

# Chartered Geographer (Teacher)

- Regional CPD
- Regional mentoring
- Overview of plans for the future

## Background

Launched in March 2006, the Action Plan for Geography aims to enhance the development of individual teachers by recognising subject focused professional development through the professional accreditation for geography teachers, Chartered Geographer (Teacher). The RGS-IBG will lead a programme of activities to develop Chartered geographer (Teacher), which will include increasing the awareness of the accreditation, extending the networking activities for CGeogs and supporting colleagues through the application process.

## Regional CPD and mentoring

A framework will be set up by which teachers who have not yet reached their 6 required years of teaching can still work towards CGeog (Teacher). This will include CPD opportunities in their local area (run by colleagues, current CGeogs and external organisations) and mentoring from experienced CGeogs in the area as to what CPD and experience is needed to become a CGeog (Teacher). Opportunities may involve a group of teachers working on an externally funded project (for example an RGS-IBG Innovative Teaching Grant project or producing resources for another Action Plan for Geography project). Mentoring will take place via face to face contact, email and telephone, with the CGeog recommending and running CPD, providing advice on CPD and good practice and helping build up portfolios and extended CVs. The mentor may also choose to involve less experienced colleagues in external or community projects, strengthening links between local schools and with HE

## Short term aims for the regional networks (teachers involved)

- To receive Continuing Professional Development in a variety of shapes and forms, and based around different topics.
- To explore possible future CPD opportunities, both through the APG projects and via other projects.
- To receive information about Chartered Geographer (Teacher) from current CGeogs, including benefits, why they should apply, what experience counts towards the accreditation and how they can apply
- To make contact with a mentor who can guide them through their application for CGeog (Teacher)

## Short term aims for the regional networks (RGS-IBG)

- To gain an insight into how CGeog (Teacher) is perceived, the potential questions teachers have and the kind of experience candidates are likely to offer
- To attract potential candidates for CGeog (Teacher) who will then be mentored through their application process by a current CGeog
- To scope ideas for regional CPD and mentoring, including topics, potential projects, new contacts etc
- To assess the relevance of CPD and get feedback from the teachers involved as to what they wish to gain from CPD.

## Long term aims for the regional networks

- To create a regional CPD networks that meet on a regular basis. CPD should be run by the teachers in the network, and based around both subject focused and general CPD.
- To create regional mentoring networks, where aspiring CGeog (Teachers) are supported by current CGeogs and each other to gain the experience needed for a successful application. This may include working on projects together, attending external CPD events together, sharing resources, good practice and ideas, applying for grants and helping to prepare the application documents.
- To create a self sustaining networks of teachers who support each other and the aims of the Action Plan for Geography.
- For all teachers in the networks to eventually gain CGeog (Teacher) status



- For new teachers to be recruited into the networks (including NQTs), to provide/receive locally based CPD and collect evidence towards CGeog (Teacher)
- To deliver CPD to minimum target number of teachers
- For teachers in the networks to help with APG projects by producing resources, working on focus groups, providing web content for Geography Teaching Today etc

#### CPD opportunities

CPD attended by the regional networks will be led by current CGeogs, members of the network and external organisations such as the GA. The sessions will take place on a regular basis (perhaps once a term or half term); with funding from the RGS-IBG. The sessions will be mainly subject focussed, and centred on certain topics. For example, if a regional network decides to be involved in the APG fieldwork project by providing exemplar resources, CPD may be based on fieldwork aspects such as inclusive fieldwork, risk assessments, local opportunities and virtual fieldwork. CPD may also be linked to mentoring, for example if a potential CGeog candidate wishes to gain some experience for their CV they may lead some CPD for the network, based around a topic of their choice. They would be supported in running this by their more experienced mentor.

#### Mentoring opportunities

For the mentor, mentoring provides an opportunity to make new contacts, share experiences and good practice, encourage professional recognition and create a solid network of local teachers. Mentoring provides CPD points needed to maintain the CGeog status, and also means access to more CPD opportunities and projects to be involved in.

For the potential CGeog (Teacher) candidate, mentoring provides access to a wealth of information including CPD opportunities, good practice, general teaching support, new contacts and networks and support in their application for CGeog (Teacher). Mentoring may be given to any candidate who wishes to be involved, ranging from an NQT who would like to apply for CGeog (Teacher) status after 6 years and wishes to begin building their CV, to an AST who needs someone to read through their application documents before they send them to the RGS-IBG.