

# The Power of Teacher-to-Teacher Feedback

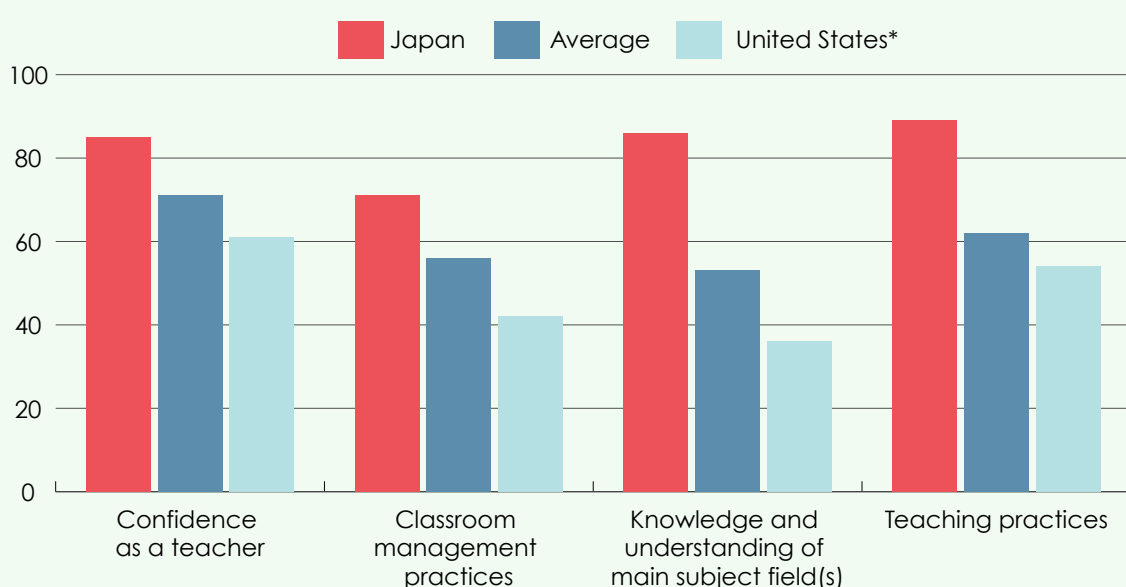
Japan uses peer-to-peer feedback to encourage improvement in teacher practice.

In high-performing education systems, the structure of teacher appraisal varies widely, as does the degree to which it is organized centrally. However, the goal of teacher appraisal in all high-performing systems is to help teachers improve their performance, rather than to identify and sanction low-performers.

Japan is one system in which teachers report that feedback has a particularly positive impact on their teaching. A far greater-than-average proportion of Japanese teachers report that feedback has had a moderate or large positive impact on everything from their confidence as a teacher to their classroom management practices.



## Percent of Teachers Reporting a Positive Impact from Feedback

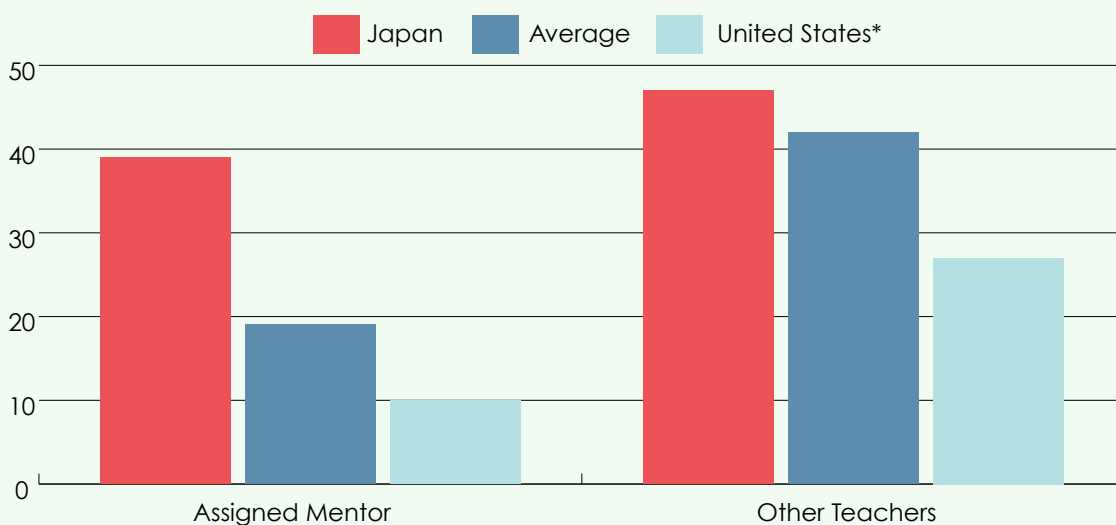


Source: OECD TALIS 2013

Japan also has a much higher-than-average rate of teachers who received feedback either from an assigned mentor or another teacher:



## Percent of Teachers Who Have Received Feedback From Other Teachers



Source: OECD TALIS 2013

The fact that much of their feedback comes from other teachers, as opposed to an administrator or supervisor, may help explain how willing Japanese teachers are to learn new material and change their practice as a result of feedback and appraisal. Read more about the impact of a professional work environment which includes time for collaboration and teacher feedback in CIEB's **Empowered Educators: Teacher Appraisal and Feedback** brief. And for more on Japan's teaching force, see the **Teacher and Principal Quality** section of CIEB's profile of Japan's education system.



\*The United States did not meet the OECD requirements for TALIS 2013 participation rates, and is therefore excluded from the OECD's comparative charts.