

Chartered College of Teaching Research Champion Self-evaluation

A number of the statements in this self-evaluation have been adapted from the [Evidence-informed teaching self-assessment toolkit for teachers](#) and [Evidence-informed teaching self-assessment toolkit for schools](#) developed by Stoll et al. (2018), published by the Chartered College of Teaching and available on MyCollege.

Section 1: Starting out

If you and your school are just starting out, it's likely that your focus will be on raising colleagues' awareness of the Chartered College of Teaching. Depending on how research-informed your school is already, you may also feel that it would be beneficial to raise awareness of evidence-informed practice more generally within your school or trust.

Take a moment to review yourself against the 'starting out' statements below.

- If you answer **not typically** to a statement, this may indicate that this could be a potential area where you could make a difference in your role as a Chartered College of Teaching Research Champion.
- If you answer **yes sometimes**, this may indicate an aspect that you could enhance further.
- If you answer **yes often**, this suggests that this may be an existing strength.

Your school	Not typically	Yes - sometimes	Yes - often
Teachers in my school are aware of where and how to access resources to support evidence-informed practice			
Teachers in my school talk to each other about education research			
Teachers in my school are aware of the Chartered College of Teaching and the benefits of membership			
Teachers and school leaders in my school know how to access MyCollege and are aware of the different resources, content and CPD courses available to them via the Chartered College			

Your role as a Research Champion	Not typically	Yes - sometimes	Yes - often
I understand what is meant by 'evidence-informed practice', keep up-to-date with developments in education research and know where and how to access high-quality research evidence			
I talk to colleagues about evidence-informed practice			
I model research engagement and/or the use of evidence-informed practice to others			
I promote the Chartered College of Teaching to colleagues and encourage them to join			
I know how to access MyCollege and am aware of the different resources and content available			
I keep up to date with Chartered College of Teaching events and activities, and engage with these myself			
I signpost colleagues to relevant Chartered College of Teaching content, including Impact articles, webinars and events, 'MyCollege' content, and CPD via the Learning Hub			
I signpost colleagues to education research and CPD via other reputable organisations or research sources (e.g. signposting to relevant articles, publications, courses, events or resources)			

Reflective prompts

- What are your school's existing strengths? Are there any potential areas you could enhance further?
- What potential actions could you take as a Chartered College of Teaching Research Champion?
- Are there any areas in which you might benefit from furthering your own knowledge, understanding or awareness in order to support colleagues effectively?

If you have mostly responded **yes often** to the 'starting out' statements above, you should move on to the next section and review yourself against the 'developing' statements as these may offer a suggestion for how you might build on what is already in place in your context.

Section 2: Developing

If you and your school are in the developing phase, you are already in a good position. There may be areas of your work that you could further enhance as you move towards embedding an evidence-informed culture.

Use the statements below to identify existing strengths and potential areas for development.

Your school	Not typically	Yes - sometimes	Yes - often
Teachers in my school are open to research and evidence, and consider the implications for their practice			
Teachers in my school understand what evidence-informed practice is and know how to engage <i>critically</i> with research			
Senior leaders are aware of research evidence and promote evidence-informed practice			
Teachers in my school read research summaries and discuss implications for practice			
Teachers in my school undertake CPD that supports them to use evidence-informed approaches in their teaching			
Professional development in my school aligns with guidance around effective CPD			
Teachers in my school utilise Chartered College of Teaching resources as part of self-directed CPD			
Senior and middle leaders utilise Chartered College of Teaching resources when delivering CPD to colleagues			
Teachers and school leaders undertake Chartered College of Teaching bitesize CPD, online courses, and certified courses (inc. Chartered pathways)			
Senior leaders use research and evidence to help develop practice and support school development			
Senior leaders use Chartered College of Teaching resources help develop practice and support school development			

Your role as a research champion	Not typically	Yes - sometimes	Yes - often
I know how to engage critically with research and evaluate the quality of research evidence; I am aware of common myths and misconceptions from research and attempt to debunk these			
I collate research and evidence on relevant topics and share with teachers and/or school leaders; I summarise research and present the findings to inform school practice, relevant to our context			
When applying evidence in my own practice, I take time to try out approaches and reflect on their effectiveness (e.g. through deliberate practice)			
I use research and evidence to systematically develop and evaluate my own practice (e.g. through evidence-informed inquiry), sharing the findings with colleagues, as appropriate			
I work with teachers to support them to identify implications for research for their own practice (for example through professional discussions, coaching or mentoring, or as part of a professional learning community)			
I work with senior leaders to use research and evidence to help develop practice and support school development			
When delivering CPD, I try to ensure the content is evidence-informed, wherever possible			
When delivering CPD, I ensure the design of CPD aligns with the evidence around effective CPD			

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Your role as a research champion (cont.)	Not typically	Yes - sometimes	Yes - often
When engaging in CPD myself, I seek out professional development opportunities that are informed by research and evidence, where possible			
I try to utilise Chartered College of Teaching resources when supporting teacher professional development (e.g. within CPD sessions, as part of mentoring/coaching)			
I disseminate relevant research opportunities to colleagues			

Reflective prompts

- What are your school's existing strengths? Are there any potential areas you could enhance further?
- What potential actions could you take as a Chartered College of Teaching Research Champion?
- Are there any areas in which you might benefit from furthering your own knowledge, understanding or awareness in order to support colleagues effectively?

If you have mostly responded **yes often** to the 'developing' statements above, you should move on to the next section and review yourself against the 'embedding' statements as these may offer a suggestion for how you might build on what is already in place in your context.

Section 3: Embedding

If you and your school are in the embedding phase, you are already in a strong position. There may be areas of your work that you could further enhance to embed and sustain the work you are already doing.

Use the statements below to identify existing strengths and potential areas for development.

Your school	Not typically	Yes - sometimes	Yes - often
Teachers in my school have an evidence-mindset; they are conscious of the need to engage with research and feel confident to do so			
Staff at all levels feel empowered to engage <i>with</i> and <i>in</i> research; there is a culture of collective learning and inquiry			
Teachers in my school undertake evidence-informed inquiry projects or action research and share their findings with others			
School policies and plans are informed by evidence and promote evidence-informed practice			
My school has partnerships with external organisations which support research use (e.g. local/national networks, universities, researchers)			
My school utilises enquiry projects as part of school evaluation and development			
In my school there are structures in place to support evidence use (e.g. dedicated time / cover / staff libraries / subscriptions / professional learning communities / CPD opportunities)			
In my school, Chartered College of Teaching membership is part of the culture and practice of the school; new staff are supported to engage with the CCT as part of their induction; staff at all career stages are encouraged to use CCT resources and courses to support individual, team and whole school development.			
My school utilises the Chartered College of Teaching Professional Framework and Chartered pathways to support teachers' development and career progression within role			

Your role as a research champion	Not typically	Yes - sometimes	Yes - often
I understand how to use evidence-informed inquiry and support colleagues to undertake inquiry within their own classrooms, or as part of school development			
I work with senior leaders to develop structures and processes that facilitate use of research and evidence across the school (e.g. ensuring time, resources, opportunities, removing systemic barriers to research engagement)			
I seek to develop partnerships and networks to broaden and extend my, and colleagues', understanding and engagement with research			
I contribute to the work of the Chartered College of Teaching, for example by participating in research, writing articles or participating in events			

Reflective prompts

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- Are there any areas in which you might benefit from furthering your own knowledge, understanding or awareness in order to support colleagues effectively?

If you have mostly responded **yes often** to the 'embedding' statements above, it's likely that you and your school are already some way along in your journey as an evidence-informed school and will already have a sense of existing strengths and priorities; your plans will focus on ensuring that you continue to develop and sustain a culture of evidence-informed practice.