

Creating a Path to the Future

5th Biennial Equity Conference 2011
SCHOOLING FOR
FUTURES

A network of educators using Instructional Rounds to enhance student learning

Granville East PS
Burwood PS
Georges Hall PS
Old Guildford PS
Sefton IS



Our Journey – long, exciting, challenging, results-focussed



Andy Hargreaves, 2006
The Fourth Way of Change

The Third Way
mid 2000s to now

- *age of greater professional learning*
- *effervescence towards narrowly defined targets*
- *short-term achievements rather than transformation*

The Fourth Way

Age of Inspiration and Sustainability

- **high quality teachers**
- **powerful professionalism**
- **lively learning communities**

The point of networks is to spread innovation, stimulate learning, increase professional motivation, and reduce inequities. They are a fundamental part of The Fourth Way.

What is Instructional Rounds?

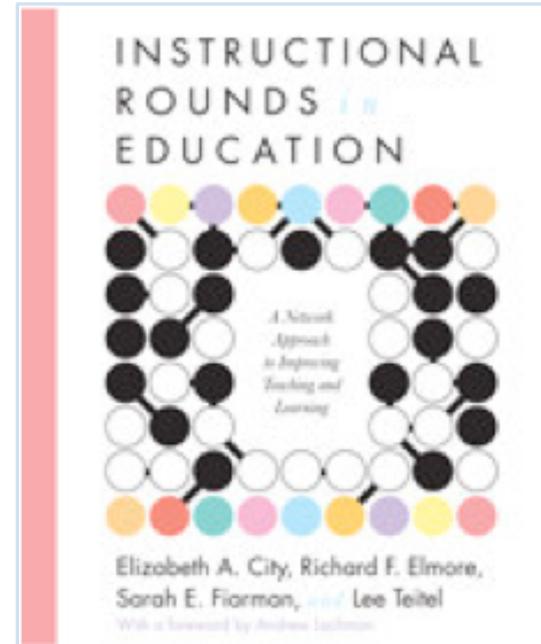
A network approach to improving teaching and learning

network of participants who commit over time

different kind of professional learning

different way of collecting evidence about teaching and learning

a process with defined sequence of activities



Richard Elmore, Harvard Graduate School of Education
Published 2009 – generated much interest



Creating the future is about adopting a mindset, then a passion, then a plan, rather than choosing a path offered by the present. The future is a place we are creating and the task of creating the path forward will change both us and where we are going.

Kember, 2006, Futures Thinking for Leading Learning

Instructional Rounds

The idea behind instructional rounds is that everyone is involved in working on their practice, everyone is obliged to be knowledgeable about a common task of instructional improvement, and everyone's practice should be subject to scrutiny, critique and improvement.

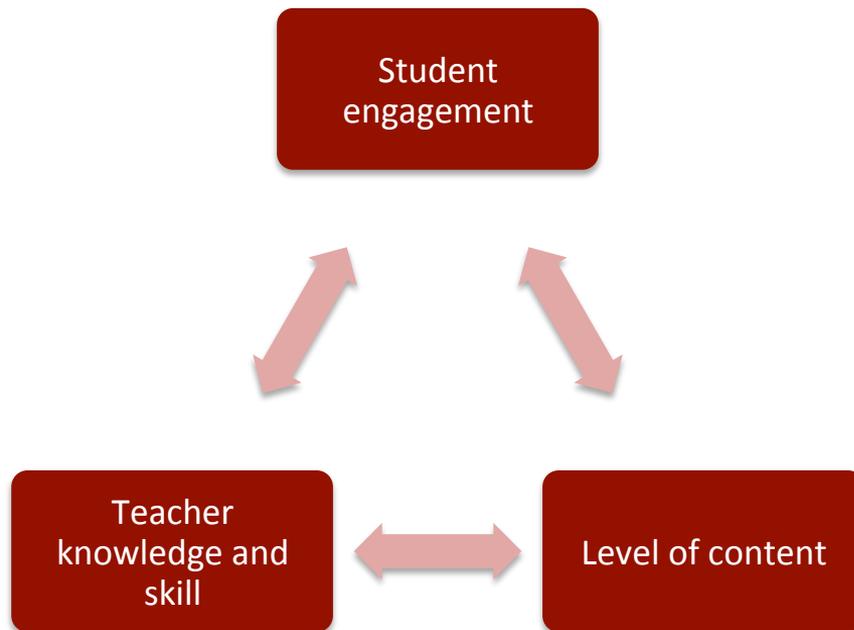


You don't improve schools by giving them bad news about their performance. You improve them by using information about student learning from multiple sources, to find the most promising instructional problems to work on.

Underpinned by Beliefs

- *Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.*
- *If you change any single element of the instructional core you change the other two.*
- *If you can't see it in the core, it's not there.*

The Instructional Core



Underpinned by Beliefs

One of the greatest barriers to school improvement is the lack of an agreed-upon definition of what high-quality instruction looks like.



*What determines what students know and are able to do is not what the curriculum says they are supposed to do, or even what the teacher thinks he or she is asking the students to do. **What predicts performance is what students are actually doing.***

New Skills to Learn

- The discipline of descriptive observation is the core practice on which rounds is based.
- *Learning to see, learning to unjudge*



Each round follows a set format

1. Host school identifies a problem of practice



2. Network explores best practice in that aspect of teaching



3. Observation in classrooms and description without judgement



4. Observational debrief



5. Network proposes next level of work

Instructional Rounds

What it is

- Process designed to use discussions about learning and teaching as the vehicle for improving school practice
- Based on a coherent theory of school improvement
- Has its own explicit practice using a set of protocols for observing, analysing and proposing action

What it's not

- A program: it's a process
- Imposed by an outside agency
- An avenue for judging the efficiency or quality of individual teachers
- Quick fix

How it looks – Granville South PS



- Granville South Public School – supports the need for creating different paths to the future
- School motto: LOOK AHEAD
- Built a learning community – watching, listening and learning from each other
- Focus is on improved student outcomes and improved teaching = excellent results
- All staff are aware of the philosophy – strong instructional rounds team dedicated to the process

Step 1: Host school identifies a problem of practice

- Focuses on the “instructional core” – relationship between teacher, students & content
- Is directly observable
- Is actionable – can be improved in real time
- Connects to a broader strategy of school improvement

Example: Student Engagement

- How are students encouraged to think hard?
- How are students encouraged to feel good?
- How are students encouraged to become better learners?

Step 2: Research and Discuss

- Reading and input from an expert in the area
- What would be the optimal teaching and learning for this problem of practice?
- What would the teachers be saying/ doing?
- What would the tasks that are given to students look like?

Example: Student Welfare

Pre-reading – chapters from *School is for Me*

Articles and videos placed on the creatingapath ning

Input from Barbara – research on student engagement

Input from Chantal – practice related to the MEe framework

Step 3: Observation

- Observation teams go into classrooms & collect data that is:
 - descriptive, not evaluative
 - about the instructional core
 - related to the problem of practice
- May include a specific format for observation note-taking:
 - *What are the students/ saying?*
 - *What are the teachers doing/ saying?*
 - *What is the task?*



Step 4: Observation Debrief

- Observation teams discuss the data:
 - Describe what you saw
 - Analyze the descriptive evidence (What patterns do you see?)
 - Predict what the students will learn

If you were a student in this class and did everything the teacher told you to do, what would you know and be able to do?



Step 5: Next Level of Work

- Group brainstorms the next level of work
- Share group resources, professional development and current initiatives
- Develop a plan for the next level of work for this week/next month/ by the end of the year
 - What do teachers need to know to support optimal learning?
 - What does the school need to know to support optimal learning?



Our Journey – Lessons Learnt

- Learning takes time
- Learning takes commitment
- Learning is deepened by collaboration
- Learning needs leadership
- Learning needs to stay focused on the Instructional Core

NORMS OF OUR NETWORK

- Commitment: Dates are timetabled in advance and everyone attends regularly and comes well-prepared.
- Involvement: Every member contributes to all activities, shares expertise and supports others as we move towards common understandings.
- Intellectual Rigour: Every member engages in learning that challenges and mystifies. We won't dumb it down.
- Trust and consideration: Every member actively invests in listening, acknowledges differences, and trusts others' ability to grow.
- Openness: Every member is open to new ideas and practices, and honestly expresses opinions.
- Confidentiality and respect: Every member maintains confidentiality on sensitive matters and shows respect for the students, teachers and parents in our schools.
- Celebration and Laughter: Every member takes opportunities to acknowledge successes – no matter how small – and to share fun and laughter.

Keeping in Touch - Ning

The screenshot shows a Windows Internet Explorer browser window displaying the Ning website 'Creating a Path to the Future'. The browser's address bar shows the URL 'http://creatingpath.ning.com/'. The website's navigation menu includes 'Main', 'Invite', 'My Page', 'Members', 'Photos', 'Videos', 'Events', 'Forum', and 'Leaderboards'. A central message reads: 'Continue to our discussion by reflecting on our rounds at Granville East. Have our short conversations prompted you to modify your vision?'. Below this, a blue banner offers options to 'Invite Friends', 'Customize Your Page', and 'Add Content'. The main content area features an 'Events' calendar for August 2011, a 'Creating a Path to the Future' section with a mission statement, a 'Forum' with two posts ('Deep Understanding - a Complex Problem' and 'Our Next Problem of Practice'), and a 'Blog Posts' section with a post titled 'Punchbowl PS'. On the right side, there are sections for 'Louise Reynolds' (with links for Sign Out, Inboxes, Alerts, Friends - Invite, and Settings), 'Photos', and 'Videos'. The Windows taskbar at the bottom shows the 'start' button, several open applications, and the system tray with the time '3:46 PM'.

Creating a Path to the Future - Windows Internet Explorer
http://creatingpath.ning.com/

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Main Invite My Page Members Photos Videos Events Forum Leaderboards

Continue to our discussion by reflecting on our rounds at Granville East.
Have our short conversations prompted you to modify your vision?

Welcome to Creating a Path to the Future, Louise Reynolds!
Here are a few things you can do right now...

- Invite Friends
- Customize Your Page
- Add Content

Events

August 2011

S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Last Month Next Month

Term 4 Rounds

November 9, 2011 at 8am to November 10, 2011 at 2pm - Granville PS

+ Add an Event View All

Blog Posts

- Punchbowl PS**

Creating a Path to the Future

Creating the future is about adopting a mindset, then a passion, then a plan, rather than choosing a path offered by the present... The future is a place we are creating, and the task of creating a path forward will change both us and where we are going - Kimber

This site has been developed to support the Instructional Rounds network established by Granville East, Granville South, Punchbowl, Carlton and Wiley Park and Granville schools. We hope that you will contribute your ideas and resources about Instructional Rounds and the kinds of leadership, learning and teaching we need to ensure the students in our school step confidently into the future.

Forum

- Deep Understanding - a Complex Problem**
Our rounds at Granville East engaged us in powerful conversations... I think our journey took us along a different path to the one we had envisaged. For me, once again it highlighted how complex...
Continue
Started by Barbara Reynolds 7 hours ago.
- Our Next Problem of Practice - 4 Replies**
Our term 3 workshop - at Granville East PS will focus on students' deep understanding of what they are reading - or high level 'comprehension' All GEPs, our students seem to have difficulty with...
Continue
Started by Louise Reynolds. Last reply by Louise Reynolds on Sunday.

Louise Reynolds

Sign Out

- Inboxes
- Alerts
- Friends - Invite
- Settings

Photos

+ Add Photos View All

Videos

RSA Animate - Changing Education Paradigms
Added by Barbara Reynolds

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Creating a Path to the Future

We will get our posted tomorrow. Stay tuned!
Posted by Carolyn Wallace-Whelan on August 16, 2011 at 12:00pm — 1 Comment

Granville Public School Vision

At Granville Public School we believe that literacy is the essential key to maximising student learning in all curriculum areas. For this reason, we prioritise the development and implementation of quality literacy programs.

Granville Public School literacy teaching and learning programs integrate talking and listening, reading and writing. Literacy is taught on a daily basis, during a dedicated two hour literacy session that includes modelled, guided and independent.

Continue
Posted by Jodie Landon on August 11, 2011 at 10:00pm — 2 Comments

Granville South Public School Vision

Granville South Public School Vision - Quality Teachers Make A Difference

At GPS we will provide explicit and innovative teaching to support all students to become knowing learners. This is done by creating a quality teaching and learning environment.

It is vital to support ongoing improvement of practice by dedicating resources and time to developing our core business of teaching and learning....

Continue

Engagement - In Task or On Task? 4 Replies

Day 1 of our Rounds focused on Student Engagement at Granville South - much discussion was generated about the layers or levels of student engagement. Can students be "engaged" in tasks which require...
Continue
Started by Louise Reynolds. Last reply by Shell Evans Jun 14

+ Add a Discussion View All

Resources for our Meetings and from our Meetings

Here you will find copies of material shared before our meetings to inform the discussion and from our meetings. They include collations from our discussions and resources that we found useful.

Term 3 Rounds - Developing Deep Understanding Through Reading
Shama's comprehensive PPT Reading Comprehension: Developing Deep Understanding: RPRESENTATIONREADINGCOMPREHENSION.pptx
Our group completion of optimal practice: What would We Observe?GoodPractice.doc

Developing higher order comprehension in the middle grades. A thought-provoking article contributed by Mirvette. developinghigherordercomprehensioninthemiddlegrades.pdf

This is my favourite video about reading and incorporates young NESB students demonstrating deep understanding of the texts they are reading with accompanying theory provided by Prof David Pearson. Rich Talk About Text

The focus of our next rounds is reading. Here is a very general background reading about reading comprehension to get us started. ComprehensionResearch.doc

Attached is a great survey developed for the Australian Primary Principals Assoc. to guide principals and executives as they lead literacy learning in their schools. LeadingLiteracy.doc

Term 2 Rounds: Student Engagement
What is Student Engagement and Why is it Important? Barbara's PowerpointRT2.pptx

This is the result of our group discussion on what we would observe if students were engaged/disengaged. What We Thought.doc

There are many different models for student engagement. We will spend most time with the UWIS/ Geoff Munns model. An overview is in this ppt [Munns-Untinkable.ppt](#)

****A great new article, *Research Reflections About When Schools Work Well*, lists 21 activities for improving schools. The first four relate to student engagement. When school work well 21 activities to improve.pdf

An overview of student engagement includes the link to how engagement influences achievement

Tony Ryan - The Four E's
Added by Barbara Reynolds

What is engagement?
The extent to which students identify with and use learning activities. Some extent of engagement is inherent, participate in activities and are students' activities, which should be the focus of assessment of learning. They should have a personal investment in learning.

What did you do in school today? Report Launch
Added by Barbara Reynolds

Student Engagement: Sharon Friesen
Added by Barbara Reynolds

future of learning
Added by Barbara Reynolds

Instructional Rounds: Elaine Vitale - Principal Part 1
Added by Barbara Reynolds

Page: 1 of 1

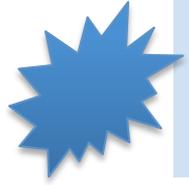
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Benefits of Instructional Rounds



What is worthwhile about Instructional Rounds?

- Power of the network;
- Provides a school wide picture: snap-shots of a number of classrooms;
- Evidence-based data collection;
- Professional dialogue: high quality and focused;
- Increased professional reading: informed decisions, research based;
- Professional learning that is based in a school – therefore in context;
- Problem of Practice fosters deep knowledge and deep understanding;
- Protocols – keep us focused;
- Feedback – about strengths and recommendations for improvement; and
- Is intellectually stimulating.



What changes have occurred in our schools?

- Professional dialogue at executive level around pedagogy and its complexity;
- Professional learning at whole school level;
- Increased reflection on our own practice;
- Motivation to change practice in own classrooms;
- Principals visiting classrooms more frequently;
- Principals focus more on teaching and learning;
- Greater appreciation of what classroom teachers do daily;
- Recommendations taken back to school – shared and implemented; and
- Starting to view problems of practice as challenges.

What is the impact on student outcomes?

- Student voice is being heard;
- Teachers are seeing learning through the eyes of the students;
- Increased and improved student/student and student/teacher dialogue; and
- Students are becoming more independent learners.

*When the profession is
guided by good
questions, the
instructional core is
strengthened and we
move a few steps closer
to wisdom.*

Greg Whitby, bluyonder, August
2011