

## **New Pedagogies for Deep Learning: Flourishing in a Complex World Learning Environments**

SPEAKER 1: In the deep learning classroom, the climate is highly interactive, and there is a positive culture that explicitly promotes emotional safety and encouragement for each and every student.

SPEAKER 2: Fifteen years ago, I think, as a new teacher, I was really focused on every single expectation in the curriculum, and felt like I had to meet every single expectation perhaps a little more independently than I do now. It's a very flexible learning environment. There are some tables that allow students to do particular activities, but there is most of my classroom is open space. I don't have any assigned seating in grade two. So when the students come in, they decide what's a good place for me to work today? Where am I most comfortable?

SPEAKER 1: Authentic and virtual environments provide relevance and flexibility to respond to the learner's interests and needs.

SPEAKER 3: In order to do the differentiated instruction, in order to have the student have voice and choice, they have to be able to move around, change the environment, to have the flexible seating.

SPEAKER 4: They have a place where they can collaborate, they can work together on some of the problems that we're trying to solve. But because of that, I feel like the way that I have structured my classroom now is a little bit different. I've chosen to deliberately sit in a circle, because it encourages face-to-face interaction. It allows for those moments to be able to teach students how to respond to each other, how to ask each other good questions, how to add points to somebody else's response.

SPEAKER 5: It's very much a student-centred classroom. They take charge in the classroom. The tools are there for them, and they just will go and use what tool best suits them.

SPEAKER 6: I really like how we're in a different environment and we have different place to be comfortable while we work. As you can see, we have the high chairs, the balls, and we have the cushions over there on the bench.

SPEAKER 7: We don't have assigned seats. We can sit wherever we want. I think it makes it more enjoyable. And I've been told that if you enjoy something more, you'll want to do it more. So maybe if sometimes you want to sit at the ball table, you can sit there instead of being stuck in one spot, and being jealous of other people. We just take turns.

SPEAKER 1: Teachers work hard to encourage the development of student voice, which drives the highly-productive, co-creative classroom.

SPEAKER 8: It really takes a long time to develop what I would call the climate and the norms of your classroom. But that the times invested early on in the school year is really beneficial for what goes on within the classroom. Your classroom has to be a spot where students can disagree politely, where they can ask questions, where they can go where they need to go to increase their learning.

SPEAKER 9: -- 12 meters.

SPEAKER 10: Could you please paraphrase what you are saying?

SPEAKER 9: So if you guys didn't do the square, if you guys didn't do a shape of three, three, three, three, you could have done -- like if you knew that you hadn't -- if you knew that you missed three meters, then you couldn't meet a square, because it's all equal sides. And just use three, three, three, three, to equal the 12 meters.

SPEAKER 1: Student voice drives a highly-productive, co-creative environment. And these spaces encourage the development of the global competencies; the transferrable skills of character, citizenship, collaboration, critical thinking, creativity, communication.

SPEAKER 2: What are you?

SPEAKER 11: I'm the wolf.

SPEAKER 2: You're the wolf. Okay.