

“All that is valuable in human society depends upon the opportunity for development accorded the individual.”

– Albert Einstein

“In a growth mindset, challenges are exciting rather than threatening. So rather than thinking, oh, I’m going to reveal my weaknesses, you say, wow, here’s a chance to grow.”

– Carol Dweck

Putting your results into context

Professional learning is about becoming the best teacher you can be

- We know that the key factor in determining how much students learn is not class size, not technology, not testing, but the quality of the teacher. Research has suggested that there are significant differences between 'experienced' teachers and those who might be described as 'expert' or even extraordinary (Hattie 2003). Even seasoned and experienced teachers can continue to grow and challenge themselves to become extraordinary.
- Professional development is not one-size-fits-all. The best form of development is based on your goals, your strengths and your capabilities. What kind of teacher do you want to be?
- This student survey is only one kind of data to consider as you reflect on ways to build and develop your teaching practice. What feedback have you had from your peers, your manager, parents? What improvements in student learning have you observed? What kind of teacher inspires you?

Recognising the value and power of feedback

- Feedback is information about how we are doing in our efforts to reach a goal. Because our goals are personal and important to each of us, it is normal to feel somewhat anxious about receiving feedback.
- The survey you have just completed is **one** source of feedback. We receive feedback from many different sources – directly and indirectly, formally and informally.
- Feedback is not an end in itself. Ideally it will be the basis for positive change and growth. Feedback facilitates learning by supporting the process of reflection and refining our teaching practice. .
- Feedback helps us to plan our learning – to identify what we want to explore next and

how to take that step. Pivot's resources are a good place to start.

Developing a learning orientation

- To get the most out of your report, it helps if you focus on opportunities for learning rather than comparisons with others or a desire to 'do well'.
- Feedback has a more positive impact when we are motivated by a desire to increase our competence rather than wanting favourable judgements about our competence (Diener and Dweck 1978, 1980).
- It is natural to want to compare yourself with average scores but remember that half of all respondents will be below the average of any given question.
- Positive feedback is generally more effective in helping us learn than criticism – look for the positive messages and build on them rather than obsessing about the negatives.

Taking a strengths-based approach to deep reflection

- Positive psychology has shown us that by focussing on what already works well, we are better able to address developmental issues and explore more effective strategies for change. What do your results tell you about your strengths?
- Our culture tends to dwell on our deficits and it is easy to become obsessed with immediate improvements or “fixing” a “fault” rather than steady development and growth.

Making the most of your report: What to look for

1. Overall themes and patterns
 - Try to identify common messages or patterns in the data – look beyond the numbers. Sometimes it is the combination of strengths or areas for development that are the most enlightening.
2. Identify your strengths and how they help you. What would you like to build on and enhance?
 - Your report will identify areas of strength as well as areas for development. Be mindful and remember that your strengths are your tools – they should be recognised and valued, not overlooked or taken for granted.
 - Many teachers have strengths in subject matter knowledge for example. By itself, this does not necessarily make for great teaching practice, but this foundation

provides teachers with a capacity for problem solving, analysis and rigour in thinking which can then be used to build competency in other areas.

- Consider how your strengths can help you to develop and grow. What do they help you to do?

3. Consider areas for growth

- Is there a pattern? What are these areas telling you about your preferences and priorities? Consider how your strengths might be useful in helping you grow these areas.

Action planning: becoming extraordinary

1. Identify ONE key element of your teaching practice that you would like to develop further and which would help you to grow as a teacher – what is your number one goal for the next 12 months or so?
2. Brainstorm strategies to help you develop this area – tip – think about ways that your strengths might help you to do things differently. Begin to draw up an action plan.
3. Discuss your results with relevant others:
 - with a trusted and respected 'other' to help you clarify and process the feedback
 - with peers/senior teacher/manager – to ensure support for your personal development needs and to drive a holistic, team-based learning environment.
 - with students to ensure 'buy-in' and to further involve them in their own learning and growth – a great opportunity to model listening to feedback and using it to grow.
4. Commit to practical strategies
 - formal professional learning (for example, training, reading, peer support, coaching/mentoring)
 - informal professional learning (for example, conversations and interactions)
 - specific changes to classroom practice – experimenting with new ways of doing things, asking 'observer' for feedback, debriefing with peers
5. Write up your action plan and identify goal/s for the next survey
 - One or two goals for developing your practice, commit to strategies to achieve the goals and identify some ways you might track progress.