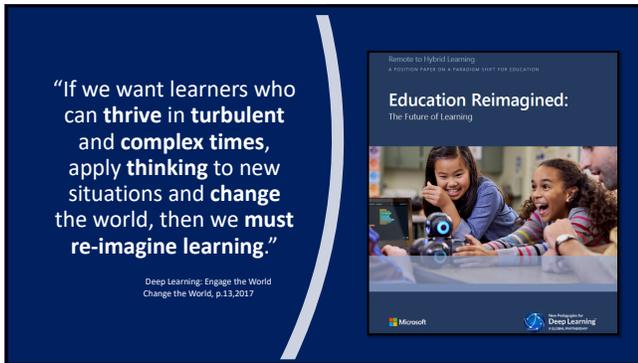




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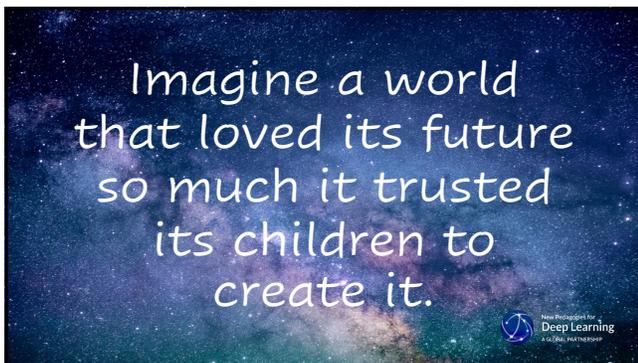
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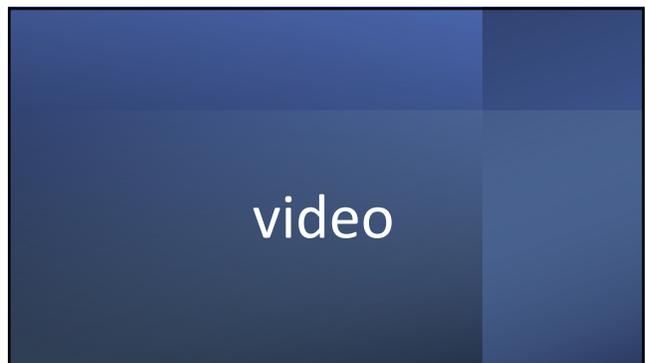
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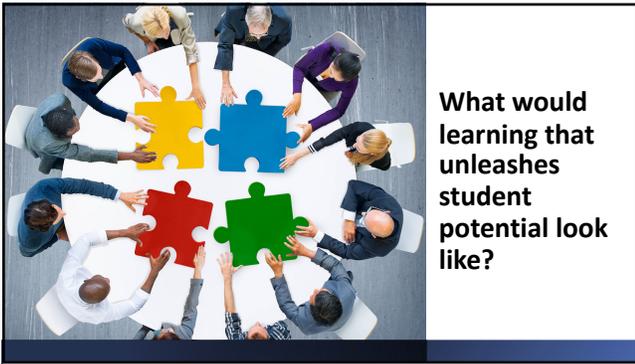
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6



What would learning that unleashes student potential look like?

7



If you could impart just one gift of a skill or attribute to students... What would it be?

8



Knowledge, skill and humanity converge

9



DEEP LEARNING



10



New Purpose

Whole Child Learning Flourishing in a Complex World



<https://deep-learning.global>

11



NPDL: A Global Knowledge Building Partnership



12

Learning, Equity and Well-being are Dynamically Related.

Deep Learning is an integrated approach that creates the conditions that foster **all** youth to develop the **competencies** and attributes needed to contribute to the common good, address global challenges and **flourish** in a complex world.

The diagram consists of three overlapping circles: a blue circle at the top labeled 'Learning', a light blue circle at the bottom left labeled 'Equity', and a purple circle at the bottom right labeled 'Well-being'. In the center where all three overlap is a smaller circle labeled 'Deep Learning' containing icons for a heart, a lightbulb, a globe, and a gear.

13

AGENDA

- 1 What's Deep About Deep Learning?
- 2 Global Competencies- 6Cs
- 3 Designing Deep Learning- 4 elements

Videos and Resources:  
<https://deep-learning.global>

-Joanne Quinn 2022

14

1 What's Deep About Deep Learning?

The image shows a close-up of a young girl with blonde hair, smiling and looking towards the camera. She is holding a clear glass. Another child's face is partially visible next to her.

15

The image shows a group of diverse children running happily down a school staircase. They are wearing backpacks and looking towards the camera with joyful expressions.

What ideas or possibilities excite you?

16

Rubiks Cube video

The image shows a black clapperboard icon with a white play button in the center, indicating a video link.

17

What's Deep

- What qualities make this deep Learning?
- What's different for Students?
- What's different for teachers?

The image shows a group of students sitting around a table, working together. They are looking at a large sheet of paper with diagrams and text, and a laptop is open on the table.

18



19



20



21

Traditional	Deep Learning
<b>Teacher Driven</b>	<b>Teacher framed- student led</b>
Transmits existing knowledge	Connects students to the real world, authentic problem solving
Compliance oriented	Builds new relationships between and among learners, teachers, families and communities
Student is receiver of knowledge	Student is inquirer and builds knowledge
Learning is impersonal	Learning connects meaningfully to student interest and voice
Student agency is unclear	Deepens human desire to connect to others to do good
Technology used for transmission and consumption	Technology as a connector and amplifier

22



23

**Global Competencies for Deep Learning-6Cs**  
 Deep Learning is the process of developing the six global competencies

<p><b>Character</b></p> <ul style="list-style-type: none"> <li>Proactive stance toward life and learning to learn</li> <li> grit, tenacity, perseverance and resilience</li> <li>Empathy, compassion and integrity in action</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Communication designed for audience and impact</li> <li>Message advocates a purpose and makes an impact</li> <li>Reflection to further develop and improve communication</li> <li>Voice and identity expressed to advance humanity</li> </ul>
<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>A global perspective</li> <li>Commitment to human equity and well-being through empathy and compassion for diverse values and world views</li> <li>Genuine interest in human and environmental sustainability</li> <li>Solving ambiguous and complex problems in the real world to benefit citizens</li> </ul>	<p><b>Creativity</b></p> <ul style="list-style-type: none"> <li>Economic and social entrepreneurship</li> <li>Asking the right inquiry questions</li> <li>Pursuing and expressing novel ideas and solutions</li> <li>Leadership to turn ideas into action</li> </ul>
<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>Working interdependently as a team</li> <li>Interpersonal and team-related skills</li> <li>Social, emotional, and intercultural skills</li> <li>Managing team dynamics and challenges</li> </ul>	<p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>Evaluating information and arguments</li> <li>Making connections and identifying patterns</li> <li>Meaningful knowledge construction</li> <li>Experimenting, reflecting and taking action on ideas in the real world</li> </ul>

©Education in Motion (New Pedagogies for Deep Learning) 2019

24

Services éducatifs du Conseil scolaire de district catholique des Aurores boréales

Notre approche est fondée sur le Profil de sortie de l'élève catholique de l'Ontario : Attentes et espoirs ainsi que sur New Pedagogies for Deep Learning (NPDL).

25

Young Minds of the Future- video

26

### Learning Progressions

ORGANIZATION OF A LEARNING PROGRESSION

Dimension	Emerging	Developing	Accelerating	Proficient
<b>Meaning and Relevance</b>	Learners often work in isolation and do not see the value of their learning.	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.
<b>Collaboration</b>	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.
<b>Communication</b>	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.
<b>Character</b>	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.
<b>Well-being</b>	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.
<b>Reconciliation</b>	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.
<b>Bilingualism</b>	Learn to work together and share their knowledge.	Learn to work together and share their knowledge, and begin to see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.	Learn to work together and share their knowledge, and see the value of their learning.

Each learning progression is broken into 4 or 5 dimensions.

Each skill/observable progresses at each level of the competency.

27

### TRANSFORMONS L'EXPERIENCE D'APPRENTISSAGE DE L'ÉLÈVE

Survei des attentes et espoirs du profil de l'élève

Survei des six compétences globales d'apprentissage en profondeur

Les quatre volets constitutifs du bien-être

Coopérative

28

### 3 Designing Deep Learning – 4 elements

How?

New Pedagogies for Deep Learning A GLOBAL PARTNERSHIP

29

### Four Elements of Learning Design

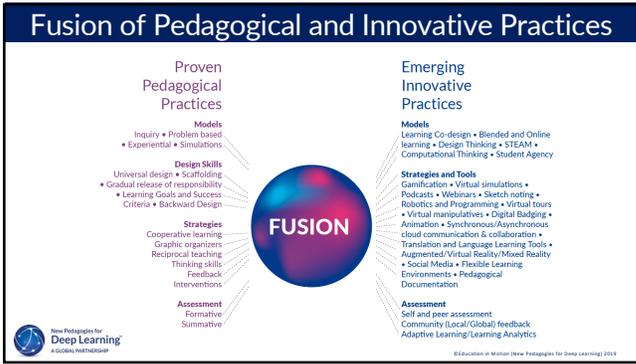
New Pedagogies for Deep Learning A GLOBAL PARTNERSHIP

View into Deep Learning: Tools for Engagement, Quimp et al. (2020)

30



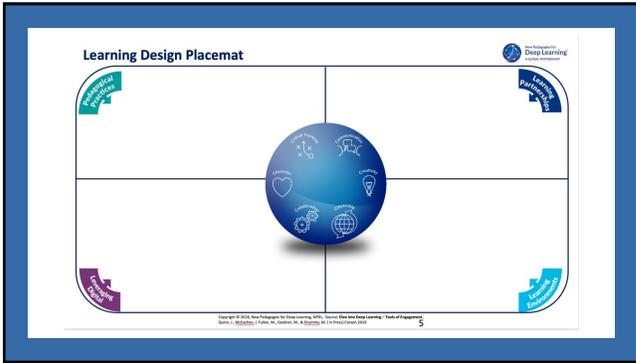
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34

**Video Kindergartners as Experts**

35

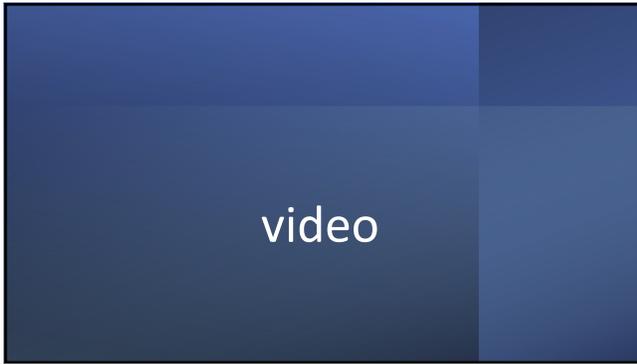
**Introduction à l'apprentissage en profondeur**  
19 septembre 2019

**L'apprentissage en profondeur au préscolaire**  
Projet: La guinolee  
DES NOTTES-RIVIÈRES

**Centre de services à la clientèle des écoles des Hautes-Rivières**  
Des Savanes, Prés-Verts, NPI, Iborville

**Le projet se poursuivra l'an prochain, les élèves de préscolaire auront à supporter une deuxième, plus sévère, et plus longue et plus complexe tâche. Ils se doivent d'être prêts à ce moment-là.**

36



37

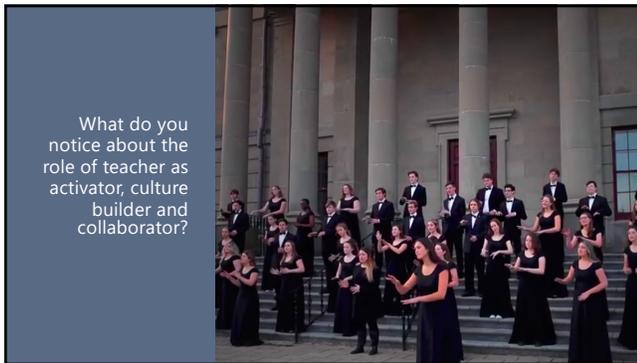
### A New Role for Teachers

Three ways teachers can think about their role to engage and propel the learning process as:

 <p><b>Activator</b></p> <ul style="list-style-type: none"> <li>Establish challenging learning goals and success criteria</li> <li>access pedagogical practices to meet varying needs and contexts</li> <li>provide effective feedback to activate higher levels of learning</li> </ul>	 <p><b>Culture Builder</b></p> <ul style="list-style-type: none"> <li>Establish norms of trust &amp; risk-taking to foster innovation and creativity</li> <li>Engage student voice as co-designers</li> <li>Cultivate learning environments to support perseverance, self control and belonging</li> </ul>	 <p><b>Collaborator</b></p> <ul style="list-style-type: none"> <li>Connect to students, families, community</li> <li>Engage in collaborative inquiry with colleagues</li> <li>Build and share knowledge of deep learning</li> </ul>
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Fullan, Quinn & Mehta, Deep Learning: Engage the World Change the World, Corwin 2018

38

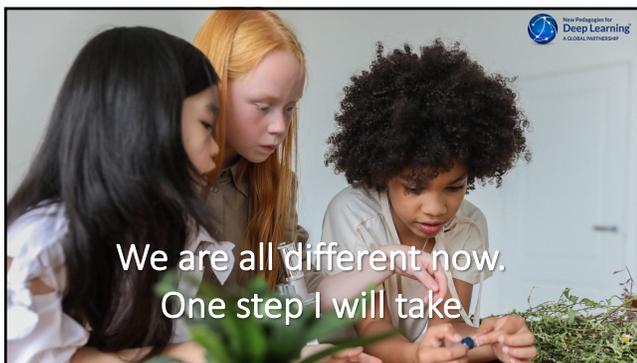


39

Insert Holy Heart Video

[https://newpedagogies-my.sharepoint.com/:v/g/personal/mdrummy\\_npdl\\_global/EdK5JHWUmfIKYbHtz2CrF8EoF4-M701x5ix-qV1SaLlQ?e=bdvZK7](https://newpedagogies-my.sharepoint.com/:v/g/personal/mdrummy_npdl_global/EdK5JHWUmfIKYbHtz2CrF8EoF4-M701x5ix-qV1SaLlQ?e=bdvZK7)

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41



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