

**Pedagogical Manual :** MFL Department

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| **Section** | **Professional Development**  |
| **Resource**  | PD2: Post-observation Formative Feedback |
| **Objective**  | *To deliver formative feedback to colleagues based on the praise sandwich approach.*  |
| **Outcomes** | * To ensure you are clear what you are looking for feedback on.
* To define the praise sandwich
* To understand both the roles of the observer and the observée in the process
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| **Resources** |  |
| **Time**  | 40 minutes  |



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| *Part 1:* *Before an observation* | 5 mins | Whatever the purpose of an observation is, you need to establish the objectives of the observation from the outset. These do not have to be too formal unless they are for the purposes of performance management.*e.g. to watch 3rd years being taught the topic of weather in an active way.* In this session, you are going to watch a lesson video and give collective formative feedback.However, before beginning, you should decide on a broad focus for the observations. Evidently, this would normally be done in collaboration with the teacher. You could focus on formative feedback, independent learning, assessment etc. Whatever you decide, you must focus solely on this area.  |
| *Part 2: Watch the video and observe*  | 5 mins | Watch the following [video](https://www.youtube.com/watch?v=iW0XsQ4X28s) from an Australian classroom and observe what you see following a What Went Well and Even Better If structure.  |
| *Part 3: Post-observation*  | 20 mins | The resource *PD2: Post-Observation Feedback Protocol* suggests a particular protocol for post-observation formative feedback. This is based on the model of a ‘praise sandwich’ wherein the conversation begins with successes, then focuses on areas for improvement and then finishes on a positive note. As a group, go through the protocol and discuss as a group what you would say or ask at each stage of the feedback. Perhaps also consider what the teacher might respond with. Remember that this protocol should be used in conjunction with your observation agreement.  |
| *Part 4: Adapt the protocol to suit your own needs* | 10 mins | If you choose to adopt this protocol as an example of good practice, how might you adapt it to suit your professional environment?  |

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PD2: Feedback Protocol

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| **Stage**  | **Observer**  | **Observée**  |
| ***Ice-breaker*** | *“We’ll start out with a discussion in which we will think about the lesson/activity as a whole before thinking more specifically about different elements of the lesson.”*Is this OK? **Questions:**What did you think about the lesson?What went well?What would you improve? | Answers questions about what went well and what needed to be improved. The observée may also make requests at this stage regarding the way in which the feedback is given.  |
| ***2-3 areas of strength***  | Pick up on 2-3 areas of strength that are mentioned by the teacher to give ‘warm’ feedback. Frame your answers in the following way:*a. “When you said X, students seemed to respond favorably because…”* *b. “When you did activity X, students appeared engaged because they...”* *c. “When you said X, it appeared to me that…”*Be VERY specific and concrete.  | The observée may wish to add comments or discuss these points with you.  |
| ***Transition***  | *“I’d like to move now on to discuss areas for improvement. Is that OK or would you like to add anything else at this stage?”*  | Teacher should agree.  |
| ***2-3 areas to improve*** | Provide suggestions that are concrete and specific. These can be delivered as ‘suggestions’ or questions. For example:SUGGESTIONI noticed you didn’t communicate the standards or goals of the lesson to the students. Consider doing so at the beginning of class. QUESTION1. When and how do you address the goals of the lesson?
2. At what point in your lesson do students get to hear the goals of the lesson?
 | The teacher responds to the questions and reflects on the comments considering principally how will this feedback impact my teaching practice.  |
| ***Next steps*** | Which area of this feedback do you see as being for you the priority for you to work on over the coming weeks? | The teacher responds with one specific area to improve.  |
| ***Final Praise***  | Finally, the observer closes the feedback dialogue with praise and thanks for the observation and reinforces the positive message framed around the successes of the students.  |  |