Activity 1. The Pedagogical Core Around the World. International Tour

Watch the videos presented in the session. Take notes of what you observe using the template below.

	Video 1. Australia 🇦🇺	Video 2. Japan 🔴	Video 3. Uruguay 🇺🇾
What is the task students are being asked to do?			
What can we predict they will have learned as a result of performing the task?			
Which version of learning is more evident in this case (see table below)? How do you know?			

Two definitions of learning	
A. The ability to recall and repeat information in an accurate and appropriate manner.	B. The ability to intentionally modify understandings, beliefs, and behaviours in response to evidence, experience, and reflection. The process and the result of making sense of questions that matter to us.

Activity #2. Learning in your School Authority

2A. Think of a recent visit to a classroom in your school authority. Try to remember a specific piece of student work or activity you observed.

- What type of learning is most evident?
- How do you know?

Take notes in the following space:

What type of learning is most evident in classrooms I've observed recently in my school authority?	How do I know

2B. Think about the nature of the work taking place in the classroom you visited recently. Consider the 6 conditions for powerful learning in the table below. How present are these conditions in the classroom you visited? What could be enhanced or changed to deepen student learning? Use the table below to write down and organize your thinking.

Conditions for powerful learning	How present in classroom?	What could be enhanced or done differently to deepen student learning?
Interest	0 1 2 3 4	
Exposure	0 1 2 3 4	
Practice	0 1 2 3 4	
Feedback	0 1 2 3 4	
Reflection	0 1 2 3 4	
Collaboration	0 1 2 3 4	

Activity 3. What are our vision and goals for the pedagogical core?
Individually or with your team, write one or two sentences that describe clearly and succinctly the following about your school authority:

    A. Vision for student learning
    B. Vision for pedagogical practice and learning environments
    C. Vision for professional learning and supports for teachers and school leaders.

A. **Vision for student learning**. What do we want everyday student work and learning to look like in our school authority?
B. **Vision for Pedagogical Practice and Learning Environments**. What do we expect teacher pedagogical practice and learning environments to look like in our classrooms and schools?

C. **Vision for professional learning and supports**. What do we expect support and professional learning for teachers and leaders to look like to ensure that the student learning and pedagogical practice described above are a reality in our classrooms and schools?

Activity 4. Monitoring Impact and Implementation

Go to the table in the next page. Use the prompts to build an answer to the following question:

- What evidence are we collecting of implementation and outcomes of our efforts to influence the pedagogical core?

Activity 4 Monitoring Implementation (Table)

Use the table below to capture what evidence you are gathering on the implementation and outcomes of your Theory of Action

Agents	Types of Evidence	Data Gathering Processes	Obstacles	Comments
Students are expected to…				
Teachers are expected to…				
School-level supports include…				
Central Office Supports include….				
Your role is…				

Activity 5 Building Coherence.

5A. Self-Assessment Access the practice profile rubric for T&L-iii in the next page.

Review the whole rubric.

- How do these ideas connect to my work?
- Where is my school authority in terms of developing coherence? (Note down what evidence led you to choose the level you selected)
- *What is* and *what could be* my role in enhancing coherence in my district?

Be ready to share some insights from this exercise with your small group.

Prioritizing Improvement of Teaching and Learning (T&L)

T&L-iii. Building Coherence around Vision and Goals. Alignment of curriculum to external and local standards, and to associated assessment programs is a major focus of attention. A deeper level of 'coherence' occurs when most of the people working in it, regardless of their formal position in the system, can articulate with eloquence the core priorities and goals of the system, the strategy to achieve those goals, and how their everyday actions contribute to such strategy and goals. Distractors that move the attention of people away from those priorities and goals are proactively mitigated.

District leaders….

BASIC	GETTING BETTER	CONTINUOUSLY IMPROVING
Take a district approach to alignment of curriculum and assessments to external standards and expectations.	Take a district approach to alignment of curriculum and materials, instruction, and assessments to *internal and external* standards and expectations.	Make data-informed refinements to alignment of curriculum, learning materials, instruction and assessments and their links to internal and external standards.
Communicate clear, consistent message of system priorities, goals, strategies to improve equity and quality of teaching and learning.	Develop and cultivate common understanding and ownership of system priorities and plans and of how district roles, units and resources (e.g., budget) contribute to implementation.	Continuously monitor, refine, and reshape understanding, ownership, and expectations for contributions of district role, units and resources to improve student learning based on data and on changing priorities, goals and plans.
Ensure that central office roles and units support district-wide programs and services as per their distinct mandates.	Coordinate plans and action among district-level actors focused on implementation of system priorities, plans and resources to improve equity and quality of student learning.	Make data-informed refinements to coordination of district efforts to improve equity and quality of student learning, including participation of external support services.
Hold individuals and units employed at the district-level accountable for their actions.	Communicate and model collective responsibility for system efforts to support and improve equity and quality of student learning.	Celebrate and reward evidence of collective effort and progress in improving equity and quality of student learning.
Handle unexpected distractions from attention to implementation of district priorities and plans to improve student learning.	Identify and proactively attempt to mitigate effects of distractors to implementation of district priorities and plans to improve student learning.	Consider how to deal responsibly but strategically to distractors from priorities and plans to improve student learning in system planning.

Activity 5.B Coherence Practice Profile Rubric. Small Group Discussion

Meet your small group. Name a moderator and a note taker.

- Share with your group your assessment of:
  a) how the ideas in the rubric connect to your work
  b) your assessment of your school authority's efforts to build system coherence
  c) your actual and possible role as a district leader in building coherence

Activity 6 Stimulating Change

List down some ideas of *experiences* you could help stimulate to mobilize people in your school authority to further realize optimum learning for all students. If helpful, use the table below as a reference.

✖	✔
Mandate	Experiences that *pull towards* change
Explanation	Experiences that *make the stuatus quo intolerable*
Evidence	
Exhortation	