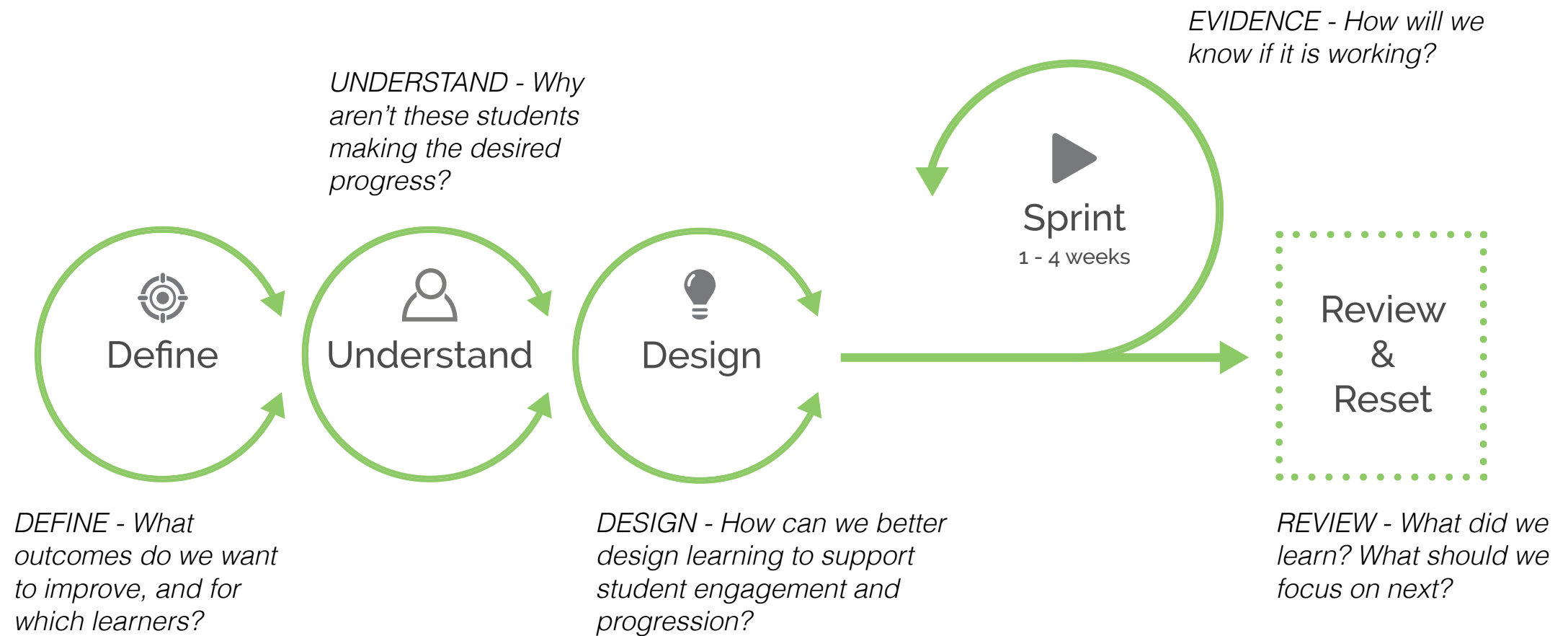
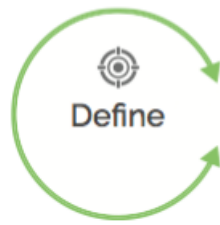




Improvement Sprint Booklet

A team-based method for improving learner outcomes





Defining your target outcome and students

Step 1. Target learning outcome

Reducing the 'grain size' of your improvement work

- As a team, what important outcomes do we teach, but many students do not learn?
- As a team, we struggle with teaching our students to learn ...

What do you want a specific group of students to be able to know, understand and do?

'Boulder'
Target

The broad learning outcome we want to improve is _____

'Pebble'
Target

The narrow learning outcome we want to improve is _____

'Sand'
Target

The highly specific learning outcome we want to improve is _____

Step 2. Target student cluster

Reducing the number of students you will work with

- Which groups of students are not making the levels of progress that we would expect?
- Which students are coasting?
- Which students are struggling to access our lessons?

The specific cluster of students we want to improve this outcome for is _____

We can identify them by _____

The total number of students for this sprint is _____



Understand why learners are not making progress

Step 1. Name a specific student who is within the target cluster for this sprint. Reflect on and write in the boxes below what they 'say' and 'do' as learners in this outcome area. Now infer what they might be 'thinking' and 'feeling' during teaching in this outcome area. Be driven by empathy.

Learner

Specific outcome area

What does the student SAY?	What does the student DO?
EMPATHY	
What might this student be THINKING?	How might this student FEEL?

Step 2. As a group share your specific learner stories. Seek to gain new insights into why these students are not yet making the desired progress in this area. Synthesis your thinking through the questions below.

i. What have you learned about why these students are not making the desired progress? What specific needs have you uncovered?

ii. What might these students need more of?

iii. What might these students need less of?



Understand

Analysing our current teaching practice

How might the way we are teaching be contributing to these specific students not making the desired progress?

Step 1 - Sketch a typical sequence of how teaching and learning currently occurs for this outcome area

- If a colleague was observing your lesson sequence for this outcome area, what would they observe you doing? What would they see students saying, doing, writing, or demonstrating?
- Seek to be as open and honest as possible. Focus on providing a specific and non-judgmental description of practice

Step 2 - Reflection questions

1. What high-impact teaching practices are being used?
2. What high-impact teaching practices are not currently being effectively used?
3. Where are there opportunities to make quick, but high-impact changes to practice?

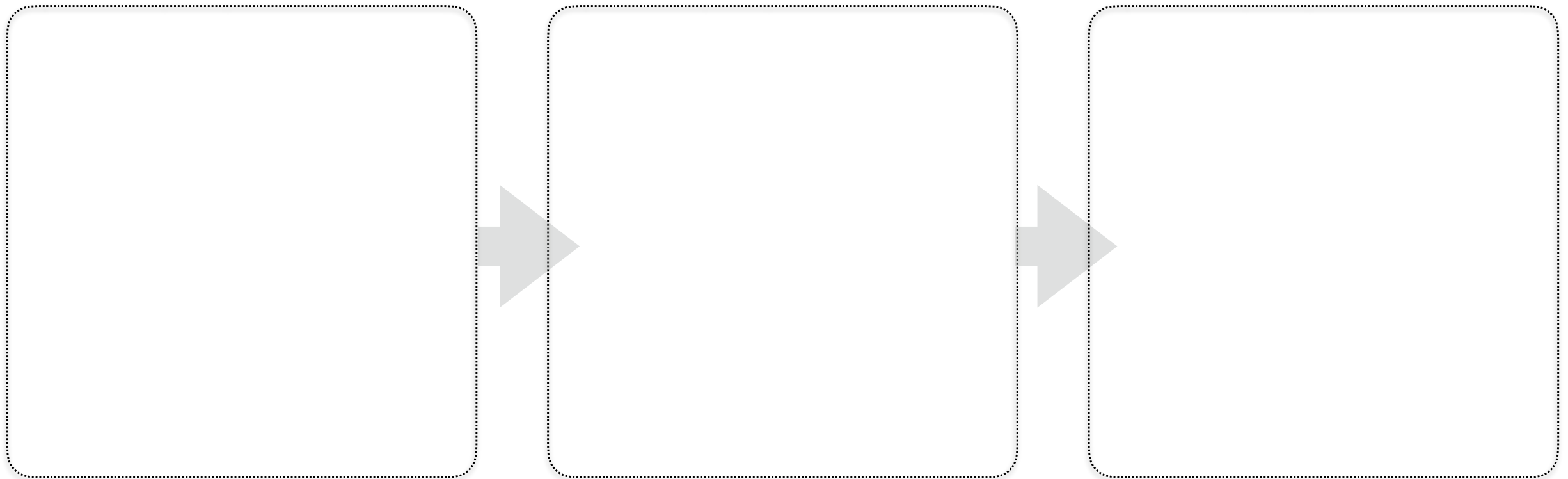


Designing learning for learner progress

What high-impact changes can we make to the design of learning in order to see an improvement in student engagement and progression?

What are the top 3 changes to practice that we can make?	What research-based or practice-based evidence supports these suggested changes?
1. _____	_____
2. _____	_____
3. _____	_____

Draw a simple sketch of what this new learning design will look like in practice





SPRINT PLANNING

Evidence

What evidence will you collect? How will you collect it? How will you be able to demonstrate whether growth has occurred?

Evidence of student learning growth

Evidence source 1

Evidence source 2

Evidence source 3

Additional evidence about student engagement and experience of learning

Evidence source 1

Evidence source 2

Time

When will you meet during the sprint period? Where and for how long?

Check-in meeting 1 (10-15 mins)

Check-in meeting 2 (10-15 mins)

End of Sprint Review (20-30 mins)

Next sprint planning (60-90 mins)

Additional notes