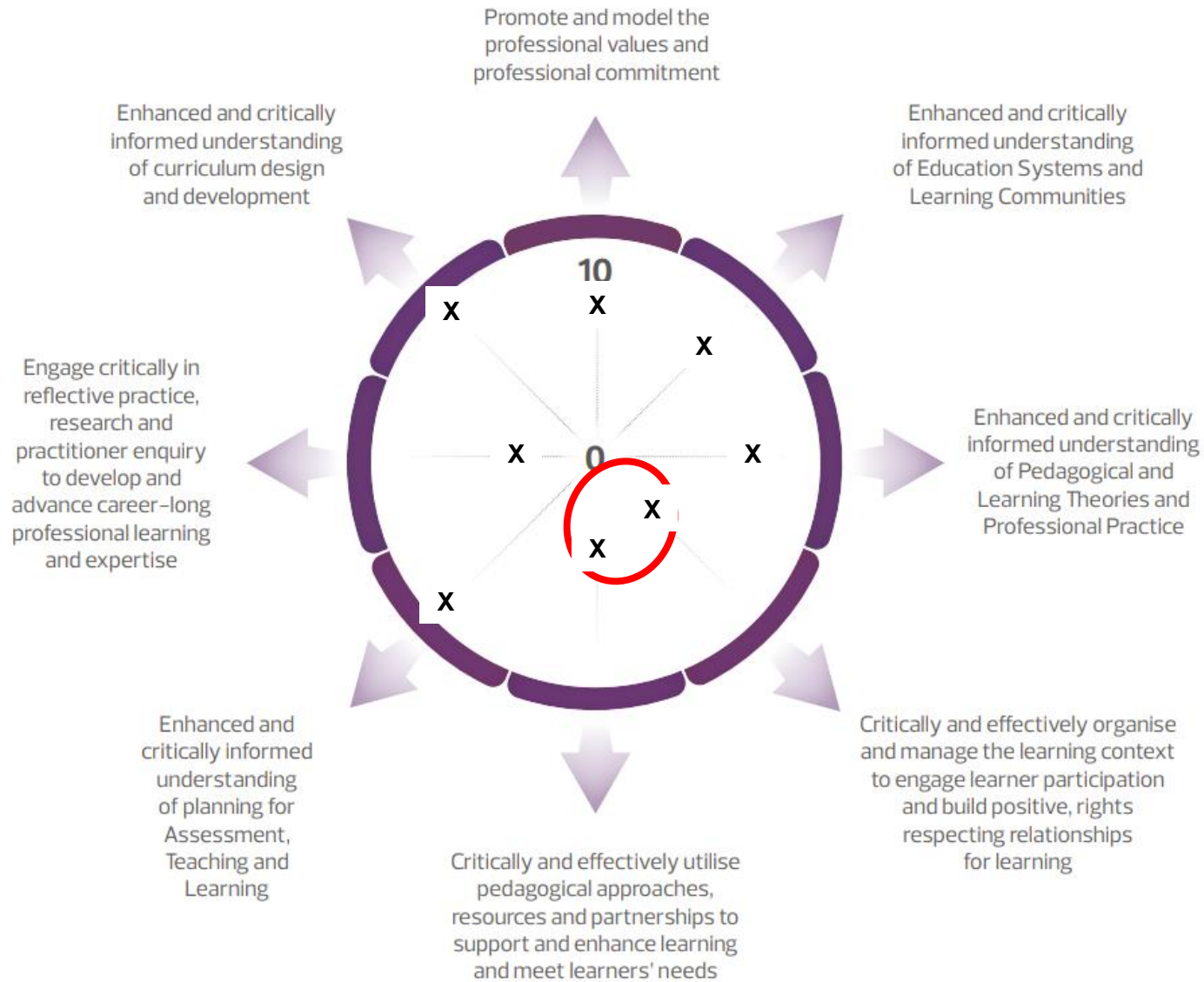


Making Geography a Mystery

Self Evaluation Wheel – Standard for Career-Long Professional Learning



Where am I at now? What are my strengths and weaknesses? What do I want to Improve?

I want to develop a more enquiry based approach to learning Geography – use of ‘mysteries’ in teaching Geography

Why?

I want to develop pupils’ interest in Geography and the World around them, support critical thinking, and in doing so encourage greater participation in the subject.

‘Effects of teaching with mysteries on students’ geographical thinking skills’ by [Jan Karkdijk](#), [Joop van der Schee](#) & [Wilfried Admiraal](#)
International Research in Geographical and Environmental Education Volume 22, 2013 - [Issue 3](#) Pages 183-190 | Published online: 02 Aug 2013

Abstract

Thinking Through Geography (TTG) strategies are popular in secondary education. Geography teachers see these strategies to be powerful to stimulate thinking geographically. However, empirical evidence is scarce. Based on a quasi-experimental design, effects of mysteries, one of the more famous TTG strategies, were examined on students’ geographical thinking in terms of their skills to relate phenomena. A multilevel regression analysis showed that students who used mysteries in geography lessons reported significantly more correct geographical relationships than students who attended the regular curriculum. We conclude that a mystery can be an effective TTG strategy for the development of students’ geographical thinking skills. Improvements of the pedagogy of using mysteries in Geography lessons are discussed.

Standard for Career-Long Professional Learning

Being a Teacher in Scotland

1.1 Professional Values

- **Social justice** is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.
- **Trust and respect** are expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect our natural world and its limited resources
- **Integrity** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

1.2 Professional Commitment

The professional commitment of teachers in Scotland is to lead learning through:

- Committing to lifelong learning, reflection, enquiry, leadership of learning and collaborative practice;
- Understanding and addressing the needs of all learners and potential barriers to wellbeing and learning;
- Developing deep knowledge of learning and teaching;
- Critically examining how teaching impacts on learners; and
- Using evidence collaboratively to inform teacher judgement and next steps for learners.

1.3 Standard for Career-Long Professional Learning

Read the Standard for Career-Long Professional Learning [here](#).

Professional Knowledge and Understanding

2.1 Curriculum and Pedagogy

- Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice
- Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry
- Have an enhanced and critically informed understanding of Curriculum Design
- Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning

2.2 Professional Responsibilities

- Have an enhanced and critically informed understanding of Education Systems
- Have an enhanced and critically informed understanding of Learning Communities

Professional Skills and Abilities

3.1 Curriculum and Pedagogy

- Plan effectively to meet learners' needs
- Critically and effectively utilise pedagogical approaches and resources
- Critically and effectively use partnerships for learning and wellbeing
- Critically and effectively employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning

3.2 The Learning Context

- Critically and effectively organise and manage learning
- Critically and effectively engage learner participation
- Build positive, rights respecting relationships for learning

3.3 Professional Learning

- Engage critically with literature, research and policy
- Engage in reflective practice to develop and advance career-long professional learning and expertise

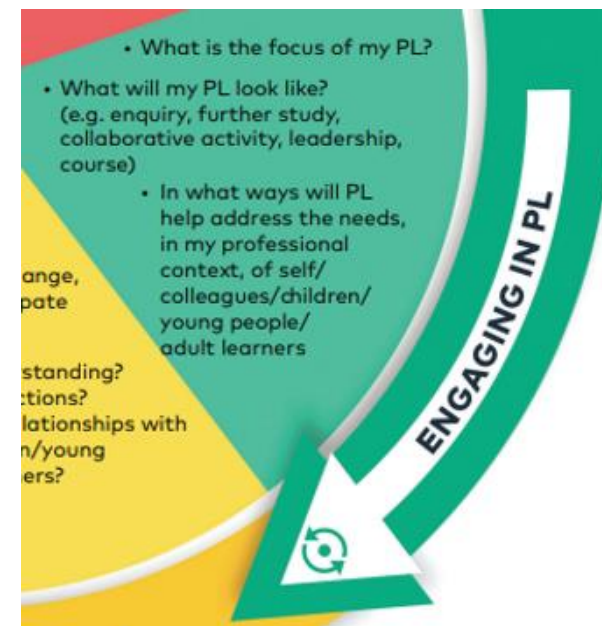
What do I need to know/learn to develop and improve learning: What will my PL look like?

Reading around teaching approaches such as:

- Cooperative Learning
- Bloom's taxonomy
- Geography Mysteries
- Use of digital technologies

Evaluate National Geography topics to assess suitable learning opportunities (taking account of curricular change in the future!).

Discussion with colleagues



The Impact of my Professional Learning?

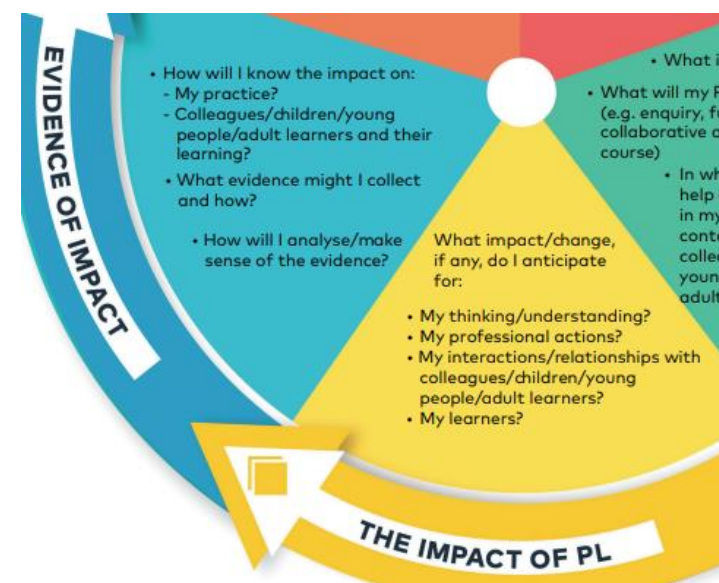
How will I know the impact on:

My practice? *Whole school 'Sharing the Learning Experience', peer observation, personal reflections, discussions with colleagues*

My students and their learning? *Pupil voice evaluations, test scores, assessment work, teacher observation*

The learning of my colleagues?

What evidence might I collect and how will I make sense of it? *Personal reflections, 'Sharing the Learning Experience' feedback, test score analysis*





Professional Dialogue

PRD provides teachers with ongoing opportunities to reflect on their practice and personal learning through **professional learning conversations throughout the year...**

and supported by an annual review meeting.

- How have I shared my learning and developed knowledge with others?

- In what ways have I engaged in critical discussion about my PL and its impact?

- In what ways has my professional learning informed my professional judgement?

Appendix 4: Professional Learning Profile (optional)

PLAN: SELF-EVALUATION		PLAN: IDENTIFY AREA OF DEVELOPMENT			EVALUATE	
Self-Evaluation		Description of PL	Target date	Intended impact	Link to standard	Reflection & Impact
<i>What knowledge & skills do our students/colleagues/community need? Where are they now? What is the goal? What is the issue? How do we know?</i>	<i>What do I need to know/learn to develop & improve my students and/or colleagues learning?</i>	<i>What is the focus of my PL? What will it look like?</i>		<i>How will I know the impact on a) my practice b) my students' learning c) my colleagues?</i>	<i>How do the Professional Standards support/inform/relate to this?</i>	<i>What has been the impact of my Professional Learning on my students /colleagues? This should feed directly into your learning priorities for the following year (column 1)</i>
I want to develop a more enquiry based approach to learning Geography. I want to develop pupils' interest in Geography and the World around them, support critical thinking, and in doing so encourage greater participation in the subject.	Develop my knowledge and understanding of Cooperative Learning Strategies and Geography Mysteries in particular. Develop my skills in the use of digital technologies	Reading around teaching approaches such as: <ul style="list-style-type: none"> Cooperative Learning Bloom's taxonomy Geography Mysteries Use of digital technologies Evaluate National Geography topics to assess suitable learning opportunities (taking account of curricular change in the future!). Develop and deliver 2 topics (Glaciation +?), evaluate learning and teaching. Discussion with colleagues	May 2024	Enhancement of critical and geographical thinking skills. Improved engagement in learning and raised attainment	3.1 Curriculum and Pedagogy (I have planned effectively to meet learners' needs)	

The planning & evaluating of your professional learning, as part of PRD, **can also** be entered directly into MyPL on MyGTCS. The MYGTCS system will further support the requirements of Professional Update. CEC will seek feedback in June 2023 on the Professional Learning Profile & MyPL system to inform this policy.

