

## Mapping of Chartered Geographer (Teacher) to Global Learning Lead Practitioner Accreditation

	<b>Chartered Geographer (Teacher)</b>	<b>Global Learning Lead Practitioner Accreditation</b>
What is it?	The only ongoing professional accreditation linked to CPD in Geography. Chartered status recognises teachers' subject knowledge in geography, professional practice and expertise and their commitment to CPD and sharing their expertise beyond their specific teaching responsibilities	The only ongoing professional accreditation for Global Learning Lead Practitioners, built on the very successful Lead Practitioner set up by SSAT. It recognises those who lead practice in the field of Global Learning / Development Education. It is relevant for teachers from all subject areas. GLP LP was developed by SSAT and UCL IOE as part of the Global Learning Programme-England.
Who can apply?	Applications from all teachers in all schools and organisations are welcomed, including teachers from: <ul style="list-style-type: none"> <li>• Secondary schools</li> <li>• Independent schools</li> <li>• International Schools</li> <li>• Primary Schools</li> <li>• Sixth Form and FE Colleges</li> <li>• PGCE tutors</li> <li>• Advisors and consultants</li> <li>• Charities and organisations</li> <li>• Field studies centres</li> </ul>	The GLP Lead Practitioner professional accreditation is open to all who lead practice in Global Learning / Development Education within their schools or colleges: not only secondary teachers, but teachers in special and primary schools and post-16 education, librarians, teaching assistants and other professionals and support staff.
Benefits	It is relevant to professional standards for teachers. It can support applications for leadership or Advanced Teacher roles. Demonstrates a commitment to Geography beyond teaching responsibilities and a commitment to professional development. Uses a wide range of CPD activities, including those you currently undertake. Allows you to become a mentor for other applicants in the future. Use of CGeog (Teacher) after your name.	Benefits for practitioners in applying for GLP Lead Practitioner accreditation include: <ul style="list-style-type: none"> <li>• National accreditation that recognises professional expertise in leading practice.</li> <li>• Recognition within their own organisation.</li> <li>• Continued professional development through the accreditation process – helping set development targets.</li> <li>• Membership to the wider GLP Lead Practitioner networks.</li> <li>• Access to the GLP Lead Practitioner community with discussion forums, updates on education news and latest research, opportunities to engage with world class leaders in education, access to resources and new ideas to develop practice.</li> <li>• Further CPD opportunities to expand their reach regionally, nationally or indeed internationally.</li> </ul> <p>Accreditation is not only recognition; it is also a tool for further professional development for you and for your school. It can be a stepping stone to further professional or academic</p>

		accreditation. The wider GLP Lead Practitioner network will provide further opportunities both for building on current skills and developing others.
Minimum Qualifications / Experience	Honours degree (or equivalent) in Geography plus 6 years teaching experience with QTS OR 15 years relevant teaching experience	A practitioner in an educational context who has proven excellence already in the classroom and is then leading others either within the school or beyond.
Cost	£50 if Fellow of RGS, £99 plus £50 if not yet Fellow of RGS and £20 each subsequent year, plus annual Fellowship fee	£350
Length of time before renewal is required	An annual CPD submission must be provided to maintain the Chartered Geographer (Teacher) accreditation	3 years
Ongoing CPD requirements	Annual report of 35 hours (20 external and 15 internal) CPD a year is required	Renewal after 3 years, requiring updated evidence and supporting statements on continued demonstration of Lead Practitioner criteria
Referees	2 referees with personal knowledge of quality of teaching of applicant, 1 of which needs to be a Chartered Geographer (Teacher) or equivalent professional standing.	Letter of support from one of the following: Line Manager, Head Teacher, Local Advisor for the Global Learning Programme-England and Wales-indicating that the evidence you are submitting is an accurate reflection of your practice.
What are the criteria I have to meet?	<p>You will need to provide a professional self-evaluation which should</p> <ul style="list-style-type: none"> <li>• Clearly describe all relevant geographical experience and knowledge</li> <li>• Clearly describe how you are applying your geographical knowledge, skills and understanding to your work</li> <li>• Show how this constitutes a case for Chartered Geographer</li> <li>• Demonstrate that you are advancing geography above and beyond your job description and everyday work requirements</li> <li>• Show a commitment to continuing professional development</li> <li>• Provide an explicit statement as to why you wish to become a Chartered Geographer</li> <li>• State how you will use the post-nominal in the future</li> </ul> <p>Chartered Geographer requires you to meet a range of key competencies an outline of which is provided below:</p>	<p>There are 10 criteria for GLP Lead Practitioners, which have 4 levels each: Beginning; Developing; Extending; Transforming and Leading.</p> <p>The ten key Lead Practitioner standards have been grouped in to three sections:</p> <ol style="list-style-type: none"> <li>1. Professional knowledge <ul style="list-style-type: none"> <li>• Developing Global Learning / Development Education (GL/ DE) content knowledge</li> <li>• Developing GL/DE pedagogical knowledge</li> <li>• Applying GL/DE content and pedagogical knowledge to subject specialism or curriculum area</li> <li>• Transferring GL/DE expertise</li> </ul> </li> <li>2. Personal skills <ul style="list-style-type: none"> <li>• Global outlook</li> <li>• Communicating, presenting and innovating</li> <li>• Negotiating and influencing, challenging and developing</li> </ul> </li> </ol>

	<p>Geographical processes are those interactions of environmental processes and human activities on the Earth's surface that determine the different characteristics of places. Chartered Geographers should be able to demonstrate their competence, experience and professionalism in the workplace in applying appropriate forms of expertise to the analysis of such processes.</p> <p><b>1) Apply geographical skills, knowledge and understanding</b> Deal with geographical issues, systematically and creatively, and make reasoned judgements.</p> <p><b>2) Innovate</b> Demonstrate self-direction and originality in resolving geographical problems.</p> <p><b>3) Act professionally</b> Demonstrate an understanding and commitment to professional standards, recognising obligations to the Royal Geographical Society (with IBG), the profession and the environment. Take the initiative to plan and implement geographical tasks at a professional level, showing leadership and working within teams.</p> <p><b>4) Communicate and influence</b> Communicate with clarity and enthusiasm to specialist and non-specialist audiences, influencing colleagues and other professionals. Listen to and accept the value of different views.</p> <p>Further exemplification of these can be found on this link <a href="#">Chartered Geographer Competencies</a></p>	<p>3. Process and impact on others</p> <ul style="list-style-type: none"> <li>• Coaching to lead</li> <li>• Negotiating to lead</li> <li>• Networking to lead.</li> </ul> <p>To gain accreditation you have to achieve at least 7 / 10 of those criteria at Extending or Transforming and Leading levels. These have to be weighted as follows: 3 out of 4 for Professional Knowledge, 2 out of 3 for Personal skills and 2 out of 3 for Process and Impact on others. The full criteria are available in the applicant's handbook.</p> <p>Further exemplification of these can be found on this link <a href="#">Global Learning Lead Practitioner Accreditation standards</a></p>
Application requirements	<p>Application form; CV; Professional self-evaluation of up to 1000 words covering:</p> <ul style="list-style-type: none"> <li>• Professional Knowledge and understanding;</li> <li>• Professional Practice;</li> <li>• Professional attributes</li> </ul>	<p>Online application, consisting of supporting statements for each of 10 criteria of approximately 300 words each, supporting evidence and statement from Head, line manager, or equivalent.</p> <p><b>The synergy is very clear across the two accreditations</b></p> <ul style="list-style-type: none"> <li>• Professional knowledge</li> <li>• Process and Impact on others</li> <li>• Personal skills and attributes</li> </ul>
What should be	The Professional Self Evaluation Report is	Each supporting statement for each criteria

<p>included in my written statements?</p>	<p>more than just an extended CV. It should contain thoughts, opinions and detailed analysis of how your work has contributed to the teaching and learning of geography. The Assessors will be looking for a clear demonstration that you are making a significant contribution to the teaching of geography in your school, and also to geography in the wider community. You must refer to the criteria when planning your Report, as the Assessors will be using this document to assess your suitability for Chartered Geographer (Teacher) status. Assessors will also be looking for a statement about why you are applying for Chartered Geographer (Teacher) status, and what you plan to do once accredited.</p>	<p>should:</p> <ul style="list-style-type: none"> <li>• indicate what level you have assessed yourself as being at and why this is your judgment</li> <li>• describe what you have done that demonstrates you have met the criteria and what impact this has had</li> <li>• explain how the evidence you are uploading supports your judgement.</li> </ul> <p>Each supporting statement should indicate and have supporting evidence for the impact you have had on other colleagues, and through them to their students. Impact on your own students is not relevant as the accreditation assumes you already have expertise as a teacher.</p>
<p>Supporting documentation</p>	<p>In your professional portfolio you may include anything that can clearly illustrate what you have claimed or described in your Professional Self Evaluation Report. This could include copies of articles or papers you have written, resources you have produced as part of a project, evidence of your work on a website etc, for example:</p> <ul style="list-style-type: none"> <li>• Evidence of work with exam boards</li> <li>• Books and textbooks</li> <li>• Conference or workshop presentations</li> <li>• Advice, consultancy work and resources produced with Learned Societies and other professional bodies</li> <li>• Web-authored material such as independent and departmental websites</li> <li>• Contributions to the development of teaching syllabuses and examination papers</li> <li>• Planning schemes of work and coursework or fieldwork design</li> <li>• PGCE mentoring feedback</li> <li>• Published papers or articles in journals and professional magazines</li> <li>• Planning departmental curriculum</li> </ul>	<p>Some examples of evidence that might be appropriate:</p> <ul style="list-style-type: none"> <li>• emails and letters</li> <li>• records of meetings</li> <li>• video or audio recordings of you making a presentation or in discussions about DE / GL</li> <li>• PowerPoint or other forms of presentation of DE / GL issues</li> <li>• testimonials from colleagues, e.g. about coaching you have provided or what you did to inspire or motivate them to engage with DE / GL</li> <li>• score sheets or the collation of feedback received, eg after a DE/ GL presentation or other input</li> <li>• digital photographs of DE / GL class or CPD activities or resources (captioned and referenced with an explanation of their relevance as evidence)</li> <li>• planning materials for DE / GL CPD sessions or classroom activities</li> <li>• evidence (eg.photos, reports, evaluations) of whole school activities around DE / GL themes</li> <li>• examples of policy documents showing embedding of DE / GL within a school vision</li> <li>• promotional materials</li> <li>• case studies of DE / GL initiatives</li> <li>• resource materials for DE / GL CPD sessions or classroom activities</li> <li>• teaching plans showing DE / GL embedded in a subject or curriculum</li> </ul>

		<p>area (where appropriate to a target)</p> <ul style="list-style-type: none"> <li>• student, e.g. about changes to teaching approaches</li> <li>• hyperlinks to web pages with a DE/ GL focus (in this case do not attach evidence, the moderator will access the links)</li> <li>• evaluations of your DE/ GL work (by yourself and others)</li> <li>• evidence of appointments to posts and wider professional duties with a DE / GL focus.</li> </ul>
Accreditation process	Written submission is assessed by 2 initial assessors and feedback provided. If written documentation is not sufficient, additional documentation may be requested and also an interview may be required.	<p>The four steps you need to take in order to make your application are:</p> <p><b>Step 1</b> Initial self-assessment</p> <p><b>Step 2</b> Gathering examples and evidence for meeting the criteria for accreditation</p> <p><b>Step 3</b> Completing the online assessment tool and uploading evidence</p> <p><b>Step 4</b> Preparing for peer moderation (making sure your application is complete)</p> <p>You upload your supporting statements and supporting evidence at step 3. Once you apply, your application is assessed by trained GLP LP accreditation moderators and feedback provided. If additional information or evidence is required you have 10 days to re-submit after which a final assessment will be made. The judgements of the moderators are also subject to quality assurance.</p>
Time of application	Any time in the year – final approval is given at one of 4 Council meetings in the year (April, June, September, December)	Registration can occur at any time and self-assessment and engagement with the accreditation requirements can occur from registration. Final application at 2 gateways a year: November and June.
What if I am not yet eligible to apply?	You can be assigned a mentor to help you work towards a future application	Once registered and undertaking self-assessment you have a year in which to work with a mentor, such as your line manager, Head or Local Advisor for the GLP to work towards the required standard.