




BUILDING A FEEDBACK RELATIONSHIP

Creating the conditions for student learning and self reflection

Effective feedback is more than a conversation - it is a process that begins before feedback is given.

At the center of this process is the feedback relationship - the foundation that allows feedback to feel safe, meaningful, and connected over time.

Preparing for feedback involves identifying learner needs, setting expectations, and creating conditions where feedback can be received and used.



Building a Feedback Relationship

A feedback relationship is an ongoing learning environment where feedback is expected, understood, and used over time. In these relationships, feedback is clearly intended to support growth rather than judgment, and learners feel safe enough to reflect honestly on their performance.

Rather than occurring in isolated moments, feedback connects across experiences, helping learners make sense of their progress and what to focus on next.

Feedback relationships are built over time through consistency, clarity, and care.

Key Elements of a Strong Feedback Relationship

Consistency → feedback is timely and ongoing
 Transparency → purpose is clear
 Psychological safety → intent is trusted
 Collaborative → learners are active participants
 Longitudinal → feedback evolves over time

Why Relationship Supports Feedback Literacy

Learners are not automatically skilled at using feedback.

- They must recognize feedback
- Interpret it
- Compare it to their own self-assessment

These skills develop over time and within relationships.

Why Emotional Reactions Are Part of Learning

- Feedback can challenge self-perception
- Surprise, discomfort, defensiveness are normal
- These reactions are part of processing feedback

The Role of the Relationship in Difficult Moments

- Strong relationships allow space for emotional reactions
- Learners can move from reaction → reflection
- Feedback can continue rather than stop


What This Means in Practice

Learners are more likely to engage with feedback when:

- They expect it
- They feel safe receiving it
- They can reflect without fear of judgment

Reflection Questions for Preceptors

- Do learners know feedback is coming?
- Have I made the purpose explicit?
- Do learners feel safe enough to reflect honestly?
- Am I connecting feedback over time?



Feedback works when learners feel safe enough to self-reflect honestly.

A strong feedback relationship creates that safety - allowing feedback to be understood, used, and built on over time.