# Reflect and reset

### An evaluative thinking resource for leading improvement, innovation and change

*Evaluative thinking is a disciplined approach to reflective practice.*

*This resource is designed for use at a ‘pause point’ in the life of a project or strategic initiative. It will help you:*

* *reflect on your evidence*
* *plan your communication with stakeholders*
* *distil key lessons for future planning and continuous improvement.*

*This resource is:*

* *general in nature, and some questions may feel less relevant for your context than others*
* *not exhaustive, and there are other questions or lines of inquiry that you might want to explore*
* *optional, and not intended as a requirement of any particular Departmental policy, program or procedure*
* *flexible, and can be used for individual reflection or as part of a group process.*

*As you work through it, remember that a well-considered ‘I don’t know’ is always more helpful than speculation or guesswork.*

*If you have any feedback or questions about this resource, contact* *evaluation.support@cese.nsw.gov.au**.*

*A soft copy is available at the Evaluation Resource Hub:* [*https://education.nsw.gov.au/teaching-and-learning/professional-learning/evaluation-resource-hub/turning-data-into-evidence*](https://education.nsw.gov.au/teaching-and-learning/professional-learning/evaluation-resource-hub/turning-data-into-evidence)*.*

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# 1. Evidence of activity

## a) What did you do? Over what time period?

## b) What changes did you make from your original plan or timeline (if any)? Why did you settle on those changes?

# 2. Evidence of process quality

## a) What did you do well? What made this possible (enablers)?

## b) What didn’t you do as well as you would have liked? What made things difficult (barriers)?

## c) In answering these questions about process quality, what data was most helpful to you?

## d) In answering these questions about process quality, what data gaps or ‘blind spots’ did you have? How could you avoid these in the future?

# 3. Evidence of impact

## a) What positive changes were you expecting to see by now? (eg. Changes in teaching, learning, wellbeing etc.)

## b) To what extent have these changes occurred? How do you know?

## c) Have there been any unexpected positive or negative impacts?

## d) In answering these questions about impact, what data was most helpful to you?

## e) In answering these questions about impact, what data gaps or ‘blind spots’ did you have? How could you avoid these in the future?

# 4. Communication

## a) Who are your key stakeholders in this project? Who else would be interested in hearing about ‘the story so far’?

## b) What are your main communication channels with these people?

## c) Now look back on what you wrote at Questions 1-3 and draft a short paragraph that tells the story in plain language. The paragraph should be accurate, concise and suitable for your audience.

# 5. Implications for the next phase of this project (if there is one)

## Reflect again on what you wrote at Questions 1-3. From this experience, have you learned anything important about:

## The nature of the problem you are addressing, or the opportunity you are trying to capture?

## The evidence base that underpins your approach, or research that would be worth exploring as you move forward.

## The activities that appear to be more (or less) effective in bringing about positive change?

## Who is benefiting more (or less) from this work, and why?

## The resourcing that this work requires, and how you can secure this?

## The data you have used for monitoring and evaluation, and how helpful (or otherwise) it has been?

## The risks and challenges of implementation, and how you can manage them?

## Any assumptions you are making, and how you can test them?

## How realistic (or otherwise) your original targets and timeframes were, and why?

## Anything else?

## Now, complete one or both of the following statements that shows how you will move forward:

In the next phase of this work, we will

because

In the next phase of this work, we won’t

because

# 6. Other implications

## Reflect again on what you wrote at Questions 1-3.

## What lessons from this work are helpful for other projects or initiatives you are involved in? How can you make sure these lessons are shared and learned?

## What routines or habits did you have to help you and your colleagues learn as you go, sharing insights and lessons from one project to another? How effective were they? What else might you try?

## Does anything/anyone need celebration (and it hasn’t already happened)? If yes, who, how and why will you do this?

## Are there are any issues that need addressing (that haven’t already been addressed)? If yes, what are they, and how will you approach this?

## Do any of your colleagues have support needs that aren’t being met? What do they need? Who or what could help them? What are your next steps here?

## What about you? Do you have support needs that aren’t being met? What do you need? Who or what could help you? What are your next steps here?

## Anything else you have learned from this experience that is worth reflecting on or sharing with others?