

2. Administer the following personal health check to yourself. Share the results with your coach.

YOUR PERSONAL HEALTH CHECK FOR VISIBLE LEARNING

1. I am actively engaged in, and passionate about teaching and learning.
2. I provide students with multiple opportunities for learning based on surface and deep thinking.
3. I know the learning intentions and success criteria of my lessons, and I share these with students.
4. I am open to learning and actively learn myself.
5. I have a warm and caring classroom climate in which errors are welcome.
6. I seek regular feedback from my students.
7. My students are actively involved in knowing about their learning (that is, they are assessment-capable).
8. I can identify progression in learning across multiple curricular levels in my student work and activities.
9. I have a wide range of teaching strategies in my day-to-day teaching repertoire.
10. I use evidence of learning to plan the next learning steps with students.

3. Consider the following ten questions that I have used to help parents and students to identify great schools. Consider them in relation to your own school.
 - a. In the playground, do the students look each other in the eye? Or do they avoid each other or sit in cliques?
 - b. Diversity breeds fresh thinking. Can the parents and students show you genuine evidence that it is encouraged?
 - c. How do parents and the students measure success? By the achievements of the few or of the many?
 - d. Ask to meet the best teacher. If the parents and students tell you that they're all good, they're not thinking clearly.
 - e. To whom do students turn to? Every student should have someone who knows how they are doing and who will spend time with them.
 - f. Do new students make friends in the first month? It is a critical indicator for success: how does the school make sure that it happens with all students?
 - g. Do students like mistakes? Learning starts from not knowing, so do they embrace that? Do students feel confident enough to talk about errors or not knowing something?
 - h. Are students 'assessment-capable' in this school? Can they talk about how well they are doing, and where they are going next?
 - i. Does the school use acceleration for all? Are students enabled to learn at different speeds?
 - j. What feedback do students get? Ask one: 'What did you get told about your work today?'