

# Using critical incidents to reframe post-observation feedback dialogues

By:

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# Post-observation feedback Qs

1. How do you think that went?
2. Do you think you achieved your objectives?
3. What would you do differently?
4. Why?
5. What would you do again?
6. What targets would you like to set for your next observation?

# Common responses

So...how do you think that went?

I think it went okay but my timings were way off .....

What would you have done differently?

Well, I would have allotted more time for the second stage.....

Do you think you achieved your objectives?

I think so....but maybe not fully.....

What would you do again?

The vocab activity as it went so well....

What targets would you like to set for your next observation?

Timings..... and ..... ☹ (Do I have to think about the next one now??!!

# Feedback methods

- Tell and Sell:

- Evaluate teachers and tell them to change, adopt or implement certain measures

- Tell and Listen

- Evaluation is still told but teachers are allowed to respond, disagree and ask for clarification.

- Problem-solving

- Room for negotiation and to discuss problems but still focuses on the negative.

(Montgomery, 1999).

# Extract from dialogue

- MT: Okay, what did you think?
- ST: I think my starting instructions need to be clearer.
- MT: Okay...
- ST: Because I's a new activity for them....the first time they ask questions...but I need them to know how to ask because it's useful for daily life....for
- MT: Mmmmm..
- ST: Okay...also it's for link with other lessons – future here also....for the crossword they did all these words before and match it. Okay. They were reading the word and understanding but here just definition and more...more difficult for them even if they did crossword in their books. I see....this crossword is simple, so easy...I think primary schools can do it but here more difficult but if they do it again they will do it better I think.

# Critical incidents

Critical incidents are

“straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives, structures, These incidents appear to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis.” (Tripp, 2012, pp. 24-25).

# Reframing dialogue

- Different questions:
  - What aspect of your lesson would you like to talk about?
  - Is there anything in particular you would like to focus on?
- \*\*\* So...what do you think?
  - I would like to talk about the ..... activity...
  - I would like to focus on one aspect of the lesson.....

*Thank you!!*

**Any questions?**

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