

**Consider the SWOT reflection questions.  
Work with a colleague to work through the questions  
about your teaching practice and record your responses  
in the four quadrant grid on the worksheet provided.**

### Strengths

- What are you really good at as a teacher?
- What attributes of teaching do other people recognise in you?
- What do you do better than most people you work with?
- What do you get recognised or rewarded for?
- What about your teaching are you most proud of or satisfied with?
- What experiences, resources or connections do you have access to that others don't?

### Weaknesses

- What do you try to do that you just can't seem to master in your teaching?
- What do you do only because you have to in order to satisfy job requirements?
- Are there one or two aspects of your personality that hold you back as a teacher?
- What do other people most often identify as a weakness for you?
- Where are you vulnerable as a teacher?
- Where do you lack experience, resources, or connections?

### Opportunities

- What opportunities are available to you in your current role?
- What future roles interest you?
- What new technology is available to you that may enable you to be more effective?
- Are there any networks in existence that might support you to improve your teaching practice?
- What current trends might impact your role as a teacher?
- What external to education presents an interesting opportunity for you to improve your teaching?

### Threats

- Do you have weaknesses as a teacher that need to be addressed before you can move forward?
- What problems could your weaknesses cause if left unchecked?
- What setbacks might you face?
- What other obstacles have you seen other people overcome when they're trying to improve their teaching effectiveness?

# Activity: Self-reflection – SWOT

**Strengths**

**Weaknesses**

**Opportunities**

**Threats**

# Activity: Goal setting

| SMART GOALS   | QUESTIONS   |
|---|---|
| <b>SPECIFIC</b> - make sure your goal pertains to one particular outcome.   | <ul style="list-style-type: none"> <li>• What will you be doing when you have achieved the goal?</li> <li>• What do you want to do next?</li> </ul>           |
| <b>MEASURABLE</b> - there must be a definable end point so you know exactly when the goal has been accomplished.                                  | <ul style="list-style-type: none"> <li>• How will you measure the achievement of the goal?</li> <li>• What will you feel when the goal is reached?</li> </ul> |
| <b>ACHIEVABLE</b> - you must be reasonably able to accomplish your goal otherwise you will frustrate yourself and risk damaging your self-esteem. | <ul style="list-style-type: none"> <li>• What might hinder you as you progress toward the goal?</li> <li>• What resources can you call upon?</li> </ul>       |
| <b>RELEVANT</b> - goals must relate to what you're ultimately trying to achieve.  | <ul style="list-style-type: none"> <li>• What do you, and others, get out of this?</li> <li>• Have other parties involved agreed to it?</li> </ul>            |
| <b>TIME BOUND</b> - there has to be a time requirement, otherwise your goal can sit unaccomplished forever.                                       | <ul style="list-style-type: none"> <li>• When will you achieve the goal?</li> <li>• What will be your first step?</li> </ul>                                  |

- Write down a goal for the year, then adapt it to make it SMART by following the principles above.
- Share in pairs to provide constructive feedback on how it could be potentially altered to truly reflect the SMART principles.

| GOAL | SMART GOAL |
|------|------------|
|      |            |
|      |            |

**Individually read the Characteristics of effective professional learning from the Charter.**

---

**Highlight a statement from each of the three characteristics that resonate with your view of a high quality learning culture. Share these with your group.**

---

**As a staff group, identify three actions that should be taken to enhance the professional learning culture in your school.**

---

**What types of evidence have effectively demonstrated the achievement of your goals in the past?**

---

**What processes can school leaders implement to review teachers' evidence and provide meaningful feedback?**

---

**Reflect on a time when you received and provided effective feedback and were able to plan for positive change. What made this feedback effective?**

---

**What protocols should guide the delivery of feedback in your school?**

---

**Describe your experiences of annual formal reviews, with particular emphasis on its support for your performance and development.**

---

**What aspects of your school's annual review process could be improved to enable greater support for teachers to improve their practice and realise their performance and development goals and the school's strategic goals?**

---