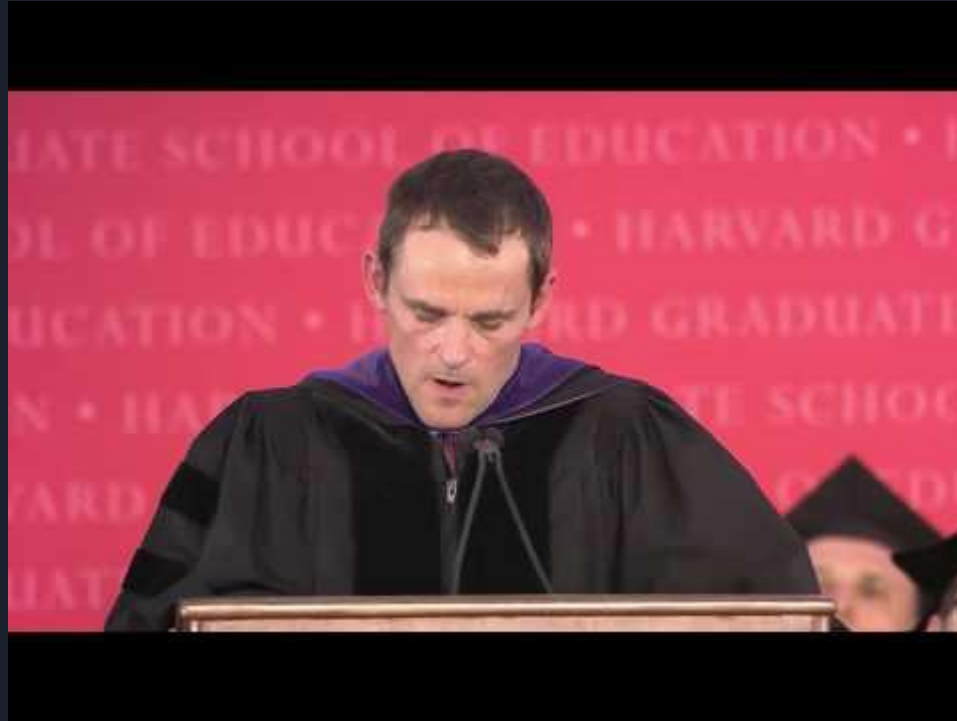




Inspiring Curriculum

"...to come alive in the classroom the curriculum itself has to contain, said or unsaid, an invitation to teachers and students to enter it." Aoki, T. 1990.

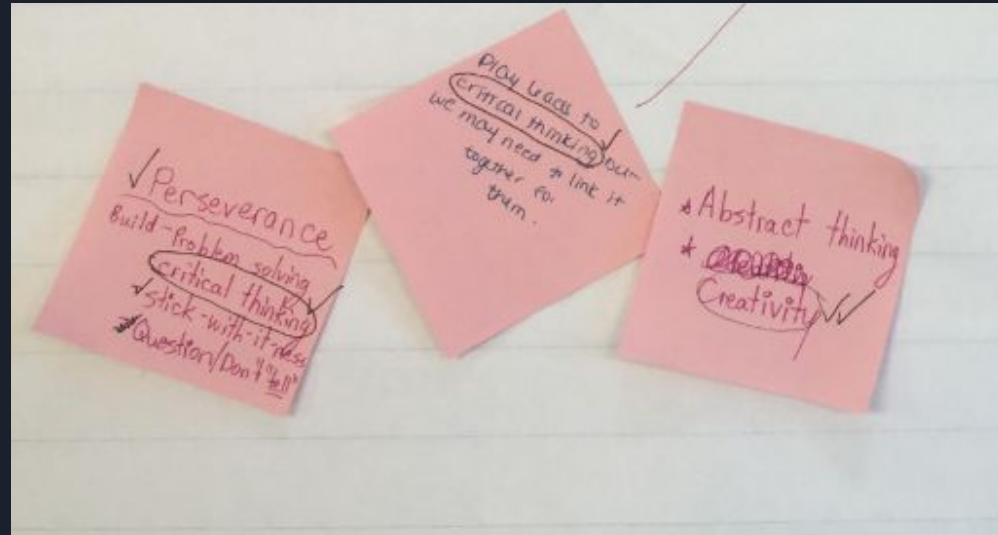
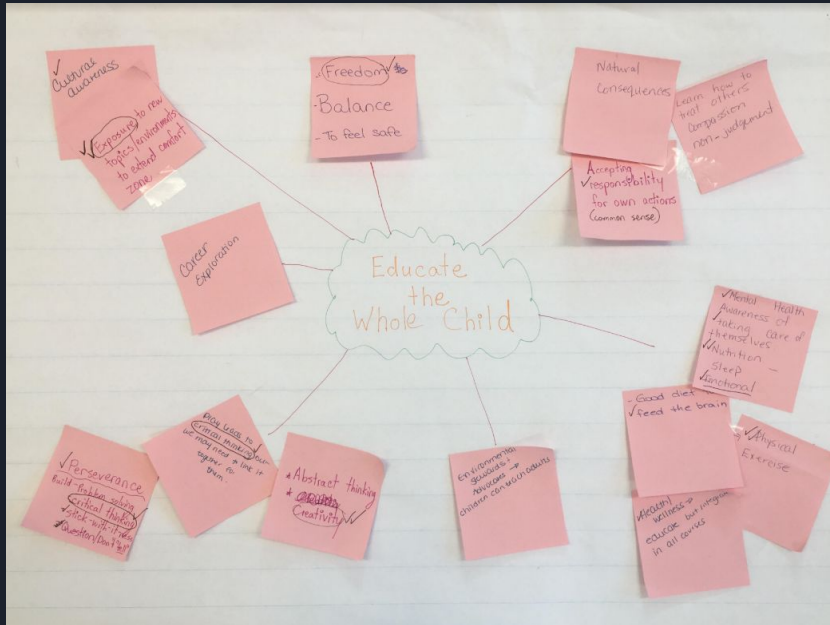
Dean James Ryan's 5 Essential Questions





What's our WHY?

Stavely School Continuous Growth Plan



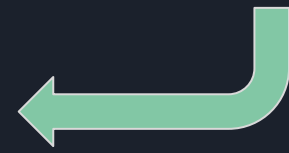
I wonder...



Big Data

“Extremely large data sets that may be analyzed computationally to reveal patterns, trends, and associations, especially relating to human behavior and interactions.”

Big data



Small Data



Tiny clues found in schools that can uncover important relationships about teaching and learning.

BIG DATA

Large volume
Managed by machines
Indicate correlations
Schools as objects
Algorithms & Analytics
Predict the future

small data

Small volume
Handled by humans
Reveal causations
School as subjects
Collective human judgment
Understand the present



What does our **big** data tell us?

Celebrations

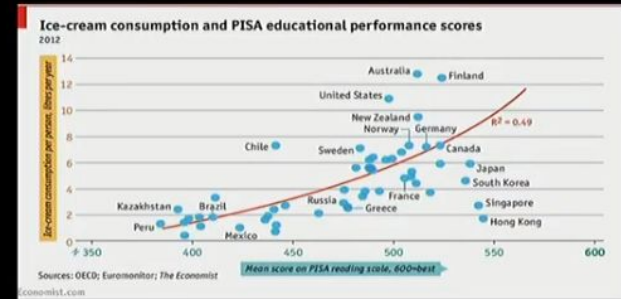
- ELA, SS, Math - achieving at acceptable standard;
- MIPI - low complexity questions;
- F & P - steady improvement - students are improving and moving up levels with the implementation of literacy intervention groups;
-

Growth

- Standard of excellence;
- High complexity level questions difficult to answer;
-

Big data is often failing to understand and predict what is going on so we need another approach.

Eat more ice-cream!



What does our small data tell us?

Tiny clues found in schools that can uncover important relationships about teaching and learning.

- Our students are passionate about PASSION PROJECTS;
- Students like recess;
- Students would like agriculture courses;
- Students like their teachers;
- Breakfast is the best (and necessary for many students);

Small Data can reveal causations.



Wait...what?

Align our PD focus with LRSD goals and Stavely School goals.

- Literacy/Numeracy
- Success for all learners
- Transitions

Literature Review and Discussion

1. Ted Aoki - Inspiring the Curriculum
2. William E. Doll Jr. - Revisiting Aoki's "Inspiring The Curriculum"



Professional Development Focus

Deep Learning, Mathematical Mindsets

Fullan, Quinn, McEachen - *Deep Learning*

Chapter focus and discussion on Staveland Days

Continue implementation and discussion on *Mathematical Mindsets*.

What is Deep Learning?

“The explicit aim is deep learning that goes beyond the mastery of existing content knowledge.

Here, deep learning is defined as ‘creating and using new knowledge in the world.’

Technology has unleashed learning, and the potential for students to apply knowledge in the world outside of school; new pedagogies leverage all of this in the formal learning process”.

Fullan, “A Rich Seam”





COLLABORATION



CREATIVITY



CRITICAL THINKING



CITIZENSHIP



CHARACTER



COMMUNICATION



Deep Learning

Pedagogical practices

a fusion of proven pedagogical practices and emerging innovative practices.

Learning environments

school conditions for learning

Learning partnerships

relationships

learning to learn

leadership

Leveraging digital

to accelerate, amplify, add value to and connect learners and learning

Global Competencies for Deep Learning – 6 C's

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.



What are competencies?

Competencies are combinations of attitudes, skills and knowledge that students develop and apply for successful learning, living and working. Alberta's curriculum promotes development of the following competencies:

CRITICAL THINKING

COMMUNICATION

PROBLEM SOLVING

COLLABORATION

MANAGING INFORMATION

CULTURAL AND GLOBAL CITIZENSHIP

CREATIVITY AND INNOVATION

PERSONAL GROWTH AND WELL-BEING

"New" Pedagogies for Deep Learning


Pedagogical Practices	Leveraging Digital
<p>Effective, New Pedagogy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task is designed based on the interest and needs of all students <input type="checkbox"/> Learning is personalized <input type="checkbox"/> Students and families are part of the task design <input type="checkbox"/> Student choice is embedded in the task <input type="checkbox"/> Collaboration opportunities are continuous <input type="checkbox"/> Learning is scaffolded to meet the needs of the learner <input type="checkbox"/> Task is authentic (based on real problems, real questions) <input type="checkbox"/> Self and peer feedback opportunities are continuous <input type="checkbox"/> Learner reflection & metacognition opportunities are continuous <input type="checkbox"/> Clear success criteria <input type="checkbox"/> Clear learning goals <input type="checkbox"/> Range of assessment practices (for, as, of learning) <input type="checkbox"/> Balance between research proven strategies... <p>Leverages/Embeds the Use of Digital</p> <ul style="list-style-type: none"> <input type="checkbox"/> ... innovative strategies that leverage digital 	<p>Effective, New Pedagogies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital enables timely and accurate feedback <input type="checkbox"/> Digital enables efficient and effective learner reflection and metacognition <input type="checkbox"/> Digital enables efficient and meaningful collaboration <input type="checkbox"/> Digital is used to share new knowledge <input type="checkbox"/> Digital enables efficient and effective scaffolding <p>Leverages/Embeds Digital</p> <ul style="list-style-type: none"> <input type="checkbox"/> Digital modes are based on the needs, approaches and abilities of the learner <input type="checkbox"/> Task requires the use of digital <input type="checkbox"/> Digital modes are flexible <input type="checkbox"/> Students discover new ways of advancing learning through the use of digital
<p>Learning Partnerships</p> <p>Effective, New Pedagogy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task requires purposeful learning partnerships <input type="checkbox"/> Task ensures equity among partners <input type="checkbox"/> Clear, transparent learning goals for all partners <input type="checkbox"/> Clear, transparent success criteria for all partners 	<p>Learning Environment</p> <p>Effective, New Pedagogy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task incorporates student voice <input type="checkbox"/> Task requires purposeful learning partnerships <input type="checkbox"/> Task accounts for the interests and needs of all students <input type="checkbox"/> Task and learning strategies engage all students <input type="checkbox"/> Learning is interactive <input type="checkbox"/> Learning environment is authentic <p>Leverages/Embeds Digital</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning environment includes virtual component

For each quadrant consider the following questions:

What do you clearly understand and already do?

What do you understand but have yet to implement?

What is unclear?



Professional Development Focus Risky Play

Sahlberg - Let The Children Play

Book study?

As well as...

PD Boosters in WAAG; discussion at staff meetings



Where do we want to go next?

Align our PD focus with LRSD goals and Stavely School goals.

- Literacy/Numeracy
- Success for all learners
- Transitions

Literature Review and Discussion

1. Ted Aoki - Inspiring the Curriculum
2. William E. Doll Jr. - Revisiting Aoki's "Inspiring The Curriculum"

Complexities of Managing Change or Sustaining Innovation

Vision	Capacity Building	Ownership	Resources and Organization	Action Plan	Review	Successful Implementation
	Capacity Building	Ownership	Resources and Organization	Action Plan	Review	Confusion
Vision		Ownership	Resources and Organization	Action Plan	Review	Chaos/anxiety
Vision	Capacity Building		Resources and Organization	Action Plan	Review	Gradual change
Vision	Capacity Building	Ownership		Action Plan	Review	Frustration
Vision	Capacity Building	Ownership	Resources and Organization		Review	False Start
Vision	Capacity Building	Ownership	Resources and Organization	Action Plan		Unknown Impact

The Power of Play

