

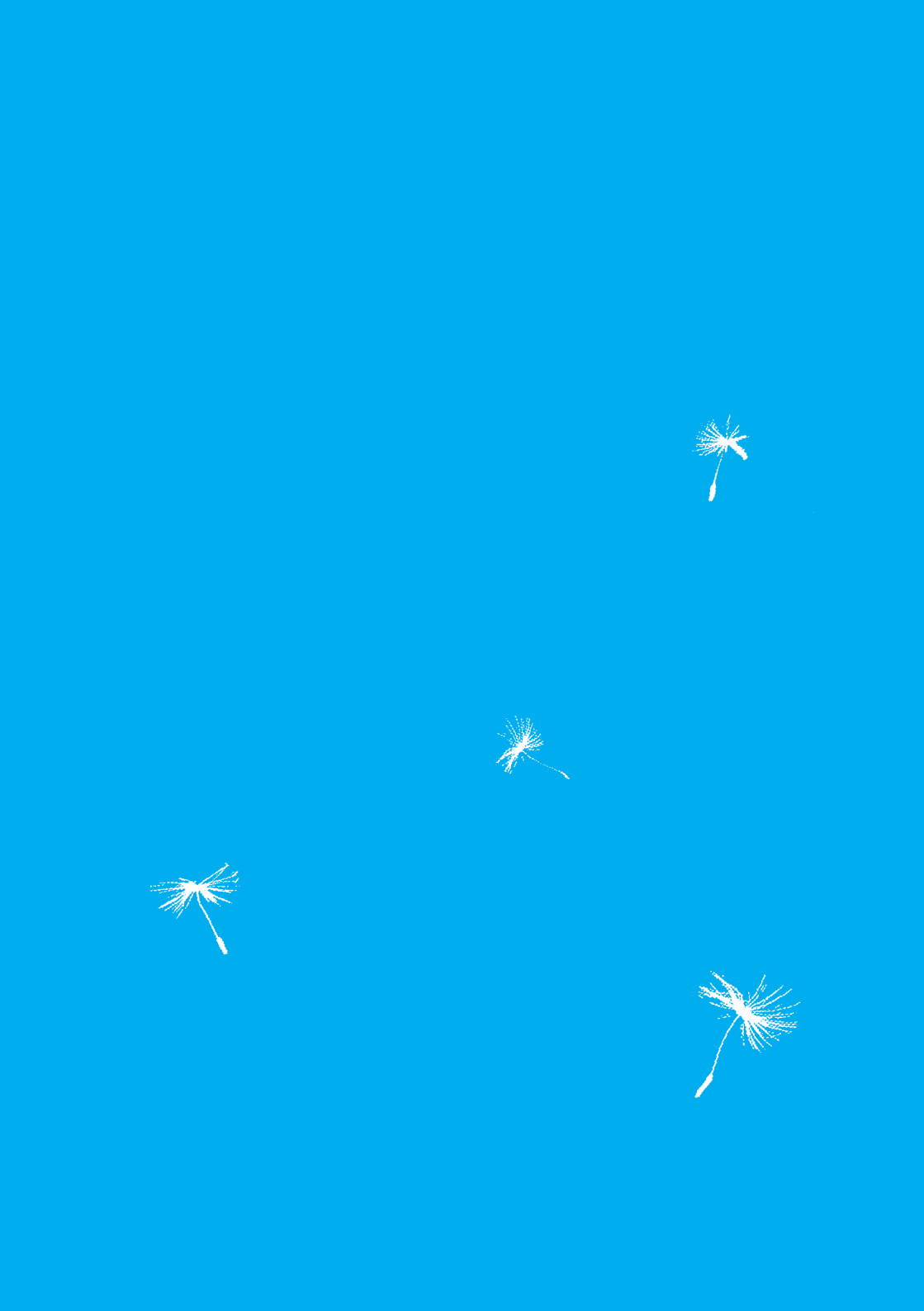


# tla

teacher learning academy



**Stage Two booklet**



The GTC Teacher Learning Academy (TLA) offers public and professional recognition of teachers' learning, development and improvement work.

It aims to stimulate learning experiences for teachers which are effective for them, their pupils, their schools and for the education service.

It seeks to support learning communities within and beyond schools that enrich teaching practice and support innovation.

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# Welcome

Welcome to the GTC Teacher Learning Academy (TLA). We hope that you will find participation an enjoyable and stimulating experience that will bring tangible improvements to your teaching practice and give you the professional recognition you deserve for your learning and achievement.

This booklet takes you through the TLA's processes and explains what you need to do to complete a learning journey at Stage Two successfully. There are examples of studies completed by other teachers on pages 16 and 17 and the TLA website [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla) has a wide range of further information.

If you have already taken part in the TLA at Stage One, you will be familiar with the processes, including the learning journey and the six core dimensions that underpin your learning. If not, pages 10 to 13 will help you to get started on the right track. There is a guide to the four stage framework on pages 19 to 21.

## Key facts about the TLA

- 1 The TLA is open to teachers who are in participating schools or partnership programmes and who are registered with the General Teaching Council.
- 2 Teachers who enrol in the TLA have the opportunity to plan their own personal and professional development and to have the work they do in schools formally recognised. This can help career progression.
- 3 It is a national system for teacher learning, with clear, rigorous processes to help you plan and carry out your professional learning.
- 4 The TLA links local schools into 'hubs' with trained leaders, giving you easy access to a wide range of information and support and the opportunity to share your learning with a network of colleagues.
- 5 Most of the learning recognised by the TLA takes place in your school as part of your teaching practice.
- 6 Teacher Learning Academy leaders, verifiers and advisers support and verify your learning. They may be based at your school or another school in your area.
- 7 The Teacher Learning Academy is working in partnership with a growing number of national organisations and agencies to extend the options for you to take part in the TLA and receive recognition for your development.

## Preparing for a Stage Two learning journey

This stage is for you if you want to undertake a more sustained piece of professional development – over a one to two term period.

The evidence you provide through your presentation is therefore less descriptive and more reflective than at Stage One. The learning breakthrough provides a vehicle for deeper reflection and analysis, making reference to relevant sources of knowledge, including effective practice, literature and research findings.

You should also intend to share your learning with, and influence the practice of, a wider group of colleagues within your own school.

It is also the ideal stage if you want to write reflectively and analytically, through your account of the learning breakthrough.

Examples typical of Stage Two include:

- observing other teachers, visiting other schools, then being observed and co-coached in order to apply your learning;
- investigating a new initiative, or teaching and learning strategy, then planning and evaluating ways in which you and others will develop this in your own school or setting;
- creating or revising a policy or scheme of work by planning and trialling changes to practice;
- learning about a new area of subject knowledge, exploring how to introduce this into your teaching and evaluating its impact upon your practice and pupils' learning; and
- developing practice after considering the evidence provided by relevant literature and research findings.

## **Some Stage Two opportunities**

### **School-based learning**

If your school is taking part in the Teacher Learning Academy, it will be part of a hub of local schools, with a trained TLA leader to provide support and advice. Support from a colleague as coach or mentor is a key component of the TLA, so you need to identify someone suitable at the outset.

To find out more about schools that are taking part in the TLA

- talk to your school CPD leader;
- contact your GTC link adviser, through 0870 001 0308 or [tla@gtce.org.uk](mailto:tla@gtce.org.uk); or
- see our website [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla)

### **Recognition for ITT mentors**

The GTC has a partnership with the Training and Development Agency for Schools (TDA) to give professional recognition to teachers who are supporting trainee teachers. Projects can be submitted at Stage One, and in a number of localities at Stage Two or Three as well. If you are an ITT mentor, this could be an ideal entry point to the TLA and will give you recognition for your role in supporting entrants to teaching.

To find out more about this programme, go to [www.tda.gov.uk](http://www.tda.gov.uk)

### **Recognition through partner programmes**

There are also opportunities to seek recognition at Stage Two through programmes offered by national and other partner organisations. For example:

- school leaders on NCSL's Leading from the Middle programme can present evidence at Stages Two or Three;
- in 2006-07 participants in Creative Partnerships' Creativity Action Research Awards (CARA) can do likewise.

For more information about these and other opportunities visit the National Partners page at [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla)

## Choosing the focus for your learning at Stage Two

The Teacher Learning Academy puts you in charge of your own learning and development. It is for you to choose a focus that interests you or a challenge that you want to tackle. It makes sense to choose something that is relevant to your own role in school, as you will be able to build your work into your everyday practice and see the results in your own classroom. You may want to tackle an issue that has been identified as part of your performance management interview, since TLA recognition at Stage Two gives you solid evidence of achievement and progress within a one to two term period.

### Examples to consider are:

- observing other teachers, visiting other schools and then being co-coached in order to apply your learning;
- investigating a new initiative or teaching and learning strategy, then planning and evaluating ways in which you and others will develop this in your own school or setting;
- creating or revising a policy or scheme of work by planning and trialling changes to practice;
- learning about an area of subject knowledge that is new to you, exploring how to introduce this into your teaching and then evaluating its impact upon your practice and your pupils' learning; and
- developing practice after considering the evidence provided by relevant literature and research findings.

## How the TLA works

We describe participation in the Teacher Learning Academy as a **learning journey** for which you prepare and plan. During the journey, you record your progress, reviewing it and making changes as you go along. You seek feedback and support and share your learning with colleagues.

You will use the Teacher Learning Academy's six core dimensions to support you through the learning journey to a successful presentation.

### The six core dimensions

The six core dimensions are at the heart of the GTC Teacher Learning Academy's approach to teacher learning. They are based on solid research evidence about effective continuing professional development for teachers. By using each of them, your learning will be strengthened.

The six core dimensions are:

#### **The six core dimensions 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.

The six core dimensions are not linear. Clearly some elements of preparation and planning come first, but you may be seeking support from a coach at several stages of the journey. In addition, your plans will change as you progress, you will keep returning to the knowledge base, and you can share your learning as you go along. As part of your planning, you should be thinking about how you will evaluate the project.

## The learning journey

It is important to establish a clear, manageable focus for your learning by considering what you know already and identifying where you might find out more. Such a **knowledge base** can include literature, research findings and pupil data. It will often include evidence from your own and other colleagues' teaching practice, gathered through experience, dialogue or observation. Dialogue with others, including through **coaching and mentoring**, supports learning throughout the process. You need to document your **planning** and record any changes that need to be made as you progress.

You are encouraged to build in opportunities for reflection, peer observation, visits to other schools and, above all, professional dialogue including feedback. While the process of **planning, carrying out** and **evaluating** may be familiar, dialogue with others and referring to a knowledge base is important throughout your learning journey. Likewise, the focus on your own learning is crucial.

The focus on **sharing your learning and influencing practice** adds value to the learning process and encourages changes to practice. Dissemination at the end of the process is important. Your sphere of influence – the number and range of people you will influence – will vary, depending on your role, becoming deeper and wider as you progress through the stages of the TLA framework.

During your learning journey you will experience learning breakthroughs that have a critical impact on your learning. You should write an account of one of these in your learning journal considering the impact it has on your learning, and how your plan and practice have been affected. See page 14 for more details.

Communication with others throughout the process refines your understanding of what you have done and learned, and is an effective way of influencing the practice of others.

## **Preparing for the learning journey**

At this point in the journey you are identifying and refining the focus of change and your learning, making use of a knowledge base and a dialogue with your coach or mentor. You also begin to plan how you will evaluate the change you create, your own learning and the consequences for your pupils and/or colleagues. You make decisions about your sphere of influence.

You record this in your learning journal at the beginning of the process.

## **Planning the learning journey**

At this point you create your plan in dialogue with your coach or mentor, with reference to a knowledge base. Your plan includes consideration of your evaluation and how you will share your learning with others.

You record your plan, using a format that you can amend or add to when you are on your journey and implementing the plan. There are templates available for creating your plan and your learning journal on our website [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla)

## **On the learning journey**

At this point in the journey you are carrying out your plan, reviewing it and making changes as appropriate. Your dialogue with others – your coach or mentor and those you share your learning with – will help you do and understand this, as will your knowledge base.

You evaluate the change and your learning, and consider its impact on your practice and how you have influenced other colleagues. You reflect upon the specific ways in which mentoring and coaching has influenced your learning journey. You take opportunities to use your learning and changed practice to influence others beyond your immediate sphere of influence.

You record this in your learning journal as you go along.

## **The learning breakthrough**

You write an account of a critical learning incident. You consider its impact on your learning. You explain how your plan and practice were affected and the next steps taken as a result. You consider its impact on the learning of your pupils and colleagues. You reflect upon each of the six core dimensions in relation to this learning breakthrough.

# How to develop your presentation

The tables below describe what you need to consider on your learning journey and how you should record it.

## Preparing for the learning journey

Consider and describe the context in which you are working; how does your setting, the children you teach or national or local policies affect what you want to achieve?

How is this relevant to your current role and career development? Who else is it relevant to?

What do you already know about the area of change you are interested in?

Start discussions with a coach or mentor about the focus of your change and learning.

Following this dialogue, decide on your focus.

Show how your chosen focus is relevant to your pupils' learning, either directly or indirectly.

Show that you have considered sources of relevant existing knowledge and practice that you will access and return to.

Identify relevant ethical and equal opportunities issues.

Decide which context you intend to influence beyond the immediate one in which you are learning and creating the change – in other words, your sphere of influence.

**Record your thinking so that your verifier can see clearly that you have considered these points.**

## **Creating a plan for the learning journey**

Work in dialogue with your coach or mentor to create a detailed plan for the change you want to create and your learning.

Create a learning agreement with your coach or mentor.

Clarify your learning objective and how you are going to work towards it.

What specifically do you want to change?

Is your plan manageable and realistic?

What resources do you need? Ask for them.

Build into your plan when you will seek support and challenge. How will you do this? Consider feedback, observations and demonstrations. Who will help you with this?

What is your timescale? Set out your plan in sequence.

How and when will you share your learning? With whom? This will support your learning and give you the chance to influence others.

What are your plans for evaluating your learning?

Make sure that you allow for the possibility of changes to your plan, as a result of review and evaluation.

**Record all these elements in a plan. A TLA template can be used for this.**

## **On the learning journey**

Carry out your plan, reviewing and monitoring at key points.

Refer to your dialogue with your coach or mentor throughout, identifying how this has contributed to the change and learning process.

Record your progress in your learning journal as you go along.

Amend and revise your plan as needed, articulating why you are making changes to your original intentions or plans.

Remember to make a note of any learning breakthroughs you experience. Record your reflections about one of these.

Throughout the journey, you refer to a relevant source of knowledge and practice and how this influences your plans.

Evaluate the change you have been working on, your own learning and the consequences for pupils and/or your colleagues.

Include feedback from your pupils and/or colleagues in your evaluation.

Have you considered the ethical issues you identified in your preparation. How have you attempted to resolve these?

Identify precisely any equal opportunities and diversity issues. Where relevant describe and reflect upon any actions you have taken.

Reflect upon the specific ways that mentoring and coaching have influenced your learning journey.

Describe how you have used your learning and changed practice to influence others beyond your immediate sphere of influence.

Begin to draw some conclusions about how your learning has informed your practice, reflecting upon specific changes to your teaching.

Make sure you have identified your learning breakthrough.

## **Your learning breakthrough**

Write an account of a critical learning incident or process.

Consider the impact this has had on your learning.

Explain how your plan and practice were affected – what next steps were taken as a result?

Consider if and how this was important to the learning of your pupils and colleagues.

## **Making your presentation**

Your final presentation will consist of your plan, your learning journal and your reflective account of your learning breakthrough.

Before you send it to the GTC Teacher Learning Academy make sure that you have provided evidence for each of the verification criteria for Stage Two and that you have met the presentation requirements that are outlined on the next page.

**You are ready to submit your presentation.**

## Presentation content and format

### Plans

These should be provided in written form. A TLA template is available for Stages One and Two, but any format may be used that provides the same information, ie that specified in the verification criteria. Verifiers use the plan to get an overview of your learning focus, objectives and journey, so it is important that you present this as clearly as possible.

If, as is highly likely, you change, revise or add to your plan, you have two options. You can either show amendments on your original plan or you can provide an additional written plan.

### Learning journal

A template for developing your learning journal, which includes these key steps, is available at [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla)

The template includes the key steps outlined on pages 10 and 11 and should be used in conjunction with the verification outline.

We encourage the use of a range of media for the learning journal. This may be audio, video or web-based, as well as more conventional written accounts. You should choose an approach that feels comfortable and appropriate for your presentation.

The purpose of your learning journal is to record what you feel are the key events and learning that occurred along your learning journey. While you should show you have covered or considered all the verification criteria for your stage, it is not intended to be a diary that traces everything that happened down to the last detail.

### Examples of appropriate media include:

- photographic evidence, where this enhances your account of what happened;
- an audio or video recording of edited parts of a learning conversation, which could be much more effective than a written description and could demonstrate the quality of the mentoring experience;
- an audio or video diary of the key events and learning may feel more comfortable than providing a written journal; and
- a mixture of writing, recording and photographs works best for some.

You should not present everything you have kept or gathered as part of your learning journal. Please stay within the 1,500 word limit (in addition to the plan and the learning breakthrough) for the stage. Additional supporting evidence should only be included where it adds something significantly to your account and, in particular, where it is referred to in your learning breakthrough.

### We encourage you to be inventive!

Presentations or parts of presentations may be published or used by GTC. You are asked to confirm your consent to this on the presentation cover form. Bearing this in mind, particularly any issues of confidentiality this might raise, you should not use real names of people, institutions or organisations in any part of your presentation. Photos or video evidence will not be used without checking with you first, but you should still seek permission to use this in your presentation.

### **Learning breakthrough**

This is the written part of your presentation that demonstrates the depth of your reflection and analytical thinking. As such your writing needs to be clear and succinct. At Stage Two, the maximum number of words is 1,000.

Although it is presented as a written piece, you can refer to other, non-written parts of your presentation – for example, an edited audio recording.

## Stage Two case studies

### David – involving new EAL pupils more effectively

After visiting a neighbouring school, David, a teacher of Year 2 children, wanted to find ways of involving new pupils with English as an additional language (EAL) in his numeracy plenary sessions. He observed the school maths co-ordinator teaching 'place value' to her Year 3 class and was given support to plan his own plenary sessions.

Feedback on his first lesson focussed on how he had directed the attention of EAL learners through the use of visual aids and number fans, which supported their confidence and willingness to participate. This led David to consider how he could extend the techniques he was using to teach other maths topics. David worked with the maths co-ordinator to present his work to colleagues during an in-service training day and he developed further numeracy plenary sessions with the other Year 2 teacher. He went on to investigate how he could apply similar strategies to other subject areas in the new term.

### Benefits

This example shows that by planning a change to your teaching practice over several weeks, and by adapting your plans in the light of experience and feedback, you can achieve a recognisable improvement in learning for pupils. You can also influence your colleagues to apply the same technique successfully. This Stage Two project could be used as evidence that you are engaging in co-coaching with colleagues to benefit more than one class in the school.

### Key features

- Knowledge – observing a colleague's numeracy practice.
- Planning – securing the support of the maths co-ordinator and arranging observation.
- Learning – effectively using the plenary session with EAL pupils and applying the approach to other maths topics.
- Sharing the learning – with other colleagues and specifically with the other Year 2 teacher.

### Presentation

For this Stage Two project, the presentation consisted of:

- David's plan for the initial focus on plenary sessions in lessons on place value, including the observations and sessions with his maths co-ordinator and the parallel Year 2 class teacher. The plan was then adapted to include the extension to other topics later in the term and the work with other colleagues;
- A video 'diary' in which he talks through each of the key events in his plan. He also included a relevant extract from the observation feedback notes; and
- His learning breakthrough – a reflective written account of how a co-coaching session with the maths co-ordinator enabled him to identify characteristics of his place value plenary sessions that could be considered when planning for other areas of maths.

## **Sabira – developing mentoring skills for ITT trainees**

Sabira, a modern foreign languages (MFL) teacher in a large secondary school, was a subject mentor to an initial teacher training (ITT) trainee for the first time. She was keen to develop her mentoring skills both before and during the term the trainee was to spend with her.

Sabira attended a mentor training session and observed her school's ITT co-ordinator during a feedback session with trainees. She identified giving and receiving feedback to trainees as a key area for her development.

Sabira received valuable feedback from her trainee. They communicated in a variety of ways, assessing the effectiveness of each.

Sabira worked with the ITT co-ordinator and her head of department to develop guidelines and support materials for colleagues new to ITT mentoring. These were presented during an in-service twilight session.

### **Benefits**

The skills Sabira developed included: helping to support an NQT in the department; working with A level students; and making the most of her own performance management review. She also felt that her profile in school had been raised and that she was more confident about contributing to large meetings.

### **Key features**

- Knowledge – Training and Development Agency documentation, higher education institution (HEI) documentation, regional school-based training (SBT) framework, experience of ITT co-ordinator, other colleagues in school and HEI link tutor.
- Planning – working closely with the ITT co-ordinator and head of department in order to make sure that she had opportunities to observe and to be observed.
- Learning – identifying the most effective ways of giving and receiving feedback and how to make non face-to-face feedback as effective as possible.
- Sharing the learning – with other colleagues in the MFL department and others new to ITT mentoring in school.

### **Presentation**

For this Stage Two project, the presentation consisted of:

- Sabira's initial plan, an amended plan that was drawn up after she had undertaken the online training, and a further amendment following her learning breakthrough;
- A written learning journey account, with audio clips, examples of feedback sessions, and reflections on their effectiveness and characteristics; and
- Sabira's learning breakthrough – a reflective written account of how a videoed mentoring session alerted her to key development points, and how she was able to change her approach to better meet the trainee's needs.

# Key facts about enrolment and verification

## Enrolment at Stage Two

You can enrol in the Teacher Learning Academy online at [www.gtce.org/tla](http://www.gtce.org/tla) or complete the attached application form and post it to:

The GTC Teacher Learning Academy

Whittington House, 19-30 Alfred Place, London WC1E 7EA

To find out more about TLA activity in your area, including details of your local GTC link adviser, please contact [tla@gtce.org.uk](mailto:tla@gtce.org.uk)

## Verification at Stage Two

Stage Two presentations are sent to TLA for verification by trained verifiers. Around 10 per cent of Stage Two presentations are then moderated by other TLA verifiers.

For details of the verification process, dates and response times please check [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla) or contact [tla@gtce.org.uk](mailto:tla@gtce.org.uk)

# What next? An overview of the four-stage framework

There are four stages in the Teacher Learning Academy.

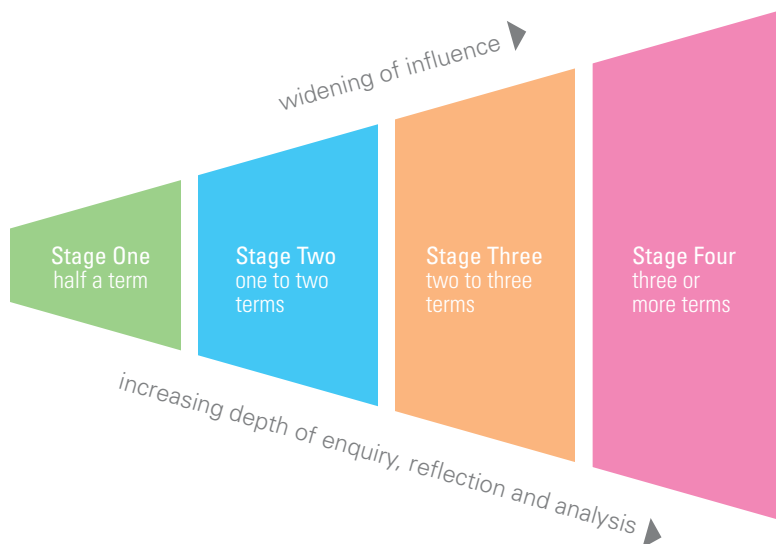
Each stage requires the completion and presentation of a Learning Project that follows the six core dimensions and documents your learning journey and the learning breakthroughs you achieved.

They have been designed to allow you to identify which one is most suited to any point in your career or professional development.

As the diagram below illustrates, each stage of the framework differs progressively in terms of the:

- sphere of influence;
- timescale;
- depth of enquiry, reflection and analysis; and
- presentation requirements.

## TLA Framework



A full guide, comparing each of the four stages from the teacher's perspective, and a matching guide to verification requirements is available online at [www.gtce.org.uk/tla](http://www.gtce.org.uk/tla). The tables below summarise the requirements for each stage.

## **Stage One**

### **Depth**

You will give a descriptive account of your learning

### **Timescale**

The project should take no more than half-a-term

### **Sphere of influence**

The impact on your work will mainly be seen in your own classroom, but other colleagues who work in your department or who teach the same Year or Key Stage could benefit from your learning

### **Presentation**

Learning plan (written)

Learning journal (any media; if written, no more than 1,500 words)

## **Stage Two**

### **Depth**

As part of the learning journey, you achieve a learning breakthrough which requires evidence of analysis and reflection

### **Timescale**

One to two terms

### **Sphere of influence**

Your work should have an impact on other colleagues in your Year, Key Stage, department and / or whole school

### **Presentation**

Learning plan (written)

Learning journal (any media; if written, no more than 1,500 words)

Learning breakthrough (written; no more than 1,000 words)

Supporting evidence (any media)

## **Stage Three**

### **Depth**

Your account of your journey and learning is both analytical and reflective

### **Timescale**

Two to three terms

### **Sphere of influence**

You will have an impact on your own and other schools. May extend to local authority or beyond

### **Presentation**

Learning plan (written)

Learning journal (any media; if written, no more than 2,000 words)

Learning breakthrough (written; no more than 1,500 words)

Overview (written; no more than 250 words)

Supporting evidence (any media)

## **Stage Four**

### **Depth**

Your account of your journey and learning is both analytical and reflective

### **Timescale**

Minimum of three terms

### **Sphere of influence**

Wider professional community

### **Presentation**

Learning plan (written)

Learning journal (any media; if written, no more than 2,000 words)

Three learning breakthroughs (written; total no more than 3,000 words)

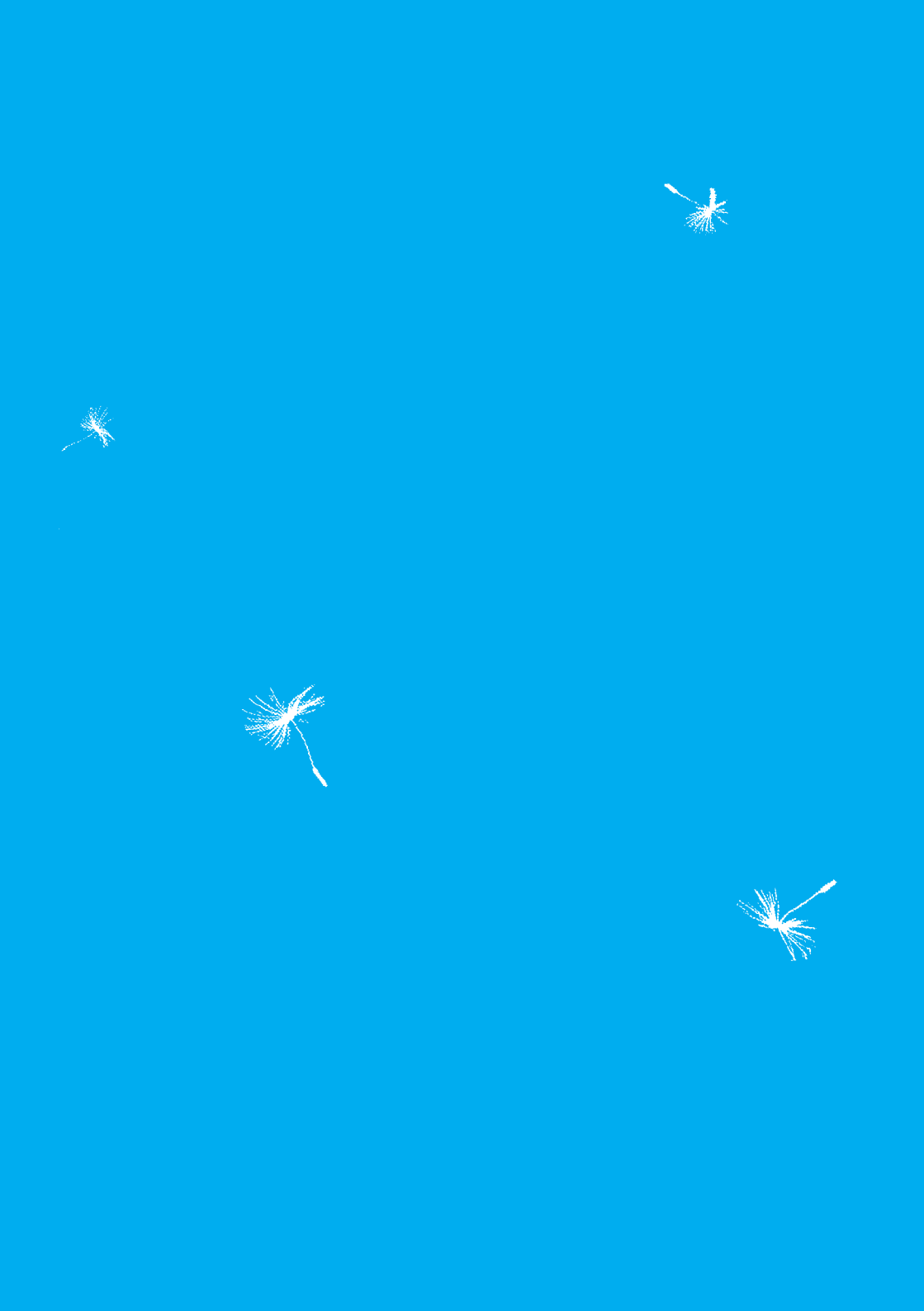
Supporting evidence (any media)

Abstract (written; no more than 250 words)

Published resource for sharing (any media)

## Useful web links

- **GTC Teacher Learning Academy**  
[www.gtce.org.uk/tla](http://www.gtce.org.uk/tla)
- **General Teaching Council for England**  
[www.gtce.org.uk](http://www.gtce.org.uk)
- **The GTC's professional networks**  
[www.gtce.org.uk/networks](http://www.gtce.org.uk/networks)
- **Training and Development Agency for Schools (TDA)**  
[www.tda.gov.uk](http://www.tda.gov.uk)
- **National College for School Leadership**  
[www.ncsl.org.uk](http://www.ncsl.org.uk)
- **Specialist Schools and Academies Trust**  
[www.specialistschools.org.uk](http://www.specialistschools.org.uk)
- **National Strategies**  
[www.standards.dfes.gov.uk/primary/about](http://www.standards.dfes.gov.uk/primary/about)
- **Teachers' TV**  
[www.teachers.tv](http://www.teachers.tv)
- **DfES Innovation Unit**  
[www.standards.dfes.gov.uk/innovation-unit](http://www.standards.dfes.gov.uk/innovation-unit)
- **Royal Society of Arts**  
[www.rsa.org.uk](http://www.rsa.org.uk)
- **National Union of Teachers**  
[www.teachers.org.uk](http://www.teachers.org.uk)
- **National Association for Gifted and Talented Youth**  
[www.nagty.ac.uk](http://www.nagty.ac.uk)
- **National and Regional Science Learning Centres/Association for Science Education**  
[www.sciencelearningcentres.org.uk](http://www.sciencelearningcentres.org.uk)
- **Creative partnerships**  
[www.creative-partnerships.com/cara](http://www.creative-partnerships.com/cara)
- **League for the Exchange of Commonwealth Teachers (LECT)**  
[www.lect.org.uk](http://www.lect.org.uk)
- **University Council for the Education of Teachers**  
[www.ucet.ac.uk](http://www.ucet.ac.uk)





General Teaching Council  
for England



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