

'How-to' Guide: Instructional Rounds

Phase	Type		Themes
<input checked="" type="checkbox"/> Early	<input type="checkbox"/> Strategy	<input checked="" type="checkbox"/> Collaboration & teamwork	<input checked="" type="checkbox"/> Professional development & support
<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Tool	<input type="checkbox"/> Curriculum	<input type="checkbox"/> School structures & organisation
<input checked="" type="checkbox"/> Consolidation		<input type="checkbox"/> Design affordances	<input checked="" type="checkbox"/> Spatial competencies
		<input type="checkbox"/> Design & process	<input type="checkbox"/> Student experience
		<input type="checkbox"/> Evaluation	<input type="checkbox"/> Teacher experience
		<input checked="" type="checkbox"/> Leadership & change	<input type="checkbox"/> Technology
		<input checked="" type="checkbox"/> Pedagogy	<input type="checkbox"/> Time

What does this do?

The 'How to' Guide: Instructional Rounds, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides information and tips on how to implement instructional rounds, which is a process that schools use to better understand teaching and learning. Information from instructional rounds can inform decisions around large scale initiatives to improve learning. Instructional rounds help develop a common understanding of effective teaching and learning.

How can it help?

Instructional rounds can be used to support large scale implementation of spatial interventions to support teaching and learning in innovative learning environments. By identifying a 'problem of practice' related to the use of space as a pedagogical tool, educators and school leaders can focus on school-wide improvement that incorporates new pedagogical ideas and refinement of practices.

An example in practice

Margaret Hendry School in Canberra, Australia, embarked on several instructional rounds before opening their new facility, then again after educators transitioned into the new learning environments. An instructional round was conducted in Stonefields School in Auckland, New Zealand to learn from Stonefields' experience in designing and using innovative learning environments. After transitioning into their new learning environments, educators from Margaret Hendry School also conducted instructional rounds in Australian schools such as Lindfield Learning Village and St. Luke's Catholic College, which are both in New South Wales. The instructional rounds enabled educators to share ideas and discuss challenges, while also providing empowering affirmations that the school was on the right track.

Where can I find this?¹

The 'How-to' Guide: Instructional Rounds can be downloaded via <https://www.aitsl.edu.au/docs/default-source/default-document-library/how-to-guide--instructional-rounds.pdf?sfvrsn=72acec3c> [Correct as at 29 April 2020].

1. All Spatial Transition Pathway 'Strategies and Tools' are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au



'How-to' Guide INSTRUCTIONAL ROUNDS

Developing common understandings of effective teaching and learning

WHAT ARE INSTRUCTIONAL ROUNDS?

- a group of leaders and/or teachers visiting multiple classrooms at their own or another school
- focused on instructional practices linked to school/region/ state-wide improvement strategies
- aims to share practice and support scaling systemic improvements of teaching and learning

WHAT ACTIONS ARE INVOLVED?

PHASE 1

School identifies a 'problem of practice' as the focus for the observations

- often presented as a question to frame data gathering

PHASE 2

Observation groups collect data related to the identified 'problem of practice'

- groups of 3-5 teachers
- typically facilitated by a school leader
- visit a range of classrooms to locate evidence (15-20 minutes per classroom)
- observers make detailed, non-judgemental notes

PHASE 3

Groups debrief after observations using agreed protocols

- groups identify patterns, wonderings, recommendations across the school related to the 'problem of practice'
- build a picture of teaching and learning throughout the school, not just of individual classrooms

PHASE 4

Groups make recommendations for next stage of work

- revisit the 'problem of practice' in light of patterns observed
- make recommendations to address the 'problem of practice' based on the evidence gathered
- be specific - make recommendations for the next week, next month, even the next year - phrase as options for the school to decide their next action (which will later be reported back to the group)

