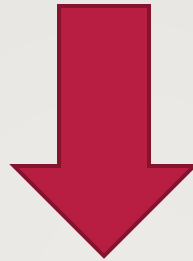


FEEDBACK DELIVERY IN TEACHER TRAINING COURSES

MARATEMI

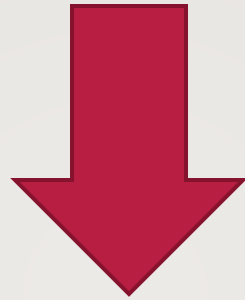
ELT@MARATEMI.COM

DO YOU AGREE/DISAGREE WITH THIS?



- “FEEDBACK IS ALWAYS PERSONAL”

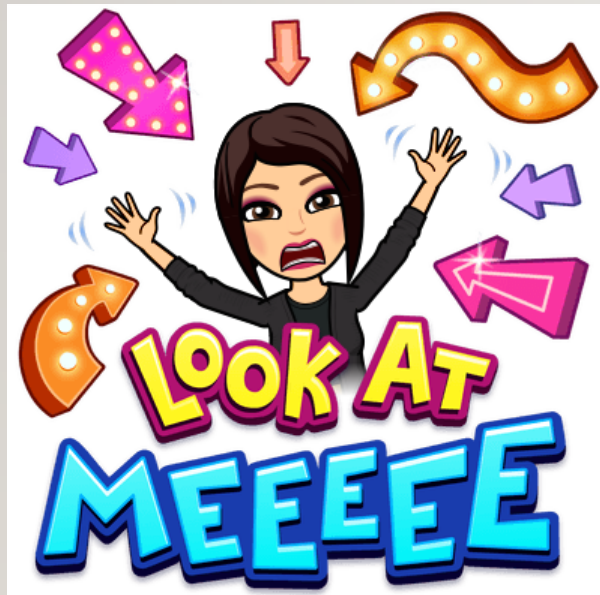
FEEDBACK IS PERSONAL, IT IS CRITICISM ON SOMEONE'S WORK



So how do trainees feel when being given
feedback post-observation?

How can we help?

I) “THE TRAINER
DOESN’T LISTEN TO
ME, I ONLY LISTEN
TO THEM”

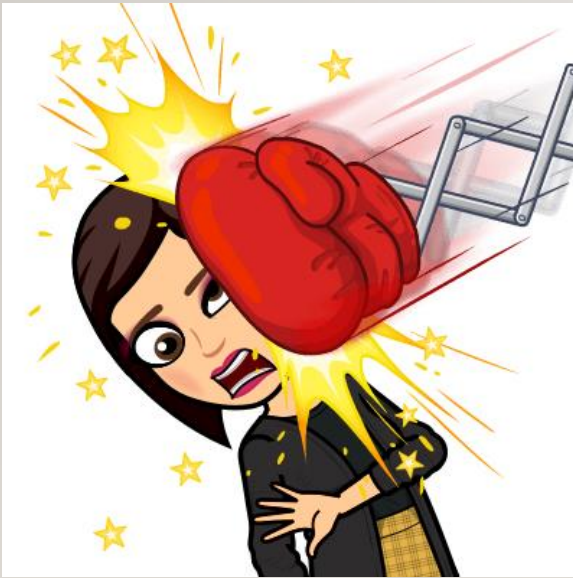


WHAT TO DO?

Take on trainees’ comments during hot feedback and value them, write them down on the assessment form.

Trainees have experience as students themselves, and that’s a very valuable aspect of teaching. They are/can be reflective practitioners (Copland & Ma, 2009).

2) “I’VE GOT TEACHING EXPERIENCE, BUT WHEN I SAY WHY I DO WHAT I DO I’M DISMISSED”

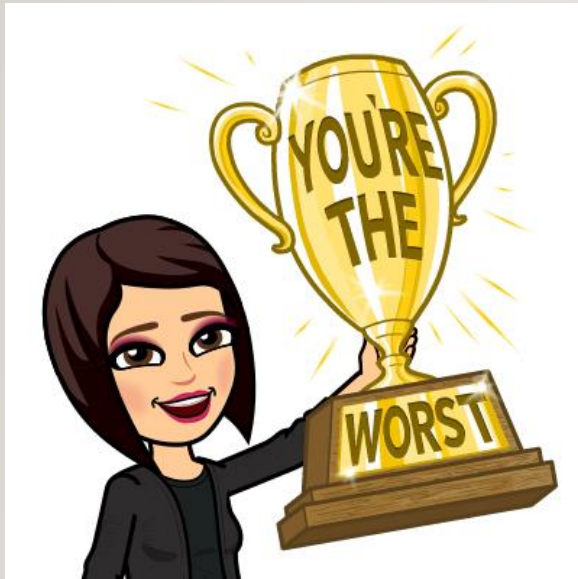


WHAT TO DO?

Acknowledge their teaching background and assess how this plays a role in what they do.

Cultural attitudes towards teaching vary from country to country. This shows in what teachers do, and how they reflect on practice.

3) “I DON’T UNDERSTAND WHY MY LESSONS ARE DESCRIBED AS BEING ‘RIGHT’ OR ‘WRONG!’”

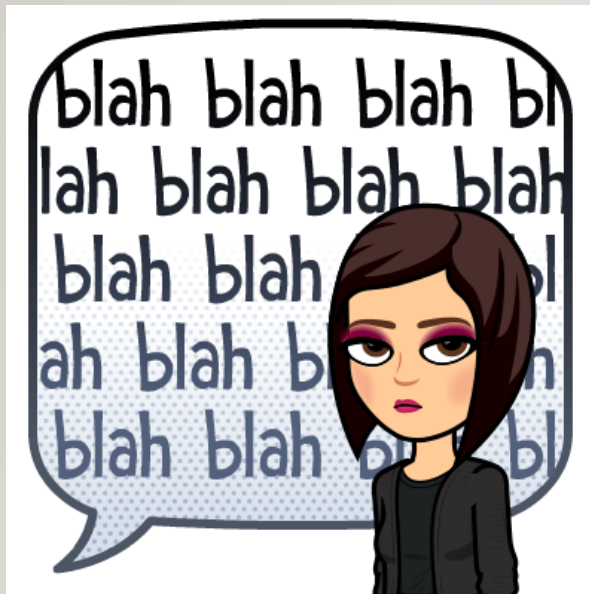


WHAT TO DO?

Avoid questions like “What went wrong with your lesson today?”; they’re demoralising and teaching isn’t a black or white situation.

Best to use “What did you like about your class today?”, “What are you worried about and want to address next time?”. It helps build on better practice, not the ‘right’ kind of practice.

4) “MY TRAINER ALWAYS WENT ON AND ON ABOUT THINGS FOR AGES! I DOZED OFF A COUPLE OF TIMES TO BE HONEST”

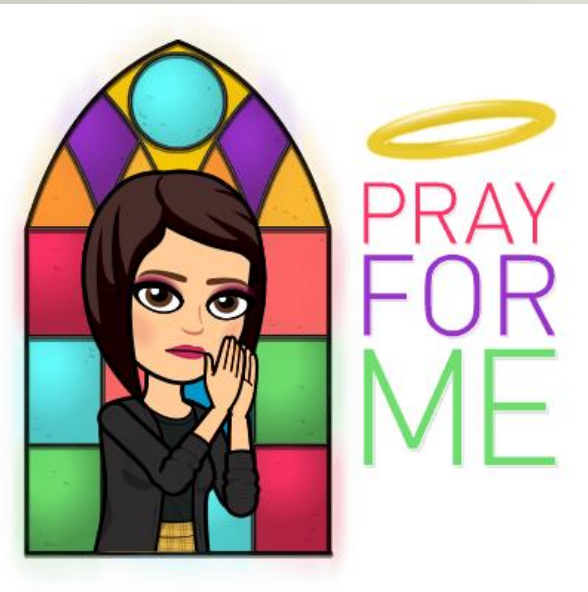


WHAT TO DO?

Talk less, let *them* say more. Help them out by eliciting when needed, but always remember to give *them* as much space as possible for self-reflection and to let off some steam when they feel discontent/upset with their lesson.

Post-observation feedback is more often than not a teacher therapy session for trainees.

5) “WE HAD FEEDBACK IN PAIRS, BUT I NEVER SAID A THING ABOUT MY PARTNER’S LESSON. SO WHAT’S THE POINT OF THAT?”



WHAT TO DO?

Use trainees as assessors and supportive colleagues (Copland, 2010) as part of the feedback session. This allows you to remove yourself from being the authority figure, and helps peers see the value of their own observation as well.

6) “BEST WAY TO GO ABOUT FEEDBACK IS SAYING SOMETHING GOOD, THEN SOMETHING BAD, THEN SOMETHING GOOD AGAIN.”

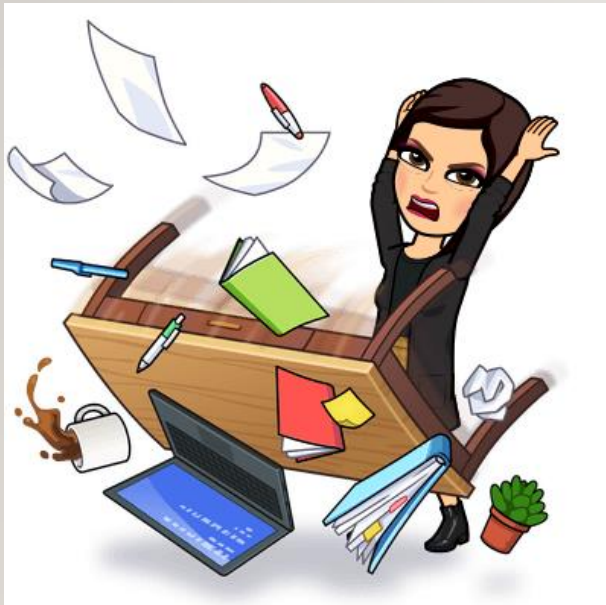


WHAT TO DO?

Forget about the sandwich theory! Work on positives and build a positive attitude from there, even in the most difficult of cases. Finding positives is more difficult than it seems.

Then work your way up by eliciting aspects for revision from them (or peers), focus on evidence-based answers.

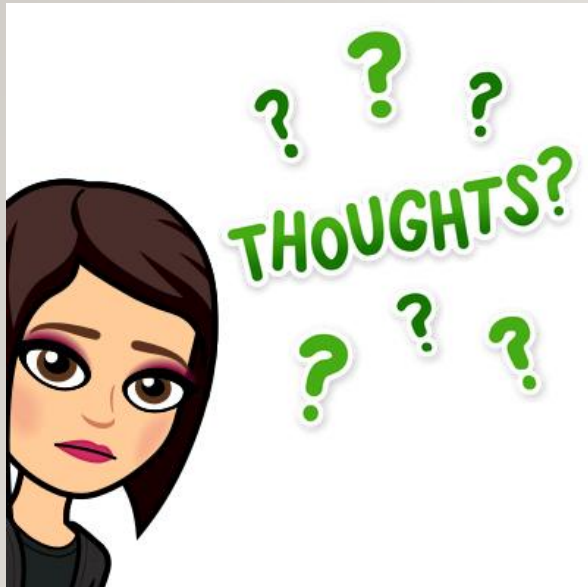
7) “SHE LOOKS LIKE SHE’LL BITE YOUR HEAD OFF. SHE’S TOO DIRECT AND INSENSITIVE!”



WHAT TO DO?

It's good to consider more polite language (perhaps, could've, would've, no don'ts/haven't) to mitigate the negative effect of criticism. Remember you once were this trainee. Don't lose your humanity over feedback!

8) “HOW DO I KNOW IF WHAT I’M DOING IS GOOD PRACTICE?”

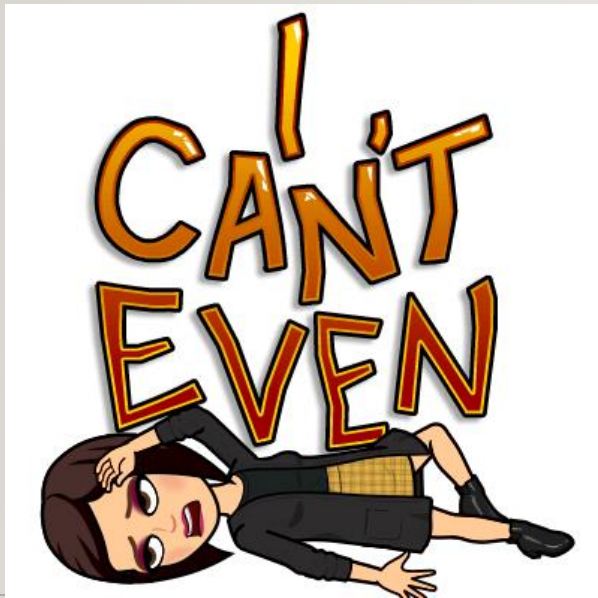


WHAT TO DO?

Get feedback on your feedback. There's room for improvement for you as well.

Don't let the 'hidden curriculum' (Copland, 2008) prevent *you* from becoming a better teacher trainer. Let trainees give you (anonymous) feedback on your work to create a co-constructed space.

9) “I FEEL THERE’S TOO MUCH TO WORK ON AND I CAN’T DO ALL THAT FOR THE NEXT LESSON”



WHAT TO DO?

Set achievable goals. Providing some suggestions in your written feedback is good for cold feedback and self-reflection afterwards.

But when delivering post-observation feedback remember trainees can't bite off more than they can chew, so don't overfeed them.

10) “X DIDN’T TELL ME Y,
BUT YOU ARE... WHY?”



WHAT TO DO?

Align views with your team! Feed back on trainer practice with your trainer team by setting up a clear(er) guideline for feedback delivery, and involve new trainers as well.

Setting up good guidelines avoids believing you've got an 'agenda'.

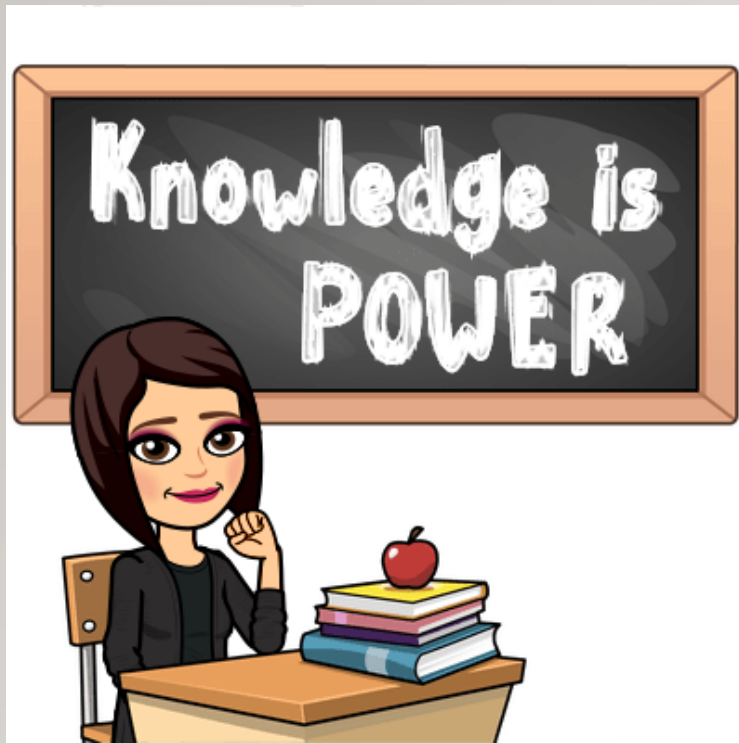
WHERE IS SHE
GETTING AT
WITH ALL THIS,
THOUGH???

- KNOW YOUR TRAINEES AND WHAT THEY'RE LIKE
- KNOW HOW THEY RESPOND TO STUDENTS, OTHER TRAINEES, THE WORKLOAD, THE CONTENT, AND YOU.

AND THEN....



ADAPT TO THEM AND
BUILD A DIALOGIC
APPROACH TO
CRITICAL THINKING!



Pics by: My Bitmoji

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“(...) while few would deny the role of intuition in the preparation of teachers, the ability to see with acuity, to select, identify and prioritise among a myriad of co-occurring experiences is something that can be guided, practised, learned and improved.”

Ruth Wajnryb

THANK YOU! 😊