



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.

Preparing for the learning journey At stage 2 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 given to: <ul style="list-style-type: none">• the context the context of the teacher's role, institution, career and previous professional development• the influence of engagement with relevant practice or knowledge, including theory or research• analysing the relevance of the focus, directly or indirectly, to pupils' learning• influence of the stage of professional development.	
Ethical considerations and diversity/equality of opportunity issues have been identified.	
A description of the intended sphere of influence beyond the teacher's own practice.	

Preparing the learning journey	
At stage 2 evidence of the following is presented in a plan	
	Yes/ No
<p>The plan includes:</p> <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 beyond the immediate sphere of influence i.e. across key stage, department or school • evaluation timings and actions. 	
Proposals for evaluation of own learning and changes to practice.	
On the learning journey	
At stage 2 evidence of the following is presented in the learning journal	
	Yes/ No
There has been consistent engagement with sources of knowledge and practice . The influence of this is clearly identified and reflected upon.	
There has been consistent professional dialogue with coach or mentor/s across a range of issues arising from the change and learning process. The specific ways coaching/mentoring has contributed is identified and reflected upon.	
The plan 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.	
Changes to practice and teacher learning outcomes are evaluated . The evaluation includes pupil and/or colleague feedback and the connection between own learning and that of pupils or colleagues is identified.	
Ethical issues have been considered, addressed where necessary with an explanation of any action taken.	
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.	
A range of opportunities have been taken to share the learning and changed practice to influence others beyond the teacher's immediate sphere of influence i.e. across key stage, department or school.	
The Learning Breakthrough	
At stage 2 evidence of the following is presented in the learning journal	
	Yes/ No
<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"> • the impact on the teacher's learning • how the plan and practice were affected • the importance to the learning of pupils and/or colleague/s • and next steps taken. 	