



Canadians for 21st Century
Learning & Innovation

A national not-for-profit organization of education, private and public sector, advocating for the system-wide spread of 21st century models of learning in public education across Canada

DAVID ROBERTS, CEO and President, C21 Canada

KAREN YAMADA, Ambassador, C21 Canada

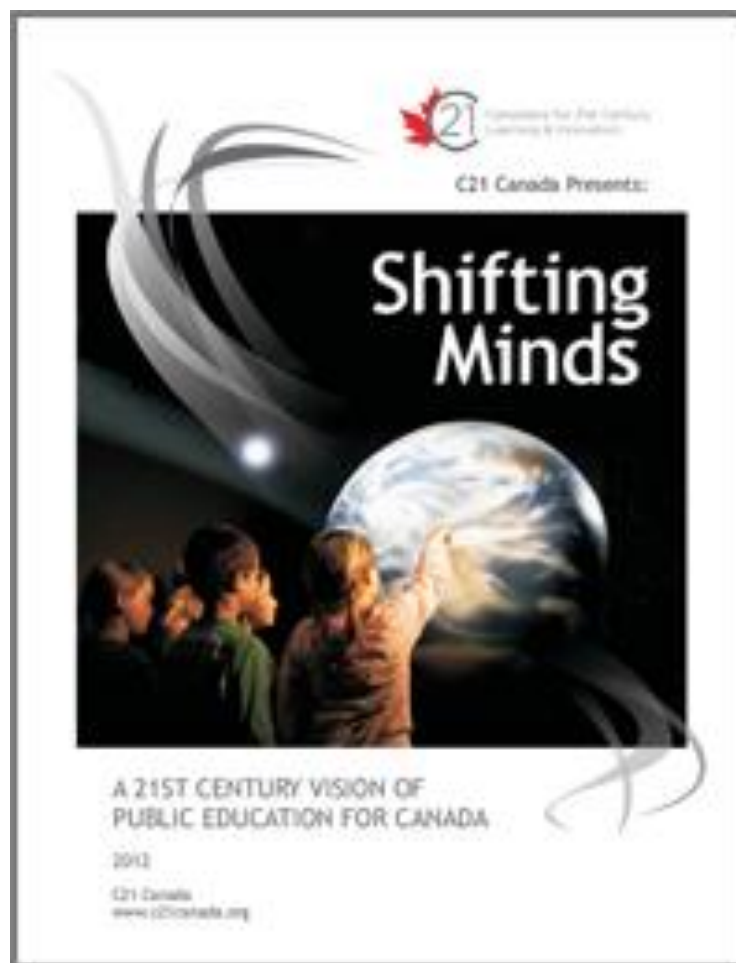


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www.c21canada.org



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SHIFTING MINDS RESEARCH

Develop 7 C's:

- Character
- Cultural and Ethical Citizenship
- Creative, Innovative & Entrepreneurial
- Critical Thinking
- Collaboration
- Communication
- Computer and Digital Technology



A network of CEOs and Superintendents from school districts coast-to-coast, forming a national voice of leadership to promote the accelerated system-wide scaling of 21st century innovative practice.



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Shifting Minds 3.0

Redefining the Learning Landscape in Canada



SSBA MEMBERS COUNCIL

Thursday, Sept 24, 2015

Saskatoon, Sask

www.c21canada.org



Shifting Minds 3.0

Redefining the Learning Landscape in Canada

THE CHALLENGE

Traditional View

Teachers lead, students follow

Transformative View

Students and teachers co-design

Autonomy, Purpose, Mastery



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TRADITIONAL VIEW

- ✓ Prescribed Curriculum and Courses
- ✓ Lessons feature Direct Instruction only
- ✓ Text Books as primary resources
- ✓ Students replicate what they are taught



TRANSFORMATIVE VIEW

- 🍁 21 Learning is a social process supported by digital technologies.
- 🍁 21 Creativity, critical thinking, collaboration , communication, character, culture and citizenship infuse teaching and learning.
- 🍁 21 Deep understanding is demonstrated through idea development and improvement.
- 🍁 21 Inquiry/Assessment guide student learning and teacher pedagogy.

Shifting Minds 3.0 Key Message

Surface changes in education will not equip students for the 21st century: change is needed at the core of educational practice.



CHANGE STRATEGIES

- ②1 Co-create a vision
- ②1 Cultivate peer-led learning for teachers and principals
- ②1 Create support mechanisms for professionals
- ②1 Sponsor system experimentation/innovation across schools



SCALING OUT

*Spreading a promising innovation
to other schools*

SCALING UP

Changing the whole system



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SHIFTING MINDS 3.0 KEY MESSAGE:

Whole-system reform requires conditions that support educators in examining and reshaping the foundations on which their practice is built.

Figure 3. A disciplined approach to scaling out and scaling up

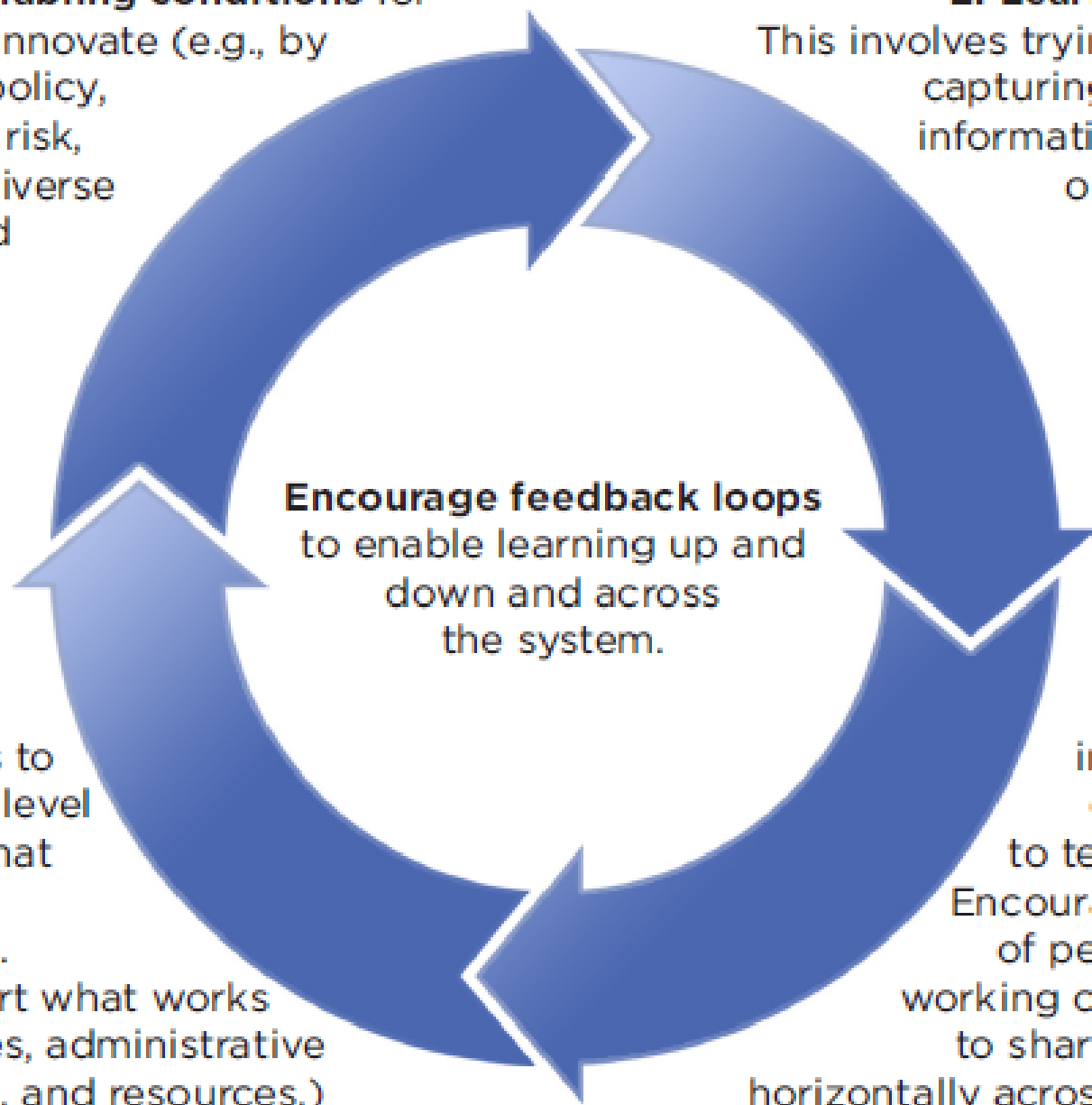
1. Create enabling conditions for schools to innovate (e.g., by loosening policy, minimizing risk, engaging diverse groups, and providing resources).

2. Learn what works
This involves trying new ideas, capturing and sharing information, analyzing outcomes, and redefining approaches.

Encourage feedback loops
to enable learning up and down and across the system.

3. Scale out promising innovations to other schools to test and refine. Encourage networks of people who are working on the change to share information horizontally across the system.

4. Scale up successful innovations to the system level to ensure that results are sustainable. (i.e., Support what works with policies, administrative procedures, and resources.)





DUAL STRATEGY

IMPROVEMENT PLANNING & STRATEGIC INNOVATION

IMPROVEMENT	INNOVATION
Analytic, logical, linear	Creative, iterative, heuristic
Focus on Performance Indicators	Focus on New Insights
Internally-focused (inside-out)	Externally-focused (outside-in)
Strategy for today <i>Forecasted</i> to tomorrow	Strategy for tomorrow <i>Back-casted</i> to today
Expand existing model	Alternative business models
Assumes future looks like today	Assumes future is dynamic
Follows rules and traditions	Breaks rules

Shifting Minds 3.0 Key Message

Diversity is messy but critical in order to minimize “group think” and maximize the possible solutions that will meet real-world needs.



SCHOOL BOARD INVOLVEMENT

- ❶ System leaders need to involve their school boards in conversations and decisions about transformation
- ❶ Limiting trustee involvement to a formal policy governance role weakens the public education system

Shifting Minds 3.0 Key Message

Leaders watch for the fine balance between the need for autonomy to innovate at the school level and the desire for systemic and sustainable improvement.



GOING FORWARD

- 
- ②1 *Shifting* **CURRICULUM**
 - ②1 *Shifting* **PEDAGOGIES**
 - ②1 *Shifting* **LEARNING ENVIRONMENTS**
 - ②1 *Shifting* **ASSESSMENT**
 - ②1 *Shifting* **GOVERNANCE**
 - ②1 *Shifting* **CITIZEN and STAKEHOLDER ENGAGEMENT**

Change is inevitable

Transformation is possible



SHIFTING LEARNING ENVIRONMENTS

- **Provide** digital technologies to support learning inside and outside of school
- **Select** technologies for their pedagogical effectiveness as well as their technological advances
- **Provide** real-time technical support
- **Involve** parents, students, and teachers in determining guidelines for safe accessibility to the internet



SHIFTING CITIZEN & STAKEHOLDER ENGAGEMENT

- **Use** social media to engage the broader community
- **Capture** and share the excitement and energy occurring in successful schools
- **Support** mutually beneficial partnerships (e.g. professionals collaborating with students as online experts; students working on community problems)

Shifting Minds 3.0 Key Message

Insights from complexity theory can help leaders think outside the box of the traditional system to inspire and spread positive changes.

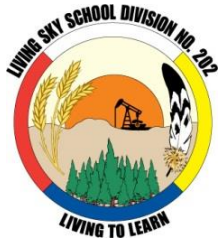




DIRECTIONS



- Project based learning
- Dual credit programming
- Trades & health science programs
- Pursuit of partnerships – industry, post secondary, Ministry & international markets
- Online program development
- Supervised independent learning
- Blended learning
- Increased Professional Development
- SWISI



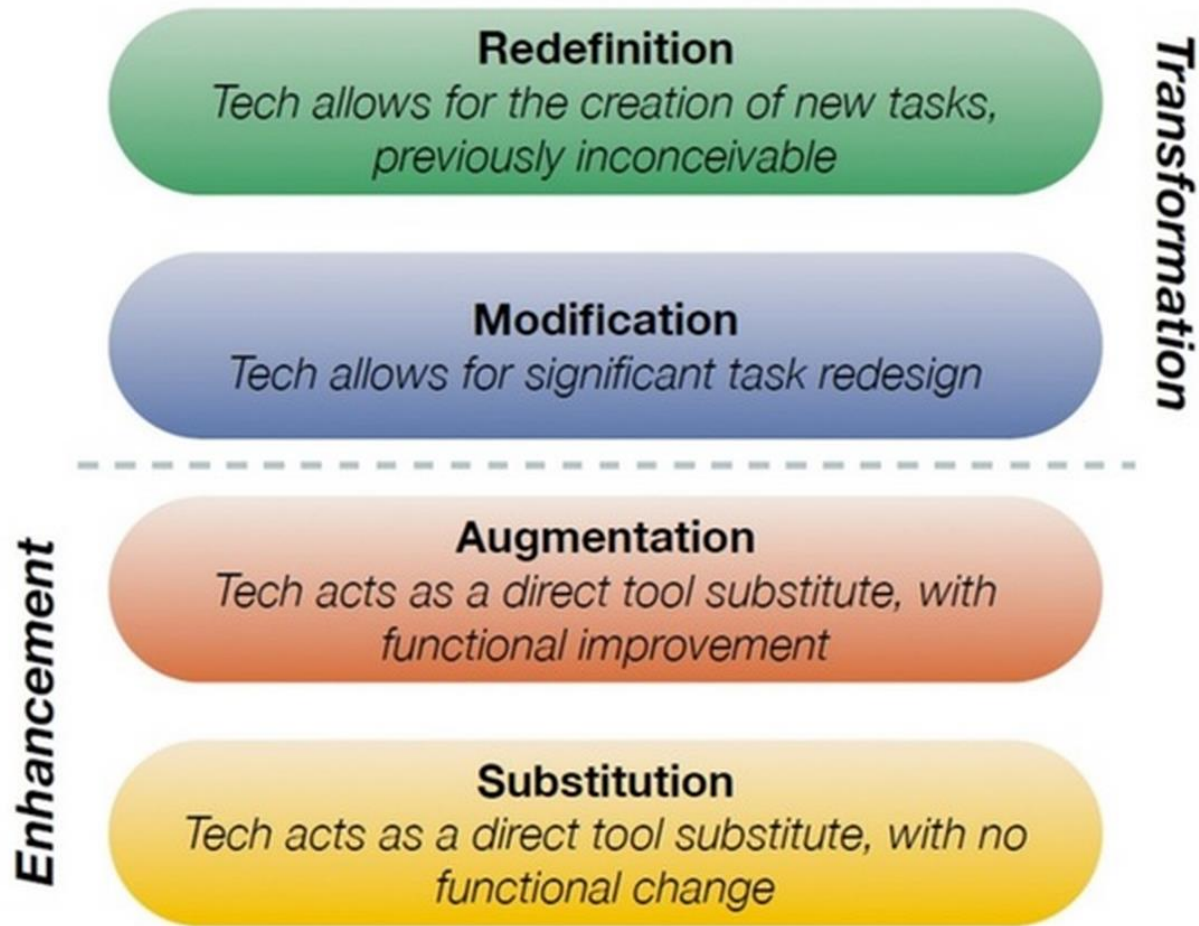
DIRECTIONS



- Teacher-Student Collaboration
- E-Journalism
- Integration of technology to achievement of school goals becoming the norm (SAMR Model)
- On-line classroom (google classroom) for sharing and collaboration
- Digital Portfolios for Learning and Careers
- Blending the traditional with the contemporary (Land-Based Learning)
- Partnerships (real-world experiences)
- Development of appropriate on-line presence
- Learning through inquiry (tinker space)
- Using data effectively (D4 schools)
- Leading change



SAMR





SAMR

- SAMR Model of Technology Integration
- **Six Transformational Questions**
- Does your teaching plan build capacity for critical thinking on the web?
- Does the teaching plan allow for the development of new lines of inquiry?
- Does the plan provide opportunities for students to make their thinking visible?
- Are there opportunities to broaden student perspectives via conversations with authentic audiences from around the world?
- Are there opportunities for students to make a contribution? (purposeful work)
- Does the plan allow for the “best in the world” examples of content and skills? (Adapted from: Alan November, Clearing the Confusion between Technology Rich and Innovative Poor: Six Questions, January 15, 2015.)



SAMR

- **How do we begin to move from enhancement to transformation?**
- **Tinker and play** with a tool enough to understand its limitations, as well as what it does best. **GAfE – Google Apps for Education – e.g. Google Classroom (Blended Learning)**
- Rely on your professional learning networks to share ideas and support your experimentation. **Twitter**
- Strive for global learning and project-based learning opportunities for your students. <http://humanlibrary.org/> <https://education.skype.com>
- <http://tamritz.org/samr-design-learning-for-engagement-pt1/>
- Accept that you cannot possibly know every tool out there or be THE expert in the room on the tool(s) you plan on using, every single time. Invoke the roles of coach, facilitator and guide.
- Adopt a **growth mindset** for your own journey and your students' journeys. <http://mindsetonline.com/>
- Consider your students as an integral part of the learning community. As contributors, they have wonderful input, knowledge and ideas. Trust them in the process of trying new approaches and tools.



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@C21Can



info@C21Canada.org