



Lifelong Learning Programme



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DELECA


Module 4

From Data to School Improvement

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.





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Learning Walks

<http://www.deleca.org>



Learning Walks

- Learning walks are purposeful „walk-throughs“ of classrooms and schools.
- They are focused visits through learning areas, followed by feedback and reflection.

<http://www.deleca.org>



Common Features of Learning Walks

- Informal and brief
- Involving different „actors“ in schools (teachers, head teachers, students...)
- Focused on „look-fors“ that emphasise the improvement of teaching and learning
- An opportunity to give feedback to teachers for reflection on their practice
- NOT intended for formal or teacher evaluation purposes

<http://www.deleca.org> (Kachur, Stout and Edwards 2010)



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The 5-Step Approach

- Agree your focus
- Establish a team
- Prepare to walk
- Classroom visit
- „Corridor“ talk
- Debrief and feedback to colleagues

(NCSL 2006)

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Before the Learning Walk

- What will we focus on?
- How will we collect data?
- What are the constraints?






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During the Learning Walk

- Gather data – look and listen (ask only if urgent)
- Are we maintaining the agreed focus?

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After the Learning Walk

- Have we collated the information needed?
- What does this mean?
- What questions and reflections emerge?

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Follow-Up

- How will we use the data?
- How does this challenge us to move forward?

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DELECA Learning Walks






- Focus: agreed school improvement initiative(s)
- Visiting classrooms, look at displays and other evidence that support the school improvement initiative(s)
- Discussing the first impressions and develop questions
- Preparing for feeding back the school
- Developing „the next steps“ improvement plan

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School Improvement

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School Improvement – Key Determinants

- Change
- Process
- School context
- Shared effort
- School culture - school's capacity for changing

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