

How can I initiate ongoing formal and informal feedback?



Performance
and
Development

Performance and development toolkit overview

Reflection and goal setting

Resources

- > Getting started survey – How do I perceive performance and development at my school?
- > What is my role in the performance and development cycle?
- > How can I ensure I get the most out of my goal setting?
- > Goal setting guide

Professional practice and learning

Resources

- > How does professional learning support my performance and development?
- > How do I evidence progress against my goals?
- > Examples of evidence
- > How do I engage in classroom observation?
- > Tips for collecting and documenting feedback

Ongoing feedback, reflection and review

Resources

- > How can I initiate ongoing formal and informal feedback?
- > How can I support effective peer-feedback in my school?
- > How do I reflect on my own goal achievement?
- > How can I make the most of my performance and development review?
- > Performance and development review guide

Why is it important to seek feedback?

- > Research¹ shows that accurate self-image is a good predictor of success at work. An accurate self-image increases your ability to assess the risks and challenges when taking on tasks. Most importantly, it means you are more likely to ask for help if you need it
- > One of the most effective ways to learn about yourself and create an accurate self-image is to seek feedback
- > Feedback helps you to understand your teaching practice from the perspective of the people that are most affected by it
- > Ultimately, feedback is the basis for deep insights and reflections. These insights and reflections pave the way for changes in your teaching practice that have impact and are sustained
- > This resource is designed to assist you to seek targeted and useful feedback that will support your professional growth. You may also wish to look at:
 - [How can I support effective peer feedback in my school?](#)
 - [Tips for collecting and documenting feedback](#)

¹Baumeister, Roy et al. 2003, *Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles*, Psychological Science in the Public Interest May 2003 4: 1-44

Who can I seek feedback from?

- > If you want more insight into your effectiveness as a teacher, you can seek feedback from anyone who is impacted by your teaching practice. Some of the key groups are included in the table below

Group	Examples of what you might seek feedback on
School leader	Your school leader will be in a position to comment on your goal achievement and development more broadly, how you are contributing to the vision for the school, your behaviours and your teaching practice
Other teachers	Your colleagues may be well positioned to provide you with feedback on specific aspects of your teaching practice, including student engagement, classroom management, learning tasks and activities and lesson plans. You may also seek feedback on how you communicate and collaborate with colleagues.
Students	Students, as the people most directly affected by your teaching practice, can provide information on your effectiveness in the classroom (e.g. how engaged they are, how appropriate the learning resources are, and if you are meeting their learning needs)
Parents	Feedback from parents will most likely focus on the observed impact of your teaching on their children (e.g. student motivation, application of new learning outside the school), as well as how you engage them in their child's learning

What opportunities are there for seeking feedback?

- > There will be a range of opportunities in your school in which you can receive or ask for feedback. Broadly speaking there are two categories – formal and informal
- > Your context might offer a range of formal occasions that are intended for giving and receiving feedback. Formal means that the situations are designed for exchanging feedback and are usually part of a process such as your performance and development review or structured classroom observations
- > However, informal opportunities are just as valuable. For example, after a team teaching session you may ask a colleague, ‘Did I clearly explain the learning intentions and did I effectively scaffold the activity?’. Or after a professional learning activity that you have led you may ask a colleague, ‘Did my message come across clearly and what could I have done differently?’

Typical opportunities for receiving feedback

School leader

- Regular catch-up
- Formal meeting to discuss performance and development progress
- Feedback “in the moment”

Other teachers

- Classroom observation
- Peer-feedback group
- Learning and teaching team
- One-on-one catch-up
- Feedback “in the moment”
- Professional learning team

Depending on context,
feedback may be
formal or informal

Parents

- Parent feedback survey
- Parent focus group
- Parent-teacher interview
- Community event
- Feedback “in the moment”
- School blogs

Students

- Student feedback survey
- Student focus group
- Targeted interview
- Feedback “in the moment”

How do I seek feedback?

Before:	For most people, it is not easy to ask for feedback. There is usually some anxiety about putting yourself on the line by asking someone directly what they observed and whether they think you were effective. However, keep in mind, that giving feedback is not easy either. It helps both the receiver and the giver of feedback to identify opportunities for feedback in advance. Prior planning allows you to consider and agree on the focus of the feedback
During:	Initiate the feedback by asking questions. This helps to direct the conversation towards specific and meaningful feedback that informs your goal progress and actions you might take to strengthen your teaching practice
After:	Document the feedback and your insights and reflections. Identify what the feedback means for your practice and what you want to change

- > For further guidance on how to initiate and document feedback see:
 - [Tips for collecting and documenting feedback](#)

How can I create a good climate for feedback?

- > We all intrinsically strive to do our best so receiving feedback can be challenging. Equally, giving someone an unpleasant message is not easy either, as you might be worried that you will hurt the feelings of someone you work with every day
- > Remembering a few simple rules will help you to create a good climate for giving and receiving feedback



Activity:

Identify an opportunity for feedback that will arise within the next few days. Answer the following questions to prepare yourself and take action to prepare the person you are asking for feedback:

1. What would you like feedback on (considering your performance and development goals)?
2. Who would be in the best position to give you feedback on this and why?
3. What will you ask the person giving you feedback to look out for?
4. When and where will you receive the feedback?

Discuss the opportunity to provide feedback with the colleague, student or parent and record the feedback in the feedback activity sheet ([Tips for collecting and documenting feedback](#))