



Stage Four 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 At stage 4 evidence of the following is presented in the learning journal	Yes/ No
A clear learning and change focus, identified and refined in dialogue with coach or mentor , with consideration and analysis of: <ul style="list-style-type: none">• the context of the teacher's role, institution, career and previous professional development• the context beyond the teacher's institution• the influence of engagement with relevant practice or knowledge, including theory or research• assumptions made, through questioning and with some synthesis of ideas from the evidence sources and through the development of model/s that will be tested• qualitative and quantitative evidence and analysis of the relevance of focus, directly or indirectly, to impact upon pupils' learning.	
Ethical considerations and diversity/equality of opportunity have been identified and analysed.	
A description of the intended sphere of influence beyond immediate change includes consideration of how learning will be shared and the possible use of coaching and/or mentoring .	
An explanation of how the project is explicitly geared to generating new knowledge or practice and early consideration of the eventual published resource.	

Planning the learning journey At stage 4 the following is presented in a plan	Yes/ No
<p>There has been consistent engagement with and analysis of knowledge base and practice throughout the change activity producing:</p> <ul style="list-style-type: none"> • critical and/or imaginative thinking • in-depth consideration of identified key issues • wide-ranging and deep reflection on evidence and arguments • well-synthesised conclusions • interrogation and critical appraisal of relevant literature. <p>All sources of information are of high quality, have been clearly identified and appropriately referenced (using Harvard).</p>	
<p>There has been a consistent professional dialogue with coaches or mentors across a range of issues arising from the change and learning process. The specific ways coaching and mentoring has contributed to the effectiveness of the change and learning has been analysed, including the role of external and specialist expertise. There is an analysis of the use of coaching or mentoring to influence others' practice.</p>	
<p>The plan and progress have been reviewed and monitored at key points, with amendments to the plan or the development of additional plans as required. Changes made to the plans have been explained and analysed, assessing the benefits of these changes and making reference as appropriate to the influence of the knowledge base, the practice of others, the dialogue with coach or mentor and the learning breakthrough.</p>	
<p>There is an analysis of the difference between the intended and actual outcomes using the planned approach to evaluation, which is founded upon sound data (quantitative or qualitative, as appropriate) and analysis. Pupil and/or colleague feedback data has been triangulated with other data or feedback. Key issues have been explored in depth.</p> <p>There is an analysis of the connection between own learning and that of pupils or colleagues and that of the wider professional and lay community. There are conclusions about how the learning has informed practice as a teacher and the identification of specific changes to practice. There is an analysis of the ways in which the work is innovative or provides an imaginative approach to an aspect of teaching or learning and promotes beneficial change across a wide sphere of influence. There are conclusions about the effectiveness of the approach used for the evaluation.</p>	
<p>Ethical issues have been considered, and the approach taken to address them where necessary has been analysed.</p>	
<p>Diversity/equality of opportunity issues within the focus are precisely identified. The approach to securing best possible outcomes has been analysed and modified to secure optimal outcomes. There is an assessment of the impact, if any, of the change to practice upon diversity/equality of opportunity.</p>	
<p>A range of opportunities have been systematically used to transfer the learning and influence understanding and practice in professional and/or lay community within and beyond own school e.g. region, country or abroad. Evidence of impact includes feedback. There is a reflection on any use made of coaching or mentoring.</p>	
<p>An original published resource has been produced which enables learning, ideas and conclusions to be effectively communicated to a wide range of audiences in a way that could be adopted or adapted.</p>	

The Learning Breakthrough At stage 4 evidence of the following is presented in the learning journal	Yes/ No
<p>A reflective and analytical account of more than one learning breakthrough (i.e. a critical learning incident) which explains and analyses:</p> <ul style="list-style-type: none"> • how each of these breakthroughs has been important to the teacher’s learning, that of pupils and/or colleagues • how the plan and practice were affected and the next steps taken as a consequence • how research, reflection and analysis have informed actions by comparing approaches, theories or materials and identifying their strengths and weaknesses • how pro-active engagement in a wide range of professional dialogue has supported this analysis. <p>Sources drawn on have been identified and there is evidence of how theory has been applied to practice and how the results of this have been evaluated.</p>	