

Worked Example One (institutional)

Name(s) of institution and/or individual/small group: **Socrates Secondary School, Utopia**

Period covered by the assessment and evaluation: **2014-2015**

1. Analysis of identified professional learning needs (institutional and/or individual/small groups)

When we looked at our original draft list of 'needs' they appeared to include a lot of 'wants' and some items that were probably going to be impractical or require more resource than was available to us. We therefore looked more closely at our professional learning needs and divided them into short, medium and long term. The long could we thought continue into next year and perhaps some of our professional learning needs would never go away. Some of them we could see were needs derived from government policy and some were the personal professional needs of individuals. Arguing about the difference between wants and needs brought to the surface some interesting perceptions, ideas and values.

The significance of this analysis of needs was its collective nature. At the beginning of the exercise staff members felt that they were going to be told by senior management what their professional learning needs were. By the end of the exercise there was a wider sense of ownership and a greater understanding of values that were shared and some that were not.

2. Context setting and baselining

Our school has approximately 700 boys and girls between the ages of eleven and eighteen. In the past many of them would have left to work in local factories alongside older family members. This is now changing and the school is having to adapt its curriculum and its approach to teaching as a result. Meanwhile, our government is setting tougher targets, particularly for science, literacy and mathematics.

Last year a number of key and experienced members of staff retired and approximately 25% of staff are in their first five years of teaching. We carried out an audit of the experience and expertise of staff and discovered that three had masters degrees, two were about to embark on masters degrees, four members of staff had experience as examiners for public examinations and ten had worked in other schools. We wondered if there might be a way that the school could capitalise on this.

It was proposed that we take advantage of the experience and expertise of the staff and work as collectively as possible. We wanted to somehow address both the professional learning needs of individuals and those of the school as an institution. As far as possible we wanted to adopt the approach of a research project. This was, however, the first time that we had done anything like this. In

the past professional learning had been perceived as attendance at a series of events. It had been piecemeal and lacked coherence. We were aiming to be a thinking school with thinking professionals. And, of course, thinking children.

3. Intended Professional Impact Outcomes

Putting this into words reminded us that if we were not careful we could simply have listed all the government targets and brushed to one side both the professional learning needs of individuals and those that had been decided collectively and were 'owned' by the staff. We also thought that some of the government targets were expressed rather simplistically and required translation into a professional context. Probably because this was our first attempt we settled on the following short list of intended impact outcomes.

- A) A deeper understanding of how government targets for science, literacy and mathematics could be approached.
- B) Revision of relevant teaching materials.
- C) The inclusion of student voice in the process of learning.
- D) Greater parental and community involvement.
- E) Systematic involvement of staff in school policy making.

4. Expected Evidence for Impact

When we came to consider this we decided to think of it as a feasibility study. It was not our intention to predetermine the evidence or to set ourselves impossible tasks. But we realised that unless we had some idea of the kind of evidence we might generate we could be working in the dark. So, matched to the intended outcomes and avoiding the temptation to turn expected evidence into targets, we thought of the following.

- A) Reports for discussion by all staff from three specific staff working parties.
- B) Drafts of revised materials to be shared and discussed by all staff.
- C) Reports on how this could be made to happen, including input from children.
- D) Draft of a proposal for this to be discussed by all interested parties.
- E) We realised that just by doing A-D this would probably be happening anyway. Nevertheless, we thought that we should draw together what had been learned. A school constitution was suggested but some thought it was too early to think in such terms. In other words, we were not sure and left our consideration of expected evidence for this particular impact outcome deliberately vague with the possibility that the two members of staff about to begin masters degrees might work with the three that already had them to adopt an action research approach to this. We realised that this would involve discussion and liaison with the university concerned.

5. Activities designed to demonstrate intended outcomes

- A) and B) Forming working parties and establishing a timetable of meetings was not as straightforward as we had expected. Some people wanted to be in more than one group and then it was realised that A and B might have to merge. Because we wanted to operate as collectively as possible we decided not to have formal chairs and secretaries at the meetings but to try to rotate such jobs. Essentially, however, the planned activities were a series of working groups.
- C) Class (home) teachers were asked to make time to talk with their students about this. Collectively the school had decided that it was important to know how students made sense of their experience of learning. We deliberately gave this task to class teachers rather than subject teachers because we wished to make the activity about more than simply getting better results. Listening to student voice was, we felt, about more than that.
- D) We thought we would begin this at a parents' evening but at the outset we had no specific plans. Possibly we were beginning to see that we were in danger of attempting too much too quickly.
- E) See 4 above.

6. Monitoring and Observation arrangements

Because our approach was collective and, we hoped, inclusive we arranged that full regular staff meetings would include interim reports. The involvement of the masters action research team was uncertain at the start because it took time to meet relevant members of staff at the university. Nevertheless, we decided to give the task of monitoring and observing to what, for now, we called the 'research group'.

7. Review of Evidence for Impact, including unexpected evidence for unintended outcomes

At the outset we thought that reviewing evidence would be relatively straightforward: did we achieve what we set out to achieve or did we not? Then we remembered that this is not about grading ourselves as pass or fail but a relatively structured conversation about professional learning.

We found the following link useful because it not only presented some useful questions for us to engage in what we might call the 'interrogation' of our collective and individual professional learning in order to uncover its significance but also reminded us that if we examine things closely without being judgmental we can transform apparent failure into positive opportunities for learning. The link also reminded us that although much evidence was tangible, such as written reports, some of it was also intangible in the form of, for example, greater professional confidence and, therefore, more challenging to present and explain.

http://www.criticalprofessionallearning.co.uk/assets/Framework_sub_7.pdf

All of the evidence that was generated, taken together, could be said to have demonstrated the achievement of every single intended impact outcome. There is, however, more to it than that.

Let us begin with A and B, the three working parties reporting on their tasks of making sense of and contextualising government targets for science, literacy and mathematics and producing relevant teaching materials.

Each working party was able to report on progress at each of the six scheduled full staff meetings that were held during the year. Their progress was not at a uniform rate and at times discussion with the whole staff unexpectedly slowed things down. Working party members sometimes assumed that what they were presenting was clear and unproblematic. When they came to talk to colleagues who were not in the group they began to find out that this was not always the case. Again, we had to ask ourselves what we were supposed to be doing. Were we asking a group of experts to tell the rest of the staff what to do or were we going to keep to our original intention to be inclusive and collective? Whenever this issue presented itself the decision was to stick with our chosen values of inclusivity and working collectively.

The significance of the tangible evidence in the form of reports and new teaching materials was that it produced a greater sense of engagement. It gradually became easier for staff to understand each other's professional language and values. Even staff members who did not, for example, teach mathematics gained a clearer idea of how it was taught and the professional concerns of its teachers. It is not possible to quantify this as a benefit but there now seems to be a more general sense of people respecting the professional lives, interests, concerns and anxieties of others.

The working parties have more to do so will continue next year and continue to be observed and monitored by the 'research group'. A task of that group will be to look at unexpected evidence. So far that unexpected evidence indicates that an unintended impact outcome may be the positive development of micro-political and inter personal skills. Previously we had not realised how important those skills were.

The evidence for C was different because there were no specific working parties and no identified co-ordinator. There was almost too much evidence of how each class teacher had set about stimulating and listening to student voice but because it was disparate it needed co-ordination. There was the risk that by trying to be open to so many voices it would lead to confusion. We were also aware that over co-ordination of the process could be too controlling. We could have asked the 'research group' to undertake the task of co-ordinating this but they had enough to do. Eventually, half way through the year three teachers volunteered to co-ordinate lower, middle and upper age groups.

The significance of the evidence seems to be a more positive atmosphere and a greater sense that the learner/teacher relationship overlaps and can swap over. We recognise that care must be taken not to make promises that cannot be

fulfilled and also that at times this might not be a comfortable exercise for members of staff accustomed to work differently. At this stage it looks as though early in the next academic year we shall be able to introduce a procedure for articulating, listening and responding to student voice. We think this will mean setting aside time so that students can express themselves in both written and oral form. We still need to agree headings under which this can take place.

The problem is that the headings might be so wide that they are vague or so narrow that we have too many. A key so far has been to explain to the students that they are taking part in a research exercise. We are not as far advanced as we expected to be but we are confident that this is a worthwhile activity.

The evidence for D is sparse at this stage. We realised that we already had a lot of working parties and were in danger of using up our energies talking to each other so much that teaching might be neglected. So far we have made an announcement of our intention at a parents meeting and by means of letters home. We understand the risk of declaring an intention and not fulfilling it. We have, nevertheless, taken that risk and must now take action. And we have not forgotten that our original intention extended beyond the parents to the wider community.

So far E appears to be happening simply by virtue of all the other activities. We might, however, try next year to make this more formal by means of a statement of values incorporating our intention to be collegial. When we decided upon this intended impact outcome we used the word 'systematic' without, perhaps, understanding what that might mean. At some point next year we hope for a proposal from the research group which itself might expand because others are showing interest in joining it.

A possibly significant unexpected development has been an interest by members of staff in compiling professional learning journals for themselves. Some members of staff decided that those journals also needed portfolios of evidence. They would be like appendices to the journals. There has been no compulsion about this so we shall see how it develops. We are beginning to regard this structured conversation as a kind of professional learning journal for the whole school.

This means that the evidence that we have been talking about here needs to be collected in a school portfolio of evidence for impact. It would create a valuable history or archive of institutional professional learning. If that does not sound too pretentious.

8. Substantiated Impact Outcome Claiming

We began with five intended professional impact outcomes. After reviewing the evidence that has been generated during the last school year we believe that we can claim the following. They are not the same as our original list and we do not see the difference as failure. It is about learning.

1. A school wide and cross-curricular understanding of how to implement government policies in harmony with professional values.
2. The production of relevant teaching materials.
3. A more professionally confident staff able to articulate their values and engage with policy.
4. A basis for a more systematic inclusion of student voice into how the school operates.
5. First steps to greater parental and community involvement in the school.
6. A cultural change to more collegial school management.

9. Plans for following up

These plans should be seen as a preliminary set of intended impact outcomes for next year. Because they have yet to be thoroughly discussed by all staff they must be regarded as tentative.

The working parties will continue with an altered focus concentrating next year upon disseminating to parents and the wider community what has been learned this year. We hope that this will be a useful start to more interaction with parents and the community. The working parties will also observe, monitor and take feedback from children on the new teaching materials that have been developed. Our three volunteer co-ordinators will continue to lead on this.

As part of their work the 'research group' will support members of staff compiling their own professional learning journals and portfolios of evidence. They will also be responsible for compiling the journal and portfolio of the school as a whole. This ought to advance our idea of treating the professional learning of the school as a research project.

We shall probably make a statement of the values underpinning the school's approach to professional learning but feel that we can take our time on this. First we have to organise the school portfolio of evidence for the last year. At the outset we were not very systematic about doing this and now we see that we have two major leftover tasks. One is how to decide what is and what is not significant. In other words, we shall have to de-select some evidence. The other task is how to improve our description and presentation of intangible evidence.

Worked Example Two (individual)

Name(s) of institution and/or individual/small group: *Karl Marx, The Dialectic Academy, Manifesto Town, Withered Away State.*

Period covered by the assessment and evaluation: 2014-2015

1. Analysis of identified professional learning needs (institutional and/or individual/small groups)

I must admit that my first attempt at doing this was not very helpful. I had never done it before and needed advice on how to categorise my professional learning needs both in terms of the time it might take to address or meet them and in terms of what I might call 'ownership'. Were they, for example, what I saw as my own professional learning needs, personal to me; were they needs identified as priorities for the school; or might they be derived from national governmental policies? On reflection, even after I had sorted all this out, ownership seemed to change at times.

Still, I think it was a useful exercise because it was a way of making sense of things. It became the basis for what followed and enabled me to connect my new professional life with what I had learned while qualifying. I intend to do this kind of analysis again for next year.

I have included a copy of my analysis in my accompanying portfolio of evidence.

2. Context setting and baselining

I was appointed for the start of this academic year. The school is a small primary school with just over three hundred children. I mostly teach eight year olds. They come from mixed ethnic and cultural backgrounds and, although I have yet to get to know the families well, I think most of the parents are supportive of their children.

This is my first school after qualifying so as well as having to get to know the children and the families I began here knowing very few of my colleagues. The school Principal and most of the staff have been at the school for many years.

Although I teach all main subjects with my class I come from a family in which three languages are spoken and, given the multicultural mix of children in the school, the Principal has asked me to think about a way in which I could use my language skills across more of the school.

3. Intended Professional Learning Impact Outcomes

I was very aware that I could easily over load myself with too much to achieve in

what I knew was going to be a very tiring first year as a professional. After receiving helpful advice I settled on the following short list of intended professional learning impact outcomes.

- A. Establishment of a collaborative approach to learning by the children in my class.
- B. Encouragement of respect for the opportunity of others to learn.
- C. Preparation of new materials and activities to help achieve A and B.
- D. Productive engagement with the families.
- E. Responding positively to every opportunity to work with my colleagues.
- F. Design of a programme to be used, eventually, throughout the school, called 'Knowledge From Language'.

4. Expected Evidence for Impact

Working out what the evidence might look like was not as straightforward as I thought it would be. I kept asking myself what tangible evidence I might generate to demonstrate my intended outcomes. Apart from C and F they seemed to be 'soft' outcomes and I wondered if that made them too easy.

Fortunately the school had allocated a mentor to me. She had recently completed a masters degree and was able to explain to me something about the nature, strength and significance of different kinds of evidence. She pointed out that in terms of evidence so-called 'soft' intended outcomes were likely to be more difficult than if I had chosen so-called 'hard' outcomes such as examination results. She also told me that just because evidence is strong it does not necessarily mean that it is significant. But, she said, that although she was there to support me, I had to take my own decisions.

What follows is a list of what I expect (at this stage) to see in the form of evidence, matched against each of the intended outcomes.

- A. I expect that most of the evidence will come from the children because I will devote part of the afternoon of the last day of the week to the self-assessment of how they felt about the week's learning. This will involve learning logs and discussion.
- B. As for A above.
- C. In addition to the design and construction of the learning log (which I intend to do in collaboration with the children) I shall try to produce materials that encourage small group research projects.
- D. I am not so sure about this but there might be a way of involving families in the learning logs. I must be careful because I want to emphasise that the individual children own them. If I am challenged that compiling and discussing learning logs reduces the time spent on, for example, maths I shall argue that to make sense of learning is part of learning.
- E. Now that I think about it, what I am doing here for this exercise is my own learning log but it needs a portfolio of evidence to support it. I shall, therefore, keep a record of my collaboration with colleagues and later

reflect upon its significance.

- F. This is likely to overlap with E above. It is also ambitious and might mean that as a very inexperienced teacher I shall be designing a programme for use by much more experienced colleagues. I now begin to realise the importance of inter-personal skills when it comes to participating in and making sense of professional learning.

5. Activities designed to demonstrate outcomes

I had to call upon my mentor for this section because at first I thought that I had already done this by talking about expected evidence. She explained that it was all very well having a goal, even a very well defined goal with a clear picture how things would look when I reached my goal, but I also needed at least some idea of the steps towards it that I was going to take and to give some attention to the effort I might have to put in. I thought about what she said and made a personal professional discovery. It is not easy for me to explain. But I shall try.

Each of the intended outcomes that I had decided upon also involves three particular values: belief in inclusion, collaboration and respect. As I plan and carry out activities I must keep that in mind. I am not merely designing and constructing instruments: they have to embody those values. Therefore, my activities will be staged and include periodic review from the perspectives of those values.

A and B. The school year has already started and I am only just beginning to think about this. That may sound as though I am unprepared but it also means that I will be able to obtain more input from the children. The plan now is to divide up the Friday afternoons so that the first week I work with the children on designing the learning log and the second alternating week we will use the draft to assess learning. The idea is to go on doing this until the children and I are confident that the log is good enough to be used without modification for a longer period. At the outset I have no idea how quickly we will arrive at this point.

C. Here I am lucky because in order to qualify I had to design a range of different collaborative project activities. I think I have enough for about one third of a year so, although I will have to design more, I ought to have time. I hope!

D. For the parents and families I shall take advantage of the school's existing plans for parents' days and evenings. Putting work on display should be straightforward but, although I intend to make parents aware of the learning log, I am still not sure about the ownership issue. The children must own them. I think the way to deal with this is to simply ask the children for their views and allow individuals to decide.

E. In terms of collaborating with colleagues I am partially dependent upon them but the cross-school, cross-curricular work on Knowledge From Language should allow me opportunity to take some initiative. Because

the idea came from the school Principal I shall try to agree a timetable with her.

G. As above.

I mentioned earlier periodically reviewing my progress so I shall deal with that in the next section.

6. Monitoring and Observation arrangements

I have agreed with my mentor to review my progress at six equally spaced points during the year; the last one will be just before I complete sections **7, 8** and **9** of this document.

I wrote earlier about realising how important a part certain values play in what I am trying to do so, as well as identifying factors that affect my progress we shall also use the perspectives of those values. At the moment I am guessing that by doing this throughout the year we shall both gradually understand them better.

7. Review of Evidence for Impact, including unexpected evidence for unintended outcomes

I found writing what follows to be a very rewarding experience. I had to keep reminding myself that the process was a review and not a judgment. My mentor kept saying: 'You are not supposed to grade yourself. This is a process in which you make critical sense of your professional learning during the last year.' Having grown up in an educational culture that constantly graded me I was very glad to be reminded of this, though it felt strange. The nice irony of the situation was that what my mentor was saying to me was so close to what I was saying to the children.

I was pleasantly surprised how well the children took to working collaboratively. I had already tested some of the group project activities while qualifying so I was able to explain that constructing a learning log was really a project for the whole class. It helped when I told them that I was keeping a learning log for myself.

Together we wrestled with questions such as 'does reading different parts of a long book count the same as reading several short books?'. I had not anticipated that. We decided that it probably did. A phrase I found myself using a lot was 'I hadn't thought of that'. I didn't make a fuss about it because I wanted the children to gradually realise that they could contribute to the learning of their teacher. I think they did realise this eventually.

One thing I was determined to avoid was to issue a rule such as 'You shall respect one another or else'. I think that working collaboratively really helped here. Some people do not like mixed ability teaching but I noticed that very often

the children helped (taught) each other. I felt that I was seeing how the values of inclusion, collaboration and respect were actually enhancing learning.

My engagement with parents and families seemed to change from, 'How good is my child at maths?' to a genuine interest in thematic projects such as TRANSPORT in which their children practised both writing and calculation and researched literature, history, geography and geology. This often led to parents asking their children questions about the projects because they did not know, for example, that poetry and music had been written about railways or understand the principles involved in steam engines.

My involvement with colleagues really centred on the Knowledge From Language programme that I was designing and constructing. I soon realised that this was not a case of a weekend's work. One of the things that I was learning from the children was that projects could take you to places you did not expect. My first thoughts were to begin with my own languages, which are German, Spanish and English. But I also needed to know the full range of languages with which children in the school were familiar. This meant obtaining the co-operation of colleagues for a survey.

The survey showed that in addition to children who spoke at least one of my languages there were children with direct or indirect experience of Dutch, Portuguese, Italian and a child whose grandparents understood and still used some Breton. This gave me three language 'families' to work on and I began to see the potential that this project had to add more interest to a number of subjects such as history and geography. It also had the potential to not only open a number of cultural doors but to reinforce the three values to which I was working.

Looking back I see that when the results of the survey came in I became so ambitious that I was in danger of creating an unmanageable project. My mentor noticed this and suggested that while it was good to explore all the possibilities for the project it was sensible to do things in stages. If not, I would not only confuse myself but everyone else as well. She also pointed out to me that for the project to work I must share ownership. So I had to re-think.

I noticed that because my name was on the survey some children and teachers began to ask me questions about the project. Naturally wanting legitimacy for it I mentioned that the Principal had asked me to undertake the project but I also made it clear that if they had any ideas for it I was keen to listen. It seemed to me that merely by conducting the survey some children were beginning to see themselves a little more positively: their cultural backgrounds were interesting to others and not, as in some cases, something to be suppressed in favour of a new culture.

I began to try out ideas with my own class. We began with words such as 'window', 'bridge', 'school', 'church', 'carry' and the words we use for counting. The children realised that some languages use almost the same spelling or sounds for those words and other languages use quite different spellings and sounds. We were beginning to understand that there was such a thing as

etymology (we looked that one up together). We were also enjoying ourselves by using words as a way into different cultures and their histories. Towards the end of the year the children in my class suggested that we devise a school quiz to get everyone, children and teachers, taking part and trying to trace words across as many languages as they could find and to see where and how they started.

But two thirds of the way through the year I felt that I had bitten off more than I could chew. I was extremely tired and beginning to realise that schoolteachers postpone colds to weekends. And at my lowest point I discovered something I ought to have known from the beginning. Sometimes the children I teach are much better researchers than me. A group in my class told me one day that they had discovered on the internet several references to Knowledge About Language (KAL). At first I could not believe that I had been doing all this work when I could easily have simply downloaded lots of material. I felt it was a set back: a crisis of professional self-confidence and self-belief. Time to talk to my mentor.

But first I had to look more closely at what was on offer. A lot of it was about language acquisition and very technical. Some of it was about testing and performance. And I discovered what to me was a very strange word: 'instruction'. I did not know that in the USA educators are called instructors. To me the acts of educating and instructing are quite different. It seemed that my first year as a professional was about using my values as a prism to make sense of the new techniques I was developing and the new activities I was designing and constructing.

So to my chat with my mentor. We agreed that because the Principal had set my task we should see her at some point. But first my mentor pushed me to articulate my vision of the project. For a while I actually became very inarticulate. So she gave me another word: purpose. For all my talk about values I had not really thought about concepts such as vision and purpose. I shall try to set out below what I came up with.

My **vision** is of a school culture in which it is normal to make the diverse language backgrounds of children and teachers a resource for learning.

My **purposes** are to:

enhance the learning of all children and teachers by showing how subjects can be explored by means of language;

spread respect for different cultures by means of language; and

use language to encourage inclusion and collaboration.

I was now very clear that what I was not doing was acting as a substitute teacher of languages. I was also more clear than ever that this was a project that had to be shared.

We went to see the Principal. She asked me if I felt outside support might help. She had in mind that because my mentor had recently completed a masters degree the school had contacts in the local university. Perhaps, she suggested, there were academics who had useful knowledge and might be interested in researching this idea. My mentor agreed to look into this.

Meanwhile, the Principal wanted me to work on a presentation on the project for a full staff meeting to take place near the end of the school year. I am still working on this and keeping in mind that I must share ownership. What I had not realised was that it was normal practice by the Principal to ask all new staff to undertake a whole school project of some sort.

Overall, looking back at and asking questions about the significance of the evidence for my professional learning I am quite pleased. There has been a lot of unexpected evidence for unintended outcomes. I have discovered deeper meanings for some of the things I set out to do. There has also been a lot of intangible evidence in the form of atmosphere and positive feelings. I am glad that I did not concentrate on measurable outcomes such as examination performance. I think learning, including my professional learning, has been more fun because of that. It has, however, made it more difficult to point at easily recognisable evidence.

My portfolio contains a variety of evidence and descriptions of evidence for impact. I took a deliberate decision to include early as well as final drafts of activities I had designed myself and in collaboration with children. It also includes attempts that I decided not pursue. The idea behind this is to show the children of my class that learning is more than a process of hiding your mistakes and presenting only the best, finished article. Before the end of the year my class and I will be sharing our learning, including false starts and errors.

8. Substantiated Impact Outcome Claiming

Another conversation with my mentor: 'Why have I got to do this after I have just reviewed all the evidence, including the unexpected evidence?'. 'Because', she replied, 'schools are organised in years and it is useful to look back over the year at the difference between what you set out to do and what you can demonstrate that you actually have done'.

She also explained the significance of the word 'substantiated'. 'You are not on trial', she said, 'you are not even being told to beat yourself up professionally, just the opposite. But I am encouraging you to take your professional learning seriously. Filling in this section is almost like interrogating yourself but in a supportive manner. The key word is *demonstrate*. What do you believe that you actually have achieved? And', she said, 'another word is *ipsative*. You are supposed to be good at languages so you must know some Latin!'

She didn't explain the word and I had to look it up!

My mentor also said that if I wished to establish a good base for what I planned for the following year it would help if I had a good idea of the foundations for my future professional learning.

So, what do I believe that I can claim has been the impact of my professional learning in the last (my first) academic year? And, perhaps a more difficult question: where and upon who has been that impact?

My claim

1. Back to that word *ipsative*, much of the impact of my professional learning has been upon me. I feel that I am now a professional educator. I have developed my techniques as a teacher within a framework of values. And concepts such as *vision* and *purpose* feel more tangible for me: I can express them and illustrate them with examples.
2. I am not in a position to compare the experience of my class this year with their experience the year before but I believe that I can claim that they responded positively to my inclusive and collaborative approach to learning and that they also learned to respect one another. They also, I believe, realised that they could help their teacher to learn.
3. My class now knows that they can produce teaching materials and assess and evaluate their own learning. They can, furthermore, explain their learning to their parents.
4. My class also knows that it can take part in learning throughout the school: learning that not only involves other children but also teachers. This came from the Knowledge From Language project.
5. I cannot provide solid evidence but if I am allowed to rely upon instinct I believe that included in the impact of my professional learning have been the beginnings of a degree of mutual cultural respect throughout the school. Possibly that is too strong a claim but my instinct about this is certainly strong enough to make me wish to pursue it in the future (see 9 below).
6. Another claim that I did not expect to make is that I learned so much from having a mentor. I now realise how important, even crucial, it is to have this kind of support and how it mirrored what I was trying to do with the children. Learning does not always have to mean grading and the same is true for professional learning.
7. I thought about claiming for having an impact upon parents and the altered relationships they are having with their children as they discuss and get involved with their learning. I have decided not to do that because I now realise that this is not special to me: it seems to be what my colleagues do as a normal part of their professional lives. I still need to think about this and perhaps I should not have put it in this list. Still, my mentor always said that no framework for supporting professional learning should be rigid so I am leaving it in!
8. My language project has had a clear impact upon my relationships with colleagues. Perhaps I am so closely identified with the project so that it is what colleagues think of when they talk to me but I believe that will

change when they come to see me as more than just the leader of a project. I hope so. For now I am happy to be associated with it and I believe its impact has not only been good but also widespread.

I am stopping my 'claiming' at this point because I am beginning to feel that before too long I shall be claiming that everything I can call 'good' came about because of my professional learning. A lot of what happened was probably accidental and the best I can claim is that because there was structure, values and purpose to my professional learning I was able to notice more and make critical sense of it.

So now, what next?

9. Plans for following up

'Plans' may be too strong a word. Perhaps I need a holiday before my general intentions turn into plans. But, for what it is worth, here is my thinking so far.

I shall have a totally new class so that affects things. The children already know me a little because of the language project so I guess that they will have perceptions and expectations. In a strange way this makes me more nervous than when I began as a new teacher: no one knew me at all then. I now have a good set of teaching materials, including the learning logs, but what is missing is the fact that this year I felt shared ownership of them with my class because we developed so many things together. I want to keep something of that approach because I felt that we all benefited.

It will probably be a good idea to invite the class to comment on how useful and interesting they found these materials to be and to suggest any improvements. Then there is what I increasingly think of as the language/culture project. There is a lot of work yet to do and opportunity to work with my class on this. This year I 'lose' my mentor but a series of meetings with the principal have been scheduled. I want to begin the first meeting by sketching out what I consider to be the potential of the project and how I hope that eventually it will cease to be a project and, rather, become embedded and 'ordinary'. I shall need permission and advice for this because of its potential impact upon colleagues.

Colleagues have warned me that the second year as a professional educator can be harder than the first. You are given less support and it is assumed that you are capable of flying solo. Apparently there are no new teachers coming in for next year. I am not sure how I feel about this. On the one hand I fancied being a mentor myself but on the other hand I don't want to increase my workload by too much. Probably I ought to keep in mind the word 'consolidation'.

At some point during the holiday I shall turn these general intentions into something closer to numbered intentions: to a plan. There is, however, one thing that I definitely do plan to do next year: I plan to pace myself more carefully. I have heard it said that the term 'burnout' is over used and often misused but,

whatever, I have no wish to experience it.