

Example: Professional Self Evaluation Report

I have been teaching since 1998, I am currently employed at X School as Subject leader of Humanities. Within this role, I am responsible for the strategic planning of the Geography and History curriculum at Key Stages 3 and 4, and monitoring and improving teaching and learning. The school is an 11-19-community school. I teach across the age range, focusing primarily on Geography but also Travel and Tourism and History.

As a classroom teacher, I aim to promote a passion and greater understanding of geography in my students. I challenge students to think for themselves and to consider the wider implications of their actions as citizens. I have planned several role-play activities to develop this side of my students' geographical education, focusing on local issues such as the creation of a Wind Farm in the X area and the building of a Tesco supermarket on a brownfield site. This encourages the students to carefully consider their local geography, and also the views and attitudes of others affecting that geographical space. I firmly believe that students gain a much better understanding of geography when they take an active part in their learning. Fieldwork activities are therefore an important part of the geography curriculum. Year 7 students for example visit the Thames Barrier to explore the impact of rising sea levels and how urban planning can help to limit the damage caused by future flooding, Year 8 students visit X to investigate a local place, while GCSE students investigate the importance of coastal management at Walton-On-The-Naze, and put theory into practice by collecting long shore drift data, and conducting resident questionnaires.

I have had the opportunity as Subject Leader of Humanities to further enhance and develop the Geography curriculum at X. One of the first tasks I undertook was the review of the schemes of work, and in most cases rewriting them. My aim was to provide a more up to date and relevant geography course for our students. The resulting schemes therefore centre on the local area and local issues, particularly in Year 7. Students are now encouraged to undertake their own private fieldwork, and the use of digital cameras, or camera phones has helped greatly in the recording of this. During Year 8 and 9, we widen the scale covered, although still revisiting the local area at times to reinforce how we are all affected by globalisation. It is now time to review the schemes of work again, particularly as we are now moving towards a 2-year Key stage 3, with Year 9 being used as an enrichment geography course in preparation for their GCSE studies.

GCSE Geography at X has also been modified by the introduction of a new GCSE course. We are lucky to have been placed on the GCSE Pilot course, and are currently in our first year of teaching this new and exciting course. This has seen major changing in the way we teach geography at this level. For example, we make use of the local community much more, inviting speakers into the classroom, and designing much more of our own in house material, such as relief models of the X area. Students have given us positive feedback so far to the new course, and are much more enthusiastic in lessons.

I have also been fortunate to be part of a leading edge geography project with X School in X. I have planned a scheme of work for our year 8 students, and developed the student work booklet. The project sees students from X investigating the town of X, while X students investigate X. The Year 8 students plan a fieldtrip for each other to explain their local town, and communicate their findings and ideas via a virtual learning environment called X. The project also sees the students producing some of their work in German, to incorporate a cross curricular theme.

Assessment plays a key in developing students' progress in geography, and as Head of subject it has been my responsibility to use various monitoring techniques to ensure that students reach or surpass their target grades. To help all staff in doing so, I have taken the National Curriculum Levels, and divided them into sub levels, as our school use sub levels once every $\frac{1}{2}$ term to report to parents. I have also produced a $\frac{1}{2}$ term assessment test to accompany the sub levels, which allows also allows to pupils to self and peer assess. At present these assessment tests are in their first year, and at the moment it is clear that more work needs to be done in making the students aware of the levels and how to identify their own performance. This will form my focus for CPD in 2007.

During my time as a secondary school teacher, I have undertaken numerous CPD activities to keep abreast of current issues in Geographical education. I have found that attending the Geographical Association annual conference has allowed me to focus my CPD pathways into channels that best suit the needs of my students, and myself personally. For example, my main interest is the development of ICT within Geography, and I

have attended numerous ICT workshops at the conference to develop and broaden my skills in this area, including sessions on the use of Websites, using Geography in the News and developing digital resources. The workshop on the Geography in the news website prompted me to use the site with my sixth form students, and to develop a resource based on the website, entitled "Population Changes". This resource can be found on the Website, linked to the Bonus offered to stimulate baby birth rate article.

My interest in developing my Geographical knowledge has also spread to sharing and providing resources for others in Geographical Education. I have carried out extensive work for the Specialist School's trust, as a Geography Mentor, for their NOF Training program. One of the key roles in this position was to develop a website for geography teachers, focusing on how ICT could be used within our subject. This role has now developed, into the "Professional development Services' website, where I help to develop the Geography section of the website, in the role of subject expert. I have developed all of the resources on the Geography section of the website, created all of the Teaching resources in the teaching resources section, all of which are free to download and use.

In order to share good practice further, and to continue to remain up to date with developments, I have authored seven Humanities CPD "toolkit" sessions, in partnership with the Specialist schools trust. This venture is a national CPD program run by the Specialist Schools Trust, with the aim of developing Peer-to-Peer CPD for Teachers. The Toolkits provide teachers with a PowerPoint presentation, delegate notes and resources to use, in order to develop their own professional development. The toolkits give Geography teachers a step-by-step CPD program on developing ICT within the subject. To date, I have authored the following topics:

- Using PowerPoint to create a Virtual Fieldtrip
- Producing interactive worksheets-in word to compare 2 localities.
- Using QUIA.com to develop online starter and plenary sessions.
- Using Excel and hyperlinks to develop Word Mats.
- Using photo jam 4 with an interactive whiteboard.
- Using Simple GIS systems within Geography.
- An introduction to Google Earth

One of my main interests is in using whiteboards in Geography, and I have developed a number of resources for whiteboards within my department, which can be accessed by a Geography Intranet that I produce, as part of our school intranet, called X (X Interactive Resource Intranet). To reach a wider audience, I have authored an Online CPD session for the Teach and Learn website, www.teachandlearn.net which will become available in 2006. This is a joint venture with the BBC and the Open University. While this is a subscription website, I believe that resources should be freely available to all teachers and students, which is why I have also produced 3 projects for the international teachnet UK website. One of the units was based on my work with our local primary schools, where there used the unit to improve skills during the summer term of year 6, and was taught via a self contained web page on interactive whiteboards.