

NEW PEDAGOGIES FOR DEEP LEARNING

WHAT?

You are invited to join this exciting initiative that involves schools from multiple countries across the globe, and addresses the key challenge of improving teaching and learning practice to lead to more successful futures for all students.

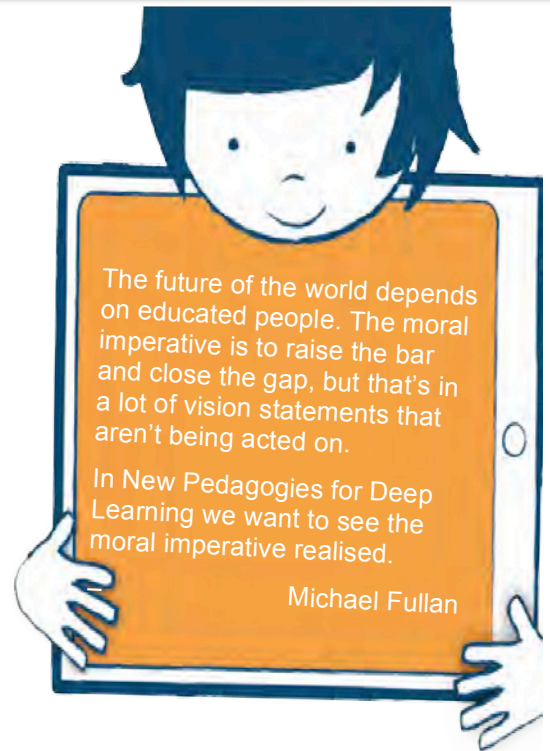
You can join as an individual school, or as a cluster or Kāhui Ako and become part of this innovative global project.

The project is led by a global team and facilitated in New Zealand in collaboration with CORE Education.

What is New Pedagogies for Deep Learning?

- A global partnership aiming to implement deep learning goals across whole education systems that are enabled by new pedagogies and accelerated by technology.
- An international collaboration that will develop new pedagogies.

Students and teachers in your school can join with others from across the globe to be engaged in deeper level learning and develop skills to be lifelong learners and creative, connected and collaborative problem solvers who can successfully participate and innovate in our increasingly interconnected world. Global education stakeholders will work together to address a key education challenge: how can educators design and practice teaching and learning that leads to more successful futures for all students?



The future of the world depends on educated people. The moral imperative is to raise the bar and close the gap, but that's in a lot of vision statements that aren't being acted on.

In New Pedagogies for Deep Learning we want to see the moral imperative realised.

Michael Fullan

What's in it for schools?

- Provides an ideal focus for whole school development and communities of learning.
- Identifying a framework for deep learning competencies.
- Providing new measures and tools to review and assess practice and indicate learning progressions.
- Identifying, building and sharing models of new pedagogical practice.
- The precise and deliberate use of digital technologies to accelerate learning.



New Pedagogies for
Deep Learning[™]
A GLOBAL PARTNERSHIP
www.npdI.global

CORE EDUCATION
Tātai Aho Rau
www.core-ed.org

WHY?

The world is becoming more **complex** with the need for all students to be equipped with **skills** to be **creative problem solvers** who can **collaborate** effectively within and across teams and who can pursue leadership for action in a sustainable context. While policy makers, school leaders and families worldwide seek to understand how to transform pedagogies and adapt learning conditions that facilitate and foster **deep learning**, students increasingly want to **take action**, make a positive impact and grasp opportunities that will afford success in career and life.

Now is the time to challenge current assumptions and approaches in learning to empower all students and teachers to flourish. Teachers' roles are changing from instructors to mentors and **activators**.

Their work increasingly focuses on **designing learning** experiences that are mapped to students' learning strengths and needs, creates new knowledge full of **real-life, relevant problem solving** and helps students identify their talents and find purpose and passion in what they do.

Without changes to the fundamental pedagogical models by which teachers teach and learners learn, technology investments have too often simply layered slightly more entertaining content delivery or basic skill practice on top of conventional teaching strategies that focus on the reproduction of existing content knowledge.

– Michael Fullan & Maria Langworthy

The world economy no longer pays you for what you know, it pays you for what you can do with what you know.

– Andreas Schleicher

WHO?

Meet the Leadership Team



Joanne Quinn
Global Capacity
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Michael Fullan
Global Leadership
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HOW?

How do we shift from Traditional to Deep Learning?

Four elements combine to create the new pedagogies and foster deep learning.



LEARNING PARTNERSHIPS

Learning partnerships are cultivated between and among students, teachers, families and the wider environment.



LEARNING ENVIRONMENTS

Learning environments foster 24/7 interaction in trusting environments where students take responsibility for their learning.



PEDAGOGICAL PRACTISES

Pedagogical practices are used to design, monitor and assess learning.



LEVERAGING DIGITAL

Leveraging digital accelerates access to knowledge beyond the classroom and cultivates student driven deep learning.



Tools and Processes

The **Learning Design Rubric** is a tool to assess the quality of the learning design and make improvements in design that will accelerate or deepen future learning.

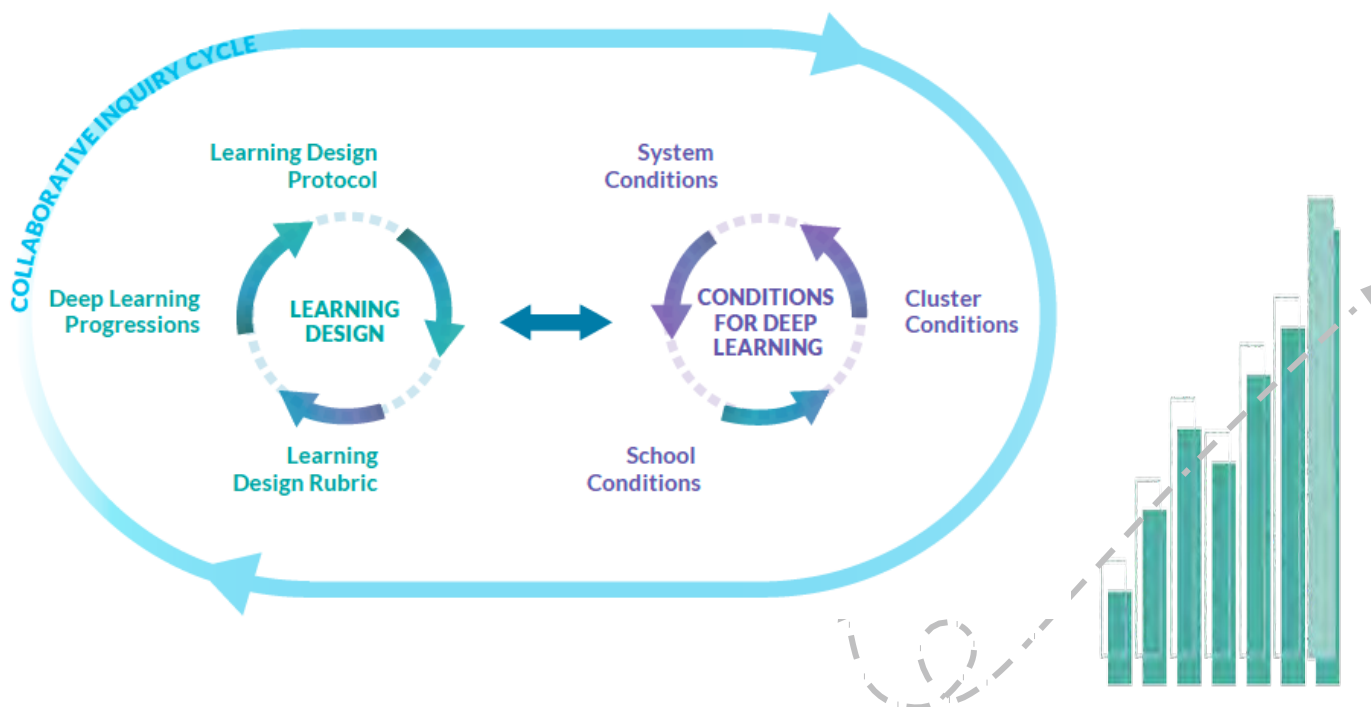
The **Learning Design Protocol** guides the design of deep learning experiences through a series of prompts. It anchors discussion about design elements for the deep learning process.

The **Deep Learning Progressions** provide a description of the dimensions of each competency and possible pathways for student progress. The progression is used to assess strengths and needs for designing the learning. They are also used to monitor progress and evaluate development along the progression.

The **School Conditions Rubric** identifies conditions that need to be in place to shift practices to deep learning.

The **Cluster Conditions Rubric** identifies conditions that are needed to support a transformation to deep learning across all schools.

The **Collaborative Inquiry Cycle** is a key process to shift practice. It is a process that ensures collaboration goes beyond simple sharing and becomes true joint work that results in constructing new knowledge about deep learning and shifts practice.



WHAT?

What is required to participate?

1. A commitment to implementing the measures for learning practices, conditions and outcomes specifically designed for the initiative including:
 - New digital assessment measures, methods, tools, and platforms
 - Online surveys of student, teacher, school leaders and parents
 - Collecting data and providing reports
 - Analysing evidence
 - Sharing examples.
2. A school culture that supports collaborating with other schools, locally, nationally and globally to work together, share ideas and learn from each other.
3. Agreement in principle to participate in the initiative for three years.
4. A dedicated staff member to lead the initiative - (0.2FTE suggested requirement).
5. Allocation of funding to cover the following costs annually for the three years:
 - A global fee of \$US2000 to NPDL global
 - A fee of \$NZ4500 as an individual school or \$NZ3500 per school as part of a cluster to CORE Education for national coordination
 - Relief funding for capacity building activities as required.
6. Access to appropriate technology to implement the initiative.

Contact us to learn more:

For more information, including videos featuring New Zealand schools and downloadable documents go to:

www.core-ed.org/npdl-nz

Or email:

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