



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.

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

On the learning journey At stage 1 evidence of the following is presented in the learning journal	Yes/ no
There has been engagement with a relevant source of knowledge and practice during the change activity. The influence of this is identified.	
There has been professional dialogue with coach or mentor/s during the change activity. The influence of this is identified.	
The plan and progress have been reviewed and monitored at key points, with amendments to the plan as needed.	
Outcomes are evaluated 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 learning has been shared with the intention of influencing the practice of others.	