



### **Deep and critical reflection on how CPD has developed your teaching in geography**

I attended both days of the GA Conference 2019 in Manchester. I attended a number of workshops and supported colleagues in delivering a workshop as well as leading a lecture (see attached evidence).

#### Workshop 3: Running Fieldwork on no budget

This workshop has had a significant impact on my teaching. I have been far more creative in my use of resources as a result of the wide range of suggestions offered by the workshop in terms of creating my own fieldwork equipment. For example, our Year 12 students used recycled yogurt pots as infiltration rings to measure differences in infiltration rates on different surfaces around the school site. The workshop was instrumental in my decisions to teach the concept in such a practical way. It gave me the initial idea, but also (and almost more importantly) the confidence to present students with such a simple piece of equipment. The workshop actually suggested the use of drainage pipes cut to size as infiltration rings, however, I found this difficult to source so instead I looked around my house and came across a yoghurt pot in the recycling bag. 30 seconds later, I had cut the bottom off the pot and had a ready-made infiltration ring for use with students.

The technique was remarkably successful and engaged students in the practical nature of the subject. In terms of my teaching, it meant I could explore issues around the concept of infiltration as well as approaches to fieldwork and the evaluation of methods. It was immediately obvious during the lesson that students were making decisions about accuracy and representativeness of the data they were collecting. One student asked her group how far the pot/ring should be pushed into the ground and they had a discussion about the need for consistency between locations. This level of learning would not have been the same in the classroom and the workshop definitely played a key role in my decision to teach the lesson this way. Two of the students actually went on to investigate infiltration for their NEA and both made use of infiltration rings – they actually used baked bean tins with both ends cut off. Their reasoning being that the tins were more rigid than the pots (an improvement to the technique which we had discussed in the lesson). It is clear that without the workshop my teaching would not have had the same impact on these students.

Looking forward, I have already made adaptations to the lesson; I will use the tins (suggested by students in their evaluation of the method), I have added the idea of sampling strategies to the lesson to deepen the students' understanding of good fieldwork and am beginning to explore how we might integrate ArcGIS Online into the lesson to better present the spatial variation in results to allow for better interrogation of the data in terms of the analysis they students do.

#### Attachments

<Photographs of Year 12 students>

<PowerPoint of Conference lecture>

The moderators really liked this reflection and exemplification. It clearly takes a specific CPD experience and demonstrates how it has affected the authors thinking and action. They explain the impact that the CPD had on their thought processes, their practice and ultimately the learning taking place. The cycle is completed by further reflection on the learning outcomes and the modifications necessary to improve further.



### **Evidence of impact on your own and others' geographical knowledge or professional practice**

I led my department through the SGQM and submitted our application for re-accreditation in June 2019. In September 2019 we were successfully re-accredited with the SGQM with Centre of Excellence. Our moderator commented:

“Thank you for submitting such a thorough and highly organised portfolio; it is clear that the department does not allow geography to stand still at your school. Your curriculum is certainly broad and varied and offers students experiences of a wide range of engaging and interesting destinations; it is good to see links with Punahou School in Honolulu being further developed specifically for geography. Your planning shows creativity and innovation (e.g. Year 7 lesson on Indian tourism with table tennis bats, balloon debates with Y9 and the making of hats to demonstrate glacial landscapes at KS4) and it is no surprise that the subject is such a popular option at KS4. You offer a range of assessment types, with some offering choice as exemplified by the Adopt a US state exercise, and student assessment data shows a positive residual across all years. There is a strong focus on literacy within lessons, such as through the promotion of positive and negative evaluative language, and numerous opportunities for students to reflect on their work are provided. Detailed teacher feedback supports student attainment still further.

KS4 fieldwork is well-established and students are very effectively supported with high quality resources. We hope that the changes to your KS3 fieldwork provision prove successful, and also wish you well in your innovative use of new technologies (e.g. Google Classroom and the very interesting use of the EduCreations app to create Rainforest Radio presentations) to enhance learning. The introduction of flipped learning at post-16 in response to a reduction in teaching time will no doubt prove challenging but we are confident of your future success due to the strong and collaborative nature of the geography team demonstrated in this application. We are delighted to once again award you the Secondary Geography Quality Mark with Centre of Excellence status and hope this acts as a catalyst for further innovative developments and practice.”

In terms of my own learning and professional practice, I always choose to align the re-accreditation process to my performance appraisal targets. This allows me to think carefully about areas of the department I, as Head of Department, want to develop. As a middle leader I am also able to involve my team in the process and through discussion during performance appraisal target setting meetings we decide which member of the team will take responsibility for which section. This enables us all to reflect on the state of the department and its curriculum in the most meaningful way. Together we identified fieldwork as an area of practice to develop.

I have made most progress this year with changes to fieldwork across the key stages. This is an area the team identified as in need of development. In school I led discussions and planning meetings with colleagues to develop our fieldwork offering. We started with a framework of fieldwork progression, taken from a GA conference some time ago. This enabled us to identify gaps in our provision and to highlight areas of focus. We explored ways to incorporating low or no cost fieldwork and contacted the Royal Meteorological

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Society to borrow one of their school resource boxes. This led to develop our weather and climate unit of work to include on-site fieldwork investigating microclimates. Spurred on by this experience, several of the sessions I attended at conference were fieldwork related. By attending these sessions I developed my knowledge of ways of approaching fieldwork in the classroom and beyond it. This led to me developing the infiltration investigation mentioned in the previous criteria.

I also led a lecture at conference that included a fieldwork section based on the work we had been doing in the department. For example, I mentioned the school resource boxes loaned out by the Royal Meteorological Society and how we had used them with Year 8 students to study microclimates, around the enquiry question of “where should a new picnic table be located?”. I know at least one delegate has already booked a resource box for her school and is planning to run a similar enquiry with her Year 8 classes. This demonstrates the impact I have had on the professional practice of others. It was also pleasing to see mention of the work we are doing with our fieldwork provision mentioned in the moderators report (see above).

My colleagues have felt empowered by the group discussions we have had and all three of my colleagues have investigated fieldwork opportunities for different year groups. We already have two new opportunities booked on the school calendar and my colleagues are developing the lessons and resources to accompany these visits. Their practice is therefore developing and together we have been able to support each other in developing our own understanding of outstanding fieldwork provision and ways of learning. My colleagues are all UPS 3 and have been teaching for longer than I have – it has been great to see their renewed vigour for their subject.

### Attachments

<Weather and climate SoW with fieldwork highlighted>

The moderators felt that this cleverly used the feedback of an external expert body to evidence the success of the school's geography department. However, it would benefit from some explicit referencing to the CPD i.e. the Quality Mark, which has influenced this. For example, how has the Quality Mark affected the intent, implementation and leadership of the subject?

The moderators also thought the alignment of Quality Mark criteria to appraisal targets was a great strategy to employ and good professional practice involving the whole team in school improvement.

They also liked the way in which one specific aspect of development – fieldwork – was identified and expanded upon. It unpicks a number of strategies employed to move this aspect forward and the positive impact enjoyed by the department and the wider geographical community.



**Evidence of sustained impact on the quality of teaching, curriculum or outcomes for students**

I led my department through the SGQM and submitted our application for re-accreditation in June 2019. In September 2019 we were successfully re-accredited with the SGQM with Centre of Excellence.

Outcomes for students are high in Geography at my school and this is down to a committed team of geographers who are driven to provide a high quality experience for our learners. This is the third time we have been through the application process for SGQM and I am confident saying that this is our best application yet. The professional development we undertake as a team and as individuals enables us to develop and enhance our curriculum offering so that students are engaged and achieve positive outcomes. Year-on-year results are comparable and residuals are always positive in the department at both GCSE and A Level. The table below is taken from the data dashboard of our 2019 SGQM application and shows the sustained high level of GCSE results:

% of students achieving A\* - C or 5+ at GCSE:

2013	2014	2015	2016	2017	2018
86.73	84.9	95.06	83.5	92.9	82.6

The 2019 results match this; 81% of students achieved grade 5+ at GCSE with a residual (Actual v. Target) of +0.18 across a cohort of 74 students.

The quality of teaching in the department is excellent. Lesson observations are not graded, but comments on observation paperwork from across the team regularly identify the consistency of experience in geography. Students are exposed to a 'diet' in geography that is innovative, creative and focused on learning and sound pedagogy. Lessons are not gimmicky, but make use of everyday resources to enhance learning. Students comment on the organization of the department and parents regularly praise the way we work and the opportunities provided to students. This is all driven by me as the Head of Department. I have developed a common way of working in the department that the whole team embraces. This is rooted in providing outstanding learning experiences for students. The SGQM has provided tools for the team to audit, discuss and implement changes to our curriculum.

For example, I have worked hard to make learning, assessment and feedback a holistic and cyclical process. Students from Year 7 to Year 13 are provided with topic checklists (at examination level these are created from the appropriate specifications). Students have clear learning objectives identified on these and they reflect on these at the end of each lesson to show their own confidence and understanding of the lesson content. Assessment styles are varied but always provide feedback in the form of 34 'next step' statements, written by the team to focus students on ways to move forward in their geographical learning. Teachers select one or two of these for students to be working on. Verbal feedback shows how these can be applied. These statements feed into whole school reporting procedures and go home to parents on progress reports termly. This system has had real impact on students. They know how they are assessed and confidently make use of the



topic checklists at revision time to assess their own understanding and to identify steps to take in terms of their revision. It is now a common way of working for students to develop their own revision programme from their topic checklists, starting their revision with areas they have assessed as being 'red' or 'amber'. Some of our weakest students at GCSE have really benefitted from this approach and their results are a testament to this process; our students with the lowest target grades (Grades 2 and 3) had a residual of +0.66, compared with the cohort residual of 0.18.

#### Attachments

<Lesson observation>

<Topic checklist example>

The moderators felt that the use of exam data and the sustained engagement with the Quality Mark process was effective in meeting the criteria. However, they also thought it would have been useful to include some specific and additional examples in this section of the CPD carried out. A reference to some of the theory behind aspects of the pedagogy used or action research that mirrors this success would also have been helpful.





## **Engagement with a range of professional development activities**

### September 2018 – June 2019

I led my department through the GA SGQM and submitted our application for re-accreditation in June 2019. In September 2019 we were successfully re-accredited with the SGQM with Centre of Excellence.

### April 2019

I attended both days of the GA Conference 2019 in Manchester. I attended a number of workshops and supported GA SPC colleagues in delivering a workshop as well as leading a lecture.

### June 2019

I completed UN Climate Change Accredited Teacher course by gaining certificates in the following online learning modules; Introductory e-course on Climate Change, Cities and Climate Change, Children and Climate Change, Human Health and Climate Change, Gender and the Environment and Climate Change International Legal Regime.

### September 2019

I am currently undertaking the National Geographic Certified Educator course. This is 20-30 hours of professional development culminating in a capstone project that applies learning from the course to a short series of lessons in the classroom. The project is designed to tell the story of student learning, demonstrate professional growth and inspire other educators through the certified educator network. It is assessed by National Geographic mentors.

### Ongoing

I am a member of the GA SPC and have previously been co-chair. I attend meetings and contribute to online resources for the GA website, have written reviews for GA Magazine and have helped deliver workshops and lectures at conference annually.

### Attachments

<SGQM certificate>

<UN Climate Change accredited teacher certificate>

<Example of reviews written for GA Magazine>

<Weblink to GA SPC top tips page>

A range of CPD experiences and opportunities are identified here, the majority of which are provided by the GA. The development of the teacher's own subject knowledge and the opportunity to have an impact on others both within their school and beyond through their CPD activity are clear.