

## **Innovations in Thinking and Learning**

### **Michael Fullan – Impact of New Pedagogies for Deep Learning**

MICHAEL: The most significant impact is the massive excitement and engagement of scores of students and teachers within whole schools, within whole districts. So this unleashing of energy, this palpable engagement, this excitement that students can't contain when they go home to talk to their parents -- that's been, by far, the biggest impact. What remains to be done, and we're working on this with these systems is, okay, it's engagement, it's exciting, it is bound to be good and a lot of learning. But really, what are the outcomes? And how do we get a better handle on -- what other impacts on our literacy and numeracy doing better? Are students who are in the applied area in grade nine math, are they doing better? Disadvantaged students? Special education students? So there's a lot of things still to be done. But we know we've raised the energy level, the engagement level. And people are deeply committed. And of course once of the big issues in change, usually, is resistance, or do people buy into it? Buy-in isn't even a question for us and for them. They're bought in. What is the question is, how do you fulfil it?

We wanted to have a big enough platform, world arena, whatever, so we've got now, what, we're just about to get ten countries. So Australia, Canada, Finland, Netherlands, New Zealand, the three other Scandinavian countries -- Denmark and Sweden and Norway are about to join us, three -- and the Uruguay and the United States. So what we have learned is that this work appeals to the world. Whether you're Uruguay struggling to become solid as a country, or whether you're Finland who is one of the high runners -- doesn't matter. This is the common -- the common interest is that. So this is appropriate, because we are talking about global. And to be global is not just to be global in your own mind. You have to be global interactively with the planet. So what we're learning about it is, all of these countries, different languages, different curriculum, different traditions, they're finding common ground in deep learning, without question.

The question of how this work feeds into future prosperity, I think I would say it's probably an open question, because it's hard to think about, okay, this will get us because we know the problems are mammoth. The problems of the job market, the rise of robots, the conflict in the world, this huge uncertainty. But I am pretty confident, having seen it bubble up from kindergarten upward that we are producing with this work -- the system is producing with this work -- students who, one of the amazing things about it is how sophisticated an eight-year-old can be about world issues, once they get into this. So the big surprise is the underutilized power of the young mind, and the emotional part that comes with that, of wanting to better society. So I'm going to keep the hypothesis as a question mark, as a hypothesis, about whether this work leads to

greater prosperity. But I'm also going to comfortably say that we are in the centre of this development. That this is about future prosperity. This is about dealing with intrinsic unknowns for the future, and making them more known through the actual learning work that people do, and how equipped they are to work together, and how much they are solving real problems in the short run that are actually human problems. So I think this is -- that's why I think it's the most exciting thing we've ever seen in education in terms of its transformative power.

Well, Hearts and Minds is in the study of neurology. It's pretty evident that what we used to think of as separation, is they feed on each other. So I think the moment you get in trouble is when you start teaching them as if they were separate. So even the work on social emotional development, SE outwork, we are seeing that on the rise because people are saying the cognitive work is not good enough. We have to have the social emotional development. And literally, that's true. But once you segment it and you have, let's say, a course or a project on SEL, you've lost the plot, because you have to -- in order to be effective as social emotionally, you have to be effective cognitively, and vice versa. So what we strive for is that the heart and the mind are not only both there, but they are feeding on each other in a synergistic way.

The work that Paul Tough talks about in terms of grit, and how children succeed, we are now figuring out how those that before would never have succeeded are going to succeed now.