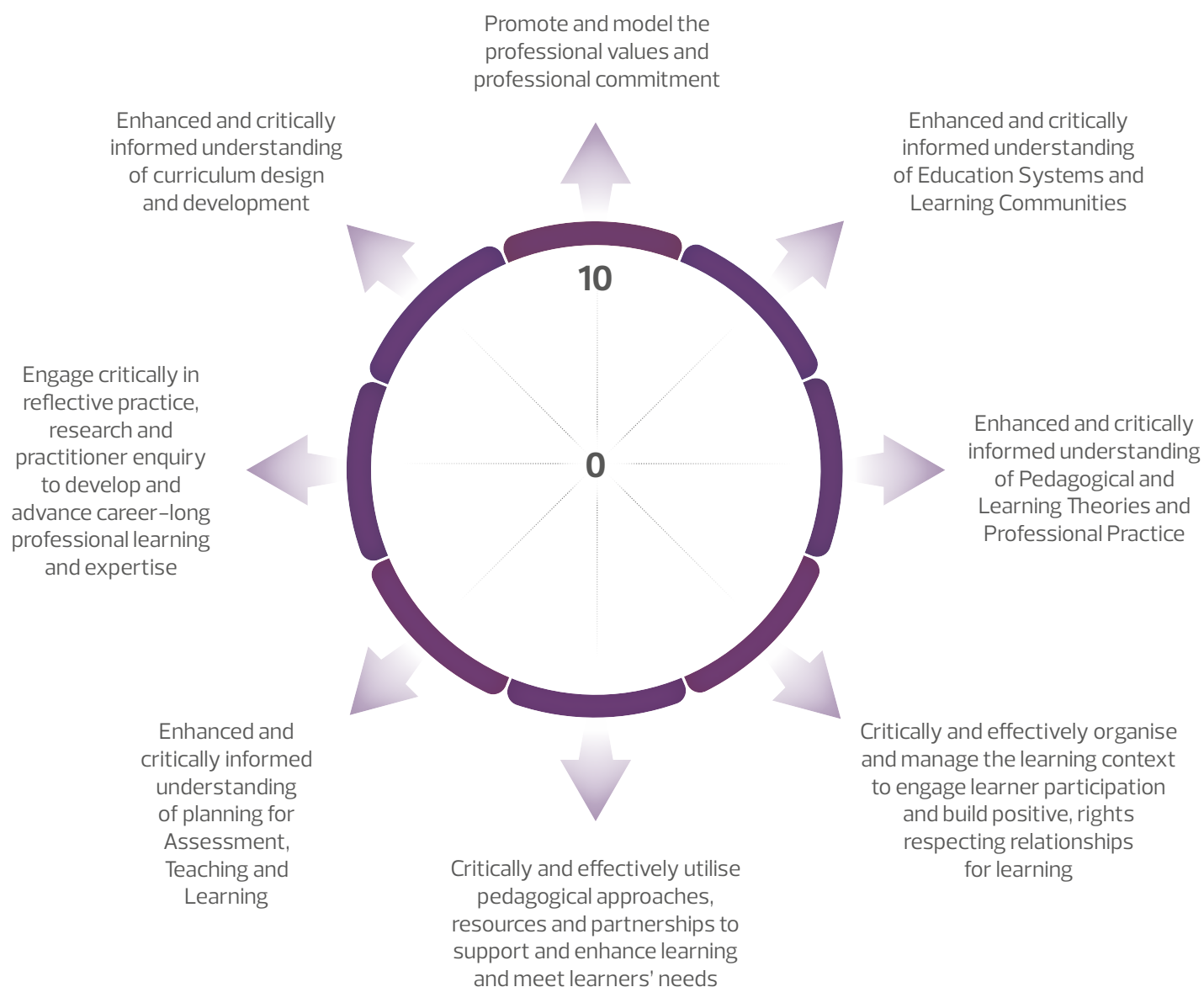


# Self-evaluation wheel: Standard for Career-Long Professional Learning 2021



## Using the wheel:

Take a few minutes to complete your wheel. Consider each point on the wheel and think about where you might gauge yourself on it and mark the number that matches your thoughts with a dot:

- 0 = really not confident/unfamiliar with this/lots of areas to develop or work on;
- 10 = feel very confident/accomplished in this area.

Think about 'why' you place yourself on that point on the scale, you may want to make some notes. Look across your wheel and use the

following questions to explore your thinking. It can be helpful to do this with colleagues to share the professional dialogue and exploration.

- What do you notice? What stands out?
- What are key strengths?
- What is most important here?
- Any big questions emerging?
- What area(s) would you like to focus on?
  - What is working well here?
  - Where would you like to be in June / 6 months?
  - What is your action plan/next steps?
  - Who and what can support you?

# Standard for Career-Long Professional Learning

## Being a Teacher in Scotland

### 1.1 Professional Values

- **Social justice** is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.
- **Trust and respect** are expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect our natural world and its limited resources
- **Integrity** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values.

### 1.2 Professional Commitment

The professional commitment of teachers in Scotland is to lead learning through:

- Committing to lifelong learning, reflection, enquiry, leadership of learning and collaborative practice;
- Understanding and addressing the needs of all learners and potential barriers to wellbeing and learning;
- Developing deep knowledge of learning and teaching;
- Critically examining how teaching impacts on learners; and
- Using evidence collaboratively to inform teacher judgement and next steps for learners.

### 1.3 Standard for Career-Long Professional Learning

Read the Standard for Career-Long Professional Learning [here](#).

## Professional Knowledge and Understanding

### 2.1 Curriculum and Pedagogy

- Have an enhanced and critically informed understanding of Pedagogical and Learning Theories and Professional Practice
- Have an enhanced and critically informed understanding of Research and Engagement in Practitioner Enquiry
- Have an enhanced and critically informed understanding of Curriculum Design
- Have an enhanced and critically informed understanding of Planning for Assessment, Teaching and Learning

### 2.2 Professional Responsibilities

- Have an enhanced and critically informed understanding of Education Systems
- Have an enhanced and critically informed understanding of Learning Communities

## Professional Skills and Abilities

### 3.1 Curriculum and Pedagogy

- Plan effectively to meet learners' needs
- Critically and effectively utilise pedagogical approaches and resources
- Critically and effectively use partnerships for learning and wellbeing
- Critically and effectively employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning

### 3.2 The Learning Context

- Critically and effectively organise and manage learning
- Critically and effectively engage learner participation
- Build positive, rights respecting relationships for learning

### 3.3 Professional Learning

- Engage critically with literature, research and policy
- Engage in reflective practice to develop and advance career-long professional learning and expertise