

A FRAMEWORK FOR MAKING CRITICAL SENSE OF PROFESSIONAL LEARNING

4. Expected Evidence for Impact.

Rationale

In other words, what do you think will happen as you begin this period of planned professional learning? You can do this with some confidence because you have an idea of need, of baseline, of values and of intention. These are a basis for reflection upon the significance of actual evidence when it is generated. But I suggest not being too prescriptive here. The word 'expected' has been chosen as a match for the word 'intended'. Both are somewhat tentative and allow for other things to happen and to be considered.

Evidence for the impact of professional learning can be classified in different ways. It could be seen in terms of: different timescales (in other words, some impact can be seen quite quickly but some takes a long time to develop); individual, collective or institutional impact; pastoral or academic; research output; inspection results; formation of partnerships; and many others. If your teaching career began as long ago as mine it is tempting, though impracticable, to seek out long retired inspectors, introduce them to people you taught thirty and more years ago and say, 'There you are, I told you that if you waited long enough you would see the lasting impact of my teaching'. Inspection, I am afraid, does not do that kind of timescale; and, to be fair, the longer the timescale the more the variables over which you have little control.

Action

At this point it is useful to roughly match the intentions listed at **3** above with the kind of evidence that you can visualise (no more than that) for demonstrating outcomes.

For useful illustrative stories click on the following:

- a) [Overcoming fear of water.](#)
- b) [Professional penicillin.](#)