



New Pedagogies for
Deep LearningTM
A GLOBAL PARTNERSHIP

Templates and Protocols

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Three Step Interview Protocol

	Person A	Person B	Person C
1. What is your tree? How do you engage others?			
2. What is your strategy for moving the tree?			
3. What evidence do you have that people understand and engage in the strategy?			

Record evidence of your assigned criteria:

<p>Model growth as a priority</p>	
<p>Shape the environment</p>	
<p>Maximize Impact on student learning</p>	

		Evidence
Model	<ul style="list-style-type: none"> • Participate as a learner • Lead capacity building • Make learning a priority • Foster leadership at all levels 	
Shape culture	<ul style="list-style-type: none"> • Build relational trust and relationships • Create structures and process for collaborative work • Support cycles of learning and application • Engage others in solving complex problems • Resource strategically 	
Maximize impact on Learning	<ul style="list-style-type: none"> • Focus on precision in learning and teaching • Establish a small number of goals • Create a clear strategy for achieving goals • Orchestrate the work of coaches, teacher leaders and support personnel around student learning • Monitor impact on learning through collaborative inquiry 	

Taking Action: 100 Day Coherence Plan

Key Actions	Who	When	Indicators	Status

Global Competencies for Deep Learning

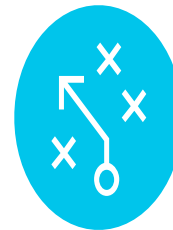
CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.



COMMUNICATION

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



CHARACTER

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.



CITIZENSHIP

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.



Collaboration Deep Learning Progression

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.

Dimension	Limited Evidence	Emerging	Developing	Accelerating	Proficient
Working interdependently as a team	<p>Learners either work individually on learning tasks or collaborate informally in pairs or groups but do not really work together as a team.</p> <p>Learners may discuss some issues or content together, but skip over important substantive decisions (such as how the process will be managed), which has significant adverse impacts on how well the collaboration works.</p>	<p>Learners work together in pairs or groups and are responsible for completing a task in order for the group to achieve its work. At this level, tasks may not be well matched to each individual's strengths and expertise, and group members' contributions may not be equitable.</p> <p>Learners are starting to make some decisions together, but may still be leaving the most important substantive decisions to one or two members.</p>	<p>Learners decide together how to match tasks to the individual strengths and expertise of team members, and then work effectively together in pairs or groups. Learners involve all members in making joint decisions about an important issue, problem, or process, and developing a team solution.</p>	<p>Learners can articulate how they work together in a way that is interdependent and uses each person's strengths in the best possible way to make sound substantive decisions and develop ideas and solutions.</p> <p>Interdependent teamwork is clearly evident in that learners' contributions are woven together to communicate an overarching idea and/or create a product.</p>	<p>Learners demonstrate a highly effective and synergistic approach to working interdependently in a way that not only leverages each member's strengths but provides opportunities for each to build on those strengths and learn new skills.</p> <p>This includes ensuring that substantive decisions are discussed at a deep level that ensures each team member's strengths and perspectives are infused to come to the best possible decision that benefits all.</p>
Interpersonal and team-related skills	<p>Although learners may help each other on tasks that contribute to a joint work product or outcome, interpersonal and team-related skills are not yet evident.</p> <p>Learners do not yet demonstrate a genuine sense of empathy or a shared purpose for working together.</p>	<p>Learners report and demonstrate a sense of collective ownership of the work and show some interpersonal and team-related skills. The focus is on achieving a common or joint outcome, product, design, response or decision, but at this level the key decisions may be taken or dominated by one or two members.</p>	<p>Learners demonstrate not only good interpersonal skills and collective ownership of the work; an active sense of shared responsibility is also evident.</p> <p>From beginning to end, the team listens effectively, negotiates and agrees on the goals, content, process, design, and conclusions of their work.</p>	<p>Learners can clearly articulate how joint responsibility for the work and its product or outcome pervades the entire task. Strong skills in listening, facilitation, and effective teamwork ensure that all voices are heard and reflected in the ways of working or work product.</p>	<p>Learners take an active responsibility, both individually and collectively, for ensuring that the collaborative process works as effectively as possible, that each person's ideas and expertise are used to maximum advantage, and that each work product or outcome is of the highest possible quality or value.</p>



Task: Record observations for your assigned component as you watch each video

Pedagogical practices	
Learning environments	
Learning partnerships	
Leveraging digital	

Dimension	Observations
Vision and goals	Creating a Culture for Learning
Leadership for Deep Learning	Leveraging Digital