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Preuve et attestation de développement professionnel

Rétroaction pédagogique 3 - Virtuose



Description:

La rétroaction permet à l'élève et à l'enseignant d'entamer un dialogue basé sur des accomplissements et des réflexions et offre des outils précieux pour réguler sa pratique pédagogique (enseignant) ou ses stratégies d'apprentissage (élève). Or, cet élément, trop souvent associé à l'évaluation sommative, survient généralement trop tard dans le processus pédagogique. Cela ne laisse que peu de temps à l'élève pour réinvestir une rétroaction aidante dans ses apprentissages et ajuster ses stratégies.

Au niveau Virtuose, vous êtes invités à démontrer comment la rétroaction prend une place prépondérante dans votre pratique au quotidien avec vos apprenants...

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1. Commentez les traces que vous déposez en appui à votre demande. En quoi soutiennent-elles votre compétence?

Traces provided come from different tasks or aspects.
First, it must be mentioned that providing feedback is an ongoing process. There is still plenty of work to be done. I work closely with a colleague since she and I work from sec.1 to sec.5 Enriched. We build our vertical planning together. We are aiming at developing a certain degree of autonomy in our students. We want them to become better at identifying their strengths and challenges as they get older. That is to say feedback and formative evaluation progresses as students become more skilled. As we progress in our approach, our feedback changes to fit our students' new acquired self-evaluation abilities (reading the feedback given, knowing how to use it to their advantage for future tasks, analyzing evaluation rubrics, etc.)
The traces were taken from sec.3 and sec.5 Enriched material.

Trace 1: Feedback needs to be planned and regular. It should be provided while learning, not only after summative tasks.
It is an excerpt from my planner in sec.3. We are an international school and must have well-developed units in order to teach concepts to students. This unit about short stories was built in collaboration with a student teacher which is why it is clearly started. . Formative evaluation and feedback is quickly explained in the blue column. Highlighted in yellow are the specific moments where feedback is provided. Because we have 3 competencies but not a lot of time, feedback is often informal (a quick, live message in a chat box connected to the task students are working on). We also encourage constructive, pertinent peer-feedback. Although not all my planning is that specific and detailed, I aim at providing as many opportunities for feedback as seen here.

Trace 2: Students need to serve students by giving them the chance to set aims and know what their strengths/challenges are. It should also be positive.
In order to promote self-reflection, students have a paper copy of the portfolio here. They fill it in as they get tasks back and analyze their results (this is the second cycle document). It allows them to identify their strengths and challenges, and set goals for the rest of the year. We encourage students to keep the document from one year to the next so they see their progress. Analyzing the results helps students

focus on the learning aspect rather than the grade which they see as a finality.

Trace 3: Feedback can be informal, feedback can be immediate AND should provide suggestions for improvement.
In English, competency 1 (interacts orally) is observed through a wide variety of activities. While they do not always allow observation of every student, regular feedback can be given to students who struggle. Quick comments are shared after students have completed a speaking task. A challenge mentioned is accompanied by the acknowledgement of a strength in order to keep students motivated as seen in this sample.. Students who did well overall get a thumb up emoji.
Sec.3 task: students participated in a discussion. The task is always posted on Classroom. There is an instruction sheet and evaluation rubric. Feedback is provided on the grid provided and via a private commentary. Feedback is regrouped under a common theme: “Portfolio C1: Interacts orally”. Students can consult the grids and comments throughout the school year. Dates for summative observation are given ahead of time. Students are invited to consult previous tasks to prepare for the summative task.

Trace 4: Feedback should be provided BEFORE summative tasks. It should be focused
Before more complex tasks (which often include C2 AND C3 in EESL), students are given comments and feedback on smaller tasks. Trace is a comment on an online task. There is also a grid (similar to the evaluation rubric) that accompanies the task. In this case, it refers to an interdisciplinary project (with science). They are preparing to write a letter to their family to let them know that they would (or not) wish to give their organs after their death. The purpose of the activity was for them to read/view documents on the topic and reflect on the strongest pro-or-con arguments. It served them for their scientific essay as well.

Trace 5: In order for students to be able to improve, they should be given opportunities to review what they know. They should know what evaluation will be about.
Students are provided both comments AND a grid for self evaluation before they tackle a task in order to reactivate prior knowledge. This is an example from a C3 task that was done in September. Students had just reviewed how to write a persuasive essay. The purpose of the task was to write a proper paragraph. They fill in the grid themselves and I gave feedback. It was a formative task.

Déposez ici les traces que vous avez recueillies en appui à votre demande de badge

- Short-stories_-Planner.pdf
- Portfolio-Cycle2-2.0.pdf
- C1-feedback-example.png
- C2-feedback-example.png
- C3-The-Paragraph_-Writing-Workshop.docx

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