

F-3 Student Perception Survey on Teaching Effectiveness

An inclusive approach to student feedback

All students should have their voice heard, listened to and valued on an equal basis. The F-3 Student Perception Survey on Teaching Effectiveness acknowledges the unique needs of younger students and seeks to ensure that students with early literacy skills can participate and be heard on the same basis as their older peers.

Developed for early primary-aged children, the F-3 Student Perception Survey on Teaching Effectiveness empowers students to provide meaningful feedback to their teachers. Schools that respond to the participation needs of all students find that the changes can benefit everybody.

Research highlights the most effective ways to elicit meaningful feedback from younger students is to ensure that students can easily understand and participate in a way that is developmentally appropriate for them.

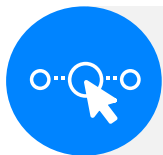
F-3 Student Perception Survey Overview



The F-3 Student Perception Survey uses simple language and is delivered in the form of 10 short questions, rather than statements.



The question-answer structure has been found to be more age-appropriate for young children and more accessible for children with disabilities or EAL requirements¹.



The F-3 Student Perception Survey asks students to respond to a three-point scale ('Always', 'Sometimes', 'Never'), which has proven to be more easily understood by younger children².



The F-3 Student Perception Survey includes 2 questions per standard to provide feedback to teachers aligned to the AITSL framework and Australian Professional Standards for Teaching.



The F-3 Student Perception Survey is designed to be read aloud. It is recommended that an adult that is familiar to the student, but not their teacher being assessed, supports students to complete the survey. It is also recommended that students have opportunities to practice before taking the survey and that they understand that there are no right or wrong answers³. Pivot provides targeted resources to support these conversations.

¹ Royeen, C. B. (1985). Adaptation of Likert scaling for use with children. *The Occupational Therapy Journal of Research*, 5 (1), 59-69.

² Ibid.

³ Reynolds-Keefer, L., & Johnson, R. (2011). Is a picture worth a thousand words? Creating effective questionnaires with pictures. *Practical Assessment, Research & Evaluation*, 16 (8).