
*Instructional Leadership
National Conference
October, 2017*



INSTRUCTIONAL
LEADERSHIP
programme



etbi

Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

The Instructional Leadership Programme: A Driver for Effective Feedback and Reflection in and across Classrooms

Focus : Peer Observation



Instructional Leadership National Conference – October, 2017

- In groups of 3 or 4, when you think of the words classroom observation rate your reaction from one to ten, one being at ease and 10 being intensely uneasy.
- Discuss in your groups the reasons why you feel this way.
- List some words that come to mind when you think of being observed.
- I will ask people randomly to provide feedback on behalf of your group.

School Context



INSTRUCTIONAL
LEADERSHIP
programme



etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliána Éireann

Instructional Leadership National Conference – October, 2017

- 1354 Students.
- 133 Teachers
- SLT: Principal and 3 Deputy Principals.
- ETB Sector.



Instructional Leadership National Conference – October, 2017

OPEN DOOR VS PRIVATISATION



Culturally
embedded

- Instructional
- Leadership

SNAs



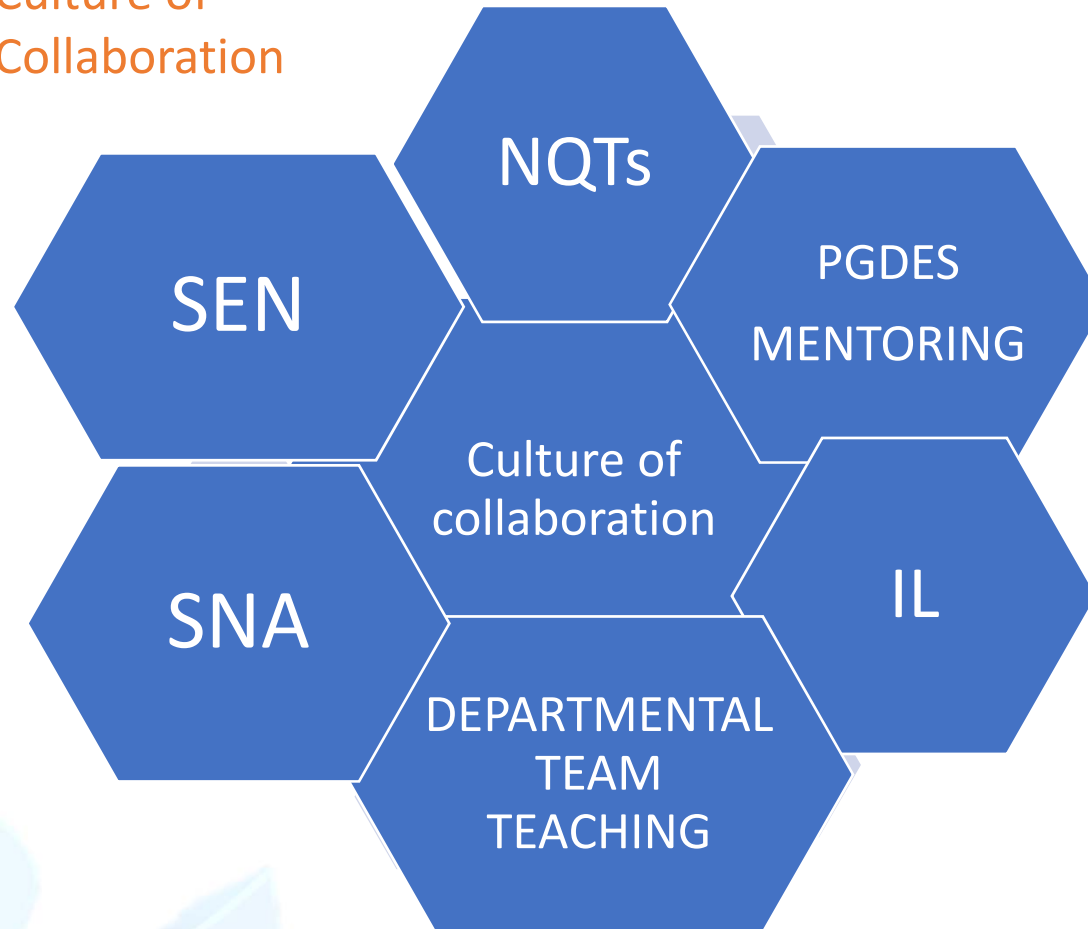
INSTRUCTIONAL
LEADERSHIP
programme



etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliána Éireann

Instructional Leadership National Conference – October, 2017

Culture of Collaboration



INSTRUCTIONAL
LEADERSHIP
programme

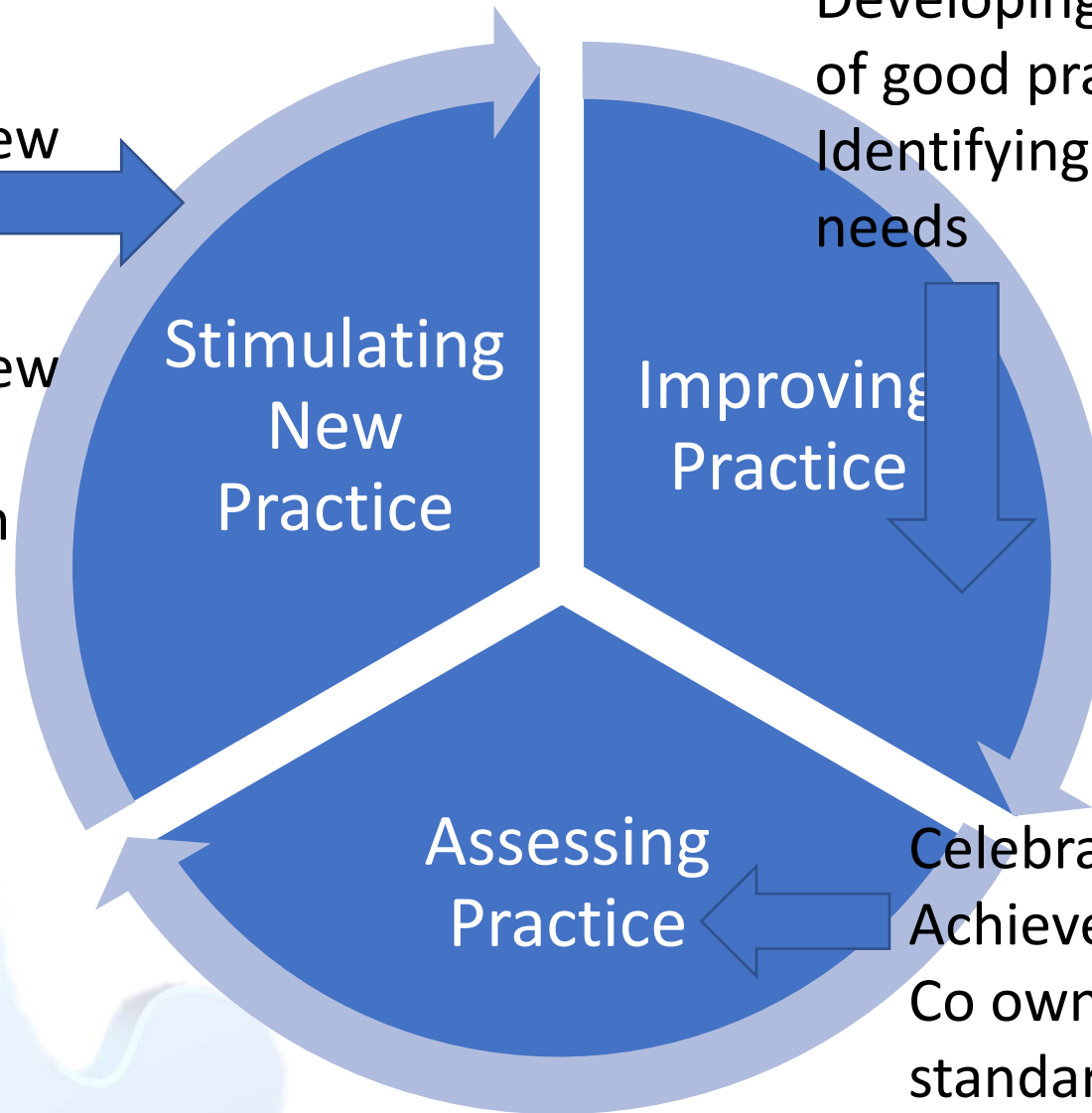


etbi
Education and Training
Boards Ireland
Boird Oideachais agus
Oiliána Éireann

Instructional Leadership National Conference – October, 2017

Three purposes for observation

Modelling.
Generating new learning and practice.
Generating new thinking.
Learning from each other.

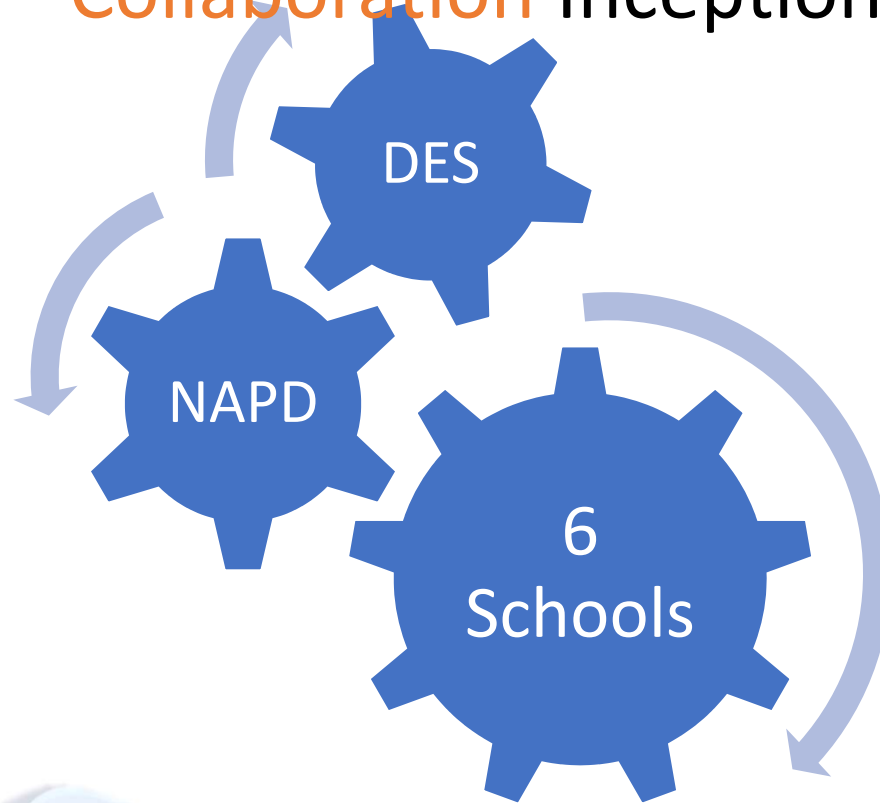


Resolving problems.
Developing standards of good practice.
Identifying learning needs



Celebrating Achievement.
Co ownership of standards and practice.

Peer Observation Peer
Coaching Peer
Collaboration Inception



RATIONALE

- *Co Conspirators* in best practice.
- Professional conversation.
- Analyse student *learning*.
- Enable *reflection for the observer*.
- Critical friend.



FORMAT AND FORMULATION

- Changed title.
- Ripe group.
- Similar and diverse pairings.
- Strict protocols around purpose.
- Non judgemental template.
- Trust.
- Negotiations on a micro level.
- Look, listen learn.
- Post observation meeting of minds.
- Time frame and blotting paper effect.

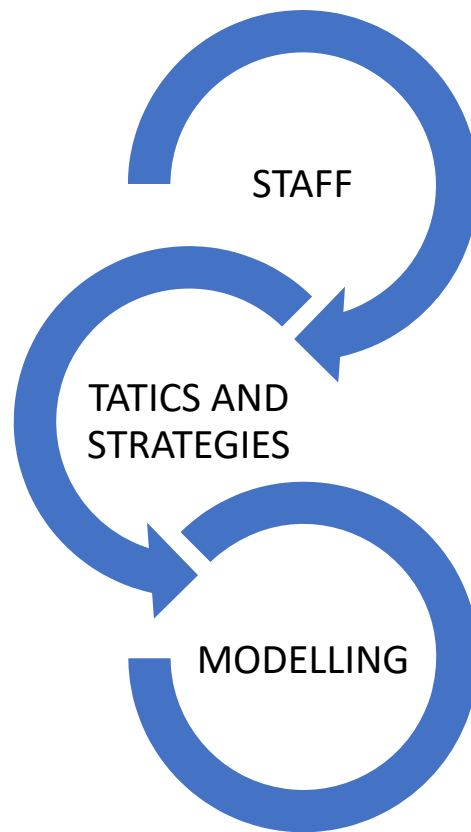


Hargreaves:
***Importance of deep not
cosmetic collaboration.
Nothing deeper than peer
collaboration.***



IL ROLE IN PEER OBSERVATION





STUMBLING BLOCKS

- Time and volunteerism
- Keep it small and let it grow organically.
- Take stock.
- Reinvent



- WHERE WE ARE NOW?
- Pilot project second year class
- Six teachers one class.
- Leading learning initiative.
- Vark , parental buy in .
- Il and observation at core.



- WHAT ARE WE HOPING TO ACHIEVE
- All that observation gives.
- Ditto IL.
- Student engagement.
- Results improved.
- Stake holders in that students life all on one page.
- Learning preferences identified according to Vark and tool kit provided.



ACTIVITY: WORKING IN PAIRS

ASK YOURSELF

- ✓ When was your teaching last observed?
 - What was the purpose?
 - How did you feel about the experience?
 - Did the experience help you to develop your practice?

- ✓ When did you last observe someone teaching?
 - What was the purpose?
 - Did you learn anything from this?

- ✓ On a micro level on a small scale could you think of how to introduce observation into your school?
 - How could the conduit of IL and sharing best practice help with this aim?

