

# Creating a Learning for Sustainability Self-Evaluation (Coaching) Wheel

## Why create a Learning for Sustainability Self-Evaluation (Coaching) Wheel?

A **self-evaluation wheel** can be a valuable tool for supporting Learning for Sustainability self-evaluation, using the Professional Standard(s) relevant to your context.

Learning for Sustainability [self-evaluation](#) should be a useful process that is rigorous and enables you to be critically reflective about yourself as a professional and your practice, supporting you to:

- Reflect on what you have done to date
- Think about what you might do next
- Consider your own progress and development
- Deeply understand your professional practice, your professional learning and the impact of this on: your thinking; professional actions; those you work with/support; and pupils/students and their learning

## What does the self-evaluation process involve?

As with all aspects of the Professional Standards for Teachers, the [self-evaluation process](#) involves:

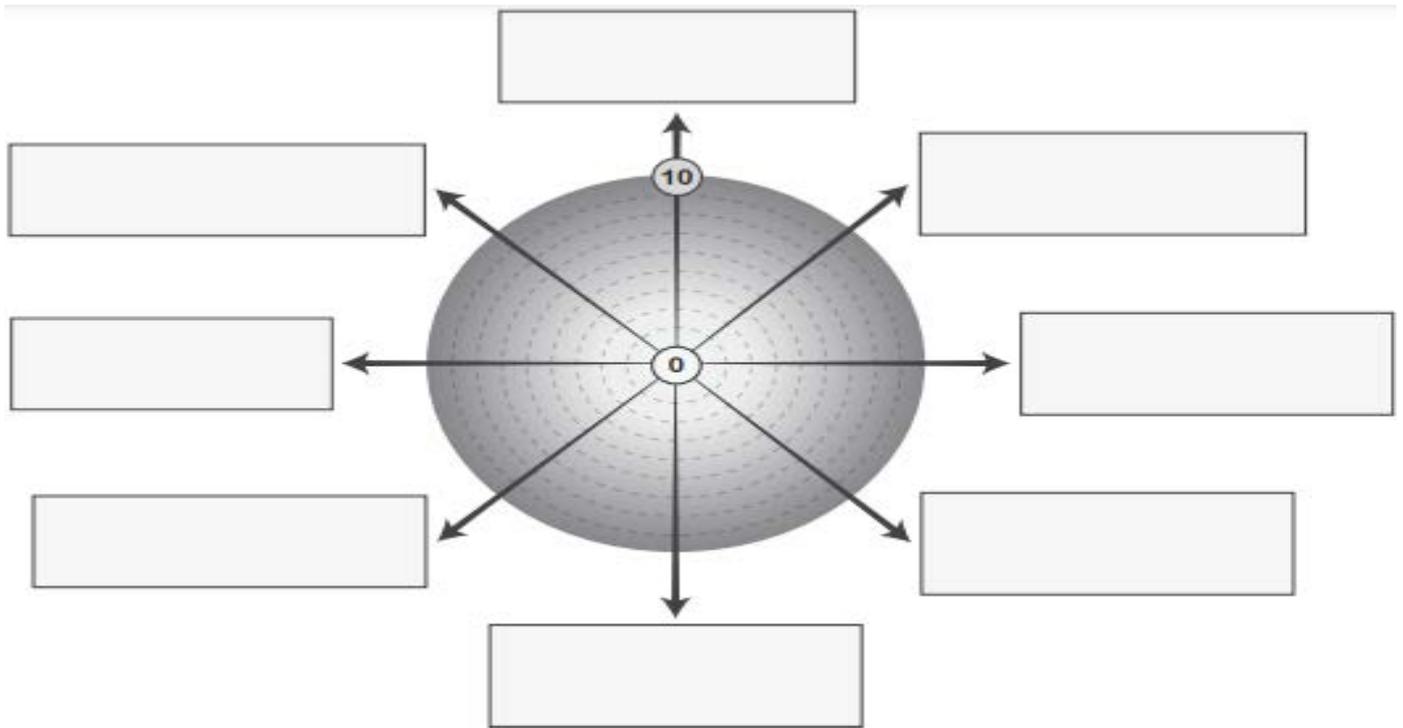
- Asking deep and searching questions about self and practice
- Using the Professional Standards to inform and guide your reflections
- Using other influencing factors such as improvement plans, other standards or targets, issues relevant to your particular context
- Using your ongoing reflections and enquiry into practice
- Considering the needs of learners/colleagues in your context
- Using evidence from a range of sources to inform and support your self-evaluation

## To construct a wheel with Learning for Sustainability in mind:

1. Using the Professional Standard(s) relevant to your context, review the **Overview of Learning for Sustainability across the Professional Standards** document. <https://www.gtcs.org.uk/wp-content/uploads/2021/10/overview-learning-for-sustainability-professional-standards.pdf>

2. Considering your context, **identify eight elements** of the Professional Standards that you believe to be key to embedding Learning for Sustainability in your practice.

3. **Construct your own self-evaluation wheel** for Learning for Sustainability, using this template: <https://www.gtcs.org.uk/wp-content/uploads/2022/01/blank-coaching-wheel.pdf>



4. Take a few minutes to **complete your wheel**.

Consider each point on the wheel in turn and mark on the wheel how you might gauge yourself on a scale of 1-10, where:

- 0 = really not confident/lots of areas to develop or work on;
- 10 = feel very confident/accomplished in this area.

5. Looking at your completed self-evaluation wheel, **ask yourself**:

- What do I notice? What stands out?
- What is/are my key strength(s)?
- What are my areas for development? What is my priority? What is most important?
- How might these areas have an impact on each other?

6. Using your wheel, **select an aspect of Learning for Sustainability that you wish to explore in more depth**. For this aspect ask yourself:

- How is 'this part of the standard' reflected in my work context?
- Where would I like to be with 'this part of the standard' in 6 months/this time next year?
- How will I seek ongoing feedback concerning 'this part of the standard'?
- What resource do I need to better develop 'this part of the standard'?
- What development needs do I have concerning 'this part of the standard'?
- How do I plan my professional learning to enable me to develop in these areas? What support would I require to meet those needs?
- In what ways do I engage with professional literature, theory, research and policy to challenge and inform my Learning for Sustainability thinking and practice?
- How do I share accomplishments and expertise with colleagues?
- How do I lead developments within and beyond the school community?