

## Stage One Verification Criteria

The verifier will look for evidence for each of these criteria.

Core dimensions are present throughout the learning journey and are indicated in **bold** type.

These are:

- **Engaging with the knowledge base**
- **Coaching and mentoring**
- **Planning your learning**
- **Carrying out your plan**
- **Sharing your learning and influencing practice**
- **Evaluating your learning and its impact.**

<b>Preparing for the learning journey</b> At stage 1 evidence of the following is presented in the learning journal ...	Yes/no
A clear learning and change focus, identified and refined in <b>dialogue with coach or mentor</b> , with consideration given to: <ul style="list-style-type: none"> <li>- the context of the teacher's role, institution and career</li> <li>- the influence of <b>relevant practice and knowledge</b></li> <li>- the relevance of the focus, directly or indirectly, to pupils' learning</li> </ul>	
Ethical considerations and diversity/equality of opportunity issues have been identified	
<b>Planning the learning journey</b> At stage 1 evidence of the following is presented in a plan ...	
The <b>plan</b> includes: <ul style="list-style-type: none"> <li>- appropriate, specific and feasible outcomes and success criteria</li> <li>- actions intended to achieve these</li> <li>- resources required to achieve these including time, support and intellectual resources</li> <li>- timescales and key dates</li> <li>- sources of <b>support</b> and <b>challenge</b></li> <li>- progress review</li> <li>- when and how to <b>share</b> learning and progress <b>with others</b></li> <li>- <b>evaluation</b> timings and actions.</li> </ul>	

<b>On the learning journey</b> <b>At stage 1 evidence of the following is presented in the learning journal ...</b>	
There has been <b>engagement with</b> a relevant source of <b>knowledge and practice</b> during the change activity. The influence of this is identified.	
There has been professional <b>dialogue with coach or mentor/s</b> during the change activity. The influence of this is identified.	
The <b>plan</b> and progress have been reviewed and monitored at key points, with amendments to the plan as needed.	
Outcomes are <b>evaluated</b> and specific changes to practice are identified. The evaluation includes an element of pupil or colleague feedback.	
Ethical issues have been considered and addressed where necessary	
Diversity/equality of opportunity issues within the learning and change focus have been considered and efforts to secure best possible outcomes are described.	
The <b>learning has been shared</b> with the intention of influencing the practice of others.	