

## Stage Two 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 2 evidence of the following is presented in the learning journal ...	Yes/no
<p>A clear learning and change focus, identified and refined in <b>dialogue with coach or mentor</b>, with consideration given to:</p> <ul style="list-style-type: none"> <li>- the context the context of the teacher's role, institution, career and previous professional development</li> <li>- the influence of engagement with <b>relevant practice or knowledge, including theory or research</b></li> <li>- analysing the relevance of the focus, directly or indirectly, to pupils' learning</li> <li>- influence of the stage of professional development</li> </ul>	
Ethical considerations and diversity/equality of opportunity issues have been identified	
A description of the intended <b>sphere of influence</b> beyond the teacher's own practice	
<b>Planning the learning journey</b> At stage 2 evidence of the following is presented in a plan ...	
<p>The <b>plan</b> includes:</p> <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 and challenge</b></li> <li>- progress review</li> <li>- when and how to <b>share</b> learning and progress <b>with others beyond the</b> beyond immediate sphere of influence i.e. across key stage, department or school.</li> <li>- <b>evaluation</b> timings and actions.</li> </ul>	
Proposals for <b>evaluation</b> of own learning and changes to practice	

<b>On the learning journey</b> At stage 2 evidence of the following is presented in the learning journal ...	
<p>There has been consistent engagement with <b>sources of knowledge and practice</b>. The influence of this is clearly identified and reflected upon.</p>	
<p>There has been consistent professional <b>dialogue with coach or mentor/s</b> across a range of issues arising from the change and learning process. The specific ways coaching/mentoring has contributed is identified and reflected upon.</p>	
<p>The <b>plan</b> and progress have been reviewed and monitored at key points, with amendments to the plan as needed. Changes to original intentions or plans have been explained.</p>	
<p>Changes to practice and teacher learning outcomes are <b>evaluated</b>. The evaluation includes pupil &amp;/or colleague feedback and the connection between own learning and that of pupils or colleagues is identified.</p>	
<p>Ethical issues have been considered, addressed where necessary with an explanation of any action taken.</p>	
<p>Diversity/equality of opportunity issues within the focus are precisely identified and, as relevant, the approach to securing best possible outcomes is described and reflected upon</p>	
<p>A range of opportunities have been taken to <b>share the learning</b> and changed practice to <b>influence others</b> beyond the teacher's immediate sphere of influence i.e. across key stage, department or school.</p>	
<b>The Learning Breakthrough</b> At stage 2 evidence of the following is presented in the learning journal ...	
<p>A descriptive and reflective account of a learning breakthrough (i.e. a critical learning incident) which includes:</p> <ul style="list-style-type: none"> <li>● the impact on the teacher's learning</li> <li>● how the plan and practice were affected</li> <li>● the importance to the learning of pupils and/or colleague/s</li> <li>● and next steps taken.</li> </ul>	