**Date:** Click or tap to enter a date.

1. Briefly describe the ‘Critical Incident’[[1]](#footnote-1) which stimulated your critical reflection and led to your professional growth at this point in your training.

|  |
| --- |
| Click or tap here to enter text. |

2. In response to this ‘Critical Incident’ identify the research-informed[[2]](#footnote-2) professional actions taken that demonstrated your **intention.**

|  |
| --- |
| Click or tap here to enter text. |

3. What steps did you take to secure the **implementation** of these actions?

|  |
| --- |
| Click or tap here to enter text. |

4. Identify the **impact** your practices had in terms of securing a) pupil progress and b) your understanding of your professional responsibilities.

|  |  |
| --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. |

5. Identify the BCU ITE Curriculum Themes you have addressed through this Learning Event:

|  |  |
| --- | --- |
| **Theme** | **Evidenced** |
| A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning. | Choose an item. |
| B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing. | Choose an item. |
| C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils’ progress and wellbeing | Choose an item. |
| D. How trainees plan and assess learning to ensure that all pupils make progress | Choose an item. |
| E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners. | Choose an item. |
| F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school. | Choose an item. |

6. Subject / Phase Specific priorities addressed:

|  |  |
| --- | --- |
| **Theme** | Evidenced |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |

1. Tripp’s (1993) Critical Incident Framework is used to support teachers who are new to the profession who might struggle to identify situations that should be used to reflect on their own professional development. [↑](#footnote-ref-1)
2. In sourcing research you should refer to both personal academic review and that suggested by an expert colleague. [↑](#footnote-ref-2)