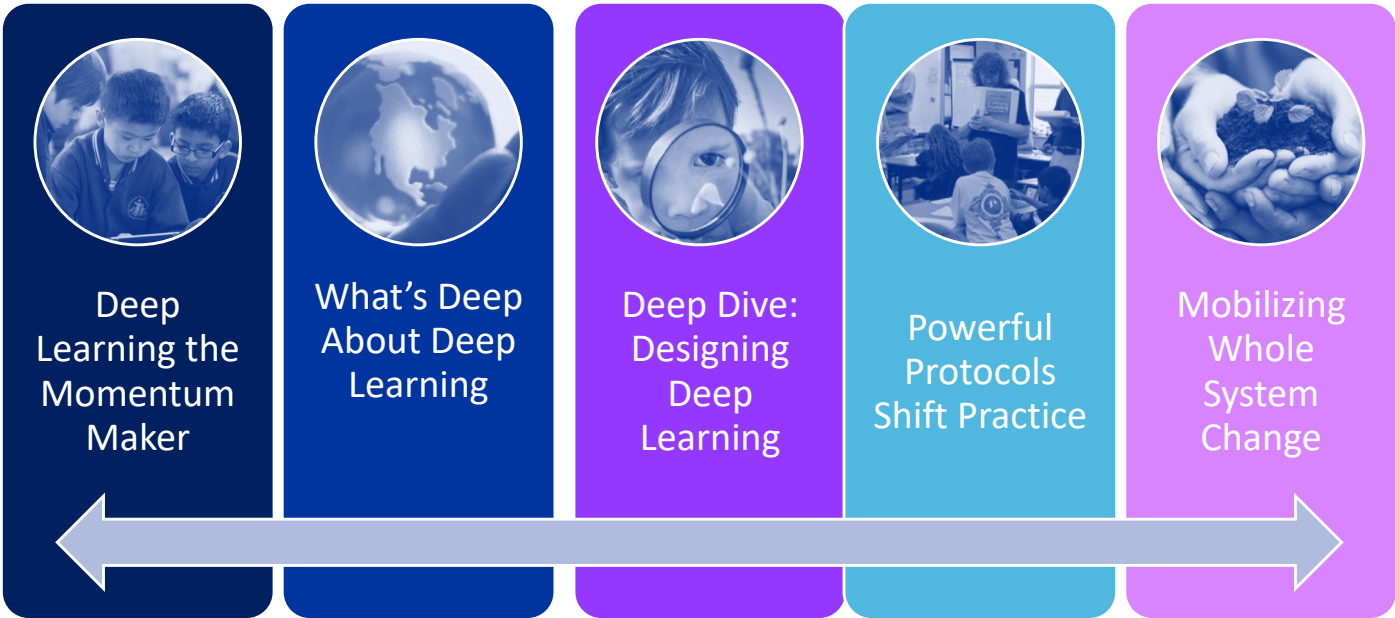




Deepening Learning

In Classrooms, Schools and Districts

AGENDA MAP



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CASS Annual Conference
Pre Conference Session
Edmonton Alberta, March 21, 2018

Quote Walkabout

Select a quote that resonates for you and be ready to share why.

“Students have **untapped potential** but given **voice and choice through deep learning** we see them influencing dramatic changes to organizations, society and pedagogy.”

“We take the position that learning is the foundational driver and **technology can be a great accelerator.**”

If we want learners who can **thrive** in **turbulent** and **complex times**, apply **thinking** to new situations and **change** the world, then we **must re-imagine learning**

“ We cannot rely on individual teachers **to turn the tide one by one**, but rather we need an approach that **mobilizes whole schools, districts and systems.**”

“ Quite often things that look **“cool”** are not deep with respect to learning.”

*“Make deep learning the **pull factor of the decade**- people are ready for it even if they don’t know **until they experience it.**”*

“ If the teachers and leaders are not thinking deeply, its unlikely they will create those conditions for their students.”

“ Making the walls of the school transparent is **not just about redesigning space** but requires taking stock of the ways we can **connect inside and outside** the classroom.”

The Coherence Framework

Focus is not just a matter of having uplifting goals. It is a process involving initial and continuous engagement.

- Purpose Driven
- Goals That Impact
- Clarity of Strategy
- Change Leadership

Collaborating is not about just creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose.

- Culture of Growth
- Learning Leadership
- Capacity Building
- Collaborative Work



Focusing Direction

Cultivating Collaborative Cultures

Securing Accountability

Deepening Learning

Leadership

The best approach for securing accountability is to develop conditions that maximize 'internal accountability' and reinforce internal accountability with external accountability.

- Internal Accountability
- External Accountability

We must shift to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged.

- Clarity of Learning Goals
- Precision in Pedagogy
- Shift Practices Through Capacity Building

There has never been a more important time to be your own leader. Be a coherence maker in chaotic times!

Leadership

- Master the Framework
- Develop Leaders at All Levels



WHAT IS DEEP LEARNING?

Six deep learning competencies define what it means to be a deep learner. Deep learning experiences are engaging, relevant, authentic and build the 6 C's.

CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.

COMMUNICATION

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



CHARACTER

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.

CITIZENSHIP

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.



How do we shift from Traditional to Deep Learning?

Four elements combine to create the new pedagogies and foster deep learning.



LEARNING PARTNERSHIPS

Learning partnerships are cultivated between and among students, teachers, families and the wider environment.



LEARNING ENVIRONMENTS

Learning environments foster 24/7 interaction in trusting environments where students take responsibility for their learning.



PEDAGOGICAL PRACTICES

Pedagogical practices are used to design, monitor and assess learning.



LEVERAGING DIGITAL

Leveraging digital accelerates access to knowledge beyond the classroom and cultivates student driven deep learning.

DEEP LEARNING

Three Step Interview Protocol

Question	Person A	Person B	Person C
1. What is your focus/frame work for deep learning?			
2. What is your strategy to improve deep learning?			
3. How do you engage others in deep learning?			



What the World Needs Now

NPDL GLOBAL DEEP LEARNING TASK 2018

Project Goal To host a live, collaborative conversation on a topic of global relevance with students

Prompt Based on your own knowledge, observations, and learning experiences, what do you believe the world needs now? Share your ideas and action plans to develop global competence in your school/town/city/nation.

Scope and Sequence

- Cluster leads are encouraged to share this resource with their board/school NPDL leads and teachers, to generate interest in participating in this deep learning task across their schools/country/districts
- Interested participants are given the prompt as a discussion starter, as well as the following resources from the UN Sustainable Goals website: www.undp.org/content/undp/en/home/sustainable-development-goals
- Learners should interact with the resources prior to the collaborative, digital conversation
- Learners pursue an understanding of, and create an action plan that is most accessible/relevant/suitable to them based on their context/needs
- Learners create an action plan, and share via the hashtag #NPDLWorldNeeds and/or in a Twitter chat prior to and during the NPDL Global Deep Learning Lab (DLL), Vancouver, April 2018
- AMDSB NPDL Leads are able to moderate a Twitter conversation prior to and during the NPDL Global Deep Learning Lab, Vancouver, April 2018
- Leading up to and during the Global DLL, participants will be encouraged to question, challenge, and celebrate each other's contributions and learning via twitter
- #NPDLWorldNeeds tweets will be projected at the NPDL Global Deep Learning Lab, Vancouver, April 2018
- After the conversation, participants will be encouraged to continue collaborating with other learners in the chat from around the world.

Pedagogical Practices

- ✓ Task is designed based on the interest and needs of all students
- ✓ Learning is personalized
- ✓ Student choice is embedded in the task
- ✓ Collaboration opportunities are continuous
- ✓ Task is authentic (based on real problems, real questions)
- ✓ Innovative strategies that leverage digital
- ✓ Clear learning goals
- ✓ Clear success criteria

Learning Partnerships

- ✓ Task requires purposeful learning partnerships
- ✓ Task ensures equity among partners
- ✓ Clear, transparent learning goals for all partners
- ✓ Clear, transparent success criteria for all partners

Learning Environment

- ✓ Task incorporates student voice
- ✓ Task requires purposeful learning partnerships
- ✓ Task accounts for the interests and needs of all students
- ✓ Learning is interactive
- ✓ Learning environment is authentic
- ✓ Learning environment includes virtual component

Leveraging Digital

- ✓ Digital enables efficient and meaningful collaboration
- ✓ Digital is used to share new knowledge
- ✓ Task requires the use of digital

Critical Thinking	Communication	Collaboration
Collaborative Knowledge construction	Leveraging Digital	Social, emotional, and intercultural skills
Creativity	Character	Citizenship
Considering and pursuing novel ideas and solutions	Self-regulation and responsibility for learning	Solving ambiguous and complex problems in the real world to benefit citizens

Give one - Get One: Foster Innovation and Deep Learning



Record a strategy that fosters one or more of the element

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Figure 8.2 • Deep Learning Conditions Rubric

Dimensions	Limited	Emerging	Accelerating	Advanced
<p>Vision and Goals</p>	<p>There are no deep learning strategies, goals or implementation supports in place to achieve deep learning. Decisions and resources reflect the status quo.</p>	<p>Deep learning strategies and goals are formally written and articulated. Some decisions regarding resources, processes, and funding reflect a shift toward deep learning.</p>	<p>There is a written and understood strategy articulating deep learning goals and how they will be implemented. Most decisions are driven by and aligned with deep learning.</p>	<p>A concise, well-articulated strategy with focused deep learning goals and implementation support is owned by all members of the school community and used to drive decision making.</p>
<p>Leadership</p>	<p>Leaders rely on formal roles and structures and view deep learning as an add-on rather than integrator and accelerator of processes. There is no strategy to intentionally develop leaders at all levels, and engagement in deep learning is restricted to a few early innovators.</p>	<p>Lead learners are emerging across the school who clearly see their role in developing leaders, structures, processes, and formal and informal opportunities, all committed to fostering deep learning. Student, teacher, family, and community engagement in deep learning is emerging.</p>	<p>Lead learners have created structures and processes that propel shifts in practice and intentionally develop leaders at all levels. There is engagement in deep learning across the school and among some students, families, and communities who actively take part in the creation of deep learning experiences.</p>	<p>Lead learner capacity exists at all levels, with a clear strategy to develop, diffuse, and distribute leadership capacity across the school. Students, families, teachers, leaders, and members of the community are informed, engaged, and influential in deep learning for all students.</p>
<p>Collaborative Cultures</p>	<p>Collaboration between and among leaders, teachers, and learners occurs through formal structures without challenging “the way we do things around here.” Inquiry is practiced inconsistently, and low levels of trust are reflected in an unwillingness to share practices and ideas. Capacity building support often focuses on individual needs and is not explicitly linked to deep learning.</p>	<p>There is an emerging collaborative culture developed around deep learning and collective capacity building. Leaders and teachers are using collaborative inquiry to reflect on existing practices, and there are some structures and processes for building vertical and horizontal relationships and learning across the school and district. Resourcing to support collaboration is emerging but may not always be focused, connected, or consistently used to foster deep learning.</p>	<p>A culture of learning and collaborative inquiry exists in which most teachers and leaders reflect on, review, and adjust their teaching and leadership practices. Capacity building is designed based on teacher and student needs and is clearly focused on the knowledge and skills needed to mobilize and sustain deep learning. Through vertical and horizontal relationships, collaboration and trust are growing and practices are becoming more transparent. School-level inquiry and learning involve leaders and teachers from all levels, and teachers may also be collaborating across schools.</p>	<p>A powerful culture of collaborative deep learning pervades the school and district. Learning collaboratively is the norm and includes structures and processes to build collective capacity. The culture uses the group to change the group by fostering strong vertical and horizontal relationships that support innovation and risk taking. Capacity building focuses comprehensively and consistently on precision in pedagogy and incorporates cycles of learning and application within and across the school and with other schools.</p>

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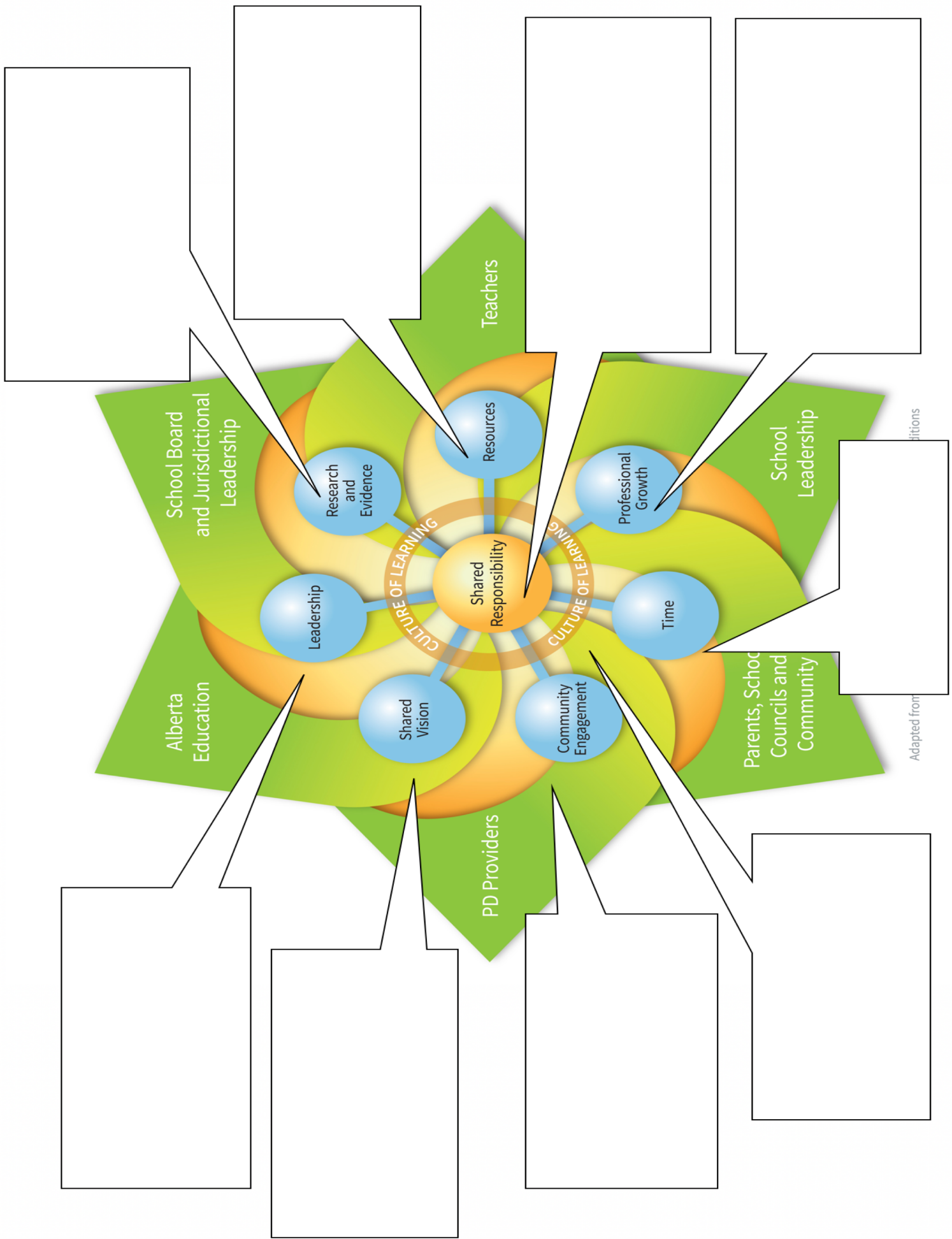
Figure 8.2 • (Continued)

Dimensions	Limited	Emerging	Accelerating	Advanced
<p>Deepening the Learning</p>	<p>The relationship between school curriculum and deep learning competencies is unspecified. A framework for deep learning is beginning to develop but is not understood by all or used consistently to guide learning. Individual teachers and leaders are innovating independently. Few coaches and personnel are dedicated to supporting deep learning. Collaborative practices such as collaborative inquiry and moderation are not well understood and are used infrequently.</p>	<p>The relationship between Deep learning and local curriculum is beginning to be articulated. Some goals to improve precision in pedagogy have been identified but the strategy for improvement may be unclear or implemented inconsistently. Deep collaborative practices such as collaborative inquiry and protocols for examining student work may be used by some teachers or some schools but there is not consistency of practice or support.</p>	<p>Learning and pedagogical goals are articulated and the link between deep learning competencies and core curriculum standards is visible. A comprehensive framework for deep learning is used widely to design and assess deep learning experiences. Resources and expertise for creating collaborative learning structures are becoming more consistent across the school/district, as are deep collaborative practices such as collaborative inquiry and protocols for examining student work.</p>	<p>Learning goals for deep learning competencies, goals to improve precision in pedagogy, and requirements of core curriculum standards are clearly articulated and integrated consistently with visible impact. A comprehensive framework for deep learning is understood by all and used consistently across the school and district to design and assess effective deep learning experiences. Collaborative inquiry is used to monitor progress in impacting learning at all levels, and protocols for examining student work are used consistently across the school and district.</p>
<p>New Measures and Evaluation</p>	<p>Evaluation of student success and achievement continues to rely on a narrow range of indicators (e.g., tests and a small number of work products) to measure and track success. Teachers and school leaders may be using the New Measures to develop a shared language and understanding of deep learning, but deep learning conditions, design, and outcomes are not yet measured or assessed.</p>	<p>Mixed-method assessment practice is beginning to develop, as a wider and more diverse range of evidence sources is used to measure and track progress and success. Capacity building supports for using the New Measures and designing meaningful assessments are beginning to develop. Some teachers and leaders are beginning to use the New Measures to design deep learning experiences, measure student outcomes, and measure conditions for deep learning.</p>	<p>Teachers and leaders demonstrate the capacity to assess, develop, and measure</p> <ul style="list-style-type: none"> • Student growth on the Deep Learning Progressions • Conditions that enable deep learning to occur • The effectiveness of deep learning design in facilitating deep learning outcomes <p>Local and national priorities and curriculum are linked to and accelerated by deep learning experiences, which are moderated through a structured process. Teachers are beginning to design new assessments for deep learning that more clearly demonstrate deep learning as it occurs.</p>	<p>The development and measurement of deep learning is pervasive throughout the school and district, and used to focus capacity building efforts. Measures are compared across years and time periods and demonstrate consistent growth. Deep learning experiences demonstrate clear alignment between curriculum and deep learning goals and are formally moderated both within and between schools to establish reliability. Feedback is shared and leveraged to deepen learning design. Assessment practice reflects a deep knowledge of students' interests and needs and uses a wide range of evidence to determine progress and learning.</p>

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Consultation Protocol

<p>Step 1 Description of Challenge (1 minute)</p>	<ul style="list-style-type: none"> ▪ Describe the key elements of the challenge ▪ Frame a specific question
<p>Step 2 Clarifying Questions (1 minute)</p>	<ul style="list-style-type: none"> ▪ Thought Partners Ask Questions for Clarification (Have Brief, Factual Answers) ▪ Presenter Responds with Brief, Factual Answers
<p>Step 3 Discuss and Recommend (6 minutes)</p>	<ul style="list-style-type: none"> ▪ Thought Partners discuss the Problem/ Challenge Presented ▪ Potential Questions <ul style="list-style-type: none"> <i>What did we hear?</i> <i>What else might be relevant?</i> <i>What might we do in a similar challenge?</i> <i>What would we recommend?</i> ▪ Thought Partners Make Suggestions ▪ Presenters Team Listen and Takes Notes
<p>Step 4 Presenter(s) Reflection (2 minutes)</p>	<ul style="list-style-type: none"> ▪ Presenters: <ul style="list-style-type: none"> ▪ Reflect on What they Heard ▪ Share What they Now Thinking ▪ Highlights Ideas/Comments that Resonated



ditions

Adapted from