

# Teacher Appraisal: Student Voice

Ask your students two questions and offer them different ways to answer, for example, write answer on post-it notes, speak the answer to the teacher or to a scribe.

**The teacher asks:**

1. What do I do that makes learning hard for you?
2. What do I do that makes learning easy for you?

Below is an example of feedback from a year 5 teacher:

Well, well, well, I sent them away in pairs and we came back fifteen minutes later – what a shock! This was the best bit of teaching, learning and LISTENING that I have done in my 4 short years of teaching. The answers were honest, clear and I valued every minute of it. At one point I had a few tears (tears of ‘aha’ and of joy) as I guess that I did not fully realize the impact my actions can have on my learners, ‘wham, bang’ in each present moment!

**Some of the things said by the kids:**

‘I hate tests as I can’t read the questions’

‘she uses too complicated words’

‘I don’t like maths because I can’t read very well so can’t do the maths’

‘it’s cos you don’t put things right when we do maths and it’s a bit hard to understand things, it’s hard to learn this way all day, and boring to learn this way.’

‘you give us hard writing’

‘give us more time to do our work please’

‘I don’t like reading cos I am not very good at it so I give up in the end.’

Shouting at naughty kids does not help me learn’ ( I cringed at this one - naughty kids?- no probably just kids with different learning preferences- so I need to address this).

‘let us think for longer instead of always rushing us.’

(There were lots of good points too, but I am focused on addressing the things I NEED TO CHANGE).

So, what I have changed for next week is:

I intend to deliver the curriculum in a more creative way, slowing down and focusing on quality of learning in a more kinesthetic manner so my kids are happy learners and happy in their hearts.

I am re-reading the DFNZ website and looking through the downloadable material for our school, so we can govern dyslexia friendly practices in a more effective manner.