

## FACILITATING LEARNING

### Collegial feedback for the students already working as teachers

#### COLLEGIAL FEEDBACK TO SUPPORT THE DEVELOPMENT OF COMPETENCE

Developing as a teacher is a process in which the interaction network of students, colleagues and supervisors plays a central role. The feedback provided by the interaction network is valuable for the development of teaching competence.

The purpose of collegial feedback is to give the teacher student feedback on his/her activities from the perspective of the work community as a whole. The feedback is not targeted at details but rather at fundamental entities and issues, which are central in the educational and learning community. The aim of the collegial feedback is to support and develop the work community competence of a student teacher.

The provider of the feedback has the opportunity to

- reflect on his/her own work and work community
- find new perspectives and insights into his/her own work
- analyse what is essential in work and in the work community

Processing and discussing the feedback together is an integral part of learning.

#### ASSIGNMENT

Ask your colleagues to give you feedback as a member of the work community and from the perspective of developing the work community. Use the attached table for it.

Analyse the feedback and identify your strengths and development challenges based on it. Discuss with your colleagues based on the analysis.

Attach the analysis, produced based on the feedback, to your self-assessment of Facilitating Learning -study unit. If you want, you can also attach the actual feedback forms.

|   | Collegial feedback |
|---|--------------------|
| <b>1. Goals and roles</b> <ul style="list-style-type: none"> <li>- Awareness of unit/team goals</li> <li>- Awareness of the responsibilities of unit/team members; awareness of one's own role, responsibilities and goals</li> </ul> |                    |
| <b>2. Initiative and courage</b> <ul style="list-style-type: none"> <li>- Engagement in challenging tasks</li> <li>- Tolerance of uncertainty and change</li> </ul>   |                    |
| <b>3. Interaction</b> <ul style="list-style-type: none"> <li>- Promotion of cooperation</li> <li>- Facing conflicts</li> <li>- Providing support</li> </ul>   |                    |
| <b>4. Ethics</b> <ul style="list-style-type: none"> <li>- Justness</li> <li>- Sense of responsibility</li> <li>- Consistency between words and deeds</li> </ul>   |                    |
| <b>5. Tutoring</b> <ul style="list-style-type: none"> <li>- Taking part in the curriculum work</li> <li>- Planning and implementing teaching</li> <li>- Tutoring the learning process</li> </ul>                                      |                    |
| <b>6. Other, what?</b>  |                    |