Tools for evidence engagement and disciplined dialogue

Templates for teachers

Teaching Sprints Process Overview

Prepare

Come together to determine a focus for practice improvement

In this phase, teachers:

- Engage in new learning, informed by research evidence

- Draw out connections and challenges to practice

- Determine a precise strategy/ technique for practice improvement

Sprint

Intentionally practise in classrooms

Over 2–4 weeks, teachers:

- Intentionally practise the chosen strategy/technique in classrooms

- Make adjustments, in light of what's happening

- Check in with colleagues to sustain momentum

Review

Reflect on the process and learn from each other

In this phase, teachers:

- Reflect on the effectiveness of the Sprint

- Share insights and determine implications for future practice

- Identify possible next steps for professional learning

Research Jigsaw

This protocol supports individual teachers to make sense of smaller excerpts of research.
Assign team members to read or access parts of research, then share findings and make sense of new learning together.
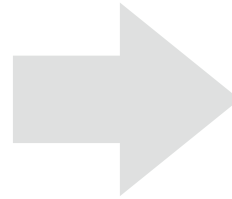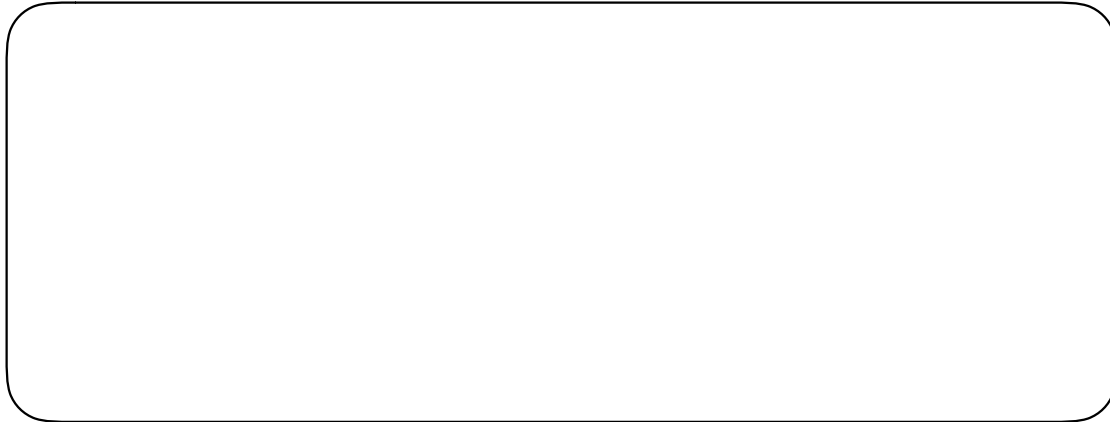
	Name of team member	Resource (or chapter/section)	Summary of key concepts/ideas
1			
2			
3			
4			
5			

Learn & Let Go

Sometimes to embrace new evidence-informed approaches, we need to let go of existing practices.
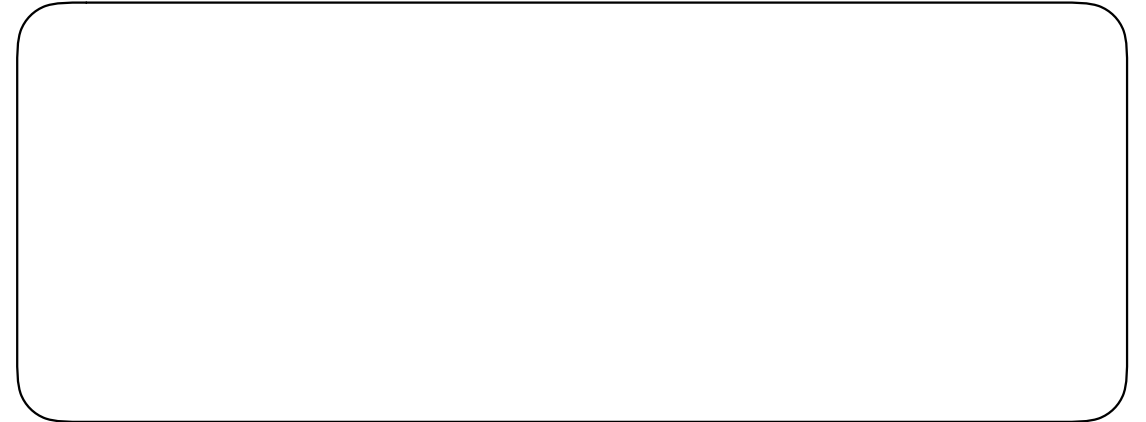
Learn

What have we learnt from the evidence about effective teaching?

Let Go

In light of this, what existing practices may need to be adjusted or retired?

Boulder, Pebble, Sand

This protocol supports teachers to narrow their focus for practice improvement.

Boulder focus
The broad aim for our practice improvement work

Pebble focus
The instructional principle or strategy we will focus on

Sand focus
The specific technique (tiny shift) we will trial
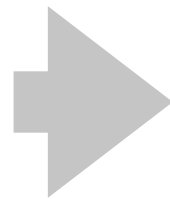
Picture of Practice

This protocol supports teachers to get precise about what an agreed practice change will really look like in the classroom.

What would it look like?

With precision, describe (or draw) the changes to teacher behaviour you expect to see. What will you be doing or saying that would show adoption of the new strategy or technique?

Technique

Technique you are going to trial in the Sprint

Check-in Protocol

The Check-in Protocol helps the team to:

1. Sustain motivation: The check-in provides a little 'nudge' to support teachers to follow through on the changes they have committed to trialling in their classrooms.

2. Encourage adjustment: Sometimes elements of the Sprint need to be refined after teachers have made a start in their own classrooms. The check-in provides time to identify challenges and 'tweak' as needed.

3. Provide supports: The check-in gives a structured format for teachers to ask for additional help or resources in order to build their capacity throughout the Sprint.

Protocol Set Up

Set a 15-minute timer on your phone

Group stands in a circle

The key questions that drive the Check-in Protocol

Done
How are we progressing with the new strategy/technique?
How is it going? What are you observing?

Stuck
Is anybody stuck?
Does anyone need resources or support?

Tweak
What adjustments can we make in order to increase the effectiveness of the Sprint?

Review Protocol

Set Up

Suggested Meeting Time: 45–60 mins

Materials: Any impact evidence relevant to the Sprint

What happened?

Q1. What was our experience of the Sprint?

- What did we actually practise in our teaching?

- How do we feel about it? In what ways do we think we have improved in the focus area?

- What did we notice ourselves needing to unlearn (or adjust), in order to build fluency with the new technique?

Q2. What are our hunches about longer-term impact?

- What do we think was the impact of the Sprint? What can the evidence tell us, and what are our instincts about potential long-term impacts?

- Which students seemed to benefit most from the change to practice? Why do we think that might be the case?

Where to next?

Q3. What are the implications for practice?

- How might we continue to "make a habit" of using this strategy?

- How can we apply what we've learnt more broadly in our teaching?

Q4. What are the next steps for us?

- What would be the next best step to take to consolidate our learning?

- What do we want to know more about? What emerging questions do we have?

- Which sources of research evidence could we explore further?

Re-allocating time for Teaching Sprints

Step 1: Outline all significant staff and team collaboration time (e.g. whole staff meetings or professional learning communities)

Step 2: Record the total duration of each collaborative activity over a school term (e.g. 5 hours per term)

Step 3: Discuss the impact on professional practice, and determine what time in a term may be re-allocated to Teaching Sprints

Staff and team collaboration activity What is the activity? Who is involved?	Duration How long is allocated for this across a term?	Impact on practice What has been the impact on practice? Use a simple rating, e.g. Low - High.	Reallocation How might you reallocate some of this time to Teaching Sprints?

Term Planner for Teaching Sprints

Prepare Phase: Schedule one or two meetings for your Prepare Phase. We recommend you schedule this early in the term.

Sprint Phase: Determine a period of 2 - 4 weeks for the Sprint Phase. In that time, schedule one 15 minute Check-in meeting.

Review Phase: After the Sprint Phase, schedule one Review meeting.

	Weeks of a school term									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Prepare Phase Schedule 1 x 90 minute meeting *or* 2 x 60 minute meetings										
Sprint Phase Allocate 2 - 4 weeks for the Sprint Schedule 1 x 15 minute Check-in meeting										
Review Phase Schedule 1 x 45 *or* 60 minute meeting										