

HUNDRED.ORG

HundrED Playbook



hundrED



HOW TO RUN YOUR OWN TAILOR-MADE PROJECT IN SCHOOL

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HundrED Playbook

In this document, you'll find worksheets we have developed throughout our learning journey that can help to guide you in implementing new innovative practices in your classroom or school. The worksheets guide you through the four phases of the Tailor-Made process - alignment and aspirations, innovation selection, implementation, and telling the story.

Pick and choose the worksheets that you think would be the most helpful to guide your process. There is no "right way" to fill out the worksheets. We hope that whatever way you choose to use them, that the worksheets will help inspire you to think directly and reflect on your practices. Feel free to write directly in this book or find the printable version of the worksheets.

I. WHO AM I?

Before you start your journey, it is important to reflect on who you are as an individual, professional, and collaborator. Identifying your values and beliefs can help to guide your search for innovations that would be a good fit for you to try!

Complete the mind map to get a holistic understand of who you are. Use the questions to guide your reflections.



My Philosophy

What are my beliefs about education?
What do I believe is the purpose of education?

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As a Collaborator

How do I work with others? What kind of role do I play in team settings?

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Me as a Professional

Who am I as a teacher/school leader? What are my abilities? What do I do well? What are my strengths? Where do I need support? What decision-making capabilities do I have? What resources are available to me?

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My Innovativeness

Do I like to try new things? How am I trying new things in my practice? Where do I find inspiration for my work? When was the last time I tried something new in my classroom?

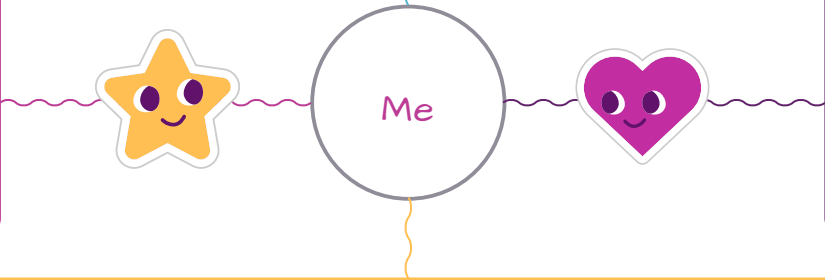
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2. PERSONAL GOALS

Before you start, think about your individual goals. Think about what you want to learn and accomplish from trying a new innovation. Trying a new innovation won't completely transform your classroom, but the process of trying something new will bring about new learnings and experiences. Maybe you just want to expand your understanding of different practices. Or maybe you want to try something new to re-engage your students' interest. Whatever it is, write it down so you can keep yourself grounded.

TIP! YOUR GOAL DOESN'T HAVE TO BE OUT OF THIS WORLD. FOR EXAMPLE, YOUR GOAL COULD BE TO HAVE A BREAK FOR YOU AND YOUR STUDENTS DURING THE DAY.



Goal #1	Goal #2	Goal #3
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Why is this goal important to you?	Why is this goal important to you?	Why is this goal important to you?
How realistic is this goal?	How realistic is this goal?	How realistic is this goal?

3. THE TEAM

Time to put your team together! When embarking on trials like these, we recommend that you involve various different stakeholders to ensure that different points of view are considered. Each team member brings a unique perspective to the table so it is important to think about who you need on your team to make things happen.

LOOK OUT FOR THESE AVATARS
THROUGHOUT THE BOOK TO FIND
WORKSHEETS TAILORED FOR
PEOPLE IN THOSE ROLES!



Teacher

Name:.....

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Role:

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How will you contribute to
the team?.....

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What's your superpower?

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School Leader

Name:.....

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Role:

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How will you contribute to
the team?.....

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What's your superpower?

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Parents

Name:.....

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Role:

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How will you contribute to
the team?.....

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What's your superpower?

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Students

Name:.....

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Role:

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How will you contribute to
the team?.....

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What's your superpower?

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What's your team catchphrase?.....

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When you put your team together, it is important that you think about who needs to be included. Think about who should be involved to build a community of practice. An effective team also needs to have trust and accountability. Assign a role to each team member to divide the labour. Pick one person to be the project manager who will keep the team on track.

4. WHO ARE WE?

Let's get to know each other better by conducting Empathy Interviews. The purpose of empathy interviews are to better understand your team members, and to see things from their point of view. Empathy interviews are intended to be conducted between people with different roles. For example, if you are a teacher, try conducting an interview with a student or with your principal. If you are a school leader, try conducting an interview with a teacher or parent!



Here are some tips to keep in mind when conducting the interviews:

- Help them feel welcome
- Ask why. Follow up with 'why' questions to understand the reason behind why people say or do things.
- Encourage stories.
- Avoid yes/no questions or questions that can be answered in one word.
- Observe body language
- Allow for silence.
- Listen. Try not to interject or comment.
- Take notes

Here are some questions that you can ask parents and school staff:

- Tell me a little about yourself.
- How are you connected to the school community?
- Take a moment to think about your own experience as a student. How would you describe your own K-12 experience and why?
- What has been a highlight so far this school year? A hardship?
- What do you think are some of our school's strengths? Areas for improvement?

Here are some questions that you can ask parents:

- What are your hopes and wishes for your child(ren)? What skills would you like for them to possess when they leave school?
- Tell me about a specific time you felt connected to your school. Why did you feel that way?
- Tell me about the last time you spoke with a school staff member. How was the experience?
- What role do you see yourself playing in your child(ren)'s learning and education?
- What is one thing you wish the school could know about you and/or your family?

Here are some questions that you can ask school staff:

- Tell me a little about your path to becoming a teacher/administrator.
- What are your hopes and wishes for the students in your class/building? What skills would you like for them to possess when they leave school?
- What's one thing you wish parents and families could know about you?

5. EMPATHY MAP

Use this empathy map to reflect on your interview.



The person says...

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Identify some possible needs this person has...

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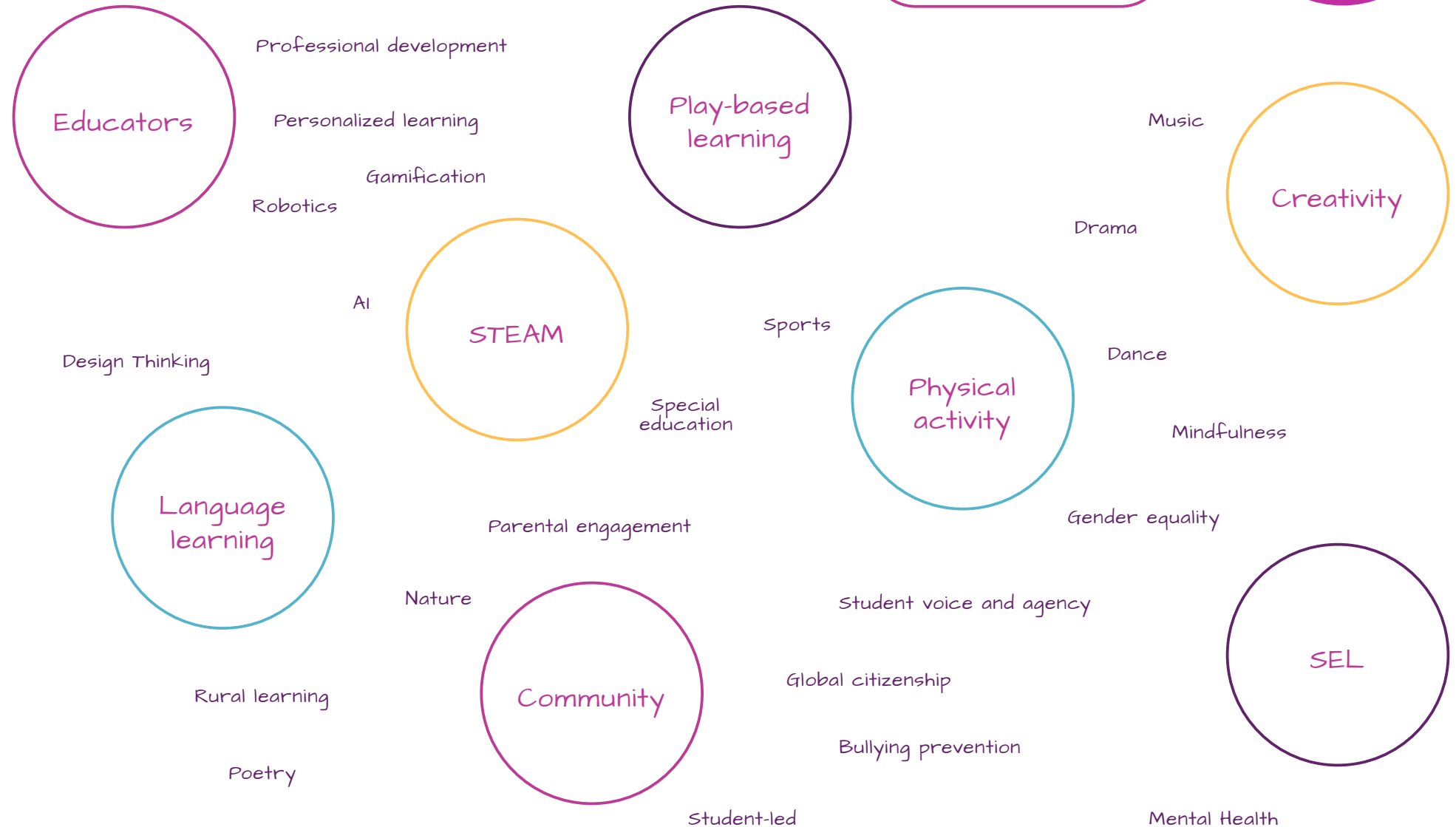
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6. WHAT EXCITES YOU?

IF YOU'RE LOOKING FOR
MORE CATEGORIES,
CHECK OUT
[HUNDRED.ORG](https://www.hundred.org)!



7. WHAT ARE YOU DOING?

Let's take a look at what you are currently doing!

1. Use this worksheet individually to reflect on your old and new practices.
2. As a team, put this diagram on a big board and write down your practices on sticky notes. Move the sticky notes around on the diagram.
3. Reflect: What circumstances sparked new practices? Highlight 1-2 practices that you would like to work on.

AFTER YOU'RE DONE, TAKE
SOME TIME TO REFLECT
ON TRENDS IN YOUR
PRACTICES. WHAT TRENDS
DO YOU SEE?



What are you proud of?

What are my old habits?

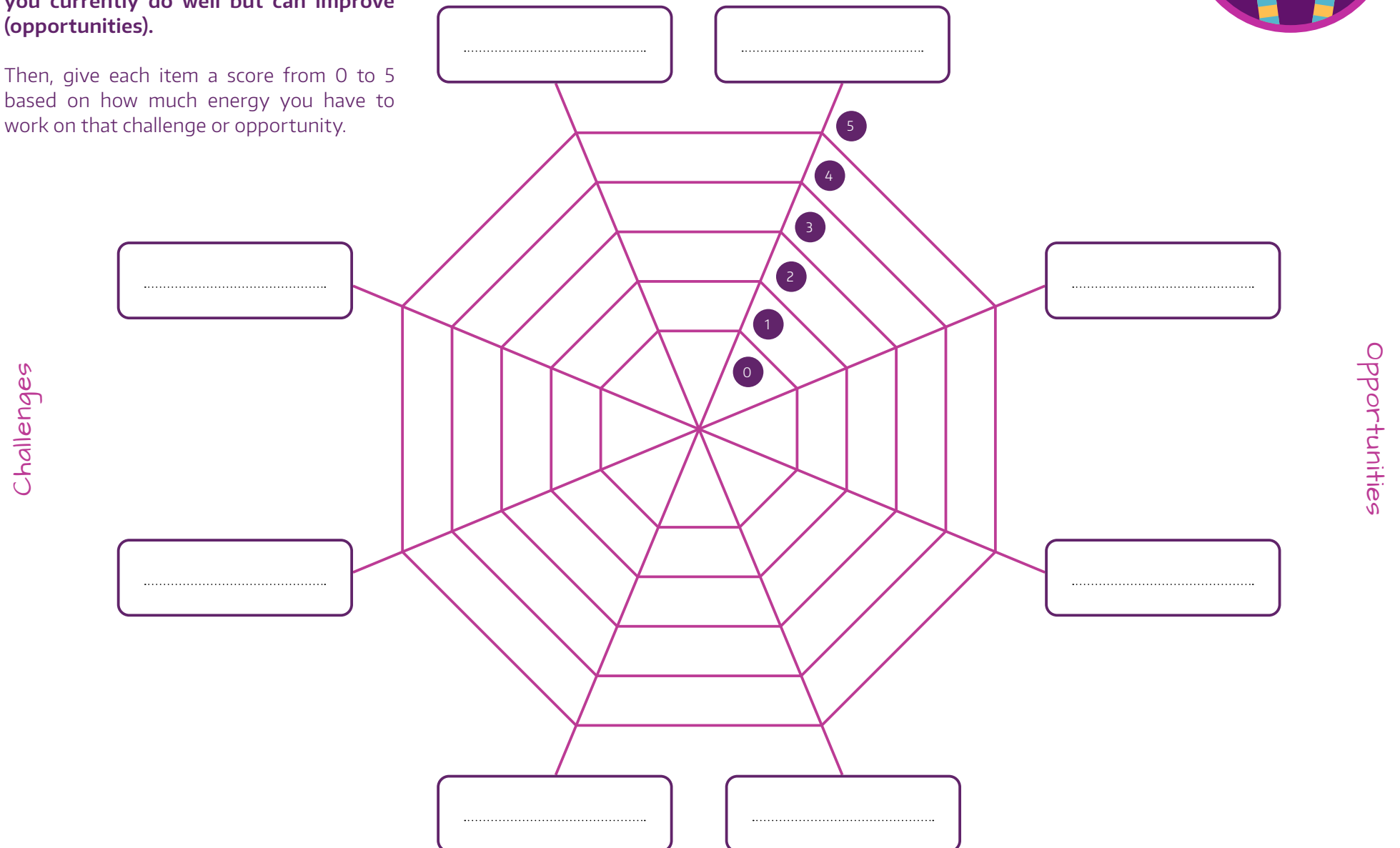
What have I recently started doing?

What could be improved?

8. RATE YOUR ENERGY LEVELS

Use this radar chart to identify challenges that you currently have and things that you currently do well but can improve (opportunities).

Then, give each item a score from 0 to 5 based on how much energy you have to work on that challenge or opportunity.



9. GOAL OVERVIEW

Use this diagram to think about how your personal, team, overall goals work together. While each of your personal goals may be different, you can still work as a team towards achieving the same thing.



DOES YOUR SCHOOL OR DISTRICT HAVE A GOAL THAT IS ALREADY SET? PUT IT IN THE OVERALL GOAL!

OVERALL GOALS

PERSONAL GOAL

PERSONAL GOAL

PERSONAL GOAL

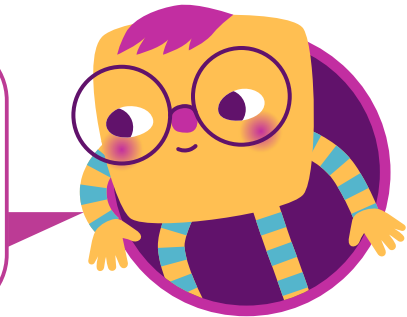
PERSONAL GOAL

TEAM GOAL





10. WHAT DO YOU EXPECT TO CHANGE?

Let’s create a “Theory of Change”! Theory of Change diagrams help to illustrate how and why a desired change is expected to happen in a particular context. It helps to fill in the “missing part” between what you do and your desired impact.

YOU CAN WORK ON THIS DIAGRAM IN BOTH DIRECTIONS! THINK ABOUT YOUR GOALS AND THE IMPACT YOU WANT TO ACHIEVE, THEN FIGURE OUT WHAT STEPS YOU NEED TO TAKE IN THE MIDDLE TO MAKE IT HAPPEN.



Problem:

What we do	Short term Outcomes	Long term Outcomes	Impact
<div></div> <div></div>	<div></div>	<div></div>	<div></div> <div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>
<div></div> <div></div>	<div></div>	<div></div>	<div></div> <div></div>

II. WHAT IF THIS FAILS?

What is the worse thing that can happen? How will you feel about it?
How long will it take to recover?

DON'T WORRY IF THINGS
DON'T GO AS PLANNED!
READ ABOUT HOW
TEACHERS LEARNED AND
ADAPTED TO DIFFICULTIES
ON PG. X



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Scenario
#1

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Scenario
#2

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Scenario
#3

Nightmare
Scenario

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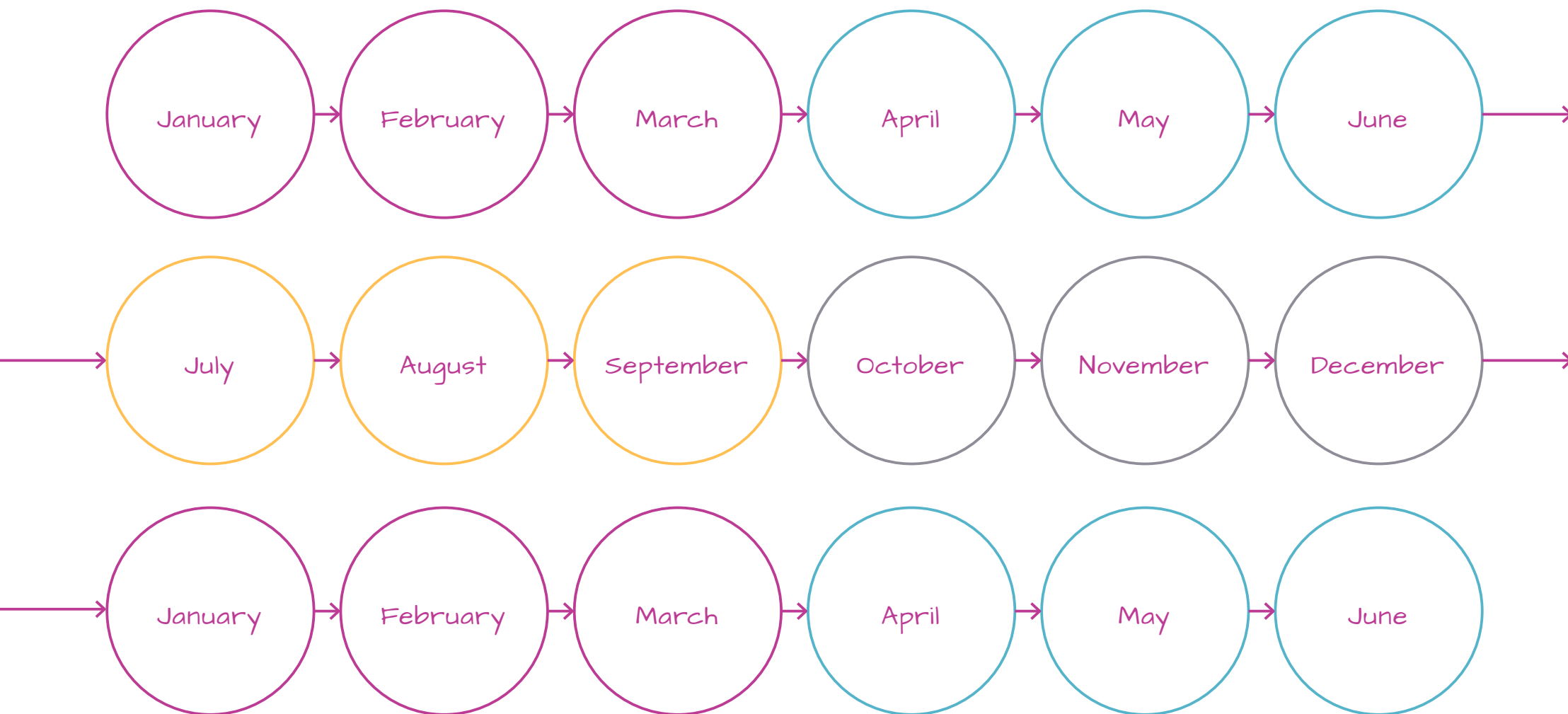
12. HOW MUCH TIME DO WE HAVE?



Use this yearly overview to help you plan the innovation trial.

Take a step back and think about how much time you have to run the trial. Trials can run from a few weeks to several months to the entire year. Be realistic with your timeline!

COLOR IN THE ACTIVE MONTHS!



X = regular class 0 = time for innovation

Monday

[illegible]

Tuesday

This is a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Wednesday

[illegible]

Thursday

[illegible]

Friday

[illegible]

14. THE RESOURCES

Before starting the trial, it is important to think about what resources you have at your disposal and what resources you are missing. Thinking about the resources you have can help you to make decisions about what lies with the realm of possibility for your school. Check out examples on the right for ideas of what resources you can leverage. Write them beside the pyramid diagram to sort them from what is most critical to success to what is something that is nice to have.



TOOLS FOR CHANGE

- **Space/Location:** Do you have the appropriate or adequate space/facilities?
- **Time:** How much time do you have?
- **Finances:** Do you need financial resources to fund the project?
- **Roles:** What special skills does your team have that can be leveraged?
- **Ritual:** What are some beneficial habits that you do in your personal practice, classroom, or school routine?
- **Incentive(s):** What kind of rewards or reasons for change can be used?
- **Communication:** What are appropriate ways to communicate?
- **And more!**



What we have

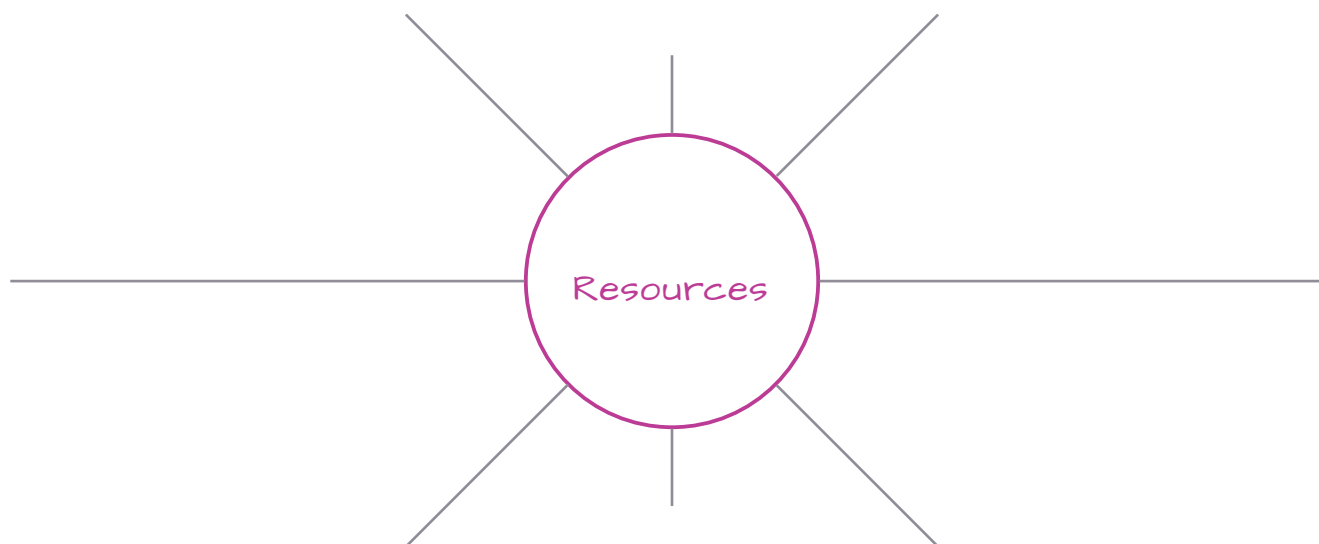


What can we do with it

15. WHAT CAN WE DO WITH WHAT WE HAVE?

A great starting point for innovation is to think about the possibilities of what you can do with what you already have. Use this mindmap to brainstorm potential ideas and directions for the types of innovative practices you could experiment with.

DRAW CONNECTING LINES TO ADD MORE IDEAS AND FEEL FREE TO BRANCH OUT IN ANY DIRECTION.



How do your individual, team, and overall goals align?



What would you like to see
change at your school?

How do you view positive and/or negative outcomes as a team?

What kind of innovation are you looking for?



What excites you?



What is something you learned from the empathy interviews that surprised you?

Are there themes that you see popping up?



17. HOW TO FIND INNOVATIONS?

Intro text here. Continues here.



Ask Your Community

The easiest way to find new innovations is by asking around. Ask other teachers or staff in your school to see if they have tried any new innovations in their practice.



Search Online

The easiest way to find new innovations is by asking around. Ask other teachers or staff in your school to see if they have tried any new innovations in their practice.



HundrED Database

Search for existing innovations that tackle directly your interest / need.

HundrED is the biggest education innovation database in the world with more than 2000 innovations from across countries including edtech and analog solutions in several areas of education; from social and emotional learning, to STEM, literacy, arts education, assessment, human rights-based education, and many more.

You can explore innovations here.



18. EVALUATION

Pick an innovation from the previous page. Try to evaluate whether it fits with each of these criteria.



Relative Advantage

"This is better than what we are doing now."

Compatibility

"This fits with our context and values."

Simplicity of the Innovation

"Oh, we get it. Looks doable."

Trialability of the Innovation

"We can take this in small parts to test it bit-by-bit and see if we like it."

Observability

"We can see whether and how the innovation is working."

Relative Advantage

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Compatibility

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CHECK OUT PG. X TO SEE
HOW OTHERS EVALUATED
INNOVATIONS!



Complexity of the Innovation

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Trialability of the Innovation

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Observability

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19. COMPARE INNOVATIONS

Use this evaluation matrix to help you compare different innovations that you are considering. Rate the innovation from 1-5 for each category and calculate the final scores to see which option suits you best!

RATE THE INNOVATION FROM 1-5 BY COLOURING IN THE STARS! 5 STARS MEANS IDEAL!



Innovation	 Relative Advantage	 Compatibility	 Simplicity of the Innovation	 Triability of the Innovation	 Observability	Notes	Yes / No
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>
							<input type="checkbox"/>

A cartoon illustration of a young boy with a round yellow face, large purple-rimmed glasses, and a purple bow tie. He has purple hair and is wearing a purple shirt with blue and yellow striped sleeves. He is waving with his right hand and has a purple bow tie. He is standing on a yellow line.

[illegible]

21. PLAN YOUR TIMELINE



The purpose of this worksheet is to help you plan your trial in advance.
In TM projects we recommend scheduling the following stages:

1. Kickoff: The purpose of the kickoff is to signify the launch of the project. During the Kickoff, we recommend that you invite all team members involved to discuss how the trial will run. It is also a great way to celebrate the start of a new experiment!

Date

2. Check-ins: Make sure to schedule regular check-ins to monitor your progress. During the check-ins, discuss what is going well and what can be improved. It is important to document your learnings so that you can look back and reflect on your progress! (More information on how to run check-in meetings can be found in the check-in worksheet on page X)

3. Ending Celebration: Once the trial is finished, you should celebrate your achievements! Organize an ending celebration with your team and students to reflect on how the trial went and what you have learned.

4. Final Reflection: Make sure to get the team together to consolidate your learnings at the very end and plan your next steps.

You can schedule regular check-ins with your team about the innovation trial process in advance. This way, you can reflect on your progress and make adjustments as necessary. We suggest meeting between milestones in your innovation project. This should help you figure out how many check-ins you need. We've added a few spaces for you below to document your notes from your check-ins, but you may need more or less space!

During each check-in, ask yourselves questions like:

- How is the trial going?
- What is going well?
- What is challenging?
- What has changed since the last time we checked-in?
- What adjustments/adaptations do we need or want to make?

[illegible]

23. STUDENT CHECK-INS

Make sure to check-in with how your students are doing throughout the trial.

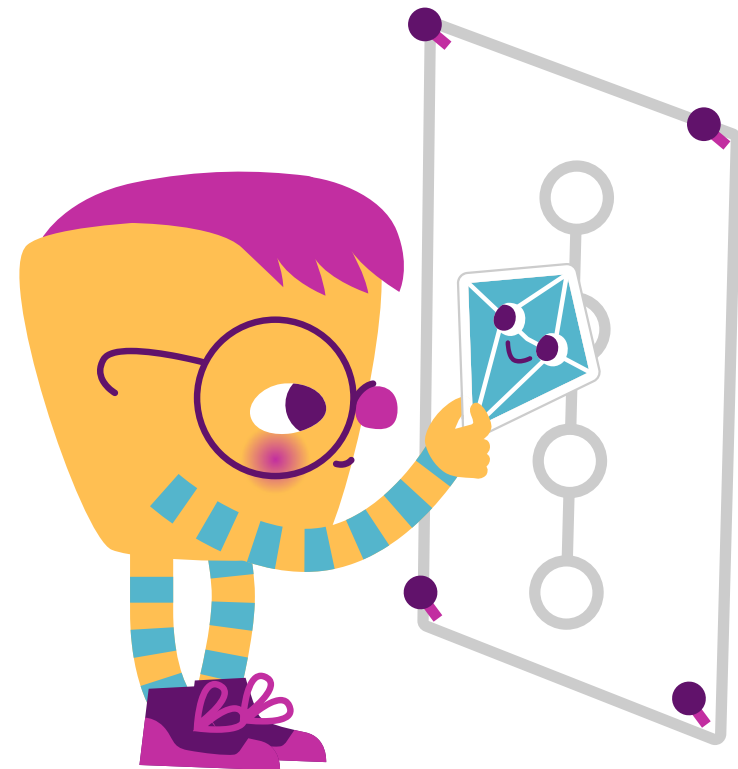
You can ask them questions such as:

- What do you like about the new (program) so far?
- What do you not like?
- What would you like to see more of?
- How would you change the new (program)?



Here are some activities you can try to get feedback from your students:

- Design a student exit ticket, on paper or digitally. Make sure you have time to review these, especially if you have several questions!
- Make a post-it note table to gather anonymous feedback for a single simple-answer question.
- For younger kids, use carpet time to check in: Students can use hand signals, like thumbs-up or down to indicate their opinion.
- For older kids, use focus groups! Volunteers can collect information from their peers to relay to you.
- What other ways can you collect feedback on your innovation?



What did you learn through the trialling process?

[illegible]

Reflecting back to your initial objectives, did this experiment surprise you in any way?

[illegible]

What are some challenges you faced?
Why do you think these challenges happened?

[illegible]

Were your original objectives fulfilled?
How do you know?

[illegible]

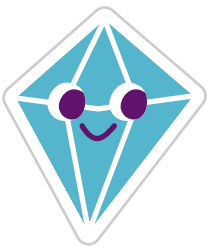
After this experience, how do you feel about trying new innovations in your classroom? Why?

[illegible]

25. OUR EPIC JOURNEY



Intro text here. Continues here.



Status Quo

Call to Adventure

What image represents your team's Aspiration Statement?

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Treasure

What did it look or feel like before you began this work?

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What was the greatest reward of your Design Journey?

What new mindsets or perspectives will you take with you?

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The Trial

What image represents your Hack?

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26. MY KEY LEARNINGS

What are the top 5 things that you learned during the trial? Identify your key takeaways. Remember that the purpose of the innovation trial process is to learn and experiment. You did not necessarily have to radically change your teaching practice or way of doing things. Even small learnings can be incredibly valuable.

CELEBRATE
EVEN THE SMALL
LEARNINGS!



1

2

3

4

5

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners and is set against a dark background.

28. WHAT'S THE FUTURE OF THIS FOR YOU?

What's the future of your tested innovation? Don't keep your reflections to yourself! It's time to ask your students and other staff members for summary feedback, too!

One way to get feedback from your students is by doing a feedback activity!

One way to get feedback from your students is by doing a feedback activity!

- 1) Ask your students to line up in the middle of the room
- 2) Designate one side of the room as "positive" (i.e. "I liked it") and the other side of the room as "negative" (i.e. "I didn't like it")
- 3) Ask students to give feedback by walking to the side of the room that they resonate with.

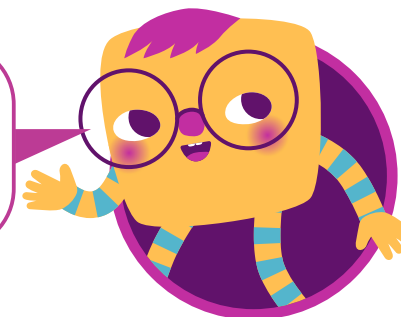
Questions could include:

- Did you enjoy the (trial) programme?
- How do you feel about trying new programmes?
- Would you want to do it again?

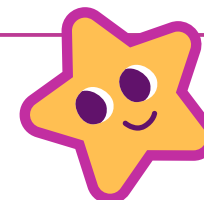
You can also ask students for their opinions:

- What would you change if we did this again?

CHECK OUT HOW
THIS SCHOOL DID
IT: P.32



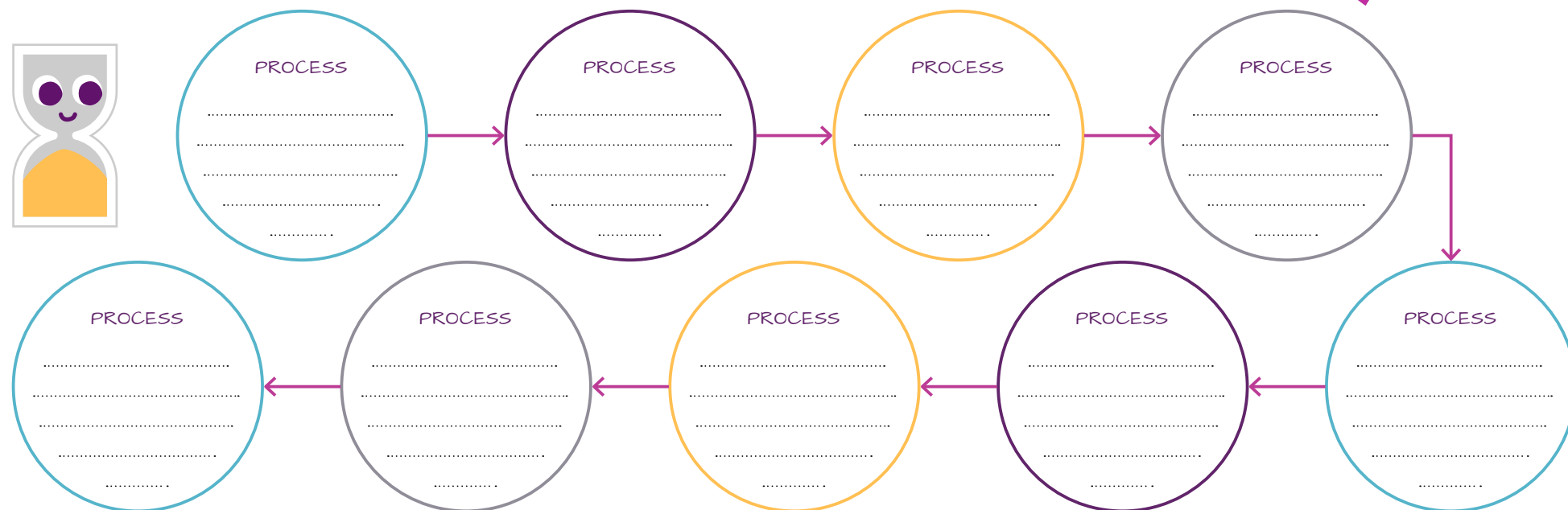
Commitment



29. NEXT STEPS

Use this worksheet to plan next steps. Text could be a bit longer.

REMEMBER: INNOVATIONS
ARE NOT FINAL SOLUTIONS!
OTHER OUTCOMES ARE ALSO
REASONABLE, AND HELPFUL!



Long term goal/Vision

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hundrED

hundred.org

info@hundred.org

