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

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| Readiness check |  |

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|  | **Use this tool to:**   * assess how enhancing feedback practices aligns with activities and priorities within your context * identify the current resources and structures in place that can support implementation of effective feedback practices * determine where work may need to be undertaken prior to planning.   Enhancing your understanding of feedback practices by reviewing the feedback [Spotlight](http://www.aitsl.edu.au/feedback) and a selection of the feedback [case studies](http://www.aitsl.edu.au/feedback) will assist in completing the Readiness check. |

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| **School improvement priorities and documentation** | **Rate Alignment** | | | |
| **Rate the alignment of our focus on feedback practices to:** | **3**  **High** | **2**  **Medium** | **1**  **Low** | **0**  **None** |
| * Strategic plan and priorities |  |  |  |  |
| * Teaching and learning initiatives and programs (e.g. focus on STEM) |  |  |  |  |
| * School-wide curriculum, benchmarking and assessment documents and tools |  |  |  |  |
| * Classroom teaching strategies (e.g. feedback) |  |  |  |  |
| * Government and/or sector policies and priorities |  |  |  |  |
| **Total score** |  | | | |

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|  | **Decision point**   * **12** - **15** - There is high alignment between feedback and the current school activities and priorities. *Move on to the next section.* * **7** - **11** - There is medium alignment between feedback and the current school activities and priorities. Which areas do you need to address before or during planning? *Record your decisions below.* * **0** - **6** - There is low alignment between feedback and the current school activities and priorities. Consider whether a focus on feedback is right for your context at this time. If moving ahead, consider what actions you need to take to better align school activities and priorities before proceeding with planning and implementing feedback practices. *Record your decisions below.* |

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| Organisational Structure and Culture |
| What structures are already in place that could support the development of feedback practices  and staff collaboration? E.g. professional learning teams, coaching, classroom observation,  performance and development cycles. |
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| What changes are needed to existing structures to better support this work? |
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| Which documents, initiatives or programs will you review, prior to the planning phase, to enhance alignment with a focus on feedback practices? |
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| How might the school culture support improvements in teaching and learning? |
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| How will school leadership support this work? |
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| Resources  *Consider knowledge,* skills*, materials, equipment, time and funds.* |
| What current expertise is available to support the work on feedback? |
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| What resources can be accessed to build staff knowledge and skills around feedback?  E.g. professional learning, resource books, research articles, examples of good practice? |
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| What financial resourcing can be allocated to implementing feedback? |
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| What time can be made available for effective implementation? Is there anything that can be stopped, or adjusted, to allow teachers time to engage in improving feedback practices? E.g. moving administrative components of meetings to emails. |
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| Are you aware of other schools that are working successfully with feedback? How might their expertise,  knowledge and experience inform your work? |
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|  | **Tip**  Identifying and sharing how feedback aligns to the current school priorities and programs, and how current structures can support implementation, can help to manage concerns about capacity and time. |

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