



QUDWA 2017

Teacher Talk in collaboration with OECD

“Designing Better Teacher Feedback for the Future”

Saturday October 7th, 2017

- **Eldijana Bjelcic**, ELD Administrator, Colorado High School Charter, USA
- **Noura Alqubaisi**, Teacher, Fujairah UAE, special education
- **Souad Belcaid**, Teacher, The American School, Morocco

Moderated by: Karine Tremblay, Senior Analyst and Deputy Head of Early Childhood and Schools Division, Directorate for Education and Skills, OECD

Teacher feedback, if done well, can empower teachers and students alike. As we move into the future, new tools, techniques and perspectives may help lead the way to better feedback for all. How has feedback from school leaders, peers, mentors, students and others helped improve the practice of teaching?

The potential of feedback is to essentially to clarify teacher goals, measure progress and support and motivate teachers, said Tremblay. Effective feedback can be a learning lever for school improvement, and it can be gathered in a number of ways: class observation, assessments of teacher knowledge, discussions with parents, student surveys, self-assessment and analysis of class scores.

One of the main challenges when it comes to receiving feedback, however, is how to process it, said Tremblay.

“It is is natural that anything positive in life is favored by everyone, and the most important feedback that is liked by everyone is the positive feedback and immediate feedback,” acknowledged Alqubaisi.

Belcaid said it was important to remember that receiving feedback is part of the job. “Feedback is information on how you are doing, in the purpose of reaching a goal, your effort in reaching a goal,” she said. “It’s not a criticism, it’s not a punitive thing.”

Bjelcic said she receives feedback in her work at a charter school, something she had not been used to at her previous job.





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“Feedback actually makes the the teacher I am today,” said Bjelcic. “In my first or second year of teaching I had someone in my class if not every week every second week and I think that was the most effective for my professional growth.”

The teachers agreed that one of the most effective ways to get feedback was from other teachers, and one of the least effective methods was via a checklist. And while feedback is necessary to personal growth, it should never be delivered in a way that compromises the teacher’s values and personality.

“When providing feedback, don’t ask a teacher to be who he or she is not, because often people who provide feedback will say ‘you should do this or that’ but that’s not who I am,” said Bjelcic. “People need to provide feedback that respects the teacher’s authenticity. Because we all know the moment you are fake or try to be who you are not, the students will sense it.”

Main Takeaway: Although it may upset the ego, when teachers learn how to accept and implement feedback, they become better at their jobs.

