

A FRAMEWORK FOR MAKING CRITICAL SENSE OF PROFESSIONAL LEARNING

3. Intended Professional Impact.

Rationale

What, in other words, at the outset of a professional learning spiral, did you intend? By the way, I assume that for most people involved in the process this will be near the outset of an academic year but a brief reflection will show that this will become more satisfactory after the spiral has revolved once because the completion of one spiral prepares the ground for the next.

I have used the word 'intended' deliberately because we are talking about a natural learning process and I think that life gets interesting when, eventually, we start to examine unexpected evidence for unintended outcomes. Simply measuring the distance between target and achievement can easily become sterile, unintellectual, not what we signed up for and boring. All sorts of interesting things may be discovered that were not 'targets' at the outset. The word 'intended' may also allow us some freedom to show that, even if some targets were tied closely to improved pupil performance, the way to achieve that can be tortuous and indirect.

Action

Go back to the activity at **1** above, think about what you have written at **2** above. Now list your intended professional learning outcomes. Remember that too many can overface you and may be expressed in too much small detail and that too few may mean that your language is rather bland and grand.

For a useful, supporting activity click on the following:

[Sketching out a professional research proposal.](#)