

## **BRAINSTORM THE BASICS**

Know what makes quality evidence  
Understand how evidence leaves an impact  
Recognise types of evidence  
Identify your evidence of impact

## **CRAFT THE CLAIMS**

Understand and apply reflexivity  
Craft an impact claim using reflexivity  
Situate your story in professional standards  
Recognise and use power verbs

## **REFINE FOR READERS**

Identify your story arc  
Recognise genres that leave an impact  
Understand the assessor's perspective  
Know how to seek and apply feedback



### **FOR**

Teachers at any career stage and professionals seeking recognition or promotion



**Approx. 3 hours**



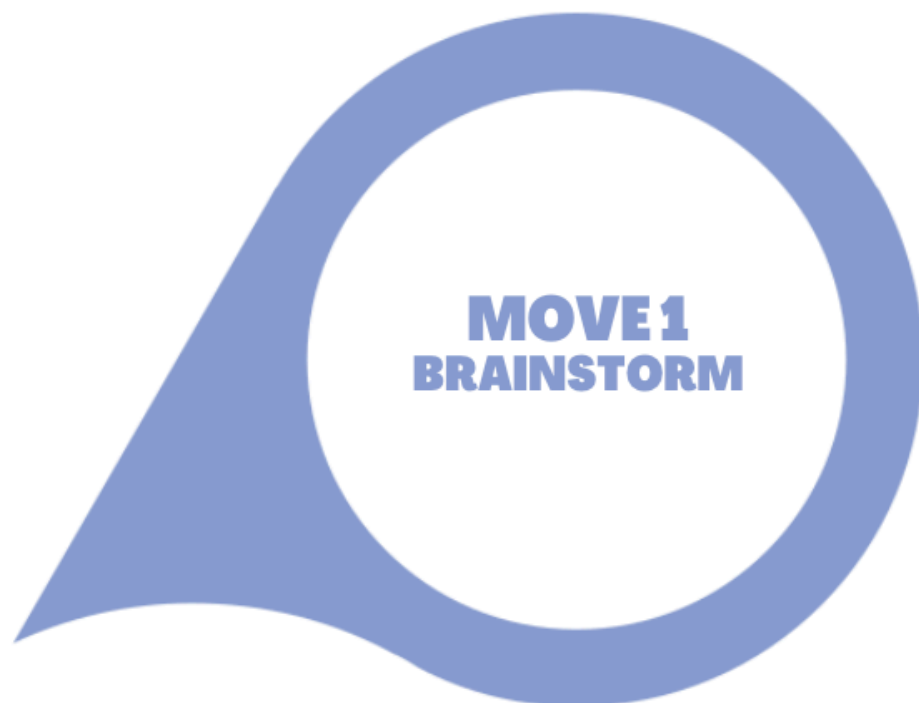
### **English**

Subtitles, downloadable transcripts



### **Downloadable**

Activities, checklists, and immediate impact resources



## **BRAINSTORM THE BASICS**

Know what makes quality evidence

Understand how evidence leaves an impact

Recognise types of evidence

Identify your evidence of impact



**Approx. 1 hour**



**English**

Subtitles, downloadable transcripts



**Downloadable**

examples of evidence, brainstorming template

# What is evidence?



# High quality evidence is...

```
graph TD; C((Clear)) --- D((Direct)); D --- L((Linked)); L --- L2((Linked)); L2 --- O((Organised)); O --- A((Annotated)); A --- C;
```

## Clear

use of verbs to  
show how your  
actions contributed

## Direct

like survey rather  
than indirect or  
inferred evidence

## Linked

to the professional  
standards

## Organised

around a claim,  
goal or problem

## Annotated

to show how it  
supports a claim



## MOVE 2 CRAFT



### **CRAFT THE CLAIMS**

Understand and apply reflexivity  
Craft an impact claim using reflexivity  
Situating your story in professional standards  
Recognise and use power verbs



**Approx. 1 hour**



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**Downloadable**

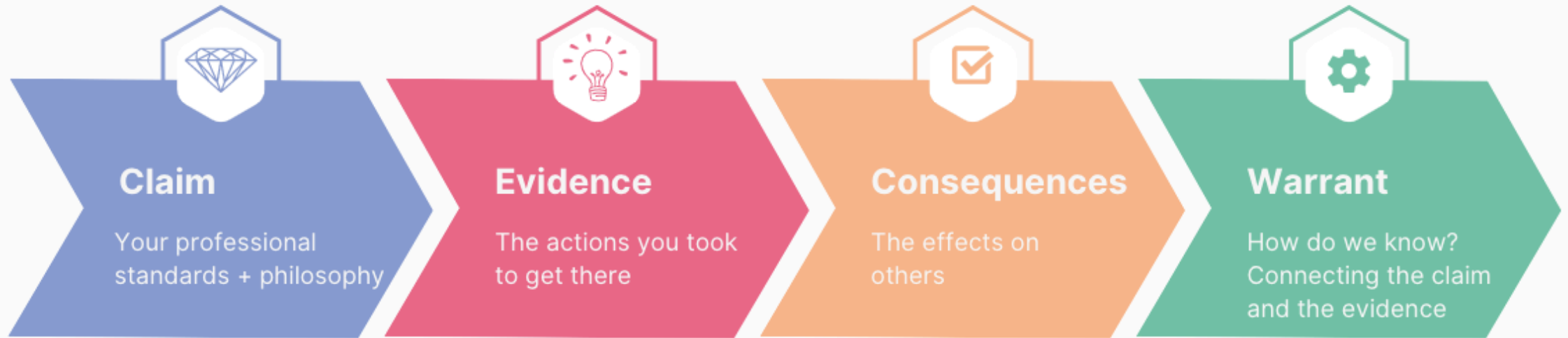
Crafting a claim using reflexivity, Power Verbs

# Stories of actions, not stories of impact



# Stories of impact use reflexivity





I led a whole school change that improved the inclusive cultures (3.1, 4.1) and enhanced students' global citizenship & my peers' knowledge

I invited...  
I designed...  
I modelled...  
I mentored...  
I evaluated...

Attendance changed from x% to y%  
Volunteering hours went from X to Y  
Where one students...now...  
Teacher survey showed

I achieved these positive outcomes because my knowledge of the community enabled me to build trust, authentic service opportunities, and connect mentors.



## REFINE FOR READERS

Identify your story arc

Recognise genres that leave an impact

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**Approx. 1 hour**



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**Downloadable**

Quality according to assessors checklist,

Seeking feedback activity

## Advocacy Narrative

This is where you are influencing others and often involves networking with outside organisations and promoting new perspectives and opportunities.

## Personal Growth Narrative

Reflective in style and might include recognising an area of performance that was a weakness or a new area. Involves goal setting and evidence of personal growth and achievement.

# Genres

## Action Research Narrative

Action Research Narrative  
Supports stories where you are helping to lead a new activity or innovation where the outcome or process is not known in advance.

## Project Management Narrative

Situated within an existing process and the task may have been delegated to you. Gives opportunity to show how you make a difference within existing processes and teams.