

What works best toolkit

The What works best toolkit supports teachers to reflect on their current practice for each of the What works best themes and identify areas for improvement.

Overall reflection

To identify your strengths and areas for improvement, refer to the [What works best in practice](#) document and indicate where your current practice is overall on a scale of 1 to 5. (1=minimal practice 5=best practice)

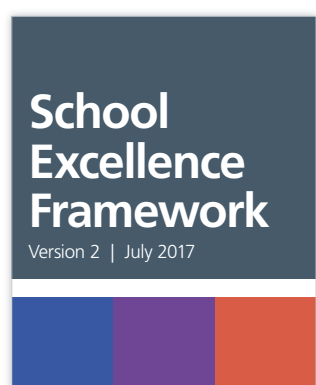
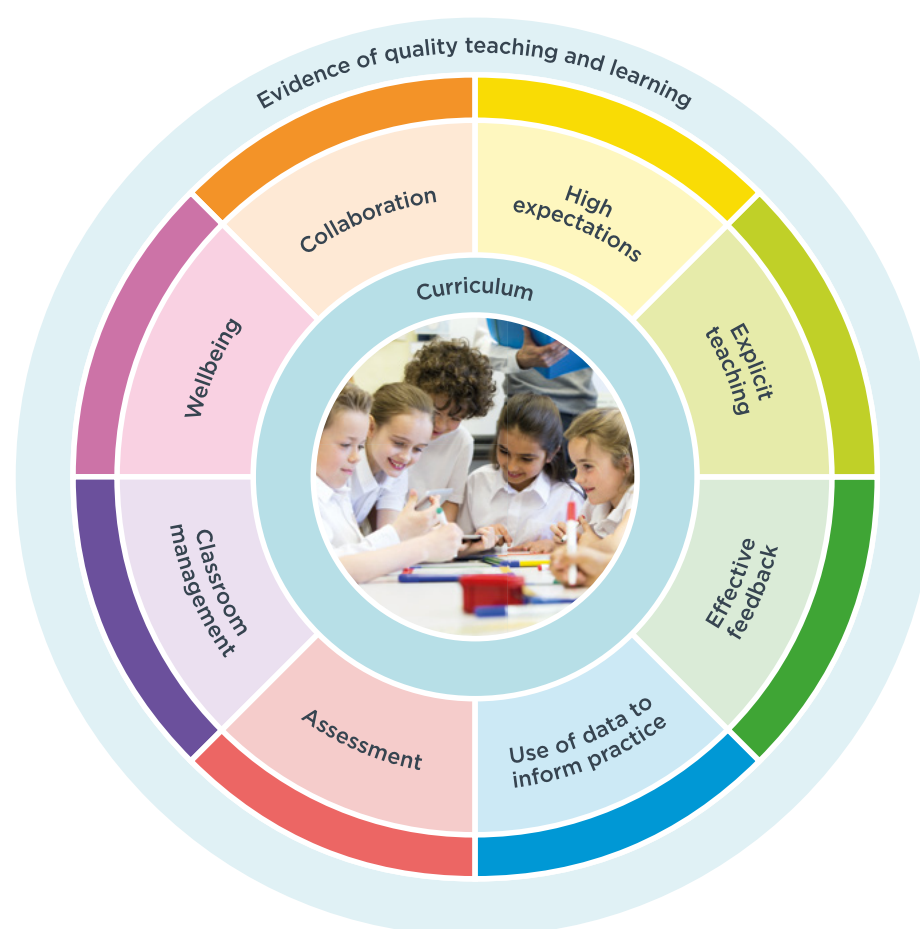
<p>1. High expectations</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>2. Explicit teaching</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>3. Effective feedback</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>4. Use of data to inform practice</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>	<p>5. Assessment</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>6. Classroom management</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>7. Wellbeing</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p> <p>8. Collaboration</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5</p>
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Reflecting on your practice

After you have completed the overall reflection, you may start reflecting on your practice in each theme.

Use the reflection framework on the following pages to assist you with the reflection process. The reflection process involves outlining your current practice for each What works best theme and the impact of your current practice. Then identify the next steps for improvement by considering areas of your practice that need to be strengthened. This includes practices that need to be adopted/started, adapted/changed or stopped/discontinued.

When reflecting on your practice for each theme, refer to the strategies in the What works best in practice document, specific elements of the School Excellence Framework and to the standards of focus in the Australian Professional Standards for Teachers.



Alignment with the School Excellence Framework

The School Excellence Framework supports NSW public schools in their pursuit of excellence by providing descriptors of quality practice. The Framework focuses on school practices that evidence shows are most directly related to continuous, school-wide improvement and better student outcomes. There is strong alignment between the Framework and the themes of What works best.

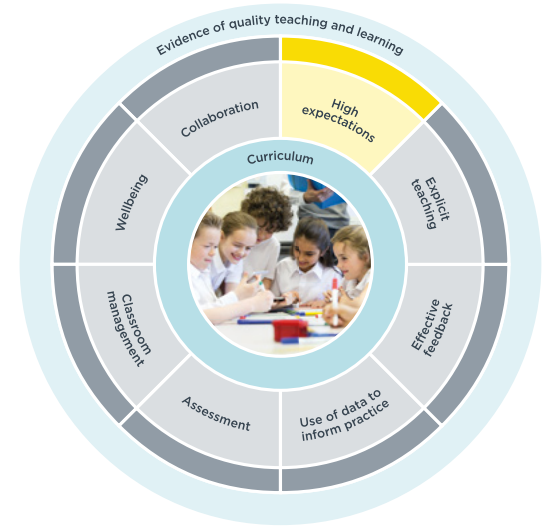
School Excellence Framework (PDF 299 KB)

What works best toolkit

1. High expectations

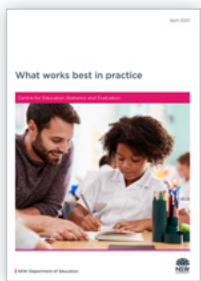
When teachers hold high expectations of their students, they know their students well, value them as learners, and understand how to support their learning. High expectations matter at all stages of education, from early childhood through to the end of school.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

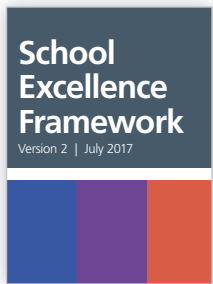


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Learning culture
- Curriculum
- Student performance measures

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.4
- Professional practice: 3.1, 3.3, 3.4, 3.5, 4.2, 4.3, 5.1, 5.3

How do you currently promote high expectations in the classroom?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

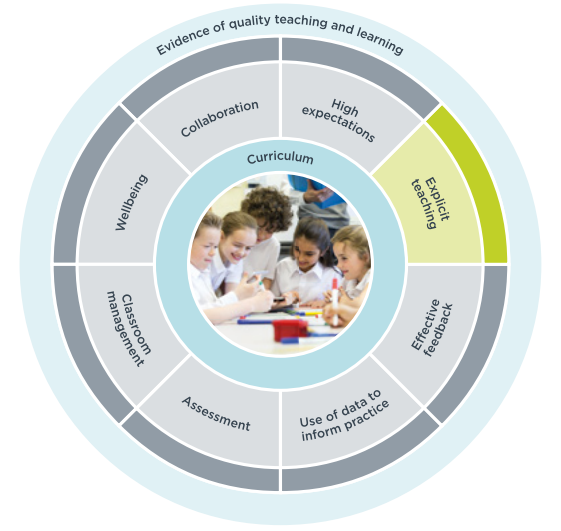
4. What do you need to discontinue/stop doing?

What works best toolkit

2. Explicit Teaching

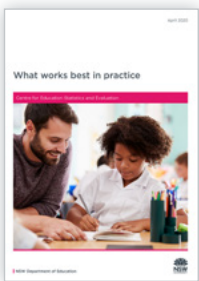
Explicit teaching is when teachers clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

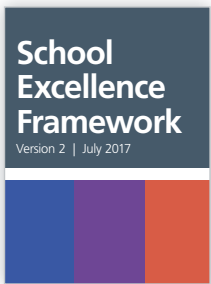


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Effective classroom practice
- Professional standards

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.2, 1.3, 1.5, 1.6, 2.2, 2.3, 2.4, 2.5, 2.6
- Professional practice: 3.1, 3.2, 3.3, 3.4, 3.5

How do you currently implement explicit teaching in the classroom?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

4. What do you need to discontinue/stop doing?

What works best toolkit

3. Effective feedback

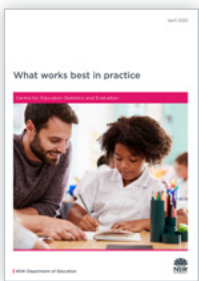
Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus. Feedback to a student about aspects of performance or understanding can be provided by a teacher, peer, or through self-reflection.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

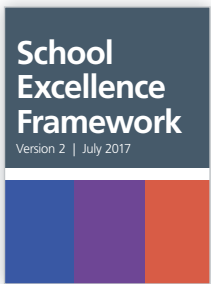


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Assessment
- Effective classroom practice

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.2, 1.3, 1.5, 1.6, 2.3, 2.5, 2.6
- Professional practice: 3.3, 5.1, 5.2, 5.5

How do you currently provide students with effective feedback in the classroom?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

4. What do you need to discontinue/stop doing?

What works best toolkit

4. Use of data to inform practice

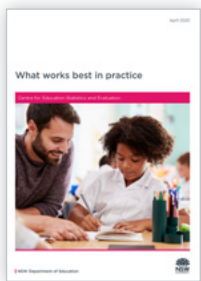
Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for all students in their class.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

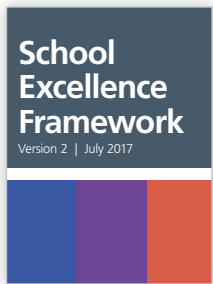


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Assessment
- Reporting
- Student performance measures
- Effective classroom practice
- Data skills and use
- School planning, implementation and reporting

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5
- Professional practice: 3.1, 3.2, 3.3, 3.6, 5.4

How do you currently use data to inform your practice?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

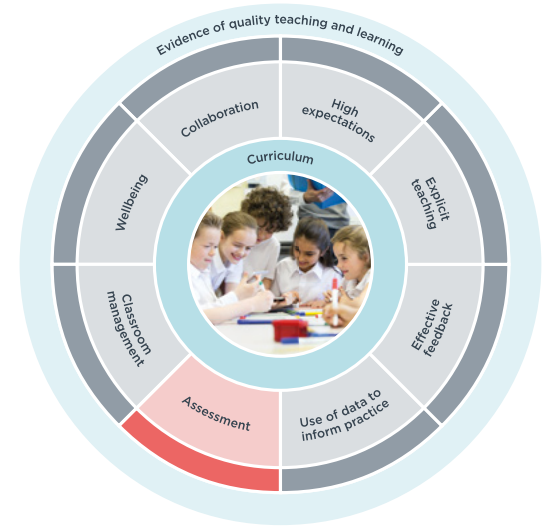
4. What do you need to discontinue/stop doing?

What works best toolkit

5. Assessment

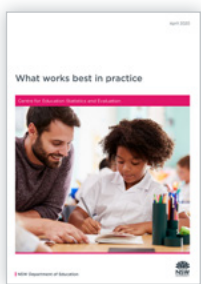
Student assessment refers to the variety of methods that teachers use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. It is only via effective assessment that teachers can know if learning is taking place.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

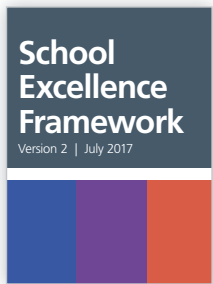


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Curriculum
- Assessment

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 2.3
- Professional practice: 3.6, 5.1, 5.3

How do you currently use assessment to improve student learning?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

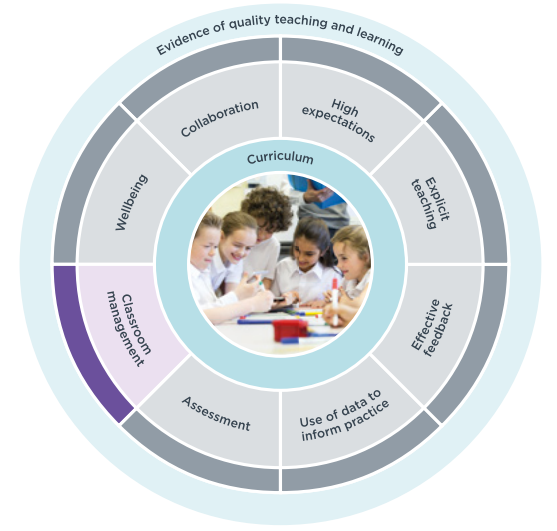
4. What do you need to discontinue/stop doing?

What works best toolkit

6. Classroom management

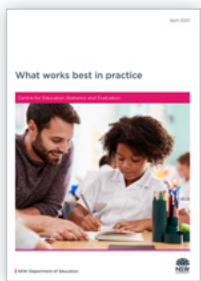
Classroom management is a broad term for a range of practices and strategies teachers use to build quality relationships with each of their students and foster a safe, positive and stimulating learning environment. Well-managed classrooms maintain a positive classroom climate that maximises effective learning time and encourages on-task positive learning behaviours, where disengagement and disruptions are addressed in a timely and appropriate manner.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

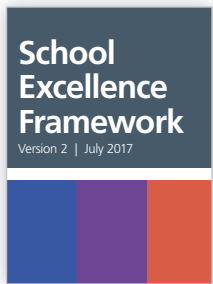


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Wellbeing
- Curriculum
- Effective classroom practice

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.2, 1.3, 1.5
- Professional practice: 3.5, 4.1, 4.2, 4.3, 4.4, 4.5

How do you currently manage your classroom?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

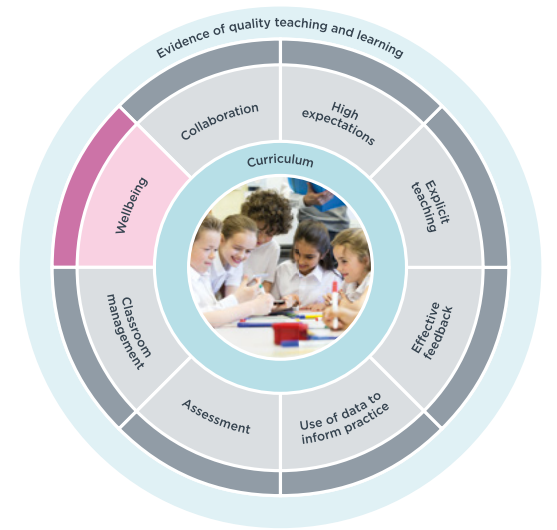
4. What do you need to discontinue/stop doing?

What works best toolkit

7. Wellbeing

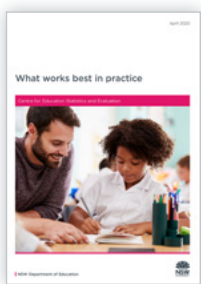
Student wellbeing is a broad term that encompasses many dimensions including cognitive, social, physical and spiritual wellbeing. Schools support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community. Supporting student wellbeing in a school is the responsibility of all staff.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

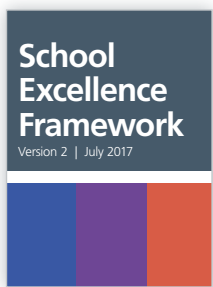


Resources

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[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Wellbeing

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.2, 1.3, 1.5, 1.6
- Professional practice: 4.1, 4.2, 4.3, 4.4, 4.5
- Professional engagement: 7.3

How do you currently promote student wellbeing?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

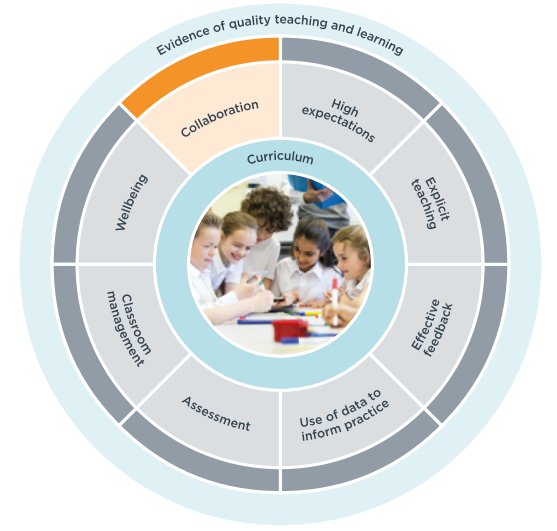
4. What do you need to discontinue/stop doing?

What works best toolkit

8. Collaboration

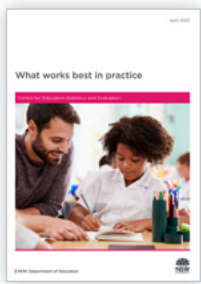
Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving. Collaboration is most successful when it is frequent and ongoing, either through formalised communities of practice or as part of a school culture that promotes and values the sharing of ideas and advice in non-threatening, encouraging ways.

Use the What works best in practice document, the School Excellence Framework and the Australian Professional Teaching Standards for Teachers to reflect on your practice, gather evidence of your practice and identify ways for improvement.

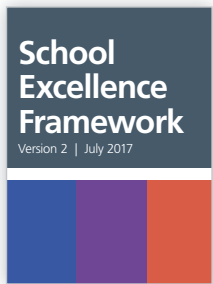


Resources

[What works best in practice](#) (PDF 3.1 MB)



[School Excellence Framework](#) (PDF 299 KB)



Key elements of focus:

- Effective classroom practice
- Learning and development
- Educational leadership

[Australian Professional Teaching Standards for Teachers](#) (PDF 1.1 MB)



Standards of focus:

- Professional knowledge: 1.3, 1.4, 1.5, 2.6
- Professional practice: 3.2, 3.3, 3.6, 3.7, 4.3, 4.5, 5.3
- Professional engagement: 6.1, 6.2, 6.3, 6.4, 7.1, 7.3, 7.4

How do you currently collaborate with other teachers?

What is the impact of your current practice? How do you know (what evidence do you have)?

What will be your next steps for improvement?

1. What do you need to strengthen?

2. What do you need to adopt/start?

3. What do you need to adapt/change?

4. What do you need to discontinue/stop doing?