Professional Learning Community Implementation Rubric (Adapted from National College for School Leadership)
http://www.innovation-unit.co.uk

	Starting out	Developing	Deepening	Sustaining	
Openness, networks and partnerships	• There is very little professional contact outside the school.	• Some staff are interested and engaged in networks and activities beyond the school	• External sources for generating and sharing ideas and strategies are generally perceived and valuable.	• Staff look beyond the school, for new ideas and strategies. External input is sought out and welcomed.	LEADERSHIP FOCUS: CREATING A CLIMATE FOR PROFESSIONAL LEARNING
Inclusive membership	• Membership of the PLC is confined to a small group of teaching staff and some school leaders.	• Classroom support staff are increasingly involved as active members of PLC.	• Many support staff (teaching and other) participate as active members of PLC.	• The PLC includes all members of staff.	
Optimising resources and structures	• There are few systems and policies in place to support the development of the PLC.	• Attention is paid to trying to put into place the necessary structures, system and policies. E.g. time, space, planning communication mechanisms, use of meetings, arranging staff deployment.	• Most of the necessary structures, systems and policies are in place to support PLC development. • Attention is paid to dealing with resource and structural issues that get in the way of PLC development.	• Time, space, meetings, communication procedures and staff deployment are targeted as a priority to promote the ongoing development of the PLC. • Resource and structural issues are dealt with swiftly and actively.	
Promoting professional learning	• An explicit needs-identification process is rarely used.	• A needs-identification process has been developed and is being used for staff and whole-school learning needs.	• Staff and whole-school professional learning needs are clearly identified. • Continuous learning of all staff is promoted and carefully co-ordinated. A range of opportunities is planned to enable staff to learn from and with each other and facilitate the transfer of new learning into practice.	• Staff and whole-school professional learning needs are regularly and consistently identified. • Continuous professional learning and development for all staff is actively promoted and carefully co-ordinated. • Attention is paid to ensure that new learning is transferred into practice.	
Evaluating and sustaining the PLC	• There is little evaluation of how the process of the PLC operates or how its development progresses.	• There is occasional evaluation of how its development progresses.	• There is regular evaluation of how the process of the PLC operates or how its development progresses	• People understand and support the idea of a PLC.	
Leading and managing to promote the PLC	• Senior leadership team members are encouraged to participate in PLC leadership.	• Senior leaders model teamwork and leadership of learning.	• Senior leaders maintain their attention to developing and spreading a learning vision and focus and building trust.	• Senior leaders are deeply committed to the development and sustainability of the school's PLC and prioritise this as a major leadership and management task.	
Shared values and vision	• Staff have diverse values re: educational issues • Beginning to recognise importance of PLC	• Staff beginning to share educational values, and participate actively in discussions about vision and values	• Educational values and vision are widely shared. • The vision is revisited regularly and evidence of commitment to whole school values is increasing.	• Educational values and visions are widely shared throughout the PLC, regularly revisited and revised as appropriate by the whole staff, and demonstrated through practice.	REFLECTING ON OUR PROFESSIONAL LEARNING
Collective responsibility	• Staff do not share responsibility for all pupils	• Some staff feel a sense of collective responsibility for all pupils. • Some whole-school discussions about pupils' learning progress.	• There is a growing sense of collective responsibility throughout the school. • Regular discussions of learning, progress, development and success of all pupils.	• Evidence of a desire to do the best for all pupils pervades the school. • Regular and deep whole-school dialogue about learning progress, development and successes of individual pupils.	
Learning-focused collaboration	• Staff work mainly in isolation. Focus is own goals, values and self-reliance.	• Some staff work together across the PLC with joint planning, sharing strategies, and engaging in whole-school projects. • Some support staff or care workers collaborate closely but this is not common.	• Staff increasingly plan together, collaborate and share ideas through meetings, website resources, team teaching etc. • There are examples of productive teamwork between teachers and support staff.	• Collaborative planning of learning and teaching and teaching activities is taken for granted • Sharing of ideas and strategies and joint-problem solving are widespread. • Teamwork involving teachers and support or care staff is widespread.	
Evidence of professional learning	• Professional learning mainly consists of formal, short courses, and whole-school in-service training.	• A considerable number of staff are engaged in a variety of professional learning opportunities base on individual inters (eg courses, higher degrees etc.) and increasingly this is linked to school priorities. • Staff feedback on their learning to smaller groups and sometimes the whole staff.	• Staff are generally interested in a diverse range of individual and group opportunities to increase their knowledge, understandings and skills. • Many staff participate enthusiastically in whole-school (school-based) learning experiences. • Staff feed back their learning to the whole school.	• All staff are interested in a diverse range of individual and group opportunities to increase their knowledge, understandings and skills. • The school is seen as an important site for learning by all staff. • Staff devote effort and energy into incorporating valuable new strategies into their practice.	
Reflective professional enquiry	• There is little reflection on, or enquiry into practice. • Data collection and use is limited.	• Some staff are involved in activities to investigate and improve learning and teaching, eg peer observation and coaching, action research, review and moderation of pupils' work etc. • Data collection and use of data to inform learning and teaching are available across school.	• Many staff are actively involved and show increasing confidence about using different methods to explore and improve learning and teaching. • Data collection and use of data to inform and develop learning and teaching increasingly consistent across the school.	• Staff maintain a questioning orientation. • All staff demonstrate a pervasive desire to improve. • Staff confidently use a wide range of methods to investigate learning and teaching. • Data is collected, analysed and used to support this process.	
Mutual trust, respect and support	• Staff relationships highlight issues around trust and conflict.	• A moderate level of mutual trust exists, although there is some anxiety about classroom observation.	• Trust, respect and positive professional relationship are developing school-wide. • Staff are increasingly open about their practice.	• Staff relationships are characterised by openness, honesty, mutual trust, respect, support and care. • Everyone's contribution is valued.	