

# Instructional rounds (review 3)

[Education](#)



A. This is a review of a research article by Gore, Bowe & Elsworth d “ Changing teachers, changing teaching: Exploring the relationships among teachers’ perceptions of Quality Teaching Rounds, their teaching, and their identity as teachers.” The main scope of the paper is to focus on investigating the Effective Implementation of Pedagogical Reform (EIPR) project to establish the extent to which teaching experience can be improved by implementation of pedagogical reform. The key feature of pedagogical reform is “ Quality teaching rounds.”

B. The theoretical framework is based on three approaches namely professional learning community, instructional rounds and Quality Teaching. The literature reviewed sought to explore how this kind of intervention helps the teachers to view their practice as well as to establish the changes that have taken in their teaching quality. The three dimensions of teaching quality sought to establish how teacher practice and performance can be enhanced through instructional rounds.

C. The hypothesis of the paper is primarily concerned with establishing how quality teaching can be enhanced through the utilization of instructional rounds. The paper also sought to investigate if instructional rounds have an impact on the teaching practice of different individuals. The main research question is primarily focused on investigating the significance of instructional rounds on teachers.

D. The sample of the paper included 28 teachers who were randomly selected in order to obtain their views with regards to the element of instructional rounds on teaching practice. The sample also included both males and female teachers who were asked to complete personal journals about this research topic.

E. The paper utilized mainly two methods of data collection that included interviews and personal journals. Interviews were conducted with all the participants in order to gain more insight about their perceptions of quality teaching rounds. Personal journals were also used where the teachers were asked to fill the information about their views towards instructional rounds.

F. The major findings of the paper reflected that there is significant impact on the school culture, student engagement and quality of work produced in class. Three interrelated themes were obtained from the study and these include the following: (1) teaching publicly; (2) using a shared language to talk about pedagogy;

and (3) the importance of collegial relationships (Gore, Bowe & Elsworth, 2010).

G. Overall, the study sought to establish the effectiveness of quality teaching rounds on the performance of the teachers. The study established that quality teaching rounds are very effective on improving school culture as well as quality of work produced by the teachers. However, it is recommended that more research including a large sample need to be taken. Research should also include the students so that they can also give their insights with regards to their perceptions about instructional rounds.

#### References

Gore, J., Bowe, J., & Elsworth, W. (2010) “ Changing teachers, changing teaching: Exploring the relationships among teachers’ perceptions of Quality Teaching Rounds, their teaching, and their identity as teachers.” Viewed from: .