

GROW/HEAR Feedback Framework

Direct Teaching Framework to support students to give and receive positive feedback

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Example of Poster PDF

GROW

Giving Feedback

- Greet (Start with a positive, check in, friendly tone)
- Reflect (Ask questions, engage thinking, encourage self-awareness)
- Observe (Give specific movement feedback, describe what you saw, use skill language)
- Wrap-up (Encourage and goal, share success and next step, thank your partner)

HEAR

Receiving Feedback

- Hold (Pause and listen, breathe, focus on the message)
- Engage (Show interest, ask questions, thank peer)
- Apply (Try suggestion, focus one cue, ask for follow-up)
- Respond (Thank them, share what helped, be positive)

*** Resource was assisted by AI for finding specific current pedagogical research from specific sites and formatting of sources***



Overview

This resource has been built with the understanding that, often in classes, we assume students know how to both give and receive feedback from their peers. Ultimately, this skill should first be modelled by the teacher, but as teachers, we often are not fully aware of how we deliver positive feedback. This Framework has been used to both directly reach and guide students' feedback with peers with clear steps. Like all frameworks, it can be awkward at first, but as the culture shifts and students get used to the concepts, the framework is not needed as much. Even guiding students through a round step-by-step is helpful. Like executive Functioning, feedback skills are often rushed over as we assume students have the skills. However, they need practice, time and reinforcement to become natural.

There are several versions of a GROW (giving feedback) and HEAR (receiving feedback) Posters that can be printed off and used as references.

The GROW Framework for Peer Feedback

Acronym Meaning:

G.R.O.W. = Greet – Reflect – Observe – Wrap-up

This acronym aligns with growth, connection, and improvement – framing feedback as a positive and reflective interaction rather than a critique.

Greet

Purpose: Establish connection, safety, and openness before the feedback exchange.

Informed by: Psychological safety studies emphasizing trust and empathy as prerequisites for effective feedback.

How to Apply:



- Start with a friendly acknowledgement (e.g., “Hey, nice energy on that movement!”).
- Gain permission: “Can I share what I noticed?”
- Use a positive tone and an open posture.
- Pair or group students intentionally to promote comfort and belonging.

Well-Being Link: Builds emotional trust and reduces performance anxiety, creating safe conditions for learning through feedback.

Reflect

Purpose: Promote self-awareness and mindfulness before feedback is given.

Informed by: Research linking self-assessment to motivation and resilience (Treschman, 2025).

How to Apply:

- Ask reflective questions: “How did that feel?” or “What part do you think went well?”
- Give time to think before responding.
- Use mindful breathing or a brief pause before describing improvement points.

Well-Being Link: Encourages ownership and cultivates calm awareness instead of defensiveness.

Observe

Purpose: Identify specific, observable behaviours or decisions rather than personal traits.

Informed by: Feedback quality research (Zhou, 2021; Martineau, 2016) showing specificity improves retention and uptake.

How to Apply:

- Focus on clear actions and movement elements: “You shifted your foot a bit early,” or “Your hands stayed low for control.”
- Relate observation to effect: “That helped keep accuracy.”



- Keep language descriptive, not evaluative.

Well-Being Link: Reduces harsh judgment and replaces vague critique with clear, constructive direction – enhancing self-confidence.

Wrap-Up

Purpose: End with encouragement and a forward focus – highlight effort and a next-step goal.

Informed by: Resilience and motivation research (Huang, 2023; Alberta Education Well-being Framework, 2023).

How to Apply:

- Use affirmations: “You improved your pass timing a lot – great focus.”
- Add a small, concrete next step: “Try adjusting your hips a second earlier next round.”
- Leave on a positive note – goal, gratitude, or an action plan.

Well-Being Link: Reinforces sense of progress and mastery, which supports self-esteem and intrinsic motivation.

Classroom Implementation

- Model the GROW approach in teacher-student interactions.
 - Post visual reminders: “When giving feedback... GROW someone!”
 - Offer sentence starters for each stage under posters or clipboards.
 - Incorporate reflection circles after gameplay to normalize feedback sharing.
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Why GROW Works

The **GROW Framework** combines motor-skill precision with psychological safety and emotional literacy.

It guides students to move from connection to constructive action while preserving empathy and mental well-being – a balance strongly supported across current PE and sport psychology research.

The HEAR Framework for Receiving Feedback

Acronym Meaning:

H.E.A.R. = Hold – Engage – Apply – Respond

It reminds students that receiving feedback is an active skill – strengthening confidence, self-regulation, and resilience – not just listening passively.

Hold

Purpose: Pause and create space to truly hear feedback before reacting.

Informed by: *Psychological safety and emotional regulation* research showing that students who take a mindful pause are less defensive and more open to learning.

How to Apply:

- Take a breath before responding.
- Focus on the message, not the tone.
- Remind yourself that feedback is meant to help improve movement, not to criticize.

Well-Being Link: Encourages emotional regulation and reduces threat response, supporting calm, confident interactions.



Engage

Purpose: Show curiosity and participation in the feedback conversation.

Informed by: *Collaborative learning studies* where students actively discuss feedback to deepen self-awareness and understanding.

How to Apply:

- Ask clarifying questions: “Can you show me what you saw?” or “What did my position look like?”
- Nod, make eye contact, and express appreciation for your partner’s input.
- Mentally connect feedback to your movement cues.

Well-Being Link: Promotes inclusion and belonging while strengthening trust and active communication skills.

Apply

Purpose: Put feedback into action right away to test understanding.

Informed by: *Motor learning and feedback uptake* research emphasizing immediate application as key to mastery and motivation.

How to Apply:

- Try the suggestion right after hearing it, focusing on one movement or tactical cue.
- Say your goal aloud before repeating (e.g., “I’ll keep my knees bent this time”).
- Request short follow-up feedback after reattempting.

Well-Being Link: Instills agency and a growth orientation – reframing feedback as a tool for empowerment.

Respond

Purpose: Positively close the loop through gratitude and self-reflection.

Supported by: *Positive psychology studies* showing gratitude and constructive self-talk improve motivation and peer relationships.

How to Apply:

- Thank your peer: “Thanks, that really helped me see it.”
- Note what improved and what to try next time.
- Record or rate how confident you feel with that movement now.

Well-Being Link: Reinforces self-esteem, empathy, and positive classroom climate – central to long-term learning well-being.

Integrating HEAR in Class

- Post HEAR visuals near activity zones: “Before feedback, take a moment to HEAR.”
 - Model receiving feedback as a teacher (mistake → listen → adjust → thank).
 - Pair this cycle with GROW, creating consistent peer roles (one giving, one receiving).
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Why HEAR Works

The **HEAR Framework** gives students a clear, emotionally intelligent sequence to follow when getting peer feedback. It promotes:

- Self-regulation (**Hold**)
- Curiosity and engagement (**Engage**)
- Cognitive and physical integration (**Apply**)
- Empathy and closure (**Respond**)

Together, GROW and HEAR form a holistic, research-grounded system supporting both **movement mastery** and **mental wellness** in junior high physical education.