QUESTIONS TO GUIDE YOUR REFLECTION

Before your first meeting with your critical friend reflect upon your current practices and think about specific goals and strategies that you might work on during this year. The questions below might assist you with this preliminary session.

Priority: To sustain a Performance and Development Culture
- What kind of feedback would you like from your critical friend? How would you reflect upon the feedback?
- Would you be willing to survey a challenging class and reflect upon the results with a trusted colleague?
- Would you be prepared to undertake a collegiate activity with a colleague eg observe a colleague’s class or be observed by a colleague and give or receive supportive feedback?
- What PD would you like to undertake that will enhance your professional growth?

Priority: To enhance student learning and improve student achievement
- What have you contributed as a member of a Professional Learning Team and/or a curriculum writing team and/or an SIE Action Research Team and/or the Literacy Team and/or the City Centre Team and/or a member of any other team? How has membership of this team (these teams) enhanced your teaching and led to improvement in student achievement?
- What data have you collected to assess your effectiveness in the classroom? Having looked at the data how have you made sense of it? What impact has it had upon your teaching and your students’ learning?
- How can you demonstrate a wide teaching repertoire? How do you incorporate variety and student choice in units of work? How do you extend and challenge more able students?
- What strategies do you use to give rich feedback to students? How do you reward and recognise student achievement?

Priority: To continue to improve student teacher relationships
- What processes do you use to negotiate rights and responsibilities with your classes? How have you used these agreed rights and responsibilities to deal with behaviour issues when they have arisen?
- What strategies arising from formal or informal discussions with colleagues have you found useful in dealing with classroom management issues?
- When you have had issues with a student what strategies have you used to restore the relationship?
- Describe the range of strategies you use to deal with annoying classroom behaviours.
- Have you used the Ramon Lewis approach to post time out discussion or resolving a contentious issue with a student?
- What would be an appropriate strategy for you to gain feedback from students? How might you use data to improve your relationships with students?