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a network for English language teaching professionals

Post Observation Feedback: A New Approach

On the theme:
Back to A Future

#ELTi2023

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Griffith College, Dublin

ELC
P.U.A
Pharos University in Alexandria
English Language Centre

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1. Why is post teaching practice feedback important?

1. How does everyone feel before, during and after being observed?

1. How can we make this process positive and productive?

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Importance   **Feelings**   **Changes**

1. What is Post Teaching Practice Feedback? And why is it important?

It is an integral part of any CELTA course, which:

➔ takes place after each assessed teaching practice

➔ is a learning process for all parties: teacher, observers and tutors

➔ aims to reflect back on the decisions taken during the lesson/ what worked well/ can be improved

➔ reflects the trainees' participation, interaction and response to feedback

➔ is important to take into consideration before teaching future lessons and later when going back to the real classroom

➔ helps tutors to follow up on the progress of the trainees

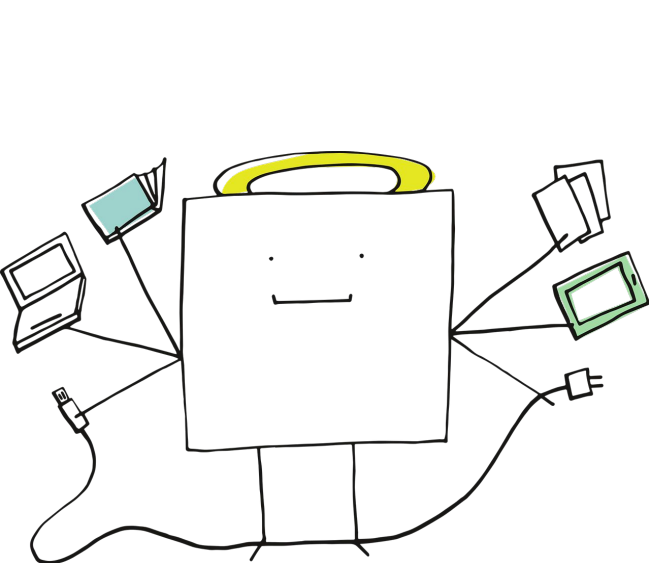➔ encourages trainees to be reflective practitioners

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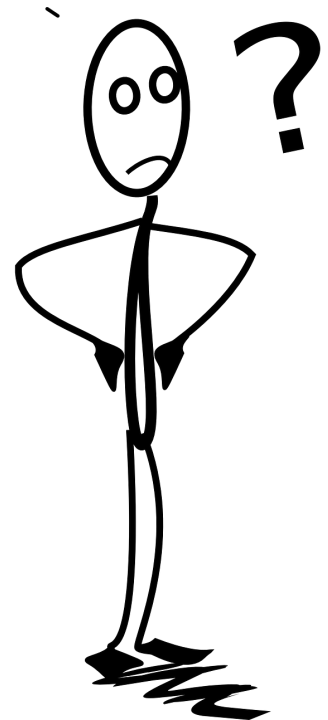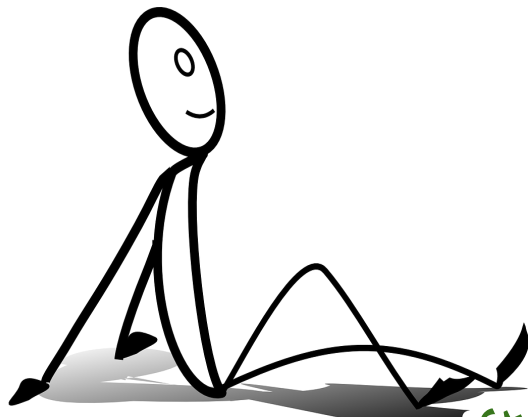## 2. How does everyone feel before, during and after being observed?

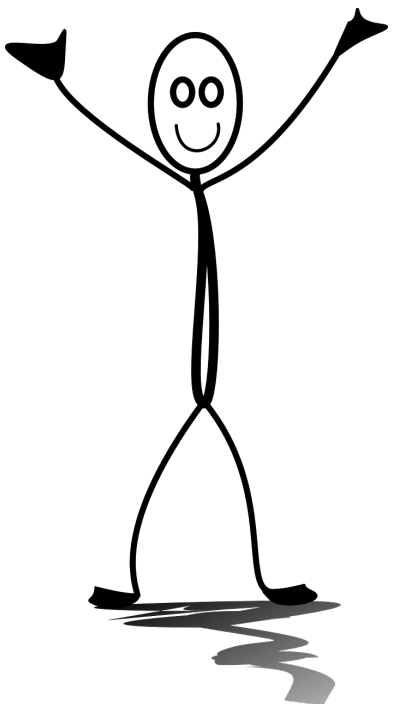# Before – During – After

Team A: think of adjectives to describe how observed trainees/ teachers feel

Team B: think of adjectives to describe how tutors/ observers feel

How do some feel during & after PT feedback sessions?

Some trainees

feel uncomfortable and vulnerable

feel less powerful

are defensive/ unmotivated

want to pick & go

take feedback personal

feel the sessions are daunting/ subjective

Why do you think feelings vary for the observed teachers/ trainees?

What do most trainees
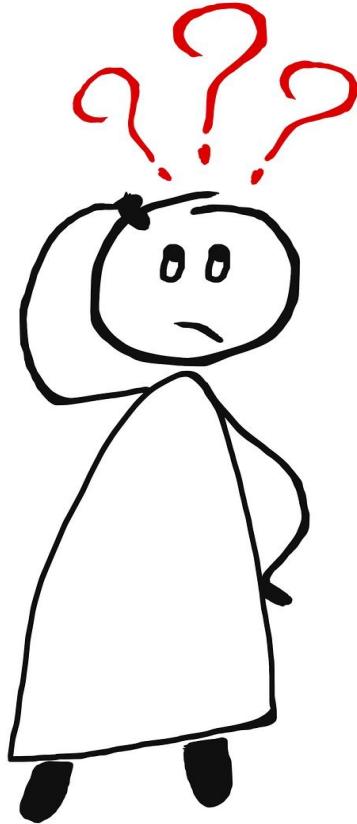want to hear?

versus

What should feedback be like?

What do observed trainees/ teachers really need/ don't need?

Do need to:
1. have a safe space to look back at what they did, why they did it and if it worked
2. think how their lesson impacted learners
3. feel empathy, trust and heard out
4. have choices/ alternative plans in their action points

Don't need to:
1. feel that tutors are imposing their opinion/passing judgement
2. receive feedback in the form of orders and criticism
3. feel their experience/ preparation time is of no value
4. leave feeling they are incapable of improving

CHANGE is highly recommended

3. What are some suggestions to make PTF more positive and productive?

Trying out different tools in giving feedback

1. Padlets
2. Jamboards
3. Google docs
4. Flipgrid
5. Drawings

Which one would you vote for and why?

https://padlet.com/abeerokaz/k4sc1ahuv9704g8f

Approach to feedback

A useful feedback should:
1. include **enough evidence**
2. be **varied** and **constructive**
3. include **a humanistic dialogue**
4. see trainees as **individuals**
5. establish **trusting** relationships
6. focus on the **progress** and **actionable feedback**
7. Refer to **emergent decisions** (versus agreed on plan)
8. involve more **peer feedback**

As a result,
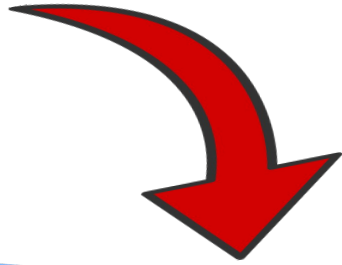
Feedback should turn out to be more objective and relevant

Trainees will be more open to listen & take feedback on board

The session will be more of a meaningful discussion that includes shared thoughts and tips

There should be balance between what trainees can do & what they can try out next time

Trainees will leave with goal-setting and actionable feedback

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Origin of the idea

https://jadeblueefl.wordpress.com/2016/05/14/mind-mapping-learner-generated-visuals/

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