

**Module Two**

**Entry Level**

**Title: Effective feedback in the weekly meeting**

**Mentor Training: Entry Level Module Two - Effective feedback in the Weekly Training Meeting**

Please allow 45 minutes for this module and continue to reflect on the points below. Mentoring is continuing but informal relationship focused on short-term goals, aspirations and support, based on the mentor's expertise as a wise and trusted friend. (National College of Teaching and Leadership)

Please look at the video (14 minutes 39 seconds) through this link: <http://youtu.be/1uvBJ4Rkx7Q>

**Video 1:**

Mentor feedback for a teacher who has just taught an RE lesson. Read through the advice below on effective mentor feedback. Decide the extent to which the feedback session in the video matches the points below. Decide any advice you would give to the mentor. Reflection on how you could develop your own mentoring. Key points based on Mott O'Leary Classroom Observation; a guide to the effective observation of teaching and learning.

**To what extent does the feedback support the following:**

- Is the feedback formative in nature?
- Promote critical self-reflection from the trainee – does it encourage them to think about areas for development in their own practice in the feedback?
- Offer open, honest dialogue which avoids overly judgemental pronouncements which are driven by performance anxiety causing fear which closes down reflection?
- Allow the person being observed an opportunity for critical self-reflection. Are they allowed to distance themselves in a controlled manner from their own practice so they can analyse their practice?
- Promote experiential learning in the teachers' practice?
- Promote new experiences coupled with reflection – experiential learning?
- Does feedback lead to collaborative discussion and wider reflection?

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**Did the feedback support the following:**

- Open dialogue between the observer and the observee that is more democratic and leads to more open discussions rather than just a top-down approach. Think point: A lot of feedback is dominated by the observer and can cut off reflection by the observee who is told what to do without taking ownership.

Do observations allow the observed to have a voice in deciding what the focus is on? Vygotsky (1999) has argued that the focus should be on 'learning provided for the learner'. Think point: 'The greater gift we can give to others is to reveal their gifts to them, but to reveal their gifts to themselves.' (Swain)

Notes:

**Did the feedback do this?**

- Try not to give feedback purely evaluative or judgemental - pose searching questions rather than absolute statements.
- Avoid offering solutions before a person has had a chance to work out what they could have done.
- Avoid generalised statements such as - 'you need to work on your behaviour' - go through with them what they themselves could do based on the specific example or observed practice.
- Vary the questions asked to encourage critical self-reflection e.g. 'can you explain that circumstance?', 'why do you choose to do x in this situation?'
- Provide constructive criticism or balanced feedback. Think about what the person went well on and invite them to reflect on why situations went well.
- Feedback should be a two-way process. The trainee should take an active role in the process.
- Trainers should be allowed the opportunity to explain what they did and why.
- Shared discussion should lead to discussion and agreement on targets.
- Prioritise targets without overwhelming the trainee.

Notes

Please now reflect on how the videos have made you think about your own practice

Notes

Thank you to Matt Pick based at Kingston University thanks to school colleagues who staged the video to allow reflection.