

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

SPEAKER 1: When you listen to what your students are telling you, when you listen to the things that they're interested in, when you get your head wrapped around what they value and what's important, that's when learning starts to become meaningful in the classroom.

SPEAKER 2: Teachers create inclusive environments that allow students to explore, create, question and connect with the world around them. Teachers know that learning design creates opportunities for student voice and choice.

SPEAKER 3: It's a very safe and inclusive place. Students know making what call "beautiful oopses," mistakes is a part of the learning process. And we know that when someone does make a beautiful oops, it's not only them that's learning, that the people around them are learning as well.

SPEAKER 4: When you give the kids that green light to really do those thinking, and they really share that, they go above and beyond what I thought or I assumed that they might be doing.

SPEAKER 2: Authentic tasks, learning goals and success criteria are co-created to ensure the optimal development of student thinking, and the six global competencies. These tasks, learning goals and success criteria incorporate both curricular goals and student interests.

SPEAKER 5: When we talk about deep learning, you will -- I try and have the students working on tasks that are meaningful to them, that are real-life, that they can apply it to something meaningful to themselves. They see value in what they're learning, and it's not an add-on.

SPEAKER 1: It's a fascinating experience to be able to ask a person a question and see them thinking about that question, or talking to people in a class about that question and then hearing some of the conclusions that are drawn from that.

SPEAKER 3: It's that thinking. It's building those thinking skills, building those -- giving the kids the rights to really express themselves, the right to think and the right to value each other and really go further with their learning.

SPEAKER 2: Deep learning isn't about discarding effective evidence-based strategies that work. Teachers make deliberate decisions to address learning needs at specific times.

SPEAKER 6: Within our classroom, we have guided groups, we have large groups. We have kids that are learning in triads. So whatever we are observing and we think needs to be done, we intentionally talk about it and we make choices right on the spot. So today, you need 12 meters of fencing for our garden. We would like you to draw a quadrilateral with a perimeter of 12 meters. That's your first challenge. Go ahead.

SPEAKER 2: Teachers and students share a common language about learning.

SPEAKER 7: Students have been explicitly taught what those competencies are all about, and students are able to name when they are using those competencies in the rich learning tasks that they are doing. You'll see students naming, "I had to critically think when I was doing this activity." "I know this because..." You'll also hear them having open learning conversations, and deep learning conversations where they are paraphrasing each other's thinking, they are building on each other's knowledge, what we call "piggybacking" onto each other's thinking. You'll see that they are asking each other questions if they don't understand. You'll see that students realize that the teachers aren't the only experts in the classroom, that they can go to each other, that they can go to their peers if they have questions. They can go to their peers to build their knowledge. So it's not only the teacher that is facilitating and learning. They're learning from each other every day.

SPEAKER 8: So we did a other strategy, and we thought of the teacher. But we had to critically think because we had to go back into our schema and think about other math problems, like, let's say Sarah had a baby sister and she was nine months old, how many weeks old was she?

SPEAKER 9: When we were thinking of different shapes and it had to equal 12 meters, so we were thinking of different ways to make it 12 meters.

SPEAKER 7: It's all about students having a lot of voice and a lot of choice. And I think when we embark on this journey of deep learning, at first it was all about, well, what deep learning project are you doing? What is the inquiry? I think along the journey we've realized that it's not necessarily about the project or the inquiry, that it's about students learning what those global competencies are all about, and being able to name those in any subject area in any task that they're engaged in. We talk to them about accountable talk, so defending their positions. And we give them the opportunity to politely disagree with each other's opinions. If they do politely disagree with someone's opinion, they know that it's their job to also defend their position and explain why they politely disagree with someone else's thinking.

SPEAKER 2: Deep learning tasks include a wide range of assessment approaches, with rapid cycles of self and peer feedback that promote metacognition and self-regulation.

SPEAKER 6: Every day, we're assessing for learning. We're looking at, where are the students right now? Which students are where? Where do we need to go tomorrow? Where do we need to go in the next three minutes, sometimes? I always reflect upon 30 years ago when we did those -- we could plan for two weeks at a time, and we knew where we were going. And it's not like that anymore. The students are the vehicles, they're the ones that take you where they need you to take them.

SPEAKER 5: I give feedback so they do have a comment option on their blog, so I do give them feedback. I also conference with them in class. I try and at least once a day make contact with as many students as I can, and give them some feedback on their learning. When I'm working in centres, as you'll see today, I touch base with as many groups as I can and kind of push some of the thinking. So it's kind of -- I'm always in constant contact with them through their blogs, so it continues after the classroom. It doesn't end when they leave my door.

SPEAKER 2: Deep learning tasks also give teachers a chance to reflect on their practices, and determine their next steps.

SPEAKER 6: Every day, we stop, and I'm saying "we" because I co-teach. But we stop, we reflect upon what we've done, and we ask ourselves, what do we now need to do to move those students forward, and even sometimes to move ourselves forward in the way that we are teaching.

As we plan, we talk about who's going to do what as an educator, because that is our strength, or we're going to be supportive of one another. But we really do model what collaboration, what critical thinking, what communication -- we model that every single day.

SPEAKER 2: There is an authentic spirit of equity in the relationships between and among students and their partners.

SPEAKER 10: We need to know how many sleep masks we could make with the fabric altogether.

SPEAKER 1: You know, I think you make a lot of good points about, here's how much we could potentially raise, given the...

SPEAKER 2: The relationships, learning outcomes, processes and expectations are transparent, and there is true consensus among all partners about what success looks like, and how they will get there.

SPEAKER 7: So now we have to think critically. What do you know about quarters?

SPEAKER 11: You can count by 25s.

SPEAKER 7: Okay. What do you think about that, Kailee, is that a good idea? So go back into your schema. One meter is 25 cents. I'm wondering if there's a strategy we've used for other questions that you could use in this question.

SPEAKER 11: T-shirts.

SPEAKER 12: A t-shirt?

SPEAKER 7: I don't know. Give it a try.

SPEAKER 13: From educators, I'm noticing a renewed excitement. So whether it's a technological tool, or it's a new learning partnership or linking with another school across the city, whether that's electronically or physically, they're so engaged.

SPEAKER 11: Two, 25, would be 50.

SPEAKER 12: Fifty, and then 75. Yeah, 75.