## Phase 2: Creative Learning Teams

## Development ideas 1 *[Feel free to delete the example text.]*

The aspect of practice for which I need more learning impact is:

*(E.g. Learners’ ownership and understanding of their next steps.)*

My ideal impact on learners will be…

*(E.g. Learners will use higher-order evaluation skills to write a critical appraisal of their work. They will then use this base line to set out their development strategy.)*

I’ll know if I’ve achieved my intended impact if… *(measurables)*

*(E.g. Learning is driven by well-produced personal action plans, and all learners are on or ahead of the required attainment position.)*

To achieve my intended impact I will…

*(E.g. Develop formative assessment strategies that centre on learner self assessment. To help with this, I need to develop learners’ critical evaluation skills and vocational vocabulary.)*

To get the ball rolling by next week, I need to…

*(E.g. List the typical assessment strategies I currently use and note the extent to which they focus on learner self assessment. Make an assessment of my learners’ ability to give an eloquent, coherent, evidence-based evaluation of their own or others’ work. Research alternative ‘assessment for learning’ strategies that don’t involve tutor marking.)*

I aim to have fully embedded this new area/element by: *(date)*

The key milestones I’ll look for to check if I’m on target to achieve by the above date are:

*(E.g. Completed evaluations of the above. Completed research. New research-based lesson planned. Sophisticated evaluation skills developed. Excellent progress by learners.)*

The resource implications *(time, other people, money)* to help me achieve my aims are…

*(E.g. Just my normal lesson-planning time and a little time to research alternative strategies.)*

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