Our Community of 21st Century Learning: Innovating Deeper Learning Pathways in Rural Saskatchewan

Holy Family RCSSD #140

March 2018

Presented at 23rd National Congress on Rural Education in Canada
Holy Family Team
Presenters

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http://www.holyfamilyrcssd.ca/
https://twitter.com/Holyfamilyrcssd
CONDITIONS THAT MOBILIZE DEEP LEARNING IN HOLY FAMILY
VISION
SYSTEM COHERENCE
Holy Family Theory of Action & Strategy

1. Instill a deep “compelling why” (what’s important for our students to thrive) - golden egg
2. Journey with a team of representative stakeholders (community) – build staff capacity, ownership & coherence
3. Focus direction through current, comprehensive research and critical friends
4. Coplan frameworks connecting to province, system, classroom
5. Secure strategic alliances & partnerships (NPDL, C21, IBM, APPLE) - access not acquisition
6. Develop long term plan and budget
7. Establish accountability pathways (e.g. global moderation, NPDL rubrics, staff accountability) - connected pathways
8. Monitor system, school & classroom readiness for going deeper
9. Brand the movement
10. Concretely celebrate progress at all levels - primarily leadership from the middle with student voice
We Live in the **EXPONENTIAL AGE**

- Student engagement & relevance
- Student anxiety & inadequacies
- Well being & equity for all students
- Increasing global competencies
- Change – new problems, complexity and interconnectedness
- Explosion of technology
- Very uncertain job market
Determining our Story Focus for 2017-18

- Maintain a high profile of Catholic distinctiveness with a focus on supporting students to demonstrate Catholic values in their lives.
- Show evidence of permeating instruction with 21st Century learning skills as documented in staff behavior with student voice.
- Deliver the 2017-18 provincial push targets in student outcome achievement:
  - **Readiness:** 90% of Kindergarten students will be “ready to learn” according to the Early Years Assessment.
  - **Academic:**
    - 80% of Grade 1-9 students will be reading at/above grade level according to provincial/curricular standards.
    - 80% of Grade 1-9 students will be writing at/above grade level according to provincial standards.
    - 80% of Grade 1-9 students will be achieving grade level in math according to curricular outcomes.
  - **Engagement:** Grade 4-9 students will self-report a level of engagement above Canadian norms, in all engagement measures, demonstrated by the OurSchool Survey.
- Investigate further financial efficiencies that ensure the sustainability of Holy Family.

August 17, 2017
WHY NPDL (New Pedagogies in Deep Learning)?

- An electronic suite of tools and processes
- Common language
- Common set of expectations
- Continual learning / research - material -> global
- Shared depth of understanding of the 6 C’s and implementation - national, global
- Deep learning progressions (competencies, precise, measured & celebrated)
- Strategic “leadership from the middle” with student voice, equity focus
- Kind “critical friends”
Deeper Learning

Planning for Teaching and Learning Deeper

In a world in which new technologies and innovations are emerging at a fast pace, systems and individuals must REINVENT themselves constantly experimenting and learning while identifying and exploring new opportunities.

"Deep learning engages students in the mastery of academic content, creation of new knowledge, and development of deep learning competencies, all of which combine in the formation of actions and responses that drive their learning, their lives, and the world forward." (NPDL Global Partnership)

Holy Family Self-Regulation: [link to holyfamilyccsd.ca/selfregulation]

Holy Family Deefer Learning Pathways

Teaching/Learning Strategies

Learning Partnerships

Holy Family Self-Regulation

Critical Thinking
Creativity
Communication
Character
Championship
Collaboration

Leveraging Digital
Learning Environment
Student Voice tells the Tale

Students learn self-regulation in order to engage fully in the deep learning experience.

2017-18 further focus on student anxiety.
Paving the Pathway

Teaching/Learning Strategies

Self-Regulation
Catholic Permeation

Critical Thinking
Creativity
Communication
Character
Citizenship
Collaboration

Leveraging Digital

Learning Environment

Learning Partnerships

Holy Family Deeper Learning Pathways

Teaching/Learning Strategies

Self-Regulation
Catholic Permeation

Critical Thinking
Creativity
Communication
Character
Citizenship
Collaboration

Learning Environment

Learning Partnerships
Plan for the Story to be Developed

Key Focus named in Strategic Plan

Show evidence of permeating instruction with 21st Century learning skills as documented in staff behavior with student voice.

"Invitation to submit": Please consider submitting your deeper learning experience to the Deeper Learning Lead Teams for celebration in various Deeper Learning Communities.
<table>
<thead>
<tr>
<th>Student Self-Regulation Development</th>
<th>I am meeting my students’ need for self regulation by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am at ___________________________ according to the Self-Regulation Rubric: NPDL.</td>
<td></td>
</tr>
<tr>
<td>Outcome(s)</td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>The curricular outcome I have selected for</td>
</tr>
<tr>
<td></td>
<td>deeper learning is:</td>
</tr>
</tbody>
</table>
Leadership From the Middle

<table>
<thead>
<tr>
<th>Essential Understandings (Learnings)</th>
<th>My students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By examining the indicators, I have determined that, upon completion of the learning experience, my students will be able to know, do or understand:</td>
<td></td>
</tr>
</tbody>
</table>
## Process for Deep Learning Experience

My strategy for instruction and study includes:

- Partnerships
- Leveraging digital
- Review of learning environment
- Inquiry Lesson Planning
- Opportunity for student co-construction and ownership

Complete self assessment - attached.

A minimum of one focus area:

https://sites.google.com/a/holyfamilyrcssd.ca/deeper-learning/home/deeper-learning-rubr
Leadership From the Middle

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
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<tbody>
<tr>
<td>* from all participants <em>(Teacher and Student Voice)</em></td>
</tr>
</tbody>
</table>

The level of student engagement and deep learning achievement will be demonstrated by:

- **Written reflection** – teacher or student
- **Pre/post assessment** – of student
- **Video footage** – of students
- **Formal assessment** – of students

* Possible assessments include but are not limited to: rubrics, teacher observation notes, tests, etc.
Leadership From the Middle

Reflection
I pause to think about the 6 C's, student engagement, stacking and integration of outcomes opportunities as well as other Pedagogies.
Hearing Student Voice

NPDL LEADABLES

Beyond Voice: Agents of Democracy

When I applied for my first teaching job, students sat with staff on the interview panel.

At that school, students could negotiate how they wanted their marks to be distributed (provided it aligned with the curriculum) and they provided course feedback at midterm and final. And so was the story of an alternative secondary school treading on the edge of the inner city doing everything we could to keep those kids in school. That was 1989.

Look around public school board meetings in Ontario today and you will see student representatives debating sophisticated issues and advocating for their peers. Even in kindergarten classes, teachers invite students to respond to their experiences by checking a smiling, neutral or sad face.

Thankfully student agency is becoming more common in our classrooms—but still not ubiquitous. How are students co-constructing and being partners of the schooling experience? How do students influence the direction of the learning of the school and of their community? And most importantly, what are they learning when they are not authentically welcomed to the table? The Partnership dimension of the Learning Design Rubric and School Conditions Rubric speak to this need directly.

Hart’s Ladder (1992) also clarifies levels of student agency and their impact on students. He worries that trivializing student involvement can result in decorum and nationalism and youth are smart enough to understand if they are being manipulated. When students understand the intention of the initiative, when it is truly voluntary, and know how the decisions will be made and why, their engagement is more genuine. Authentic student involvement occurs when decision-making is truly shared with the young people. Adults shouldn’t leap out of the way here: Rather, they become facilitators, coaches, animators that help students channel their energies and realize their voices.

A similar phenomenon is occurring when professional learning is truly shared with the young people. Adults shouldn’t leap out of the way here: Rather, they become facilitators, coaches, animators that help students channel their energies and realize their voices.

Here Hart sits in the pot: “Schools, as an integral part of the community, should be obvious venues for fostering young people’s understanding and experience of democratic participation... The practice of democratic principles, even in high schools, is typically limited to the election of class representatives to sit on school councils, serving only as an advisory or consulting capacity. To most school administrators, democracy in the schools means the collapse of rules and authority.” He continues: “Without such a direct focus on issues of authority, it is likely that children will experience simulated democracy in the classroom while the traditional structure of teacher authority and autocratic governance in schools remains intact.”

As educators, we understand that greater student engagement will encourage student success. But how do we interpret our roles in provoking students to become thoughtful and contributing members of democratic society and how do we do as educators shift our behaviors to foster that? In a world where democracies are increasingly strained, what are the implications if we don’t?

RUNG 8 - Youth-initiated shared decision making is shared with adults: Youth-led initiatives, in which decision-making is shared between youth and adults working as equal partners.

RUNG 9 - Youth-initiated and directed: Youth-led activities with little input from adults.

RUNG 5 - Consulted and informed: Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions.

RUNG 4 - Assigned, but informed: Adult-led activities, in which youth understand purpose, decision-making process, and have a role.

RUNG 3 - Taken-for: Adult-led activities, in which youth may be consulted with minimal opportunities for feedback.

RUNG 2 - Decoration: Adult-led activities, in which youth understand purpose, but have no input in how they are planned.

RUNG 1 - Manipulation: Adult-led activities, in which youth do as directed without understanding of the purpose for the activities.

Questions for Discussion:

- What are some of your memories of student involvement—where would you place them on Hart’s ladder?
- What impact did that have on your growth?
- What are some ways your classroom/ school currently facilitates experiences for student agency?
- What might be one way your students could be engaged at “rung” 8?

For more information, contact: Mag Gardner maggardner@npdl.global Maja Drumley mdrumley@npdl.global

Links: 1,3 Beyond Voice: Agents of Democracy ©New Pedagogies for Deep Learning 2017 Authors: Mag Gardner, Maja Drumley
Hearing Student Voice

Learning Outcomes Pathway - Math

<table>
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<tr>
<th>Mathematics</th>
<th>Term 1</th>
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<tr>
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<tr>
<td>N7.4</td>
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</tr>
<tr>
<td>P7.1</td>
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<td>SS7.1</td>
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<tr>
<td>SP9.4</td>
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Reflection and Discussion

Teacher Voice

What I need for My Journey . . .
Teacher Voice

Indicate your comfort level with instruction including the deeper learning pathways and student voice:

64 responses

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
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<td>42.2%</td>
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<tr>
<td>5</td>
<td>6</td>
<td>9.4%</td>
</tr>
</tbody>
</table>
Teacher Voice

Check all options that would help you to improve your comfort level:

64 responses

- presentation by... 33 (51.6%)
- time to work in a... 41 (64.1%)
- attendance at pr... 23 (35.9%)
- enrollment in cla... 9 (14.1%)
- work with mento... 23 (35.9%)
- classroom visits... 22 (34.4%)
- more time to lea... 46 (71.9%)
- Continued supp... 1 (1.6%)
- Go to a school... 1 (1.6%)
- Conferences. I L... 1 (1.6%)
The Story Continues . . .
Deep learning is a natural momentum maker as we find our new place in a complex world through a living laboratory of learning!
Student First with “STUDENT VOICE”!
Reflection and Discussion

Our School Division would benefit from developing this model because . . .

I would want my child or grandchild to learn in this model because . . .

WE can . . .