

# Instructional Rounds

HOW<sup>2</sup>



**PINPOINT**



*What educators don't have are explicitly shared practices, which is what distinguishes educators from other professionals.*

Richard Elmore

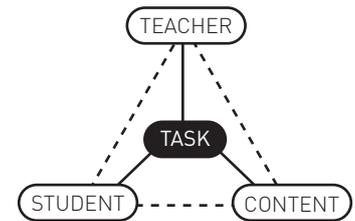
**Medical Rounds**

Instructional Rounds (IR) comes from the medical rounds model which is an essential part of medical schools and teaching hospitals. Groups of students, doctors and consultants visit patients, observe and discuss the evidence for diagnosis and, after analysis, discuss possible treatment.

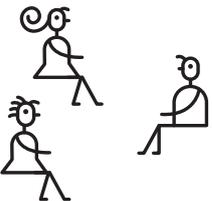
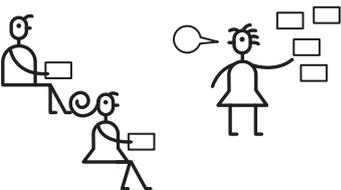
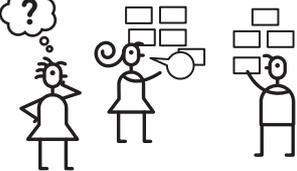
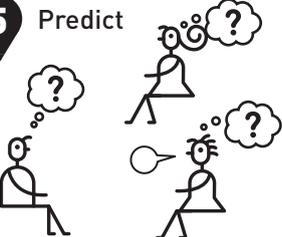
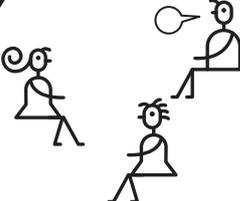
It is the major way in which doctors develop knowledge of their practice. IR is the parallel system invented and

**The Instructional Core**

The relationship between teacher, student and content, determines the quality of teaching. Not the quality of any one of them. And the task is at its centre. Nothing predicts student learning more than the quality of the task. Anything outside of this core is a diversion.



**The process**

<p><b>1</b> Decide the problem of practice</p>  <p>Groups of around 5, often from different schools, agree a common problem of teaching. This is then formulated as a question that the IR addresses.</p>	<p><b>2</b> Observe classrooms</p>  <p>Classrooms are visited for around 20 minutes at a time. Observers focus on the students, the task and the teaching. Personal notes are taken which are descriptions of what is seen: verifiable evidence.</p>
<p><b>3</b> Describe</p>  <p>One at a time, teachers Post Up their individual descriptions, one per sticky note. Colleagues ask questions to clarify and seek evidence.</p>	<p><b>4</b> Analyse</p>  <p>When all the sticky notes are posted, together teachers sort them into an Affinity Map to find patterns, contrasts and evidence.</p>
<p><b>5</b> Predict</p>  <p>Basing their comments on the evidence collected, observers ask themselves what students would have learned. They even ask what they would have learned in the context of the task set and the explanations given.</p>	<p><b>6</b> Next level work</p>  <p>Observers now have a shared understanding of the classroom. From the evidence they work on agreeing solutions to the stated problem – improving the teaching, the engagement of the student and the quality of the tasks.</p>

**If...Then thinking**

At the heart of this practice is a question. Teachers need to frame their thinking and practice around causal reasoning. Base new approaches on the “If... (I use so and so method) then... (the students should...)”. In this way, all aspects of practice can be tested, making action research everyday.



*Listen up! Instructional Rounds redefines the teaching profession.*

Michael Fullan

**REFERENCES**

City, E. et al (2011) Instructional Rounds in Education Harvard Education Press, Cambridge, Mas, USA