Elaboration Feedback (Developed from Shute 2008, p. 160 and McMillan 2011, p. 136)

Feedback Type	Description & Examples
Elaboration	Includes explanation about why an answer or action was appropriate, effective, productive or inappropriate, ineffective and unproductive. Provides opportunity and resources to relearn and revise performance.
	Example:
	You used some positive strategies and students responded to them. You used positive reinforcement such as 'good job', 'well done' with specific students. This is very powerful in reinforcing positive work and behaviour habits and also with building their confidence.
	Good use of voice, you were clear and students followed instructions with ease.
Attribute isolation	Presents and discusses the quality of performance relative to the central attributes of what is being learned (e.g., learning activities and resources, or strategies for grouping students during a lesson.)
	Example:
	You use a variety of strategies specified in the School's Behaviour Support Policy and Strategy and teach these to the students to ensure they understand your expectations. You use them throughout lessons and are consistent. Well done.
Response contingent	Describes why an inappropriate, ineffective type of action or product is wrong and unproductive and why alternate types of actions and/or products are more appropriate, effective and productive.
	Example:
	Being a teacher goes beyond lesson times. You are a teacher every moment of school time (and beyond if you encounter your students).
	The students need to see you as part of the teaching team at all times.
	Please don't just sit at the desk unless you are taking formal observations of my lessons. Any marking or planning needs to be done outside of class time.
Hints	Provides timely and ongoing prompts or cues guiding the student in the right direction to learn about and use alternate types of actions and/or products more productively.
	Example:
	Try to focus more on the positive behaviours with students and reward for this more often.
	Think about the more subtle, non-verbal, forms of behaviour management like eye contact, body position, hand gestures and proximity (standing next to someone who isn't listening) instead of just the generic attention grabbers. These are very effective and students pick up on them fairly easily. They are non-confrontational for students too, so they don't get singled out as often. These take time to get used to and you need to build a rapport with students for them to respond to you more.

Bugs	Misconceptions are explained with error analysis or diagnosis.
	Example: Although it's important to acknowledge all contributions made by students in a manner that is open and accepting. You must be clear when their contributions are not correct or are unproductive. Whole class activities need to be seen as learning opportunities. If you accept or let an incorrect contribution stand without appropriate followup. All students will think that it's right. Accept the effort, correct and move on. Well done dealing with Jordan. Some students will question or come up with alternative ways of doing things. Teachers need to acknowledge their thoughts and decide on the spot whether to follow them or not. You can say "Yes, that is a good point. You can write that down as well as what I have on the board if you like."
Informative tutoring	Includes verification feedback [i.e., informs students of the appropriateness of their actions, products] error flagging, and strategic advice and models that will enable the student to develop effective alternate plans and/or lesson resources, etcetera.
	Example: You engage well with all students during the times you are teaching. They are responding well to you. I would like to see you engage with the students more outside of your teaching lessons. In the mornings, during or between lessons is an excellent opportunity to really see what they are doing and get to know them more. Developing that relationship and trust is a huge part of behaviour management.