TURNING NEGATIVE FEEDBACKS TO POSITIVE OUT PUTS

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Problems and shortcomings are an integral part of the professional career. These may either be prevented but most of the time they exist and even persist if not given proper attention. These leads to the school head or department head to play as the butcher and swing the axe of punishment. But how can a superior be able to give reprimands and yet not do much damage in the reputation of the teacher?

Normally people get offended when they hear negative comments or reprimanded by either their immediate superior or close colleagues. And most often than not, these comments are not taken lightly or misunderstood. Being a school leader, how can this be handled and yet lead the teacher towards overcoming the trouble and developing into a mature and responsible member of the school.

Normally, the sandwich method is employed. This is when the superior praises or celebrates the teachers’ achievements then moves to the pressing matters. After which, the superior again brings good attributes to lift the spirit of the reprimanded member. This might be a good strategy but sadly it is no longer effective. How come? Well, if the problem has been sandwich in between good things, chances are the member, in our case the teacher with the problem, loses the focus why the meeting is was held in the first place. The reprimand was forgotten and the problem persists to happen. What then can be a better way of solving this?

For one, the straight forward approach could be hard hitting but effective none the less. Once that the teacher was requested for a closed door meeting, then the superior may begin by asking the teacher if he/she is well aware of the school rule concerning what
was violated. Then ask him/her for the past days what has he/she done with regard to the rule. Let him/her be the one to spill out the problem and admit the fact that there was a rule broken. Once that this was aired out then the school leader moves to asking what can be the best solution to augment the situation. Let the school leader lead the teacher into solving his own problem. Do not always supply the solution because what the superior might think would be great might not be that achievable for the teacher. After the meeting is done, give the teacher time to reflect and correct himself/herself. Monitor the teacher once in a while so ensure that the problem has been taken cared off. If it just so happen that the school leader meets the teacher at the hall way or at the cafeteria talk to him/her in a good mood and ask how he/she is doing. Of course you are pertaining to the situation asking for progress.

By this way the teacher still retains his/her dignity yet accepts negative feedbacks and works towards improvement.

References:

Tingley, S., (2017), Principal Helpline: How to give negative feedback the right way, School Leaders Now, retrieved from https://schoolleadersnow.weareteachers.com/principal-helpline-how-to-give-negative-feedback/#.WZ4t9Dt97IV