

A photograph of a classroom where several young students are seated at tables, engaged in a craft or drawing activity. They are using various colored papers, markers, and scissors. In the foreground, a student is working on a green sheet of paper. To their left, another student is working on a red sheet. In the background, other students are also working. A teacher or adult is standing near the back, observing the students. The classroom is decorated with colorful posters and papers on the walls. A bag of 'BOMBERS' candy is visible on the table in the foreground.

Instructional leadership Walkthroughs

Mark Walker

2008

The Benefits of Coaching

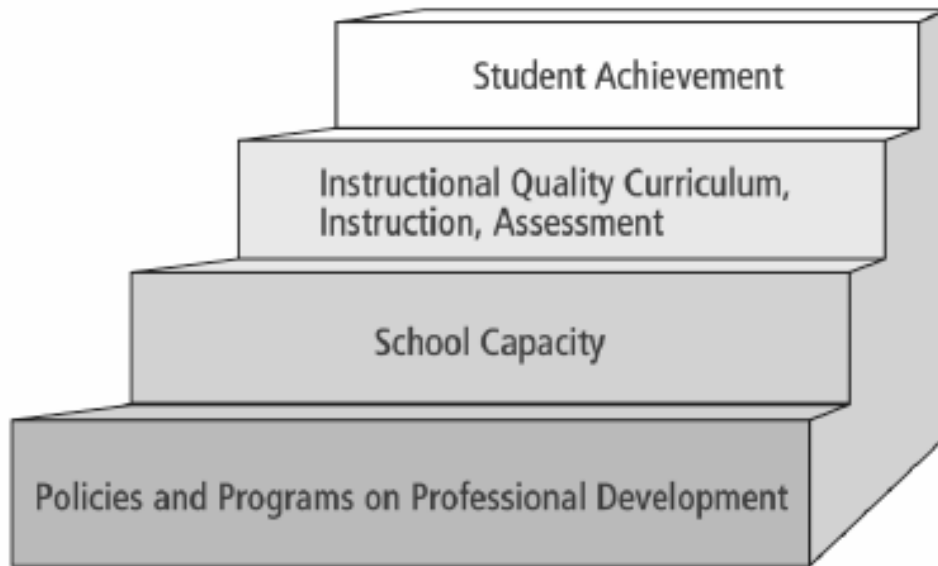
According to Joyce and Showers (1995) and Collins, (1997), coaching is the most powerful model for creating learning that has a significant and enduring impact.

Prof. Dev. Model	Understanding	Skill Attainment	Application
Presentation/Workshop	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice/ low risk feedback in workshop	85%	80%	10-15%
Coaching	90%	90%	80-90%



Michael Fullan with team

Michael Fullan



— Newmann, King & Youngs, 2000

Right Thing Poorly

The clearer the new vision, the easier it is for people to see all the specific ways in which they will be incompetent and look stupid. Many prefer to be competent at the old wrong thing than incompetent at the new right thing.

— Black & Gregersen, 2002

<http://www.michaelfullan.ca/resources.htm>

www.mwalker.com.au

Principals with Richard Elmore at Harvard



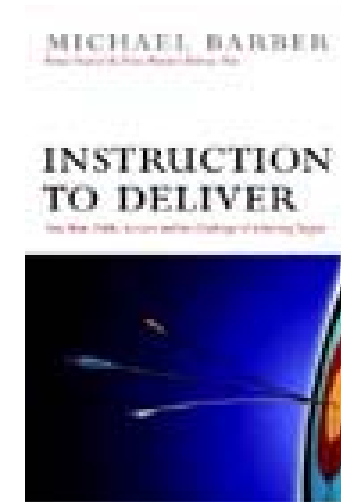
"You don't change performance without changing the instructional core," states Anrig Professor [Richard Elmore](#). "The relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance."



Elmore warns, *"If you can't see it in the classroom, it's not there."*

<http://www.uknow.gse.harvard.edu/leadership/leadership001a.html>

Sir Michael Barber



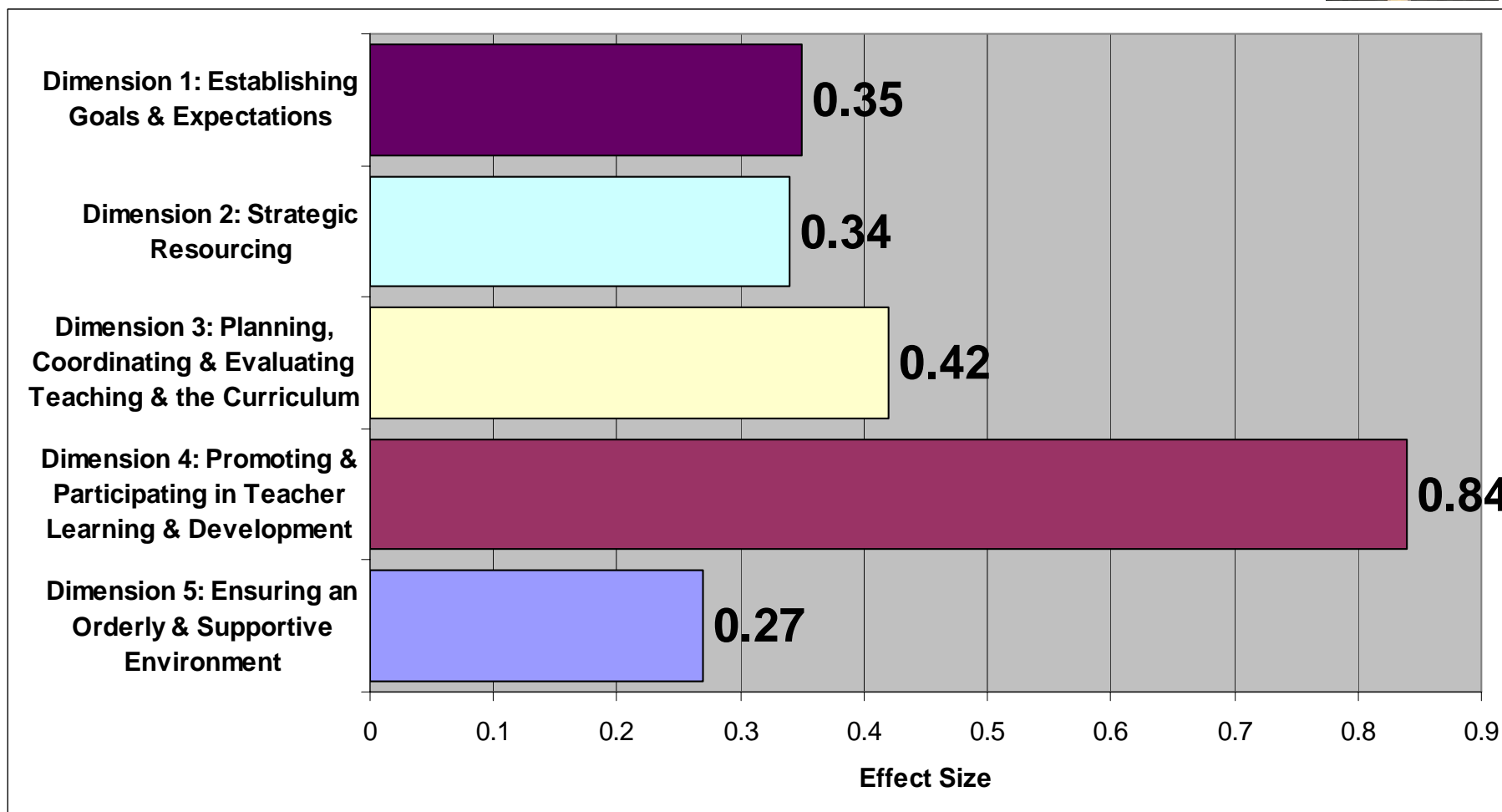
- ❑ The quality of an education system cannot exceed the quality of its teachers. [and great systems attract great people into teaching]
- ❑ Only way to improve outcomes is to improve instruction
- ❑ High performance requires every child to succeed.

<http://www.nytimes.com/2007/08/15/education/15face.html>

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Vivianne Robinson

Type as Leadership Dimension



The Main Message about Leadership Practice

The more leaders focus their relationships, their work and their learning on the core business of teaching and learning, the greater their influence on student outcomes.

<http://www.acer.org.au/index.php?id=25>

Douglas Reeves

Evidence of Student Achievement Results – Focus

- The number of goals is inversely related to gains in student achievement
- The “rule of six” – no more goals than you can monitor monthly – that is rarely more than six goals
- If you don’t monitor frequently, it doesn’t make any difference how “important” the goal is – people will ignore it



<http://www.leadandlearn.com/>

The size and prettiness of the planning document is inversely related to the amount and quality of action, and in turn, to student achievement.

— Reeves, 2006



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So what does quality instruction look like?



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The search for quality instruction has been going on for some time.

an instructional skill class

Millar, 1897 writes:

Generally, the best way of asking a question is to address the whole class. Each pupil should understand that he may be expected to reply. In stating the question, no sign should be shown that would indicate who is to answer. The main thing is to secure that every pupil is on the alert. Each question should be given to that pupil who, with due regard to the interests of the class, stands in most need of receiving it. The skillful teacher makes a wise combination of different methods. The stereotyped method of getting pupils to raise their hands if prepared to answer, and calling upon one of them, is objectionable. pp. 232-233.

Does instruction sound confusing or is it explicit?

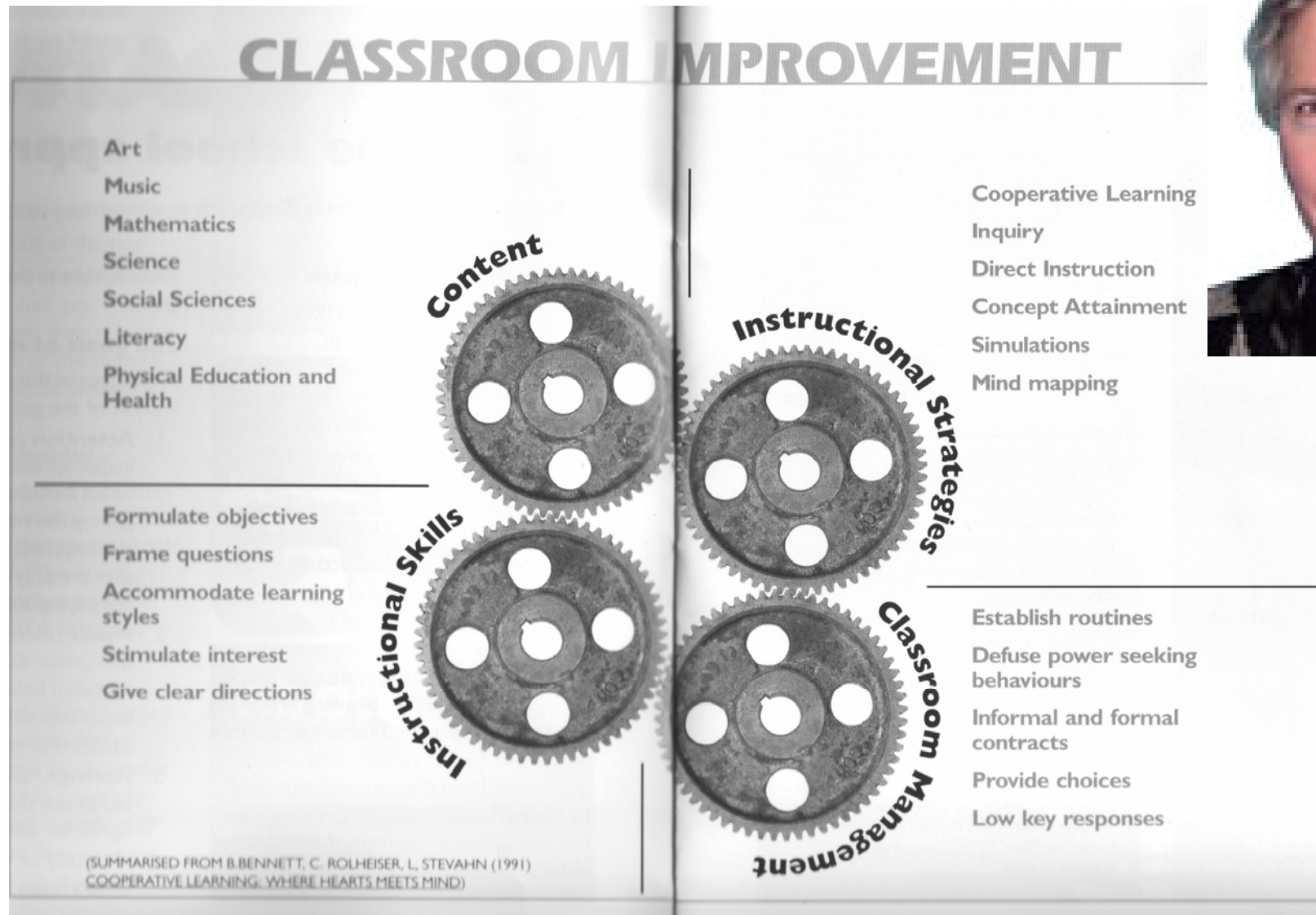


Barrie Bennett



www.mwalker.com.au

Barrie Bennett



<http://www.beyondmonet.ca/>

www.mwalker.com.au

Models of Walk throughs

- 3 minute walk through by Carolyn Downey
- Walk Abouts
- Literacy Walks
- Cluster Walk throughs
- Instructional Walks

Instructional walks *provide an opportunity to....*

- Reinforce attention
- Gather data
- Stimulate collegial conversation
- Learn from others
- Deepen understanding and practices



Classroom Walk-Through.

is **NOT** intended
for
evaluation purposes

Four Types of Classroom Visits

1. Visible Presence
2. Informal Teacher Observation
3. Formal Teacher Observation
4. Brief *Classroom Walk-Through*

Classroom Walk-Through Model Seven Steps

Before the Walk

Step 1: *Identify* focus of walkthrough with team / staff

On the Walk

Step 2: *Snapshot* of Teaching and Learning

Step 3: *Identification* of Instructional Strategies

Step 4: *Assessment* of Learner Engagement

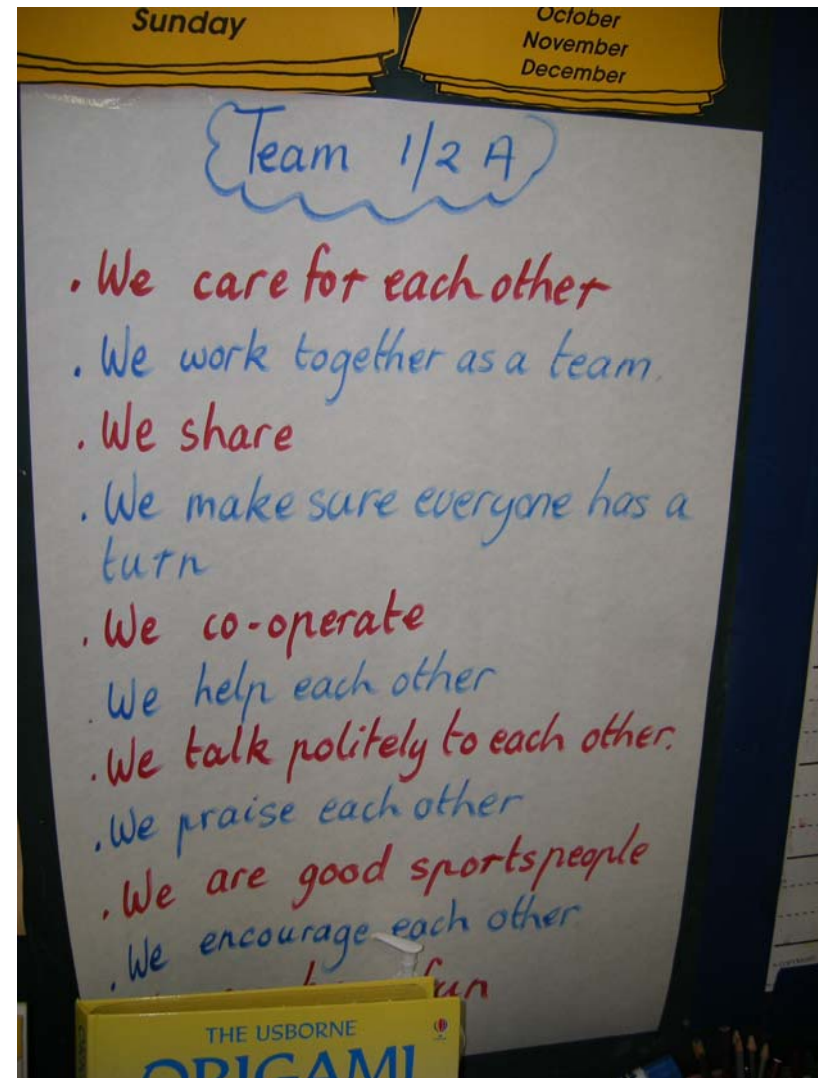
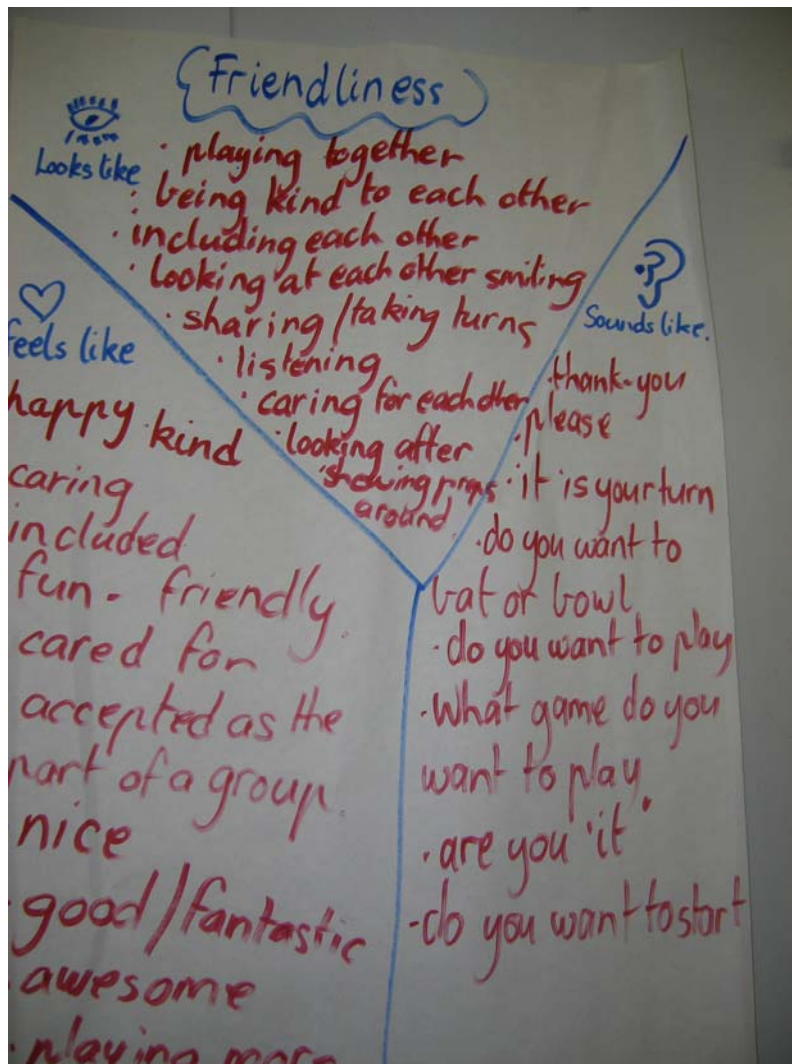
Step 5: *Survey* of the Learning Environment

After the Walk...

Step 6: *Analysis* of Data Collected

Step 7: *Reflection and dialogue* with Team or Staff





Do, What group!

7. Do leaders look up to other leaders?
19. What makes people want to become leaders?
13. Do all leaders want to be a leader when they are young?
2. What training do you need to become a leader?
8. Do leaders ever think about the hard future ahead during elections?
5. What can go wrong when you are a leader?

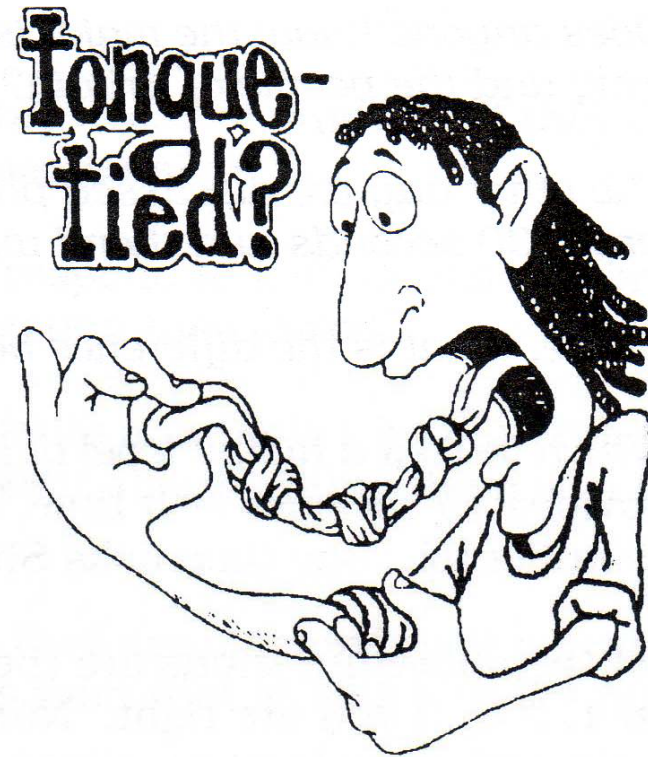
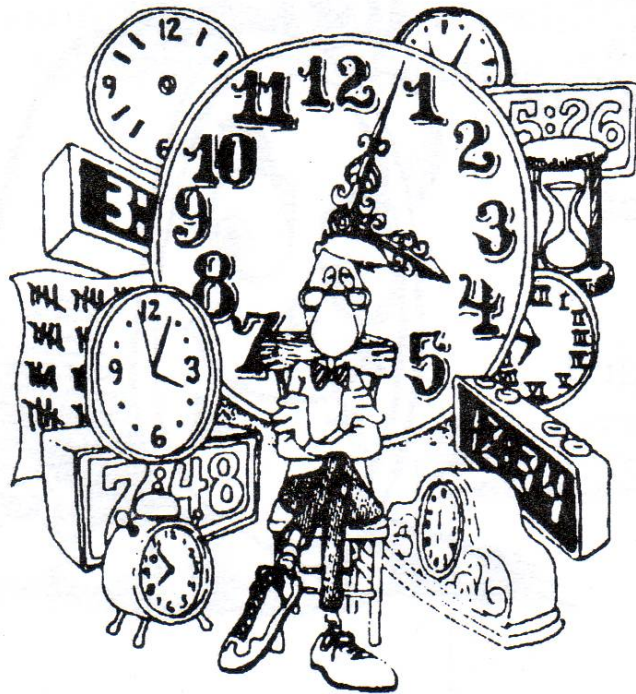
Publics Opinion group!

14. Is leadership as easy as it looks?
20. If we choose you to be leader what will you do?
23. How much power does someone need to be powerful?
17. If a leader loses respect can they gain it back again?
3. How can good leaders help society?
22. Who's opinion is the most important - the leader's or the public's?

What Makes A Good Leader

11. How do you tell if a leader is lying or not?
24. What do good leaders do?
6. Is a good leader always a good person?
18. Why do we have leaders?
16. What type of leader is the least popular?
1. Can anyone be a leader?
9. How do leaders expect to win us over?
4. What happens when leaders do the wrong thing?
10. How do you gain someone's trust?
21. How do you remain a good leader?
12. What do leaders do with their money?
15. Why are leaders important?

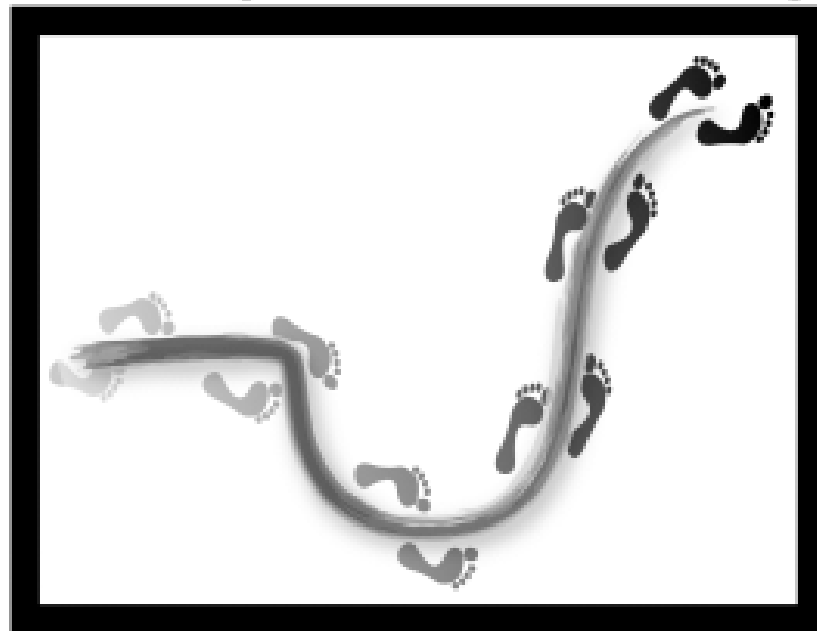




Interestingly, teachers provide more wait time to brighter students. Why?... they believe wait time is stressful, but that brighter students can handle it. Wait time also provides time for teachers to more appropriately respond to student responses.

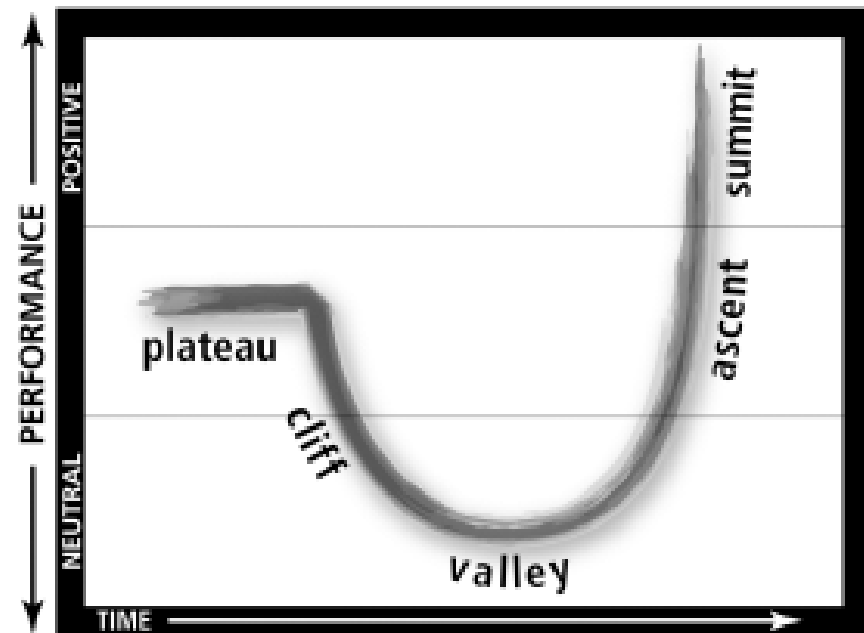
Behavior changes before beliefs.

The Implementation Dip



– Fullan, 2003

The J Curve



– Jellison, 2006

“Walkthroughs are useful for raising questions.....

rather than for drawing conclusions”



Or further information or resources

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Visit: www.mwalker.com.au