tourism businesses in Australia, with over 28 million visitors per year and over one-third of its revenue coming from international sources. This reinforces global financial flows that connect Sydney to circuits of international wealth.

However, this value is speculative, with the investment having a high degree of risk with the potential for significant loss (Munro, 2025). This is evident with the Crown recording a record loss of \$199 million in 2023 and the resulting closure of two VIP gambling floors (Samios & Macdonald, 2024). This is due to the collapse of Chinese investment since COVID-19 due to a tightening of foreign interference with Sydney’s market, evident with Chinese direct investment in 2023 the second lowest recorded in 18 years. Rather than housing Sydney’s growing population or creating a culturally significant zone, the government supported the growth of the speculative economy through the Crown resort, in which land is commodified as a financial product rather than for the social good.

Conclusion

Changing objects within places represent their shifting economic and political geographies, evident in the Crown Resort Complex in Barangaroo. The Crown reveals the prioritisation of private profit over public interest through the manipulation of urban space in its elite exclusivity, positioning within global capital flows, and over-turning of planning procedures. The reterritorialisation of land, the dilution of sovereignty, and the erasure of Indigenous cultural significance connected to the Crown reflects political processes in Sydney. Meanwhile, the Crown's neoliberal urban background, speculative investments, and spatial segregation reflect the place's economic geography with increasing marginalisation of low-income populations from renewed suburbs. The Crown ultimately reminds geographers of the importance of critically examining objects while questioning how we should interpret and respond to the political and economic processes they represent.

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Land Cover Change – The Lake District in the UK

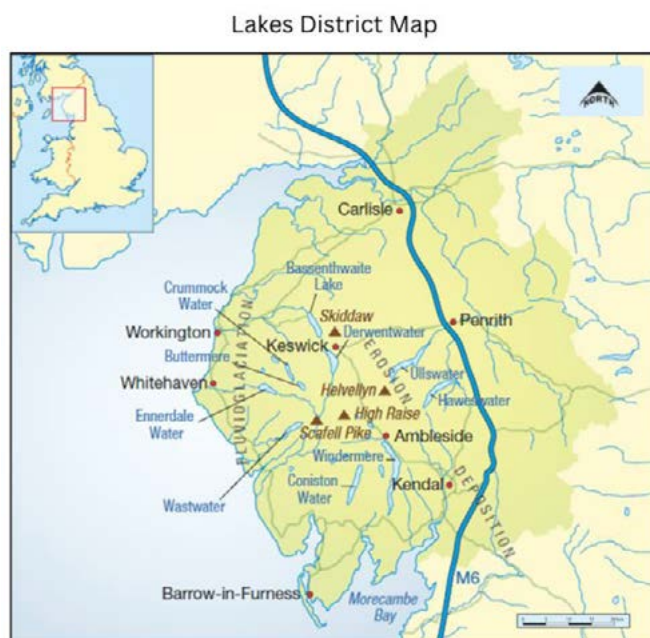
The Lake District – a glacial landscape

Phil Banks and David Redfern

About two million years ago, the Lake District was a mountainous area broken by river valleys radiating outwards from the centre – approximately where High Raise is now (Figure 1). A period of climatic oscillations led to a series of glaciations during which ice built up and then flowed out from this central core.

Today, the centre is occupied by a glaciated massif of mountains and ridges intersected by wide, steep-sided glacial troughs, often occupied by ribbon lakes. Moving to the fringe of the Lake District, the fells give way to more muted scenery – low hills and valleys often filled by drumlin suites. Still further out, there are outwash deposits.

Figure 1. Cumbria, including the Lake District



Erosional landforms

The central fells of the Lake District are underlain by the Borrowdale Volcanics – very hard lavas and ashes formed in large eruptions about 450 million years ago. It

was this rock that formed the pre-glacial uplands, and they make up the highest and craggiest mountains today: Scafell, Helvellyn and the Langdale Pikes. Further north, older rocks make up the rounded massif of Skiddaw; to the south, less resistant sedimentary rocks form the gentler scenery of southern Lakeland.

Prior to the ice advances, the pattern of valleys would have been as they are today but would have been narrow, V-shaped valleys rather than the present-day troughs. The highest peaks would have been only a few metres higher than today since they were above the ice and suffered little erosion, but the valley floors would have been 100 m to 200 m higher.

The role of weathering

Weathering, in the form of frost action and associated nivation processes, occurs in areas that fluctuate in temperature above and below 0°C. Frost action weakens rocks (particularly those which are jointed or have pronounced bedding), facilitating later glacial processes. The rocks on protruding mountain peaks have been broken up by this process before, during and after glaciation to form boulder fields such as can be found on the top of Scafell Pike. Frost action on high valley sides caused unsorted angular boulders to fall on the ice below, with some forming moraines and some finding their way to the base of the glacier and acting as abrasive tools. The frost action process continues today, forming such features as the Wasdale screes.

Erosion

During each glacial period, snow built up on the mountaintops. As in nivation hollows, this accumulation of snow added pressure to its lower layers and caused it to turn to ice; eventually the Lake District was buried under about 900 m of ice. The weight of this ice resulted in a downward flow from this zone of accumulation. The ice flowed down pre-existing river valleys.

Where there are a series of corries that are back-to-back around a mountain, a pyramidal peak with associated aretes can be formed. Fairfield, one of the eastern

fells, is an example. It is surrounded by six corries (Figure 2). Some corries have a lip and have filled with water to form a corrie lake, such as Blea Tarn (Figure 3).

Figure 2. Sketch map of the Fairfield massif

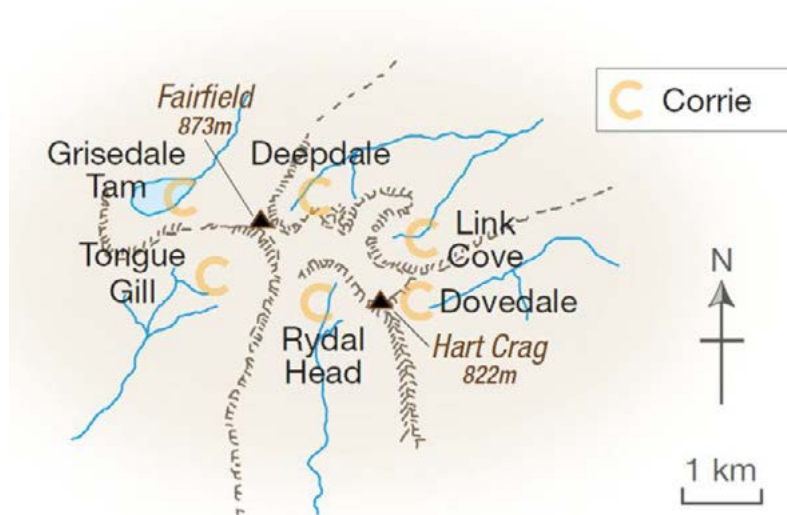


Figure 3. Blea Tarn



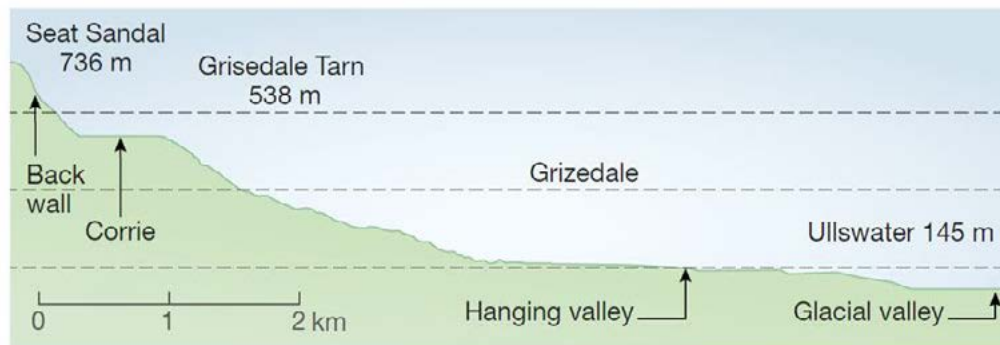
Glaciers flowing off the mountaintops merged with corrie glaciers in the former river valleys to create valley glaciers, with some being 400 m deep. These huge masses of moving ice are much more erosive and inflexible than rivers, resulting in the valleys being straightened and deepened. The resultant landforms are glacial troughs – upper Borrowdale in the central fells is a good example (Figure 4). The inflexible moving ice plucked at the valley sides and removed the interlocking spurs of the former river valley to create regularly spaced, steep rock outcrops called truncated spurs. In places where the underlying rock is less resistant than elsewhere, deep hollows were scoured out by abrasion and then filled with postglacial water to form ribbon lakes (e.g. Ullswater). Tributary glaciers with less erosive force produced shallower troughs that did not reach the depth of the main valley. These have been left as hanging valleys.

Figure 4. Upper Borrowdale



The long profile of a glaciated valley shows a series of steps as it progresses from the peaks to the valley floor (Figure 5).

Figure 5. The long section of the Grizedale Valley



Smaller erosive landforms appear in the valleys. Striations are simply grooves left by particularly erosive fragments at the base of the glacier that have scraped against the bedrock. Roche moutonnées are protruding lumps of bedrock found on the valley floor that have been polished by abrasion on the upstream side with a steep, craggy downstream side where they have been plucked.

Deposition

Material dropped directly by glaciers is known as till, which is an angular, unsorted mixture of clay, sand, gravel and boulders. Till gathers to form two main types of landform – moraines and drumlins.

Moraines generally appear as:

- linear features, where till accumulated on the sides (lateral moraine) or snout (end moraine) of a glacier. In the Lake District, the advances and retreats of the ice were particularly dynamic and so these types of moraines are very difficult to identify. One example of an end moraine can be found in St John's in the Vale, where the moraine at one time trapped meltwater to form a proglacial lake

– hummocky features, such as around Easedale Tarn, or as a blanket deposit over some of the valley floors, are formed by ground moraine.

Drumlins are low, streamlined hills whose origins are not well understood. It is thought that they are the result of thick ground moraine deposited by stagnant melting ice being reshaped either by subglacial meltwater or by a reinvigoration of the ice that caused it to begin moving again. There are fine examples of drumlins in South Cumbria, near Kendal.

Fluvioglaciation

Fluvioglacial features can mainly be found in West Cumbria where the West Cumbrian glaciers flowed towards the Irish Sea. There are sand and gravel outwash deposits with some long low eskers, producing a ridge and valley landscape. These deposits have been disturbed by the nearby Irish Sea ice stream or have been overlain by modern sediments. In some places, kettle holes occupy hollows in the surface of the glacial deposits, such as the Sizergh kettle hole, though many, like Sizergh, are filled with more recent peat bogs.

Geography Worksheet – Glacial Landscapes: The Lake District

Student Name: _____ Date: _____

Part A: Short Answer Questions – Landform Identification & Processes (Suggested for Year 11)

1. What type of geological processes created the original upland landscape of the Lake District before glaciation? (1 mark)
2. Explain how frost weathering contributes to glacial landscape formation in the Lake District. (2 marks)
3. Describe how a glacial trough is formed, using an example from the Lake District. (3 marks)
4. Identify and explain the formation of two erosional landforms visible in the Lake District. (4 marks)
 - a) Landform 1: _____
Formation: _____
 - b) Landform 2: _____
Formation: _____
5. Define the following glacial depositional landforms and provide an example for each from the Lake District. (4 marks)
 - a) Moraine
Definition: _____
Example: _____
 - b) Drumlin
Definition: _____
Example: _____

Part B: Extended Short Answer – Process Integration and Spatial Distribution (Suggested for Year 12)

6. Explain how the distribution and appearance of landforms in the Lake District reflects the differing resistance of underlying geology. Refer to at least two specific locations or landforms. (6 marks)
7. With reference to the Lake District, outline the relationship between accumulation zones, glacial movement, and the creation of erosional features such as corries and aretes. (6 marks)
8. Describe and account for the spatial distribution of depositional features in the Lake District. Use examples of moraines, drumlins or fluvioglacial features. (6 marks)

Part C: Stimulus-Based Interpretation (Optional Extension – Both Years)

9. Study Figure 2 (Fairfield massif) and Figure 3 (Blea Tarn) from the article. Explain how the arrangement of landforms shown reflects past glacial processes. (4 marks)

10. Consider the landscape surrounding Upper Borrowdale (Figure 4).

Sketch a simple cross-section showing:

- U-shaped valley
- Truncated spurs
- Hanging valley

Label the landforms and briefly explain how each was formed. (4 marks)

(Diagram box below or on attached paper)

  (Use this space or attach paper for your sketch)

Bonus Discussion Prompt (Class or Homework)

11. In what ways might climate change impact the geomorphological features of glacial landscapes such as the Lake District in the future?

Do you want to be a Citizen Scientist?

You can help save an endangered seagrass

**Participate in
Seeds of the Sea for Schools**

Seeds of the Sea For Schools: Saving an Endangered Seagrass

By Louise Swanson, The Harbour School Sydney

Seagrasses grow below the high tide level in sand or mud of sheltered waters of estuaries.

They are generally restricted to the upper 2 metres of water because they are reliant on sunlight for photosynthesis, just like any other plant. Similarly, they require clear water with low turbidity so that the sunlight can reach the leaves through the water.

Seagrasses are a flowering plant. Seagrasses are similar to grasses found on land. They have strap-like leaves or paired oval leaves, and they grow from underground stems called rhizomes.

New South Wales has six species of seagrasses:

- Strapweed (*Posidonia australis*).
- Eelgrasses (*Zostera capricorni*, *Zostera muelleri*, *Heterozostera tasmanica*).
- Paddle weeds (*Halophila ovalis* and *Halophila decipiens*).

Seagrass meadows are an important habitat for fish and crustaceans. Seagrasses grow fast and produce a large amount of organic material in the form of leaf litter. Crustaceans and sea urchins are the main grazers of seagrass.

Leaf-eating organisms break up old, decaying leaves, and bacteria and fungi decompose broken-down plant material.

Crustaceans, molluscs, worms and other invertebrates feed on the detritus, and are in turn consumed by fish and birds. This is known as the detrital food chain.

Nutrients are cycled through the seagrass community. Organic material leaches into water during its break up, and then bacteria and protozoans grow on the nutrients. Small plankton feeds on the bacteria and protozoans. Larger invertebrates feed on smaller invertebrates and the larger invertebrates are consumed by birds.

Operation Posidonia

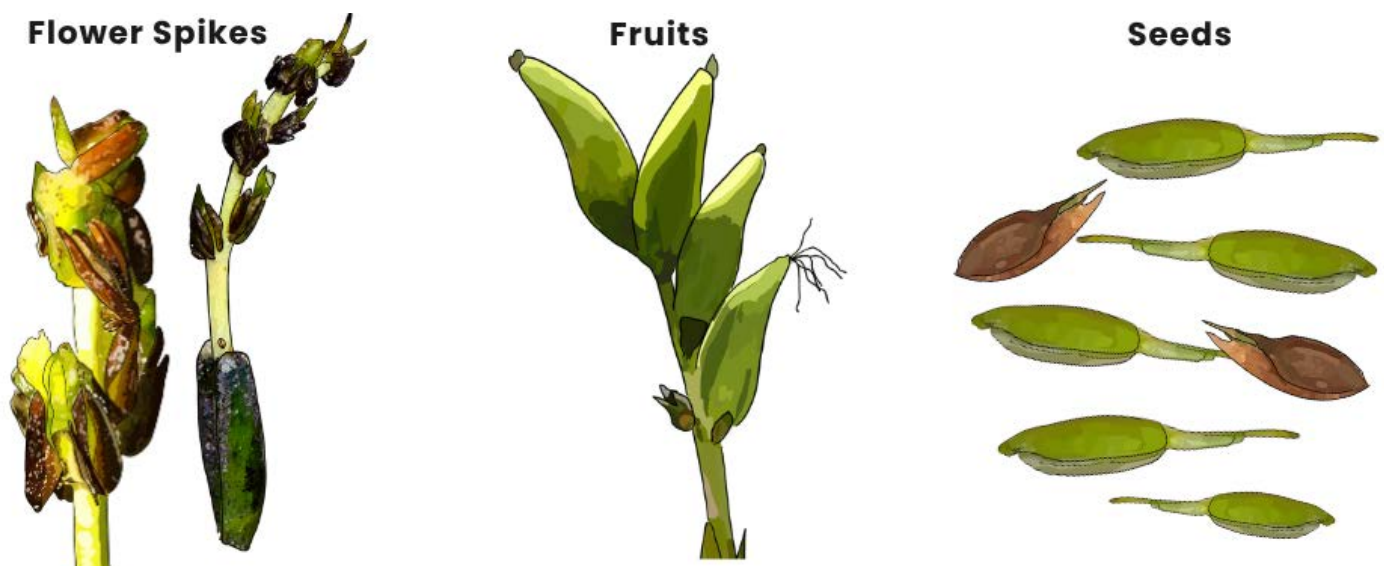
Posidonia Australis is a type of seagrass that grows in coarse sandy and silty sediments, from the low tide line to about 10 metres depth. It is an Australian seagrass that forms underwater meadows and is an important habitat that provides food, shelter and a nursery space for marine life, including seahorses, pipefish and little penguins.

Posidonia australis has been impacted by a range of human activities including dredging, foreshore construction, sedimentation, damage from trampling, and climate change. *Posidonia* is reliant on clear water to allow photosynthesis to take place, and any actions which disturb sediments can hinder its growth. Boat moorings and anchors significantly impact seagrass, as the heavy chains drag along the sea or river bed and dislodge the plants.

Operation Posidonia harnesses the power of citizen science. When *Posidonia australis* fragments wash up on the beach after storms, a group of community members, known as the Storm Squad, collects the fragments and stores them in collection points in water to keep them alive. The fragments are checked for viability, and then transported and planted at one of the Operation Posidonia restoration sites.

Seeds of the Sea

Seeds of the Sea is a research project running out of UNSW that is related to the work of Operation Posidonia. It focuses on tracking flowering and fruiting of the endangered seagrass *Posidonia australis*. In NSW, we still know little about when and where *Posidonia australis* reproduces. Flowering is relatively rare and not yet fully understood. Mapping these flowering events helps identify key areas for seed collection and helps guide restoration along our coast. The project involves citizen scientists reporting sightings of flowers, fruits and seeds to build a database which can be used to inform future restoration work.



Seeds of the Sea For Schools

The flowering and fruiting season generally occurs from August to December, although the timing can vary between years and locations. During this period, schools are invited to take part in a citizen science effort to help find flowers, fruits and seeds of the seagrass. They can be found in the water when snorkelling, or washed up on estuary foreshores as beach wrack – organic matter that has washed up on the beach. Classes should examine maps of locations of *Posidonia australis*, identify areas of local foreshores that are both accessible and close to seagrass meadows, and then walk along the foreshore looking for parts of the plant. Students are more likely to find parts of the plants washed up following stormy, windy weather, but they may occur at any time.

Students should measure and photograph the plant parts, make a note of their exact location, and on return to school upload their data on the Seeds of the Sea website: www.seedsofthesea.org

Your mission

Become a Seagrass Detective and search the shoreline for signs of *Posidonia australis* flowering.

After high tides, storms or strong winds, seagrass fragments can wash up on beaches. You can refer to the field guide to help you.

Look closely – you might find:

- Flowering shoots
- Tiny flowers
- Flowering spikes
- Green fruits
- Seeds



How to search

As a class, visit your local estuary.

- Check “Estuary maps and meadows” section of the Seeds of the Sea website for suitable locations:
<https://www.seedsofthesea.org/resources>
- Walk along the shoreline and look at the shells, seaweed and plants that have washed up.
- Look for any flowers, fruits and/or seeds.
- Decide whether you think they might be *Posidonia australis* seeds or flowers. You might need to look at the field guide.
- Take a photograph and measurement.
- Take note of your location. You could do this by:
 - Making a note on a paper map
 - Opening a maps app and taking a screenshot of your location
 - Taking a GPS reading
- Upload your photograph to [Seedsofthesea.org](https://www.seedsofthesea.org)



More information about Seeds of the Sea For Schools can be found on The Harbour School Sydney website:
<https://www.theharbourschoolsydney.com/seeds-of-the-sea-for-schools.html>

Geo Chatterboxes: A Tactile Revision or Pre-Test Tool

Lorraine Chaffer

GTA NSW & ACT Councillor, author and education consultant.

Chatterboxes or Fortune Tellers can be an effective, non-threatening revision activity for 7 – 10 Geography classes.

Differentiated chatterboxes could be created for students needing support or to create critical thinking questions for higher performing students. The latter group could be asked to create their own set of chatterboxes with more challenging questions to test their peers.

Use at the end of a topic, section of topic or before tests. Chatterboxes can also be used to assess prior knowledge and understanding before beginning a topic.



The sample GEO CHATTERBOXES provided here are based on foundational content knowledge for each of the 7 – 10 Geography topics in NSW (New syllabus).

There are TWO chatterboxes for each topic.

1. Landforms & Landscapes – Types and processes / Geomorphic hazards.
2. Liveability of places – Influences / Measuring, assessing and enhancing.
3. Water in the World – Patterns and processes / Hydrological & atmospheric hazards.
4. Interconnections and Trade – Connections to places / Trade.
5. Changing Places – Migration and change / Change and management.
6. Biomes and Sustainable Food Production – Biomes and food / Food security.
7. Environmental change and management – Processes / Change and management.
8. Human Wellbeing – Influences / Experiences and improvements.

Use the template provided in the Appendices to create new chatterboxes. Template source: Teachers Pay Teachers. Ripple Kindness SEL Activities at <https://www.teacherspayteachers.com/Product/Kindness-Lesson-FORTUNE-TELLER-GAME-Friendship-Craft-SEL-Cootie-Catcher-Origami-6097564>

Playing – In Pairs or Groups

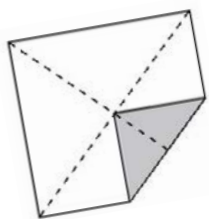
- Student 1 runs the game and controls the Chatterbox.
- Student 2 Selects an image and uses ONE suitable word to describe the image.
- Student 1 Spells out the word using the chatterbox.
- Student 2 Selects a number.
- Student 1 Lifts the corner and asks the question under the elected number.
- Student 2 Answers the question. All students discuss the question adding other details.
- If correct, continue playing – giving all students a chance to answer question.
- Continue until all questions have been asked and discussed.

Instructions

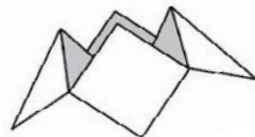
Print on A4 paper and trim to size exactly.

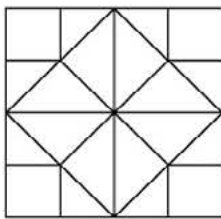
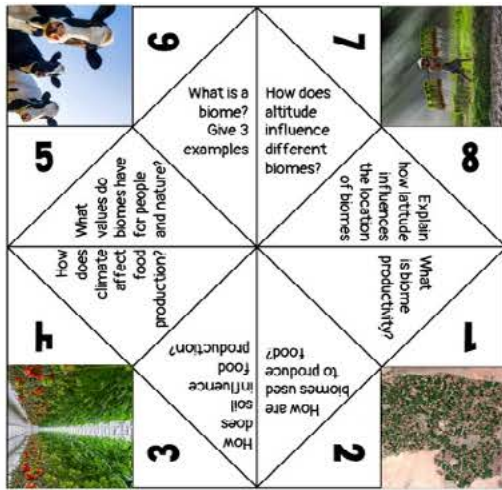
Fold according to instructions and photographs shown. Fold creases well.

On the following pages you will find the complete set of Stage 4 and Stage 5 Chatterbox templates shared at the 2026 Annual Conference.



Click this button
to download 16 fantastic GTA NSW & ACT
Chatterboxes ready to use, PLUS
a template to make your own!

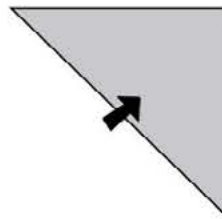




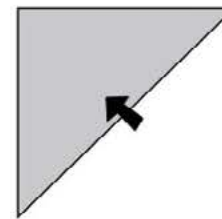
Color and cut out your fortune teller



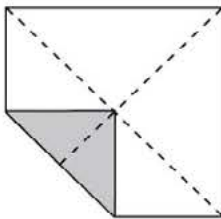
Flip your fortune teller over



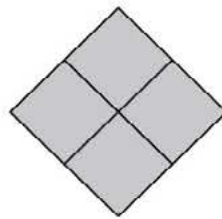
Fold the paper in half to make a triangle



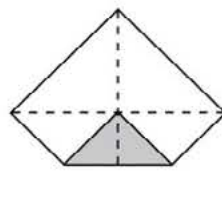
Unfold it and fold in half the other way



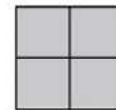
Fold all 4 corners into the centre



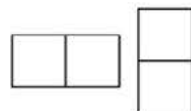
Your fortune teller should look like this



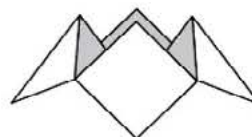
TURN OVER and fold all the corners in again



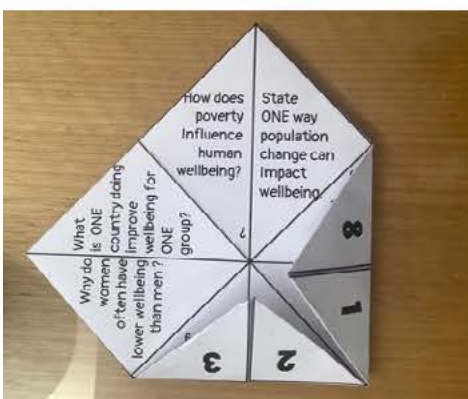
Your fortune teller should look like this



Fold it in half, open and fold the other way



Pop thumbs and fingers into the flaps





2026 Conference Scholarship Winner

Exam-style practice questions & marking criteria



Christian Adams, Figtree High School

I have attached a resource that I have created to assist my senior students for their upcoming Preliminary Examinations.

I am unsure of who to credit with the idea but speaking with people at the conference it has become a normalised practice at some schools to give students the marking criteria of questions during the exam. This is done throughout Year 11 and 12 to help students better identify the things that they need to include in their responses.

My school, specifically across all HSC contexts, has a large Band 3 base that we are always looking to actively push up into Bands 4, 5, and 6. I am running this with my current year group as a pilot and if successful we are looking at implementing it school wide. As such I have created a large number of exam style practice questions that have the marking criteria closely attached for students to quickly reference if needed.

[You can download the PDF from this link.](#)

11 Geography Preliminary Exam Practice Questions

Earth's Natural Systems

Define — 2 marks each

Criteria	Marks
Provides a clear and accurate response that directly addresses the question. Uses appropriate geographical terminology and identifies/defines/outlines the required concept or two relevant points.	2
Provides some relevant geographical information but the response is incomplete, vague or only addresses part of the question.	1
Provides no relevant information, is incorrect, or does not address the question.	0

1. Define the term *natural system*. (2)
2. Define the term *hydrological cycle*. (2)
3. Define the term *land cover*. (2)
4. Define the term *ecological succession*. (2)
5. Define the term *geomorphic system*. (2)
6. Define the term *glacial cycle*. (2)

Identify — 2 marks each

Criteria	Marks
Provides a clear and accurate response that directly addresses the question. Uses appropriate geographical terminology and identifies/defines/outlines the required concept or two relevant points.	2
Provides some relevant geographical information but the response is incomplete, vague or only addresses part of the question.	1
Provides no relevant information, is incorrect, or does not address the question.	0

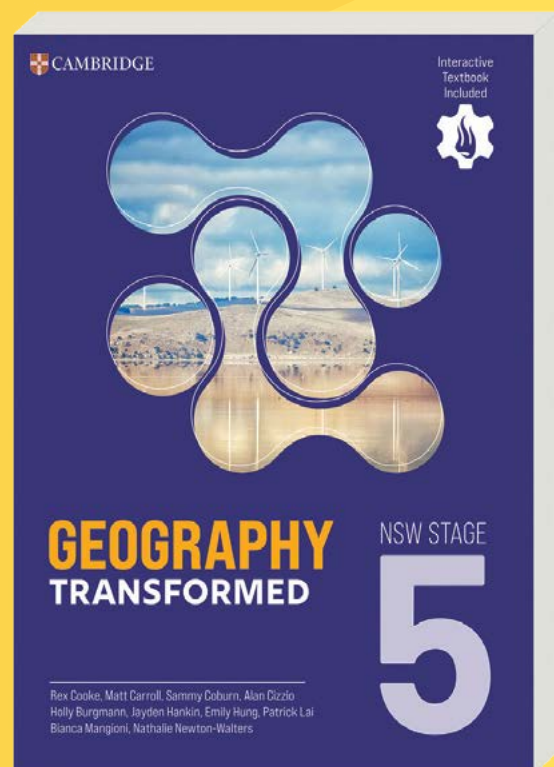
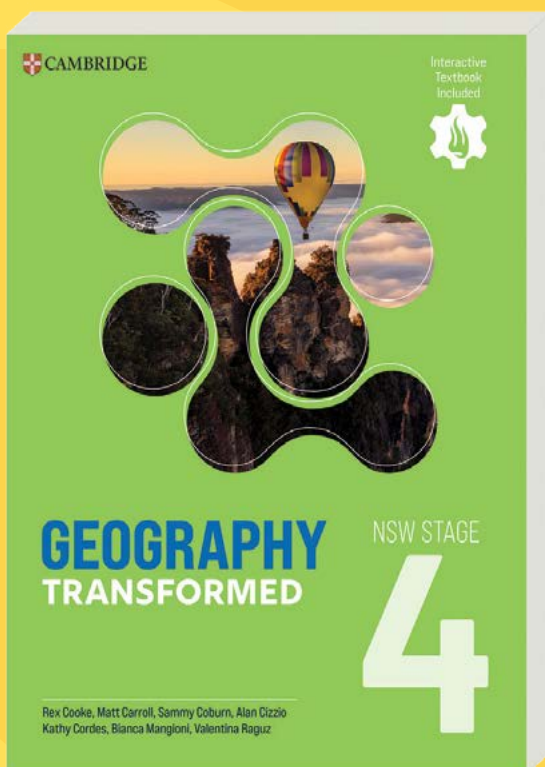
7. Identify two characteristics of Earth's natural systems. (2)
8. Identify two atmospheric processes that contribute to the functioning of Earth's natural systems. (2)
9. Identify two components of the hydrological system. (2)
10. Identify two factors that can affect the functioning of a natural system. (2)
11. Identify two types of land cover found on Earth. (2)
12. Identify two ways in which people can develop a connection with the natural world. (2)



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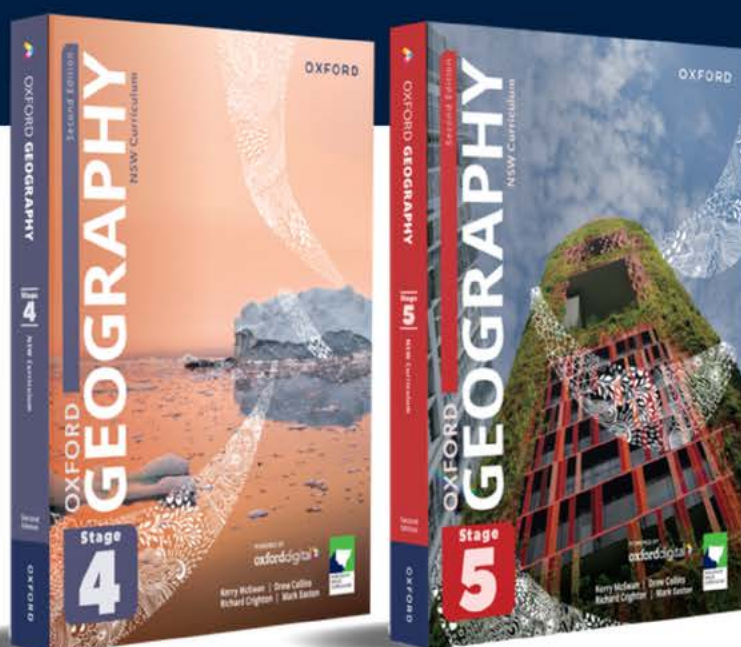


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Shaping
tomorrow
together

Learning on Country: Sydney Zoo's First Nations Geography Programs

By Joshua Nicholls – First Nations Education Team Leader, & Jessica Menendez – Education Manager at Sydney Zoo

Sydney Zoo offers secondary geography students a valuable opportunity to engage with First Nations perspectives through immersive, syllabus-aligned experiences. Landscapes and Landforms designed for Stage 4 students and First Nations Environmental Management designed for Stage 5 students. The programs connect geographical concepts directly from the syllabus with Aboriginal understandings of Country, fostering both academic learning and cultural awareness.



Central to the programs is the concept of Country, a holistic understanding of land, water, ecosystems, and cultural identity. Through guided learning activities, students explore how Aboriginal peoples have maintained deep and enduring connections to Country over tens of thousands of years. This knowledge is embedded throughout the experience, enabling students to see landscapes not only as physical environments, but as cultural and spiritual places.

The programs align strongly with key syllabus outcomes, particularly in units focusing on environmental change, sustainability, and human environment interactions. Students examine how traditional ecological knowledge contributes to sustainable land management practices, offering important insights alongside contemporary scientific approaches. This comparison strengthens students' ability to think critically about different ways of knowing and managing environments.

Importantly, the programs also support the cross-curriculum priority of Aboriginal and Torres Strait Islander

Histories and Cultures. Students gain a deeper appreciation of the significance of traditional knowledge systems and their role in addressing current environmental challenges. This contributes to broader educational goals of reconciliation, respect, and intercultural understanding.

Teachers benefit from structured, syllabus-linked content that integrates into existing programs. The excursion provides a meaningful extension to classroom learning, offering students real-world applications of key geographical concepts.

Sydney Zoo's First Nations geography programs demonstrate the value of learning beyond the classroom, where students can connect knowledge, place, and culture in authentic ways. By embedding First Nations perspectives within education excursions, the programs equip students with a more holistic understanding of the world and their role within it.

These programs launched in 2026 and the Sydney Zoo First Nations Education Team are excited to invite schools to book in and continue to explore geography together.

[Josh Nicholls playing Yidaki \(didgeridoo\)](#)



The Maasai Mara, Live in your Classroom

Teaching Environmental Change & Management from the Heart of Kenya

What if your Geography class could ask a Maasai guide where the wildebeest have moved this week, how this year's rains have affected grazing, or whether tourism really benefits local communities—and receive the answers live from the Maasai Mara?

That is the premise behind Vyatra's Environmental Change & Management learning journey. During a normal classroom period, Australian students connect live with a knowledgeable Maasai guide in Kenya's Maasai Mara, exploring one of the world's most celebrated ecosystems as it exists that day, asking questions in real time, and investigating the geographical challenge of balancing conservation, tourism, climate change and traditional pastoral livelihoods.

The journey begins by introducing the Maasai Mara ecosystem and the annual migration of over a million wildebeest between the Serengeti and the Mara. Students then cross live into a community conservancy, where they experience the landscape through the eyes of the people who live and work there every day. From there, the focus shifts from wildlife to Geography.

Students investigate three major environmental challenges confronting the Mara today: a warming climate and increasingly unpredictable rainfall;

expanding agriculture, settlements and fencing that fragment wildlife migration routes; and the challenge of protecting biodiversity while sustaining Maasai livelihoods.

Rather than simply learning about these issues, students are invited to think like decision-makers. Through an authentic financial case study, they compare the long-term outcomes of joining a community conservancy versus running cattle on privately owned land, discovering that environmental management requires balancing ecological, economic and social priorities rather than choosing simple right or wrong answers.

Finally, students explore how community conservancies, wildlife corridors and climate resilience initiatives are helping local communities protect one of the world's great ecosystems. A second live crossing allows them to see these strategies in action and ask questions directly of the people implementing them.

The greatest strength of the experience lies in the conversations it creates. Instead of watching a documentary made months or years ago, students interact with someone standing in the landscape at that very moment, responding to what they can see and to the questions that matter most to the class.

To introduce teachers to these learning journeys, Vyatra hosts free 30-minute live sampler sessions. GTANSWACT members are warmly invited to experience these journeys for themselves, meet our guides, and explore how live, place-based learning can enrich your teaching

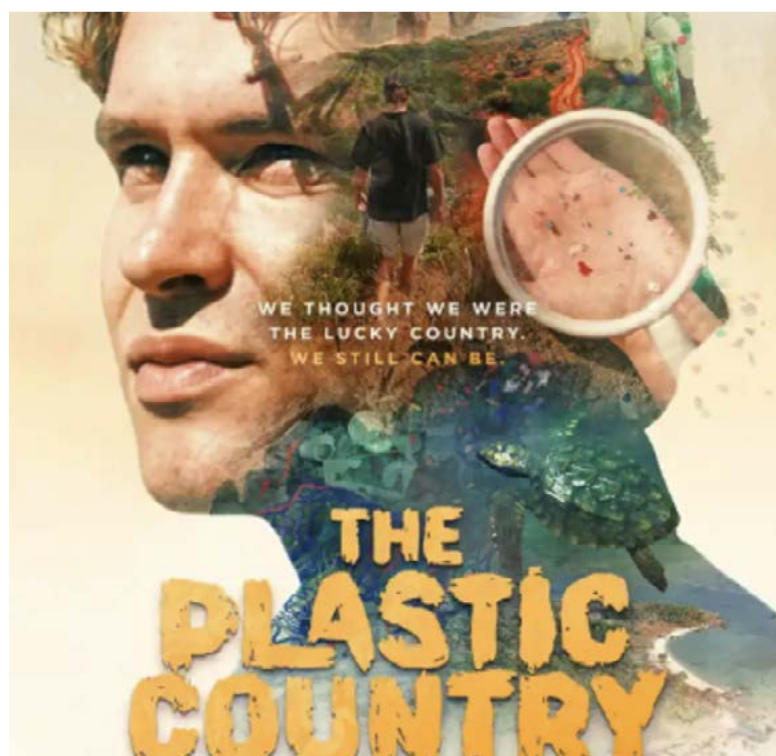
Register here: <https://www.eventbrite.com.au/o/112840173481>

Film Review: *The Plastic Country*

Produced and directed by Kal Glanznig

**by Diana Gearside (Executive Officer,
Geography Teachers Association NSW & ACT)**

Those of you who have been to the last two annual GTA conferences, you would have had the pleasure of meeting Kal Glanznig and his collaborator Cooper Chapman* and their brand of upbeat enthusiasm that makes you confident that the future of the planet is in good hands. Or at the very least, that the current state of the nation and planet is being examined and critiqued by thoughtful, energetic and unconstrained young people.



Of course, youthful determination isn't just hot air. Kal's latest project is to direct and produce a documentary, *The Plastic Country*, which explores the increasing impact of plastic waste on our natural environments and systems but also alarmingly, looks at the emerging concern around the human health impacts of plastic.

The Plastic Country (73 minutes) shines the spotlight on Australia as the world's largest producer of plastic waste per capita, a shattering statistic for such a rich and often environmentally smug country.

The film aims to shift our notion of plastic pollution from a purely environmental one to one that recognises the immediate human health concerns and highlight the need for a national policy priority.

Kal takes us on an investigative journey across Australia from the remoteness of East Arnhem Land to the nation's capital speaking to scientists, Traditional Owners, wildlife carers and campaigners and industry representatives to not only expose the depth of the problem but, in his, optimistic way, to proffer solutions that include reducing plastic production, accelerating the transition to reuse and better packaging design, and investing in upstream solutions that prevent waste before it enters our environment.

*Kal and Cooper have a globally recognised ocean conservation and youth leadership program called Blueminds (<https://blueminds.org.au/>) turning eco concerns into hope and action. They run workshops that empower youth to feel they have a role to play in addressing climate change and provide the tools with which to tackle these issues. They bring strategies to protect the mental health of individuals and groups as fundamental to combating what could be an overwhelming existential crisis for many.

Kal and Cooper ran a session at the Australian Geography Teachers Association conference at the Shine Dome in Canberra 30 September – 2 October 2026. <https://www.agta2026conference.com.au/>

This is a visually beautiful film with gorgeous panoramas of remote and spectacular Australian coastlines and waterways, but closer examination reveals the true scale of plastic pollution. The shock of the extent of plastic pollution on remote Northern Territory beaches, bottles and bags washed in on the tide from our nearest neighbour Indonesia, reinforces the concept that the oceans have no territorial boundaries and that the responsibility for the care of our greatest resource is a global one. Although Kal and the Rangers and volunteers collect 1.5 tonnes of plastic waste in one day, off one remote beach, he is not judgemental, more saddened, inquisitive and galvanised, to ask the hard questions of scientists, polities and industry.

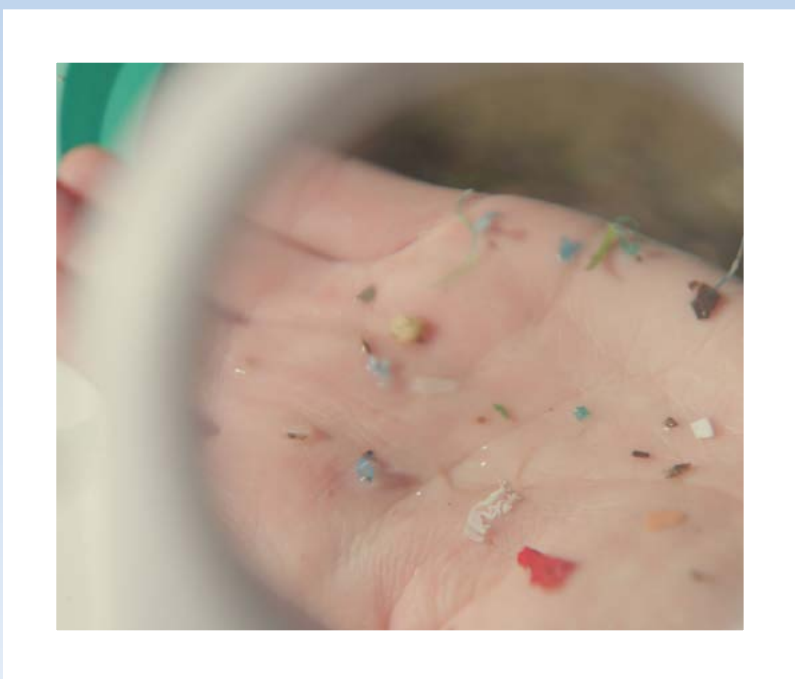
Kal recruits charming and charismatic experts, to provide some serious clout to the gravity of the plastic issue. The human health angle is explored on a personal level as Kal subjects himself to a series of tests to determine the level of toxic chemicals, such as phthalates, associated with plastic production, evident in his 25-year-old body. An expert in endocrinological toxicity, Professor Sarah Dunlop, a neuroscientist from the University of Western Australia, in conjunction with Twiggy Forrest's Minderoo Foundation, provides the robust scientific research that examines the possible impacts of these chemicals on reproduction and other areas of human health.

Kal also speaks to Tim Silverwood who heads up a marine charity, Take Three for the Sea, that has been on a mission to clean up plastics in the ocean since 2009 by encouraging people to take simple actions, such as taking three pieces of rubbish with them when they leave a beach and make simple changes to their single-use plastic habits to compound a difference.

You can't help but be captivated by Kal's natural and positive storytelling and thoroughly awed by the cinematic landscapes that focus the mind and the heart on what needs to be preserved for future generations. King Stingray's music seems to express in an uncanny way the beauty and the terror of the Australian landscape and the need for the entire country to rally around this issue and push for change.

Thankfully, Kal and his band of optimistic realists are willing to both expose challenges facing our global future but also drive positive change in creative and engaging ways. Highly recommended!

Host a community screening event: <https://documentaryaustralia.com.au/project/the-plastic-country/#>



Congratulations to the winners of the 2026 Professional Teachers Council Awards!

Each year, the Professional Teachers Council Awards recognise and celebrate the valuable work of professional teaching associations, as well as acknowledging the important contributions of individuals to the teaching profession. Members of the Geography Teachers Association of NSW and ACT attended the awards night to come together with other professional associations and to recognise achievements across the profession.

Professional Association Leadership Award – Dr Grant Kleeman

Dr Grant Kleeman is the epitome of excellence in the leadership of a professional association. His presence on Council is ubiquitous, and his influence on Council activities and processes is enduring. In NSW, the name 'Grant Kleeman' is synonymous with geography education and the leadership of Geography Teachers Association of NSW & ACT. As the sun rises in the morning, you can be sure that Grant will always be present.



Dr Grant Kleeman joined GTA NSW & ACT Council in 1996; he was awarded a Fellowship to the Association in 2009 and Life Membership in 2018. Grant's volunteer work and leadership of the Association to progress geographical education is also recognised by the Geographical Society of NSW through the prestigious Macdonald Holmes Medal. Grant has fulfilled the role of public officer, journal editor and most significantly remained active on the Executive team since 2003 until now. Grant was President for two separate terms and Vice President. Grant is the current Treasurer, having expertly navigated the complexities of this role for over a decade. He strategically finds a balance between investing in initiatives to promote quality professional learning and resource development yet also ensures a viable income stream for the Association. In each role, Grant offers guidance, mentoring, and a range of considered, achievable solutions to guide Council through decision-making processes. For over a decade, Grant was Editor of the *Geography Bulletin*. He was instrumental in bringing colour and an online presence to the journal, and ensure academic input to assist teachers with professional reading.

The GTA NSW & ACT Council revere the sustained, impactful and evolving leadership of Dr Grant Kleeman. Grant's leadership and mentoring of new leaders has significantly enhanced our Association and member experience. Grant is a meritorious leader and a rightful candidate for the Professional Association Leadership Award.



Professional Association Leadership Award – Katerina Stojanovski

Katerina Stojanovski models excellence in leading a professional association. She is consultative and inclusive. Actions are informed by research and advice from expert others. Katerina's authenticity as a respected leader is developed from experience in school-based and corporate leadership roles. Katerina Stojanovski joined GTA NSW & ACT Council in 2018. In this time, she has taken on the role of Councillor (2018, 2019), Vice President and Honorary Secretary (2020–2022) and President (2022–2025). Katerina was awarded an Outstanding Service to the Professional Association Award in 2021. In addition to Executive roles, Katerina effectively led other aspects of Association work

including regular guest editor roles for the *Geography Bulletin*, and shaping the design, maintenance and evaluation of e-learning courses. Katerina's most significant accomplishment as President is the enhancement of governance, operational and administrative processes, in response to strategic advice from externally-appointed business analysts to further strengthen the professionalisation of GTA NSW & ACT and maximise our offerings in a sustained way. Katerina sought and acted upon input from Council and liaised closely with the Treasurer to maximise efficiency and accountability in Association activities. Examples include recruitment of an Executive Officer and appointing a small team who are dedicated to website building and maintenance activities, graphic design and marketing activities, and membership communications. Amongst Council, working committees are part of a new operations process for reasons of equity and impact. The GTA NSW & ACT Council deeply appreciate the committed stance to leadership of the Association. A focus on process, governance, and sustainable succession planning has significantly enhanced the professionalism of our Association and member experience. Katerina is a wise, capable and dynamic leader who demonstrates outstanding vision for the Association's future.



Excellence in Educational Research Award – Dr Susan Caldis

Susan is a financial member of the Geography Teachers Association of NSW & ACT and served on Council for 14 years. She has a track record of conducting credible, publishable research in geography education and out-of-field teaching, through successful completion Masters and Doctoral programs at Macquarie University. Such research has informed curriculum development and initial teacher education in NSW.

Susan's Masters's research entitled "Interested and Influential: The role of professional associations in a curriculum development process" (Caldis, 2014) was awarded first in cohort for research design and implementation.

Key research findings revealed that professional associations are a salient, legitimate group in a curriculum development process. When working alongside curriculum authorities, professional associations can significantly shape the direction of content due to their subject expertise and ability to respond to requests for feedback in detail. Although this research focuses on a national scale, the paper has been instrumental in NSW for ensuring the GTA NSW & ACT remains "at the table" during NSW curriculum review and refinement processes in geography.

Susan's doctoral research entitled "Transition into the teaching profession and transformation of pedagogical practice" (see Caldis, 2021) was assessed by an Australian and international examiner as being in the top 10% of all theses examined in the field of geography education. Research findings emerging from Susan's doctoral and early-career research about transformative pedagogical practice in geography (Caldis, 2021; Caldis, 2022a; Caldis et al, 2022) together with the management of and responses to out-of-field teaching (Caldis, 2021; Caldis, 2022b; Caldis, in press; Caldis, under review; Hobbs et al, in press; Hobbs et al, 2022), have informed the redesign of core professional experience and subject methodology units in the Bachelor of Education and Master of Teaching degrees, and the development of a NESA accredited microcredential entitled "Help! I'm teaching geography for the first time."

Dr Susan Caldis' Bibliography is included at the end of this article.

Membership Engagement Award – Matt Carroll

Matt Carroll is a long-term and exceptionally dedicated financial member of GTA NSW & ACT. Matt has not held a role on Council yet actively contributes to Association work, such as hosting webinars, delivering conference presentations, designing lectures to support the HSC-focused series of professional learning, and regularly contributes articles to the journal.



For almost two decades, Matt has demonstrated a sustained and outstanding level of engagement with GTA NSW & ACT activity as a member of the geography teacher community.

Matthew has made a significant and lasting contribution to Geography education through his dedication to high-quality resource development, professional learning, and student support. As co-author of the Powerful Geography 1 and 2 Case Study books, Matthew has helped provide accessible and curriculum-aligned case studies that enrich classroom learning and support teacher delivery across a range of topics. He plays an active role in supporting teachers through the Geography Teachers' Association of NSW & ACT, developing and sharing classroom-ready resources that enhance teaching practice. His commitment to professional growth is further demonstrated through his regular conference presentations, where he shares expert insights and practical strategies with fellow educators. Matthew also contributes directly to student success by preparing and delivering HSC lectures, offering targeted content and guidance to help senior students excel in their studies. In addition, he writes for the *Geography Bulletin*, producing articles focused on HSC content that support both teachers and students in navigating the Stage 6 Geography syllabus. Through his ongoing contributions, Matthew has shown exceptional dedication to advancing Geography education. His work continues to have a positive impact on teaching practice, professional learning, and student outcomes across NSW and the ACT.



Innovation in Education Award – Lorraine Chaffer

Lorraine Chaffer has made a significant and sustained contribution to the field of Geography education in New South Wales for many years. Her most recent contribution was her leadership in the implementation of the new Stage 6 Geography syllabus. As the coordinating author of Powerful Geography 1 and Powerful Geography 2, Lorraine successfully led the development and publication of these case studies books which have become essential resources for teachers and students. The books are accompanied by extensive support materials, including teaching programs, assessment ideas, and innovative classroom-ready activities that offer both new and experienced teachers a strong foundation for delivering the revised course.

Lorraine also initiated and led recent Stage 6 Geography teachers conferences, that guided educators through the effective implementation of the new HSC Geography course. Recognising the needs of regional teachers, she visited schools across regional NSW to deliver targeted professional learning sessions, to provide access to high-quality support and resources. As moderator of the Stage 6 Geography Facebook Group, Lorraine curates teacher-shared resources into clear syllabus-aligned categories, fostering an active and collaborative online professional community. She also reviewed and selected relevant content from past *Geography Bulletin* issues, preserving valuable materials for continued use under the new syllabus. Lorraine Chaffer's leadership, innovation, and unwavering commitment to professional learning have had a profound impact on the Geography teaching community. Her work continues to shape best practices and enhance the quality of geographical education across NSW and the ACT.

Innovation in Education Award – Louise Swanson

Louise Swanson is a deeply committed financial member of GTA NSW & ACT. She has served two separate terms on Council, from 2015–2019 and again from 2024 to the present. Louise has a long history of engagement with the Association through her active involvement in conferences, webinars, resource development, and ongoing advocacy for geography education in New South Wales and the ACT.

Whether as a member of Council or as an active Association member more broadly, Louise contributes regularly and significantly to our work. In particular, she explores and delivers creative ways to expand the scope of geography education resources and professional learning available to geography teachers across NSW and the ACT.



As coordinating author of the widely used Powerful Geography 1 and 2 case study textbooks, Louise has significantly enriched classroom resources for both teachers and students. She has played a key role in expanding access to high-quality geography content through her coordination of the Powerful Geography blog and its associated social media platforms. Her curation and creation of engaging resources on Instagram and Facebook have brought contemporary geographic issues to a broader audience in innovative and accessible ways.

As *Bulletin* Editor for GTA NSW & ACT, Louise has published five high-quality editions in the past year, showcasing best practice, curriculum insights, and classroom innovation. In her leadership roles as Councillor and Vice President of GTA NSW & ACT, Louise continues to advocate passionately for geography education. Her long-standing dedication and tireless efforts have had a lasting impact on the professional community and on the promotion of geography across New South Wales and the ACT.

Louise Swanson exemplifies professional excellence, innovation, and an unwavering commitment to advancing the field of geography education.



Regional and Remote Education Advocate Award – Michael da Roza

Michael da Roza is an outstanding contributor to geography education in the Australian Capital Territory. He takes immense pride in showcasing the opportunities and relevance of learning and teaching geography in Canberra and the ACT. Michael's committed approach to developing context-specific presentations for Association members together with his sustained active engagement with geography teachers in the ACT, to feed back their challenges and experiences to our NSW-centric Council with the aim of finding solutions to promote and advocate for the Canberra and ACT context make him a truly deserving recipient of recognition for the Rural and Remote Education Advocate Award.

As a passionate advocate for geography, Michael has represented the ACT with distinction, championing local initiatives and ensuring the unique geographical context of the region is embedded in professional learning and student experiences. In his role as Vice President of GTA NSW & ACT, Michael has been a driving force behind numerous programs and collaborations, consistently demonstrating leadership, innovation, and commitment to excellence.

Nationally, Michael serves as Treasurer of the Australian Geography Teachers Association (AGTA), where his dedication and strategic oversight have been integral to the organisation's success. He led the highly successful Geography Big Eek Out, for the past two years which has provided enriching fieldwork opportunities for students and educators across Canberra and the ACT – showcasing geography in action and deepening engagement with place-based learning.

Looking ahead, Michael is leading preparations as National Conference Convenor for the 2026 AGTA Conference in Canberra. With a two-year planning horizon, this role reflects the trust placed in Michael's organisational ability and his commitment to delivering a national event that will shape the future of geographical education in Australia. Michael's enduring contributions reflect a deep passion for geography, a collaborative spirit, and a strong commitment to professional excellence across both regional and national platforms.

Outstanding Professional Services Award – Stephanie Boden

Stephanie Boden is committed to progressing the Brock Rowe Award, utilising her leadership skills to support governance initiatives, and actively contributing to annual conference activities. She is considerate of other people's time and is steadfast in honouring her responsibilities as Councillor. Stephanie is a financial member of GTA NSW & ACT and joined Council in 2020.



Stephanie's leadership skills were instrumental in supporting process to appoint an Executive Officer to GTA NSW & ACT and she responds to Council business in a prompt and professional manner. Stephanie is driven by a desire to acknowledge high performing teachers in the secondary geography classroom and meaningfully contribute to professional learning. This is demonstrated by Stephanie's sustained and active involvement with the Awards Committee over the last five years. Within this role, Stephanie organises Committee meeting times, Award timelines, and presentation of Awards at the annual conference. Further, Stephanie is responsible for leading the Brock Rowe Award which recognises excellence in the teaching of geography. Stephanie has led the review of criteria and communication processes and is responsible for timely collation and review of nominations, and making recommendations to Council about Awardees. The GTA NSW & ACT Council greatly respect Stephanie's sustained contributions to Association activities. Stephanie is an esteemed colleague and of the Outstanding Professional Service to Associations award

Outstanding Professional Services Award – Kieran Bonin

Kieran Bonin is visionary, embraces all opportunities, and is generous with his time. Kieran continues to organise the student-facing Young Geographer Award and the teacher-facing regional conference program like a marching band – everything happens with precision and to a clear beat.

Kieran is a financial member of GTA NSW & ACT and joined Council in 2022. During his time on Council, Kieran has fulfilled the role of Councillor (2022, 2023), Vice President (2024, 2025) and will move into the President role for 2026. Kieran has a passion for responding to the needs of teachers in regional education. This is demonstrated by Kieran's conceptualisation and delivery of a 1 ½ day regional conference with a fieldwork focus and establishing a mentoring network to support early-career teachers of geography across schools in Orange NSW. Since 2023, Kieran has edited the *Geography Bulletin*, presented in our webinar program and annual conference, coordinated the Young Geographer Award and built capacity within GTA NSW & ACT Council to assist with the process of succession planning and Award revitalisation. The GTA NSW & ACT Council are in awe of Kieran's impactful contributions within in short timeframe. Kieran is a deserving candidate of the Outstanding Professional Service to Associations award.



Dr Susan Caldis' Bibliography

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<https://www.mq.edu.au/faculty-of-arts/schools/macquarie-school-of-education/macquarie-university-teachers-learning-hub>

GTA Resources – Photocopy Record



Geography Teachers
Association NSW & ACT

Photocopy Record

Over the last 12 months, have you copied from any books or eBooks (for your students or for teaching) that you can give us information about such as the title, or publisher or ISBN?

Publications by or associated with the GTA NSW & ACT

- Powerful Geography 1 - GTA NSW & ACT (ISBN 9780645790009)
- Powerful Geography 2 - GTA NSW & ACT (ISBN 9780645790016)
- Geography Bulletins - GTA NSW & ACT (add bulletin edition, name of article, author & number of pages)
- 7-10 Geography Resources - GTA NSW & ACT
- HSC Trial Examination - GTA NSW & ACT
- Preliminary Yearly Examination - GTA NSW & ACT
- Geography Skills Unlocked - Australian Geography Teachers Association (ISBN 9780994567703)
- Geography Fieldwork Unlocked - Australian Geography Teachers Association (ISBN 9780994567727)
- Geography Literacy Unlocked - Australian Geography Teachers Association (ISBN 9780994567710)

Resource & ISBN	Copyright Holder or Author	Pages, chapters or material	Number of copies made

We'd love to publish your success stories!

Do you have an effective teaching activity, resource, or classroom practice that you'd love to share? The GTANSW & ACT welcomes contributions and encourages educators to submit articles to the *Geography Bulletin*. We prefer to receive articles in Microsoft Word, with any images attached as separate files. Placing images in Word to indicate where they should appear can be helpful, however images embedded into Word become compressed and lose data, so please ALSO supply the original images as separate files. If you have questions, or to send articles for consideration, email editor@gtanswact.org.au.



Advice To Contributors

Geography Bulletin guidelines

1. Objective: The *Geography Bulletin* is the quarterly journal of The Geography Teachers' Association of NSW & ACT Inc. The role of the *Geography Bulletin* is to disseminate up-to-date geographical information and to widen access to new geographic teaching ideas, methods and content. Articles of interest to teachers and students of geography in both secondary and tertiary institutions are invited, and contributions of factually correct, informed analyses, and case studies suitable for use in secondary schools are particularly welcomed.

2. Content: Articles, not normally exceeding 5,000 words, should be submitted to the GTA NSW & ACT Office by email editor@gtanswact.org.au. Submissions can also be sent directly to the editor: Louise Swanson (editor@gtanswact.org.au). Articles are welcomed from tertiary and secondary teachers, students, business and government representatives. Articles may also be solicited from time to time. Articles submitted will be evaluated according to their ability to meet the objectives outlined above.

3. Format: Digital submission in Word format.

- Tables should be on separate pages, one per page, and figures should be clearly drawn, one per page, in black on opaque coloured background, suitable for reproduction.
- Photographs should be in high resolution digital format. An indication should be given in the text of approximate location of tables, figures and photographs.
- Every illustration needs a caption.
- Photographs, tables and illustrations sourced from the internet must acknowledge the source and have a URL link to the original context.

Note: Please try to limit the number of images per page to facilitate ease of reproduction by teachers.

Diagrams created using templates should be saved as an image for ease of incorporation into the Bulletin.

All assessment or skills tasks should have an introduction explaining links to syllabus content and outcomes. A Marking Guideline for this type of article is encouraged.

4. Title: The title should be short, yet clear and descriptive. The author's name should appear in full, together with a full title of position held and location of employment.

5. Covering Letter: As email with submitted articles. If the manuscript has been submitted to another journal, this should be stated clearly.

6. Photo of Contributor: Contributors may enclose a passport-type photograph and a brief biographical statement as part of their article.

7. References should follow the conventional author-date format:

Abbott, B. K. (1980) *The historical and geographical development of Muswellbrook* Newcastle: Hunter Valley Press.

Harrison, T. L. (1973a) *Railway to Jugiong* Adelaide: The Rosebud Press. (2nd Ed.)

8. Spelling should follow the Macquarie Dictionary, and Australian place names should follow the Geographical Place Names Board for the appropriate state.

Refereeing

All suitable manuscripts submitted to the *Geography Bulletin* are subject to the process of review. The authors and contributors alone are responsible for the opinions expressed in their articles and while reasonable checks are made to ensure the accuracy of all statements, neither the editor nor the Geography Teachers' Association of NSW & ACT Inc accepts responsibility for statements or opinions expressed herein.

Books for review should be sent to:

The GTA NSW & ACT Council
PO Box 315, Annandale NSW 2038.

Editions

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