

Reflection Questions and Prompts

– Analysing Evidence Highly Accomplished

	APPLICANT	HIGHLY ACCOMPLISHED DESCRIPTORS AND KEY WORDS	ANNOTATION POINTS
Evidence context	<p>What are the features of this evidence?</p> <p>How does this piece of evidence demonstrate your achievement of Standard(s)/Descriptor(s)?</p> <p>What is the context for/background of this piece?</p> <p>What came before/after?</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>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>		
Impact on the learning of others	<p>How does this piece demonstrate your engagement with colleagues?</p> <p>How does this piece show the impact of your work on the practice 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>		

	APPLICANT	HIGHLY ACCOMPLISHED DESCRIPTORS AND KEY WORDS	ANNOTATION POINTS
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>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>		
Assessment of collection of evidence - check against criteria from “Certification of Highly Accomplished and Lead Teachers - Principles and processes”	<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>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 included a report of a classroom observation from your principal/supervisor or delegate?</p>		

	APPLICANT	HIGHLY ACCOMPLISHED DESCRIPTORS AND KEY WORDS	ANNOTATION POINTS
Teacher reflection on the evidence	<p>Have you included a short written statement, to be submitted with your collection of evidence, that addresses the Standards, which included:</p> <ul style="list-style-type: none"> • an overview of the context and background to the evidence • key features of the evidence • a summary of your major strengths as a teacher against each domain of the Standards: <ul style="list-style-type: none"> - Professional Knowledge, - Professional Practice, and - Professional Engagement? 		

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.