

AGILE SCHOOLS

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simon@agileschools.com

SIMONBREAKSPEAR



Better Together

Designing the future of teacher learning

Dr Simon Breakspear
10th May 2018

@simonbreakspear
@Agile_Schools
#learningsprints

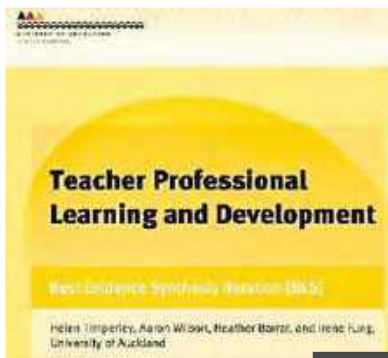
Finding a problem worth solving

How can we enable teachers to keep getting better at teaching?

We know it matters

‘... the most important factor affecting student learning is the teacher. ... The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor’.

Wright, S.; Horn, S. & Sanders, W. (1997). 'Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation', *Journal of Personnel Evaluation in Education*, 11, pp. 57-67.

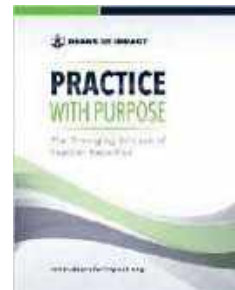


Learning from Research



Expert Teaching
What is it, and how might we develop it?

Edited by
Helen Timperley
Christine Barron



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Prepare



- **Define:** What outcomes do we want to improve, and for which students?
- **Design:** What small, specific actions can we take to improve student learning?
- **Assess:** How will we know if this new approach is resulting in student progress?

Sprint

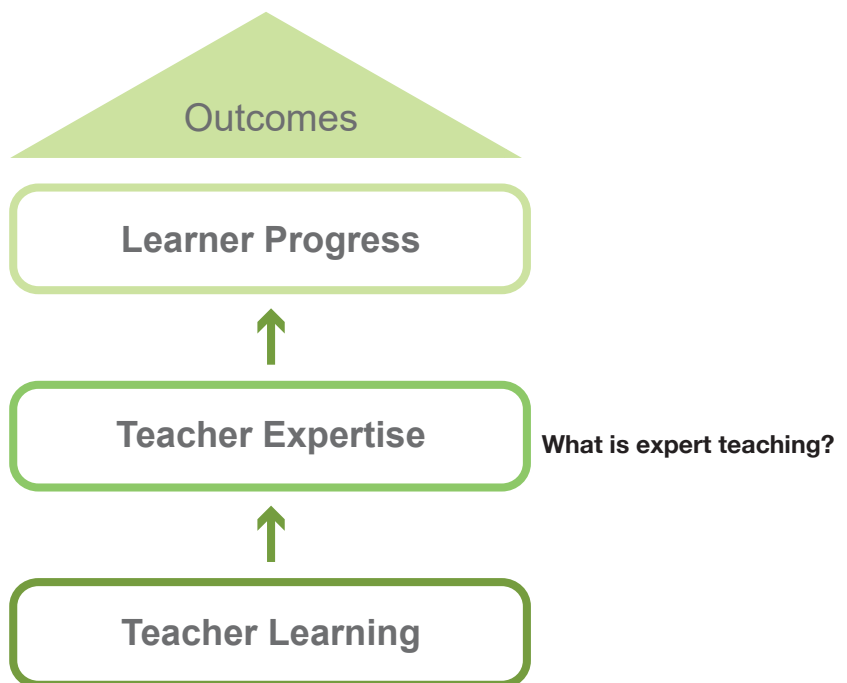


- **Teach:** How are we implementing the new approach?
- **Monitor:** What evidence of student learning progress are we collecting?
- **Support:** How are we harnessing peer and expert guidance to strengthen our use of the new approach?

Review



- **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, programs and resources?
- **Reset:** What do we need next?





Teaching that causes learning

Develop Expert Teaching

Adaptive Expertise over Routine Expertise

1. Experts have detailed mental model
2. Experts recognise patterns
3. Experts think rapidly and accurately



Professor Robert Coe, University of Durham

What makes great teaching?

Review of the underpinning research

Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major
October 2014

Pedagogic Content Knowledge **Three Types of Knowledge are essential**

- Knowledge of particular subject content
- Knowledge of pedagogy
- Knowledge of the individual student

When combined, this produces Pedagogic Content Knowledge. **Shulman, 1987**

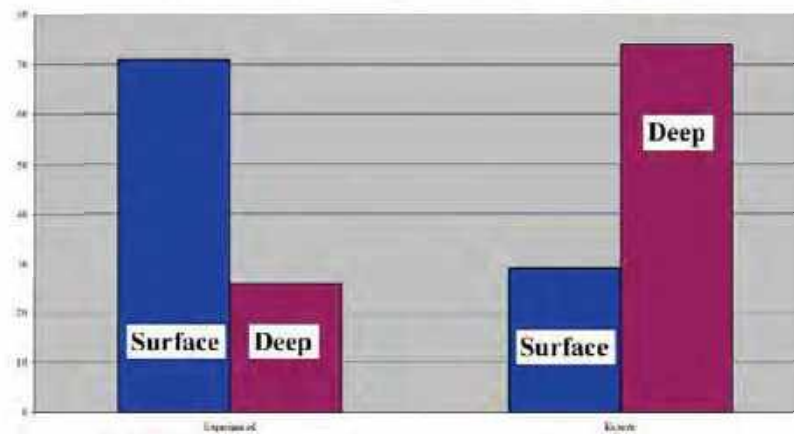
2003
Teachers Make a Difference, What is the research
evidence?

John Hattie
University of Auckland



Professor John Hattie

Percentage of Student Work classified as Surface or Deep



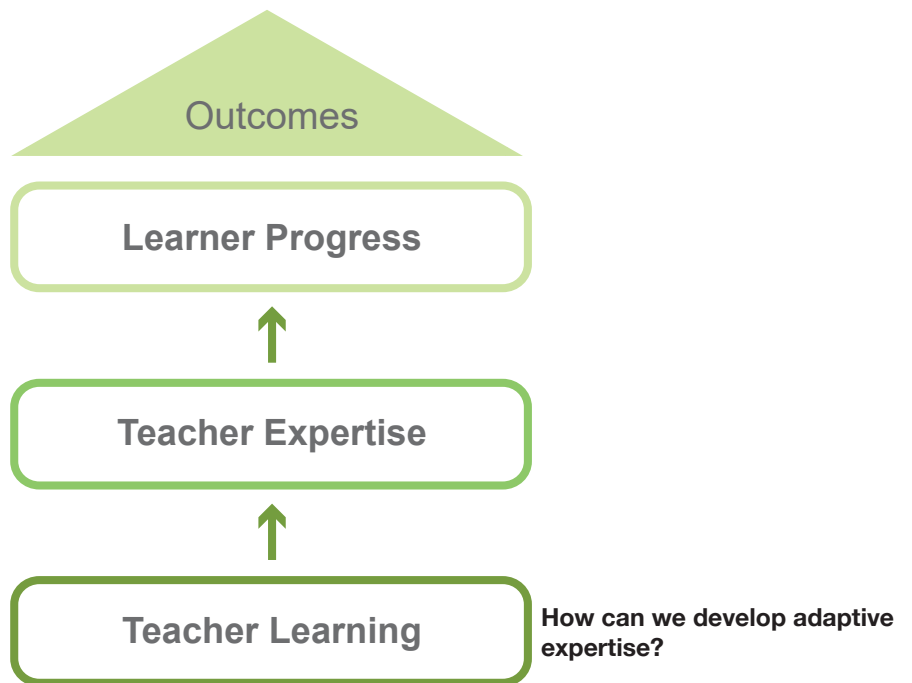


'I can cause learning'

'We can cause learning'

Efficacy Beliefs

A simple impact model: What is the point of better teacher learning?



RIGOROUS and HUMAN



The background of the slide features a photograph of several people silhouetted against a bright, hazy sky at sunset or sunrise. They are standing on a grassy hill, with their arms raised in celebration. The overall mood is one of achievement and teamwork.

BETTER TOGETHER

5 essential elements of teacher learning routines

1. Focussed on student learning
2. Job-embedded, sustained overtime
3. Underpinned by robust and useful evidence
4. Enables purposeful practice and disciplined experimentation
5. Supports disciplined collaboration and expert challenge



1 Focussed on student Learning

- ✓ Focus on the intended impact not the person
- ✓ Create motivation by making progress
- ✓ What do my students need me to learn next?

2 Job-embedded and sustained over time

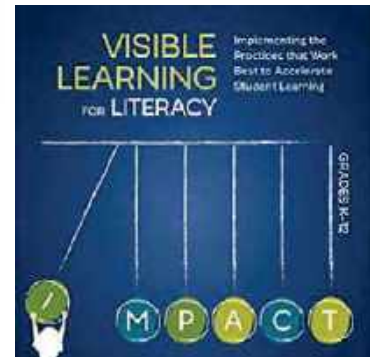
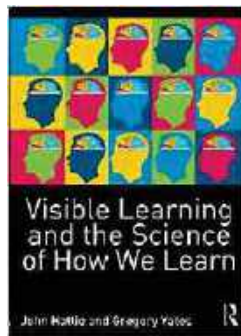
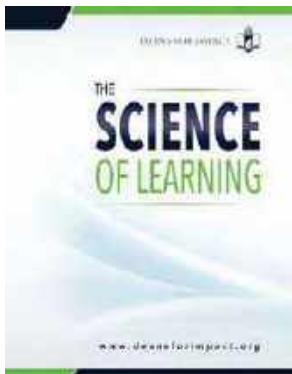
- ✓ Prolonged, lasting a year or longer
- ✓ Develop organisational routines
- ✓ Allocated time, leadership, resources
- ✓ Enable transfer by learning in the context of your work, with the people you work with



3 Underpinned by robust and useful evidence



Year level	Topic	Quality Standard	Impact
Primary	Reading	4.1	4.1
Primary	Meta-cognition and self-regulation	4.1	4.1
Primary	Mastery learning	4.1	4.1
Primary	Homework (Secondary)	4.1	4.1
Primary	Peer Learning	4.1	4.1
Primary	Reading intervention strategies	4.1	4.1

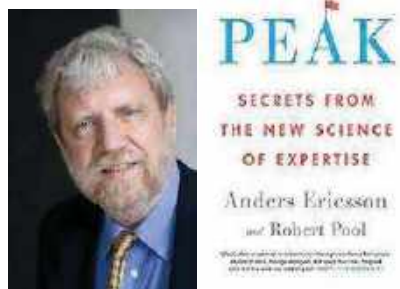


A group of people are performing push-ups on a green lawn in a park. The focus is on a woman on the left and a man on the right, both in black athletic wear. The man is wearing a pink polka-dot headband. Other people are visible in the background, also doing push-ups. The scene is outdoors with trees in the distance.

4 Enables Purposeful Practice and disciplined experimentation

- ✓ Knowledge-building cycles
- ✓ Develop content and pedagogical knowledge
- ✓ Learn 'know-how' not just 'know-what'

Deliberate Practice




Professor Anders Ericsson

Enables Purposeful Practice

- ✓ Knowledge-building cycles
- ✓ Learn 'know-how' not just 'know-what'





5 Supports disciplined collaboration and expert challenge

- ✓ Deep discussion focusses on student learning
- ✓ Making theories of practice explicit
- ✓ Joint Practice Development
- ✓ Expert challenge



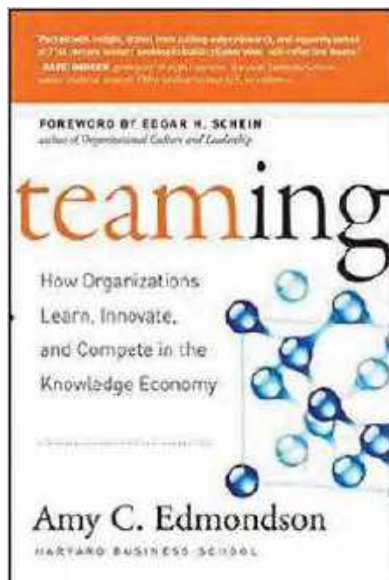
Tools + collective action

Social and collaborative



NIKE+ RUN CLUB





Creating **Psychological safety**



Professor Amy Edmondson

Creating Tools for Practice

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Use our team learning protocols



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Learning Sprints Hub

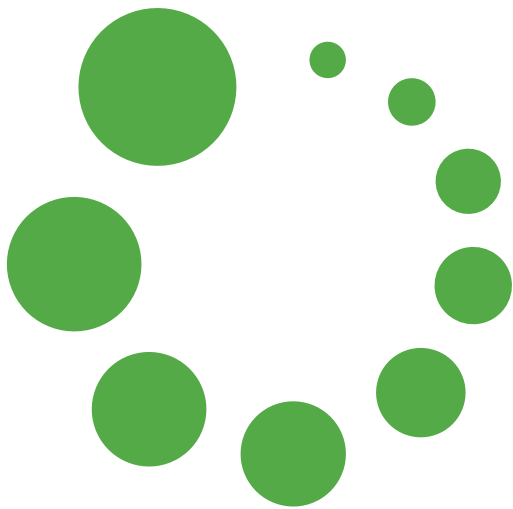
- Sprints Videos**
These short videos will take you through each step in the Learning Sprints process & offer a great rationale to share with your team, and as a reflection on the method.
- Sprints Tools**
Add to your toolbox today with these helpful exercises and resources, & explore an expert's work shop in the Learning Sprints process.
- Sprint Stories**
Read about real life and hear from people doing Learning Sprints around the world.
- Sprints e-Course**
Learn the foundations of the sprints process & build confidence in applying the method with these online short videos.

Our Process



“Sustained and productive contexts of learning cannot exist for students if they do not simultaneously exist for teachers.”

– Seymour Sarason, 2007



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