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CPL Podcast: New Geography Syllabus 7-10

Host: Carly Boreland
With: Lorraine Chaffer

INTRODUCTION:
You are listening to the JPL podcast from the Centre for Professional Learning. Here's your host Carly Boreland.

Carly Boreland:
Welcome to the JPL podcast for the Centre for Professional Learning. I'm Carly Boreland and I am the Editor of the JPL, I'm speaking with Lorraine Chaffer about teaching Geography 7 – 10 and especially how you could take advantage the new Geography Syllabus that is being implemented this year, Lorraine, welcome!

Lorraine Chaffer:
Thank you, Carly.

Carly Boreland:
Lorraine, the Geography Syllabus has been changed quite significantly from previous ones, there's some old favourite items in there but there is a real new change for the new 7 – 10 Syllabus in Geography and I wondered if you could start by taking us through some of that and where that provides opportunities for teachers to rethink some things they've done before but also to try out some new things.

Lorraine Chaffer:
Okay, well I think one of the main things that we have to think about is the inquiry approach that is now the focus of the Syllabus. Whilst we always ask questions in Geography and anybody who is familiar with the old syllabus would know that there is a list of questions that Geographers ask (Where is it? What is it? Why is it there? What will it be like in the future?) Those questions are no longer there but they're integral to what we call geographical inquiry or the *Geographical inquiry skills*. And the focus in them is to get students questioning and to make *inquiry* the basis to studying Geography, rather than the content the basis: to learn the content through an inquiry process, whether it is a part of a big inquiry or just a small component, so it might be analysing a map, that's geographical inquiry but so is developing a question, analysing it, finding information, communicating information, that's all part of what we call the *geographical inquiry skills* in the new syllabus. I think the focus on *inquiry* is probably one of the biggest changes; the questions were always there but now it's written as the *skill* of Geography.

I think sometimes teachers get confused with when we use the term *skills* and we're talking about *map reading skills* or *photo interpretation skills* and I think the mindset now is that *skills* in this syllabus are the

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inquiry skills - inquiring, processing and communicating geographical information. And that goes hand in hand with the *tools* which we must learn how to use. So that old term of *skills*, I think we applied to how to use the *tools*. We really have to be careful now when we use the term *skills*, that we are actually talking about the *geographical inquiry skills*, not the skills associated with using the tools, so I think that's probably the biggest mindset that teachers need to get themselves around.

Carly Boreland:
What we're saying is that when we want to use a map, for an example, we're doing that but also in the context of some kind of inquiry about "what are we doing with this map?" and "why does it matter that we know how we read this map?"

Lorraine Chaffer:
That's right, we're using the map to acquire geographical information, or to represent something that we've found out, or to communicate the end result of a research project that we might have had our students complete. We teach those skills associated with map reading, interpreting photographs as a separate thing to what we are calling *geographical inquiry skills*, in terms of that's the focus of the new Syllabus.

Carly Boreland:
Right and when you're thinking about lessons or programs, you could do a *geographical inquiry* approach within a single lesson as well as over a series of lessons that are connected to each other?

Lorraine Chaffer:
Definitely, when we're talking about geographical inquiry, when you're looking at the Syllabus it's easy to think that's it's a linear process, it's a bit like the old Research Action Plan for Stage Five: where you started with a question; you researched that question; you put together your findings; and then presented a report at the end. *Geographical inquiry*, when we look at the actual Syllabus document, we could be doing any *part* of that inquiry in any one lesson. So it might be interpreting a map, when we are talking about *population density*, that's *geographical inquiry*. And as a result of analysing that map, questions will take place that then may be the start of another *inquiry*. So, when students are learning to think like a geographer: they're actually asking questions; they're analysing sources of information and a lot of those sources of information will be the geographical tools that we're actually presenting to our students in the classroom. What they then need to do is: to use those tools; ask questions; analyse the information; and then [think] "what am I then going to do with that information?"

Carly Boreland:
That inquiry lens is really important for teachers to have in all of the content that they're approaching, Are there any other aspects of this new syllabus that teachers should be looking out for, or trying to see in a new way maybe?

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Lorraine Chaffer:
I think you've got to be careful that it's easy to say – "oh we taught *environments* in Stage 5 before *global environments*, that's pretty much the same as *landscapes and landforms*" Well it's not! Yes, there are components of it where you used to look at, maybe, coastal landforms and the formation of coastal landforms and the processes. But, that forms a very small part of the new syllabus because there are things in there now that we didn't do before. When we did *global environments,* for example, the value of environments and how people use environments were there. But never then that extension to, "well we use them for these different purposes: what sort of values does that indicate?" And there are categories to those values, like spiritual, aesthetic, cultural values that we can now attach to our environments.We never thought (it's a new way of thinking I guess) about the values of landscapes. We've gone from that *describing* and *explaining* and then "how do we use it?" and then "how do we manage it?". Now we've gone to – "ok well how do we use it? But also what are the consequences of that use and what values are reflected in that effort to manage and protect?" which I think we have a role to play in making sure we do that justice is one of those cross curriculum areas.

Carly Boreland:
Sometimes moving from the abstract to the more concrete can really be a helpful way of differentiating that's not too complicated it's just making something in a moment and rather than that abstract which can be quite an adult thing to try and do

Lorraine Chaffer:
I think they're the big things. And I think in the syllabus we also need to consider that each unit comes with some *key inquiry questions.* And those *key inquiry questions* are actually to help guide you as to your decisions about what you might do in the classroom. Now they are not compulsory; you do not have to use those key inquiry questions. They are there because they want you to think that it is about *inquiry* and that's why the dot points, those content points are worded '*students investigate'*. We want to actually inquire into what that particular topic area is. So I think those *key inquiry questions* are good but certainly you can develop your own. It might be- what are the values of landscapes and landforms on the East Coast of New South Wales? or at Cronulla? or at Byron Bay? (if that is where you are located). I think it's important that you realise that there is a lot of flexibility there in terms of the inquiry questions.

Carly Boreland: g
Right and I know that sometimes in a big school with a complex timetable you can end up having two, maybe three, teachers of Year 7 Geography, so possibly saying okay you've got them two periods a fortnight, you do the skills…

Lorraine Chaffer:
Yes, you'd be much better off saying, look I will teach this part and you do something completely different, or maybe focus on a different dot point. You know one of the biggest things sometimes teachers don't get it right and the fact that they do do standalone some of these skills, which you know it's not an exciting way to deliver Geography when you do it that way.

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Carly Boreland:
I love how you use that word *exciting* to talk about Geography. I spent a few years (maybe dabbling is understating it but) having a go at being a Head Teacher HSIE and LOTE and I'm a History teacher. I didn't study a lot of the subjects at Uni that I ended up supervising and I wonder if you could tell us a little bit about the 'exciting-ness' and the uniqueness, the discipline of Geography and how that differs say from History or from other subjects? So that teachers that are, maybe, teaching Geography but are not necessarily having Geography as their first passion, how they can understand it a bit.

Lorraine Chaffer:
I think there is a couple of different things we can look at here. I've often been asked the question, aren't I teaching Science now because I've been doing the water cycle or I've been looking at weather and climate or doing some measurements in field work. You say "no, you're doing Geography because it's linked to a place and it's about a place or an environment, then it becomes *geographical*."

In Science you can separate it from actual real places in the world by studying the underlying principles and the scientific principles. And yes, they do go out and do field work in Science and they do go to places but the *place* is not the focus of what they're doing. In Geography the place, the environment, the landscape is the focus of what you're doing, and that makes it *geographical* because you can put that place on a map: what are the landforms like at such and such a place? What is the environment like at such and such a place,? We're studying *this* city and, therefore, we're going to look at the processes in *this* city or this country or *this* region. So, that's what separates say Geography from Science. And there are overlaps because another way of looking at Geography is when we look at the world, we can actually look at it very superficially and say what we see around us is the environment. But a true Geography actually unpacks what we see and realises there is a whole lot of layers that make up the reality that we see out there: and there are historical layers, they may or may not be evident; there are cultural layers and that's where we get to dig into the Aboriginal and Torres Strait Islander cultural identity and links to some of the places that we study. There are political links – "why has this places been zoned as a national park?" There are all these underlying (sometimes tangible, sometimes intangible) paths to an environment and if geographers look at the perspective of an environment as a whole lot of layers, then we realise that there are links to History because every place has a history. There are links to *culture* because there is a culture that often came before the current dominant culture (that is in that place) and there are these links.
There is a great diagram, put out by National Geographic, that shows the perspectives of a geographer and it has all of these different layers. And I think that shows that we do have link to Science - there is geology layer – "what is the underlying structure of the earth on which we are actually standing? What is the underlying structure?" You're actually looking at a landscape that is dominated by particular landforms but there are other landscapes that aren't dominated by landforms. There are what we call bionic landscapes-(your grasslands, your forests, your tundra) where there's not a particularly identifiable landscape or geology underneath. (There is always going to be geology underneath but that's not the dominant) It gives us that ability to unpack the topics and think a little more deeply. I think once teachers get that, then I think they understand that how sophisticated and intense and academic Geography study actually is. And it's often not thought of in that way. But I think the best

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geographers are the ones that can always tap into something to tell a bit of a story about a place: it might be something that you only heard in the news a week ago; it might be something that you read in a magazine two years ago. But you've got these little stories in your head and I think that's what really the kids like that, they like to hear stories.

Carly Boreland:
And so your story is the hook but the idea of your Geography lessons is that the students also get to experience that joy of finding something out, and that inquiry into it, so they get that moment that we enjoy so much.

Lorraine Chaffer:
And then they can look at things in more depth. Because I think in Geography we've got a balance. We want to give the world view and we've got this scenario where we do Geography at a range of scales. So, yes, we feel the need to go *global* because we're no longer constrained by that *Australian Geography* that we were in the last syllabus (that Stage Five *Australian Geography*). I think we can now look at a *global perspective* but we also need to be able to do *depth*. So to bring really good *depth* we really need to come down to the local level and I guess that's where your field work comes in because the field work is the *local* but it can be linked to the *global* and it has to be well planned. It's no longer good enough to say, -"we're going on a Geography excursion". No I'm sorry, - we're going to do *field work*: we're going to collect information; represent things that we find; (and when we get back from our field work) we're going to do something with that; we're going to demonstrate how that has increased our knowledge of that particular topic.

Carly Boreland:
In our classrooms today we've got and we celebrate some very multicultural schools and diversity of view and diversity of experiences, is there a way that Geography has a, maybe even a unique, place in our curriculum to get into some of those issues of students identities and lived experiences

Lorraine Chaffer:
I think there is. Because we're always doing studies (and field work is one avenue because your field work can bring in the perceptions of people from different backgrounds). For example, in *Changing Places*, where there's talk about section on *internal migration* and *international migration* to Australia and the *settlement patterns in Australia*, I think the local field work there could certainly hone into that multicultural background and the identity. *Liveability* is associated with *cultural identity*, as well as *community connectedness* and they're two of the concepts from the syllabus in *Liveability*. So, I think that's really important, that's certainly an area where you tap into where you're looking at "ok, as a 13 year old in Stage Four, what would make a place more liveable for you?" And then look at the perceptions of the different people within your class and saying "ok I don't come from Australia, I'm from another place. In that other place I had connections; everybody spoke the same language. Now I live in this suburb and my connections to actually speak the same language, I've got connections here. I've got Aunties and Uncles here" or "I live here because there are other people from that particular community (from my cultural community) in that community." I guess that's one way to do it.

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Carly Boreland:
And I imagine two students might have been born and live in a place for their whole life but what their family needs because of their culture and background to live comfortably in a particular suburb or a particular city or location, could vary wildly, even if they are still born in the same town.

Lorraine Chaffer:
I think you tap into "what do they need?" Well we need to feel safe. And that's why some of our students are from other countries because they have come here as refugees, their parents may have come here as refugees, they've migrated for particular reasons, so it taps into again that personal history. The topic of interconnections can tap into that personal perceptions of "which places do we have strong connections to as an individual level?" So, your migrant children are going to have connections at a global scale that your local children (your locally born children) might not have. They might go overseas on a holiday but they don't have the same strengths of perceptions of places and connections to places that a child of a migrant, or a migrant child, might have. And I think that's where we draw, there's a section in the syllabus that is actually about individuals perceptions of places and connections to places and I think that is there possibly because we have such a multicultural society. Whereas in the past people studied *globalisation*, we looked trade as connection to places and migration but not at that personal level and now that personal level is in there.

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Carly Boreland:
I want to talk to you a lot about field work and how to do it well, how to make it fit comfortably and how to make it achievable and not an onerous task or something that seems too big and too difficult to do. Could you take us through that a little bit in terms of the new syllabus and what it is about Geography that makes it so integral?

Lorraine Chaffer:
Okay, well field work is authentic: it's real world; it's our own environment; and it's at the local level, so done, at a really good level, or done well, I think there needs to be three things that happen.

We need to *plan* it well to achieve particular outcomes and have an inquiry focus – what is it? What's that question that we want the kids to be able to answer when they come back from that field work and they've thought about everything that they've seen and done and used ? Or, they might have statistical data and measurements etc. That could turn into a written report that's all factual, but does it answer a question that we might have set up to start with? I think we need to plan our field work very well.
We need *pre field work preparation* and that's not just a plan that this day we're going and here's your form and this is how much money you have to pay and this is where we're going,

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Carly Boreland:
Wear sunscreen

Lorraine Chaffer:
Yeah, it's thinking about what is the part of the topic that we're dealing with? What are the outcomes that we're targeting? Do I have a key inquiry question? So that when you go and whether or not you're going out by yourself at a site that you've chosen and you're running the field work yourself or whether you're going to a field work provider, such as an Environmental Ed Centre (and there are many of them around) Be able to tell them that – "this is the question and this is the focus of why we're coming" So have a look at the activities that they've set, or set your activities, to make sure they're going to be able to answer that question.

And then always make sure, at the end of the field work, that you're able to say – 'Ok now what are we going to do with that? How are we going to present or communicate those findings? What did it actually tell us? What did we find out?" And that can be done in a number of ways. Yes there is the field work report but there are other more exciting ways to do it. You could use a *Spatial Technology*, like Google Tour Builder -when you can actually create your own virtual field work based on your real field work that you did. You could create models, you could have challenges, there are other ways for communicating the findings and making sure that students are demonstrating that they understood what it is that they did and what they found out.

Start with that pre field [plan], a little template that shows - What am I going to do before? Why am I doing it? What am I targeting? What am I doing on the day and then what am I doing at the end? What am I going to do with it?
Now you could support your teachers by saying "ok, here are some little activities that build your confidence in running field work. Why don't you go out for 15 minutes at the end of a lesson, once a fortnight or once a week and use some pieces of equipment, get the kids used to using the equipment to the extent that they can start to use it independently". It might be today it's going to be clinometer. Next week it might be something simple as a compass (and whether or not it's an actual real compass or whether or not it's on your iPhone, it doesn't matter). But using each piece of equipment because when you go out in the field, a number of teachers say, "oh I need to get a field work centre to do this because I'm no good at that. I don't know how to use these pieces of equipment."
Well you're going to build their competence in using some simple pieces of equipment, so when they do go out (whether or not it's your school that's organised it or an organisation that's doing it for you) the kids will feel more confident that you don't have to be giving them instructions outdoors on how to do something. And if it is a new piece of equipment; a set of instructions on how to use it. If they are comfortable with using different pieces of equipment, they should be able to pick up the instructions to go with the piece of equipment they haven't used before.

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Carly Boreland:
Field work doesn't have to be the big one hit wonder,

Lorraine Chaffer:
No it doesn't, it can be little developing field work skills, so that when you do want to go out and do thing in the field that you haven't got all that explaining to do while you're out there. And you've built not only the teachers competence and confidence but you've also built that in the students as well.

Sometimes I think it's really easy to say - "ok well I have to do field work. This is the topic I'm doing, I'll ring up the local field work provider (or the one that the schools always gone to) – "I want to run this program." You turn up on the day, you let them do all of the work and then you come back and it's over, it's ticked the box, I've done it but you haven't really done it in [a way to] do justice to the syllabus, which is to bring it back to - what did I achieve? Where does it fit in? What am I going to do with it now? How are we going to communicate that information? So, you can tie in the inquiry processes, you can tie in the outcomes, you can tie it to the content, then you've done it justice.

Carly Boreland:
And probably also it means all the time and effort it took you to get that to happen, - the permission notes, the paperwork - you've done justice to that too because you get more lessons out of it, you can do more with that time, it feels more worthwhile to you as well I imagine.

Lorraine Chaffer:
Yeah and I think building teacher confidence, especially those who haven't done field work before, or have done field work or hasn't been a good experience. I think you need to revisit it and think - why wasn't it a good experience? what did I do that I could do better? is there a better way of structuring this so that I can build their confidence that they actually enjoy the day?" They're not going out saying "oh I have to do field work but I don't really want to, it's not my thing,!" To actually then to feel good about field work. And especially it's what you do with it afterwards; you can do some really exciting things when you come back to school.

Carly Boreland:
You've talked a bit about *Spatial Technologies* already, should we do anything more about that as a discrete item? Because I know it's sort of one of the big things in the new syllabus.

Lorraine Chaffer:
Spatial Technologies has its own column, it's one of the key tools and I think a lot of people see it and they think oh no, I'm no good at computers, I can't do this. I think the important thing with *Spatial Technologies* is you have the *tools continuum* because basically it's a digital version of what we've been using. So a *topographic map* is a good example of a *Geographic Information System* where it's a layering of information on a base map. If you think along those lines then you think "ok, this is just doing it digitally. " It might be producing a map that has layers on it and it might be using a map that somebody else has already created the layers, that's good or it might be "I'm actually going to put some

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information onto a map and do it digitally" that's your *Geographic Information System* [GIS] very simply explained. It can also in the primary - GIS is simply getting coordinates using maybe a GPS, where you are getting latitude and longitude and being able to put places on a map using latitude and longitude And in the Stage Three, they have GPS . And in Stage Four and Five it goes to GIS, which means the layering of information onto a map. Now that all sounds, "oh a bit sophisticated" and there is some really complicated GIS programs out there, (there's ArcGIS and Esri and a number of those that are big packages) but there are much simpler and much easier ones to build teacher confidence. One of those is *National Geographic Map Maker*, now that's one I like because it's probably the easiest *in* to GIS that you can get.

You can choose a world map or a location, a country, or even a smaller area, and you can go in and you can choose a base map and choose layers to put onto that map. So, you are actually using that map; using information that is already been provided, to put a layer onto the map. And you can use that to inquire - where in the world are all the forests? You've got the map there in front of you, created using this platform. Or I like to use it actually then to go to one of the *higher order thinking* where you take two different layers and then look at the relationship to them.

At a recent conference I demonstrated that you can see a relationship between a layer that has population density and a layer that shows the hot spots for natural hazards in the world. And your key inquiry question might be - which areas of the world are the most people at risk from natural hazards? So that requires students to look at the two layers and see the corresponding overlap and that's a greater depth of analysis. There you have a very simple tool that can be used in quite a sophisticated manner in any topic. And I think if you take the attitude of "I've played with it for 15 minutes myself and this is what I've produced," show that to the kids and they think "we can do better than that!" And away they go, because they're *digital natives*, they'll love it, if you let them go and say walk around the room and say "how'd did you do that?" "You'll have to show me how you did this." "Oh where did you find that symbol?" and they think it's great because they know something that you don't know, That's your *in* with *Spatial Technology*. Don't be afraid of it, use it and let the kids tell you how to use it.

Carly Boreland:
And so you're job then as the teacher is to make sure that the experience of the technologies set up really clearly in terms of - "what are we trying to inquire about? What are we trying to achieve here? So that there's freedom, to play and to try, but within a really clear, intellectual structure as well.

Lorraine Chaffer:
I think if we go back to that same structure we use for field work: that you identify a key inquiry question; that you identify the outcomes; that you actually link it to the content; then you are allowing that sort of freedom. It's a fine line between using technology as a gimmick and using technology to actually show that you understand something. So it's actually got that deeper inquiry learning in it rather than just being, "oh here's this great ICT application, let's play" And I think Minecraft (and I really want to get into Minecraft because I've seen it demonstrated) whereas rather than using

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something simple like Scribble Maps to annotate an area of land with symbols, you're actually creating a world, a model using blocks. And I went to a conference in Melbourne last year and they had a teacher there who actually did that. Students had a choice of using, creating like a diorama type activity, using a mapping tool. or using Minecraft. And Minecraft is a *Spatial Technology*. It's a game (yes, *gaming Spatial Technology)* and in the education application of it, I understand, is that you can limit the parameters in which the kids can use Minecraft. I think that's an exciting way forward and especially for those people who think they are a bit tech savvy and are happy to take that sort of risk of "let's see where we can go with this!" but within the context of the syllabus, or a unit of work linked to content.

Carly Boreland:
And maybe some professional learning time around "how can we work together to make this actually work in our classrooms?'

Lorraine Chaffer:
It just needs one person to drive it within a school: to get excited about it; be prepared to have a little bit of a dabble and play; come up with activity. And then, you know, nobody expects, in this new syllabus, that in the first year you're going to be an expert at everything - in *Spatial Technology*, GIS whatever it is. What we're thinking is this is a syllabus in progress. We're only in the first term of a two year sequence before we've even taught it all once, it's a learning opportunity. And you're programs are going to change over five years, what you start with the first year is probably going to be very different to what you have in five years' time. And the programs that you integrate - learn a little bit at a time and then work out "where is the best topic to put this? Now I've used it in this topic maybe it will be better used in another one" So the benefit of hindsight and looking back at what you've done over three or four years and then relooking at your programs and thinking "ok how do I really think about it now - what I did in that first year,? What would I do now that's different?

Carly Boreland:
I suppose too in the earlier years, not making your programs so draining for you to produce as well, so that you feel like "oh gosh that was such an effort I never want to come back and do anything more!" You know - "this program we've finished now, we can never change it because it was such a big mission to create it in the first place!"

Lorraine Chaffer:
And I think that's where reflecting on what you might have created. I've seen some programs that I think that I couldn't teach that topic in a whole year if I did everything in that program. Because there is so much out there that we can choose. We've got so much choice into the actual content, (in terms of explicit contact like case studies and illustrated examples and places that we want to investigate) that the choice is too hard. So we tend to think, "Oh I'll throw that one in too! And I would really like to do that!" I think we should err on the side of let's balance, a really good balance between breadth and depth. We want to do *global* but we need to drill down and get some depth because Geography is a rich subject. It has a great depth of processes and knowledge and understanding and we can't sacrifice that depth to make sure we do a global coverage of things and cover enough different places in the world.

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And go back to your *topic focus* and look at those statements in that *content focus* and just see what are all the things that I really could be doing and what is the focus there and rethink what you're doing in depth and have you got the depth in the right places.

Carly Boreland:
Sometimes I think with Geography, if you're not careful it can be a little bit of - "things are bad and are getting worse!" You forget to get to the thing that geographers love most, which is "what are we going to do about it?"

Lorraine Chaffer:
There's an exciting future out there and we are doing things and going in the right direction. We're not washing over the negatives, we're saying there are a lot of good things. And no we're not going to rely on technology, sometimes it's actually not using technology but going back to simpler things like how we use food and not producing waste that are as good of a solution as genetically modified foods and the new green revolution and all those things that we're going to rely on technology to solve these gloom and doom issues. But some of it comes back to a much simpler home-base (how do I recycle? Am I wasting too much food?). Some of it can be a very simple solution. I think we can balance that message (gloom and doom) against the good stuff and the great new ideas (I heard something exciting the other day). And there are lots of little really good YouTube clips that you can see about some of these exciting innovations that are happening.

Carly Boreland:
Lorraine thank you for joining us today, we really appreciate having you here and enjoyed chatting with you very much

Lorraine Chaffer:
Thank you, Carly, hopefully maybe I shed some light on a few things for a few people. I am passionate about Geography and I think it's a really exciting subject, thank you.

Carly Boreland:
You've been listening to the JPL podcast for the Teachers Federation Centre for Professional Learning. I'm Carly Boreland, and I've been chatting with Lorraine Chaffer. You can listen to further podcast and find out more about the JPL, by visiting our website https://cpl.asn.au/podcasts

CONCLUSION:
The JPL podcast is produced by the Centre for Professional Learning and the New South Wales Teachers Federation. All opinions expressed in this podcast are those of the individual speakers and do not necessarily represent the views of their employer or associated organisations. The host was Carly Boreland; technical direction by Jason Nicholas.

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Lorraine Chaffer has 38 years' experience as a Geography teacher in NSW public schools and has been heavily involved in the professional development of teachers. Lorraine was a consultant in the development of the NSW Geography Syllabus K-10, has written textbooks for the Australian Curriculum Geography and the NSW Geography Syllabus K-10 and has worked with K-6 teachers across NSW to unpack the new Syllabus and develop the essential knowledge, understanding and skills to deliver the Syllabus effectively.

Lorraine is the President of the Geography Teachers Association of NSW (GTANSW) and a board member of the Professional Teachers Council and President of GTANSW and provides professional learning for teachers of K-10 Geography Syllabus and Stage 6. Lorraine is editor of the GTANSW Geography Bulletin and has written articles for the CPL and presented on the new Geography Syllabus for CPL in 2017.