

New Pedagogies for Deep Learning: Flourishing in a Complex World

The Vision Of Deep Learning

SPEAKER 1: Across the world, educators are changing the way students learn. They are designing experiences that help students find their purpose and passion. Teachers build on students' strengths, needs and interests to empower them to develop deep learning competencies. New Pedagogies for Deep Learning addresses four elements that mobilize. Learning partnerships are cultivated between and among students, teachers, families and the wider community. Learning environments foster 24-7 interaction in trusting environments within and beyond the classroom walls. Leveraging digital accelerates access to knowledge, and generates deeper engagement and student-driven deep learning. And pedagogical practices provide educators with effective strategies for design, monitoring and assessment so that students take responsibility for their learning.

SPEAKER 2: Deep learning is about understanding and using the six C's in order to be able to flourish as a learner in a complex world. The six C's are character education, citizenship, collaboration, communication, creativity and critical thinking. The latter four of those C's are often called the twenty-first century learning skills; they're the so-called cognitive skills, and they're in the curriculum. We've added character education and citizenship, and it's a very powerful combination when you take the six. So six C's, going deep with all students and teachers and systems is what this work is about.

SPEAKER 3: We're learning our skills, our six skills; collaboration, communicating, creativity, character. And we learned that it takes hard work to get to do something, but the product will be good. And we learned that some things have disadvantages and advantages, and we have to analyse that to get what you want.

SPEAKER 2: 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.

SPEAKER 4: The way we were teaching before, when I first started teaching was more deliver the information and have them tell it back to you. And now it's all about questioning the students, and seeing their thinking in different ways. I feel like I know my students better than I ever have before.

SPEAKER 5: We want to ensure that our students have that opportunity, first of all, to be ignited by the learning they're doing, to be challenged by the work they're

doing, and to allow their creativity and all of the skills that we're looking for, the global competencies, to come to the forefront.

SPEAKER 4: It feels like a more level playing field because everyone's being recognized for what their skills are. And it's sometimes a student you wouldn't expect that become leaders in some of those situations.

SPEAKER 2: One of our new themes, and the more fundamental theme, I think, is the helping humanity theme. And children wanting to do that naturally, not because they're saying, I'm altruistic, but they're saying, this is me. This is what a person should be. Sounds really highfalutin, but it's practical. These are -- the students are saying -- and this is the phrase we use now -- helping humanity is natural.

SPEAKER 6: We want to make people aware and empathetic about what's happening with all these issues, like gender equality and hunger, and a lot of others. I think, I guess empathy kind of ties into it a bit, because we want to make people empathetic about these issues.

SPEAKER 2: They do want to make a collective and an individual impact. And it starts with this project very early age, where they're doing things to help their local community, they're doing things to break free in the learning sense, the global sense.

SPEAKER 7: What's the point of actually learning stuff if you're not going to use that knowledge for something bigger? Like, if you're not going to present it at our actual community and you're going to keep it small, there's no point of even doing it.

SPEAKER 2: We've raised the energy level, the engagement level, and people are deeply committed. Buy-in isn't even a question.

SPEAKER 5: The environment for learning and deep learning is one that is less teacher-directed, much more student-focused. Our teachers can interact with students in a way that is much more personal, and as a result, I think they can be much more natural in their surroundings. And I think that's good for well-being, even though it may seem like a big shift or change in practice. It actually, when it is implemented, is liberating.

SPEAKER 8: Our staff have a renewed energy. And I've heard that from staff, "I've never been more excited in my career."

SPEAKER 2: Because they are the six C's, all six of them, what it uncovered was this, we want to make a contribution to the world. And it goes from the six-year-old to

the 60-year-old teacher who says, wow, this is why I came into teaching. I'd forgotten. We can actually make the world a better place.