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 measure 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 that they have designed and gather evidence of impact.
  - 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.
  - Check-in 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 own learning and future practice.
  - 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.

**TEAM LEARNING QUESTIONS**
- **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?

**KEY ACTIVITIES**
- **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?

**LEARNING SPRINTS**

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