



IMPLEMENTING AN EFFECTIVE TEACHER FEEDBACK PROGRAM: The Pirozzo Process

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POSITIVE OBSERVATIONS REGARDING THE BOOK'S CONTENT, PURPOSE AND AUDIENCE

INTRODUCTION

- A succinct overview of the sections of the book
- The identification of the context, purpose and audience in relation to the book is plain from the very first sentence
- The colourful visual provides a clear summary of The Pirozzo Process for implementing an effective feedback program

STEP 1

- Facilitates professional understanding of, and reflection on, models of leadership
- Facilitates reflection on the impact of each style in relation to personal workplace
- Excellent, succinct summaries of each model – readers gain knowledge relevant to each model but are not overwhelmed by the amount of detail provided
- Facilitates consideration of future personal professional development, including further investigation of models that are of interest to them
- Supports leaders in establishing their own improved leadership model and being confident in its research base

STEP 2

- Features a great outline encouraging effective work–personal life balance
- Facilitates personal reflection of current use of time
- Facilitates comparison between self and research data
- Encourages consideration of opportunities for changes in current use of time
- Includes the Time Allocation Inventory and the Pie Chart proforma for entering personal data

STEP 3

- Explains the development of the Pirozzo Matrix

STEP 4

- Suggests that leaders have an in-depth knowledge of at least 25 thinking tools, providing them with opportunities as supervisors to support teachers through the provision of professional learning and ongoing discussions with them concerning ways of developing students' thinking skills
- Practical applications of the tools:
 - 5 outlined for teacher use
 - 3 outlined for observer use
- Includes references to other publications by Ralph Pirozzo to which teachers could be directed to find many more thinking tools that they can use

STEP 5

- Facilitates reflection on why conflict occurs and the variety of circumstances in which it can occur
- Identifies and explains five conflict resolution styles, helping teachers to make a decisive choice about which style to adopt depending on the context within which the conflict has arisen
- The articulation of a formal process for resolving conflict that is simple to follow is very useful and helps answer the question “Where do I begin?”

STEP 6

- Emphasises the need for school-wide implementation of a teacher feedback program
- Includes a process for an initial analysis of what is already in place in a school – this is particularly relevant for new executive members of staff to avoid coming in with the proverbial “new broom” approach and discarding all former structures and procedures before considering aspects of what is already in place that are worth retaining
- Includes a clear, detailed explanation of Rogers’ diffusion of innovation theory
- Includes an explanation of the five different personality traits that assist in considering how well people will accept change or a new innovation, assisting in understanding why some people react the way they do compared to others and therefore responding appropriately
- Includes suggested strategies for supporting each of these five personalities, allowing supervisors to reflect on how they should approach supporting each person being supervised
- Includes the Force Field Analysis, providing a strong tool for reflecting on the driving and restraining forces for any situation and assisting supervisors and their teachers in making decisions that are based on data, not simply opinion

STEP 7

- Introduces an emphasis on the importance of coaching and the detailed description of what constitutes an effective coaching model
- Provides an easy-to-follow nine-step process for developing and implementing a coaching program
- Provides an actual coaching model that has been developed and implemented (Sunshine Coast Region), providing schools with a basis for developing their own
- Includes:
 - five types of feedback from the SCR coaching model
 - four phases of feedback
 - guidelines for observation
 - three additional tools besides coaching to provide effective feedback
 - unit evaluation form
 - classroom observation matrix
 - teacher feedback form

These all provide a starting point for capturing and recording significant data that will enable effective teacher feedback and support informed individual and joint decision-making for both the teacher and the supervisor

REFERENCES

- The list of references at the end of the book provides teachers and supervisors with an excellent reading list for their own personal professional development



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