Save the Dates

MASS (with MET) Presents:

MASS November Conference

Simon Breakspear

LRSD Legacy Centre

Wednesday, November 7, 2018

This one-day session is a follow-up to the work we did with Simon at the 2017 Summer Institute on Agile Schools and Learning Sprints.

It will serve as an introduction for senior administrators in MASS and MET to the team workshops that will follow throughout the year.

Registration for MASS Members - $200 with lunch provided

*Registration materials will be sent out in early September 2018

Agile Schools Team Workshops

Winnipeg LRSD Legacy Centre		Brandon Commonwealth Air Museum	
Thursday,	November 8, 2018	Friday,	November 9, 2018
Monday	February 25, 2019	Tuesday,	February 26, 2019
Thursday,	April 25, 2019	Friday,	April 26, 2019

♦ Teams are made up of a representative or designate from senior administration, learning directors or coaches, school principals and teachers from schools that will be implementing or piloting this process.

♦ These workshops build throughout the year and it is expected that participants sign up for all three session in their area. One registration of $300 per participant covers all three sessions, including lunch.

♦ Identical sessions will be held in both Winnipeg and Brandon - facilitated by members of Simon's team - with the aim of reducing travel and participation costs for rural divisions.

*Registration materials will be sent out in early September 2018

MASS
MANITOBA ASSOCIATION OF
SCHOOL SUPERINTENDENTS

AGILE SCHOOLS

OVERVIEW

If schools are to lift the learning outcomes of diverse students we must invest in developing the individual and collective expertise of your teachers. Learning Sprints provides a simple, effective and field-tested approach to supporting your teachers to continually enhance their practice.

Learning Sprints is an organizational routine that can support the adoption of evidence-informed practices and develop the collective efficacy of teacher teams. The approach is aligned with the existing research evidence into the features of effective teacher professional learning and the science of behavior change. It has been designed to be simple, relevant and manageable for already overloaded teachers and their leaders.

WHAT ARE THE BENEFITS?

- Support every educator to continually enhance their professional practices
- Develop high-trust teacher teams that take collective action and help each other improve
- Embed the use of research-informed practice and evaluate impact through formative assessment
- Accelerate momentum through engaging in short, focused cycles of impactful work
- Gain more impact from the collaboration time you already have available
- Support educators to collectively plan, act and evaluate their impact

THE LEARNING SPRINTS APPROACH

FOCUS – What learner outcome area should we seek to deliberately improve next?
   *What evidence and resources could inform our work?*

UNDERSTAND – Why aren't these students making the desired progress?

ASSESS – How will we know if students are making progress?

DEFINE – What outcomes do we want to improve, and for which learners?

DESIGN – How can we better design learning to support student engagement and progression?

REVIEW – What did we learn? What should we focus on next?
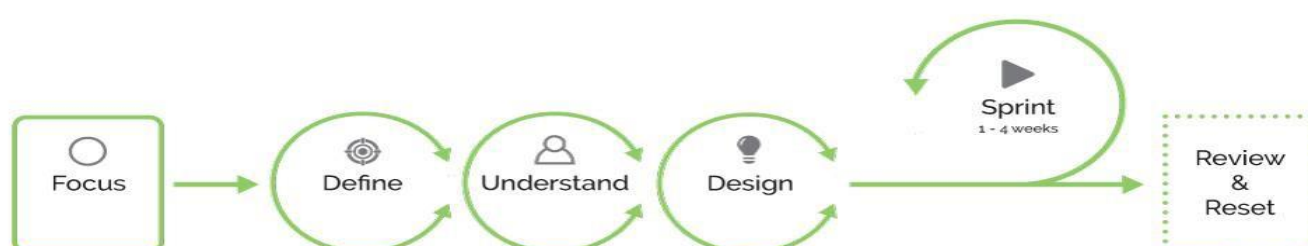
OVERVIEW OF THE PROGRAM

WORKSHOP 1: FOUNDATIONS OF LEARNING SPRINTS

In this dynamic introductory session participants will come to understand and apply the key methodologies of learning sprints. They will build confidence in applying the process to enable educator teams to rapidly improve outcomes and develop effective practice.

OUTCOMES

- Explore the challenge of ensure learning growth for diverse students
- Understand the core methodologies of learning sprints
- Consider how to apply learning sprints in your unique school context by utilizing the time and resources that are already available.

WORKSHOP 2: LEARNING SPRINTS INTO ACTION

School teams will build confidence in the Learning Sprints approach and plan how to systematically test out the approach with a select few groups of teachers. Teams will explore how to overcome potential challenges that may emerge and consider how to create a high-trust culture for rapid learning.

OUTCOMES

- Identify the focus for improvement in terms of student learning outcomes
- Build confidence in leading teams through the Learning Sprints process
- Practice using the online tools and protocols to increase the effectiveness of collaboration time
- Underscore the critical importance of building a culture of trust, non-judgmentalism and respect when asking teachers to engage in challenging professional learning
- Create a concise plan of action which can be put into practice immediately

WORKSHOP 3: EMBEDDING LEARNING SPRINTS

This final workshop is designed to provide the support, accountability and inspiration necessary to impact Learning Sprints as a powerful organizational routine in your school.

We focus on reviewing your current implementation efforts and planning for the next steps. Teams will build further mastery in the Learning Sprints tools and resources and consider how to build the capacity of other teachers and leaders in the process.

OUTCOMES

- Reflect on lessons learned so far and identify the implementation challenges
- Identify how to enable the effective use of evidence and external expertise throughout the Sprints process
- Work on how to implement Learning Sprints successfully into their unique school context
- Develop the capacity to create effective teacher teams and support the development of collective efficacy
- Continuously review progress and adapt the method for success in their unique context

PARTICIPANT RECOMMENDATIONS

We have designed this program as an interactive workshop and suggest participants are limited to 100 for each program, to ensure each team has the opportunity to work closely with the facilitator and receive direct feedback throughout the work done during the session.

It is strongly recommended that each school participating in the MASS Agile Schools Network has a committed team including the principal, middle level leaders and teachers. A good group size is typically between 3 – 7 people,   but will depend on the size of your school. There should also be a lead from the divisional office.

COMMITMENT OF PARTICIPATING DISTRICT

The Four Commitments:

1. **Strong leadership support**

   The successful implementation of Learning Sprints requires senior leaders to prioritize the initiative and provide necessary support.

2. **A commitment to involving a team**

   The program requires active participation from a school team involving the Principal, middle-level leaders and teachers. This team must attend all sessions.

3. **A commitment to cross-school collaboration and sharing**

   Participating teachers and leaders must be comfortable sharing their pedagogies and teaching practices with each other, observing and being observed by educators within their schools and across districts.

4. **A commitment to allocate the necessary time and capacity to engage in the process**

   Divisions and schools must be willing to commit the necessary professional learning time to embed Sprints as a school-wide organizational routine.