



VPA Position Paper

Instructional Rounds

Purpose

The Victorian Principals Association (VPA), in representing the interests of PCOs, seeks clarity and consistency in developing the concepts and processes of Instructional Rounds.

Background to the VPA Position

The VPA position has been determined in the following context:

- Reports of inconsistencies in the understanding, methodology and outcomes of Instructional Rounds by members including:
 - Timelines and roll-out of rounds
 - Distinction from other classroom observation and feedback processes, such as literacy walks
 - Feedback mechanisms to staff after Instructional Rounds
 - The relative importance of Instructional Rounds in the school improvement agenda
 - The relative importance and complementarities of Instructional Rounds and the E⁵ model.
- A lack of consultation with the VPA on the place of Instructional Rounds within PCOs' wider educational leadership responsibilities.
- Pressure on resources to successfully implement Instructional Rounds.
- How can Instructional Rounds be used to address under and minimal performance?

VPA Position

- Before Instructional Rounds are introduced, the E⁵ model is properly developed and understood.
- Members undertake extensive consultation with key stakeholders in order to properly understand the value and processes surrounding rounds, including the response of teachers.
- A range of consistent and clear protocols for Instructional Rounds to be determined among members and stakeholders.
- The outcomes and value of Instructional Rounds needs to be identified and understood by all staff.
- Adequate resourcing to be made available to schools to successfully implement Instructional Rounds.
- Schools need elbow room to develop their own models to cater for unique needs.

The VPA *Instructional Rounds* position paper was initiated by VPA Council Members October 2009. Further work on this document was undertaken by VPA Board, President and Executive Officer.