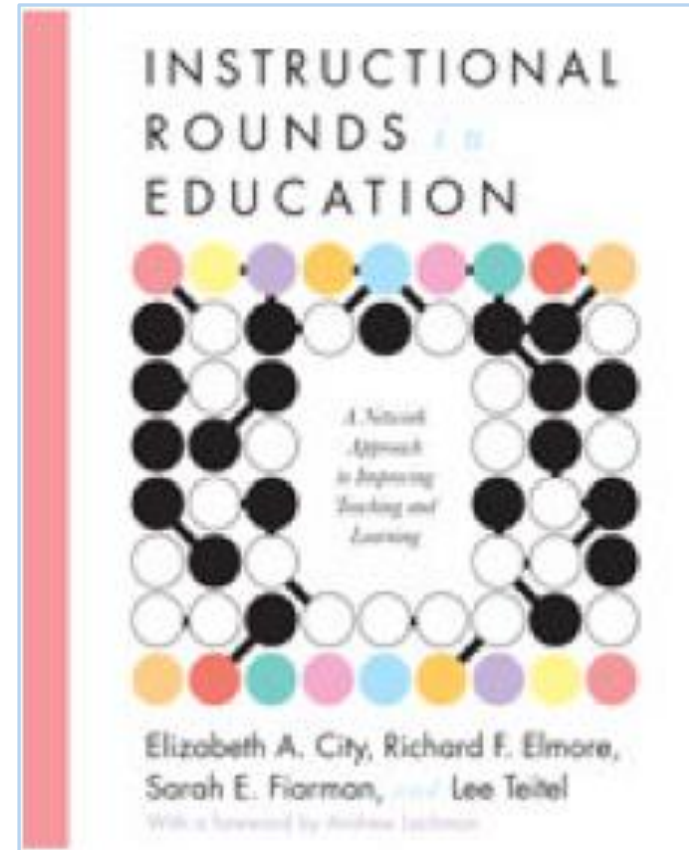
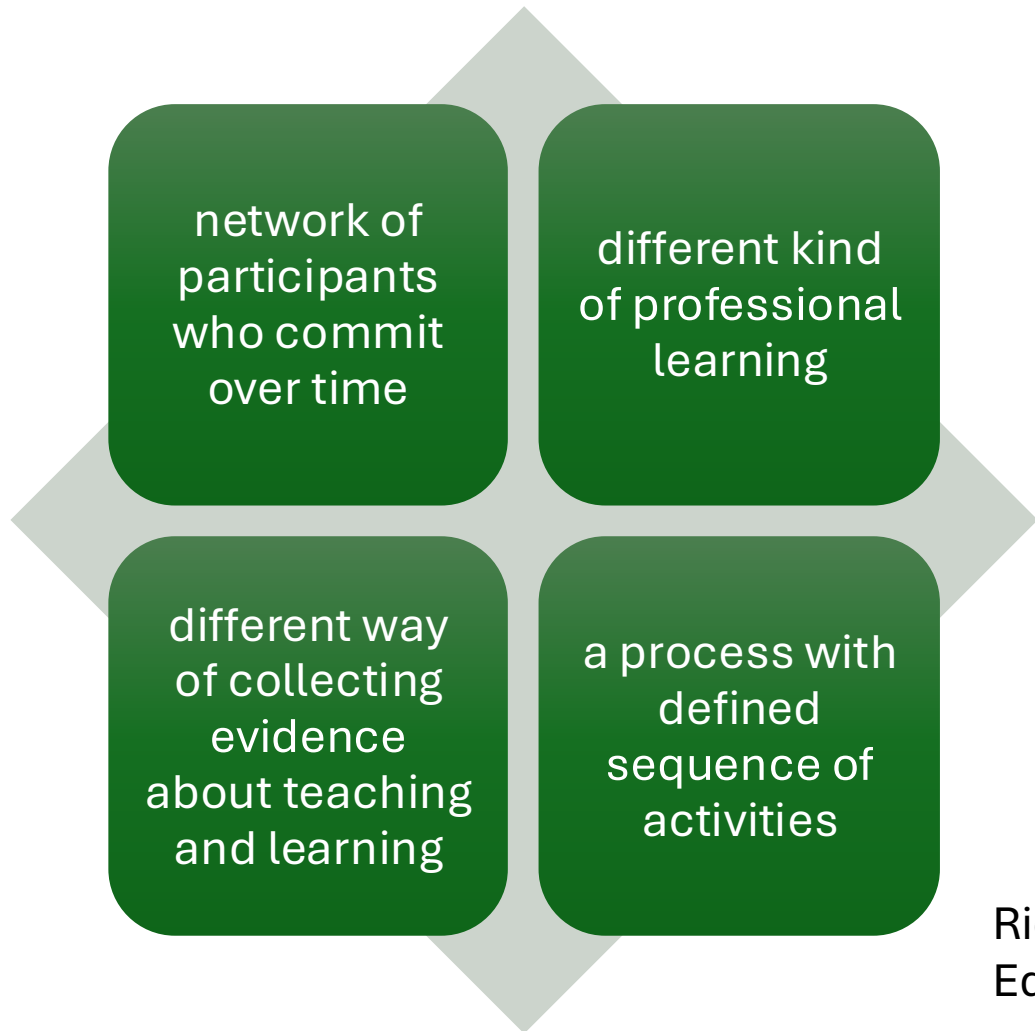
A young boy with dark hair, wearing a blue polo shirt with a logo that says "Berowra Public School", is sitting at a table in a library. He is looking down at an open book he is holding. In the background, there are bookshelves filled with books. The lighting is soft and focused on the boy.

Instructional Rounds Berowra PS 2026

Connect, Collaborate and Grow Instructional Rounds Network

What is Instructional Rounds?

A network approach to improving teaching and learning



Richard Elmore, Harvard Graduate School of Education

Collective professional knowledge



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

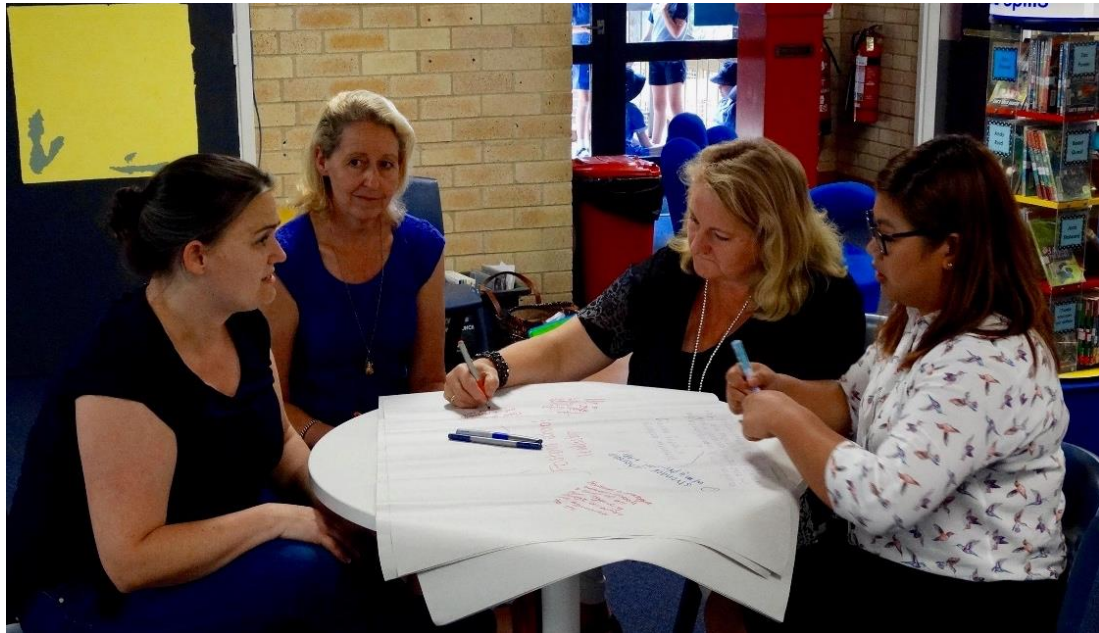


6. Some network members return after 15 weeks to support with implementation



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,***
- ***everyone's practice should be subject to scrutiny, critique and improvement.***



Satellite data

- helps illuminate patterns of student achievement over time,
- points us in a direction for further investigation eg NAPLAN



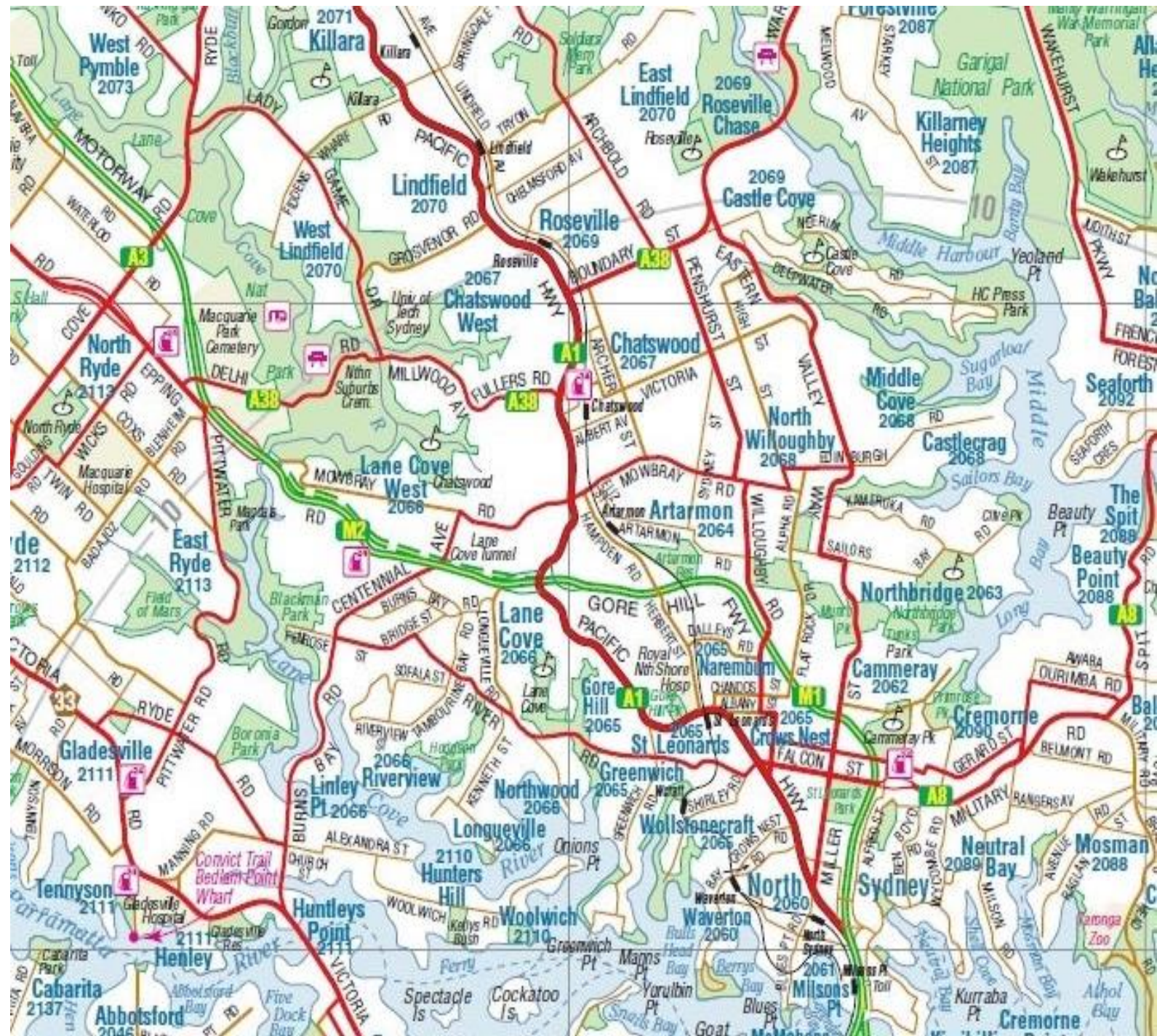
Street level data

- fine-grained & unambiguous
- points to specific directions for improvement



Map data

points to a slightly more focused direction e.g. reading levels, student perception surveys.



Where the
rubber hits the
road!



**WARNING!
STUDENT
LEARNING
AHEAD!**

Instructional rounds provides our schools with data that matters

Raising student achievement doesn't happen one test at a time, whether that test is standardised or teacher made.

Test results are always an incomplete picture of what's happening in a classroom. Yet we continue to tweak instructional methods to raise test scores so that we can build and marvel at data sets that allow us to claim data driven decision making.

*It is a logical model that ignores the most critical source of evidence - **what students are actually learning.***

Gathering information about that learning should be everyone's role and turning that data into evidence by using it to improve students learning should be everyone's most important work.

Connie Moss and Susan Brookhart Formative Classroom Walkthroughs
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