Part 2: Whole-class co-construction of multimodal text
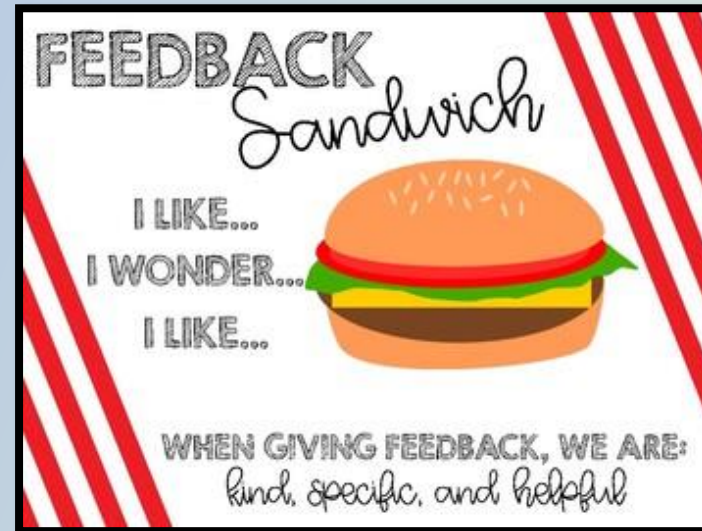
Feedback to children and their families

(Twinkl, 2017)

(Leave It To Lavender, 2020)

(Seesaw, 2021)

Below are some examples of how evidence will be used to provide feedback to students on their learning and to their families.

self-regulation and autonomy. Below are some examples of how evidence will be used to provide effective feedback to the students in the Prep class.

1. Peer feedback: Many teachers have found within their classrooms that student-to-student feedback is usually more positively accepted then teacher-to-student feedback, as it empowers students to take active and personal responsibility for their own learning process. This feedback, a means of assessment for learning, also naturally differentiates the learning as every student has their own perspectives, ideas and preferences (Sackstein, 2017). As with every new process introduced to this age group, the concept of peer feedback first needs to be introduced to the class through modelling provided by the teacher, which includes interacting with the students as they think out loud and demonstrate the process. For this prep class, I would incorporate a peer editing checklist as a means of peer feedback (as illustrated on the slide above). I would ask students to work in pairs to read one another's multimodal text and then complete the child friendly checklist by colouring in the appropriate face.

2. Providing positive, constructive feedback: How teachers deliver feedback to students is as important as what is actually said. Feedback to students needs to be timely and it needs to acknowledge what areas the student handled well and what areas need improvement (DET, 2020d). For this Prep class, I would use the feedback sandwich model (outlined on the slide above), a form of feedback that places the relevant corrective feedback in the middle of two positive statements. Incorporating this model allows me to positively promote a culture of growth mindset within the classroom, which enables students to feel they are learning from their failures and mistakes. This is illustrated in research studies that have outlined the significant effect the feedback sandwich method has had on the motivation and performance levels of a diverse range of students (Prochazka et al., 2020).

Reporting to parents/carers

The process of reporting plays a significant role in promoting positive teacher-student partnerships, as it involves effectively communicating with parents/carers to share information regarding student achievement and learning progress. The school reporting process needs to be clear and transparent for parents/carers to ensure they understand what the learning expectations are for their child; how well their child is engaging in the learning; how their child is achieving in relation to the relevant standards; and what their child can do to improve their learning (DET, 2020c). Below are some examples of how evidence will be used to provide feedback to parents/carers in regards to their child's learning.

1. Frequent feedback through the Seesaw app: To establish and maintain positive teacher-parent relationships, it is imperative that teachers engage parents/carers in the educative process (AITSL, 2018). In this Prep class, I would implement the mobile app Seesaw to engage the parents/carers through the sharing of whole class announcements, individual student messages, and class newsletters. As a teacher, the app allows me to regularly and efficaciously share photos or videos and provide evidence of individual feedback in their native language to each student's family, which enables them to feel involved in their child's education. Furthermore, it helps to reduce or eliminate the barriers to parent involvement that often arise due to poor language skills, work commitments and responsibilities, or their own negative educational experiences (Thomas, 2019).

2. Parent-teacher meeting: Each year, schools hold a parent-teacher meeting in Term One to enable teachers to share information regarding the student's achievement and learning progress. For this meeting I would use the student's portfolio, a collection of annotated work samples, to use as evidence to provide effective and specific feedback to each student's family (DET, 2020b).

3. Written reports: Twice a year, academic reports are provided to parents/carers as a means of assessment of learning to provide feedback on their child's academic achievements and progress for learning across each subject area. For this Prep class, I would actively discuss each student's report with their families during the parent-teacher meeting to ensure they clearly understand how their child is engaging in the learning and the learning expectations I have set for that particular student (Department of Education, 2020c).