

## **A FRAMEWORK FOR MAKING CRITICAL SENSE OF PROFESSIONAL LEARNING**

### **6. Monitoring and Observing Professional Learning.**

#### **Rationale**

How did you observe what happened? In other words, you need to indicate how evidence was collected.

We actually collect evidence of the impact of professional learning in all sorts of ways. There is some very formal collection of evidence, particularly when it relates to inspection and the achievement of targets. The significance of such evidence may, however, be rather narrow. The danger is that we fall into the trap of only compiling for consideration evidence that is tangible and considered to be unproblematic. There can be considerable significance in evidence that is problematic or not easy to classify.

#### **Action**

Again, look at the original list for **3** above and set out how you intend to monitor and observe.

Try looking at the following story to see if it helps.

[A story of a sheep and a pig.](#)