



Editorial

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Geographical Education celebrates its 50th year in 2019 and in line with that milestone we wanted to incorporate a range of elements of geographical education including technology, curriculum, pedagogy, skills and content specific knowledge. In line with the theme from the annual national conference, this volume focuses on what it means to be an innovative geography educator.

The word innovation is derived from Latin – *inovatus* meaning ‘to renew, change or restore’ or ‘to alter established practices’. Often, innovation is only linked to technological change but as Geography teachers, we need to be innovative in our subject knowledge, curriculum development and pedagogy, to ensure students are engaged, critical, creative and collaborative thinkers both in the classroom and beyond. In industry, we are all familiar with recent radical innovations – the taxi industry disrupted by ride sharing services such as Uber, video and cable services replaced by streaming, for example Netflix and Airbnb as the preferable choice over hotel stays. Innovation is associated with calculated risk-taking, testing horizons, experimenting, and collecting feedback to inform and refine new ways of thinking. Ultimately, our goal as educators is to ensure holistic growth. Biesta (2015) posits a three-dimensional framework for student learning that includes achievement (qualification – knowledge, skills and dispositions), socialisation (ways of being and doing) and subjectification (student as person). As geographical educators, it is our responsibility to ensure that new practices result in such holistic growth. Our formal and informal assessment practices are an important source of evidence for evaluating educational innovations.

Three papers related to the conference theme are included in this volume. The first paper by Robertson, Maude and Kriewaldt includes an overview of the existing literature and curriculum innovations that appear to best illustrate the new wave of geographical education thought, including how best to equip students to design real-world plans. Examples of best practice and applied action specific to mapping skills in primary

classrooms are outlined. The second paper by Digan outlines how meaningful and authentic GIS projects can be implemented in secondary geography classrooms based on readily available teaching resources from organisations such as ESRI. The author elaborates the use of these resources in a Year 8 unit – Landscapes and Landforms by constructing a cross-section using Google My Maps, and using Esri Collector to identify and categorise different vegetation types. The aim of the final paper by Maude and Caldis is to propose an innovative approach for the development of higher order thinking skills through the content of the Year 9 unit, Biomes and Food Security in the Australian Curriculum: Geography.

In addition, this volume of *Geographical Education* features two responses from AGTA to the Academy of Sciences report: *Geography – Shaping Australia’s Future*.

1. Out-of-field Teaching in Geography
2. Geography and STEM

We encourage all geography educators to engage with the report and familiarise themselves with AGTA’s responses written by Grant Kleeman and Susan Caldis. Many thanks also go to the writers of the articles and the book reviews. Geoffrey Paterson as proof reader and Reviews Editor has once again done a fantastic job. The book review titles reflect a range of topics in geography (coral reefs, tourism, conservation management and migration) and the teaching of geography (understanding and teaching primary geography, spatial thinking, and geography education for global understanding). AGTA looks forward to contributions to the next edition of the journal Volume 33, 2020.

Reference

Biesta, G. (2015). What is education for? On good education, teacher judgement, and educational professionalism. *European Journal of Education*, 50(1), 75–87.