

incremental improvement

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Just Do it – Really?

- What is incremental improvement?
- Examples and types of improvement
- Process: how do we go about improving things?
- When? Prioritising and planning



<https://www.youtube.com/watch?v=nHQ5ngmzkQg>

Things to think about

Teaching and Courses

Avoid too many Ss in the same class

There were no European in my class. So, I wanted to talk with European in my lesson.

Nationality mix: too many classes from Switzerland in the same class.

Nationality mix: almost all Swiss and Turkish

In the beginning there was lots of Turkish

Sometimes there were too many people in a small classroom!

My stay here was great. I'm not so happy with my first 2 weeks. My class wasn't so good. I was very happy to change my class.

You should ask us which part of English we want to improve. Most Ss come to Beet on their holidays. Please consider this situation and not give lots of homeworks

The timetable makes us lose lots of time to travel in 8th

BEET ONLINE ! I would use BEET online more I had better instruction at the beginning

I couldn't use Beet online so much. I don't have a clear idea

The same timetable for all students. No homework over the weekend. The teacher should always check the homework and present the results.

Ask to homework to memoris pre selected useful phrases that can be worked at class

Probably give the students more paperwork and less with the course book. The course book wasn't that good for me. (English File Advanced)

IELTS course is very good but I think it is important to do more simulation of real exam - maybe one per month

Class quality depends on teachers

The teachers need to do more feedback for the students. More exams and homeworks.

Please check the homework, when you have given some for the next day?

I really like the majority of the teachers. However, sometimes they don't give you a feedback about your performance, I would like to have more criticism and help

Maybe we can study more speaking and listening - more important than grammar

I thought it was more speaking

I don't learn a lot in this lesson

SPP was a bit boring class

I came in 4 mins late and X said you must go out but I was in the toilet

The teachers aren't strict enough with the mobile phone!

Before the exam we were really stressed and it wasn't helpful to hear every day: Time is our enemy (teacher X)

X speaks very slowly, too much writing,

We did a lot of writing in X's class, which I didn't enjoy and where I couldn't learn a lot.

I didn't like that can't choose teacher by myself. Even if I have suitable teacher for me, the teacher will change soon...

Sometimes it was a bit confusing about the changes of the teachers.

The option classes are interesting, nevertheless I don't like have a different teacher every week, this demotivate me

Provide teachers for private lessons

I have problem with manager, your style can be more "deep" in situation of each person

I can stayed 3 months but don't up the class. First exam I have received a low score but second exam I have received 57% again I stayed same class but other students she took me by the same score and she up the class. I'm very angry this is very big problem injustice. And now I think this class level beginner so I cannot develop my level (Pre-intermediate).

I return in my country on Saturday but now class beginners. I'm disturbed by this situation. I took the first exam 960 but me less points, passed. Favourite teacher everything I learned from him but I'm not happy about passing grade especially now that the class. I think it is unfair. (Pre-intermediate)

Homestays

Overall, it was good, but when I heard what other students told about her family I have to say: They had maybe a little bit more luck!

great family, very lovely. I had a school way from 5 min. Old house -> one bathroom for all. It is nothing for cat haters.

Sometimes host family argue, which is annoying

The family was good but the mother said I must lunch in the canteen and I spend a lot of money on lunch

The bedroom was ok, a big bed and comfortable but the heaters weren't on till now. Sometimes I felt still hungry after dinner, but the meals were good and variable.

We were often alone

I freeze very fast

I was really happy with my 2nd family but in my case, if you go to church and then you say "I won't come to the church anymore" are the family disappointed. He said he was disappointed in me.

In my first family was the situation really sad. I was speaking all the time and then she said something like "Ah Laura, you always talking" and I felt really stupid. I think X isn't really happy and every person feel that.

A real desk to study in my room would have been useful. The shower is very small. Bathroom and kitchen could be cleaner. In general, the homestay facilities could be higher (also heard this from other students)

In general was a good house in my first month, however after my first month she was completely unpolite with me, I found a home for myself and the school never help me with this problem

Student house

The semi-detached may be unsuitable for Ss because neighbour might be sensitive about noise

Kitchen and bathroom a bit dirty, and old panes

Not clean when I arrived - toilet - bathroom - everybody should clean their own stuff

Writing down some rules "How you have to use the kitchen" (e.g. washing up directly) would be great!

The room 7 of Shaftesbury shouldn't be offered for students this room like the others and the same price. It's not fair! If this school wants to be the best in Bournemouth, this room shouldn't be offered of compared (with the same price) with the others in this

house.

All frying pan were not good.

There were no batteries in a DVD's remote controller

Social Activities

Where to visit in the afternoons could be better informed

There are many positive things. But for me, an optional afternoon programme like the evening programmes could be a nice opportunity to get to know other people / other sports / or museums / activities.

General

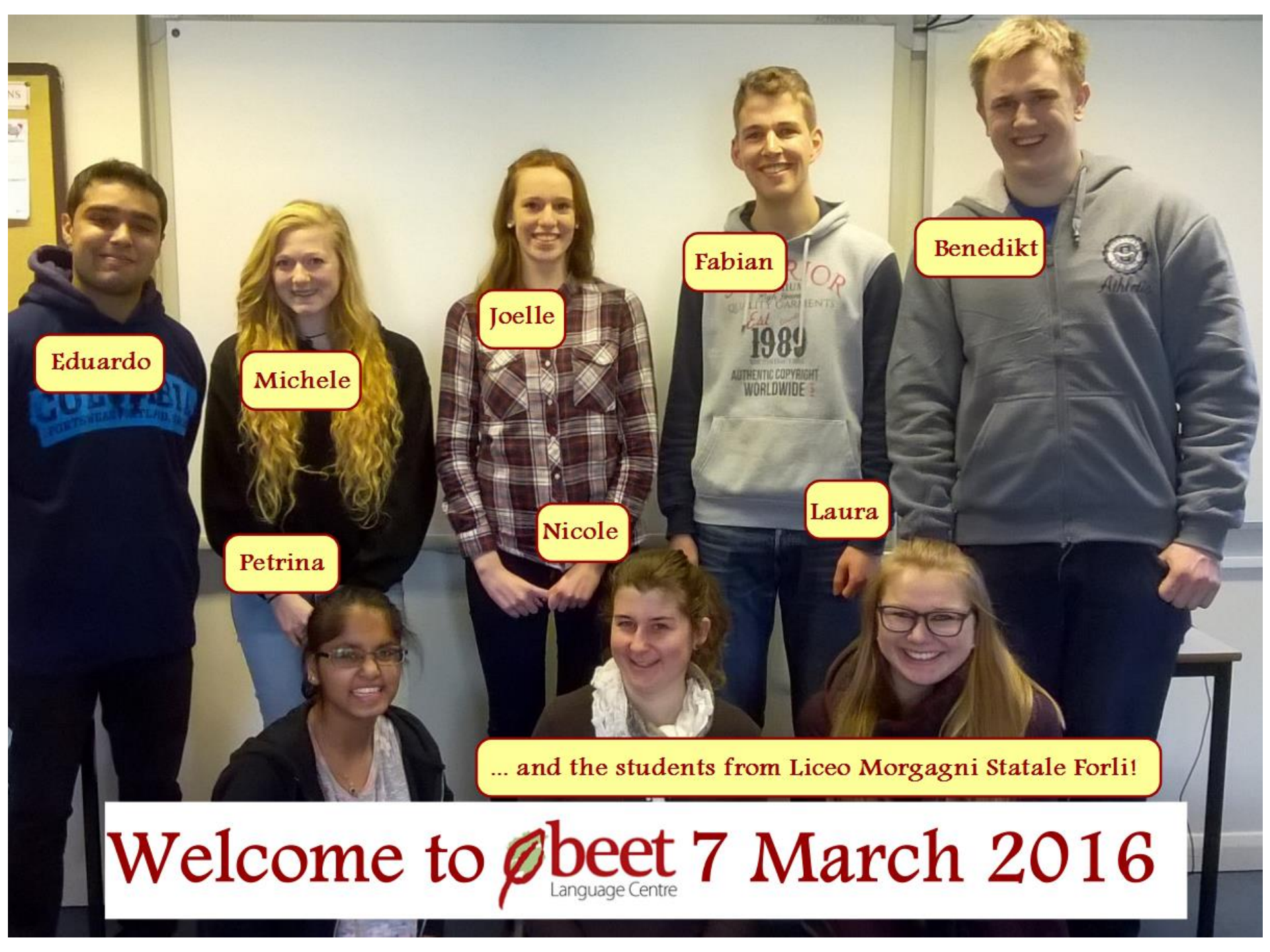
Maybe trying to promote more other cultures and more funny lessons because sometimes are a little bit the same every day.

Informations before arrived could be a bit earlier and to add more about the school system, weather (bring warmer clothes)

Please print on both sides and save the planet

Compiled by RB Jan 2016

Examples of Incremental Improvement



Eduardo

Michele

Joelle

Fabian

Benedikt

Petrina

Nicole

Laura

... and the students from Liceo Morgagni Statale Forli!

Welcome to  7 March 2016
Language Centre

Nat: S/Gr Age: 18 A

04/01/2016 - 15/04/2016 (15 wks)

Study Goals: English for test for prep school next summer

Focus: grammar

Occupation: Apprentice Pharma asst.

Teachers	Class	Week Beg.	Mon	Tues	Wed	Thurs	Fri	HW
1 John Tyler SM/JM	M29 Upper Speak Out	04/01/2016	/	/	/	/	/	✓
Comments: Very strong all-rounder. Fluent and accurate with good writing								
2	M29 "	11/01/2016	/	/	/	/	/	✓
Comments: Some inaccuracies in her writing - basic tense form.								
3 DC/JM	M.. "	18/01/2016	/	/	/	/	/	✓
Comments: working really well - takes part in everything.								
4 JM/DC	" "	25/01/2016	/	/	/	/	/	-
Comments: Good test scores and ready for Advanced class								
5 DC/SH	M27 F-2-F Adv.	01/02/2016	/	/	/	/	/	✓
Comments: Is very happy to have moved up to the advanced class. Grammar a priority. T: <input checked="" type="checkbox"/>								
6	" "	08/02/2016	/	/	/	/	/	✓
Comments: Confident and able - picks up new structures + vocab quickly.								
7	" "	15/02/2016	/	/	/	/	/	✓
Comments: working fine.								
8	" "	22/02/2016	/	/	/	/	/	✓
Comments: She was disappointed with her test score, but is doing fine.								
9	" "	29/02/2016	/	/	/	/	0 0 0 0	
Comments: Health not good this week. Excellent writing, though. T: <input type="checkbox"/>								
10	" "	07/03/2016	/	/	/	/		T: <input checked="" type="checkbox"/>
Comments:								
11		14/03/2016						
Comments:								

/ Present L Late 0 Absent" N Absent, notified in advance BH Bank Holiday H Approved holiday E Excused (for Academic Management Team only)

Absences			
Date	Notes	Date	Notes

Types of change

take away

add

Change	Type	Action
1	◆◆	reduce grammar to 40 item
2	+	+ writing, general OR academic
3	◆◆	reduce each item to 4 choices (a-d)
4	123	reorder grammar Qs
5	⇐ ⇨	two sections of grammar questions A1-B1 / B1+-C2
6	⇐ ⇨	put writing on separate sheet
7	◆◆◆	academic writing 5 mins longer
8	◆◆	reduce complexity of writing topic
9	+	+ self-declare level on writing
10	+	speaking examiner given writing before speaking
11	←☒	undo: speaking examiner not given writing before speaking
12	+	writing copied for T before S joins class
13	+	+ reading and vocab 10 m/c
14	↻	change reading Q 2-3
15	↻	change reading Q 7-8
16	◆◆	change para 2 - less narrative
17	⇐ ⇨	separate reading from grammar
18	+	+ listening test, m/c
19	→◎	re-record listening for better quality
20	↻	change Q 8
21	↻	change Q 4

Legend	
+	Add / Start
☒	Take Away / Stop Doing
←☒	Undo
◆◆◆	Expand
◆◆	Reduce
⇐⇨	Combine
⇐ ⇨	Separate
123	When (Re-sequence)
♫ ♫	Who
→◎	Improve Quality
↻	Re-design
?	Why

Changes to BEET's entry test over 3 years.

Change	Type	Action
22	+	+ speaking
23	+	+ speaking stage 2
24	+	+ match students by age for speaking
25	+	+ speaking rubric
26	123	Speaking test scored as CEFR not number /20
27	↔	Speaking examiners coordinate to minimise disruption
28	+	lookup table converts scores to CEFRs
29	?	align scores with CEFRs for skills-based progress baseline
30	+	import scores into SIMS
31	+	AMT explains class choice to S based on test results
32	↻	S timetable via mail merge instead of by hand
33	+	Test results on S timetable via mail merge
34	↻	Test results translated to CEFRs on S timetable
35	+	CEFR can-do's on back of timetable
36	+	CEFRs on back of student register for T
37	+	AMT explains class choice to T based on test results
38	↻	change m/c to cloze Q1-5 Reading
39	↻	more space on test template
40	+	Presentation with visual explanation of test
41	↻	Redo presentation from student's perspective

Legend	
+	Add / Start
⊗	Take Away / Stop Doing
←⊗	Undo
◆◆◆	Expand
◆◆◆	Reduce
↔	Combine
↔ ↔	Separate
123	When (Re-sequence)
👤 👤	Who
→🕒	Improve Quality
↻	Re-design
?	Why

**Process: how do we go
about improving things?**

An improvement
is often the
closing of a ...

... gap

Problem: cold classrooms \Rightarrow timer on heaters ✓

Analysis: progress scores odd \Rightarrow revise reading test ✓

Feedback: PDRs, meetings, student feedback

Comparison: other centres

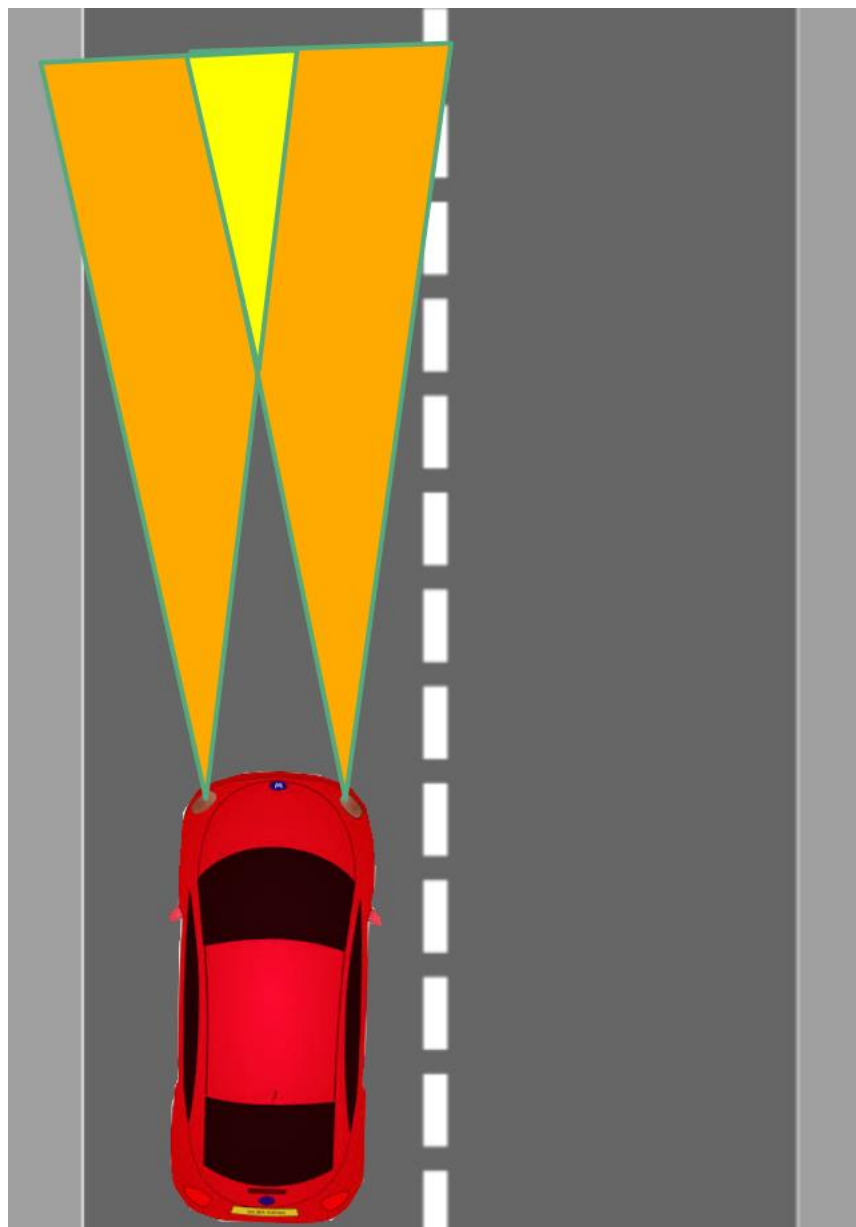
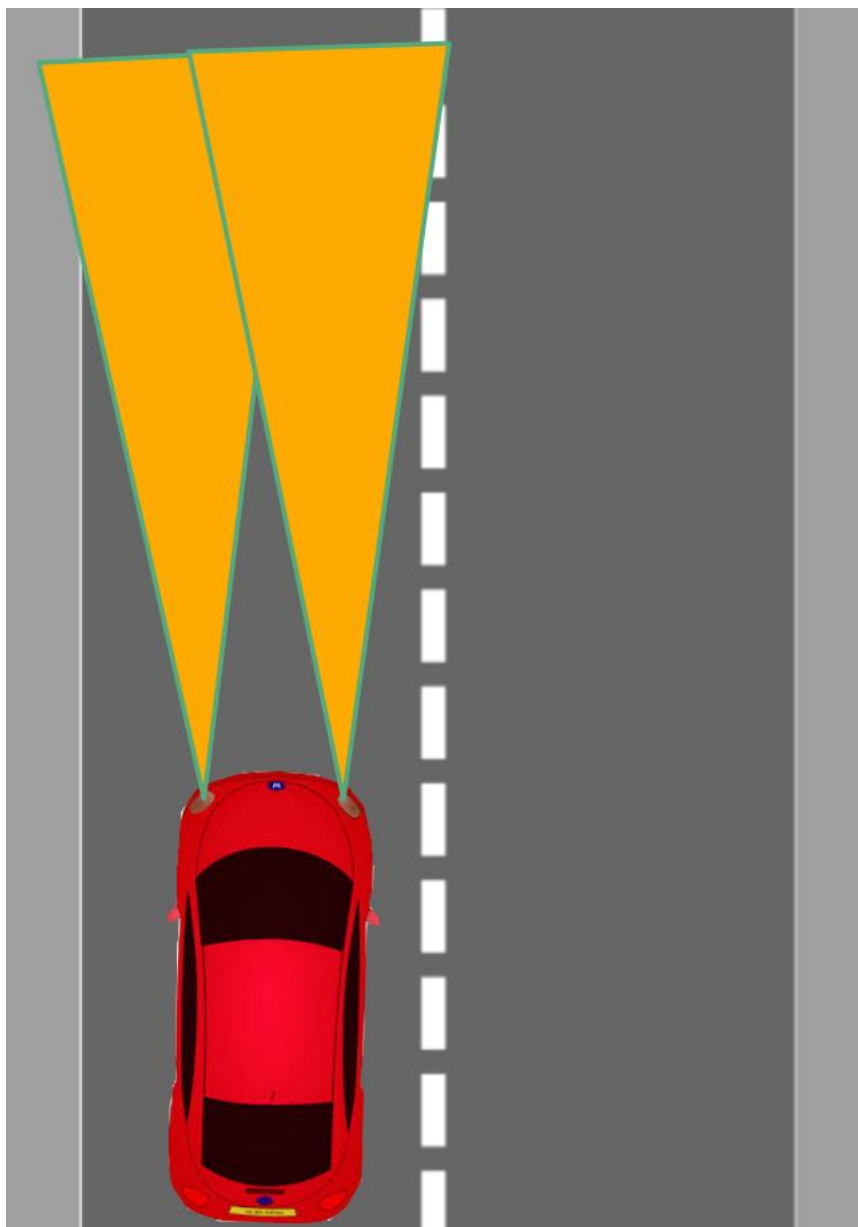
Looking

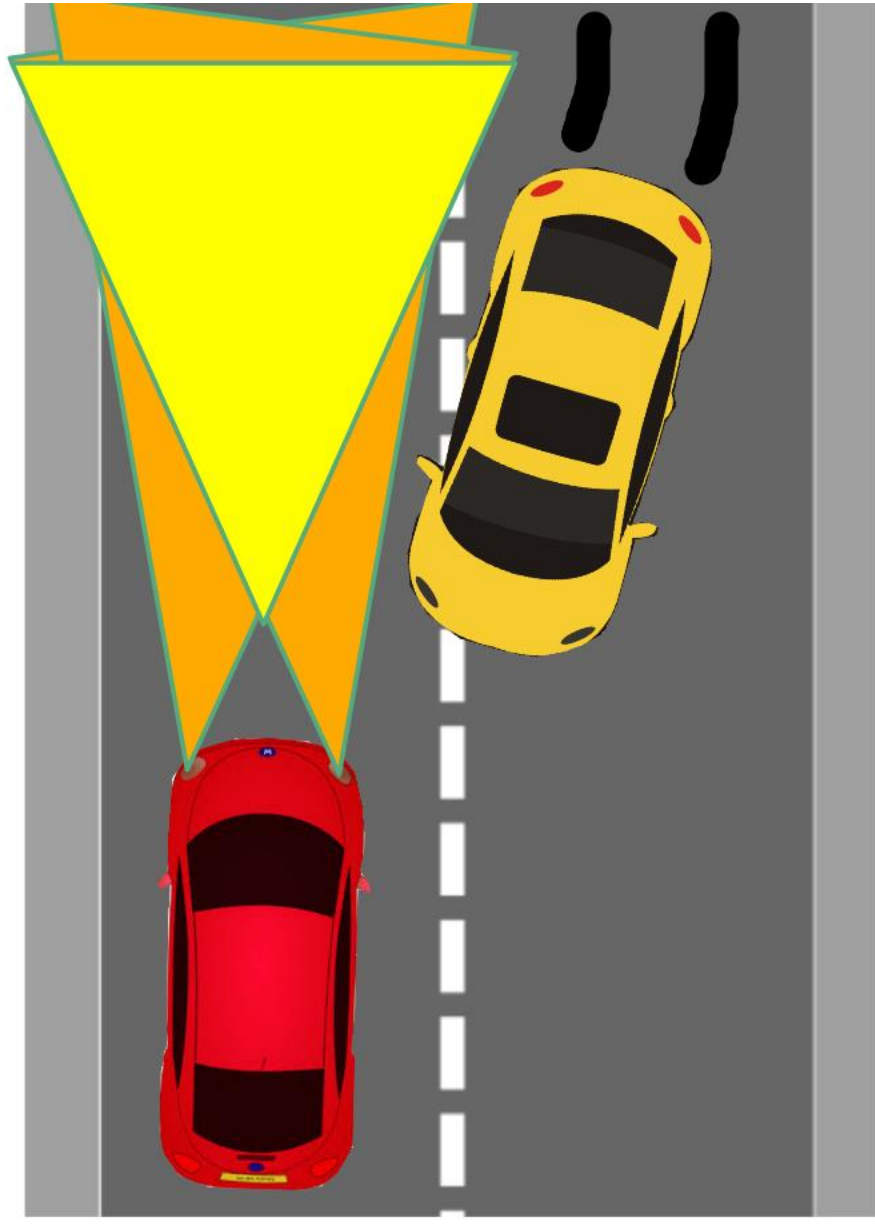
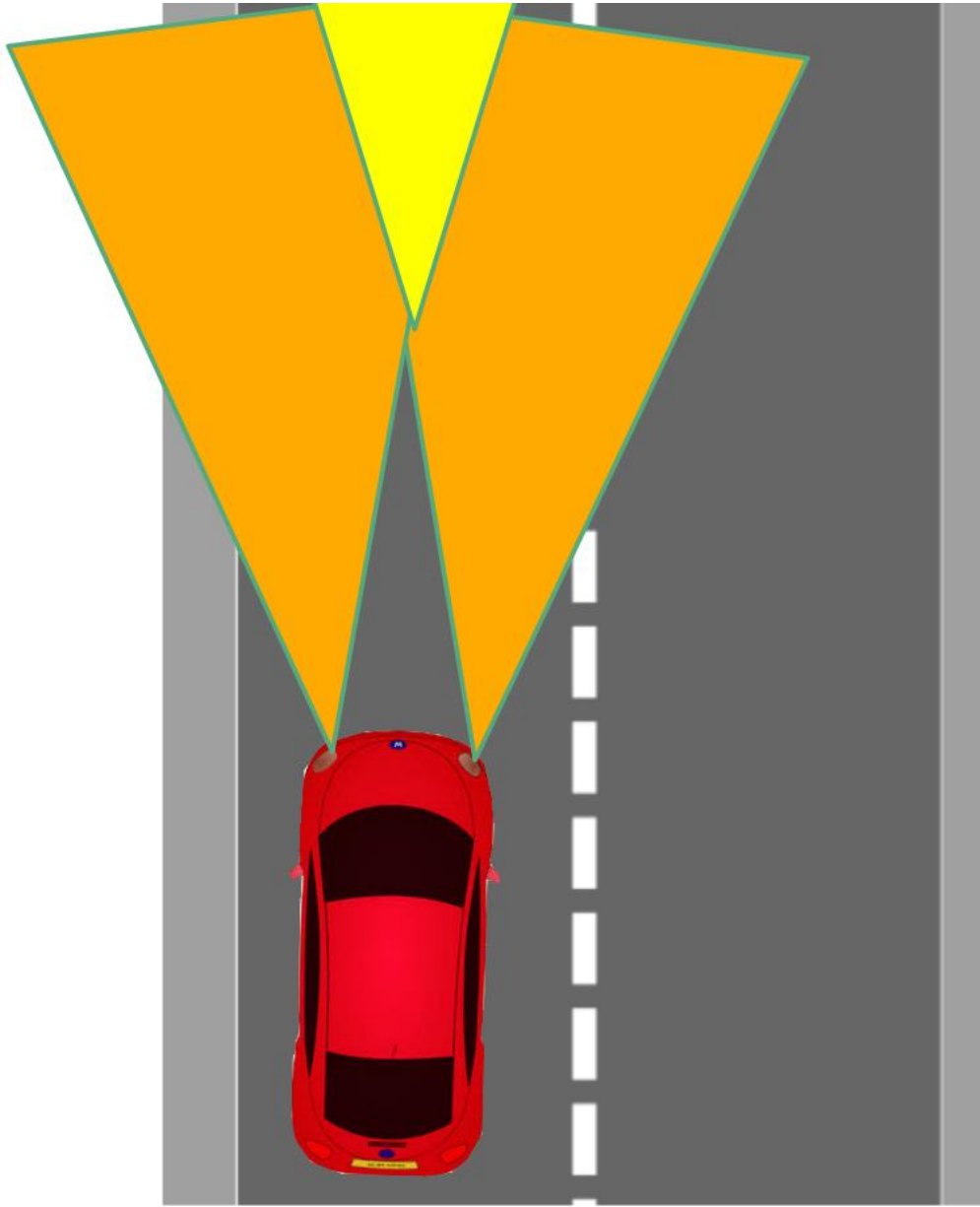
A vague sense of unease

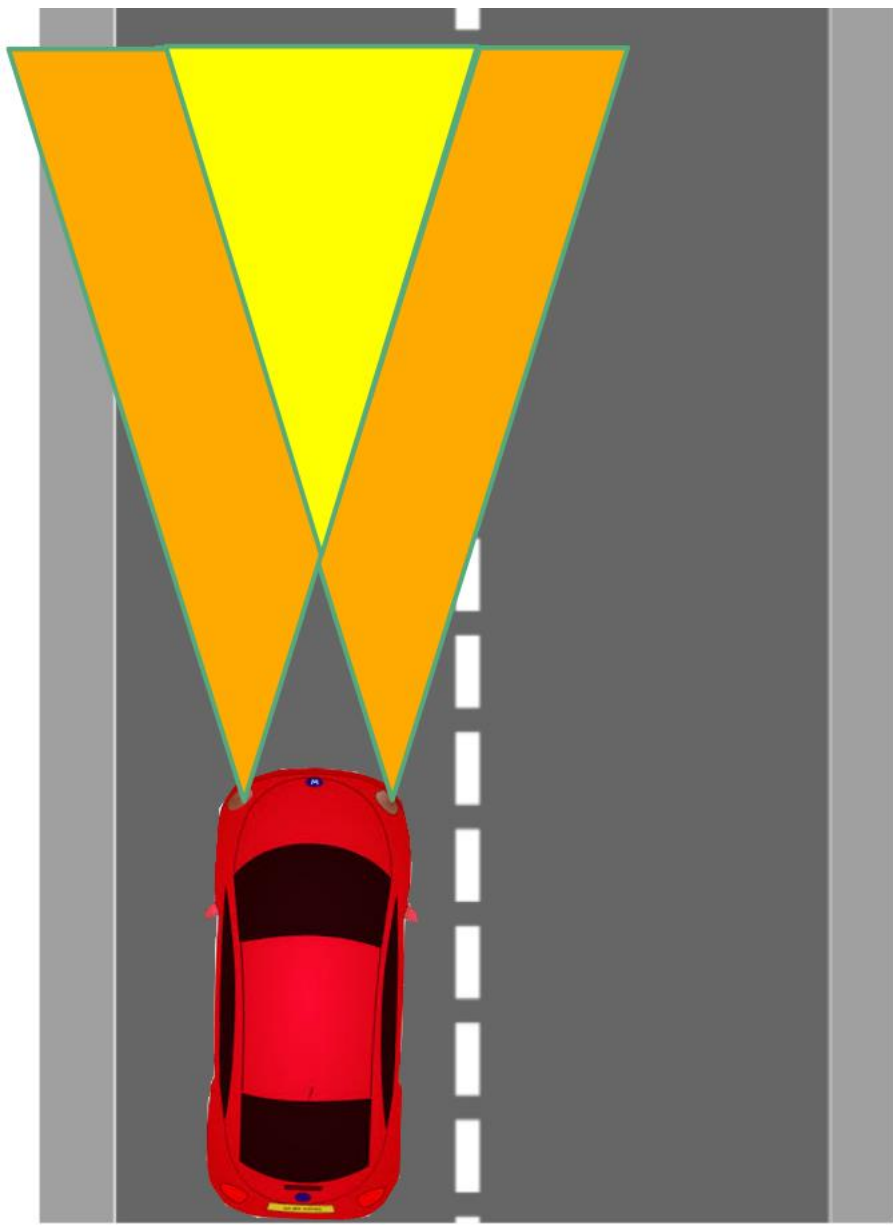
When? Planning, prioritising

DO

GROW

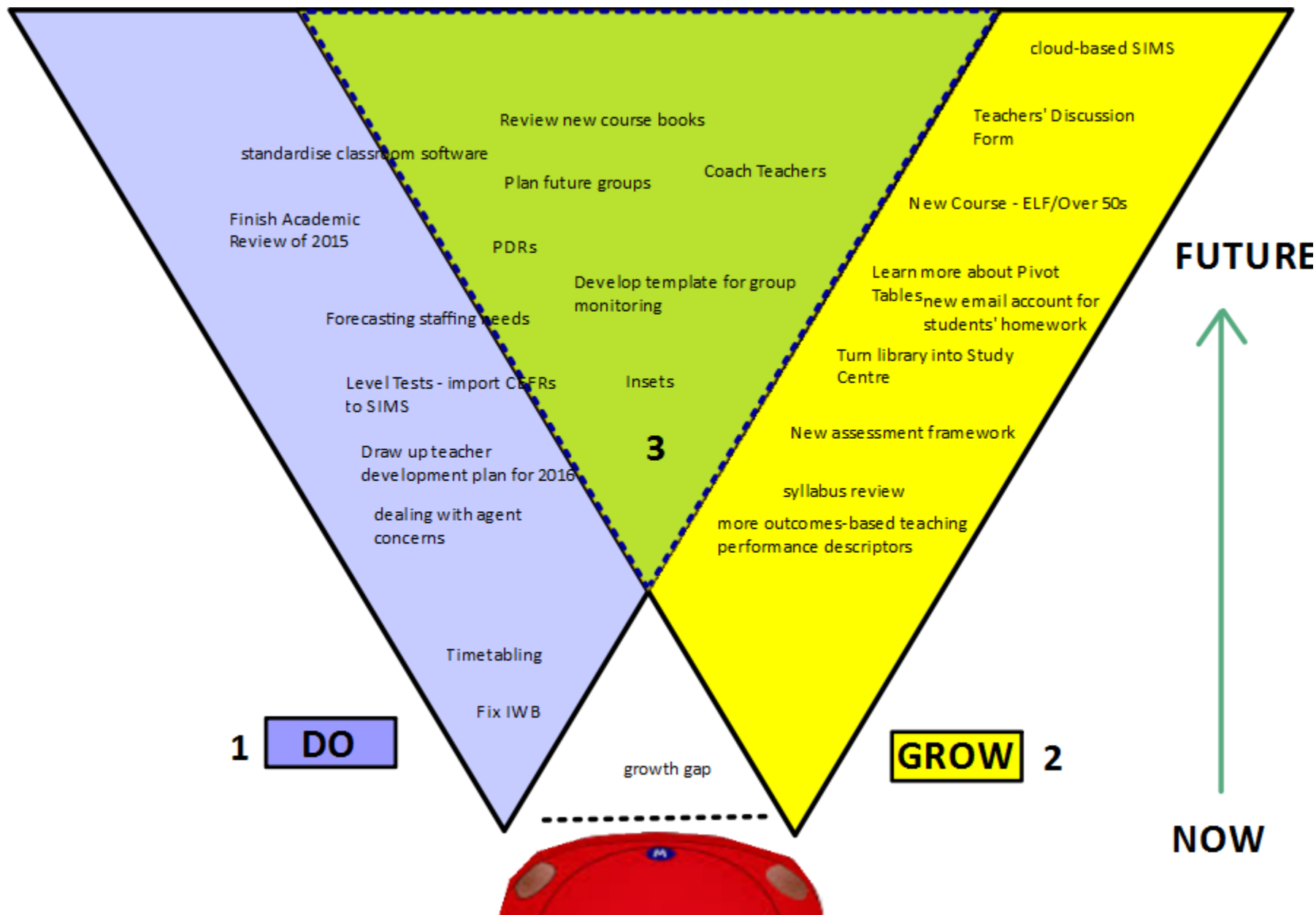






	URGENT	NOT URGENT
IMPORTANT	<p>I ACTIVITIES: Crises, pressing problems, deadline-driven projects</p>	<p>II ACTIVITIES: Exercise, long-range planning, preparation, preventive maintenance, relationship building, personal growth activities, some leisure</p>
NOT IMPORTANT	<p>III ACTIVITIES: Interruptions, some calls, some mail, some reports, some meetings</p>	<p>IV ACTIVITIES: Trivia, busy work, some mail, some calls, time wasters, some pleasant activities</p>

Stephen Covey: 7 Habits of Highly Effective People



DO

GROW

growth gap

1

2

3

NOW

FUTURE

Fix IWB

Insets

dealing with agent concerns

new email account for students' homework

Timetabling

Teachers' Discussion

Forecasting staffing needs

Learn more about Excel and Access

Level Tests/Mock Exams

Prepare quality report for Directors

more outcomes-based teaching performance descriptors

Review new course books

Coach Teachers

Update syllabus check lists

Observe Teachers

PDRs

cloud-based student database

Develop template for group monitoring

New assessment framework

Plan future groups

New position - Educational IT Coord

Create teacher development plan for 2014

standardise classroom software

syllabus review

annual quality review

New Course - ELF/Over 50s

DO

GROW

growth gap

1

3

2

NOW

FUTURE

Fix IWB

dealing with agent concerns

Timetabling

Forecasting staffing needs

Level Tests/Mock Exams

Prepare quality report for Directors

Review new course books

Update syllabus check lists

Create teacher development plan for 2014

Plan future groups

new email account for students' homework

Teachers' Discussion Form

Learn more about Excel and Access

Coach Teachers

Observe Teachers

PDRs

Develop template for group monitoring

standardise classroom software

syllabus review

more outcomes-based teaching performance descriptors

cloud-based student database

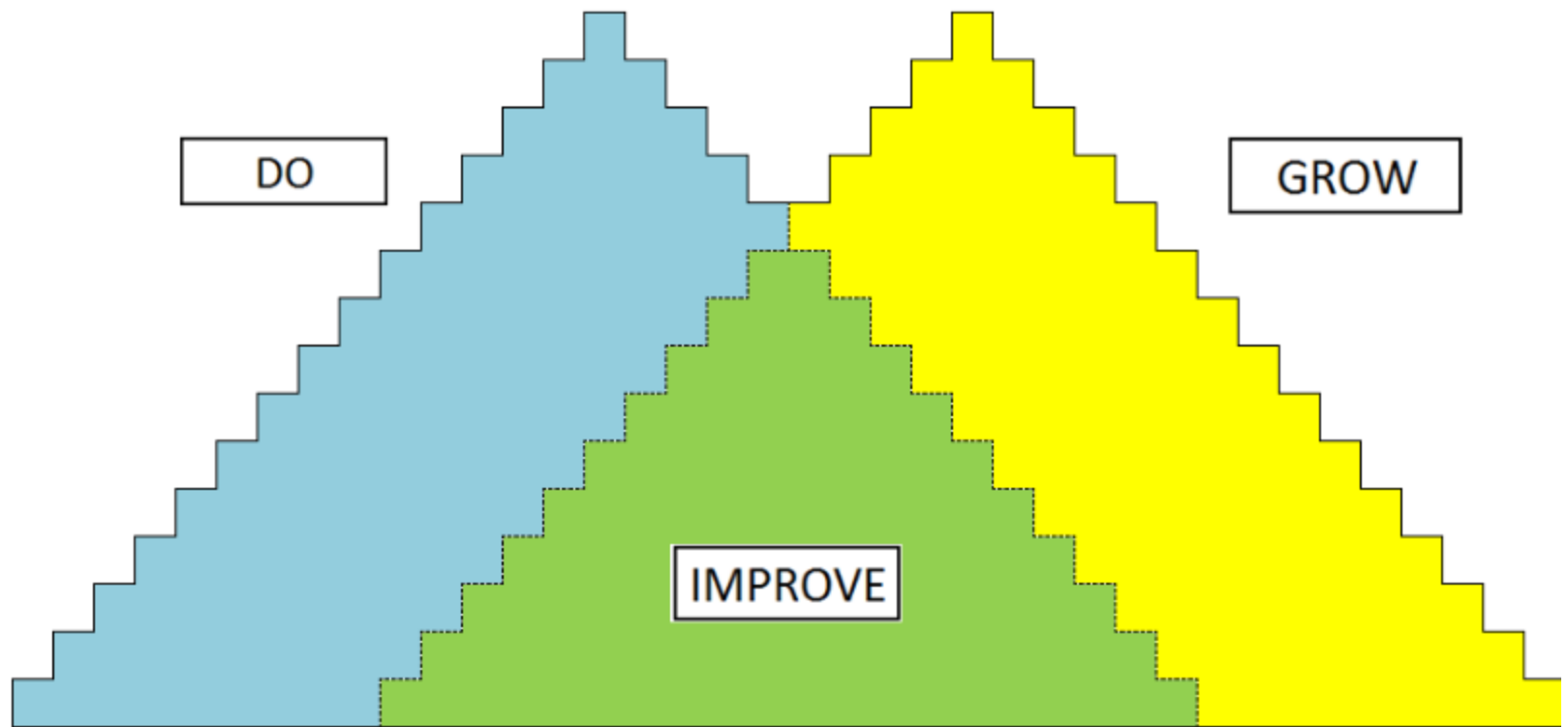
New assessment framework

New position - Educational IT Coord

New Course - ELF/Over 50s



■	115	34%
■	115	34%
■	110	32%



WHY - are we doing this?

WHO should /could do this?

WHEN is the best time?

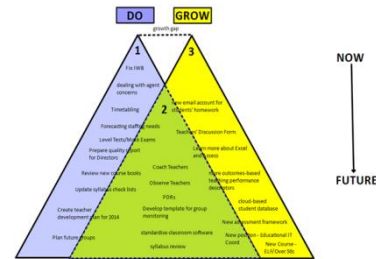
WHERE – why here?

HOW – is there another way?

WHY – does this have other uses?

Are you incrementally improved?

Don't just do it – GROW!



Active Looking

Asking Questions: WHY (any gaps?)

Garden Area – shortcuts to reduce set-up costs / change overheads.

Improvements Log - sense of achievement

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