

Teacher Learning & Self-Evaluation Process

Revised: May 2021

Rationale

Learner (ISP definition)

Everyone at ISP is a learner. The ISP learner recognises that their mindset, experiences and actions drive their learning outcomes. With this awareness, they exercise voice, choice, and ownership over their process of learning - leading their learning and the learning of others.

At ISP, we put learners and learning first. Learning is affected by both internal factors and external factors. The external factor that has the most significant impact on our students' learning is the teacher. Therefore, it is essential that our teachers are continually working on improving their own learning and professional practices. The ISP Teacher Learning and Self-Evaluation Process develops teachers as learning-focused, self-directed and reflective professionals.

The process both contributes to, and is supported by:

- ISP's Teacher Role Profile
- ISP's Learning Improvement Process
- ISP's Leading the Learning

Our rationale is underpinned by the ***ISP Principles***:

Begin with our children and students. Our children and students are at the heart of what we do. Simply, their success is our success. Well-being and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential safeguarding issues and acting and following up on all concerns appropriately.

Treat everyone with care and respect. We look after one another, embrace similarities and differences and promote the well-being of self and others.

Operate effectively. We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.

Learn continuously. Getting better is what drives us. We positively engage with personal and professional development and school improvement.

ISP Teacher Learning and Self-Evaluation Process

The continuous process of supporting the learning and development of teachers is outlined in the visual below. Throughout the process, the teacher and their designated support colleague commit to learning and getting better through continually asking themselves:

- How well am I doing?
- How do I know?
- Where and how can I get better?
- What action will I take to improve?

Teacher Learning & Self-Evaluation Phases



Phase 1: How well am I doing? How do I know?

This phase begins at the beginning of the school year and should be completed by the second month of the school year. Returning teachers will have previous year's reports to start with, and new teachers begin this process as part of their induction. The teacher self-assesses and reflects on their learning and development against the **9 criteria of the Teacher Role Profile** (which are taken from the 9 criteria of ISP's Learning Improvement Process) ([Appendix A](#)).

Having done this, the teacher then identifies and prioritises 1-3 professional and personal

goals. The goals should align with their school's priorities, which in turn, are aligned with the school's Learning Improvement Plan.

Phase 2: Where and how can we get better?

The intended outcome of this phase is that the teacher has clarity on and ownership of their own learning and development, with agreements in place about how they will be supported throughout the process.

This phase occurs during the first two months of the school year. However, this phase must be completed for all teachers before the end of the third month.

A designated support colleague/line manager will *collaborate* in a formal planning conversation with the teacher. During this conversation, they will:

- Refine and agree on the teacher-identified goals that are achievable and manageable, and ensure these goals - where appropriate - align with their school's priorities, which in turn are aligned with the school's Learning Improvement Plan
- Identify and agree on success indicators for each goal
- Determine needs and opportunities to support the teacher's learning and development (e.g. professional learning, school improvement initiatives, teacher leadership opportunities, etc.)
- Ensure sufficient time and resources are in place for the teacher to engage in Phase 3.

Phase 3: What action will we take to improve?

Intentional Practice

This phase is linked to the *ISP's Leading the Learning*, our practical approach to improving student and teacher learning. Some schools will have already started engaging in this process using the 'Looking for Learning' framework (Fieldwork Education). Leading the Learning has evolved and expanded the concept of gathering student learning in real time to encompass three core practices:

1. Learning design - intentional design and planning for learning
2. Learning inquiries - inquiring into factors that affect learning in order to rethink, improve or remove them
3. Learning visits - collaborative and supportive visits - initiated by teachers, students or leaders - to gather evidence of learning in real time

During the Intentional Practice phase, teachers engage in agreed professional learning and development opportunities (as identified in Phase 2).

These are likely to include:

- foundational learning courses and resources on the Learning Hub (such as [Let's Talk about Learning](#) and [ISP's Learning Glossary](#))
- Learning design, inquiries and visits
- ISP Leadership Programmes
- external professional learning opportunities

Teachers are collecting evidence against the 9 criteria and evaluating the impact to make secure judgements about progress towards their goals (as agreed in Phase 2).

Learning Conversations

Regular Learning Conversations between the teacher and their designated support colleague, and other members of their learning community, are at the heart of supporting the teacher to progress towards and achieve their goals. These conversations should always be focused on inviting discussions about:

- How well am I doing?
- How do I know?
- Where and how can I get better?
- What action will I take to improve?

Depending on the teacher's needs, learning conversations with the designated support colleague may involve a combination of the **following 3 types of Learning Conversations**:

Coaching for Learning Conversations (where the teacher is leading the learning)

Coaching for learning conversations are powerful opportunities for individual teachers to focus on their growth and development, supporting them to be mindful, reflective practitioners.

These conversations are initiated by teachers as they are *leading the learning* through learning design, inquiries and visits. The conversations are led by the teacher, with the role of the coach being to **listen, ask questions and paraphrase**; to support, not direct the teacher's learning. The coach helps the teacher to identify improvements in their own learning and the learning of others whereby the content of the conversations is always linked to the teacher's goals and action points.

The 'coach' will:

- acknowledge the teacher's learning and improvement
- support the teacher in organising their goals
- support the teacher in reflecting and planning

Mentoring for Learning Conversations (where the designated support colleague/line manager is providing feedback for teacher reflection)

Formal and informal *mentoring for learning conversations* are at the heart of providing continuous feedback to get better. They can take place - as agreed between teacher and mentor - to support learning design, inquiries and visits, or during other learning and teaching opportunities.

The 'mentor' will:

- provide timely, constructive feedback
- recognise and celebrate learning and progress towards goals
- help the teacher to identify, plan for and action next steps for learning and getting better

Directing for Learning Conversations (where the designated support colleague/line manager is leading the learning for the teacher)

Some teachers may require clear targets and frequent, focused support. Directing for Learning conversations often involve:

The designated support colleague/line manager will:

- help the teacher set and monitor targets
- provide quality, constructive feedback
- direct and redirect the learning, where necessary

Phase 4: Self-Evaluation

This phase takes place towards the end of the school year, after the period of Intentional Practice. There will be a formal meeting between the teacher and the designated support colleague. The purpose of the self-evaluation on their learning is ensure that a differentiated approach is taken to effectively support teachers in their learning and development.

Before the meeting the teacher will:

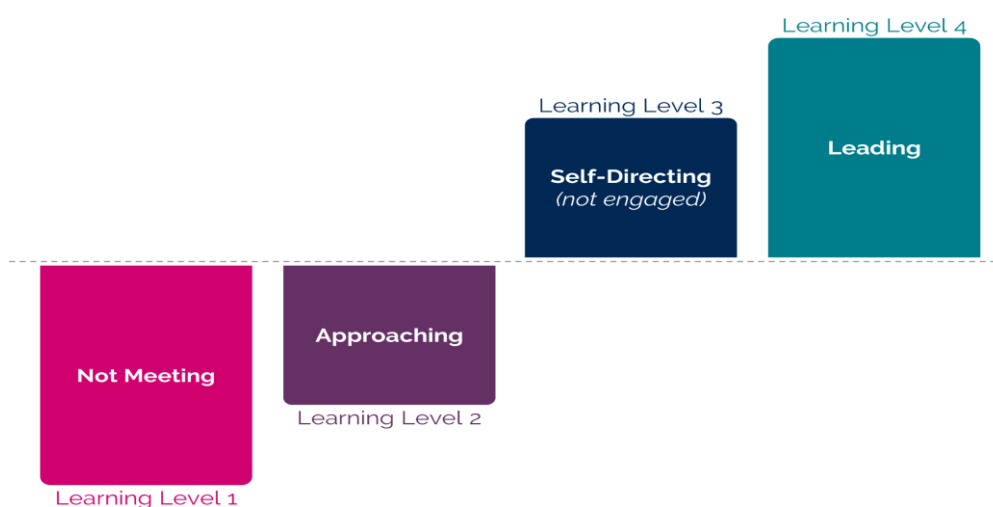
- self-assess against the 9 criteria, using and referencing evidence to support their judgements
- reflect on their progress against the goals using the template provided ([Appendix A](#))
- self-evaluate their Learning Level (below). The teacher and the line manager/supporting colleague should not be surprised by the agreed upon Learning Level of the teacher at this phase.

During the meeting, the designated support colleague will:

- agree on the teacher's progress (or lack of progress) against their goals
- consider the teacher's self-evaluation of their Learning Stage and agree the final together
- discuss the teacher's next steps, opportunities and future learning and development pathways

The following 4 Learning Levels work towards empowering the teacher to lead their own learning and the learning of others.

Teacher Learning & Self-Evaluation Learning Levels



Learning Level 1: Not Meeting Expectations

Description of teacher: The teacher at Learning Level 1 needs *focused support* to help them learn and get better against the 9 criteria, including explicit intervention and direction.

The **goal** of the focused support is to help the teacher to meet the minimum expectations defined within the 9 criteria within a relatively short period of time to positively impact student learning.

Description of supportive role: At Learning Level 1 the designated support colleague should be the line manager. There are frequent learning design reviews, learning visits and learning conversations that centre around a targeted improvement plan with specific success indicators. While the improvement plan may be designed by the line manager or in collaboration with the teacher, the responsibility for improvement lies with the teacher.

Description of supportive behaviour: The support initially includes a high degree of target setting and encouragement, through regular *Directing for Learning Conversations*.

Time period: 6-8 weeks

Strategies: Self-assessment, learning visits (both taking part in and receiving) and learning design analysis, evidence of planning for learning, all coupled with high-quality feedback from the line manager.

Learning level 2: Approaching Expectations

Description of teacher: The teacher at Learning Level 2 is new or inexperienced and needs *guided support* to learn and get better against the 9 criteria. Or, an experienced teacher who may need further support to transition to Learning Level 3.

The **goal** of the guided supervision is to support the teacher in developing self-direction and independence so that they can move to Learning Stage 3 and take increasing responsibility for their own learning and the learning of others.

Description of supportive role: The designated support colleague - with the teacher - helps to diagnose their needs in relation to the 9 criteria, honouring and building on the existing experiences and strengths of the teacher. They support teachers with learning design and learning visits (both taking part in and receiving) and help them to identify and implement their own (scaffolded) learning inquiries.

Description of supportive behaviour: The support initially includes a high degree of guidance and encouragement, which evolves into a coaching and mentoring model as the teacher develops, with minimal focused support and fewer *Directing for Learning* conversations.

Time period: All new teachers are expected to move from Learning Level 2 to Learning Level 3 within 12 months.

Strategies: Self-assessment, learning visits (both taking part in and receiving), scaffolded learning inquiries and learning design analysis, all coupled with high-quality feedback and Mentoring (and Coaching where appropriate) for Learning Conversations

Learning Level 3: Self-Directing (meeting expectations)

Description of teacher: The teacher at Learning Level 3 has internalized motivation and responsibility for their learning and improvement against the 9 criteria, sets relevant and challenging goals, and engages in honest and accurate self-assessment. They engage with

contemporary educational research and lead their own learning and the learning of others through Learning Lessons, Inquiries and Visits. The majority of the teachers will be in this . The range of their learning needs is diverse, and support will be differentiated through a mix of *Mentoring and Coaching for Learning Conversations*.

The **goal** of coaching/mentoring at this is for the teacher to take full responsibility for - and lead - their professional learning and ongoing improvement.

Description of supportive role: As the teacher becomes increasingly independent, effective and self-directed, the designated support colleague helps to facilitate their deep thinking through coaching and mentoring conversations. Support colleagues are called on, by the teacher, to collaborate with them on learning visits and learning inquiries.

Description of supportive behaviour: The designated support colleague withholds judgment, advice, and recommendations, using instead evidence and questioning to support teacher reflection and learning through Mentoring and Coaching for Learning Conversations.

Time period: Ongoing

Strategies: Self-assessment, goal setting, structured reflective conversations, peer coaching and observation, study groups, learning visits (both taking part in and receiving), self-directed learning inquiries and collaborative learning inquiries, all supported by Mentoring and Coaching for Learning Conversations.

Learning Level 4: Leading (excelling)

Description of teacher: The teacher at Learning Level 4 is actively engaged in modelling, sharing and generating their knowledge, skills and understanding of the 9 criteria, for example leading workshops and facilitating collaborative learning inquiries. The teacher is a self-directed learner and is supported mostly through *Coaching for Learning Conversations*.

The **goal** of the coaching learning conversations is to support the learning and growth of the teacher. The teacher is effectively leading their own learning and the learning of others (both students and adults).

Description of supportive role: As the teacher consistently and effectively leads their own learning and the learning of others, the designated support colleague helps to facilitate their ongoing learning inquiries, initiatives and evidence-informed reflections.

Description of supportive behaviour: Coaching for Learning Conversations are initiated and led by teachers. The designated support colleague listens, asks questions and paraphrases, helping the teacher identify improvements in their own learning and the learning of others, and further opportunities for building on this.

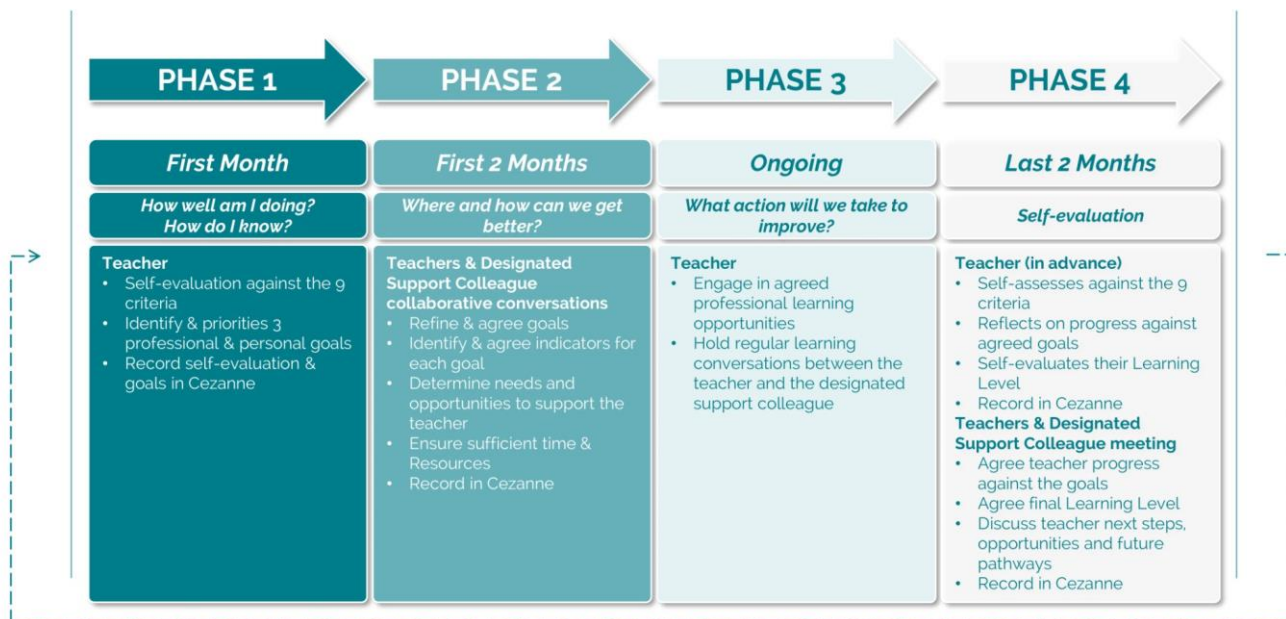
Time period: Ongoing

Strategies: Self-assessment, leadership initiatives, peer coaching, learning visits (both taking part in and modelling), self-directed learning inquiries and collaborative learning inquiries, all supported by Coaching for Learning Conversations.

Summary of the Process

Start of Year

End of Year



References

Marzano, R. J., & Toth, M. D. (2013). *Teacher evaluation that makes a difference: A new model for teacher growth and student achievement*. ASCD.

Powell, W., & Kusuma-Powell, O. (2015). *Teacher self-supervision: why teacher evaluation has failed and what we can do about it*. John Catt Educational Limited.

APPENDIX A

Teacher Learning & Self-Evaluation Reporting Template

Teacher Self-Assessment Rubric		
Beginning	Developing	Mastering
New learning towards criterion. Beginning to demonstrate some evidence of the elaborated KSU, but very infrequently. Level of impact, if any, is currently low and only evident in very few areas or situations.	Consolidating learning towards criterion. Practising the application of the elaborated KSU and getting better, developing understandings, and demonstrating evidence of learning some of the time. Showing a medium level of impact in some areas or situations.	Consolidated learning towards criterion. Mastering KSU, and continually getting better. Consistently demonstrating evidence of learning. Showing a high level of impact in many or most areas or situations frequently.

ISP Teacher Self-Assessment of the 9 Criteria in the ISP Teacher Role Profile	
1) Atmosphere Elaborations: You enable students to learn in a safe, open, caring, collaborative and inclusive atmosphere. Your students feel confident to have open and honest conversations about their learning and how they can get better. You create a positive atmosphere by building relationships, behaviours, and inclusive learning experiences that support a good struggle for <i>all</i> your learners. You engage in professional and respectful dialogue with colleagues and the wider school and ISP communities about learning and teaching, with a shared commitment to getting better.	
Phase 1: Teacher Self-Assessment: (B, D, M) Evidence and impact:	Phase 4: Teacher Self-Assessment: (B, D, M) Evidence and impact:
2) Shared Ideas. Elaborations: You know and model your school's values and contribute to its mission and vision through your daily actions. Through all aspects of learning and teaching, you create a strong sense of shared behaviours and purpose for learners and their learning.	
Phase 1: Teacher Self-Assessment: (B, D, M) Evidence and impact:	Phase 4: Teacher Self-Assessment: (B, D, M) Evidence and impact:
3) A Focus on Learners and Learning. Elaborations: You put learners and their learning first. Your understanding of the difference between learning and the factors that affect learning enables you to plan and support a good struggle for <i>all</i> your students to get better. You are committed to your personal and professional learning and development, engaging in a series of learning visits and inquiries with colleagues and leaders to support your ongoing self-evaluation. You are an active and valued member of dynamic learning communities.	
Phase 1: Teacher Self-Assessment: (B, D, M)	Phase 4: Teacher Self-Assessment: (B, D, M)

Evidence and impact:	Evidence and impact:
4) Learning and Teaching. Elaborations: You put learners and their learning first in your design and facilitation of learning outcomes, content and experiences, which are underpinned by positive and supportive relationships. You understand the types and phases of learning and apply your knowledge, skills and understanding of these to effectively facilitate learning, teaching, and assessing to meet the personalised needs of each student. You empower students to lead their own learning, supporting them to monitor, assess and adjust their learning in response to feedback. You continuously inquire into the process of learning, making evidence-informed decisions and taking action to further improve learning and teaching.	
Phase 1: Teacher Self-Assessment: (B, D, M) Evidence and impact:	Phase 4: Teacher Self-Assessment: (B, D, M) Evidence and impact:
5) Evidence of Learning. Elaborations: You gather, document and analyse evidence of learning from various sources and use this to identify targets and action steps for improving learning. You support students in knowing the different ways their learning can be evidenced and how to use feedback and learning advice to get better. Evidence enables you to make secure judgments about your students' learning in line with their personal learning goals, age and appropriate expectations, and local, national and international benchmarking. You document and share evidence of learning to answer the questions: "What are my students learning?" and "How do I know?"	
Phase 1: Teacher Self-Assessment: (B, D, M) Evidence and impact:	Phase 4: Teacher Self-Assessment: (B, D, M) Evidence and impact:
6) Leadership for Learning. Elaborations: You see yourself as a leader for learning and demonstrate the same vision, values and commitment as school leaders to support students to continuously learn and get better. You take responsibility for where students are now with their learning and the targets and action steps needed to improve. You support students to become leaders of their own learning by helping them develop their voice, choice and ownership of their learning process.	
Phase 1: Teacher Self-Assessment: (B, D, M) Evidence and impact:	Phase 4: Teacher Self-Assessment: (B, D, M) Evidence and impact:
7) Learning Spaces. Elaborations: You create and use spaces to support and demonstrate the school's shared ideas about learners and learning and the ways in which students are getting better. You ensure learning spaces (physical and digital) are safe, collaborative, accessible and inclusive, and enable students to play an active role in their development.	
Phase 1: Teacher Self-Assessment: (B, D, M) Evidence and impact:	Phase 4: Teacher Self-Assessment: (B, D, M) Evidence and impact:
8) In Partnership with Parents and Carers. Elaborations: You work in partnership with parents and carers, communicating with them regularly about their child's learning, inviting their feedback and using this feedback to improve learning. You help parents and carers understand the school's shared ideas about learners and learning in ways that help them to engage confidently when talking about what their child is	

getting better at, what their next steps are, and how they will be supported at home. You ensure that the individual needs of parents and carers are understood and that they feel informed and involved as valued members of the school's learning community.	
Phase 1: Teacher Self-Assessment: (B, D, M)	Phase 4: Teacher Self-Assessment: (B, D, M)
Evidence and impact:	Evidence and impact:
9) Improvement Planning. Elaborations: You are committed to learning and getting better and ensure this improvement happens strategically and effectively. You are active and accountable for your contribution in setting your own professional goals, targets and action steps that focus on improving learning and gathering evidence to demonstrate these. You contribute to department and school learning improvement planning where possible and view the school's learning improvement plan as the central focus for getting better together.	
Phase 1: Teacher Self-Assessment: (B, D, M)	Phase 4: Teacher Self-Assessment: (B, D, M)
Evidence and impact:	Evidence and impact:
Phase 2: Agreed Teacher Goals (The recommendation is, up to 3 goals)	
<p style="text-align: center;">Year End Teacher Self-Evaluation</p> <p>Phase 4: Agreed Learning Level: (1,2,3,4)</p> <p>Self-evaluation discussion prompts for Phase 4 meeting:</p> <ol style="list-style-type: none"> 1. How has the process of self-evaluation helped my learning? 2. What did I learn most this year about myself and others? 3. What new learning have I experienced? What learning have I been <i>consolidating</i>? 4. Have I experienced any moments of <i>amazing learning</i>? 5. Have there been any factors - external and/or internal - that have affected my learning in any way? 6. What has helped to make my learning and development a <i>good struggle</i>? 7. How have I been leading the learning - for myself, and others? 	