

Deep Learning Teacher Expectations

Term 1, 2020

Over the past Term, the Eastern Fleurieu Deep Learning Working Group has been developing a plan for the roll out of the pedagogy in 2020. The goal we have set is for all teachers to be using and building student understandings of the Global Learning Capabilities (**6 C's**) with reporting on them to take place in Semester 2 report cards. This continuum will replace the current section in which student behaviours and personal attributes are reported on using the developing to excellent scale. To achieve this goal, we have designed support mechanisms which will allow all teachers to develop their use of Deep Learning pedagogies without being overwhelmed. We appreciate that all teachers are at different stages when it comes to their understandings of the capabilities and how to teach them; and as such believe a collaborative inquiry approach will help support all on this journey.

The timeline below details expectations and a number of initiatives which support our collaborative inquiry cycle related to the Global Learning Capabilities (**GLCs**).

When	What	Expectations for follow up visit
Week Zero 30-minute session	In this session I will revisit the GLCs and give an overview of the expectations for our follow-up meeting in 4. I will also introduce the Deep Learning folder which will be a terrific digital resource for teachers looking for activities related to the GLCs.	<p>JP Teachers: Introduce & explicitly teach students 3 Global Learning Competencies (Character, Citizenship and Collaboration recommended as these link best to Quality Start activities).</p> <p>MP & UP Teachers: Introduce and explicitly teach 4 Global Competencies (Character, Collaboration, Citizenship and Critical Thinking recommended as these link best to Quality Start activities).</p> <p>Specialist Teachers: Expose students to at least 1 Global Competency (Character, Citizenship or Collaboration are recommended as these are more likely to be taught by classroom teachers throughout the Quality Start period).</p> <p>Teachers to contribute 1 outline for a task or activity they used within Quality Start which align with the GLC's. This will be added to the digital library. Outlines do not have to be overly detailed and may include links to websites.</p>
Weeks 1-4 One half day PLC release	This session will be an opportunity for teachers to share and reflect on the tasks undertaken in their classes within Quality Start. The collaborative inquiry model will allow sectionals to provide feedback and potentially deepen the task/s. There will also be an opportunity during this time to collaborate and codesign learning tasks which focus on the GLC's or even take a look at a Deep Learning unit for term 2. The direction that these sessions take will be determined by each of PLCs and be based around their needs.	
Post staff meeting PD weeks	The intention of these sessions is yet to be determined. As the term progresses, staff input will be used to design the	

6, 8, 10 and 11	<p>focus of these time allocations as so they are best targeted to the groups needs.</p> <p>One intended key outcome of these sessions will be collaborative moderation using GLCs assessment continuums. With this continuum to be used in the semester 2 reporting system, opportunities such as this will be valuable for all.</p>	
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Where to next:

It is intended that this collaborative inquiry cycle will continue throughout 1 with teachers exploring the GLC's through a range of learning tasks and experiences within their own classrooms. PD time will be used to share these experiences, seek feedback and grow our collective understanding of the GLC's. A specific framework and timeline for this is yet to be constructed and will depend upon PD time availability as well as feedback from teachers regarding the effectiveness of this model. A 'Sprint' approach where specific competencies are identified and explored by the entire staff for a 2-3week period is one possible approach.

The intention of this collaborative inquiry cycle (where a collective approach to understanding the GLCs is explored) is to upskill teachers, students and our families on what the GLCs competencies involve, their importance and how they can be utilised in a classroom setting. This will prepare the afore mentioned groups for the rollout of grading and assessment of the global learning competencies in the semester 2 reports.

Summation:

2020 NPDL Goals and Expectations

Teachers will:

- use Quality Start time and activities to introduce GLCs
- embed the GLCs in daily teaching and assessment tasks by end of term 2
- contribute lesson/task ideas to involving the GLCs to digital library
- introduce the GLCs continuum into semester 2, 2020 reports

Support Mechanisms

- PLC planning and moderation time
- PD sessions to unpack and seek feedback on tasks
- PD sessions to strengthen understandings of assessing the GLCs
- Digital library used as a collaborative hub for GLCs activity ideas

