# The Teacher Learning Sprints Process

## Prepare

### Disciplined Dialogue

During structured collaboration time, teachers engage in open, reflective and evidence-informed discussion to design their Sprint. In this phase, teams work together to:

- Analyse relevant student learning evidence to define a highly-specific focus for their Sprint.

- Explore ideas from research and peers, to identify small, specific actions they will take in order to improve the impact of their teaching.

- Determine an assessment approach to monitor the impact of the Sprint.

## Sprint

### Deliberate Practice

Over 1-4 weeks, teachers make a conscious effort to implement the specific changes to their practice they have designed and gather evidence of its impact. In this phase, teachers:

- Prioritise time to practise the new evidence-informed approaches they have designed.

- Seek out and respond to high-quality peer and expert feedback to build their capacity.

- Collect, and reflect on, evidence of student learning.

- Conduct 'check-in' meetings with colleagues to solve emerging challenges, celebrate successes, and refine the approach along the way.

## Review

### Developmental Reflection

Teams come back together and analyse what did and didn't work during their Sprints, and they draw out implications for their future learning and practice. In this phase, teams work together to:

- Analyse evidence of student learning and reflect on teacher impact.

- Draw out key lessons that have been learned and update beliefs and approaches.

- Consider how to transfer the learnings of the Sprint into future practice in order to positively benefit more students.

- Foster curiosity and decide on what to prioritise next for their individual and collective learning.

- **Define**: What student learning outcome do we want to focus our practice improvement on? For which students? What evidence justifies this decision?

- **Design**: What small, specific actions can we take in our classrooms to improve student learning?

- **Assess**: What evidence of student learning will we collect?

- **Teach**: In what ways are we deliberately improving our teaching practices?

- **Monitor**: How are we collecting evidence of student learning? What is it telling us?

- **Support:** How are we harnessing peer and expert feedback to refine our practices?

- **Analyse**: What progress did students make and how did our actions contribute to this?

- **Transfer**: How can we transfer what we've learned into future practice and ways of working together?

- **Reset**: What professional learning could we engage in next in order to help us maximise our impact on student learning?

## LEARNING SPRINTS