Figure 9.5 • *Putting Agile Pedagogies into Practice*

Step 1: Reflect on Your Current Reality

Use the implementation continuum in the final column to honestly mark where your school currently stands for each approach—not where you aspire to be, but where you are today.

Agile Pedagogical Approaches: Implementation Continuum Definitions

- **Area for Growth:** Not currently implemented; planning or exploring
- **Emerging:** Initial implementation with limited scope or consistency
- **Developing:** Implemented in multiple settings with increasing consistency
- **Established:** Widely implemented with quality and consistency
- **Deeply Established:** Fully integrated into school culture and practice

Pedagogical Approach	Core Features	Agile Learning Principles	Student Competencies	Implementation Continuum
Project/ Inquiry-Based Learning (PBL)	Students investigate complex, driving questions over extended periods through research, collaboration, and iteration, producing authentic products or presentations that demonstrate learning	• Adaptive Iteration • Authentic Purpose • Collaboration • Learner Agency	• Analytical thinking • Creative thinking • Resilience and flexibility • Leadership and social influence	□ Area for Growth □ Emerging □ Developing □ Established □ Deeply Established
Blended Learning	Combines online digital media with face-to-face instruction, allowing students control over time, place, path, or pace of learning while maintaining teacher guidance and peer interaction	• Learner Agency • Adaptive Iteration • Clarity • Collaboration	• Self-awareness • Motivation • Flexibility • Analytical thinking	□ Area for Growth □ Emerging □ Developing □ Established □ Deeply Established

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Pedagogical Approach	Core Features	Agile Learning Principles	Student Competencies	Implementation Continuum
Personalized Learning	Instruction tailored to individual student needs, interests, and learning preferences, with differentiated pathways, flexible pacing, and customized supports based on ongoing assessment	• Adaptive Iteration • Learner Agency • Clarity	• Motivation • Self-awareness • Resilience and flexibility	□ Area for Growth □ Emerging □ Developing □ Established □ Deeply Established
Design Thinking	Iterative process of empathizing with users, defining problems, ideating solutions, prototyping, and testing, emphasizing creative problem-solving and human-centered innovation	• Adaptive Iteration • Authentic Purpose • Collaboration • Clarity	• Creative thinking • Analytical thinking • Resilience and flexibility • Leadership	□ Area for Growth □ Emerging □ Developing □ Established □ Deeply Established
Experiential Learning	Learning through direct experience, reflection, and application, including internships, apprenticeships, simulations, field work, and hands-on activities connected to real contexts	• Authentic Purpose • Adaptive Iteration • Clarity	• Leadership and social influence • Creative thinking • Motivation • Resilience	□ Area for Growth □ Emerging □ Developing □ Established □ Deeply Established
AI-Enhanced Learning	Integration of artificial intelligence tools to provide personalized feedback, adaptive content, intelligent tutoring, creative assistance, and data-driven insights that support both teaching and learning	• Adaptive Iteration • Clarity • Learner Agency • Authentic Purpose	• Analytical thinking • Creative thinking • Motivation • Self-awareness	□ Area for Growth □ Emerging □ Developing □ Established □ Deeply Established

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Step 2: Using the Assessment Strategically

Now that you've assessed where your school stands, look for patterns by addressing these questions:

Do specific approaches cluster at similar implementation levels? Are there approaches established in some departments but barely emerging in others?	
Which approach aligns most closely with your current improvement priorities (achievement, equity, well-being) and existing strengths?	
What does the student competency column reveal?	
Where do you see interdependencies?	

Step 3: Moving Forward

After you have identified patterns in implementation:

Set realistic targets. Moving from "emerging" to "developing" in two or three approaches over the next year is ambitious but achievable. Attempting to move everything to "deeply established" simultaneously guarantees superficial implementation. Document your target(s) in the box below.

Allocate resources intentionally. Professional learning, coaching support, and technology infrastructure should align with your prioritized approaches. Reflect on your targets and document how you will intentionally support them.

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