**Responsive Written Feedback Guidelines [Resource 7]**

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|  | **Not recommended** | **What the research shows about more effective implementation** |
| **Whanaungatanga** | Begin the work with whānau after you have begun the work with their tamariki. | Prepare for the work well in advance by developing understandings about the community with whom you seek to engage.  Respect the important funds of knowledge that whānau bring as allies to their student’s learning.  Start with a small group of whānau, try and include some with whom you already have respectful relationships.  Provide opportunities to get to know each other better so that you might further develop mutual relationships.  If Responsive Written Feedback has been working elsewhere, include someone who will be able to share their own experiences with it. |
| **Ako** | Tell whānau/tamariki what you will be doing and what you want them to do.  Expect that everyone must participate. | Lay down the ‘koha’ by providing opportunities for whānau to learn to use the Responsive Written Feedback strategies with their students.  Talk about how you could use these strategies by writing between the community and classroom setting.  Provide opportunities for whānau/ tamariki to ask questions and contribute their ideas.  Talk about the benefits this could promote.  Allow them to determine how they will participate.  Co-construct dual roles and responsibilities. |
| **Mahi tahi** | Run Responsive Written Feedback without explicit links to individual feedback and ongoing monitoring.  Run the programme without a regular review and development of practices.  Don’t expect that whānau will not undertake their responsive writing and return books in a timely manner. | Have high expectations of whānau/tamariki contributing and taking care of their agreed roles.  Ensure writing samples are responded to and returned promptly.  Use a regular and ongoing assessment, needs analysis and review cycle, sharing this information regularly with students and their whānau.  Make the goals transparent to whānau and students.  Ensure a culturally responsive approach so that students can, by choosing of their own writing topics, bring their own cultural knowledge and prior experiences to the reading task as the foundation for new learning.  Give regular and specific feedback to students and to whānau, this can be written or by word of mouth. |
| **Te Kotahitanga** | Keep the programme information and outcomes within the school. | Maintain the relationships with whānau.  Include whānau in the writing and assessment processes  Recognise and celebrate writing successes with them. |