

Example: Professional Self Evaluation Report

Geography has always been at the forefront of my educational and professional life. I spent 4 years at Edinburgh University studying for a Masters degree in Geography which I successfully completed in 1986, gaining a 2:1. During my time at University, I attended numerous fieldwork expeditions and travelled extensively during the vacations. I went on to train as a secondary school Geography teacher at Institute of Education, University of London and gained Qualified Teacher Status in 1987.

Wanting to develop my interest in worldwide global issues and broaden my experience, I applied for my first teaching job in Blantyre, Malawi. I went out to Africa to teach in 1987 and taught geography at a large multi-national secondary school, forging links with people of vastly different cultures and experiences. I spent two years at the school, taking every available opportunity to travel extensively in Africa during the holidays, visiting Zambia, Zimbabwe, South Africa and Namibia. I also led a number of field work expeditions within Malawi as an integral part of the students' curriculum.

Returning to the UK in 1989, I took up a post at a large secondary school, teaching Geography up to A Level. There, I was able to take advantage of recent initiatives and developments in school Geography and implement them in my planning and delivery of the curriculum. I established an interactive weather station for all pupils in the school, setting up new links in the then nascent IT department. I led a number of field trips both locally and further afield, always keeping the practical and hands on element of the subject to the fore.

Taking full advantage of any opportunity to live and travel abroad, I moved temporarily to Tanzania in 1991 where amongst other activities, I became involved in the setting up of a new country office for the World Wide Fund for Nature. I was able to employ numerous geographical skills in this by introducing new concepts and initiatives such as an environmental writing competition, locational analyses and collection and presentation of statistical information. I was also able to travel extensively within the country, visiting the classic game parks as well as less well known but even more fascinating rural areas. I was fortunate enough to be given the chance to climb Mt Meru which proved to be a real challenge and far less popular than its neighbour, Mt Kilimanjaro.

I returned to the UK in 1992 and was appointed Head of Geography at a Junior School. I was responsible for planning and implementing the geography curriculum throughout the school and teaching the subject to the older pupils (11 – 13). While there, I led an annual residential field trip with a geographical foundation for all children in Year 5 as well as planning and leading day fieldwork in and around the local area.

Geography was perceived as a very popular subject in the Junior School and many of my pupils went on to choose it as an option at GSCE; some even went on to study the subject at University. In my final year at the school, I planned and led an expedition to South Africa with 20 11 – 13 year old geography pupils. We raised money for a township school in Pietermaritzburg having previously developed links with the school through pen-pal letters and various joint projects. The expedition was also the culmination of a Y7 and Y8 in-depth geographical inquiry into South Africa and the particular areas that we would be visiting. It proved to be extremely successful and forged links that pupils still benefit from.

After having gained an MA in Heritage Management in 2000, I joined a different Junior School as the Humanities Co-ordinator with particular responsibility for Geography. In my second year at the school, I was chosen as a staff member on a Y10 expedition to Kenya. The expedition's focus was a community project in a rural area outside Nairobi, renovating a school. 20 pupils and 5 staff took part in the expedition and it was a great achievement to complete the renovations, having provided through fund raising, all the resources. The children in Junior Department whom I taught, were vicariously involved in the expedition through fund-raising, structured project work, and writing

letters to children of school we were helping. All the children in the school benefited as all were involved in the learning and preparation work, raising sponsorship money to pay for all equipment and maintaining links for future expeditions so developing real understanding and empathy.

I appeared in the November 2002 edition of the Geographical magazine in the expedition special article: "Who's who and who's doing what in the world of expeditions, a copy of which is enclosed. Such articles afford much inspiration and confidence to those who are planning to lead field trips and who might question their ability to do so. With adequate planning, meticulous preparation and a truly worthwhile cause, far more "everyday" people could participate in and lead such exciting ventures.

In 2002 I attended the Off-Site Safety Management Course at the RGS-IBG and successfully passed the exam. This afforded me the confidence to set up an Outdoor Education Department in the Junior School. The Department ran a broad range of programmes in outdoor pursuits and other interests for the children. Extremely successful and popular, it offered all children the opportunity to experience different aspects of the environment. This became an established and successful department in school.

In 2003 I became a Life Fellow of RGS-IBG, allowing me to keep up to date with latest geographical developments. During the lecture season, I attend the Monday lectures on a weekly basis whenever possible.

I joined my current school in January 2003, and was soon appointed as Humanities Co-ordinator as well as Educational Visits and Trips Co-ordinator. In June 2004, I attended an HMI course at RGS-IBG on Geography in primary schools and was able to disseminate valuable information to other staff about the planning and delivery of the Geography curriculum throughout the school. This brought about a more enthusiastic and motivated approach to the subject, has had positive repercussions in the teaching of Geography at all Key Stages, and encouraged an enthusiastic, whole school approach to the subject. Special projects have included the planning and implementing of International Week in February 2005 in which whole school participated. It allowed us to develop a whole school global awareness and understanding and culminated in a very successful assembly and food tasting, with parents and families of the children.

There has always been a poor history of field work in my current school and so in 2005, I took the opportunity of "hi-jacking" the traditional school outing and converting it into a Geography based field trip to an environmental centre based on organic farm. The trip was heavily subsidised by a very supportive school, giving all children in Year 6 the opportunity to experience outdoor education and develop their school based curriculum in real life. This will now become an integral part of their Y6 curriculum.

In March 2005, I attended my first Geographical Association Primary Schools Committee meeting with a view to election to full time membership of the committee in future. This will give me a practical and realistic perspective on the status of geography in the primary curriculum from first hand experience, and also allow me to share sound ideas and initiatives with a wide range of other practitioners.

Other initiatives I have been involved in this year have included becoming a pilot school for Tire Tracks interactive IT initiative. There will be the opportunities for curriculum resource development on the internet as well as forging and developing links between children at our school and schools in Africa and America. I have also been involved in assisting Rinku Mitra, the Heritage Officer at the RGS-IBG, in adapting resources on their web-site 'Unlocking the Archives' from Key Stage 3 to Key Stage 2. This will allow numerous primary schools better access to the rich and unique resources of the RGS-IBG. We have also been developing workshops for primary schools on Everest and Antarctica.

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.