



New Pedagogies for
Deep Learning™
A GLOBAL PARTNERSHIP

Getting Started

Orientation to New Pedagogies
for Deep Learning



May 2016

Contents

| | |
|------------------------------------------------------------------------------------------------|----|
| Welcome to New Pedagogies for Deep Learning! | 3 |
| Our theory of change | 4 |
| Deep Learning Competencies Framework..... | 4 |
| How do we shift from Traditional to Deep Learning? | 5 |
| The Collaborative Inquiry Cycle | 6 |
| A Suite of Tools | 6 |
| The New Measures system; Roles and Responsibilities..... | 7 |
| The Deep Learning Hub..... | 8 |
| Key Roles of Cluster and Associate Network Leadership..... | 9 |
| Cluster Leads / Associate Network Leads:..... | 9 |
| Capacity Building Leads..... | 10 |
| New Measures Leads | 10 |
| Digital Requirements | 11 |
| Frequently asked questions for Getting Started (FAQs) | 13 |
| What does NPDL cost? | 13 |
| Can we charge schools extra for implementation cost? | 13 |
| What will schools actually be expected to do?..... | 13 |
| What are teachers expected to do?..... | 13 |
| Do we have to attend the NPDL international events?..... | 14 |
| Who do I contact if I have further questions? | 14 |
| Appendix:..... | 15 |
| Appendix 1: Sample of a Deep Learning Progression Collaboration Deep Learning Progression..... | 15 |
| Appendix 2: Sample Memorandum of Understanding (MoU) | 16 |
| Appendix 3: NPDL Onboarding Process..... | 17 |
| Appendix 4: Implementation Diagnostic..... | 18 |

Publication Note: This is the second publication of Moving Forward: Getting Started that has combined the original Moving Forward 1 and Moving Forward 2 to include updated information.

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Welcome to New Pedagogies for Deep Learning!

We are a global innovation partnership dedicated to transforming learning by building knowledge about deep learning competencies, the pedagogical practices that develop them, and ways to measure progress. We believe every child deserves an opportunity to develop the competencies of collaboration, communication, critical thinking, creativity, character, and citizenship so that they flourish in a complex world. We are joined by families, teachers, leaders and policymakers worldwide who are jointly seeking ways to transform pedagogy and provide conditions that will facilitate deep learning.



Our Purpose:

To foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.

We will do this through:

- Engaging systems in collective effort to mobilize deep learning.
- Identifying deep learning work within those systems.
- Capturing and cultivating new pedagogies that advance deep learning.
- Operationalizing, refining and validating measures for deep learning.
- Diffusing new practices and understandings

NPDL Global Directors



Joanne Quinn
Global Capacity Building
Director



Michael Fullan
Global Leadership
Director



Joanne McEachen
Global New Measures
Director

We invite you to join the Movement!

Our theory of change

The design of quality learning experiences fusing existing and new pedagogies and accelerated by digital technologies will build deep learning competencies in learners.

Deep Learning Competencies Framework

Six deep learning competencies define what it means to be a deep learner. Learning progressions for each of the 6 competencies add precision by specifying the dimensions of each competency. They are used to design and assess learning and to measure growth in the competency.

The six elements in the Deep Learning Competency Framework are:



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.



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

Working 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.



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.



COMMUNICATION

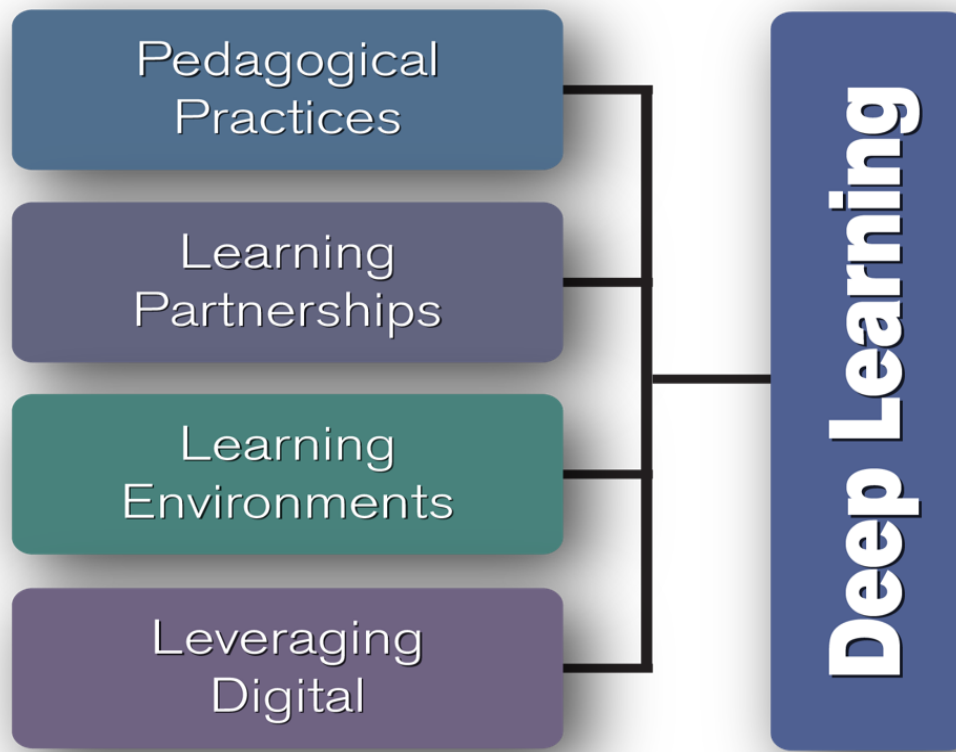
Communicating effectively with a variety of styles, modes, and tools (including digital tools),

tailored for a range of audiences.

Please note: *Leveraging Digital* applies across all Deep Learning competencies

How do we shift from Traditional to Deep Learning?

Four elements combine to create the new pedagogies that 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 PRACTICES

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



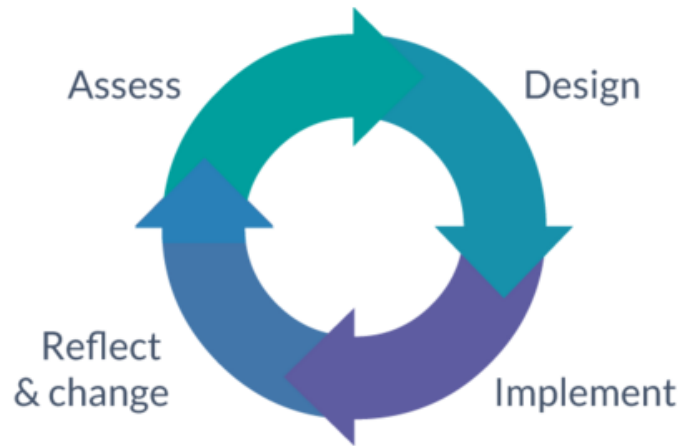
LEVERAGING DIGITAL

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

The Collaborative Inquiry Cycle

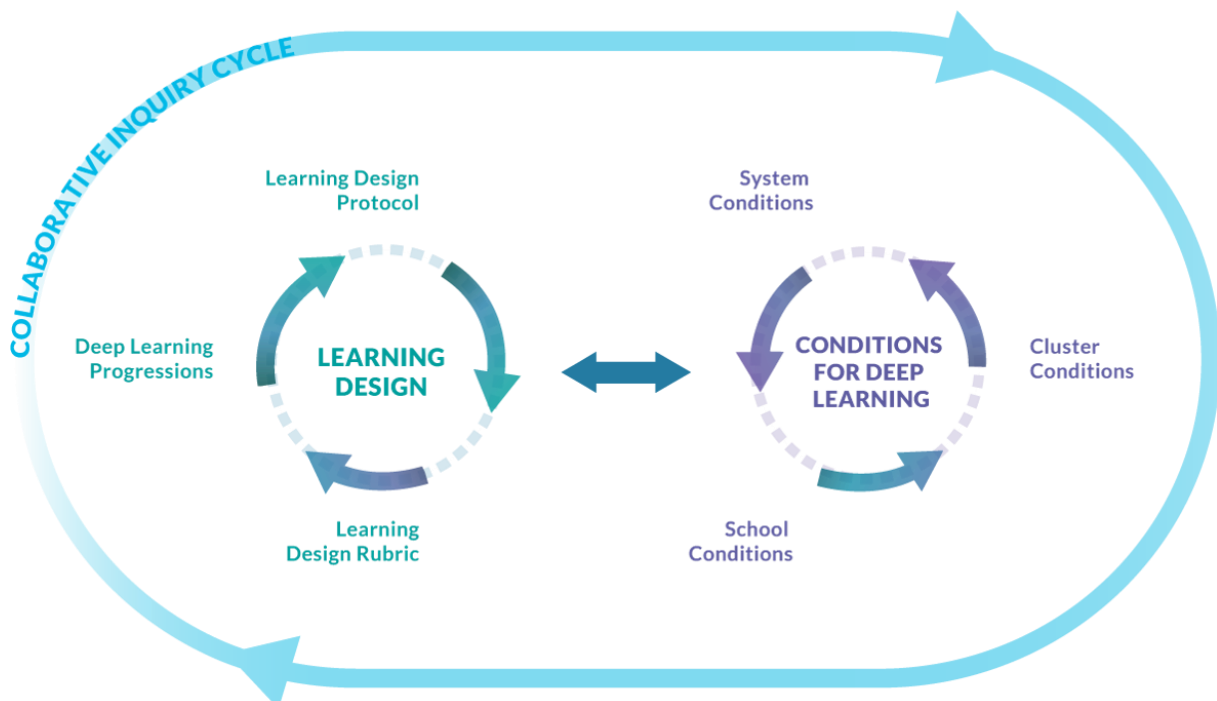
The Collaborative Inquiry cycle is used to mobilize and collectively create the knowledge required to enable whole system change and deep learning. At every level of New Pedagogies for Deep Learning (i.e., within schools, within clusters, and across the entire global partnership), we use the Collaborative Inquiry Cycle:

- **Students** design, assess and monitor their own learning
- **Teachers** collaborate to assess, design, implement and reflect and adjust learning; and
- **Leaders** assess the learning conditions that support deep learning and design strategies to create improved conditions.



A Suite of Tools

The Suite of tools is both a design and evaluative monitoring system. It is used to shift practices and demonstrate and measure student progression in the 6 Global Competencies for Deep Learning. The suite of tools are used within the Collaborative Inquiry Cycle



Tools for designing deep learning:

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 to evaluate development along the progression.

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 **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.

Tools to assess conditions for deep learning:

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

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

The System Conditions Rubric identifies the conditions that are needed to support the mobilization of deep learning across all schools in the district, state, province, country or education system.

The New Measures system; Roles and Responsibilities

The components of this system are designed to measure shifts in practice and the development of Global Deep Learning Competencies.

- **Deep Learning Progression Ratings** – Rubrics designed to measure and track student progress in developing deep learning competencies
- **Deep Learning Conditions Ratings** – Measure the system, cluster and school conditions that support deep learning outcomes
- **Deep Learning Exemplars** – Examples of learning designs and learner outcomes that illustrate deep learning competencies

Deep Learning Progression Ratings

Teacher

Teachers submit Deep Learning Progression Ratings for their students

School Lead

School Leads will be able to view all Progression Rating data submitted within their school.

Cluster Lead / Network Lead

Cluster Leads will be able to view all Progression Rating data submitted within their Cluster.

Deep Learning Conditions Ratings

Teacher

Teachers do not submit Conditions Ratings.

School Lead

Submit School Conditions Ratings.

Cluster Lead / Network Lead

Submit Education System Conditions Ratings and Cluster Conditions Ratings, and will have access to all School Conditions Ratings submitted within their Cluster.

Deep Learning Exemplars

Teacher

Submit Exemplars and have access to all Exemplars submitted by other teachers within their school.

School Lead

Access to all Exemplars submitted by teachers within their school, and submit one Exemplar to their Cluster Lead.

Cluster Lead

Access to all Exemplars submitted within their Cluster, and submit one Exemplar to the Global Team

**The New Measures data is submitted on the Deep Learning Hub.*

The Deep Learning Hub



New Pedagogies for
Deep Learning
A GLOBAL PARTNERSHIP

[Meet the Change Leaders](#)

[Making it Happen](#)

[Measuring Impact](#)

[Join the Movement](#)

[Learn More](#)



The Deep Learning Hub is a collaborative learning and data collection platform designed to support NPDCL Clusters and Associate Networks in their deep learning journey. The Hub offers a range of tools and features geared toward capacity building, collective innovation and the New Measures system.



Capacity Building

- Engage in **capacity building modules** to develop understanding of new pedagogies and deep learning concepts
- Explore capacity building resources in the **NPDL catalogue**, including materials that focus on change leadership, pedagogical practices and leveraging digital
- Access the **Suite of Tools**, NPDL messaging and communication materials, and all the documents, videos and other resources



New Measures

- Enter data and track progress of the **New Measures** in your classrooms, schools, Clusters and education systems
- Generate reports on the development of deep learning conditions and on student progression toward deep learning outcomes, using **real-time monitoring** to craft pedagogical and system responses to successes and areas for improvement
- Submit and access **Deep Learning Exemplars** that provide a description of what deep learning looks like in action and in outcome



Collective Innovation

- Connect with NPDL Members through the **People Connect Tool**, designed to facilitate collaboration and discussion with other teachers and education leaders
- Participate in Deep Learning Hub **discussion forums**

Key Roles of Cluster and Associate Network Leadership

Each Cluster and Associate Network is able to structure their leadership team in the best way that fits their context. Here are a few key roles for Cluster and Network leadership in New Pedagogies for Deep Learning. These roles can be combined or shared among individuals or teams.

Cluster Leads / Associate Network Leads:

Key Strengths: using strategies, approaches and initiatives to lead change

Primary Roles and Key Tasks can include the following:

- Lead and coordinate implementation across the Cluster / Associate Network
- Select and support Capacity Building and New Measures leads
- plan regional events and capacity building
- participate in the monthly Global Cluster Team Calls
- connect one-on-one with the Global Directors (Clusters only)
- attend the NPDL Global Events

Capacity Building Leads

Key Strengths: system-wide design of learning experiences and support structures for deep implementation of changes in practice

Primary Roles and Key Tasks can include:

- design a capacity building strategy
- Design strategies to share and implement NPDL within the Cluster.
- develop local learning experiences based on global resources
- support implementation of the Collaborative Inquiry Cycle
- support the design of Deep Learning Tasks
- provide coaching and modelling, and collect student work products
- foster contributions of student work products and learning designs to the Deep Learning Hub
- Attend NPDL Events

Global Support:

Capacity Building Institutes are offered to school leads and capacity building facilitators by a Global Regional Facilitator. As well six prototype modules have been designed to support schools and clusters in building capacity locally. They provide PowerPoints, videos and exemplars. Samples of implementation strategies and resources from existing clusters are also collated for your use.

Capacity Building Support Modules



New Measures Leads

Key Strengths: system-wide assessment and accountability measures implementation and in using evidence to inform decision making

Primary Roles and Key Tasks can include:

- Implement New Measures across Cluster
- Present key data and findings at the Cluster and country levels
- Implement the New Measures in schools:
 - Use rubrics and Learning Progressions
 - Collect learning tasks from teachers
 - Collect student work products
 - Analyze local and global data
- Support the use of feedback reports by school clusters

- Publish findings in country
- Attend NPDL Events
- Connect one-on-one with the Global New Measures Director (Clusters Only)

Digital Requirements

The level of accessibility to Digital is a critical consideration for each Cluster in the New Pedagogies for Deep Learning Global Partnership. A key goal of our partnership work is to accelerate learning by leveraging Digital. Thus, it is expected that all Cluster partners offer or plan to offer a Digital-rich environment in the majority of the schools involved in the Clusters.

In the simplest of terms, we would expect that schools offer access to Digital (computers, laptops, tablets, other devices and a reasonable speed of internet connectivity) for all learners, both in and out of school. While we don't want to be overly prescriptive, a level of ubiquity of access for learning is critical. As the project will involve learners focusing on the creation of content, it is important that the available Digital tools support this creation rather than just consumption.

The key point for Clusters to consider is whether students will have sufficient access to software and hardware that will assist teachers and students in the creation of Deep Learning Tasks. These tasks move them beyond basic uses of digital technology and into activities in which extended practice and development of the Deep Learning Competencies is possible.

How to start forming a NPDL Cluster or Associate Network

Have 100 schools ready to join?

Then you can start your own NPDL Cluster!

NPDL Clusters consist of at least 100 schools that work collaboratively with each other and the Global Directors. Each Cluster has a Leadership Team that supports implementation and capacity building within their Cluster and country.

What if there is already a NPDL Cluster in my country?

If there is already a NPDL Cluster in your country, you may be eligible to join! Simply contact us and let us know that you are interested in joining your country's Cluster. We will connect you with the Cluster Leadership Team.

Cluster Benefits:

- Teacher and Cluster Team Access to the Deep Learning Hub
- Access to resources to and prototype capacity building modules
- One-on-One capacity building and new measures coaching sessions with the Global Directors
- Invitations to the monthly Virtual Cluster Collaboration Meetings

- 5 Complimentary registrations to NPDL Global Events plus discounted registrations for additional attendees
- Access to the New Measures data submitted by your Cluster and the Global New Measures Report
- *Participation Fee: \$200,000 USD/per Cluster each year*

Have five or more schools ready to implement deep learning?

Start your own NPDL Associate Network!

NPDL Associate Networks are groups of five or more schools who wish to utilize the Suite of Tools and the Deep Learning Hub independently.

Why five schools?

A key component of the NPDL Whole System change process is the learning and new knowledge that comes from collaboration. The learning partnerships that develop between Associate Network schools as they assess, analyze, measure and change is critical to improving conditions to allow for Deep Learning.

Associate Network Benefits:

- Full Teacher and Network Team Access to the Deep Learning Hub and the Suite of Tools
- Discounted registration for NPDL Global Events
- Access to the New Measures Data submitted by your network and the Global New Measures Report
- *Participation Fee: \$2,000 USD/per school each y*

Each Cluster and Associate Network has access to a range of resources and enablers that will help Explore Local Partnerships

In addition to the partnership between NPDL members, each Cluster or Associate Network should also explore the resources and expertise available to them through their own local partnerships. These partnerships could include:

- **Student(s):** Students who represent all groups in your country
- **Teacher(s):** Strengths in rigorously and transparently questioning pedagogical approaches
- **Parent(s):** Deep Learning happens outside the classroom and parents are a key resource
- **Education Leader(s):** Strengths creating a shared understanding about what matters most, what's most urgent, and why.
- **Community and Industry:** Parents and families, cultural and community leaders, business leaders

- **Ministry or Government Representative/Policy:** Strong voice to support whole-system change approach and strengths in determining the value of outcomes and/or the quality or effectiveness of an approach, initiative, program, policy, or other entity, and then making changes

Frequently asked questions for Getting Started (FAQs)

What does NPDL cost?

The cost for NPDL Participation breaks down as follows:

- Full Cluster: \$200,000 USD/per Cluster each year
- Associate Network: \$2,000 USD/per school each year

Can we charge schools extra for implementation cost?

The NPDL cost covers access to the NPDL Hub, Suite of Tools and resources. Cluster or Network Leads may have their own overhead costs to cover for implementation and capacity building. Each Cluster and Associate Network is free to implement their own additional pricing structure based upon need. Attendance at NPDL Global events is on a user pays basis.

What will schools actually be expected to do?

Schools will have 3 sets of obligations – organization and structure, Capacity Building, and New Measures.

Organisation and Structure:

- Identify a school lead
- Self-assess conditions for deep learning

Capacity Building

- Support teachers to participate in collaborative inquiry cycles two or three times annually
- Use the progressions and tools to design and moderate learning at least once annually
- Participate in capacity building sessions

New Measures

- Support teachers to submit ratings on at least one progression annually
- Conduct a moderation process to select and submit one exemplar to the cluster annually

What are teachers expected to do?

- Participate in Professional Learning using the Collaborative Inquiry Cycle, the Deep Learning Competency Framework, and related tools
- Participate in 2-3 Collaborative Inquiry Cycles annually
- Collaborate on leveraging Digital to accelerate, facilitate and deepen learning
- Submit student ratings on the Deep Learning Competency Learning Progressions two times per year on the Deep Learning Hub, and submit one Deep Learning Exemplar once per year
- Self-assess current capacity using the New Pedagogies Learning Design Rubric

Do we have to attend the NPDL international events?

Ideally, your Cluster or Associate Network team should be represented at a minimum of one NPDL event per year. These face-to-face meetings are critical in collaboration, the sharing of NPDL experiences, and creating global change.

Who do I contact if I have further questions?

Feel free to reach out with any questions you might have.

www.npdl.global

Catie Schuster

Program Manager

email: cschuster@npdl.global

Appendix:

Appendix 1: Sample of a Deep Learning Progression

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.</p> <p>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.</p> <p>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. 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.</p> <p>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> |

*Sample of Collaboration Deep Learning Progression

Appendix 2: Sample Memorandum of Understanding (MoU)

MEMORANDUM OF UNDERSTANDING TOWARDS A GLOBAL PARTNERSHIP TO PROMOTE THE IMPLEMENTATION OF NEW PEDAGOGIES FOR DEEP LEARNING

This Agreement to Implement New Pedagogies for Deep Learning entered into by and between _____, and New Pedagogies for Deep Learning (NPDL)

Introduction

NPDL is a three-year collaboration and relationship to participate in a global and regionally focused education partnership to implement the New Pedagogies for Deep Learning: A Global Partnership Project; and _____ wishes to move forward with NPDL and participate in that 2 to 3-year collaboration, subject to the terms and conditions set forth below. Now therefore, the Parties hereby agree as follows:

Agreement

1. **Vision and Goals of Partnership.** The Partnership will create and provide a coherent suite of tools and resources, designed to support the strategic outcome of deep learning by students in a technologically advanced society.
2. **Financial.** In consideration of entering into this Agreement with NPDL and creating the Partnership, and in consideration of NPDL coordination and management of the Global Partners to develop and create New Pedagogies for Deep Learning, _____ shall provide payment to NPDL in an amount equal \$200,000.00 United States Dollars, due within 30 days of the execution date of this agreement. (Clusters with less than 100 schools will pay \$200,000.00 United States Dollars and once 100 schools are registered shall pay \$1,000 USD per school).
3. **Responsibility (_____).** In executing this Agreement and entering into this Partnership with NPDL _____ acknowledges that it will have obligations and responsibilities to ensure the coordination and implementation of New Pedagogies for Deep Learning is successful (in addition to the consideration set forth in above section).
4. **NPDL Responsibilities.** In executing this Agreement and entering into the Partnership, NPDL shall work collaboratively with your Cluster and others within the Partnership with coordination and implementation of New Pedagogies for Deep Learning.
5. **Good Faith.** The Parties agree that the responsibilities set forth above are required for the success of the Partnership and that the Parties will work together in good faith to ensure that the responsibilities and obligations set forth above are met in furtherance of the goals of the Partnership.
6. **Intellectual Property.** Additional to the requirements and expectations of the Partnership set forth above, _____ acknowledges that certain intellectual property issues regarding the Partnership will be addressed by way of separate written agreement (the "Intellectual Property Agreement"), signed by _____, NPDL and the cluster.
7. **Contacts.**
 - a. NPDL contact information is as follows:
 - i. Joanne McEachen, Global New Measures Director, NPDL
 - ii. Email: jmceachen@npdl.global
 - iii. Phone: +1 425 830-3932
8. **Authority.** The individual executing this Agreement has the authority and power to bind the Party on whose behalf they are executing.

Entered and Agreed as of the Date set forth above:

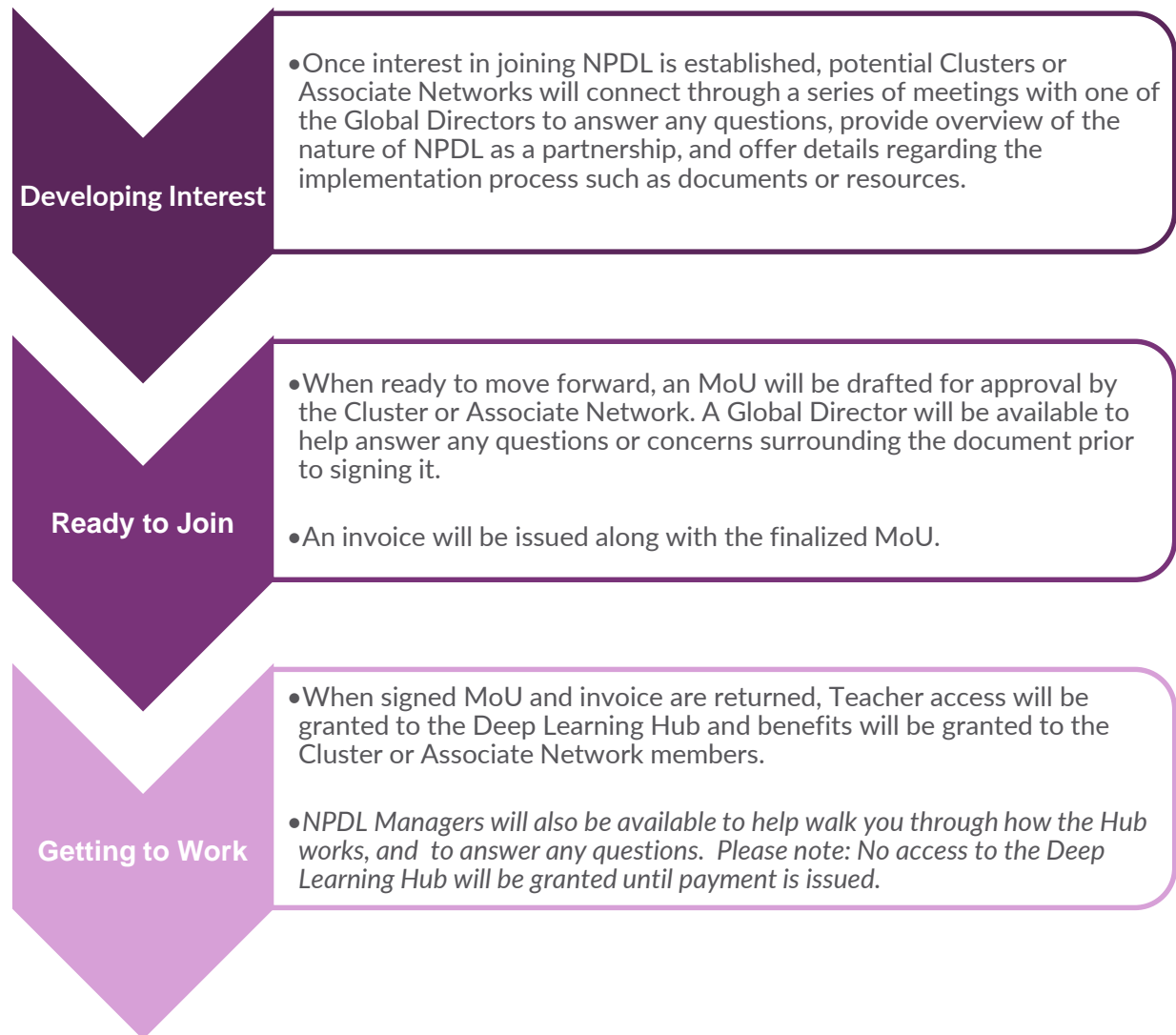
New Pedagogies for Deep Learning & _____ (Party)

Signed by:


Signed by:


Appendix 3: NPDL Onboarding Process



This is an overview of the School information required to be submitted with a signed MoU in order to begin the onboarding process and grant teachers and school leaders with access to the Deep Learning Hub.



Appendix 4: Implementation Diagnostic

| | Key Questions | Tools | Evidence |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Assess </p> | <p>Cluster Capacity</p> <ul style="list-style-type: none"> • What is the capacity of the cluster leadership to support the partnership? <p>School/School Leader Capacity</p> <ul style="list-style-type: none"> • What is the capacity of our schools and school leaders to support the shift in practice? <p>Teacher Capacity</p> <ul style="list-style-type: none"> • What is the capacity of our teachers to shift their practice? <p>Student Learning</p> <ul style="list-style-type: none"> • What is the current level of achievement of our students? • What are the strengths and gaps of our current teaching and learning process? • What is the current level of student agency? Student voice? <p>Capacity Building</p> <ul style="list-style-type: none"> • What is our experience in collaborative work/learning communities (e.g. using the collaborative inquiry cycle?) • What is our current practice in providing sustained professional learning? <p>Digital</p> <ul style="list-style-type: none"> • What is the capacity of our infrastructure, policy and technical to support the shift in practices? <p>Policy</p> <ul style="list-style-type: none"> • What is our policy framework for supporting the shift? • What is the capacity of the system (national, provincial or state) to support the work? <p>Partnerships</p> <ul style="list-style-type: none"> • What partnerships do we need to support the work at the cluster and school level? • What stakeholders need to be engaged? <p>Communication</p> <ul style="list-style-type: none"> • What mechanisms are available for building understanding? • What two way mechanisms are available? | <p>Cluster Learning Conditions Rubric</p> <p>School Conditions Rubric</p> <p>Teacher Self-assessment rubric</p> <p>System Conditions rubric</p> | |

| | Key Questions | Tools | Evidence |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
|  | <p>Focus and Goals</p> <ul style="list-style-type: none"> • What is our focus for the cluster? • How will we build shared understanding? <ul style="list-style-type: none"> ○ Cluster leaders ○ School leaders ○ Students ○ Teachers ○ Partners ○ Families and Community <p>Implementation Plan</p> <ul style="list-style-type: none"> • What is your strategy for implementation? • How will you communicate the plan? • What are the key messages? • How will you establish and maintain ongoing two-way communication? <p>Capacity Building</p> <ul style="list-style-type: none"> • Who are the key groups? <ul style="list-style-type: none"> ○ Cluster leads ○ Deep learning facilitators ○ District leaders ○ School leaders ○ Teachers ○ Students • How will you build shared understanding of Deep Learning? The new pedagogies? The new partnerships? How to leverage digital? • How will you develop skills in using the suite of tools to assess conditions for change? <ul style="list-style-type: none"> ○ School conditions rubrics ○ Cluster conditions rubrics ○ System conditions rubrics ○ Teacher assessment tools • How will you develop teacher and school leaders' skills in using the tools to design deep learning? <ul style="list-style-type: none"> ○ Learning progressions ○ Deep Learning Design Protocol <p>Partnerships</p> <ul style="list-style-type: none"> • How will you develop a collaborative approach with partners? <p>How will you engage parents?</p> | | |

| | Key Questions | Tools | Evidence |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
|  | <p>Implementation Plan</p> <ul style="list-style-type: none"> • How will you monitor the plan? • How will you gather ongoing feedback on progress? <p>Capacity Building</p> <ul style="list-style-type: none"> • Who will lead the facilitation of new skills and understandings? • How will you prepare them? • How will you provide ongoing support at the school and classroom level? • How will you gather ongoing feedback? | | |
|  | <ul style="list-style-type: none"> • How will you measure progress on the focus and goals? • What data will you collect? • How will manage the data collection and submission processes? • How will you be transparent? | | |