

Specific positive Feedback	Example	Rationale
1. Is specific and detailed feedback	<p><b>No-example</b> You are great!</p> <p><b>Specific positive feedback</b> <i>"Thank you for being respectful and keeping hands and feet to yourself in line".</i></p>	Students need to know explicitly what the behaviour is that the teacher is providing feedback for.
2. Is contingent upon desired behaviour.	<p><b>Context:</b> The teacher was walking on the veranda, and noticed a student binning a piece of paper and said, <i>"Thank you for being respectful or throwing the paper in the bin".</i></p>	Specific positive feedback is given immediately after the student has demonstrated the behaviour.
3. Is used in an instructional manner.	<p><b>Context:</b> Students have recently done a lesson on lining up. The teacher asks students to line up for Phys Ed. He/she responds to their lining up by saying... <i>"You have lined up quickly, quietly and in pairs. Thank you for being respectful."</i></p>	<p>Specific positive feedback is given frequently when students are acquiring a skill.</p> <p>Once skill has been acquired, specific positive feedback is provided on an intermittent basis.</p>
4. Focuses on effort and improvement.	<p><b>No-example</b> <i>"You are very clever at maths."</i></p> <p><b>Specific positive feedback</b> <i>"You were working hard and on-task during class today. You were able to finish all the activities."</i></p>	Growth mindset: The type of verbal feedback teachers provide reinforces whether a student thinks his/her intelligence is fixed or can grow.
5. Is not judgmental and invites students to evaluate their own efforts and achievements.	<p><b>No-example</b> <i>"I'm proud of you for getting an A."</i></p> <p><b>Specific positive feedback</b> <i>"I noticed how much effort you have put into class today. How do you feel about your work?"</i></p>	<p>More effective because it enables the student to develop his own opinion of his end results.</p> <p>Teaches students how to think.</p>
6. Avoids competition and comparison between students.	<p><b>No-example</b> <i>"You are the best helper"</i></p> <p><b>Specific positive feedback</b> <i>"Thank you for helping clean up the library and putting all the books away."</i></p>	<p>Avoids comparison and competition and focuses on individual students' progress.</p> <p>Equalises feedback between students of different abilities.</p>
7. Focuses on contribution.	<p><b>No-example</b> <i>You're a good helper"</i></p> <p><b>Specific positive feedback</b> <i>"You made a difference by ...I know you didn't feel like packing up and I appreciate that you did it anyway."</i></p>	Recognises how individual behaviour contributes to the feelings of others.
8. Is generally given in private.	<p><b>No-example</b> (to whole class) <i>"I like the way Suzie is sitting."</i></p> <p><b>Specific positive feedback</b> In a private dialogue, the teacher said: <i>"Thank you for being responsible, sitting and looking and showing me that you are ready to learn."</i></p>	Is a private event that does not show students up in public, compare them with each other or try to manipulate children into copying a commended student?