

Reflection and

goal setting

Ongoing feedback, reflection and review

Professional practice

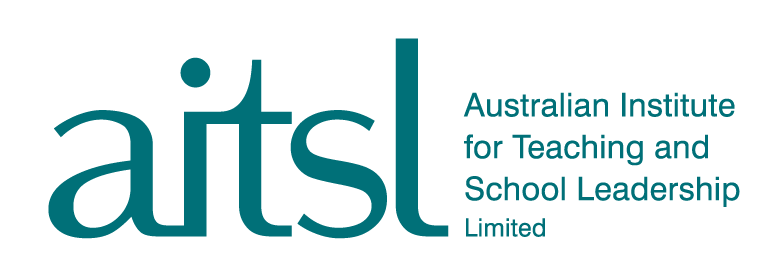
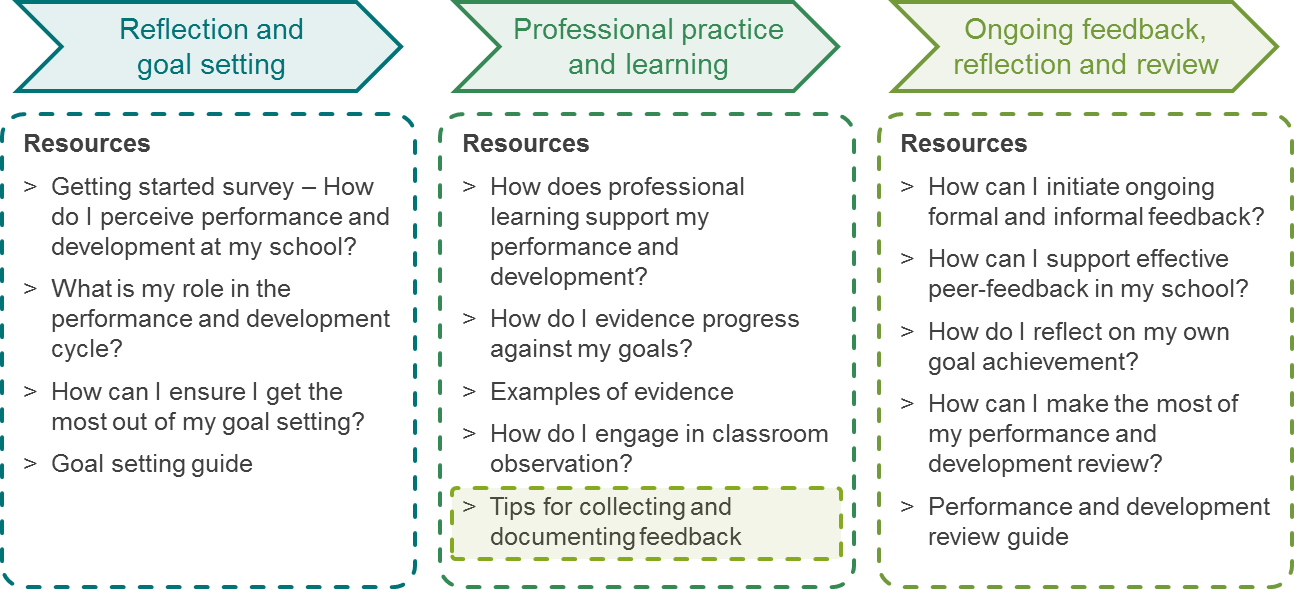
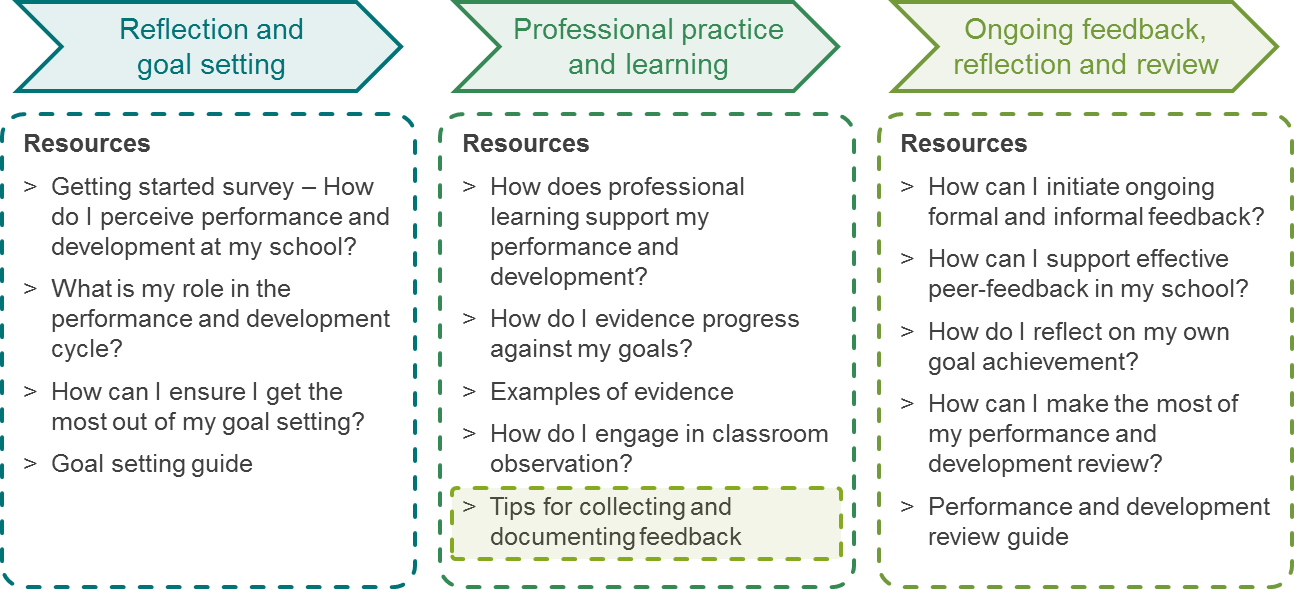
and learning

Performance

and

Development

Tips for collecting and documenting feedback



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Performance and development toolkit overview

Performance and Development

# Tips for collecting and documenting feedback

This activity sheet is designed to help you:

* clarify why you are seeking particular feedback and to communicate to the person giving you feedback what you want them to focus on
* guide feedback conversations by asking questions that direct the discussion towards specific and meaningful feedback that will inform your goal progress and actions you might take to strengthen your teaching practice
* document the feedback and your insights and reflections so you can identify what the feedback means for your practice and what you want to change.

## Step 1: What do I want to seek feedback on? Who will be able to provide the feedback?

Use the framework below to clarify for yourself what you want to understand better about your own teaching practice (this could inform, but is not limited to, one or more of your annual goals).

|  |  |  |  |
| --- | --- | --- | --- |
| Note down which aspect of your teaching practice you would like to receive feedback on and why. If applicable, identify how this feedback relates to your specific annual goals. | | | |
| Select which of the below groups are in a position to provide feedback on your area of focus and the name of the specific person you will seek feedback from. | | | |
| School leader    Name(s): | Other teachers    Name(s): | Students    Name(s): | Parents    Name(s): |

|  |  |  |  |
| --- | --- | --- | --- |
| Note down which aspect of your teaching practice in particular the identified person can comment on (e.g. the clarity of my task instructions). | | | |
| School leader | Other teachers | Students | Parents |
|  |  |  |  |

Using the notes you have prepared, communicate to the person(s) you are seeking feedback from what you would like them to focus on. For example, when seeking feedback on your lesson planning, let the teacher who is giving you feedback know that you would like them to focus on, for example, how effectively you have articulated the differentiated learning tasks you planned.

## Step 2: How do I prepare for a feedback conversation?

In order to make the most of your feedback conversation it is best to prepare some questions beforehand. Assisting the person giving you the feedback by asking targeted questions will help you to obtain specific and meaningful feedback.

Below are example questions for each of the four identified groups. They follow a conversation framework which you can find on the following page. The examples and the framework are designed to help you in developing specific questions for your own situation and context.

|  |  |  |  |
| --- | --- | --- | --- |
| School leader | Other teachers | Students | Parents |
| *“One of my goals this year is to better engage with the broader community.*  *What do you see me do that helps build these relationships?*  *What do you think I do that is less effective?*  *How do you think I went at the information night last week?”* | *“Thank you for agreeing to give me feedback on my classroom activities.*  *If you think of my classroom activities and my desire to make them more engaging, what am I doing better now than last time we spoke?*  *What do you think I could further improve? And if I change that, what would be the effect of that?*  *Do you know of any other support I could draw on?”* | *“Think about the activity we did in maths before lunch.*  *What did you like about it?*  *What did you find hard?*  *Were my instructions clear?*  *What were the success criteria?*  *Which activities were the most helpful and why?”* | *“If you think about the ways I currently communicate your child’s learning progress, which ways work well for you?*  *What are the things that I could do differently?*  *How can I/the school engage you more effectively?*  *Do you have any other comments for me?* |

The following conversation guide is designed to assist you in structuring and focusing your questions to obtain specific and meaningful feedback.

|  |  |
| --- | --- |
| Feedback conversation element and example questions | Purpose |
| **1. Opening - What are you going to talk about?**  *“Thank you for agreeing to give me feedback on...* [insert what you want feedback on]”  or  *“Think about…* [insert what you want feedback on]”  or  *“How do you think I went*… [insert a specific event or piece of work you want feedback on]?” | Helps you to frame the conversation and to direct the conversation to specific feedback. This could be feedback on your progress on a goal, for example. |
| **2. Strengths - What are you doing well?**  *“What are the things you see me do that help achieve…* [insert what you want feedback on]*?”* | Gathers feedback on what you are currently doing well that could be continued to support goal progress and/or development. |
| **3. Areas for growth - What could you do better*?***  *“What are the things I could do differently in order to…* [insert what you want achieve]  *And if I implement some of those changes, how might it effect my practice?”* | Gathers feedback on opportunities for improvement and the impact of working on those opportunities, to increase effectiveness in goal progress and/or development. |
| **4. Other suggestions - What else could you do*?***  *“If you reflect on my work and practice, can you think of anything that I should either stop, start or continue doing?”* | Gathers feedback in a less directed way and can present an alternative to the above questions. |

This overall guide is designed to obtain feedback on any area of your teaching practice. It can be used with any of the targeted groups on the previous page. However, depending on who you are asking for feedback, you will need to choose appropriate language for your target group.

Working with the conversation guide and considering the example questions, note down questions for the respective audience(s) you selected in step 1 in order to prepare the feedback conversations.

|  |  |  |  |
| --- | --- | --- | --- |
| School leader | Other teachers | Students | Parents |
|  |  |  |  |

Prior and throughout the feedback conversation remind yourself of the five simple rules that will help you make the most of the feedback.

Assists you in under-standing the feedback

Ensures you have understood it in the way it was intended

Encourages the person giving you the feedback. Helps you to be open

Helps you to listen to and absorb the whole feed-back

Encourages the person giving you feedback to do so again

## Step 3: How do I document my insights and reflections?

|  |  |
| --- | --- |
| Feedback received from: | Date: |
| Feedback received in relation to (e.g. specific annual goal): | |
| Note down the key messages and observations you took from the feedback. How did the information illustrate progression against your goal(s)? | |
| With the feedback in mind, note down what you want to **STOP in order to achieve your goal(s):** | |
| **CONTINUE in order to achieve your goal(s)**: | |
| **START in order to achieve your goal(s):** | |