



Teaching Learning Academy

TLA Recognition and Accreditation booklet



“The Teaching Learning Academy helps educational organisations and the wider workforce staff to focus on professional learning that is practice-based, provides national recognition and has a sustained impact in the classroom and other educational settings.

It aims to stimulate learning experiences for staff which are effective for them, children and young people, schools and for all education settings.

It seeks to support learning communities within and beyond schools that enrich professional practice and support innovation”.

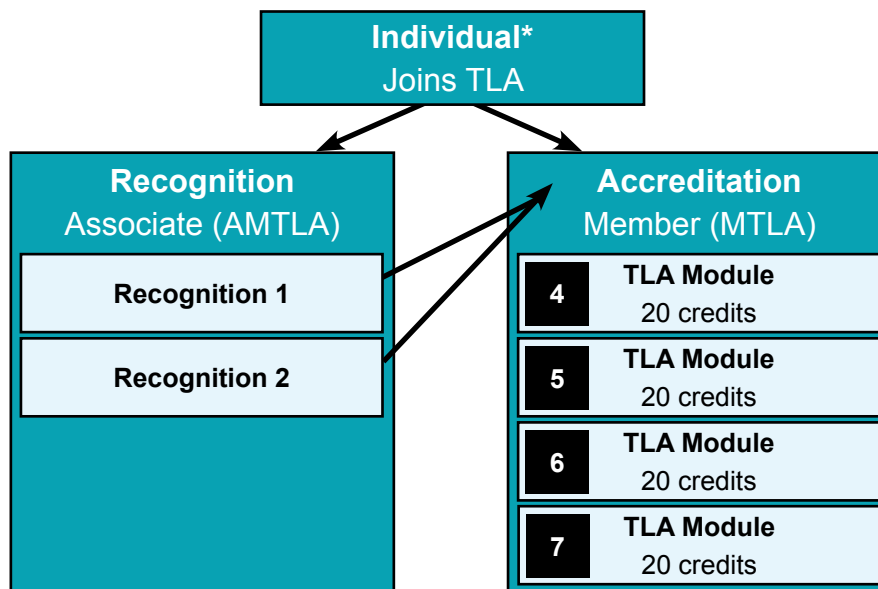
Teaching Learning Academy: Providing an effective framework for professional development

The learning framework developed within the TLA is based on extensive research into effective teacher learning and on experience of supporting continuing professional development for staff in all educational settings.

The two stage framework

The TLA requires school-based staff to present a learning project, which follows six core dimensions and documents their learning journey. Projects can lead to recognition or accreditation and according to their level will have different requirements in terms of:

- **Sphere of influence**
- **Timescale**
- **Depth of enquiry, reflection and analysis**
- **Presentation requirements**



** Any member of Wider School / College Workforce including Early Childhood Settings*

Staff do not need to work through both recognition and accreditation stages, instead selecting the stage most relevant to their need and the level of commitment they want to make. However, many staff benefit from beginning with undertaking 1, or 2, recognition projects, ensuring they become thoroughly familiar with how the TLA works, before moving onto the accreditation stages.

All learning undertaken in the accreditation phase will be in conjunction with one of the TLA partner Universities or University Colleges.

TLA Framework

The TLA comprises 2 stages – recognition and accreditation. The Recognition stages enables staff to undertake small scale learning projects and to take initial steps in practitioner enquiry. Staff can take up to two recognition projects; successful completion of a project confers Associate membership for the Teaching Learning Academy and the designation AMTLA.

The Accreditation stage enables staff to undertake a larger learning project which on successful completion leads to the award of 20 higher education credits which can then be transferred to count towards a full award.

Recognition Stage 1

This is for staff who want to explore an area of interest, teaching strategy or new initiative over a short period of time – from two or three weeks to half of a term.

Examples include:

- observing another teacher, considering what has been learnt and adapting practice as a result;
- finding out more about a new initiative or strategy and exploring how it might benefit a class or organisation;
- attending a training day, seminar or workshop, identifying skills to build and taking the steps to achieve this; and
- exploring an area of subject knowledge that is less familiar, introducing it into teaching, then evaluating its impact on practice.

Depth: a descriptive account of learning.

Timescale: no more than half-a-term.

Sphere of influence: is likely to be mainly in the teacher's own classroom or an immediate work related environment

Assessment requirements: a written learning plan plus a learning journal in any media. If written, no more than 1,500 words.

Recognition Stage 2

This is for teachers or wider workforce staff who want to undertake a second or more sustained piece of professional development over one to two terms before possibly moving on to accredited learning.

The recognition stages can take from half a term to two terms depending on the size of project you undertake.

Depth: evidence of reflection through an account of a learning breakthrough.

Timescale: one to two terms.

Sphere of influence: projects would typically impact on colleagues in the same year, Key Stage, department, or whole school.

Assessment requirements: a written learning plan; a learning journal in any media – if written, no more than 1,500 words; a written learning breakthrough of no more than 1,000 words; supporting evidence in any media.

Examples include:

- observing teachers and visiting other schools, before being observed and using co-coaching to apply new learning;
- investigating a new initiative or strategy, then planning and evaluating ways to develop this in their own workplace;
- creating or revising a policy or scheme of work by planning and piloting changes to practice; and developing practice after considering evidence provided by relevant literature and research.

Accreditation

The modules which are available in the accreditation stages are of 20 credits value and can normally be undertaken over 1 to 2 terms. If you decide to transfer the credits gained to a full university award, the completion of the award could take between one and three years depending on your prior learning and your pace of study.

Accreditation - undergraduate

This is for the wider workforce staff who want to improve their professional development by earning credits towards a degree. Projects would normally take one to two terms. Results of projects could be shared with colleagues either within, or beyond their own work environment.

Examples include:

- working with pupils with challenging behavior
- developing a local coaching or mentoring programme for staff
- building on other programmes, such as the HLTA

Depth: Work based project - should be both analytical and reflective.

Timescale: one to two terms.

Sphere of influence: an impact on the member of staffs support role, their school or those in other education settings.

Assessment requirements: e.g. a written learning plan; a learning journal in any media – if written, no more than 2,000 words; a written learning breakthrough of no more than 1,500 words; a critical reflection of no more than 250 words; supporting evidence in any media.

Accreditation - postgraduate

This is for teachers who wish to build on their teaching qualification to undertake a substantial piece of professional development and to make an original contribution to the professional knowledge base. The presentation could include a published resource, which will share learning at least regionally, if not nationally and internationally.

Examples include:

- focusing on an area of professional interest about which the teacher or wider workforce staff member already has significant knowledge and understanding, but is seeking to develop further with the aim of benefiting the wider education community;
- creating a school improvement project utilising the Kotter and Cohen (2002) change leadership model focusing upon imaginative Assessment for Learning initiatives; and
- exploring the innovative use of specialist ICT equipment – an investigation into the use of a graphical logger pack combined with the appropriate pedagogy to see how it facilitated the learning of high attaining A level chemistry students.
- Exploration of leadership

Depth: the project undertaken should be both analytical and reflective.

Timescale: one to two terms.

Sphere of influence: the whole school or educational setting, region or the wider professional community.

Assessment requirements: a written learning plan; a learning journal in any media – if written, no more than 2,000 words; a written learning breakthrough totalling no more than 1,500 words; supporting evidence in any media; a written critical reflection of no more than 250 words; a published resource in any media to share your learning.

Recognition 1 – Assessment Criteria

The verifier will look for evidence for each of these criteria. Core dimensions are present throughout the learning journey and are indicated in bold type.

These are:

- Engaging with the knowledge base
- Coaching and mentoring
- Planning your learning
- Carrying out your plan
- Sharing your learning and influencing practice
- Evaluating your learning and its impact.

Preparing for the learning journey

At stage 1 evidence of the following is presented in the learning journal

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 and career
- the influence of **relevant practice and knowledge**
- the relevance of the focus, directly or indirectly, to pupils' learning.

Ethical considerations and diversity/equality of opportunity issues have been identified.

Planning for the learning journey

At stage 1 evidence of the following is presented in a plan

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**
- **evaluation** timings and actions.

On the learning journey

At stage 1 evidence of the following is presented in the learning journal

There has been **engagement with** a relevant source of **knowledge and practice** during the change activity. The influence of this is identified.

There has been professional **dialogue with coach or mentor/s** during the change activity. The influence of this is identified.

The **plan** and progress have been reviewed and monitored at key points, with amendments to the plan as needed.

Outcomes are **evaluated** and specific changes to practice are identified.

The evaluation includes an element of pupil or colleague feedback.

Ethical issues have been considered and addressed where necessary.

Diversity/equality of opportunity issues within the learning and change focus have been considered and efforts to secure best possible outcomes are described.

The **learning has been shared** with the intention of influencing the practice of others.

Recognition 2 – Assessment Criteria

The assessor will look for evidence for each of these criteria.

Core dimensions are present throughout the learning journey and are indicated in **bold type**.

These are:

- **Engaging with the knowledge base**
- **Coaching and mentoring**
- **Planning your learning**
- **Carrying out your plan**
- **Sharing your learning and influencing practice**
- **Evaluating your learning and its impact**

Preparing for the learning journey

At stage 2 evidence of the following is presented in the learning journal

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 or knowledge, including theory or research**
- analysing the relevance of the focus, directly or indirectly, to pupils' learning
- influence of the stage of professional development.

Ethical considerations and diversity/equality of opportunity issues have been identified.

A description of the intended **sphere of influence** beyond the individual's own practice.

Planning for the learning journey

At stage 2 evidence of the following is presented in a plan

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 the immediate**
- sphere of influence i.e. across key stage, department or school
- **evaluation** timings and actions.

Proposals for evaluation of own learning and changes to practice.

On the learning journey

At stage 2 evidence of the following is presented in the learning journal

There has been consistent engagement with **sources of knowledge and practice**. The influence of this is clearly identified and 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 teacher learning outcomes are **evaluated**. The evaluation includes pupil and/or colleague feedback and the connection between own learning and that of pupils or colleagues is identified.

Ethical issues have been considered, addressed where necessary with an explanation of any action taken.

Diversity/equality of opportunity issues within the focus are precisely identified and, as relevant, the approach to securing best possible outcomes is described and reflected upon.

A range of opportunities have been taken to **share the learning** and changed practice to **influence others** beyond the teacher's immediate sphere of influence i.e. across key stage, department or school.

The Learning Breakthrough

At stage 2 evidence of the following is presented in a written document (1,500 words)

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 pupils and/or colleague/s
- and next steps taken.

Accreditation – Undergraduate, Assessment Criteria

Assessors will look for evidence for each of these criteria.

Core dimensions are present throughout the learning journey and are indicated in **bold type**.

These are:

- **Engaging with the knowledge base**
- **Coaching and mentoring**
- **Planning your learning**
- **Carrying out your plan**
- **Sharing your learning and influencing practice**
- **Evaluating your learning and its impact.**

Preparing for the learning journey

At levels 4, 5 or 6 evidence of the following is presented in the learning journal

A clear learning and change focus, identified and refined in **dialogue with coach or mentor**, with consideration and analysis of:

- the context of the individual's role, institution, career and previous professional development
- the influence of **engagement with relevant practice or knowledge, including theory or research**
- assumptions made, through questioning and with some synthesis of ideas from the evidence sources
- qualitative and quantitative evidence and analysis of the relevance of focus, directly or indirectly, to impact upon pupils' learning.

Ethical considerations and diversity/equality of opportunity issues have been identified.

A description of the intended **sphere of influence** beyond the immediate change includes consideration of how learning will be **shared** and the possible use of **coaching and/or mentoring**.

Planning the learning journey

At levels 4, 5 or 6 the following is presented in a plan

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**, including use of specialist and external expertise
- progress review
- when and how to share learning and progress **with others beyond** immediate sphere of influence i.e. within and beyond the teacher's own institution
- **evaluation** timings and actions.

Detailed proposals for the evaluation of their own learning, the impact on practice and on children and young people and/or colleagues.

On the learning journey

At levels 4, 5 or 6 evidence of the following is presented in the learning journal

There has been consistent **engagement with**, and analysis of, credible and robust sources of **knowledge and practice**. These are shown to have influenced understanding of key issues and actions. All sources of information have been clearly identified and appropriately referenced.

There has been consistent **professional dialogue with coach/es or mentor/s** across a range of issues arising and an analysis of specific ways this has contributed to the effectiveness of the change and learning, including the role of external or specialist expertise.

The **plan** and progress have been reviewed and monitored at key points, with amendments to the plan or the development of additional plans as required.

Changes made to the plans have been explained and analysed, making reference as appropriate to the influence of the **knowledge base**, the practice of others, the **dialogue with coach or mentor** and the learning breakthrough.

There is an analysis of the difference between the intended and actual outcomes using the planned approach to **evaluation**. The connection between the teacher's own learning and that of pupils and/or colleagues is identified. The evaluation is founded upon sound data (quantitative or qualitative, as appropriate) and analysis.

Children and young people and/or colleague feedback data has been triangulated with other data or feedback. Key issues have been explored in depth.

Ethical issues have been considered, and the approach taken to address them where necessary has been analysed.

Diversity/equality of opportunity issues within the focus are precisely identified.

The approach to securing best possible outcomes has been analysed and modified as needed. There is an assessment of the impact, if any, of the change to practice upon diversity/equality of opportunity.

A range of opportunities have been taken to use the learning and changed practice to influence others beyond the individual's immediate **sphere of influence** i.e. across school or network/local education community. There is a reflection on any use made of **coaching or mentoring** to influence others' practice

The Learning Breakthrough

At levels 4, 5 and 6 evidence of the following is presented in the learning journal and the critical reflection

A reflective and analytical account of a learning breakthrough (i.e. a critical learning incident) which considers:

- the impact of this on the individual's learning and the decisions and actions taken as a result. The significance of this for pupils or colleagues
- the role of the coach or mentor in supporting this particular reflection and analysis is considered
- the influence of theory, empirical research or alternative informed approaches to practice in this analysis.

Accreditation – Postgraduate Assessment Criteria

The verifier will look for evidence for each of these criteria.

Core dimensions are present throughout the learning journey and are indicated in **bold type**.

These are:

- **Engaging with the knowledge base**
- **Coaching and mentoring**
- **Planning your learning**
- **Carrying out your plan**
- **Sharing your learning and influencing practice**
- **Evaluating your learning and its impact.**

Preparing for the learning journey

At level 7 evidence of the following is presented in the learning journal

A clear learning and change focus, identified and refined in **dialogue with coach or mentor**, with consideration and analysis of:

- the context of the individual's role, institution, career and previous professional development
- the context beyond the individual's institution
- the influence of **engagement with relevant practice or knowledge, including theory or research**
- assumptions made, through questioning and with some synthesis of ideas from the evidence sources and through the development of model/s that will be tested
- qualitative and quantitative evidence and analysis of the relevance of focus, directly or indirectly, to impact upon pupils' learning.

Ethical considerations and diversity/equality of opportunity have been identified and analysed.

A description of **the intended sphere of influence** beyond immediate change includes consideration of **how learning will be shared** and the possible use of **coaching and/or mentoring**.

An explanation of how the project is explicitly geared to generating new knowledge or practice and early consideration of the eventual published resource.

Planning the learning journey

At level 7 the following is presented in a plan

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**, including use of **specialist and external expertise**
- progress review
- when and how to **share** learning and progress **with others beyond** immediate sphere of influence i.e. with the wider profession
- evaluation timings and actions

Detailed proposals for the **evaluation** of the individual's own learning, the impact on practice and on children and young people and/or colleagues.

Clear rationale for choice of the **evaluation** method and evidence of awareness of strengths, weaknesses and limitations of chosen methods in comparison with others.

On the learning journey

At level 7 evidence of the following is presented in the learning journal

There has been consistent engagement with and analysis of **knowledge base and practice** throughout the change activity producing:

- critical and/or imaginative thinking
- in-depth consideration of identified key issues
- wide-ranging and deep reflection on evidence and arguments
- well-synthesised conclusions
- interrogation and critical appraisal of relevant literature

All sources of information are of high quality, have been clearly identified and appropriately referenced (using Harvard).

There has been a consistent professional dialogue with **coaches or mentors** across a range of issues arising from the change and learning process. The specific ways coaching and mentoring has contributed to the effectiveness of the change and learning has been analysed, including the role of external and specialist expertise.

There is an analysis of the use of coaching or mentoring to influence others' practice.

The **plan** and progress have been reviewed and monitored at key points, with amendments to the plan or the development of additional plans as required.

Changes made to the plans have been explained and analysed, assessing the benefits of these changes and making reference as appropriate to the influence of the **knowledge base**, the practice of others, the **dialogue with coach or mentor** and the learning breakthrough.

There is an analysis of the difference between the intended and actual outcomes using the planned approach to **evaluation**, which is founded upon sound data (quantitative or qualitative, as appropriate) and analysis. Pupil and/or colleague feedback data has been triangulated with other data or feedback. Key issues have been explored in depth.

There is an analysis of the connection between own learning and that of pupils or colleagues and that of the wider professional and lay community. There are conclusions about how the learning has informed practice as a teacher and the identification of specific changes to practice. There is an analysis of the ways in which the work is innovative or provides an imaginative approach to an aspect of teaching or learning and promotes beneficial change across a wide sphere of influence. There are conclusions about the effectiveness of the approach used for the evaluation.

Ethical issues have been considered, and the approach taken to address them where necessary has been analysed.

Diversity/equality of opportunity issues within the focus are precisely identified.

The approach to securing best possible outcomes has been analysed and modified to secure optimal outcomes. There is an assessment of the impact, if any, of the change to practice upon diversity/equality of opportunity.

A range of opportunities have been systematically used to **transfer the learning and influence** understanding and practice in professional and/or lay community within and beyond own school e.g. region, country or abroad. Evidence of impact includes feedback. There is a reflection on any use made of **coaching or mentoring**.

An original published resource has been produced which enables learning, ideas and conclusions to be effectively **communicated to a wide range of audiences** in a way that could be adopted or adapted.

The Learning Breakthrough

At levels 4, 5 and 6 evidence of the following is presented in the learning journal and the critical reflection

A reflective and analytical account of more than one learning breakthrough (i.e. a critical learning incident) which explains and analyses:

- how each of these breakthroughs has been important to the teacher's learning, that of pupils and/or colleagues
- how the plan and practice were affected and the next steps taken as a consequence
- how research, reflection and analysis have informed actions by comparing **approaches, theories or materials** and identifying their strengths and weaknesses
- how pro-active engagement in a **wide range of professional dialogue** has supported this analysis.

Sources drawn on have been identified and there is evidence of how theory has been applied to practice and how the results of this have been evaluated.

The Teaching Learning Academy helps staff and schools/other educational settings achieve professional excellence and gain recognition for work undertaken by staff. It offers a personalised approach for practice-based learning that has a sustained impact in the classroom

www.tla.ac.uk

For enquiries about the TLA, TLA membership or becoming a TLA school please contact:

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