Self-evaluation wheel guidance

This guidance outlines how the self-evaluation wheels contained within the meta-skills toolkit can be used to support learners with their skills development.

What is a self-evaluation wheel?

A self-evaluation wheel also known as a coaching wheel, is a valuable tool for supporting learners to self-evaluate their skills development. Using a wheel can help learners to explore current reality and critically reflect on where they think they are in terms of their skills development.

The process of self-evaluation should support learners to:

- Reflect on what they have done
- Identify focus areas
- Think about what they could do next
- Consider their own progress and development

Using a self-evaluation wheel:

When completing a self-evaluation wheel, learners should allocate a suitable amount of time to allow for meaningful reflection.

Taking each meta-skill on the wheel in turn, a learner should plot themselves against the number that matches their reflection with a dot:

- 0 = really not confident/need to work on developing
- 10 = feel very confident/accomplished in this area

Learners should think about 'why' they have placed themselves against each point on the scale. The expanded self-evaluation wheel templates provide space for this to be captured.

Once there is a measurement against each meta-skill the dots should be joined up.

Learners should then take time to reflect on the following questions:

- What do I notice?
- What meta-skills stand out as areas of strength?
- What meta-skills do I need to focus on improving?
- How might these areas impact on each other?

How often should learners complete the wheel?

There is not a set timescale for this, but learners will benefit most when they have opportunities to revisit and review their self-evaluation wheel over time.

Examples of how others have integrated the self-evaluation wheel process are as follows:

- At the end of a specific time period – e.g. month, term or academic year
- On completion of a topic, theme, or concentrated piece of work

Coaching conversations

Use of a self-evaluation wheel can also support coaching conversations. These conversations can be with a peer or practitioner.

The following questions could be used to support the conversation:

- What are reasons/evidence for your selection on the scale?
- Has there been an improvement or decline since the last completion of the self-evaluation wheel? Why is this?
- What area(s) do you feel you'd like to focus on?
- What has worked well for you?
- What is your action plan/next steps?
- Who and what can support you?
- Where would you like to be at the end of the academic year?