AGQTP FINAL REPORT 2011

PROJECT ACTIVITY AREA:

<table>
<thead>
<tr>
<th>School Name</th>
<th>PLC Armidale</th>
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<tbody>
<tr>
<td>Project Activity Area</td>
<td>International Best Practice – Pedagogy</td>
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<tr>
<td>Project title</td>
<td>The power of feedback – using feedback effectively in teaching and learning</td>
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<tr>
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<td>Trent Donaldson</td>
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There is no restriction on the amount of space used to complete your AGQTP report. Please use as much space as required to give a detailed overview of your project.

Section 1- For publication on www.aisnsw.edu.au/pd

Project Summary

a) **Focus**

This project was based on John Hattie’s research on the power of feedback. The focus was making feedback a focal point of the teaching and learning at PLC Armidale for this year and implementing strategies to ensure that in the future, feedback becomes embedded in the teaching and learning across all stages and key learning areas. The purpose was to ensure that feedback strategies become a part of our PLC teaching programmes.

b) **Successes and Impacts**

In what ways did your project meet the appropriate outcomes below

Pedagogy

- **strengthen the currency and depth of teachers’ learning area knowledge and understanding?**
- Each teacher was provided with professional reading based around Hattie’s research on feedback
- A one-day in-service was run by Karen Stapleton on the Power of Feedback. This day was a planning session where feedback strategies provided by Karen, and teachers were shown where they could put the strategies into practice. Each teacher was required to plan a lesson. This lesson was observed by one of their peers. The focus of the observation included asking what was the type of feedback we receive as teachers and also what was the type of feedback we expect to receive. Observers asked the questions: Do our students provide effective feedback?
  What do we do with the feedback?
- We also developed a resource consisting of feedback strategies that can be accessed by teachers to adapt to their own classes.
c) **Sustainability**

Feedback will maintain a focus of the Faculty Coordinators, who in turn will lead their respective teams in the development of programmes that will have feedback strategies embedded into them. The strategies booklet will be available in hard copy in both the junior and senior school staffrooms.

Professional reading supplied to Faculty Coordinators twice a term, will be an opportunity to offer all staff current research on pedagogy. Whilst this might not always be about feedback, the topic of feedback and assessment will remain a focus of the school’s teaching and learning in the immediate future.

With a move towards one-to-one electronic devices, programs like Survey Monkey, Google docs, Wiki* and Wall Wisher will be utilised to gather feedback.

d) **Resources**

- Feedback observation template
- Sample lessons, observations and some practical examples of specific feedback strategies
- Sample strategies booklet
- Sample Program showing planning for embedding of feedback into the program.
- Sample of Survey Monkey including results

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**Section 2 – Not for publication**

**Project Support**

Outline the effectiveness of the support:

- Orientation day was very good. Allowed for development of the bigger picture.
- Presentation from Project Officer was excellent in assisting with the planning stage, the strategies provided staff with a number of practical examples to put into the immediate planning of their own lesson.
- Follow up meeting with project officer, provided us with a clear process for the completion of the project and final report.

**Blockers**

What have been some of the difficulties (if any) that you may have encountered?

- The general nature of feedback and differentiating it from assessment of learning, meant that a number of teachers believe verbal feedback and non-verbal feedback is the most effective way of gauging where their students are at. The problem with this is, it is hard to gather evidence using these types of feedback and therefore student's progress or understanding may not be accurately received.
- The utilising of feedback, due to the time restraints of programs and the school year. Time is rarely available for teachers to stop mid-unit and recap to ensure every student understands.
- Lesson observations from peers, may have given a false impression of how teachers gather