The Driving Question

How do we **mobilize** and **foster** new pedagogies for deep learning in **schools** through **infusing** the **power of digital technologies**?
Why Deep Learning? Why Now?

We have really good schools and teachers, but we don’t have digital schools the way we have a digital society.

Society has changed and the lack of motivation of young people has to be addressed.

It's not easy for teachers. They see this lack of motivation...but how much are they willing to change their best practices.
Core Message

The design of quality learning experiences that incorporate new pedagogies and are accelerated by digital technologies will build deep learning competencies in learners. Key to this is the development of new learning partnerships.
New Pedagogies:
A Fusion of
proven pedagogical practices and
emerging innovative practices.
NEW PEDAGOGIES FOR DEEP LEARNING

DEEP LEARNING
Authentic engagement in real-world challenges. It is the ability to master and leverage existing content knowledge, making links to reinterpret and create new meaning.

COLLABORATION
CRITICAL THINKING
CREATIVITY
CITIZENSHIP
COMMUNICATION
CHARACTER
CURRICULUM FRAMEWORK

LEARNING PARTNERSHIPS
Changes in how relationships between students, teachers, families and community are conceptualised and structured.

LEVERAGING DIGITAL
Embedding digital technologies into classroom practice to accelerate, amplify and add value to learning.

NEW PEDAGOGIES
A fusion of proven pedagogical practices and emerging innovative practices.

LEARNING ENVIRONMENT
A climate and culture for learning – interactive learning environments where students are deeply engaged and motivated.

ACCESS
PERSONALISATION

CHANGE LEADERSHIP
CAPACITY BUILDING
NEW MEASURES
COLLABORATIVE INQUIRY CYCLE

EXPerts
INDUSTRY
COMMUNITY

STUDENTS
PARENTS
TEACHERS

HOME
GLOBAL
OUTDOORS

SCHOOL
LIBRARIES
VIRTUAL

Department of Education & Training
<table>
<thead>
<tr>
<th>Current assessment paradigm</th>
<th>Towards next generation assessment</th>
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<td>Top down and driven by system needs</td>
<td>Bottom up and driven by student learning needs and aspirations</td>
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<tr>
<td>Over-emphasis on grading and scoring student performance</td>
<td>Greater emphasis on monitoring student progress and generating feedback to improve teaching and learning</td>
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<td>Over-reliance on limited responses elicited to 30-60 decontextualized multiple choice or short, closed response items mostly involving low cognitive demand processes</td>
<td>Greater use of assessment tasks embedded into learning activities requiring deep engagement and deep learning</td>
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<td>All students of the same age cohort take the same test at the same time regardless of readiness</td>
<td>Personalized assessments adapted to students’ readiness and interests</td>
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<td>Little feedback, few clues as to what to do next and too late</td>
<td>Use of data analytics and other sources such as peer review to generate instant, real-time actionable feedback on multiple indicators</td>
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<td>Many key student learning outcomes not amenable to paper-and-pencil testing ignored</td>
<td>Assessment of the full range of outcomes, including higher-order cognitive skills and a range of intra- and inter-personal skills</td>
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Building the narrative

How will we “Shift Practice”? and Why!!!

Process

Rubrics to assess:
- System Conditions
- Cluster Conditions
- School Conditions

Suite of Tools

Learning Conditions

New Pedagogies

Deep Learning Outcomes

Learning Design Framework

Clarifying the new pedagogies

Deep Learning Competencies Framework

Learning Progressions
What’s in it for Victorian schools?

• Identifying **a framework** for deep learning competencies.
• Providing **new measures and tools to review practice and indicate learning progressions**.
• Identifying, building and sharing **new models of pedagogical practice**.
• The precise use of **digital technologies to accelerate learning**.
Finding What Works - Learning from the Work
Fig 5: Authentic visibility on original thinking from every student.
Fig 6: Students activated as learning resources for one another.

Visibility on other ideas / perspectives offers the first layer of peer feedback. Students can then comment on each other’s responses, offering feedback and feed forward.

Teachers provide feedback that moves learning forward.
Fig 7: Using evidence and data to adapt what happens in classrooms to meet learner needs. Verso allows students with similar perspectives to be grouped to facilitate planning. The collection of authentic evidence of student learning identifies learning gaps and offers feedback on successful teaching.

Rather than teaching to one level or 25 different levels, teachers should use assessment to identify individual learning needs and group students accordingly.”

Targeted Teaching: Grattan institute
**Fig 8:** Teacher has access to student engagement data for each activity and activities over time.

This process data informs teacher: student learning conversations and highlights progress over time against key learning goals. Students have access to their own data, allowing them to learn from and improve their own behaviours.