What excites us......?
What holds us back?
UNSTOPPABLE MOMENTUM: 8 LESSONS, MOORESVILLE

1. Secure the vision
2. Build the culture
3. Determine the digital resources
4. Develop capacity for professional capital
5. Focus on instructional design
6. Cultivate coherence
7. Confront distractions
8. Align resources for sustainability

Fullan & Edwards, 2017
EXCITING NEW LEARNING NEEDS TO BE

- Irresistibly engaging
- Elegantly efficient
- Technologically ubiquitous
- Steeped in real life problem solving
- Involve deep learning

New Pedagogies for Deep Learning
A Global Innovation Partnership

Clarity of Learning goals
Deepening our shared understanding...

www.NPDL.global
WHAT IS DEEP LEARNING

- Learning that connects to passion
- Learning that is team related
- Learning that sticks
- Learning that has human significance
- Learning that involves higher order cognitive processes

Global Competencies for Deep Learning – 6 C’s

- **CREATIVITY**
  - Having an entrepreneurial spirit to undertake new and innovative ideas, seek the right input through diverse sources, and develop ideas.
  - Understanding and analyzing arguments, making connections and conclusions, formulating meaningful knowledge, and applying it to real-life situations.

- **COMMUNICATION**
  - Communicating effectively, both verbally and in writing, in multiple modes and forms, and with technical, scientific, and non-technical audiences.
  - Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.

- **CITIZENSHIP**
  - Thinking like a global citizen, 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**
  - Working 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.

- **CRITICAL THINKING**
  - Critically evaluating information and arguments, making connections and conclusions, formulating meaningful knowledge, and applying it to the real world.

- **CHARACTER**
  - Learning by reflecting on one’s core values, characteristics, and beliefs, and seeking a balance between these and the ability to make learning an integral part of living.

6 C’s Protocol

- Communication
- Creativity
- Critical Thinking
- Character
- Collaboration
- Citizenship
Which of the 6C’s do you observe?
Record on the template

Share your observations.
Discuss what was important in this example.
Identify desired results

The 6 C's and Curriculum content

Determine acceptable evidence

Demonstrations of understanding via authentic mixed method assessment

Plan Learning experiences and instruction

Deep learning design and the 4 core elements

Assess

Review three areas to determine focus and needs:
- Curriculum standards
- Student interests
- Student assessments - where are students now

Establish:
- Learning Goals
- Success Criteria
Design

Learning experience and instructional models

Fusion of Pedagogical and Innovative Practices

Pedagogical Practices

Learning Partnerships

Learning Environments

Leveraging Digital

Models

- Inquiry
- Production based
- Experiential
- Simulation
- Integrative task setup...

Design Skills

- Universal design
- Scaffolded
- Gradual release of responsibility...

Teaching strategies

- Cooperative learning
- Graphic organizers
- Sequential learning

Assessment

- Formative
- Summative
- peer & self ...

Pedagogical practices

Learning environments

Learning partnerships

Leveraging digital
Glovedale West PS, Australia Video

Story of building a student library for Malaysia
Young boy is moving to from Australia back to Malaysia and says books will too expensive so he is making a library
Teacher learns and the class take sit up as a unit
Assess

Review three areas to determine focus and needs:

- Curriculum standards
- Student interests
- Student assessments - where are students now

Establish:
- Learning Goals
- Success Criteria

Measure, Reflect & Change

Collaborative Processes

- Moderation
- Learning Re-design

Learning Design Worksheet

Learning goal(s):

Competency(s):

Success Criteria:

Pedagogical Freedom:

Learning Partnerships:

Learning Environment:

Learning Environment:

Learning Design:

Learning Environment:

Learning Design:

Learning Environment:

Learning Environment:
Wooranna Park Grade 5/6

Video

Learning Re-design Simulation

The Situation:
When the Woorrana teachers reviewed the student work, they noticed that not all students had done as well as some. They looked more deeply and felt the reason for the gap in progress was because some students did not have the same background knowledge as those who were more successful.

- As a team, decide how you could redesign this unit to deepen the learning.
- Consider the ways you could be more intentional in:
  - using one or more of the C’s
  - Add intentionality and precision in how you use one or more of the four elements
- Use the template and record your design on chart paper

Cross Table Sharing

- Pair up with another table
- Share your redesigns and the rationale that guided your thinking
- Discuss the reasons this process is powerful
Collaborative process using a protocol
Common language and repertoire of pedagogical practices
Intentional attention to the 6 C's and elements of learning design
Transparency of practice
Skills in feedback and facilitation

Shifting Practice: A Whole School Approach

Video Case
1. Form a quartet
2. Record evidence of your assigned component on the placemat organizer.
Coherence Framework

Share your observations of all four dimensions.

What were the key actions that led to the successful shift in practices and student outcomes?

Simulation: Video Jigsaw

Park Manor
**Shifting Practice**

**EMERGING DISCOVERIES**

- Helping humanity
- Life and learning merge
- Character, citizenship and creativity
- Student as change agent
- The equity hypothesis
- Upending schooling as we know it

**ATTACK INEQUITY**

Attack inequity with excellence and the rest will be covered.
Don’t dumb-down; Smarten-up

OLD AND NEW PEDAGOGIES

10 WAYS TO DIE WITH DEEP LEARNING
1. If you haven't experienced deep learning yourself
2. If you are unwilling to reimagine the "grammar" or schooling
3. If you don't respect your students in the present as opposed to the future
4. If you don't give students some choice
5. If you don't live by "less is more"

Mehta 2016

6. If you aren't willing to admit you don't know the answer.
7. If you don't normalize failure and create opportunities for revision and improvement.
8. If you don't help students feel like they belong in your class or in your domain.
9. If you aren't willing to set the world a little askew.
10. If you don't realize that creating deeper learning is a countercultural enterprise

Mehta 2016
10 WAYS TO DEEP LEARNING HEAVEN

1. Going from simple to complex ideas and competencies (6).
2. Learning that is simultaneously personal and collective.
3. Learning that changes relationships and pedagogy.
4. Learning that sticks.
5. Learning that involves a critical mass of others.

Fullan 2016

10 WAYS TO DEEP LEARNING HEAVEN

6. Learning built on innovation relative to key problems/issues.
7. Learning that attacks inequity to get excellence for all.
8. Learning that ‘engages the world to change the world.’
9. Learning that creates citizens of tomorrow today.
10. Learning where younger people make older people better.

Fullan 2016

SCHOOL CULTURES: LEARN FROM EACH OTHER

- Focus on pedagogy
- Link to measurable results
- Non-judgmental
- Transparent
- Develop individuals
- Mobilize collective efficacy
- Combine principal and teacher leaders
- Outward facing
It’s time to transform learning!