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| **Readiness** | **Planning** | **Implementation** | **Evaluation** |

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| ****Feedback**** planning overview |

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|  | **This template provides an overview of key decisions required to implement effective feedback practices in a school or early childhood setting.** **Use this document to record agreements on the feedback practices to be introduced, professional learning requirements, supportive school structures, and how implementation will be monitored and evaluated.** **Specific actions, timelines and data analysis will need to be captured separately in school improvement documentation.****Some items in this document will have been identified in the readiness tool. When completing this document consider the results of your readiness check and subsequent actions taken to enhance readiness.** |

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| Our implementation team |
| E.g. List who will be involved in leading the implementation. |
| Our reason for focussing on feedback |
| E.g. Identify the impetus for change. Detail any specific data that informed this need. |
| What are we trying to achieve? |
| E.g. What do we hope to achieve in the short and long-term through our focus on feedback? |
| What feedback practices will we implement? |
| E.g. Detail which feedback model and/or practices will be implemented in the classrooms. |

# Organisational structures and processes to support implementation

Detail the structures and processes that will be used to support the implementation of feedback practices. Include changes needed, for example to teaching and learning programs, school based documents, ongoing professional learning and performance and development processes. (Some items will have been identified in the readiness tool)

| Our structures and processes | How will we use this to enhance feedback practices? |
| --- | --- |
| E.g. Weekly planning meetings | E.g. Team planning meeting will be adapted to focus on analysing evidence of student progress, identifying next steps in learning and planning teaching and learning activities accordingly |
| E.g. Performance and development cycles (P & D) | E.g. P & D cycles will be adapted to include feedback goals |
| E.g. Classroom observations | E.g. Observations will now focus on fidelity and impact of feedback strategies |

# Professional learning

When implementing feedback practices it is important to develop staff knowledge and skills

| What professional learning will we provide? | Resources needed? | When? |
| --- | --- | --- |
| E.g. Whole staff professional learning day to introduce and plan for feedback | E.g. AITSL feedback presentation | E.g. Start of year |
| E.g. Professional learning communities | E.g. Meeting times, feedback research materials, stimulus for practical feedback activities.  | E.g. Monthly |

# Monitoring and adapting feedback practices and implementation support systems

Detail the measures that will be used to monitor the implementation of feedback practices. Use this information to review, adapt and improve the implementation of feedback practices and to address unexpected challenges.

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| --- | --- |
| Feedback practices How will we track whether feedback practices are being introduced as planned? | Frequency of collection |
| E.g. Classroom observation across key learning areas (Peer) | E.g. Monthly |
| E.g. Professional learning communities | E.g. Monthly |
| Implementation support system How will we understand if the structures, processes and professional learning provided are effectively supporting changes to feedback practices? |  |
| E.g. AITSL evaluation survey - Teacher perception | E.g. After 1, 3 and 6 months |
| Student progressHow will we understand if the desired improvements in student learning are occurring? |  |
| E.g. In class assessment data | E.g. Monthly |

# **Evaluating the implementation support systems and impact of changed feedback practices**

Detail the timeline and measures that will be used to evaluate the success of the work on feedback. Use this information to determine whether to continue, adapt or cease.

Monitoring will help to surface and address issues during implementation and should also feed into the evaluation.

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| **Our evaluation timeline** At what point, will we evaluate the success of the implementation process? |
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| **How will we know we have improved teaching and learning?** Define the evaluation question/s we will use to investigate the outcomes of the implementation of feedback. |
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# What data will we use to measure the outcome/s?

Detail the data sources that we will use to evaluate the impact of the feedback practices. Determine baseline measures by collecting the data before starting the implementation process. Establish the frequency with which the data will be gathered throughout the implementation.

| Data | How is this data relevant? | Frequency of collection |
| --- | --- | --- |
| E.g. Observation (School leader) | E.g. Confirmation of changes in practice and fidelity of implementation | E.g. Six monthly |
| E.g. AITSL survey | E.g. Tracking changes in knowledge and skills and the success of the implementation support system | E.g. Six monthly |
| E.g NAPLAN | E.g. Tracking improvements in student outcomes over time | E.g. Yearly |

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