The Power of Rounds

What is actually happening

in the interaction between teachers and students

in the presence of content?

Elmore said:
"task predicts performance."

Elmore would always say,

"If the students did exactly what the teacher asked them to do, what would they know and be able to do?"

He believed that those most proximate to the work should guide the work.

According to Elmore, *"We learn the work by doing the work."*

He pushed, "The practice of leadership requires suspension of judgment and evaluation.

It requires you to think in terms of growth and development and to be committed to the principal (person)" because "it has to be a learning enterprise in order to keep people engaged."

He reminds us:

That leadership relationships are a lot like real-life relationships.

"There are rough spots, smooth spots, times when it feels very energizing, times when it feels a little bit threatening, and time when it feels bumpy,"

Elmore said:

"If your ego is bound up in your prior success, you will struggle.

You need to be a learner."

Elmore said:

"I don't want to see you giving off–the–cuff, unsolicited advice and

suggestions to teachers and leaders who are there every single day.

Do you think you know more about their community than they do

after you've visited for 30 minutes?"

Think, pair, share!
What is learning?

The process of developing sufficient surface knowledge

to then move to deeper understanding

such that one can appropriately

transfer this learning to new tasks and situations.

John Hattie

TWPS's Problem of Practice

How does the teaching and learning at TWPS reflect a range of high impact, evidence-based strategies and approaches to engage learners and meet learning needs.

Learning Intentions

Through engagement with the research and discussion we are deepening our understanding of high impact teaching strategies

and the subsequent importance these strategies can play in achieving the LISC in relation to cognitive complexity (deep, surface or transfer learning).

Success Criteria

Through your discussion and collaboratively developed "charts / posters" you will:

- Identify and justify some key elements of a high impact teaching strategies that you would expect to see if learning and teaching aims to engage learners and meet their learning needs.

- Demonstrate connections you have made between the readings, discussion, your prior knowledge about the impact of teaching strategies when interpreting their observation data.

- Plan an action related to the teaching and learning you will take following the round and give reason for your choice.

Connect Collaborate Grow Instructional Rounds Network
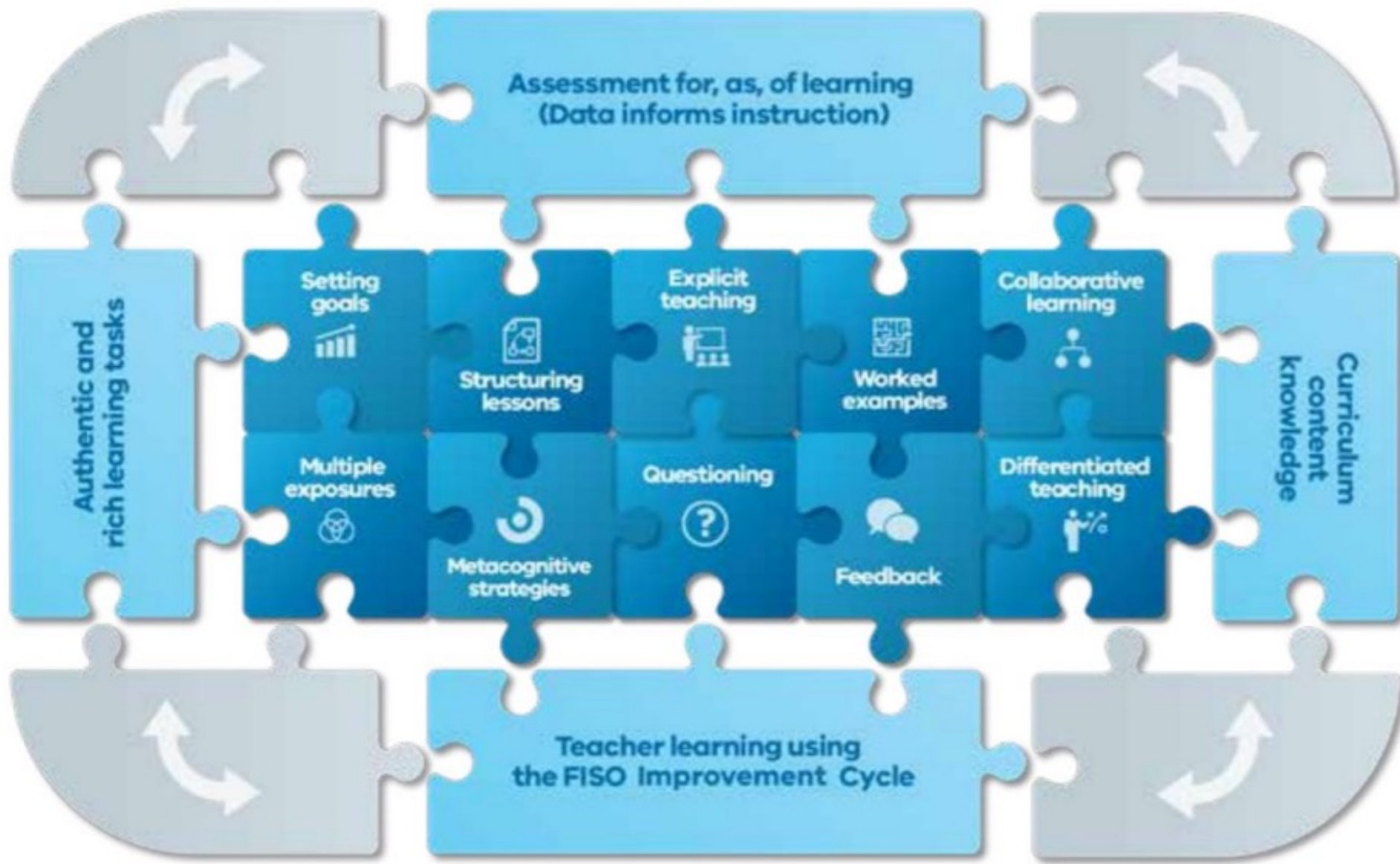
SMALL GROUP TASK

Some key elements of high impact teaching strategies

What might we expect to hear, see or (feel - sense) if this strategy was being observed in a classroom.

1. When the strategy is demonstrated by the teacher.
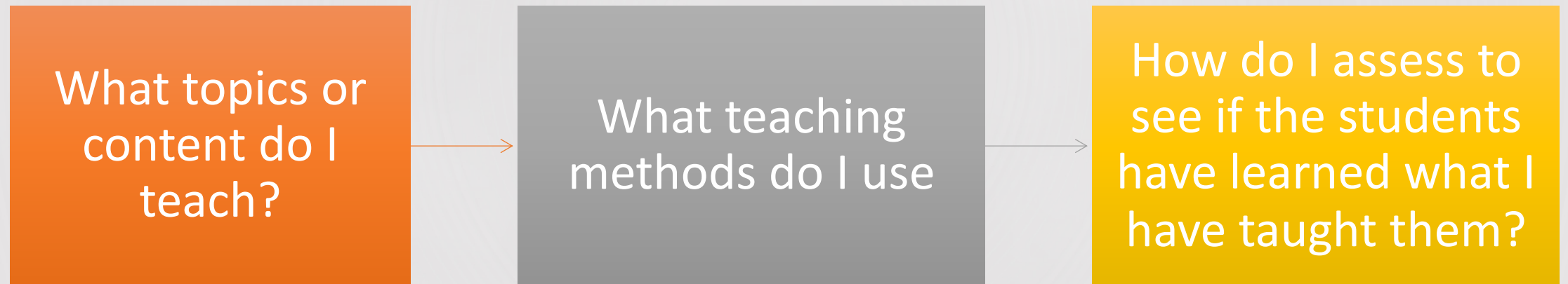
2. When the strategy is demonstrated by students.

3. When the task aligns with the strategy?

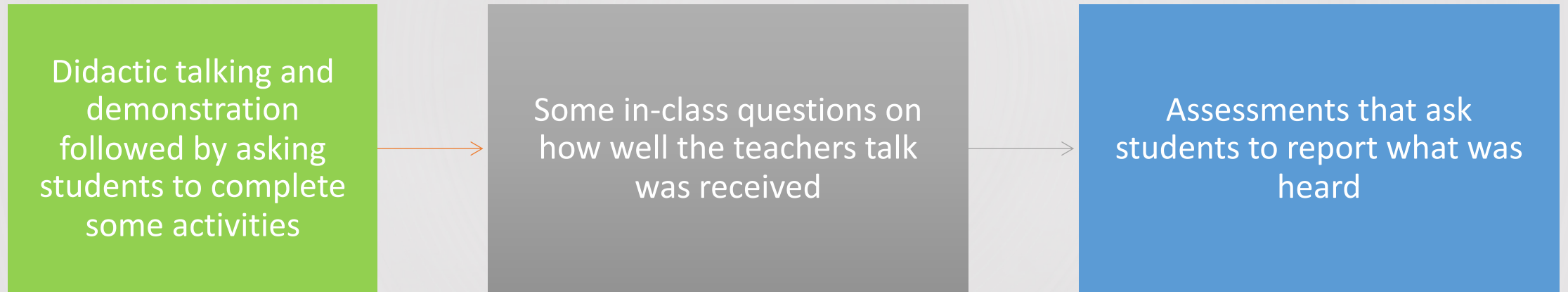4. What are some possible non-examples?

WORKED EXAMPLE FOR SMALL GROUP TASK

What might the T. be doing?	What might the Ss be doing?	What would might be the qualities of the task ?	What's are non-example?
Scaffolds in place Teacher sets high expectations for all students Evidence of formative assessment to monitor students' progress and adjust learning. teacher assesses work against prior achievement rather than against other students work The teacher vigilantly monitoring students' progress	Showing achievement of the learning goal in multiple ways	Low floor, high ceiling open ended tasks that allow students to work at different levels Student choice related to their entry point	LISC is dumbed down Students are labelled according to their ability Lots of different worksheets

A more traditional pedagogical approach

What topics or content do I teach? → What teaching methods do I use → How do I assess to see if the students have learned what I have taught them?

Which led to:

Didactic talking and demonstration followed by asking students to complete some activities	→	Some in-class questions on how well the teachers talk was received	→	Assessments that ask students to report what was heard

Core to any lesson as both the inputs and outputs of learning

Intentional alignment model

What learning outcomes I intend my student to achieve after my teaching and to what standard?
What proportion of:

Knowing that - learning ideas	**Learning how – learning relations among ideas**	**Knowing with – transferring ideas to a new situation**

Intentional alignment model

The focus is on what the impact of the teaching is intended to be.

How do I design and implement learning activities to help students achieve these outcomes?

How do I assess them to see how well students have achieved these outcomes?

The aim thus is to enhance the:

WILL - Students' confidence and willingness to invest in more and deeper learning

THRILL - the emotions associated with successful learning.

The curiosity and the willingness to explore what one does not know

SKILLS – e.g., the content learning skills and the deeper understanding.

A Model of Learning

Inputs → Surface → Deep → Transfer Outputs
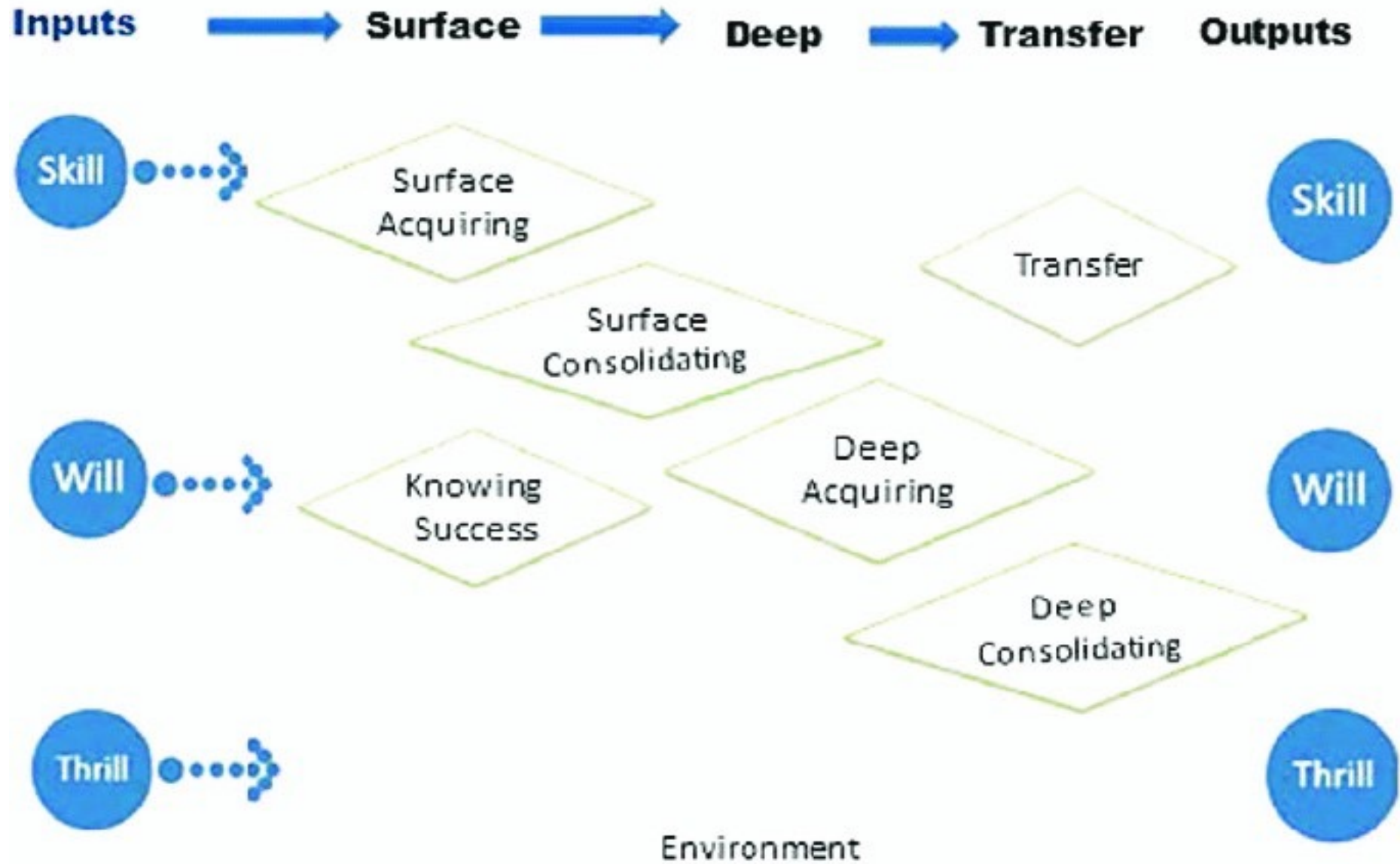
John Hattie Model

- Students need multiple strategies depending on where they are in the learning cycle in relation to surface, deep and transfer particularly when the first choice does not make the difference.

- Teachers may need to be more explicit in how their learning intentions and success criteria relate to the nature of cognitive complexity (from surface to deep to transfer) as this often indicates the optimal learning strategies.

FIGURE 1.12   SURFACE, DEEP, AND TRANSFER LEARNING

Transfer

Deep

Surface
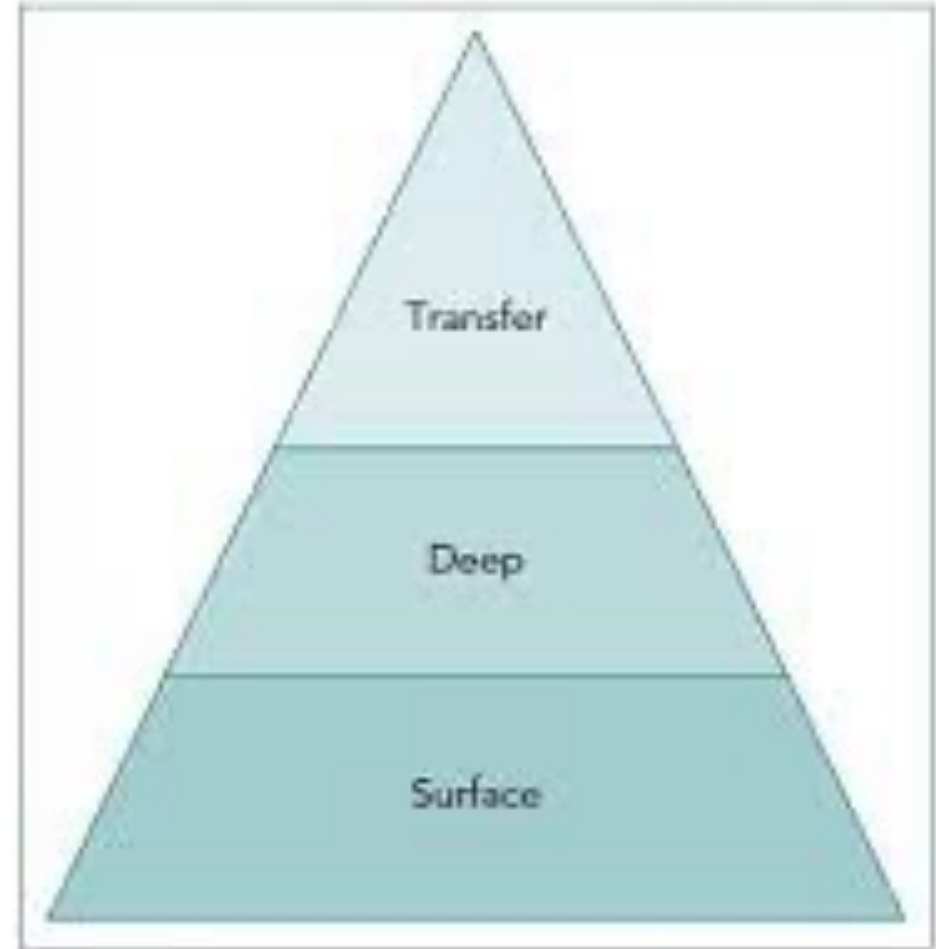
SOURCE: Fisher, Frey, & Hattie, (2016).

Teaching and learning is complex work

We need to recognise and build on the strengths we have rather than attempting to 'cherry pick" what appears to be the recipes for success from vastly different contexts.