

# Reflection Questions and Prompts – Analysing Evidence Lead

	APPLICANT	LEAD TEACHER DESCRIPTORS AND KEY WORDS	ANNOTATION POINTS
Evidence context	<p>What is the context for/background of this piece?</p> <p>What are the features of this evidence?</p> <p>What came before/after?</p> <p>How does this piece of evidence demonstrate your achievement of Standard(s)/Descriptor(s)?</p> <p>What was the purpose of this piece as part of a learning sequence?</p> <p>Why did you choose this piece?</p>		
Impact on student outcomes	<p>How does this piece show the impact of your work on student outcomes? i.e. their learning / their engagement in learning/their wellbeing/ their achievement?</p> <p>What were the indicators that improvement in student outcomes occurred?</p> <p>How has your analysis of student data/outcomes informed your (planning/choice of teaching strategies or interventions)? What was the result? How was this result measured/evaluated?</p> <p>How have the assessment strategies you have used informed the future learning of your students?</p>		

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<p>Impact on the learning of others</p>	<p>How does this piece demonstrate your engagement with colleagues?</p> <p>How does this piece show the impact of your work on the knowledge, practice, and engagement of your colleagues?</p> <p>What has your individual contribution been towards this collaborative work?</p> <p>How has your contribution been sustained over time?</p> <p>Describe the context and background of your Lead initiative.</p> <p>Is your Lead initiative significant in building the professional capacity of colleagues?</p> <p>How was this initiative designed to build the capacity of your colleagues? How did you evaluate?</p> <p>How was it linked to school/system priorities?</p> <p>What was your individual contribution in the design, implementation, evaluation and review of the initiative?</p> <p>How has this initiative impacted on colleagues' knowledge, practice, and engagement?</p> <p>What are the other outcomes resulting from the initiative?</p> <p>What next?</p>		

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Professional Learning	<p>Does the evidence, and particularly the annotation, articulate your reflection on practice and the connection of this practice across the Standards and descriptors?</p> <p>How has this professional learning translated to your school context?</p> <p>How have you used it to address problem(s) of practice?</p> <p>How has it improved your teaching practice?</p> <p>Does the evidence demonstrate how you have applied new professional learning to improve student outcomes?</p> <p>How have you applied the strategies/ knowledge you learned and with what impact on student learning?</p> <p>What could you apply and change next time?</p>		
Engagement of communities - professional and school	<p>How have you used feedback from colleagues/ students/parents to inform your work?</p> <p>How does this piece demonstrate your engagement with parents/the community/professional networks?</p>		

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<p>Teacher reflection on the evidence</p>	<p>Have you included a short written statement, to be submitted with your collection of evidence, that addresses the Standards, which includes:</p> <ul style="list-style-type: none"> <li>• an overview of the context and background to the evidence</li> <li>• key features of the evidence</li> <li>• a summary of your major strengths as a teacher against each domain of the Standards: <ul style="list-style-type: none"> <li>- Professional Knowledge,</li> <li>- Professional Practice, and</li> <li>- Professional Engagement?</li> </ul> </li> </ul> <p><i>(3 x A4 pages)</i></p> <p>Have you included a short description of your Lead initiative within the school or across Schools?</p> <p>This initiative must have been implemented over a period of time and have been designed to build the capacity of colleagues.</p> <p>The initiative must:</p> <ul style="list-style-type: none"> <li>• Have been implemented over a minimum of 6 months</li> <li>• be linked to school and/or system initiatives</li> <li>• demonstrate your leadership in design, implementation, evaluation and review</li> <li>• demonstrate evidence of impact on colleagues' knowledge, practice and/or engagement.</li> </ul> <p><i>(2 x A4 pages)</i></p>		

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Self-assessment of collection of evidence	<p>Does your collection of evidence collectively demonstrate achievement of each of the seven Standards and take account of each of the descriptors at the relevant career stage? (A piece of evidence can address multiple descriptors, within and across the Standards and should demonstrate the holistic nature of your practice.)</p> <p>Does your collection of evidence demonstrate your professional growth over time?</p> <p>Is the collection of evidence drawn directly from your work?</p> <p>Does the collection of evidence demonstrate the impact of your work on student outcomes? (This could include student learning, engagement in learning and wellbeing.)</p> <p>Does the collection of evidence demonstrate the impact of your practice on others?</p> <p>Does the collection of evidence clearly reflect your individual contribution and demonstrate its impact over a period of time?</p> <p>Have you annotated your collection of evidence (artefacts of practice)?</p> <p>Have you mapped and annotated evidence to account for all descriptors and all the elements of the descriptors?</p> <p>Have you included a report of a classroom observation from your principal/supervisor or delegate?</p> <p>Have you included your written statement on your Lead initiative (within or across school) and referred to the direct evidence?</p>		

# Reflective Questions

These reflective questions are framed to support you as you collect and select professional evidence of your professional practice against the Professional Standards. They are intended to provide areas for reflection and self-evaluation and should not be regarded as prescriptive or as a list to be completed.

As a result of my professional learning, how has my practice developed in order to improve outcomes for all learners? How do I know? What evidence of impact do I have? What does this tell me about my practice?

How do I critically reflect on my learning with a focus on impact and how do I share this with my colleagues to lead improvement across the school and/or wider community? What evidence do I have of this impact?

How do I know the impact of my teaching on learners? How will I systematically gather and analyse evidence of impact?

What impact has my professional learning had on my colleagues or others in my educational community?

What areas of accomplishment/ expertise would I like to develop? What professional learning will I engage in to support my development in this area? Would Masters level learning support and inform me in this development?

As I develop accomplishment and expertise in a specific area how do I share this with colleagues and lead developments within and beyond the school community?



Queensland College of Teachers appreciates the support of the Teacher Quality Institute (ACT) in introducing Highly Accomplished and Lead Teacher Certification.