



Feedback Culture at schools

Chances and Challenges

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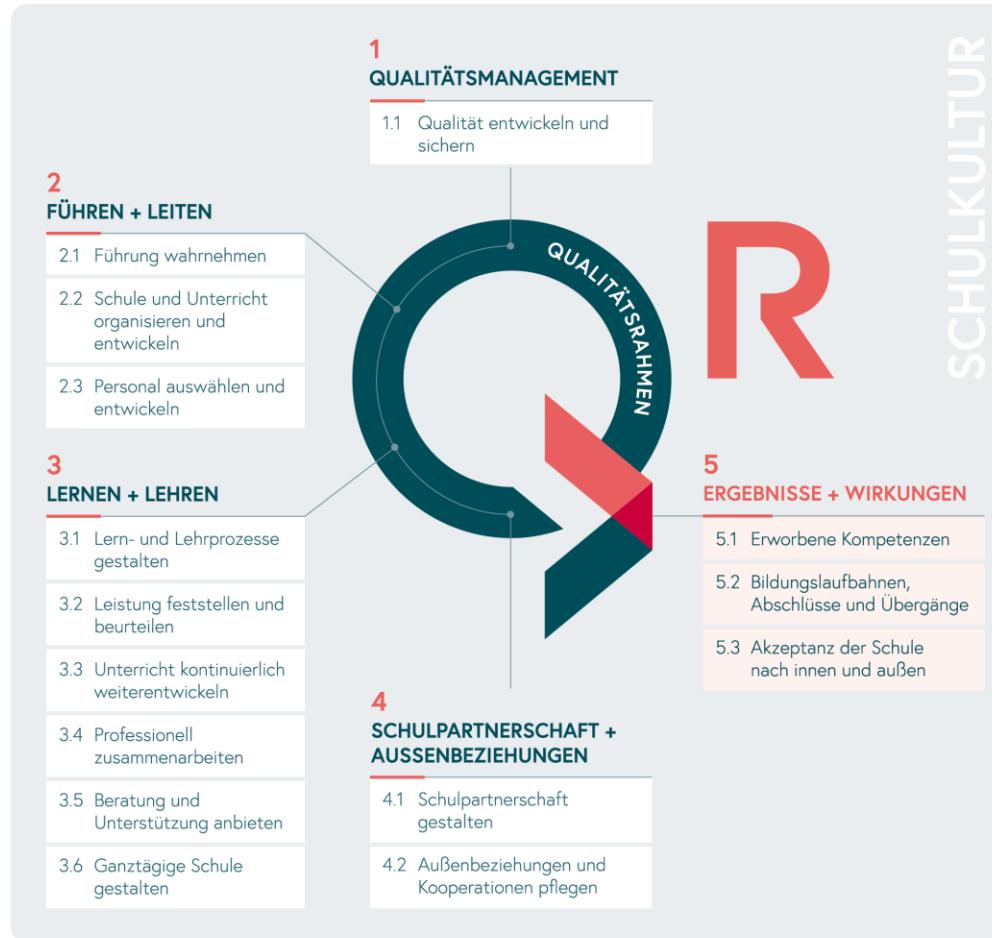


Brief overview of the theoretical background of Austrian school quality management

- QR - It describes the characteristics of a good school and forms the content basis for the quality management system
- QMS - is a control system for a planned and systematic approach to maintaining or improving quality.

framework for school quality in Austria

QUALITÄTSRAHMEN für Schulen



7 principles of QMS - is a control system for a planned and systematic approach to maintaining or improving quality.





Overview: Evaluation vs. Feedback

Assessment tools and their differences



Evaluation

- Definition: A structured judgement of performance based on specific criteria or standards.
- Goal: To measure achievement, often resulting in a grade, score, or final judgement.
- Form: Summative, formal, and often one-time.
- Example: Final Exam



Feedback

- Definition: Informal or formal information given to help improve future performance.
- Goal: To support learning and development.
- Form: Formative, ongoing, and personalized.
- Example: Comments on a draft, suggestions during training, or peer reviews.



Key Differences

Aspect	Evaluation	Feedback
Purpose	Judgment	Improvement
Timing	Usually at the end	Throughout the process
Focus	Outcome/result	Process/effort/strategies
Format	Formal and standardized	Informal or personalized



Consequences

- Evaluation can motivate or discourage, depending on the result. It often determines progress (e.g., passing a course or promotion).
- Feedback fosters growth, reflection, and adaptation. It encourages a learning mindset and continuous improvement.



Main instruments

- Evaluation
 - Leaving Certificate (Matura)
 - IKM
 - external evaluation
- Feedback – internal focus



Feedback - expectation vs reality or Truth vs Impression

- Making different perceptions visible
- Feedback at different levels/ on different groups
- What about the results?
- Instruments for detecting differences



Feedback at BG&BRG Schwechat ...or claim vs reality

- Goals
 - each teacher one Feedback in one class per year
 - Headmaster from the teacher
- Reality
 - 70 % of the teachers ask for feedback
 - Response rate to headmaster`s feedback -> 50%



Measures to raise participation

- Instruments of feedback (<https://www.iqes.net/dashboard>)
- Period of feedback
- Feedback on implementation of feedback



Measures to raise the participation

- Instruments of feedback
- Period of feedback
- Feedback on implementation



Key areas of the headmaster survey

1. communication and support
2. Recognition of achievements and constructive criticism
3. Maintaining the school climate
4. information and decisions
5. design of team meetings and conferences
6. individual development and personnel management
7. school organization and external representation
8. school development and cooperation within the faculty



Analysis of a subsection of the headmaster survey communication and support

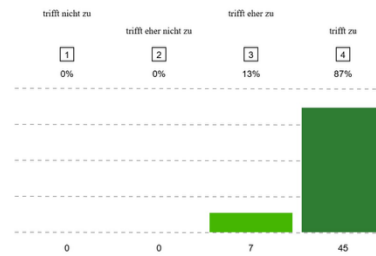
- The headmaster is easily accessible to teachers and other school staff.
- The headmaster maintains an appreciative and friendly relationship with all members of the school community
- The headmaster takes the concerns and fears of employees seriously
- The headmaster takes time to address my concerns.
- The headmaster offers support in dealing with difficult students.
- The headmaster offers support during difficult parent-teacher meetings.
- the headmaster treats me fairly and respectfully.

1. Communication and support

1.1 - Die Schulleiterin/ der Schulleiter ist für die Lehrpersonen und die weiteren Mitarbeitenden der Schule gut erreichbar.

Durchschnittswerte

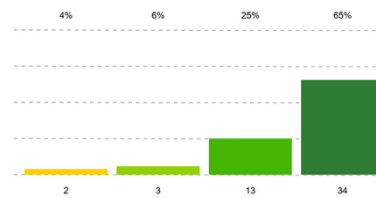
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1.2 - Die Schulleiterin/ der Schulleiter pflegt einen wertschätzenden und freundlichen Umgang mit allen Mitgliedern der Schulgemeinschaft.



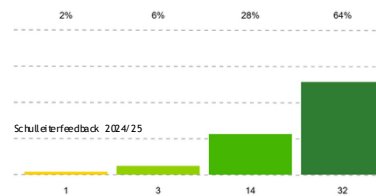
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1.3 - Die Schulleiterin/ der Schulleiter nimmt die Sorgen und Ängste von Mitarbeitenden ernst.



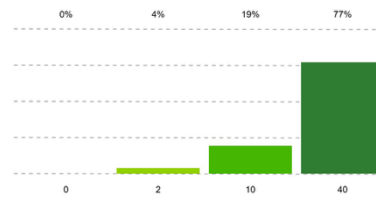
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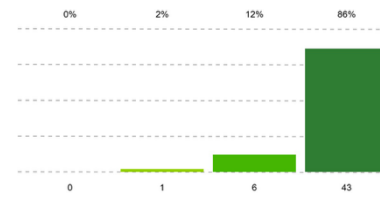
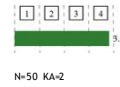
1.4 - Die Schulleiterin/ der Schulleiter nimmt sich Zeit für meine Anliegen.



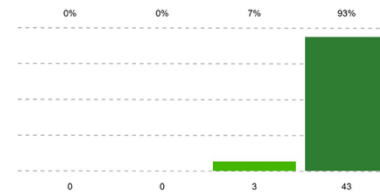
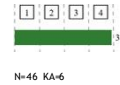
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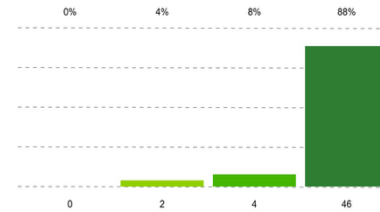
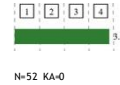
1.5 - Die Schulleiterin/ der Schulleiter bietet Unterstützung im Umgang mit schwierigen Schükeinnen und Schüekern.



1.6 - Die Schulleiterin/ der Schulleiter bietet Unterstützung bei schwierigen Elterngesprächen.



1.7 - Die Schulleiterin/ der Schulleiter behandelt mich fair und respektvoll.



Schulleiterfeedback 2024/25



Measures to raise participation

- Period of feedback
- Feedback on implementation of feedback



Thanks for your attention