

Application for Recognition for Teachers



Professional Fully Registered

Personal Details

Surname

Title

Dr / Mr / Mrs / Ms / Miss

Forename(s)

Gender

Male / Female

Registration Number

Address

Town

Postcode

Date of Birth

(DD/MM/YYYY)

Email Address

Sector

School

Local Authority

Headteacher

Elements for Professional Recognition in a specific area of expertise in education

Areas in which a teacher can gain professional recognition:

(i) Specific areas of expertise

Curricular Areas	Core Aspects	Cross-Curricular Aspects
<ul style="list-style-type: none"> • Mathematics • Language • Creative Arts <ul style="list-style-type: none"> – Drama – Art – Music • Physical Education • RME • Social/Environmental Studies • Science • Technology 	Such as <ul style="list-style-type: none"> • Literacy • Numeracy • ICT • Assessment • Supporting Pupil Learning • E-Literacy • Sustainable Development Education (Eco-Schools) 	Such as <ul style="list-style-type: none"> • Sustainable Development Education (Eco-Schools) • Guidance • Health Promotion • Leadership • Mentoring

(ii) Stage-related Expertise

Pre-Requisites

You must:

- (i) have gained full registration with the General Teaching Council for Scotland;
- (ii) have completed the equivalent of at least 2 years' teaching after gaining full registration.

Gaining Professional Recognition

To gain professional recognition in a specific area of expertise you will be required to demonstrate:

(i) Enhanced knowledge of this topic/issue

You must demonstrate that you have developed your knowledge of the topic/issue, you are up-to-date with current thinking in the area and are able to translate this knowledge into enhanced learning opportunities for pupils.

(ii) Relevant professional knowledge

You already possess a sound knowledge of the principles of learning and teaching and apply these principles in your everyday work with pupils.

In addition to this, you will also be expected to demonstrate knowledge of current developments and thinking in relation to the topic/issue in which you wish to gain professional recognition and have translated this knowledge into relevant teaching and learning opportunities for your pupils.

(iii) Relevant professional skills and abilities

You must receive a recommendation from the school confirming that you have demonstrated enhanced professional skills and abilities as described in the Standard of Full Registration in your work with pupils.

Advice will be provided relating to the length of time a teacher should have been developing this area of expertise before being recommended for professional recognition.

(iv) Reflected on own learning and development

You will be expected to reflect your own learning and development and to discuss this with colleagues.

(v) Report and share knowledge and experiences with colleagues

You will be expected to develop curriculum materials and ideas that could be used by other teachers. You will therefore be required to show how you have shared your knowledge and experience with others.

I confirm that:

- (i) a professional discussion took place to discuss the requirements and procedures for gaining professional recognition;

Date of Discussion	Professional Recognition Subject
Xx/xx/xxxx	Sustainable Development Education (Eco-Schools and other)

- (ii) we discussed professional development in relation to the following key areas:

Subject/Content Knowledge	Agreed Action
<p>Carried out research, background reading and web searches re SDE in theory and practice.</p> <p>Use Eco-Schools as the vehicle to introduce whole school developments on a number of SDE issues.</p> <p>Conduct curricular audit to demonstrate current delivery of SDE at all levels across school.</p> <p>Identify cross-curricular links with Citizenship, Enterprise, Health Promotion and SQA subjects.</p>	<p>Read 'Choosing Our Future' and 'Learning for Our Future'.</p> <p>Read Eco-Schools handbook/ Eco-Schools Scotland website.</p> <p>Attend Eco-Schools CPD as appropriate to development.</p> <p>Meet with other staff to identify SDE links through the 'six principles' and 'four priorities' as outlined in 'Choosing Our Future' and 'Learning for Our Future'.</p>

Professional Knowledge	Agreed Action
<p>Link SDE with HMle 'Ten Dimensions of Excellence'</p> <p>Examine outcomes as describe by HGIOS 2007 and relate these to Eco-Schools outcomes.</p> <p>Work with pupils to encourage sustainable ethos and elicit development suggestions from committee and whole school</p> <p>Maintain communications with other agencies as appropriate – SMT, kitchen staff, facilities managers, parents, grounds maintenance staff etc.</p>	<p>Provide whole-school assemblies to outline SDE in action and recruit pupils and staff to Eco Committee</p> <p>Establish Eco Committee and work towards eventual Green Flag recognition</p> <p>Outline 'seven elements' of Eco-Schools and work towards developing them across the school.</p> <p>Check Eco-Schools registration</p> <p>Apply for Bronze/Silver awards as appropriate.</p>

(ii) we discussed professional development in relation to the following key areas:

Professional Experience	Agreed Action
Produce Eco-Schools Environmental review documentation	Prompt Eco Committee to undertake whole school and/or home and community Environmental Review.
Lead pupils in discussion of outcomes of ER	Facilitate production of agreed ES Action Plan
Outline details of Action Plan to school staff and engage in discussion and elicit cooperation	Facilitate progress of Action plan with full pupil involvement

Reflecting, Reporting/Sharing	Agreed Action
<p>Work with colleagues to identify current curricular elements which promoted SDE</p> <p>Seek support from colleagues to contribute materials to ES as evidence for Green Flag assessment.</p> <p>Collaborate with Citizenship and Health Promoting Schools coordinators.</p> <p>Support pupils in accessing Millennium Volunteer certification.</p> <p>Work with Careers Advisors to raise pupil awareness of 'Green Jobs'</p> <p>Contribute Case Study to Eco-Schools' website/newsletter.</p> <p>Share progress with LA, local newspapers, parents' groups via articles, PowerPoint presentations, exhibitions of pupils' work.</p> <p>Contact external organisations to support Eco-School work – countryside rangers, LA litter wardens, LA sustainability officer, waste management firms</p> <p>Organise fundraising for Eco-School projects through recycled phones and ink cartridges</p>	Produce article for insertion into school's Standards and Quality report.

Headteacher/Authority
Signature

Date

Position

I confirm that I have completed the following programme of study and have attached evidence of successful completion:

CPD Completed	Provider	Evidence of Completion	Date of Completion
Creating an Eco-School	Eco-Schools	Certificate	xxxxxx
Going for the Green Flag	Eco-Schools	Certificate	xxxxxx
Eco-Schools and Your School's Global Footprint	Eco-Schools & WWF	Certificate	xxxxxx

Professional Knowledge

CPD Completed	Provider	Evidence of Completion	Date of Completion
Climate Change Materials	LTS website	Sample pages	xxxxxx
Learning for Our Future	Scottish Government	Reading list	
Choosing Our Future	Scottish Government	Reading list	

Verification of Professional Discussion

I confirm that a professional discussion took place to review the Application for Professional Recognition.

Summary of Professional Discussion

I met with xxxxx in September 2006 and again in January 2007 to discuss his application for professional recognition with regards to sustainable development education.

We had agreed that this would be progressed through his supporting the school's progress toward the Eco-Schools green Flag award.

XXXX had been successful in setting up the school's first Eco Committee and had encouraged a number of pupils across all age groups and several members of teaching and non-teaching staff to become involved. Getting parents to join the committee had proved much more difficult but when it came to the various activities – eg litter picks and schools grounds improvements he had been much more successful.

The first task for the committee was to conduct the Eco-Schools environmental review. At first sight this seemed a mammoth task, but by splitting the questionnaire among groups of volunteers the task was overcome very rapidly.

Analysis of the returns indicated that there were several areas that needed attention – litter was certainly one, but there appeared to be serious shortcomings in the areas of paper waste, energy and water waste – and the school grounds also needed some work done.

XXXXX worked with the Eco Committee to establish a list of priorities and draw up an Action Plan – they chose Litter Prevention, School Grounds and Health and Welfare – Litter prevention is compulsory for an Eco-School, we are already a Health promoting School and felt we had a lot to offer for Eco-Schools assessment and School Grounds were chosen as pupils felt they would actually be able to see some outcomes for their work.

As head teacher I can honestly say that the school has greatly benefited from the work done. The litter problem – while not completely gone – has diminished greatly, and the new garden areas, tree planting and wall murals around the school have made it a much nicer place to be.

As well as this XXXX has been working with fellow teachers – with a view to future Eco-Schools awards – to help them recognise the 'sustainable development' elements of the current curriculum which contribute to our pupils' better understanding of what is meant by 'sustainable development'.

XXXXX plans to focus on the Scottish Government's four priorities for sustainable development – sustainable consumption and production (we will reduce our consumption of materials and recycle as much as we can); climate change and energy (we will reduce our consumption of energy, investigate installing a wind turbine and ensure all pupils have, as part of their curriculum, lessons on climate change); natural resource protection and environmental enhancement (we will continue to improve our school grounds both as a nice place to be and an educational resource in terms of biodiversity education, we will offer to help clean up and maintain the local memorial garden which has fallen into some disrepair); sustainable communities (we will expand our S6 community volunteers programme, work with local organisations to combat racial tension and sectarianism and with our links with Africa help pupils to understand the concept of environmental justice.)

These plans are very ambitious but Mr XXXXX has the drive and energy to carry them forward with the support of myself and the rest of the SMT as well as a large number of the current staff of the school.

Professional Experience

I confirm that:

(i) the candidate has demonstrated that he/she can apply his/her teaching skills and abilities to

Candidate's Name	Subject

For example:

- planned coherent teaching programmes matched to the needs of pupils
- communicated clearly with pupils
- used a range of teaching strategies and resources
- set and maintained expectations for pupils
- working co-operatively with other professionals
- organised and managed activities/pupils effectively
- applied appropriate assessment, recording and reporting procedures
- used assessment results to improve his/her teaching and attainment of pupils

Reflect/Report/Share Expertise

CPD Completed	Provider	Evidence of Completion	Date of Completion
Provided input as practitioner to Eco-Schools INSET		Letter of thanks from ES	
Presentation to school staff		Presentation notes	
Presentation to parent's association		Presentation notes	
Participation in Scottish Youth Parliament's Environment Day			

Application

I confirm my application for Professional Recognition.

I understand that GTC Scotland may request a copy of my supporting evidence and such evidence will be provided when requested.

I acknowledge that this evidence will be retained by GTC Scotland.

Teacher Signature

Date

I confirm my recommendation for professional recognition in the above area of expertise.

Headteacher/Authority
Signature

Date

Position

Eco-Schools Handbook

Eco-Schools Scotland website – www.ecoschoolsscotland.org

Choosing Our Future – Scottish Government 2005

Learning for Our Future – Scottish Government 2006

Learning and Teaching Scotland – Sustainable Development Education website

The Standardised Waste Audit – Eco-Schools, SEPS, Changeworks 2007

WWF – Pathways to Change 2005

A Curriculum for Excellence - 2006