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| **cid:image001.jpg@01CEB484.DF695CB0C:\Users\max.drummy\Pictures\tasdoe\tasgov_vert(c).jpgcid:image001.jpg@01CEB484.DF695CB0****New Pedagogies for Deep Learning****Expression of Interest****Guidelines for Schools** |
| **Expressions of Interest must be received by: 3 March, 2014**The Department of Education and Early Childhood Development (DEECD) is seeking Expressions of Interest from Victorian government schools wanting to participate in the ***New Pedagogies for Deep Learning*** initiative. These Guidelines will assist schools to determine the appropriateness of this initiative for their school and context, and to complete the Expression of Interest Form. |

### ****Context****

The Victorian Government recognises the importance of meaningful engagement between schools to achieving sustainable system-wide gains in student learning. Through its policy document: *Towards Victoria as a Learning Community,* the Government commits to providing advice and guidance on how to create, maintain and expand partnerships that contribute to improvement in student learning outcomes. The *New Pedagogies for Deep Learning* initiative provides an opportunity for schools to work collaboratively, forming partnerships locally, nationally and globally. The initiative also provides schools with an opportunity to connect their current strategic directions with the development of models of learning linked to measureable and sustained, student improvement outcomes.

The *New Pedagogies for Deep Learning* initiative will connect ten clusters of 100 schools globally. Australia will be represented by a cluster comprising 80 Victorian (20 schools per region) and 20 Tasmanian schools. The *New Pedagogies for Deep Learning* initiative aims to articulate and demonstrate how the potential for learning can be realised through new pedagogies in a technology-rich society. The project will be led by **Michael Fullan** and requires a three year commitment from participating schools.

### **What is the New Pedagogies for Deep Learning initiative?**

This initiative will support schools from ten countries worldwide to address the key challenge of improving teaching and learning practice which leads to more successful futures for all students. A key aspect of the initiative is unlocking the potential within schools to support and implement deep learning goals that are enabled by new pedagogies, and are accelerated by technology. Schools will investigate, refine and validate measures for deep learning. This includes exploring a range of skills and attributes such as creativity, connectedness and collaboration and problem solving.

Participating schools will build clarity of *“New Pedagogies for Deep Learning”* and build capacity to shift practices. The schools will act as the driving force in this initiative, and share their learning on ‘what works’ with local schools, as well as state-wide and internationally. Schools will work together, share ideas and learn from each other. The development of a Professional Learning Community will enable schools to build upon their own work, making explicit links to their school improvement agenda, as they share knowledge, resources, understandings and findings with each other.

The initiative focuses on pedagogical innovations which enable technology to achieve its potential to make a positive impact on student learning. The challenge that the *New Pedagogies for Deep Learning* schools will address, is clearly articulated in the recently published whitepaper by Michael Fullan and Maria Langworthy ‘*Towards a New End: New Pedagogies for Deep Learning’:*

“… unless a new pedagogy emerges the students in school will become increasingly bored and the adults increasingly frustrated. Moreover, the pace of development in technology and its application to learning are creating new possibilities which, unless they are developed in school and for all, will simply be developed outside school and for some. A new divide would emerge — and indeed this has already begun.”

**What does New Pedagogies for Deep Learning offer participating schools?**

The global partnership is grounded in purposeful **learning by doing**. Its intent is to shift practices that are part of school’s daily work by focusing on a small number of ambitious goals shared by all partners, building collective capacity to achieve those goals through a framework of common measurement and action. Participants will engage in a strongly supported program to learn, grow, embed and scale new pedagogies for deep learning in contemporary educational settings.

The process to shift practice will involve a **Deep Learning Competencies Framework** and a **Collaborative Inquiry Cycle**.

* The **Deep Learning Competencies Framework** will anchor the design of deep learning tasks, the creation of new relationships for students and teachers and the use of authentic measures of outcomes. Over the course of three years schools will work together to refine and add knowledge to the progressions as they investigate new practices and pedagogies and identify exemplars from the clusters.
* The **Collaborative Inquiry Cycle** 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. The principles of collaborative inquiry will ground the work at all levels: as a global partnership, cluster team practices, school practices, teacher and student interactions.

Participating schools will have access to:

* A Learning Community which links to resources, information, support and other clusters globally
* Monthly web conferences to share and learn
* An annual conference on New Pedagogies for Deep Learning
* New tools, methods and platforms for measuring student learning
* Capacity building activities designed and supported by Michael Fullan Enterprises and Global Partners and DEECD
* Support with change processes
* Links to local industry partners.

**What will participating schools commit to?**

* Lead learning and investigate models of new pedagogies for deep learning accelerated by technology.
* Engage students, teachers, parents, leaders, community and industry.
* Implement assessment and evaluation measures for learning practices, conditions and outcomes including:
	+ new digital assessment measures, methods, tools, and platforms
	+ online surveys of students, teachers, school leaders and parents
	+ collecting data and provide reports
	+ analysing evidence
	+ sharing exemplars.
* Collaborate with other schools, locally, nationally and globally.
* Participate in the initiative for three years.
* Appoint a dedicated school based leader 0.2 FTE equivalent
* A membership fee of $1500 per annum for three years. (This amount represents 50% of the fee. DEECD is subsidising the remaining 50 %.)
* Support teachers and students to participate in capacity building activities.
* Provide access to technology to implement the initiative (computers, laptops, tablets and a reasonable speed of internet), available for all learners, both in and out of school.

**Where can I get more information?**

Further information is available at <http://www.newpedagogies.org/> or contact Lynn Davie, Director Digital Learning Branch, Learning and Teaching Division on (03) 9637 2146 or by email davie.lynn.e@edumail.vic.gov.au

A glossary of terms is included for clarification.

### ****The Expression of Interest process and submission****

Schools wishing to participate in the initiative must complete the attached *Expression of Interest* form**.** The *Expression of Interest* form must be emailed to davie.lynn.e@edumail.vic.gov.au no later than close of business on the **3rd March, 2014.**

### ****Assessment of project proposals****

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| **Criteria:** | **Key Considerations:** |
| Completion of application | * Application is complete, concise, clear and all relevant information is provided
* Applicants have assessed the synergies of the initiative with their school improvement agenda
* Section 2 of the application is limited to 500 words
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| Proposal meets the guiding principles and attributes | * A clear commitment to the initiative is evident
* Able to contribute to professional learning networks across the system
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| School and system benefit | * Expected outcomes will provide sustained benefit across the school, network, and the system as a whole
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| **New Pedagogies for Deep Learning:****Expression of Interest Form** |

***Expression of Interest due: 3rd March 2014***

**SECTION 1**

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| **SCHOOL DETAILS** |
| **School Name:****Number:** |  |
| **Principal**  | **Name:****Email address:** |
| **Dedicated school-based leader** | **Name:****Email address:** |
| **Phone number** |  |
| **Region** |  |
| **Network (if applicable)** | **Small schools may select to submit a joint application and operate as a network.**  |

**SECTION 2**

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| **SELECTION CRITERIA (500 word limit)** |

Please respond to each of the following.

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| What excites you about the possibility of being involved in the New Pedagogies for Deep Learning Global initiative? |
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| Provide an overview of the benefits you see for your school through participation in the New Pedagogies for Deep Learning initiative.  |
|       |
| How has your school’s leadership team influenced a shift in pedagogical practices to date? Outline your school’s teaching and learning focus and the place of technology? |
|       |
| Outline current or planned access to digital technologies at your school. |
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|  Describe current collaborative working practices that occur between your school, other schools and education partners. |
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| Describe the role you envisage the school based leader will have to lead the initiative your school.  |
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**SECTION 3**

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| **EOI Checklist** |

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| **Supporting** and investigating models of new pedagogies for deep learning accelerated by technology is a priority for our school. Our school will actively engage students, teachers, parents, leaders, community and industry in this work. Teachers and students will be supported to participate in capacity building activities (time and budget). |  |
| **Our school is committed to** implement 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; and
* sharing examples.
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| Our school culture supports collaborating with other schools, locally, nationally and globally to work together, share ideas and learn from each other. |  |
| Our school agrees to participate in the initiative for three years. (2014- 2016) |  |
| Our school agrees to appoint a dedicated staff member to lead the initiative 0.2 FTE (minimum requirement). |  |
| Our school has allocated funding to cover the following costs:* a fee of $1,500 per annum for three years
* funding for the dedicated school based leader 0.2 FTE; and
* CRT funding for capacity building activities.
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| Our school has reviewed the technology requirements and can provide access to appropriate technology to implement the initiative.  |  |

**SECTION 4**

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| **DECLARATION** |

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| **Participating school** |
| **School name** | **Principal name** | **Principal signature** | **Date** |
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I confirm that:

* The information contained in this application is true and correct. I understand that the information provided in this application and subsequent project report may be used by DEECD for assessment and reporting purposes.

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| **Referee Contact** |
| **Name** | **Email Address** | **Phone Number** | **Date** |
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 **New Pedagogies for Deep Learning Glossary**

**Accelerated:** Faster than expected in its rate of progress or growth, as in student learning that improves at a steeper trajectory than expected.

**Assessment (Formative):** The monitoring of student learning in progress, in order to provide on-going feedback useable by teachers to improve their teaching and by students to improve their learning.

**Assessment (Summative):** The evaluation of student learning at the end of an instructional unit or period of study, often in comparison to some agreed upon standard or benchmark.

**Capacity building:** The process of developing the knowledge, skills and commitment of individuals and organizations to transform learning increasing a person or organization’s (e.g., a school or cluster of schools) abilities to perform specific activities related to sustainability and continuous improvement.

**Collaborative Inquiry cycle:** A process in which educators come together to examine their own practice systematically. Teams work together to assess student learning needs, design relevant deep learning tasks, implement the learning using rapid cycles of formative assessment and then collaboratively analyse student work products to measure and review progress. The collaborative approach results in constructing new knowledge about deep learning and shifts practice.

**Content:** The facts and conceptual ideas of a particular field, discipline, or activity, such as the Coriolis Effect in Science or the key principles of effective facilitation for a classroom teacher.

**Deep Learning:** Comprehensive learning that includes a range of skills and attributes related to human flourishing, e.g., creativity, connectedness and collaboration, problem solving, wellness, and the capacity to establish and pursue personal and collective visions. An initial summary of deep learning skills might be grouped within the following realms: *Critical Thinking and Knowledge Construction, Real World Problem Solving, Learning to Learn, Creativity and Imagination, Use of ICT for Learning, Collaboration, Communication and Global Citizenship.*

**Deep Learning Competencies Framework:** Identifies 8 deep learning competencies and provides indicators of the progression a student would make over time on each competency. The framework will anchor the design of deep learning tasks, the creation of new relationships of students and teachers and the use of authentic measures of outcomes. The partnership will refine and add knowledge to the progressions as we investigate new practices and pedagogies and identify exemplars from the clusters.

**Deep Learning Hub:** A virtual platform that will provide tools and resources for collaboration as well as a place to share work products and practices. A centre of activity and information-sharing related to Deep Learning generally or some specific component of it, e.g. particular aspects of pedagogy, learning conditions, technology or policy. For example, schools in different clusters may use the Deep Learning Hub to share and advance practice in a particular aspect of Deep Learning.

**Education:** A form of learning in which knowledge, skills, habits, and/or practices are transferred from one person or group of people to another through teaching or some other means.

**Engagement:** A state of being connected, e.g. to one’s learning, through personal meaning. A heightened state of attention or involvement.

**Global:** Of, relating to, involving, or extending to the entire world.

**Knowledge:** The facts, information, and skills acquired by a person or collective through experience or education; the theoretical or practical understanding of a subject.

**Learner:** One who is gaining knowledge, understanding, or mastery through experience and/or study.

**Implementation:** The process of putting plans into effect. The processes, behaviours, actions and structures that translate intentions into tangible outcomes.

**Measurement:** The act or process of determining the amount or degree of something, as in the degree to which a set of skills and attributes have been acquired, or the degree to which a particular set of pedagogies influenced desired learner outcomes.

**Partnership:** A collaborative arrangement in which parties cooperate to advance shared interests.

**Pedagogy:** The methods and practices of teaching, including its context, as distinct from the content being conveyed.

**Prodigious technology:** Technology in abundant and increasing supply, profuse in its availability and influence.

**System:** A set of interacting or interdependent components forming an integrated whole, as in a system of schools, or systems of school clusters, an education system for a country, province or state.

**Skills:** Learned abilities to carry out particular tasks, behaviours, or processes. In the case of Deep Learning skills, also extending to attributes and realms of proficiency related to Deep Learning.

**Transformation:** A complete change in appearance, composition, or form, often for the better.

**Traditional:** Long established, conventional.