

## Pre-conference Workshop

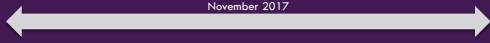


Deep Learning, Pedagogy, and Systems Change

Michael Fullan and Santiago Rincón-Gallardo

CASS Fall Pre Conference

November 2017



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# What is possible?

Creating possibilities.



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What excites us.....?  
What holds us back?

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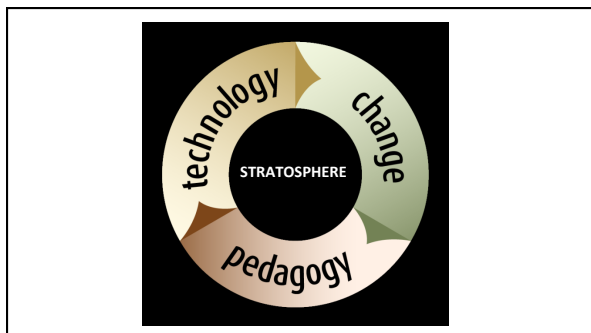
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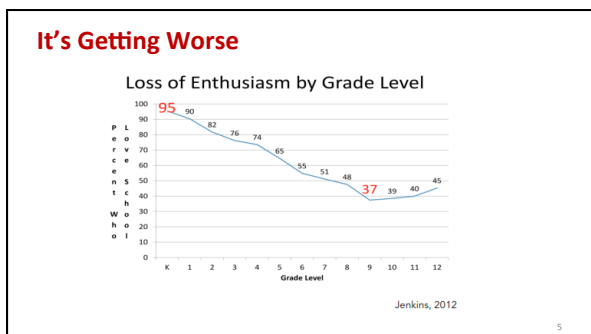
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### UNSTOPPABLE MOMENTUM: 8 LESSONS, MOORESVILLE

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 distractors
8. Align resources for sustainability

Fullan & Edwards, 2017

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## EXCITING NEW LEARNING NEEDS TO BE

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



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**New Pedagogies for Deep Learning**  
**A Global Innovation Partnership**

[www.NPDL.global](http://www.NPDL.global)

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Clarity of Learning goals  
Deepening our shared understanding...

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## 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

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## Global Competencies for Deep Learning – 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**  
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.




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## 6 C's Protocol

Communication	Creativity
Critical thinking	Character
Collaboration	Citizenship

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## Uruguay – Global Competencies in Action

Which of the 6C's do you observe?

Record on the template




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Share your observations.

Discuss what was important in this example.




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### Learning Progressions

Collaboration Deep Learning Progression  
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.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
<b>Working interdependently as a team</b>	<ul style="list-style-type: none"> <li>Learners either work individually on discrete tasks or groups but do not share information in pairs or groups for the purpose of working together as a team.</li> <li>Learners may discuss some issues or content together.</li> <li>Important decisions such as how the process will be managed, which have significant adverse impacts on how and the collaboration works.</li> </ul>	<ul style="list-style-type: none"> <li>Learners work together in pairs or groups and participate in considering a task in order for the group to achieve its work. At this level, tasks may not be well matched to each individual's strengths and expertise, and group members' contributions may not be equitable.</li> <li>Learners are starting to make some decisions together, but may still be leaving the most important, substantive decisions to one or two members.</li> </ul>	<ul style="list-style-type: none"> <li>Learners decide together how to match tasks to the individual's strengths and expertise of team members, and then work effectively together to achieve the goal.</li> <li>Learners involve all members in making joint decisions about important issues, problems, or process, and developing a team solution.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can articulate how they work together in a highly effective and synergistic way.</li> <li>Learners are interdependent and contribute to the best possible work by making sound decisions and developing solutions.</li> <li>Learners are interdependent and contribute to the best possible work by making sound decisions and developing solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Learners demonstrate a highly effective and synergistic way of working interdependently in a way that leverages each member's strengths and expertise to achieve the best possible work.</li> <li>Learners are interdependent and contribute to the best possible work by making sound decisions and developing solutions.</li> <li>Learners are interdependent and contribute to the best possible work by making sound decisions and developing solutions.</li> </ul>
<b>Interpersonal and team-related skills</b>	<ul style="list-style-type: none"> <li>Although learners may talk with others on tasks that contribute to a joint work product or outcome, interpersonal and team-related skills are not yet evident.</li> <li>Learners do not yet demonstrate a genuine sense of equality or a shared purpose for working together.</li> </ul>	<ul style="list-style-type: none"> <li>Learners report and demonstrate a sense of collective ownership of the work and share some interpersonal and team-related skills. The focus is on achieving a common or joint outcome, product, design, response or decision, but it may still be dominated by one or two members.</li> </ul>	<ul style="list-style-type: none"> <li>Learners demonstrate not only good interpersonal skills and a collective ownership of the work, an active responsibility to also extend from the team, learning to and supporting one another, and demonstrating a genuine sense of equality and a shared purpose for working together.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can clearly articulate how joint responsibility for the work and its product or outcome prevails in their work. Strong skills in listening, facilitating, and negotiating are evident, and that all voices are heard and in the ways of working or work product.</li> </ul>	<ul style="list-style-type: none"> <li>Learners take an active responsibility, both individually and collectively, for the work and its product or outcome, and demonstrate a genuine sense of equality and a shared purpose for working together.</li> <li>Learners are interdependent and contribute to the best possible work by making sound decisions and developing solutions.</li> <li>Learners are interdependent and contribute to the best possible work by making sound decisions and developing solutions.</li> </ul>

\*Sample of Collaboration Deep Learning Progression Copyright 2014, New Pedagogies for Deep Learning

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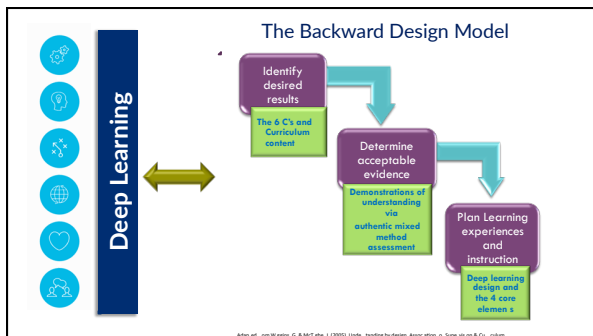
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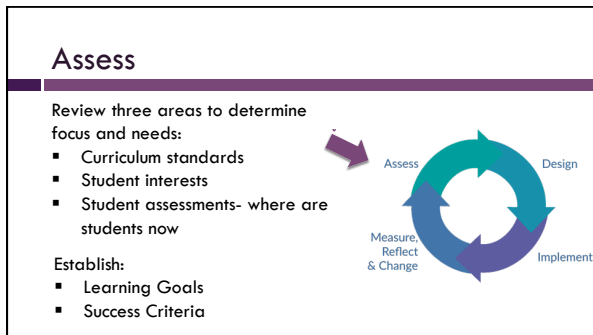
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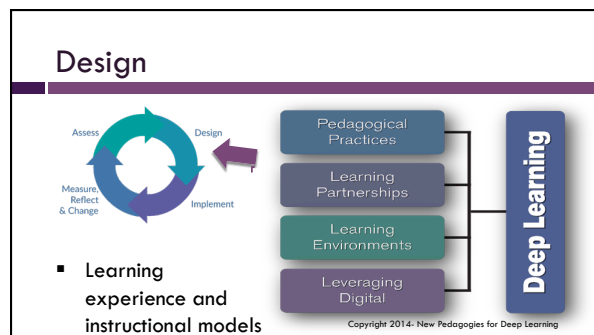
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Precision in Pedagogy – Video Case Jigsaw

Task: Record observations for your assigned component as you watch each video

**Pedagogical practices**

**Learning environments**

**Learning partnerships**

**Leveraging digital**

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### 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

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#### Precision in Pedagogy – Video Case Jigsaw

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Task: Record observations for your assigned component as you watch each video

##### Pedagogical practices

Learning environments

Learning partnerships

Leveraging digital

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## Students as Agents of Change

### Bringing the UN Goals to Life

So proud of @equityforwomen for organizing this incredible Because I am a Girl Event @npssglobalgoals



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## Assess

Review three areas to determine focus and needs:

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

Establish:

- Learning Goals
- Success Criteria



Copyright 2014: New Pedagogies for Deep Learning

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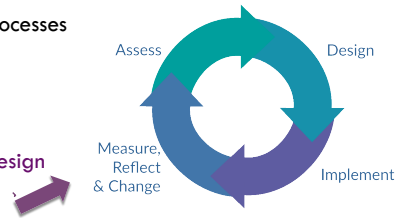
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## Measure, Reflect & Change

Collaborative Processes

□ Moderation

□ Learning Re-design



Copyright 2014: New Pedagogies for Deep Learning

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## Learning Design Worksheet

Learning goal:

Competency(s)

Success Criteria:

Pedagogical Practices

Learning Partnerships

Leveraging Digital

Learning Environment

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## Wooranna Park Grade 5/6

- Video

## Learning Re-design Simulation

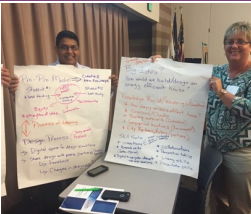
### *The Situation:*

*When the Wooranna 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 you 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

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## Shifting Practice- What works...

- 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


Joanne Qu ne 2017

[illegible]

# Shifting Practice: A Whole School Approach

## Video Case

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

A cluster of colorful, 3D arrow-shaped blocks arranged in a circular pattern, pointing in various directions. The blocks are in shades of green, blue, purple, pink, red, orange, and yellow. They are arranged in a way that suggests a cycle or a process, with some arrows pointing outwards and others pointing inwards.

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Park Manor

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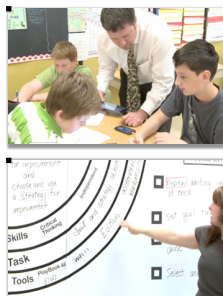
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### Simulation: Video Jigsaw

Share your observations of all four dimensions.

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




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**Digitally Rich Learning Without Limits**

**Rich Learning Tasks**  
**Exemplary Pedagogy**  
**Critical 21st Century Skills**  
**Community of Learners**  
**Learning Goals**  
**Learning Objectives**

**Developing Global Critical Thinkers Collaborating To Change The World**

**Accelerated Learning Framework**

Tools and Applications: Video Audio, Podcasts, Tablet, Network, Document, Canvas, Web 2.0, Problem Solving, Learning Styles, Community of Learners, Learning Goals, Learning Objectives, Real World, XP-Projector, NED Scanner, SMART board, FM System, Smartphones, Learning Games, Newsfeed Apps, Numeracy Apps, Problem Solving Apps, Learning Apps, Voice Recorder.

[illegible]

## 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

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# ATTACK INEQUITY

Attack inequity with excellence and the rest will be covered.

Don't dumb-down;  
Smarten-up



<https://www.thestar.com/news/gta/2016/09/05/welcoming-a-new-class-of-international-students-starts-at-the-airport.html>

[illegible]

## OLD AND NEW PEDAGOGIES

Good	TREASURE CHEST	FRONTIER
Bad	JUNK HEAP	SHINY OBJECT
	Old	New

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## 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"

*Mehra 2016*

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## 10 WAYS TO DIE WITH DEEP LEARNING

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

*Mehra 2016*

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### 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

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### 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

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### 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

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It's time to  
transform  
learning!



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