

Praise for Teaching Sprints

Among the greatest unresolved issues within schools is developing great models for implementation: Teaching Sprints is certainly one of the breakthroughs. This book can make major improvements attainable in schools and classrooms, ironically by focusing on tiny shifts.

—**John Hattie, Laureate Professor**

Melbourne Graduate School of Education
Melbourne, Australia

In our work we find that 80 per cent of our best ideas come from leading practitioners. This book is a godsend to this domain of learning from doing. With three big components, and three guidelines to quick action for each idea, Teaching Sprints helps people to get to action and learn from it quickly. Identify best bets and establish improvement routines. Simon Breakspear and Bronwyn Ryrie Jones have given us a strong framework for action in frantic times.

—**Michael Fullan, Professor Emeritus**

University of Toronto
Founder, New Pedagogies for Deep Learning
Ontario, Canada

As someone who works closely with teachers to support their development in a wide range of contexts, I found Teaching Sprints absolutely inspiring and illuminating. Simon Breakspear and Bronwyn Ryrie Jones have managed to capture the complex process of teacher improvement in an elegantly simple framework with crystal clear underlying principles founded on both practice and research evidence, alongside very practical implementation tools. It's a brilliant concept and I'm sure a lot of teachers and leaders will find this incredibly valuable.

—**Tom Sherrington, Education Consultant and Author**

Teacherhead.com
London, UK

Simon Breakspear and Bronwyn Ryrie Jones have such a practical way of combining insights from research and practice to help teachers have the best possible impact in their classrooms. This book is a gold mine of practical, tried-and-tested and evidence-informed strategies for teachers and school leaders who want to improve what they do.

—**Danielle Toon, Associate Director**
Social Ventures Australia
Melbourne, Australia

Authors Simon Breakspear and Bronwyn Ryrie Jones, informed and supported by fellow practitioners and researchers, deliver a powerful guide for a profession committed to getting better at good work. The Teaching Sprints model is an ‘innovation lab in the school’; it is a rigorous, adaptive, and impactful approach to embedding professional learning. Teaching Sprints advocates iterative and sustainable improvement in collaborative professional practice – but it does much more – it demonstrates how to do it!

—**Anthony Mackay, President and CEO**
National Center on Education and the Economy
Washington, DC

Teaching Sprints is an important book for anyone who works with teachers on practice improvement. Simon Breakspear and Bronwyn Ryrie Jones provide a simple, flexible process for engaging small groups of teachers in developing their craft of teaching. Using simple, straightforward protocols, Teaching Sprints helps teachers to engage with relevant research, to choose one small piece of their craft to change and to make that shift to ultimately improve student learning outcomes. I can’t wait to share this book with all teachers in my district!

—**Leanne Peters, Assistant Superintendent**
Hanover School Division
Manitoba, Canada

For too long teachers have been asked to change practice outside of the context of the classroom and outside the realm of engagement with students.

Here, Simon Breakspear and Bronwyn Ryrrie Jones provide a logical, sensible, and pragmatic approach that enables the busy teacher to improve in the classroom with kids. Start with best bets, practice makes progress, and focus on tiny shifts are the key ingredients to launching doable and long-lasting improvement. This is a brilliant book every teacher, coach, and leader should use as they seek to improve teaching and learning.

—**Michael McDowell, Superintendent**

Ross School District

Author, *Developing Expert Learners*

Ross, CA

This book delivers exactly what teachers want – a structured, logical and achievable strategy to improve their classroom practice and reflect on evidence of impact.

—**Adrian Piccoli, Professor**

Director, University of New South Wales Gonski Institute for Education

Former Minister for Education, New South Wales

Australia

Teaching Sprints provides educators with a lens through which to think about and explore their practice in tangible ways. The clearly articulated process facilitates collaborative conversations among teams, with a focus on evidence-informed decisions. The opportunity to practice, adjust and reflect supports teachers' professional learning through ongoing intentional and incremental adjustments over time.

—**Barb Isaak, Executive Director**

Manitoba Association of School Superintendents

Winnipeg, MB

Canada

As the world turns faster and with increasing uncertainty, we, as educators, need to be agile and excellent. We need to project our professionalism and do everything in our power to ensure that the system we deliver is worthy of our children and their futures. This book is brilliantly researched,

incredibly pragmatic and, most importantly, profoundly important in helping us all to meet that challenge.

—**Richard Gerver, Speaker, Educator**
Author, *Education: A Manifesto for Change*
London, UK

As a school principal, I've found Teaching Sprints to be the most effective way to facilitate teacher improvement. It is simple but powerful because it gives teachers a real sense of satisfaction. Through each Sprint, and sometimes in a short space of time, they see both personal improvement and improvement in their students.

—**Lindy Smith, Principal**
Trinity Catholic School
Melbourne, Australia

Brilliant! As school leaders we live, eat and breathe school improvement. In Teaching Sprints, Simon Breakspear and Bronwyn Ryrrie Jones give us a practical and effective way to make it happen. I wish they had written this 20 years ago when I was a principal.

—**Neil Barker, Former Director**
Bastow Institute of Educational Leadership
Department of Education and Training
Melbourne, Australia

Our teachers are proof of the impact Teaching Sprints has on improving their practice and ensuring impact. Teachers meaningfully engage in Teaching Sprints because they know it works.

—**Kylie Donovan, Principal, and Donna Beath, Deputy Principal**
Hoxton Park Public School
New South Wales
Australia

Teaching Sprints has enabled our teams of educators to refine and improve their teaching practice by engaging with research. The Sprints process fosters collaborative learning and has been a valuable form of professional development in creating lasting change. I like that teachers reflect on their

current practice and then identify areas where they could improve their expertise. The change is evident in the conversations you hear in meetings where the first step is engaging with research to inform the decisions we make. It is not uncommon to hear teachers say, “Well, what is the best way of teaching. . . ?” Sprints has reaffirmed the need for teachers to be continual learners who constantly strive to get better, regardless of their experience.

—**Angela Dobbin, Assistant Principal**
Northbridge Public School
Sydney, Australia

As a school leader, I credit the role Teaching Sprints has had in shaping staff culture – it’s one of continual teacher improvement. Through Sprints, teachers at my school routinely improve their effectiveness while simultaneously building strong relational trust.

—**Steven Hooke, Principal**
The Oaks Public School
Sydney, Australia

The Teaching Sprints process has become embedded in our school’s practice. Teachers collaborate, using the three phases of a Teaching Sprint to research around best practice, implement, review, refine, and assess. Improvement in student learning outcomes is evident as a result of the focus on improving and refining teacher pedagogy.

—**Joanne Graham, Principal**
Kurnell Public School
New South Wales
Australia

Once in a generation, a process for enhancing teacher expertise is developed that lays an evolutionary foundation for profound growth and improvement. This book offers a breakthrough approach in this area that profoundly focuses on teacher agency, incremental growth every day of the year, and the power of collaborative work in teams. Over the past few years across the province of Alberta, Canada, hundreds of teachers and school leaders have participated in the evolution of the Teaching Sprints process

and this has moved teaching expertise forward for both individuals and teams and lifted outcomes for students. I strongly recommend this book for everyone in the profession of teaching.

—**Jeff Johnson, Executive Staff Officer**
Alberta Teachers' Association
Edmonton, AB, Canada

Teaching Sprints is a great process that allowed our team to have some engaging professional dialogue on our teaching practice. It gave us a safe space to reflect on research and share our learning.

—**Kate Foley, Prep One Teacher**
Trinity Catholic School
Melbourne, VIC
Australia

Transformative. Timely. Teacher and research informed. Teaching Sprints provides us with the space for deliberate dialogue around two critical aspects of education: improving student outcomes and shifting pedagogical practice.

—**Karen Graham, Deputy Principal (Instructional Leader)**
Blairmount Public School
New South Wales
AUS

Teaching Sprints has enabled our portfolio of schools/pre-schools to be involved in a consistent organisational process for developing teacher practice and collaboration. As a local education team, the impact of this approach has been clearly identified through the collection of evidence which is enhancing our overall site improvement focus.

—**Adam Box, Education Director,
Partnerships, Schools, and Preschools**
Department for Education
Mount Gambier, South Australia
Australia

This book starts with a compelling proposition for anyone involved in teacher learning: “If it doesn’t work for teachers, it doesn’t work.” What Simon Breakspear and Bronwyn Rylie Jones outline is an evidence-based, field-tested, no-nonsense process to support teachers in continually improving their teaching practice. This is a timely and welcome addition to the teacher learning discourse.

—Ryan Dunn, Lecturer
Graduate School of Education
University of Melbourne
Melbourne, Australia

Through Teaching Sprints, thousands of our teachers and leaders now have another, and arguably better, way of moving through a disciplined inquiry process – the intentional experimentation, the fast fails, the iterative improvement. It is these small shifts that have added up over hundreds of our schools to make improvement across a system. We now have more expert teachers who not only know the most impactful teaching strategies, but where and how to use them, for which students, and at precisely the right time.

—Simon Lindsay, Manager
Improved Learning Outcomes
Catholic Education Melbourne
Melbourne, Australia

Teaching Sprints are so successful because the core values privilege teacher need and student improvement above anything else. Sprints have transformed our approach to professional learning and teacher growth. We now have a truly authentic and impact driven model for our teachers to engage with.

—Nicole West, Deputy Principal
Beaumaris Primary School
Western Australia

Once in a while you come across a book that really cuts through the complexity of issues and provides a refreshing and practical approach

to improving what happens in schools. This is such a book—evidence based, easy to read and full of down-to-earth ideas that busy teachers can implement. I love it.

—**Steve Munby, Visiting Professor**

University College London

Former CEO, National College for School Leadership

London, UK

It is evident that if we wish to make education systems significantly better, we need to focus simultaneously on transformation of education systems and improvement of teaching. The art of sustainable educational change is to find small steps that will make a big impact in teachers' practice. Teaching Sprints is a book about that. It is a great resource for leaders and teachers who are looking for practical ideas that can improve what teachers do in schools every day.

—**Pasi Sahlberg, Professor of Education Policy**

University of New South Wales Sydney

Author, *FinnishEd Leadership: Four Big,*

Inexpensive Ideas to Transform Education

Sydney, Australia