

Example: Professional Self Evaluation Report

I have been teaching Geography for 17 years, the last 7 as Head of Department, and feel very strongly about the values pupils can derive from the study of Geography. Such life skills as developing a sensitive awareness of the environment, the ability to empathise and be sympathetic towards issues of social concern, poverty and population problems and to understand the connection between people and their environment and the need for sustainable development. Themes that have clear cross-curricular links with citizenship.

My aim is that pupils should develop a sense of place beginning with the origins and activities of the local area and then develop an awareness of contrasting physical and human environments at both national and international scales.

Geography offers the opportunity for the development of the basic skills of numeracy and literacy but also offers specific geographical practical skills in map reading, map making, atlas skills and reading instruments in practical work. Through fieldwork pupils gain valuable key social skills working in groups to gather data accurately and often in difficult conditions. Pupils thus gain experience in skills that are useful throughout life, not just in school.

Throughout my career I have developed schemes of work that incorporate a great variety of teaching and learning styles and opportunities such as group work, creative writing, role plays, news reports and model making, in order to motivate pupils with different abilities and interests. In 1999 I was assessed as an **Advanced Skills Teacher**, see appendix 1, and the assessor commented on the quality of these modules and the excellent standard of pupils' work on display. I have been fortunate in receiving opportunities to attend many training courses and kept abreast of developments in the subject, see appendix 2. Recently, September 2005, I was among a small group of teachers in X invited to attend a teacher seminar organised by QCA to review the key stage 3 Curriculum.

While working as Head of Geography at X I coordinated the successful application for **Lead Department status** for X in 2003 (see appendix 3) and hosted a series of geography network meetings where good practise and ideas were shared with other schools in the authority. These network meetings focussed on the use of ICT and the interactive whiteboard, pupil tracking and assessment at key stage 3 and fieldwork planning. In order to carry out fieldwork at key stage 3 & 4 I had to liaise with, train, and utilise the strengths of large numbers of non-specialist staff with success. I worked with Geography departments in other X schools to enable them to carry out GCSE fieldwork by sharing resources and ideas.

During my career I have planned and organised numerous fieldtrips and thoroughly believe in the value of fieldwork to motivate and stimulate pupils' interest in the subject. I have taught geography A-level and GCSE at a broad spectrum of schools during my career and have used a variety of destinations for fieldwork from the Dorset coastline to the Yorkshire Dales. Many of these trips have been residential and involved a great variety of tasks and follow up activities from river studies to soils and ecosystems. While at X in X I undertook my WGL (**Walking Group Leader Training**) at X to comply with Local Authority health and Safety regulations so that I could continue to take pupils on the residential fieldtrip to X. As many pupils had grown up in the large urban area of X this trip provided a unique experience and insight into rural life. At X I was in charge of Environmental Science and thus organised fieldwork with a focus on environmental issues such as pollution in the River Irwell and sand dune succession at Ainsdale.

I have arranged for pupils to receive organised tours by National Trust wardens, farmers and quarry workers on various management issues. Furthermore I have planned human geography fieldwork opportunities in Toxteth, tourism in the Lake District and Dales and the redevelopment of Salford Quays. I was asked by X's humanities advisor to produce a unit of resources that incorporated both ICT and fieldwork for G&T pupils. This work was disseminated to other teachers in the authority during a weekend seminar. Following my attendance at the annual Geographical Association conference in Manchester, (Easter 2006) I have introduced a human Geography A-level fieldtrip for X on the evaluation of the Central Manchester Development Corporation.

I have actively encouraged pupils to establish links with other countries. During my last year at X I took over the organisation and running of the link with the X School in Osaka, Japan. This involved planning a visit of 27 pupils and 2 staff from Japan to X for 2 weeks. An interesting itinerary of events such as visits to the Lake District and London were arranged and the fortnight culminated with a wonderful Japanese cultural evening for parents and pupils. I have established successful pen-pal links through the Japan 21 organisation with schools in the Kansai region and currently have a link for 30 year 9 pupils at X with the X School, Osaka. Pupils correspond frequently by e-mail and letters and this enhances the pupils' knowledge of Japanese culture. Pupils have also exchanged resources and research on Geographical topics such as the Kobe earthquake, nuclear power and urban development in Japan. This Easter (30.3.07) I have organised a trip for 10 days to China (Beijing, Wuxi and Shanghai) for 23 pupils. As well as providing a wonderful experience for the pupils we will all gain useful case study knowledge on topics such as the one child policy (year 10 population) and core and periphery development (A2).

In order to raise the profile of Geography at X I have organised competitions within the school for contour and volcano models. We were fortunate in gaining Highly Commended certificates for our pupils in the National 'Make a Map' Young Geographer of the Year competition 2006 in the Geographical Magazine and this year we are working with pupils on the 'Can recycling save the world?' magazine articles. One of our Year 9 pupils recently won the Learning Performance Mind Map/concept map competition by producing a mind map on Japanese culture. She won a first prize of £150 and £300 for the Geography department! These events and the fieldwork are all reported in the school's newsletter and website. The numbers taking Geography at GCSE have increased and these events undoubtedly help with recruitment and retention of young geographers. Our A-level students have attended regional GA lectures.

As I have worked in a **Specialist Technology College** I have developed my experience in the use of ICT in Geography. In my current classroom I have an interactive whiteboard that has greatly enhanced my teaching and have recently purchased a GIS for the department. At X I incorporated the use of the interactive MJP weather station into the SOW.

As I have worked in a variety of schools I have acquired a range of skills. At X, a highly over subscribed Church of England school, I taught many highly motivated and academic pupils from year 7 to 13 and had the great pleasure of seeing them gain excellent grades and continue to enjoy Geography and Environmental Science at university.

While in X I taught a number of less able pupils, and gained experience in implementing literacy and numeracy strategies, as X was a pilot school, and developing innovative lessons that involve thinking skills. I was involved in the work of the school's Curriculum Committee where we concentrated on learning strategies such as peer assessment, innovative starter and plenary activities and have considered a variety of learning styles and activities which suit the visual, auditory and kinaesthetic learners. Our excellent examination results at GCSE (93%A*-C 2005) were influential in gaining the Lead department status for the authority.

I have worked as an **examiner for X and X** and been awarded A grades for my consistent and accurate marking. Marking exam scripts has enabled me to gain a clearer understanding of what a particular exam board expects of the pupils and thus pupils are able to gain higher grades. I have always found it valuable to attend the exam board meetings.

For 3 years I was the **Aim Higher/ Excellence Challenge co-ordinator** at X and also represented the X schools on the **strand committee**. This was interesting work as I have liaised with the Further Education colleges and Universities in X and X. I have organised a tremendous variety of trips to universities and colleges for pupils in year 9-11 to experience lectures and campus life. I have involved pupils in a series of mentoring programs and links between universities, colleges and school and organised year 10 and year 11 pupils to participate in summer school courses in FE colleges and Universities. Raising the aspirations of the cohort and arranging the widening participation activities was rewarding work.

Please note- this example has kindly been provided by a current Chartered Geographer. All school names have been removed, but should be included on your own professional self evaluation where appropriate. This should be used as one example only; you should aim to structure your professional self evaluation report in a way that presents your own evidence most effectively.

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