



Editorial

Nick Hutchinson
Editor, Geographical Education

Volume 28, 2015 was to address the theme *Learning from Aotearoa* however a new organising concept has been chosen, *Complementary Geographies*. Much was learned at the 2015 AGTA Conference in New Zealand. Professor John Morgan looked back to an earlier 1986 AGTA Conference in Brisbane where the theme *Teaching Geography for a Better World* arguably changed the ways in which Geography teachers approached their classroom work. He pondered about the social purpose of Geography in the Anthropocene where humanity is a prominent geomorphic force; where Geography has to move away from notions of normative growth and where sustainability narratives must be more nuanced.

I argue that *Complementary Geography* is even more than this. A Geography teacher from the New South Wales South Coast attending 2015 the conference remarked:

Alongside the workshop program, the Conference planners were sure to include an exciting program of fieldwork experiences. We saw traditional Maori culture at the geothermal village of Whakarewarewa, jet boated, free-fell and bunged at Agroventure Adventure Tourism, visited the SCION forestry research facility, toured a dairy farm and operations perched above Lake Rotorua and walked the trail by steaming lakes and boiling streams in a neophyte ecosystem at Waimangu volcanic valley. Rotorua really packed it in and the ever-present smell of sulphur and cinders served constantly to remind us that we had come to somewhere that was unique. New Zealand was a showcase of the many threads of Geography that we are so enthusiastic about (Giles, 2015, 9).

The contributions to this edition of the journal illustrate the eclectic concerns of the Geographer. Refereed contributions include: *What is powerful knowledge and can it be found in the Australian geography curriculum?* from Associate Professor Alaric Maude, Flinders University, Adelaide,

South Australia; *The Australian Geography Competition: An overview of participation and results 2004–2013*, from Dr Iraphne R.W. Childs, School of Geography, Planning and Environmental Management, The University of Queensland, Brisbane, Queensland, and Kathryn Berg, Royal Geographical Society of Queensland, Brisbane, Queensland; *Working with students' ideas in physical geography: a model of knowledge development and application*, from Dr Rod Lane and Associate Professor Pamela Coutts, Department of Education, Macquarie University, North Ryde, Sydney, NSW; *The place of place-based education in the Australian primary geography curriculum*, from Dr Lou Preston, Faculty of Arts & Education, Deakin University, Geelong Warrn Ponds Campus, Victoria; and, *A Note on the Status of Geography Teachers in Indian Schools*, from Assistant Professor Sarfaraz Alam, Department of Geography, Faculty of Science, Banaras Hindu University, Varanasi, India.

In addition to Dr Grant Kleeman's *Chair of Director's Annual Report* and copy of AGTA's response to the Draft Humanities and Social Sciences Curriculum, a non-refereed report has been received and accepted, *The Role of Adaptability in Tackling Climate and Environmental Challenges*, from Professor Andrew J. Martin, School of Education, University of New South Wales, Sydney, and Assistant Professor Gregory Arief D. Liem, Psychological Studies Academic Group, National Institute of Education, Singapore.

Many thanks to Geoffrey Paterson as proof reader and Reviews Editor of the current volume. The review titles reflect a range of topics in Geography and the teaching of Geography. Each reviewer is thanked for finding time to write a review.

I look forward to contributions to the next edition of the journal Volume 29, 2016.

Reference

Giles, S. (2015). Conference Report by GTA NSW bursary recipient Shane Giles. *Geography Bulletin*, 47(1), 8–10.