

Spatial technologies in geography

About this Illustration of Practice

Following a professional learning activity on the use of spatial technologies, a teacher discusses the ways in which these might be applied in her year 10 classroom. The teacher reflects on the usefulness of the tools to which she has been introduced, and how the training has given her ideas for teaching in an area in which she has previously lacked confidence. The teacher particularly endorses the kind of professional learning she has received, which is collegiate, that is teaching focused, and which introduces her to new ideas yet allows her time to practice her skills.



Standards

Standard 6

Engage in professional learning

Focus area 6.2

Engage in professional learning and improve practice

Proficient

Descriptor: Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.

Other descriptors

Standard 6

Engage in professional learning

Focus area 6.4

Apply professional learning and improve student learning

Proficient

Descriptor: Undertake professional learning programs designed to address identified student learning needs.

Discussion questions

1. How do you identify areas where you require further professional learning?
2. What professional learning have you undertaken that is focused on addressing the needs of particular student cohorts?

Learning context

The activity attended by the teacher was designed to support professional understanding about how the Australian Curriculum for Geography could incorporate the use of ICT, particularly the use of spatial technologies. The exchange of ideas during the session helped teachers clarify their understanding of geographical concepts and provided them with ideas about the wider application of spatial technologies.

School context

South Australia

Stage of schooling: Secondary

School type: Non Government

School location: Metropolitan