



Teacher Learning Academy

Stage One Writing Frame 2009–2010

Guidance notes

This writing frame template provides a structure and supportive process to enable you to complete a Stage One presentation. Its use is optional and is not a guarantee that that your presentation will be recognised.

The writing frame should always be used in conjunction with the TLA Stage One verification criteria. These can be found at www.teacherlearningacademy.org.uk together with the TLA presentation cover sheet which needs to be sent in with your presentation.

The template is divided into three parts, each with expandable text boxes:

1. Preparing for the Learning Journey
2. Planning the Learning Journey
3. On the Learning Journey

The first and third sections (Preparing for the Learning Journey and On the Learning Journey) have prompts, headings and questions to help you. They provide a basic framework to get you started **but you will need to check that your answers cover all the verification criteria before handing in your presentation**. Don't just rely on the prompts.

If you want to do a written presentation, you can either write under the headings or you can refer to these as you write in continuous prose. The suggested word limit for Stage One is 1500 words so if you feel you have already communicated something do not feel obliged to repeat it later on. If you want to present in other media e.g. audio or video clips, you may find the prompts useful as a reference or you could ask your coach / mentor to use these as interview prompts or questions.

The second section (Planning the Learning Journey) *must* be presented in written form and it is strongly recommended that you use the template as the headings and questions cover all the requirements for this part of your Learning Journey. This section can stand alone if sections one and three presentation using other media.

Please remember that you can complete the different sections during as well as at the end of each part of your journey, refining and amending what you have written before submitting your final version of your presentation. You can also delete the *italicised* prompts before you submit the presentation to be verified.

Section 1 Preparing for the Learning Journey

Deciding upon your learning and change focus

It is important to establish a clear, manageable focus for your learning by considering what you already know 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.

Work in dialogue with your coach/mentor to decide upon and refine your learning and change focus. It is a good idea to have a learning agreement with your coach/mentor and ensure that you plan opportunities throughout the learning journey with them to provide support and challenge and to assist in the review and evaluation.

1.1 Briefly describe your working context

e.g. Type/ phase and size of your school, your role, stage of career

1.2 Access to coaching and mentoring

Identify your coach(es)/mentor(s) and briefly describe how are you going to work together e.g. co-coaching on a collaborative piece of learning, mentor/mentee relationship, specialist coaching.

1.3 What is the focus for your learning?

How and why did you decide upon this? What do you already know about this area from accessing the knowledge base including theory or research?

What do you hope to learn? Why did you choose this focus e.g. whole-school, department or key stage focus, performance management objective, personal interest and development, to provide evidence of impact for a funded project? How did discussion with your coach / mentor help you to decide on and sharpen up your learning focus?

1.4 Analyse in what way your learning focus is relevant to your pupils, directly or indirectly?

e.g. impact on pupil attitude, attainment or improving the learning environment

1.5 What do you hope will change as a result? What do you expect / hope will change as a result of your learning e.g. pupil behaviour, achievement, improved self-esteem, more active participation or controlled risk taking, more effective collaboration

1.6 What ethical considerations issues have you identified?

e.g. health and safety, confidentiality, choice of pupils or colleagues you are working with on your learning focus or asking for feedback from, data protection

1.7 What diversity / equal opportunities have you identified in relation to e.g. gender, ethnicity, language, disability, SEN or G&T?

e.g. access issues e.g. to technology, time, environment or professional development, underachievement, social inclusion, curriculum content

Check that you have covered the following in this section, amending what you have already written or providing additional information in this box:

Is your learning and change focus absolutely clear?

Would a verifier need any further background information e.g. about an initiative or project involved? (If so, this might be appropriately added as an appendix)

Have you covered all the verification criteria for Preparing for your Learning Journey?

Section 2 Creating a Plan for your Learning Journey

At this point you create your plan in dialogue with your coach/mentor.

Please confirm your intended learning and change focus here:

What do you anticipate will be the outcome(s) of your learning and what difference will this make to you and your practice?

What do you anticipate being achieved as a result of your learning/actions planned?

Action Plan: What are you going to do to ensure that you meet your learning objectives?

Make sure that you have included all key activities on your plan e.g.

- *Refining learning focus with coach / mentor*
- *Contact with mentor /coach including progress review, evaluation opportunities*
- *Reading, observing, dialogue with..... (i.e. Accessing the Knowledge Base)*
- *Evaluation plan (How and when do you intend to evaluate your own learning and changes to practice? e.g, feedback from colleagues or pupils, recorded observation, data collection)*
- *Sharing learning with other colleagues (give details of what and who)*

Actions	Timescales/ Key dates	Resources / People inc. sources of support and challenge	Success Criteria	Comments / amendments to plan

Check the following, amending what you have already written:

For each action have you been clear about the intended timing, any resource implications, and by what criteria you will judge the success of the action in terms of its contribution to your journey?

Are any changes made to your plan obvious?

Have you covered all the verification criteria for Planning the Learning Journey?

Section 3 On the Learning Journey

At this point you refer back to your plan with its key dates and actions and consider your progress.

3.1 What has been the influence of engaging with the knowledge base?

What have you read, seen or talked about and consider what impact has this had on your learning?

3.2 How did mentoring or coaching influence the way you learned and / or the outcomes of your learning?

Describe how consistent access to coaching /mentoring has influenced your learning.

3.3 What, if any, changes were made along the way? What impact did the review have on the remainder of your learning plan?

Describe any changes to your plans or original intentions

3.4 How did you evaluate your intended learning outcomes?

Refer back to your plan and your learning focus:

What did you evaluate and how did you do it, e.g. data collection, recorded observations, documentary evidence?

What feedback did you receive from pupils and / or colleagues?

3.5 What has changed as a result of your learning?

What impact has your learning had on your own practice? What has changed?

3.6 How did you share your learning with others?

Who did you share your learning with? How did you hope to influence the practice of others? Why did you choose to do it in this way? What feedback have you had?

3.7 Refer back to the ethical issues you identified in Preparing for the Learning Journey and show how these were considered and, if necessary, addressed.

Explain how and why you took any action

3.8 Refer back to the diversity / equal opportunities issues you identified in Preparing for the Learning Journey. Show how these were considered and what actions you took to secure best possible outcomes.

Check

Have you covered all the verification criteria for *On the Learning Journey*, amending what you have already written or providing additional information in this box: