Professional learning planning cycle

**Professional Dialogue**
- How have I shared my learning and developed knowledge with others?
- In what ways have I engaged in critical discussion about my PL and its impact?

**Planning PL**
- What do I need to know/learn to develop and improve pupil learning?
- Why is this important?
- How do I know?
- How do the Professional Standards support/inform/relate to this?

**Engaging in PL**
- What is the focus of my PL?
- What will my PL look like? (e.g., enquiry, further study, collaborative activity, leadership, course)
- In what ways will my PL help address pupil/school/my needs?

**Evidence of Impact**
- What evidence might I collect and how?
- How will I analyse/make sense of the evidence?
- How will I know the impact on:
  - My practice?
  - Pupils and their learning/or colleagues?
- In what ways will my professional learning informed my professional judgement?

**The Impact of PL**
- What impact/change, if any, do I anticipate for:
  - My thinking/understanding?
  - My professional actions?
  - My interactions/relationships with pupils?
  - Pupil learning?
Professional Update in action

The planning cycle:

- provides a scaffold to support teachers in planning and reflecting upon their professional learning
- is based on an enquiring approach to professional learning
- identifies key stages of the professional learning process.

Reflective questions:

- What is the most significant piece of professional learning you have engaged in within the last year?
- What difference did it make to your thinking and practice, your pupils, school or college?
- How do you know?