Please send your Recognition Project to jon.j.needham@birmingham.gov.uk and he will forward on to the TLA recognition centre at Newman University

Personal details

|  |  |  |  |
| --- | --- | --- | --- |
| Your name: |  | School/College/Institution/Organisation name: |  |
| Contact e-mail: |  | School/College/Institution/Organisation address: |  |

## Recognition 2 Writing Frame

### Guidance Notes

This writing frame template provides a structure and supportive process to enable you to complete a Recognition 2 Project. Its use is optional and is not a guarantee that your project will be recognised.

The writing frame should always be used in conjunction with the TLA Recognition 2 verification criteria. These can be found at [www.tla.ac.uk](http://www.tla.ac.uk) together with the TLA Recognition Project Cover sheet which needs to be sent in with your project.

The template is divided into four parts, each with expandable text boxes:

1. Preparing for the Learning Journey
2. Planning the Learning Journey
3. On the Learning Journey
4. The Learning Breakthrough

The first and third sections (Preparing for the Learning Journey and On the Learning Journey) have prompts, headings and questions to help you. They provide a basic framework to get you started **but you will need to check your answers cover all the verification criteria before handing in your project.** Don’t just rely on the prompts.

If you want to do a written project, you can either write under the headings or you can refer to these as you write in continuous prose. The suggested word limit for Recognition 2 is 1500 words for the learning plan and learning journal and 1000 words for the learning breakthrough. So if you feel you have already communicated something do not feel obliged to repeat it later on. If you want to present in other media e.g. audio or video clips, you may find the prompts useful as a reference or you could ask your coach/mentor to use these as interview prompts/questions.

The second section (Planning the Learning Journey) must be presented in written form and it is strongly recommended that you use the template as the headings and questions cover all the requirements for this part of your Learning Journey. This section can stand alone if sections one and three are presented using other media.

Please remember that you can complete the different sections during as well as at the end of each part of the journey, refining and amending what you have written before submitting your final version of your project. You can also delete the *italicised* prompts before you submit the project to be verified.

\*Please delete the *italicised* prompts before you submit the project for verified.

Section 1- Preparing for the Learning Journey

### Deciding upon your learning and change focus

It is important to establish a clear and manageable focus for your learning by considering what you already know and identifying where you might find out more. Such a knowledge base should include literature references, research findings and data. It will often include evidence from your own and other colleagues’ practice, gathered through experience, dialogue or observation. Complete a bibliography list as you work on your project.

Work in dialogue with your coach/mentor to decide upon and refine your learning and change focus. It is a good idea to have a learning agreement with your coach/mentor and ensure that you plan opportunities throughout the learning journey with them to provide support and challenge and to assist in the review and evaluation.

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| **1.1 Briefly describe your working context** |

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| **1.2 Access to coaching and mentoring** |

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| --- |
| **1.3 What is the focus for your learning** |

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| **1.4 Analyse in what way your learning focus is relevant to your learners, directly or indirectly?** |

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| --- |
| **1.5 What do you hope will change as a result?** |

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| --- |
| **1.6 What ethical considerations/issues have you identified?** |

|  |
| --- |
| **1.7 What diversity/equal opportunities have you identified in relation to e.g. gender, ethnicity, language, disability and SEND or G&T?** |

**Check that you have covered the following in this section, amending what you have already written or providing additional information in this box:**

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## Section 2 Creating a Plan for your Learning Journey

At this point you create your plan in dialogue with your coach/mentor.

**Please confirm your intended learning and change focus here:**

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### Action Plan: What are you going to do to ensure that you meet your learning objectives?

*Make sure that you have included all key activities on your plan e.g.*

* *Refining learning focus with coach/mentor*
* *Contact with coach/mentor including progress review, evaluation opportunities*
* *Reading, observing, dialogue with.... (i.e. Accessing the Knowledge Base)*
* *Evaluation Plan (How and when do you intend to evaluate your own learning and changes to practice? E.g. feedback from colleagues or learners, recorded observation, data collection)*
* *Sharing learning with other colleagues (give details of what and who)*
* *Literature citations and references where appropriate*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Actions** | **Timescales/Key dates** | **Resources/People inc. Sources of support and challenge** | **Success Criteria** | **Comments/amendments to plan** |
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**Check the following, amending what you have already written:** For each action have you been clear about the intended timing, any resource implications, and by what criteria you will judge the success of the action in terms of its contribution to your journey? Are any changes made to your plan obvious? Have you covered all the verification criteria for Planning the Learning Journey?

## Section 3 On the Learning Journey

At this point refer back to your plan with its key dates and actions and consider your progress.

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| **3.1 What has been the influence engaging with the knowledge base?** |

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| **3.2 How did mentoring or coaching influence the way you learned and/or the outcomes of your learning?** |

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| **3.3 What, if any, changes were made along the way? What impact did the review have on the remainder of your learning plan?** |

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| **3.4 How did you evaluate your intended learning outcomes?** |

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| **3.5 What has changed as a result of your learning?** |

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| **3.6 How did you share your learning with others?** |

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| **3.7 Refer back to the ethical issues you identified in Preparing for the Learning Journey and show how these were considered and if necessary, addressed.** |

|  |
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| **3.8 Refer back to diversity/equal opportunities issues you identified in Preparing for the Learning Journey. Show how these were considered and what actions you took to secure best possible outcomes.** |

**Check Have you covered all the verification criteria for On the Learning Journey, amending what you have already written or providing additional information in this box:**

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## Section 4 Learning Breakthrough

This is the written part of your project that demonstrates the depth of your reflection and analytical thinking that is referenced to the literature and your knowledge bases. As such your writing needs to be clear and succinct, with correct grammar and spelling.

Although the learning breakthrough is presented as a written piece, there is no reason why you shouldn’t refer to other, non-written parts of your project. For example, if your learning breakthrough came through being mentored and if you have an edited audio recording of your mentoring meetings as part of your learning journal, you can refer to specific parts of the recording in your learning breakthrough.

**Write a descriptive and reflective account of a learning breakthrough (i.e. a critical learning incident of no more than 1000 words).**

Check that your account includes the following:

* The impact on your learning
* How the plan and practice were affected
* The importance to the learning of learners and/ or colleague/s
* Next steps taken
* References

## Bibliography

Complete Bibliography in Harvard reference style.

*Example: Author/Editor (if it is an editor always put (ed.) after the name) (Year of publication) Title (this should be in italics) Series title and number (if part of a series)*

*Edition (if not the first edition) Place of publication (if there is more than one place listed, use the first named) Publisher*

Simons, N. E., Matthews, M. (2001) *A Short Course in Criticality.* London: Thomas Publishing.

*In-text citation: (*Simons, Matthews, 2001*)*

## Authentication

|  |
| --- |
| **By submitting this project to the Teaching & Learning Academy, you declare the contents relate to work you have carried out in the context of your role at your school/college and the evidence presented is your own work and that you are happy to share its contents with the TLA Learning Community.****Please give details of your head teacher or line manager that can confirm this to be true. The person detailed here may be contacted to authenticate your work.** |
| **Name:** |  | **Institution Name:** |  |
| **Contact email:** |  | **Institution Address:** |  |
| **Contact phone number:** |  |

## Verification Criteria for Recognition 2

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| --- | --- | --- |
| **Preparing for the Learning Journey****At Recognition 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:* The context of the individual’s role, institution, career and previous professional development
* The influence of engagement with **relevant practice and knowledge, including theory and research**
* Analysing the relevance of the focus, directly or indirectly, to learners’ learning
* Influence of the stage of professional development
 | [ ]  | [ ]  |
| Ethical considerations and diversity/equal opportunities issues have been identified. |[ ] [ ]
| **Planning the Learning Journey****At Recognition 1 evidence of the following is presented in a plan...,** | **YES** | **NO** |
| The plan includes:* 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 immediate sphere of influence i.e. across key stage, department or school**
* **Evaluation** of timings and actions
 |[ ] [ ]
| **On the Learning Journey****At Recognition 2 evidence of the following is presented in the learning journal……** | **YES** | **NO** |
| There has been consistent **engagement with sources of knowledge** and practice to change activity. The influence of this has been clearly 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 learning outcomes are **evaluated**. The evaluation includes learner and/or colleague feedback and the connection between our learning and that of learners or colleagues is identified. |[ ] [ ]
| Ethical issues have been considered and addressed where necessary with an explanation of any action taken. |[ ] [ ]
| Diversity/equal opportunity issues within the focus are precisely identified and, as relevant, the approach to securing best possible outcomes is described and reflected upon.. |[ ] [ ]
|  | **YES** | **NO** |
| A range of opportunities have been taken to **share the learning** and changed practice to **influence others** beyond the individual’s immediate sphere of influence i.e. Across the key stage, department or school. |[ ] [ ]
| **The Learning Breakthrough****At Recognition 2 evidence of the following is presented in the learning journal…** | **YES** | **NO** |
| A descriptive and reflective account of a learning breakthrough (i.e. a critical learning incident) which includes:* The impact on the individual’s learning
* How the plan and practice were affected
* The importance to the learning of learners and/or colleagues/s

Next steps taken |[ ] [ ]