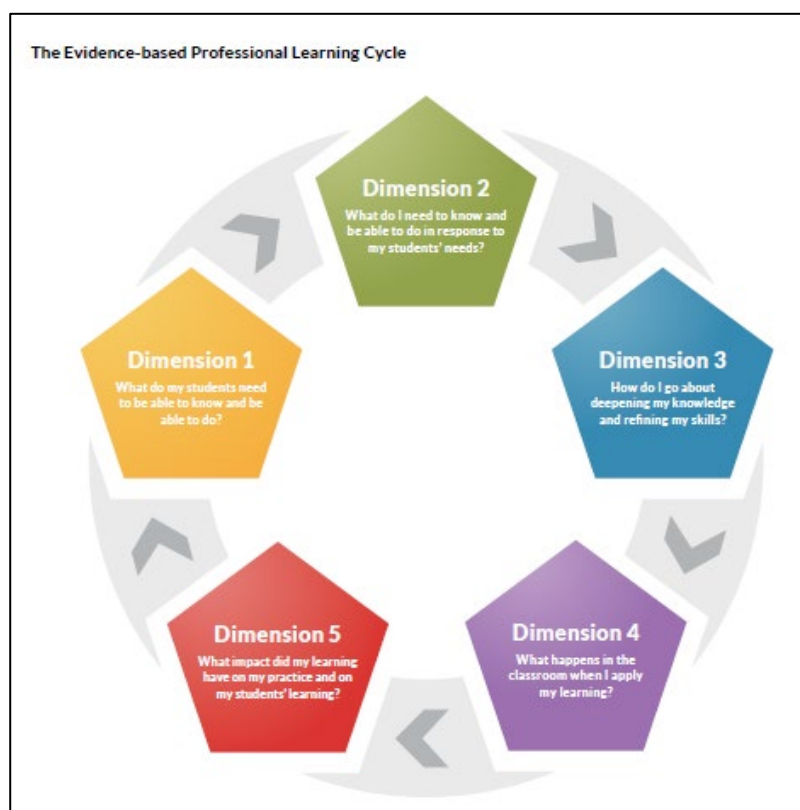


The Evidence-Based Professional Learning Cycle

The *Evidence-based Professional Learning Cycle* as shown in the diagram below is recommended by the Department of Education and Training in Victoria, Australia as a way for new teachers to identify their own professional learning needs based on the learning needs of their students.



The key question for a new teacher to ask is:

'Based on the needs of my students what do I need to know and do differently in my teaching practice to progress the learning of my students?'

To answer this a new teacher needs to ask:

1 What do my students need to be able to know and be able to do?

- What is their prior learning?
- What do I want them to learn and why?
- What are the success criteria?

How do I know?

- How will I find out their 'starting point' in strengths and needs?
- Can I collect any data? How can I analyse this?

2 What do I need to know and be able to do in response to my students' needs?

- What do I need to do more of/differently to respond to my students' needs?
- What pedagogy will best respond to the student needs I have identified?
- What teaching capabilities do I need for this pedagogy?
- What do I already know that I can do to respond to these needs?
- What do I need to learn more about? What capabilities do I need to develop?

How do I know?

- What evidence do I have that tells about my strengths and needs in this area of pedagogy?
- What previous teaching have I done that used similar knowledge and skills?
- What does this tell me I need to learn more about to best respond to my students' needs?
- Can I get feedback from my mentor or other teachers to help me with this?

3 How do I go about deepening my knowledge and refining my skills?

- What is the most effective way for me to learn about this? What tells me this is the best way to do it?
- Is this already part of my training programme?
- Do I need to deepen my geographical knowledge or pedagogical knowledge or both?
- What difference am I looking to see as a result of my learning – is this a result in my learning and/or my students' learning?
- Could collaboration with other teachers in the school/or outside the school support my learning?

The next step assumes you have learned a new capability and are applying your learning.

4 What happens in the classroom when I apply my learning?

- Is my new learning is being transferred to my practice?
- When applying this new practice what do I notice?
- Have my assumptions about my practice or student learning been challenged?
- How do I monitor and reflect on how I am doing and where to next?
- What criteria am I using to monitor changes in my practice?
- What kind of data can I collect (e.g. observation by mentor/peer, student assessments?)
- Am I on the right track? How do I know?
- Have I considered asking students for some feedback?

5 What impact did my learning have on my practice and on my students' learning?

- What do I think has happened?
- What data am I collecting to assess the impact? How does this compare with 'starting points'?
- Have I seen the changes in student learning I expected?
- Was my diagnosis of my learning needs in relation to my students' needs correct?

- How do I know that I made a difference? – to my practice and to my students' learning?
- What evidence would convince me that this approach was the right one?
- Do my colleagues share my assessment?
- What might I do differently?

You could ask your mentor or a colleague to interview you and review your findings with you. Be open to questions to determine whether your approach was the most appropriate.

Reading and References

- Education Endowment Foundation 'Making evidence accessible', *The profession* (Chartered College of Teaching) June 2018
- Mannion, J. 'Evidence-informed practice: The importance of professional judgement', *The profession* (Chartered College of Teaching) June 2018
- Firth, R. and Brooks, C. (2017) 'Evidence-based practice and research in geography education' in Jones, M. and Lambert, D. (eds.). *Debates in Geography Education* London: Routledge

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