



The Learning Institute

What does it mean to be an Educational Professional?: Using a coaching wheel for reflection and self-evaluation

Overview

This CPD task is designed to introduce the student to self-evaluation, using a coaching wheel. It is argued that self-evaluation is a professional attribute that fosters professional growth. Additionally, it should support understanding of professional practice.

The General Teaching Council for Scotland (GTCS) suggest that a “Coaching Wheel” is a valuable tool for supporting self-evaluation. Using a wheel can help to explore current reality and critically reflect on yourself as a professional and on your practice. In short: It helps you to reflect on what you have done and think about what you might do next. It can enable practitioners to learn from experience about themselves, their work, and the way they relate to others. It can also provide relatively safe and confidential ways to explore, examine and understand professional experiences in the quest for professional development.

Target audience

Teachers and teaching assistants

Duration

Approximately 1 hour

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Introduction

Being an educational professional demands that we must possess a range of skills, attributes and knowledge. Being human, we will be good in some areas and not as good in others. Each of us are likely to need individualised professional development in different areas. No matter what level we work at, it is important to regularly self-evaluate our own skills, knowledge and attributes. This activity is intended to provide a “coaching tool” that will help you explore the *range of skills, attributes and knowledge*, relevant to you, in your quest to become a confident educational professional.

Self-evaluation is a tool that allows us to explore who we are (*Our Real Self*) and who we want to be (*Our Ideal Self*). It is a rigorous process that enables us to critically reflect upon ourselves as professionals. A coaching wheel provides a self-evaluative practitioner with a visual record of where they feel they are, and where they want to be. It will also allow them to provide targets for themselves that will focus their own professional growth. Many argue that it supports professionals in deeply understanding their professional practice and that it will influence their thinking and professional actions. Thus it will have an effect upon those they work with or support.

In summary: This exercise could support you to enhance these attributes by reflecting on what you have done. It could help you to think about what you might do next. It could also allow you to consider your own progress and set targets for professional development.

Objectives

- To begin to explore the concept of self-evaluation.
- To use a “coaching wheel” to begin to identify those attributes that can be individually targeted for Continued Professional Development
- To reflect upon the exercise and set targets for development.

Resources

Pen and paper for note taking, and colouring pencils

Task 1: What is the value of self-evaluation and what part can a “coaching wheel” play?

The General Teaching Council for Scotland (GTCS, 2020) argue that the self-evaluation process will enable you to:

- Plan for meaningful professional learning
- Engage in critically reflective dialogue as part of a continued professional development process
- Identify and focus on areas you wish to develop expertise or accomplishment and consider your career planning.

They also suggest that it will support you to:

- Reflect on what you have done
- Think about what you might do next
- Consider your own progress and development

In writing this CPD episode, I recognised that I have used coaching wheels with a variety of people. These include teaching assistants, teachers, professional athletes, professional coaches, trainee teachers, healthcare managers, head teachers, Year 5 students, Year 9 students and sixth formers. I have seen them used with nurses, business leaders, general practitioners, bank employees and bank managers. I have used it with my two sons. I use it myself.

In summary, it can be used with a variety of participants in a variety of ways. The aim each time is to help those who use it to evaluate where they are and where they want to be. More importantly, it encourages them to think about how they are going to get there.

What makes a good teacher or teaching assistant?

We recognise that being a good educational professional demands good skills, attributes and knowledge. However, perhaps the best people to answer the question are their students. We all remember our best teacher from school and we can all justify why we thought of them as our best teacher. Hey McBer (2000) undertook some research with Year 8 students. The students' answers focused upon the key attributes below. It is doubtful whether the answers will have changed in the last twenty years.

In this task, you are asked to rate yourself as *very good*, *good*, *average* or *poor* against each of the attributes above. Do this by putting a VG, G, A, or a P against each statement. Remember that worthwhile self-evaluation depends upon honesty, understanding yourself, accepting feedback and seeing you, as others see you.

Attribute	Rating
is kind	
is generous	
listens to you	
has faith in you	
keeps confidences	
likes teaching children;	
likes teaching their subject;	
takes time to explain things;	
helps you when you're stuck;	
tells you how you are doing	

Attribute	Rating
allows you to have your say	
doesn't give up on you	
cares for your opinion	
makes you feel clever	
treats people equally	
stands up for you	
makes allowances	
tells the truth	
is forgiving	

Task 2: Take some time to reflect and complete the wheel

Print the coaching wheel, which is on the final page of this document.

First, choose the eight attributes where you scored yourself lowest, and write one of the attributes in each segment of the wheel.

Consider each statement on the wheel in turn. What do you know and/or understand by this? How is this embedded in your own practice?

Think about where you might score yourself on the wheel: 0 = really not confident/lots of areas to work on; 10 = feel very confident in this area. Think about 'why' you place yourself on that point. Use your colouring pencils to colour that segment up to the number that you have scored yourself (your real self).

Now think about where you would like to be placed on the wheel in... (*Choose a suitable period of time to suit you*). Colour that segment in a different colour (your ideal self).

Look at areas you have identified. What could be your next steps to help take your professional development forward?

You might like to discuss these questions with colleagues in your setting if you feel comfortable doing so.

You now have a set of goals to take you forward.

Remember that the coaching wheel can be used in a variety of ways. You might like to profile your professional knowledge in specific areas. You might like to profile your professional skills. You might like to use it to help others in your care.

People who have used this tool often find it a visual representation of their wish to progress and as a motivation tool to enhance their professional development. They often say, **"I will stick it on the fridge in order that I will see it every day"**.

Task 3: Reflection on learning

Note down your responses to the following questions:

- What knowledge did you already have that has been refreshed by this CPD?
- How has this CPD developed your knowledge and understanding of Self-evaluation?
- How can I apply what I now know to my practice?

Sources

General Teaching Council for Scotland (2020). *Self-evaluation Wheel: Standard for Full Registration*. Available at: <https://www.gtcs.org.uk/professional-standards/self-evaluation/self-evaluation-standard-full-registration.aspx> (Accessed: 15 May 2020)

McBer, H. (2000) *Research into Teacher Effectiveness: A Model of Teacher Effectiveness*. Available at: <https://dera.ioe.ac.uk/4566/1/RR216.pdf> (Accessed: 15 May 2020)

Further reading

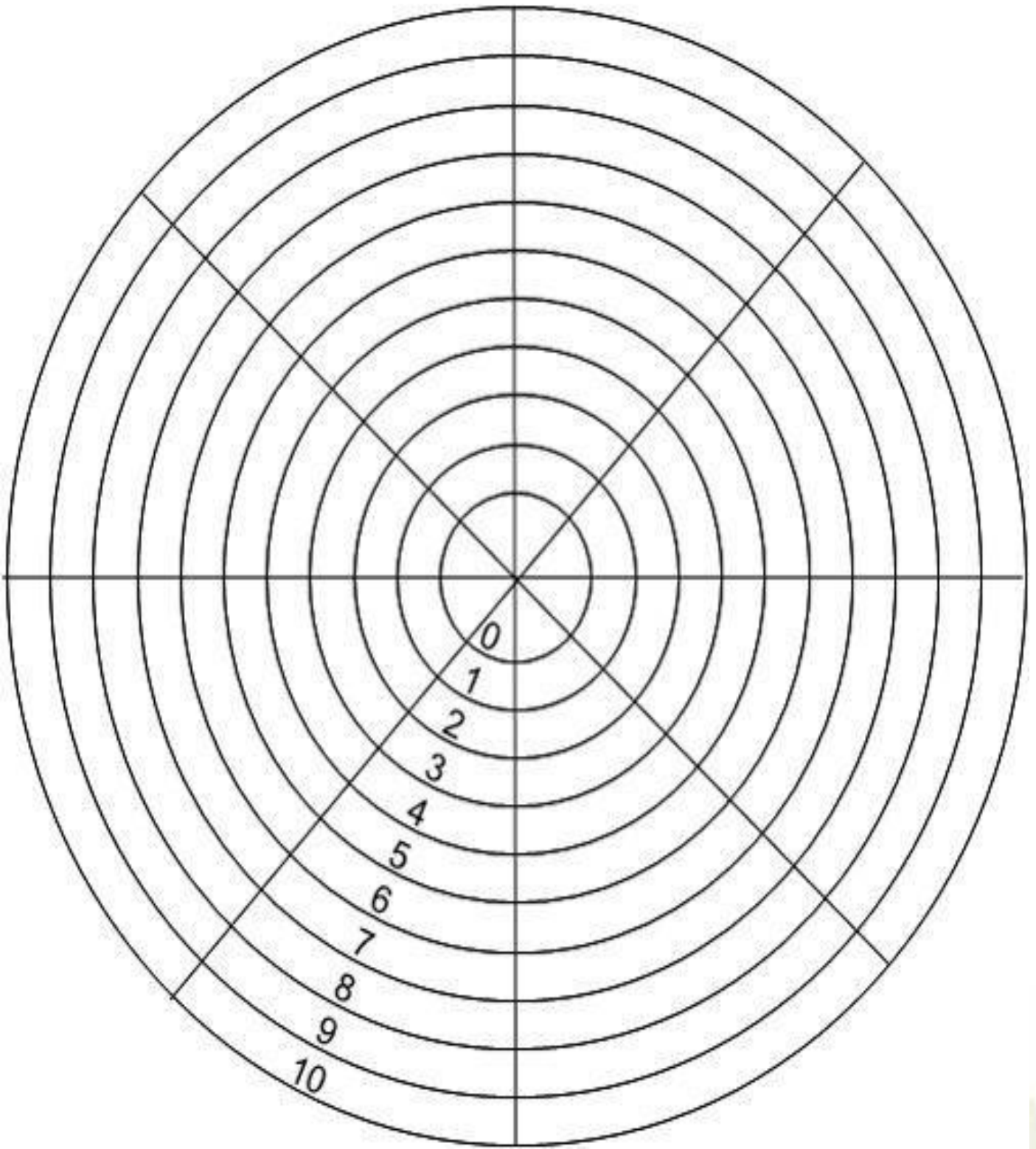
Boyatzis, R. E. (2002) 'Unleashing the power of self-directed learning', in Sims, R. (ed.) *Changing the way we manage change: the consultants speak*. New York: Quorum Books. Available at: http://www.eiconsortium.org/reprints/self-directed_learning.html.

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Coaching wheel for printing.