



TeachersPRO[®]

Empowering Effective Learning

GUIDE FOR CONSTRUCTIVE FEEDBACK IN THE INSTITUTIONAL PANEL

VERSION: 2020

VERSION 1

1. Guidelines for constructive feedback

Feedback is essential in any relationship based on open communication and respect and a will to jointly communicate aspects which have to be improved, or simply to focus on positive actions with the aim of promoting and highlighting the desired standards in educational practice.

Providing feedback can prove difficult for various reasons, and the consequences of inappropriate or ineffective handling of communication at the moment of feedback can erode or damage the dynamic of training monitoring and the transfer to teaching practice.

Constructive feedback has to be understood as offering the receiver specific information based on observations and facts. To achieve this, it must be ensured that the feedback is:

- Specific
- Based on actions, facts or observations
- Timely
- Private

Any tutoring or mentoring process prepared in advance will tend to be more productive. Feedback subsequent to the observation of evidence of the practice is not an exception. The tutor or mentor must review the points found in the evidence and organise the most emphasised points, always focussed on the goals of the desired performance to be attained.

To do this, **guide questions** can be used, centred on the most predominant points of the evaluation, taking into account the professional goals and the focal point of the observation: What have the students learned when you proposed this activity? Which part of the class was most motivating for the students and why? How do you perceive your role when the students do this? And so on. Here the tutor or mentor will maintain at all times an attitude of active listening to what the teacher in training can report.

Orientations for planning constructive feedback

- The tutoring or mentoring must be carried out **within the Platform, in order to guarantee the confidentiality of the conversation. Confidentiality** is a key value in the entire process. The data gathered, the concerns detected and the questions and reflections must be handled within the framework of professional confidentiality in order for the observation technique between colleagues to be experienced as a constructive contribution to professional development in teaching and to the growth of the teaching-learning community in an educational centre.
- **Feedback must take place as soon as possible after the publication and evaluation of the evidence.** No more than ten days must be allowed to pass between evaluation and feedback. To this purpose, the initial planning must include the date and time of each moment: publication of the evidence, evaluation and subsequent feedback.
- The aim of the observation must be borne in mind throughout the entire process. Thus, in the final feedback the tutor or mentor will avoid valuing or judging the teacher. **The questions must focus on the observed facts**, on causes and consequences. **The teacher will then be able to explain, reason, find new questions and advance in their reflection on the teaching and learning process.** Feedback is a space for sharing reflections and an opportunity for growing together professionally.



TOOL FOR CONSTRUCTIVE FEEDBACK BASED ON EVIDENCE OF EDUCATIONAL PRACTICE

FEEDBACK BETWEEN TUTOR/MENTOR AND TEACHER IN TRAINING	
1. Strengths of the observed evidence (Valuation of the tutor or mentor)	
2. Possible areas for improvement (Valuation of the tutor or mentor)	
Points of agreement on 1 and 2 (consensus between tutor/mentor and teacher)	



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