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Professional Growth.

B: Professional Growth Plan

Part of the Professional Growth Framework from Chris Moyse.

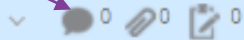
Reflections

When I'm at my best, what are my strengths?

Identified from my own reflections, results and data analysis and any feedback from my colleagues.

Comments:

I have a great rapport with my classes and my behaviour management skills are effective because of this. Subject Knowledge is a strength of mine. I actively read books in my spare time and research new ways to teach the curriculum texts.



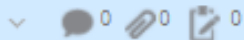
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What are my development needs?

Identified from my own reflections, results and data analysis and any feedback from my colleagues.

Comments:

I need to improve my expectations. While my behaviour management is good, I need to ensure that I am follow school policies and procedures.



Add +

Focus Area

When I'm at my best, what are my strengths?

What are my development needs?

Focus areas allow for staff to upload reflections, resources and actions in "View" mode. This allows staff to upload relevant evidence, or set follow up reminders or meetings.

No outcome sets are linked to this focus area.

Using no outcomes encourages staff to reflect on their practice.

Comments entered within Focus areas can be seen in the "details" section of reports.

Focus Areas

What are the learning needs of my class?

Needs

What are the learning needs of my class?
...or a class that I teach?

What could I do better and more often that would help them make the most progress? What are the barriers to them becoming better learners?

Comments:

My classes are mainly low ability and SEND groups. I provide lots of support and differentiation for these classes but improving the use of school policies and procedures could help when creating specific routines for my classroom.

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Rather than focusing on individual practice, this focus area allows staff to reflect on their current groups and think about what their particular needs are. Doing this can encourage staff to focus on specific T&L aspects in relation to their group needs.

No outcome sets are linked to this focus area.

Using no outcomes encourages staff to reflect on their practice.

Comments entered within Focus areas can be seen in the “details” section of reports.

Focus Areas

How can my class make even better progress?

How will I know that I have been successful?

This focus area allows for staff to think about “The Bigger Picture” and the results that could be achieved through reflecting and improving on current practice.

Goal

How can my class make even better progress?

What do I intend to focus on so that my class make even better progress?

I need to focus on the learning needs of the students not just what I do as their teacher. I need to challenge myself too. How challenging is this goal?

Comments:

While I am scaffolding and supporting the lower ability, I also need to consider how to stretch and challenge my students.

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How will I know that I have been successful?

What will be different? What will I notice? What will the students be able to do? What evidence of impact can I collect? What's the ideal outcome? What's 10/10 look like?

Comments:

Through written and spoken responses to questions. Assessments and AFL will be crucial in checking how successful this may be.

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Personalises the reflections and CPD based on specific class needed.

Focus Areas
How close to achieving this goal?
How do I intend to achieve this?

Reality

How close to achieving this goal? Outcome: 7

...and what do I do already that helps?

Where am I on a scale of 0 – 10, where 10 is my ideal? What's working? What have I tried already? What has made a difference previously? What have I tried that hasn't worked? What might get in the way?

7

Comments:

Starting to ensure that I am not accepting the first answer but ensure to bounce the response around the class to stretch responses and encourage deeper learning.

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Outcome set
"Current Reality"
Outcomes:
1-10

Allows for staff to recognise and implement needed CPD options.

Options and Actions

How do I intend to achieve this?

What knowledge and skills do I require to meet my students' needs? What research will I undertake to find out more? How could I approach this goal? What actions will I take? What will I do first? Who will help me? I need to focus on sustained and purposeful practice.

Comments:

I will perform some peer observations on colleagues who are great at challenging students (Specifically colleagues who may have the same students)
I will also look into CPD options to improve my challenge.

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The outcome of 1-10 works as a self-evaluation scale. 10 would be the highest and "Best" value in this situation. Other outcomes could be used for this such as "Meeting" "Needs Improvement" etc. depending on how your organisation would like to assess this.

Focus Areas
My Goal In Summary

Summary

MY GOAL IN SUMMARY:

By:
I am:
so that:


Comments:

June 2020
Going to improve my questioning to ensure that students are challenged.
This should then have a positive impact on students and help them to outstanding progress.

▼ 0 0 0 **Add +**

Focus areas allow for staff to upload reflections, resources and actions in “View” mode. This allows staff to upload relevant evidence, or set follow up reminders or meetings.

Brief summary of the overall goal to be achieved by the member or staff and how this will be shown to be successful.



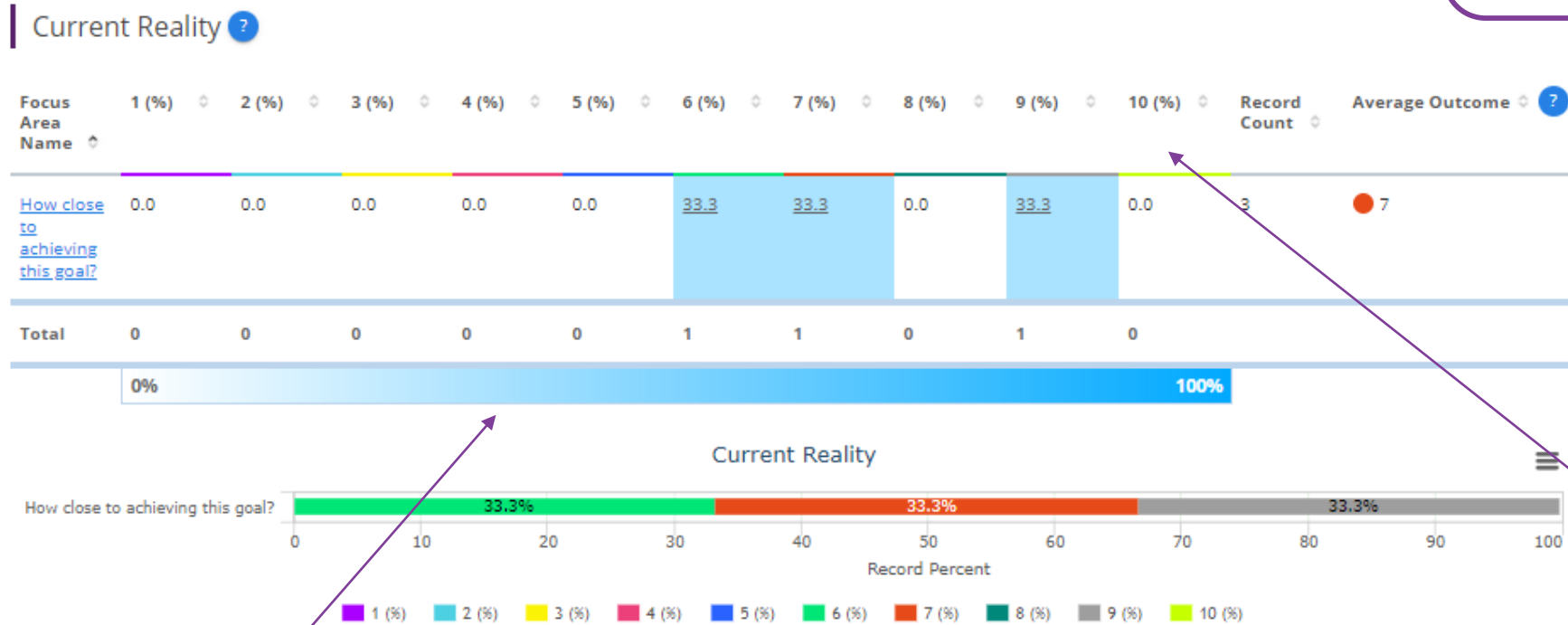
What would this
look like in
reports?

Outcome set
"Current Reality"

Outcomes:
1-10

Focus Area

How close to achieving this goal?



The outcome of 1-10 works as a self-evaluation scale. 10 would be the highest and "Best" value in this situation. Other outcomes could be used for this such as "Meeting" "Needs Improvement" etc. depending on how your organisation would like to assess this.

This provides simple at a glance analysis for busy T&L leads to check where staff are in terms of achieving their goals.