

NEW LEARNING: WHAT IS DEEP LEARNING?

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3 BIG IDEAS

Systemness

Pedagogy

Impact

1

NEW LEADERSHIP


▶ Cycles of trying things and making meaning

▶ Co-learning among all dominates

▶ Leaders listen, learn and ask questions

▶ Leaders help crystallize, articulate and feed back what they see

▶ Leaders act on what they see including assessing impact

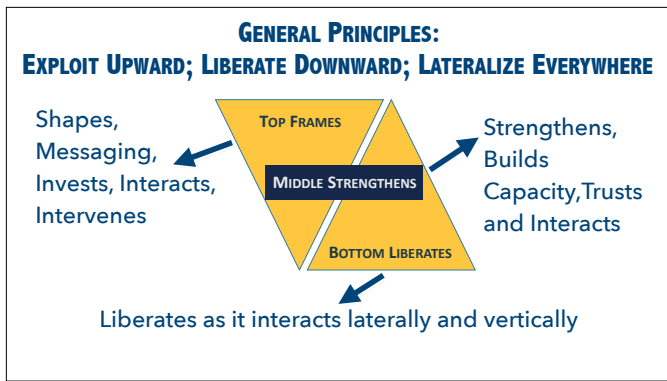


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LEADERSHIP FROM THE MIDDLE

A strategy that increases the capacity of the middle as it becomes a better partner laterally, upward and downward.

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BENEFITS OF LEADERSHIP FROM THE MIDDLE



Unleashes badly needed innovation on a large scale while at the same time helping to assess and sort out what should be retained and spread.

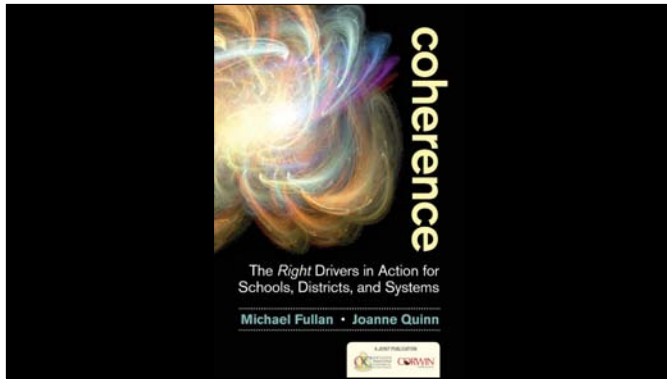
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CHANGE CHALLENGE

Turn to the person beside you and discuss one major change challenge that you are currently facing.

Commit to Identifying at least one good idea to address the challenge.

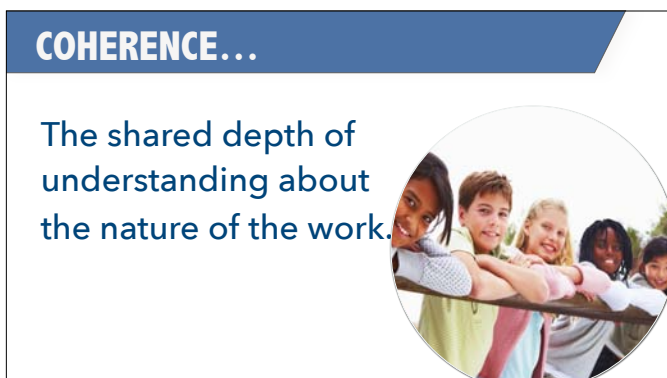
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The Coherence Framework



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PURPOSE DRIVEN: QUICK WRITE



- Clarify your own moral purpose by reflecting and recording your thoughts about these four questions using the quick write protocol.

- Share your thoughts with other members of your team and discuss themes that emerge.

What is my moral purpose?

What actions do I take to realize this moral purpose?

How do I help others clarify their moral purpose?

Am I making progress in realizing my moral purpose?

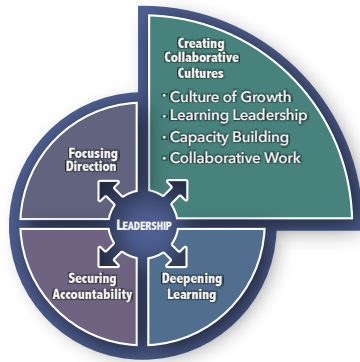
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CLARITY OF STRATEGY

Successful change processes are a function of shaping and reshaping good ideas as they build capacity and ownership.

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The Coherence Framework



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THREE KEYS TO MAXIMIZING IMPACT



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THE PRINCIPAL'S NEW ROLE

To lead the school's teachers in a process of learning to improve their teaching, while learning alongside them about what works and what doesn't.

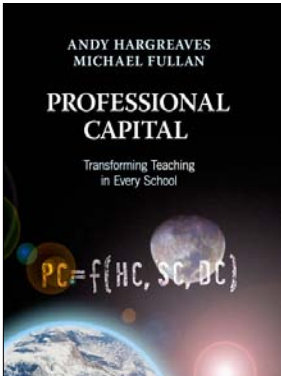
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INTRINSIC MOTIVATORS

- › Sense of purpose
- › Mastery
- › Degree of autonomy
- › Connectedness

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PC IS A FUNCTION OF:

- › Human Capital
- › Social Capital
- › Decisional Capital

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WITHIN SCHOOL VARIABILITY

Variability of performance between schools is 36%, while variability within schools is 64%.



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THE STRUGGLE BETWEEN AUTONOMY AND COLLABORATION

- ▶Autonomy is not isolation
- ▶Connected autonomy is essential
- ▶Collaborative professionalism



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The Coherence Framework



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The Coherence Framework



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STICKY PHRASES

1. Go Slow to Go Fast
2. Talk the Walk
3. Use the Group to Change the Group
4. Precision not Prescription
5. Trust and Interact/Candour and Autonomy
6. Go Outside to Learn Inside

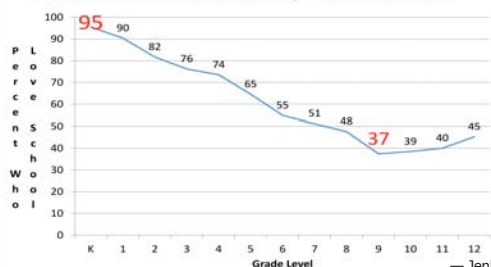
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IT'S GETTING WORSE ...

Loss of Enthusiasm by Grade Level



— Jenkins, 2012

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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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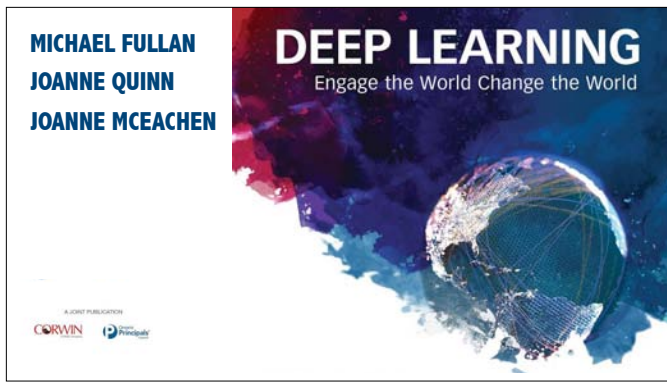
QUOTE WALKABOUT

Read the quotes below and select the one that most connects for you and why.

1. Resolving the equity- excellence misma is at the heart of societal survival... p.xvii	2. Some students arrive on the doorsteps of schools every day without the readiness to learn... The stance and mindset of teachers is crucial: Do they connect or correct? p.23
3. We take the position that learning is the foundational driver and technology can be a great accelerator. p.xiii	4. Make deep learning the pull factor of the decade- people are ready for it even if they don't know until they experience it. p.10
5. The change lesson here is that we need to change the culture of learning not just the trappings or structures. p.26	6. Students have untapped potential but given voice and choice through deep learning we see them influencing dramatic changes to organizations, society and pedagogy. p.48
7. Deep learning occurs when we use the competencies to engage in issues and tasks of value to students and the world. p. 18	8. Quite often things that look "cool" are not deep with respect to learning. p.69
9. 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. p.80	10. 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. p.97
11. If the teachers and leaders are not thinking deeply, its unlikely they will create those conditions for their students. p.98	12. Go outside to get better inside. p.118

Deep Learning: Engage the World Change the World. Fullan, Quinn & McEachen, Corwin, 2017

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WHAT IS DEEP LEARNING?



- Quality learning that sticks with you the rest of your life
- Learning that Engages the World Changes the World

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New Pedagogies for Deep Learning

A Global Innovation Partnership



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OUR PURPOSE

To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.



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Global Competencies for Deep Learning – 6 C's

Six Global competencies define what it means to be a deep learner.

Deep Learning experiences are engaging, relevant, authentic and build the 6 C's.



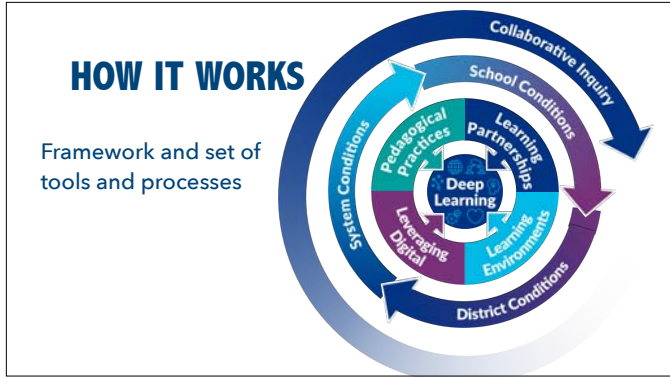
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WHAT WE DO

We build knowledge and practices that foster deep learning and whole system change



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GLOBAL COMPETENCIES FOR DEEP LEARNING – 6 C'S

SIX GLOBAL 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.	

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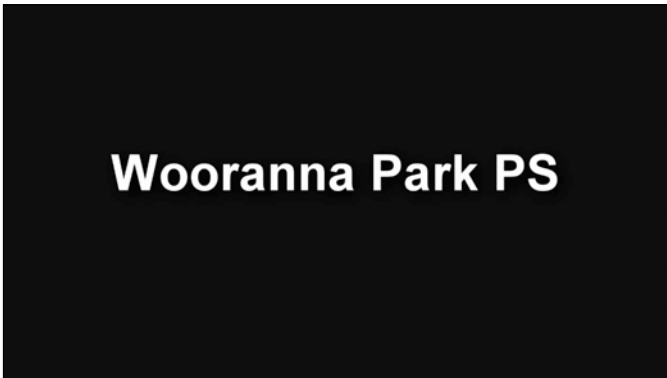
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WHAT IS DEEP LEARNING

- ▶ Learning that sticks with you the rest of your life
- ▶ Learning that connects with passion
- ▶ Learning that is team related
- ▶ Learning that has significance (Engage Change the World)
- ▶ Learning that involves higher order skills



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EMERGENT DISCOVERIES

- ▶ Helping humanity
- ▶ Life and learning merge
- ▶ Students as change agents
- ▶ Working with others is an intrinsic motivator
- ▶ Character, citizenship and creativity are catalytic
- ▶ Attack inequity with excellence



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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>

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CANARY CHILDREN

- ▶ Signs of imminent danger
 - ▶ Miners trained to react; teachers not
 - ▶ Attack inequity with Deep Learning
 - ▶ Turned on Canary Children benefit themselves and society
- (Thanks to Rebecca Wells for the idea)

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STEM: FAILURE TO INTEGRATE RE

- ▶ Transformation of Learning
- ▶ Character and Citizenship (the 6Cs)
- ▶ Attack Inequity with Deep Learning
- ▶ Change Culture not just Programs and Standards
- ▶ World is Awry: Stress, Anxiety, Unpredictability

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INTEGRATION VS ADAPTING



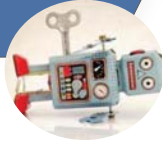
What School
Could Be
Ted Dintersmith

"Most young girls are enthusiastic about science in elementary school but seldom pursue STEM careers...

Young women are far more interested in pursuing STEM to solve big challenging problems " (p. 133).

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QUOTES



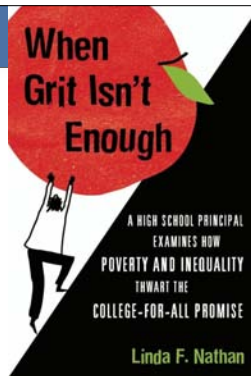
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"Because STEM fields are stereotypically associated with men and masculinity, women perceive them as antithetical to themselves as female and that they do not belong in those contexts" (p. 84).

– Meredith Broussard, Artificial Unintelligence

QUOTES

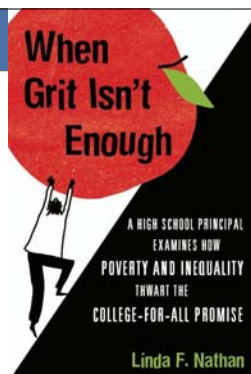
"It's frustrating to know that the kind of learning involved to pass standardized tests does not bolster students' sense of agency or belonging, and there is little room for the kind of learning that would – the kind where students deeply feel they can make change" (p. 158).



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QUOTES

"When the emphasis on grit ends up as a stand-alone pedagogy, the context of students' family life and family circumstances is ignored" (p.76).



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FIGURE 1. Factors Influencing Student Achievement

Influence	Effect Size
Collective Teacher Efficacy	1.57
Prior achievement	0.65
Socioeconomic status	0.52
Home environment	0.52
Parental involvement	0.49
Motivation	0.48
Concentration/persistence/engagement	0.48
Homework	0.29

Note: Effect sizes are based on Cohen's d. The average effect size is $d=0.40$. This average summarizes the typical effect of all possible influences on education.

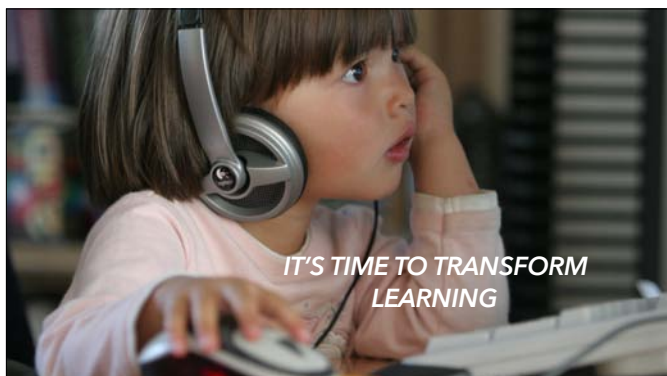
The Power of Collective Efficacy, Jenni Donohoo, John Hattie, & Rachel Eells, Educational Leadership, March 2018

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COLLECTIVE EFFICACY

- ▶ Shared belief in conjoint capacity to produce results
- ▶ Primary input is 'evidence of impact'
- ▶ Culture of collaboration to implement high-yield strategies
- ▶ Leader participates in frequent, specific collaboration

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