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## PIVOT Learning Aims Scale - Completed Sample

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## PIVOT Learning Aims Scale - completed sample

Choose one of the constructs from anywhere on your Personal Construct Grid or from any rung of any ladder on your Values Ladder Sheets. It must be one that you want to work with and turn into a learning aim. You will be thinking about where you are now in your practice, where you would like to be and how you are going to get there. For this use the 0–10 scale below.

Write the most valued label of your construct at the right-hand end of the scale and its opposite at the left-hand end. If the wording doesn't exactly represent 10/10 on the scale then feel free to change it (see point 4 in the instructions).

### 1 In terms of your practice right now, where would you put yourself on this construct scale? Circle a number.

Contrasting/Opposite label of construct here					Most valued label of construct here					
<i>Pay no attention to child's views or position</i>					<i>To understand the child's position as much as I can</i>					
				<i>I am about here</i>		<i>I would like to be about here</i>				
0	1	2	3	4	5	6	7	8	9	10

### 2 Where would you like to be by the end of this learning opportunity? Circle another number.

It is important that you specify (for yourself) what period of time your 'learning opportunity' refers to. For example, is it the end of a course, a learning placement or the end of training? Where you would like to be may be a few more numbers along the scale. Or it may be just one along. It depends on what you feel is realistic and achievable for your own learning and within the time frame you have specified.

**3 How will you know when you have achieved the number circled? Describe in detail what this would look like (see 'A note about Questions 3 and 4' in point 5 of the activity instructions).**

If you feel that the gap between where you are now and where you want to be is too big, then just think about the next number along the scale.

- *I will be talking less and listening more when I communicate with children and young people*
- *I will feel more confident - knowing when to ask what*
- *I will have fuller pictures of the young people's situations and know different people's views on them*
- *I think I will know I'm more confident when I can relax more, and when the child seems relaxed*
- *To go into a meeting with the young person and other professionals, knowing that I can represent or advocate well for the young person*

**4 In terms of this practice learning opportunity, what practical steps can you (and others) take to get to where you would like to be? Try to detail these steps in an action plan below (see 'A note about Questions 3 and 4' in point 5 of the activity instructions).**

- a) Learn from my mentor - observe him and discuss afterwards with him. Attend multi-disciplinary meetings with him
- b) Always check out my entries - what I'm writing about the young person - with them. Ask the young person what they think.
- c) To focus on the young people I am key worker for and to spend time on activities with them
- d) To be prepared to attend a big meeting and represent the young person
- e) To get feedback in my supervision