

# Deeper Learning, Deeper Leading

Based on the work of Jal Mehta and Sarah Fine

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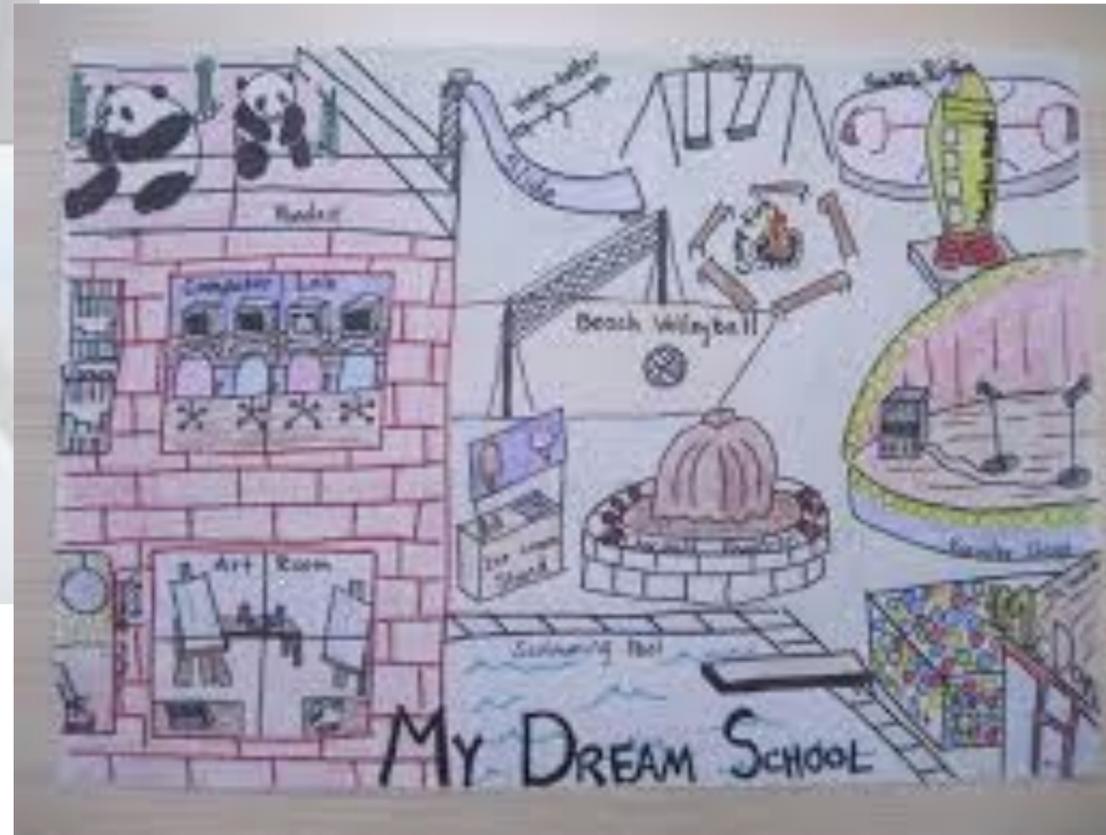
# What is School For?



- What do your families think school is for?
- What do your students think school is for?
- What do your teachers think school is for?
- What do you think school is for?
- Add your thoughts to the [Padlet](#)



What is School For?



**What does your dream school look like?**

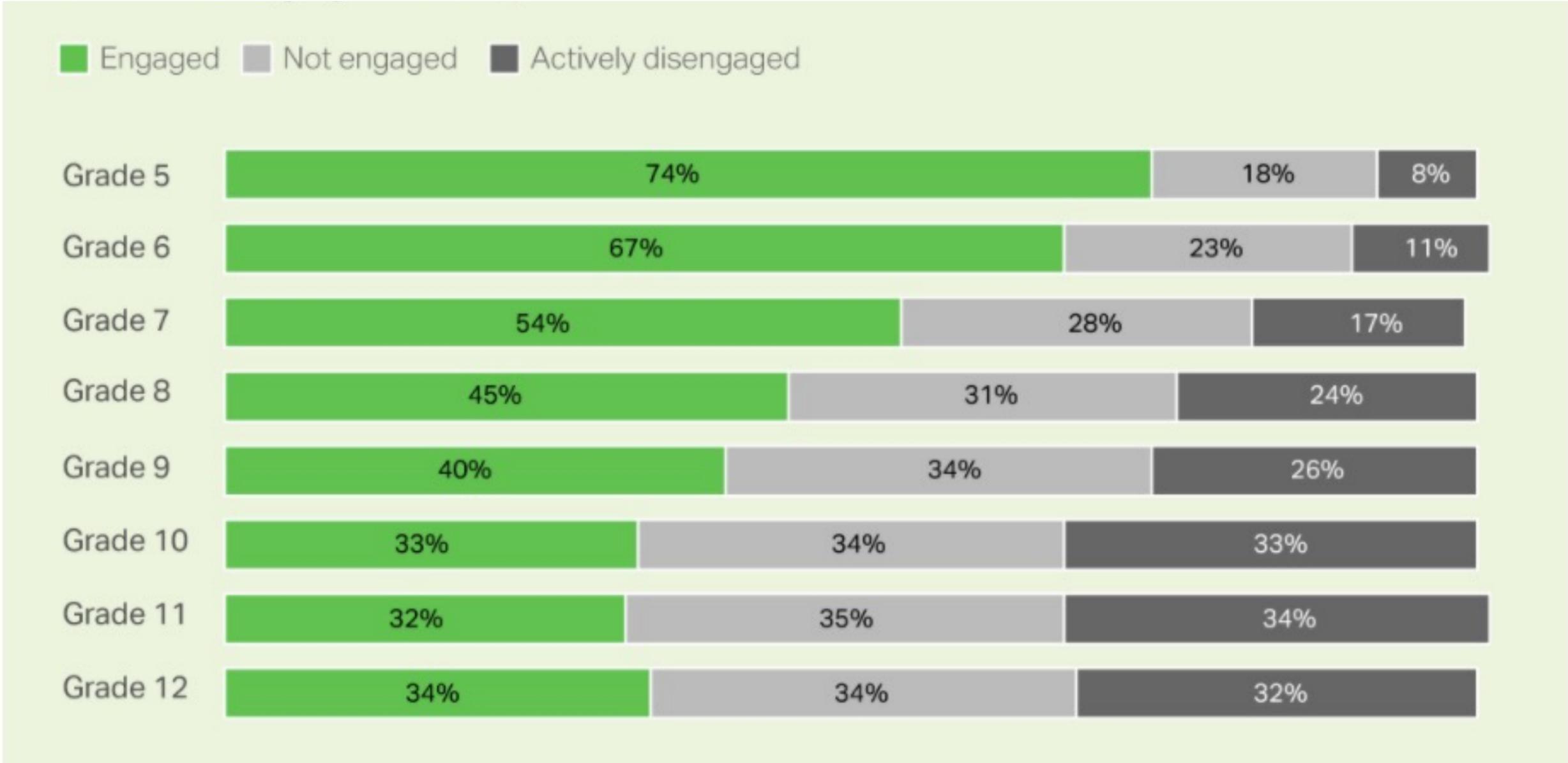
*What's standing in your way?*

# Top 10\* Job Skills 2020 vs 2021

1. Data Literacy
2. Critical Thinking
3. Tech Savviness
4. Adaptability and Flexibility
5. Creativity
6. Emotional Intelligence
7. Cultural Intelligence and Diversity
8. Leadership Skills
9. Judgement and Complex Decision Making
10. Collaboration
11. \*Self-motivation, prioritization/time-management, stress management, ability to embrace and celebrate change

1. Growth Mindset
2. Continuous Learning
3. Critical Thinking
4. Survival Skills
5. Resilience, Curiosity
6. Flexibility
7. Dedication
8. Coaching mindset
9. Comfort with ambiguity
10. Thriving in a virtual environment

# Student Engagement



2016 Student Gallup poll

“But the thing I feel like most of the time we have to choose between getting a good grade and actually learning. And like I’m going to choose a good grade, because learning doesn’t help me get into college, right?.”

*–High School Student*

# Value of Education

- Intrinsic—What you gain
- Exchange—What someone gives you
  - Grades
  - Credits
  - Degrees

# The Disengaged vs Engaged Student

## Disengaged

- Plays the “game” of school
- Complete school work
- Don't misbehave
- Go through the motions

## Engaged

- Pride in learning
- Engagement
- Connection to learning
- Invested

# Why Not Engaged?

- Students made to think—where in Bloom’s taxonomy? Ladder or web?
- Teacher talk vs Student talk 70-80%, 89% (Hattie, 2012)
- Of 1,600 middle school tasks evaluated, approximately 85% at recall or basic skills/concepts using Webb’s DOK (The Education Trust, 2015)
- After reviewing 224 lessons in nine, 9th grade English rooms, “Free flowing discussion averaged fewer than 15 seconds a day” (Nystrand & Gamoran, 1997)

# Passion

“What gives humans meaning in life is a strong sense of identity around a purpose or passion, creativity and mastery in relation to a valued pursuit, an connectedness with the world and others” ~Michael Fullan

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# Deeper Learning Competencies



## **CONTENT MASTERY**

Students apply knowledge to real world situations.



## **CRITICAL THINKING & PROBLEM SOLVING**

Students consider a variety of approaches to produce innovative solutions.



## **COLLABORATION**

Students work with their peers, assume leadership roles, resolve conflicts, and manage projects.



## **EFFECTIVE COMMUNICATION**

Students demonstrate skills in active listening, clear writing, and persuasive presentation.



## **SELF DIRECTED LEARNING**

Students use teacher feedback to monitor and direct their own learning, both in and out of the classroom.

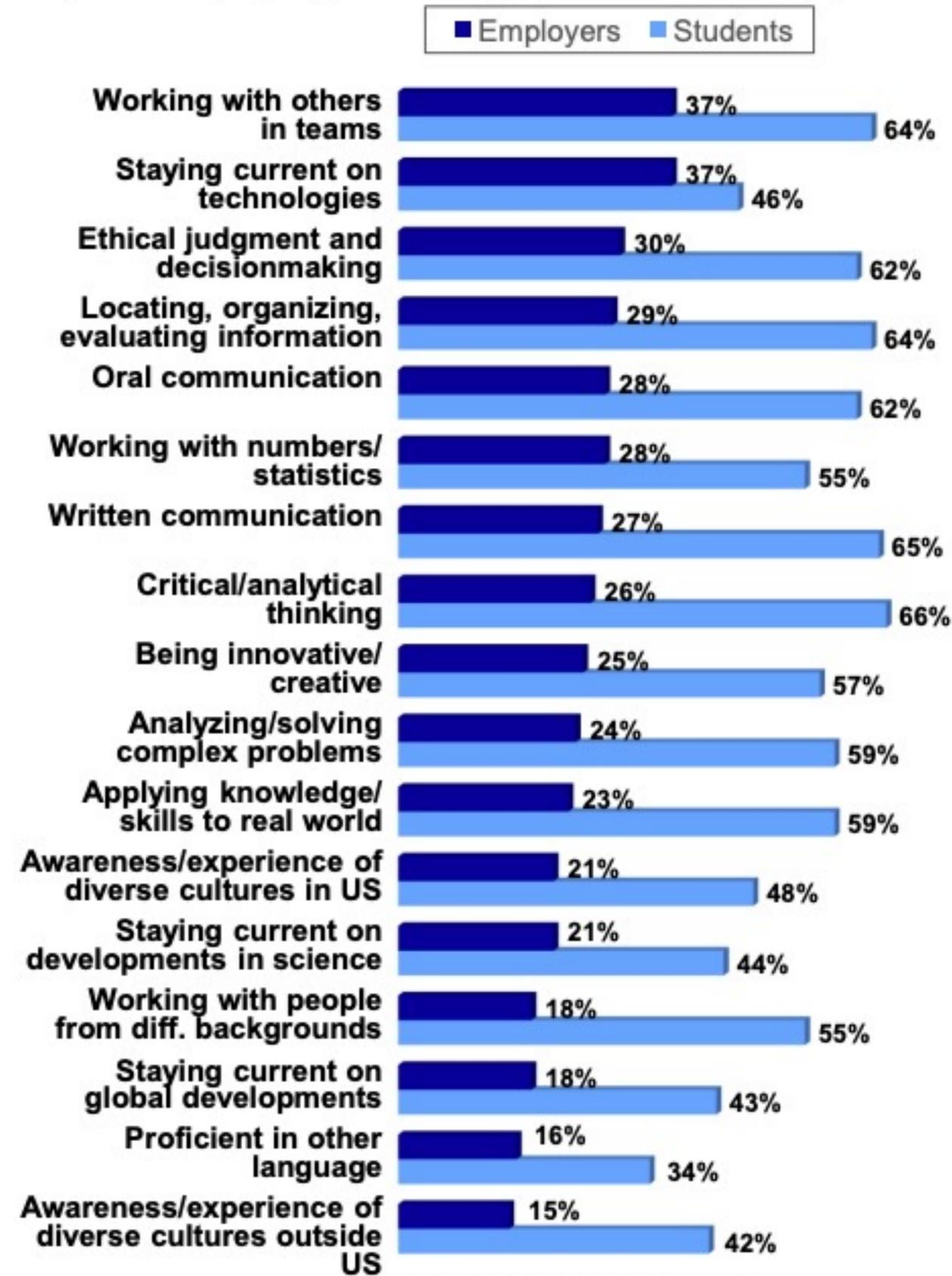


## **ACADEMIC MINDSET**

Students feel a sense of belonging and motivation to persist through their school work.

# Employers vs College Students Preparedness

Proportions saying they/recent college graduates are well prepared in each area\*



\*8-10 ratings on zero-to-ten scale

**So we need to change systems**

Policies, Structures  
Politics



School Leadership,  
Organizational  
Design



**So we need to change schools**

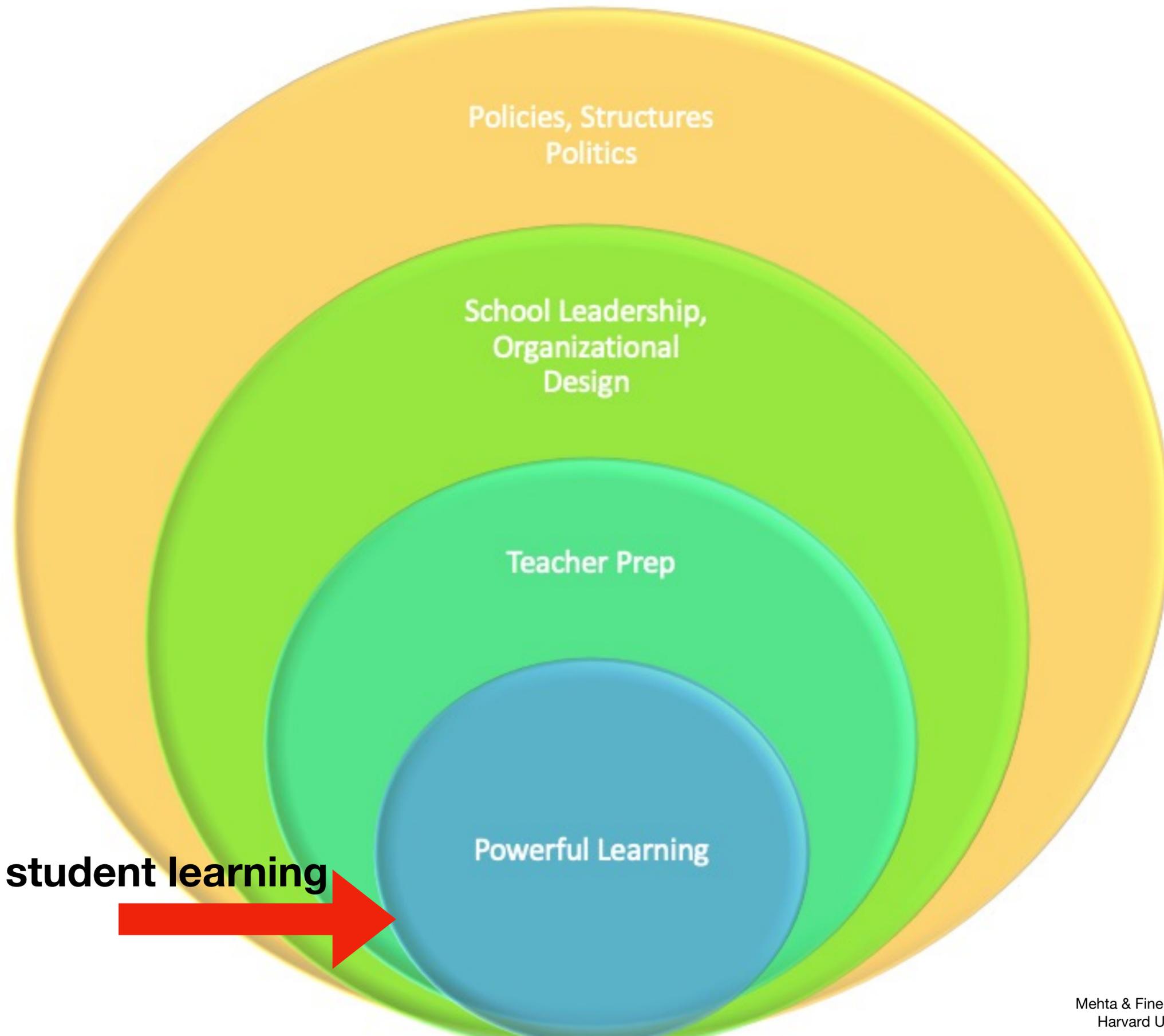
Teacher Prep



Powerful Learning

**We need to change student learning**





**We need to change student learning**



# Ignite or Fill?

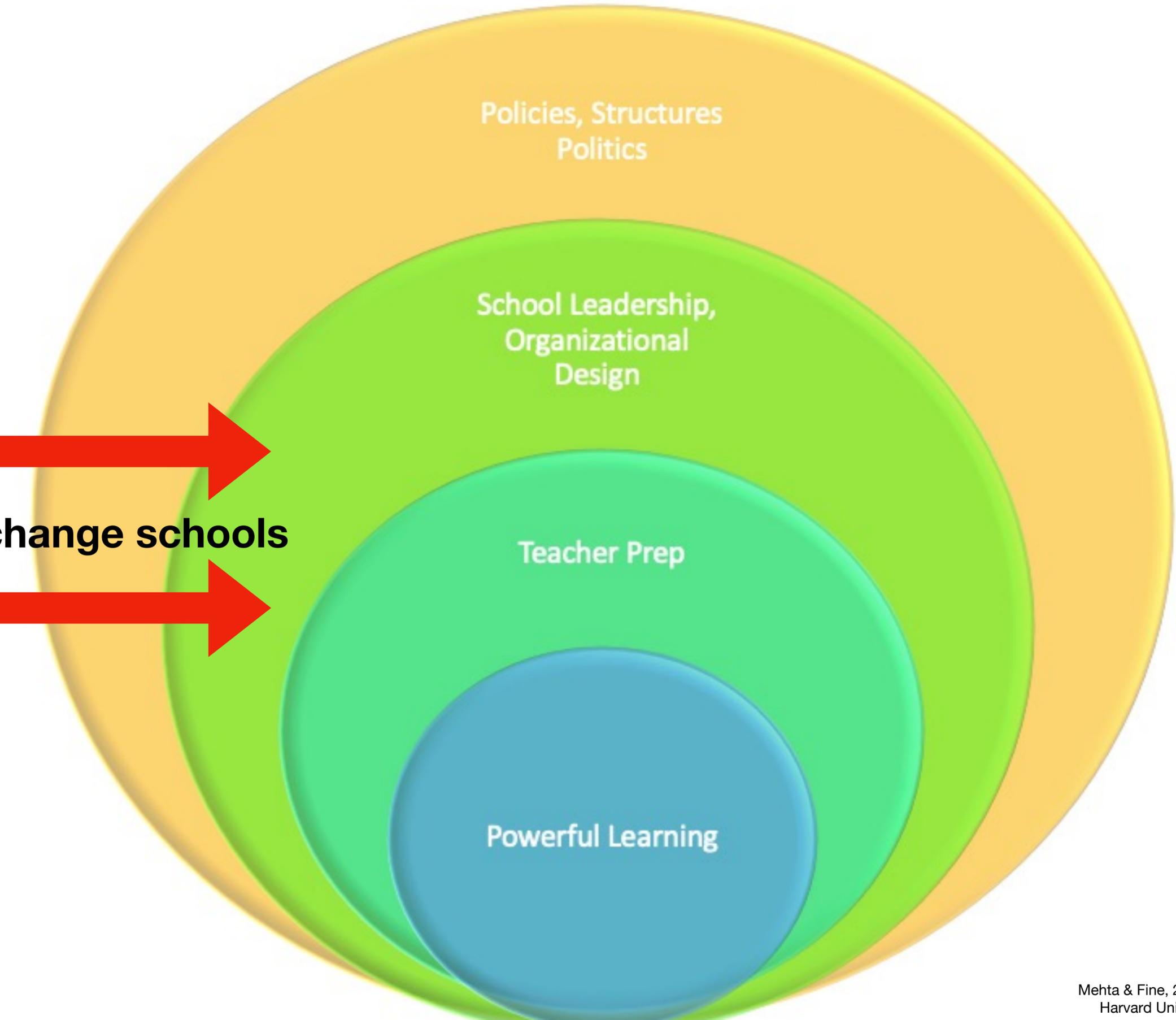


# Learning vs Performing

- Learning denotes process, failure is part of learning, importance of struggle
- Performance denotes one correct answer
  - State assessments
  - AP, ACT, SAT
  - Playing the "game of school"



**“Play the whole game at a junior level”**



**So we need to change schools**

**“What dispositions, skills, orientations, and identities do we want to cultivate in teachers if the goal is to inspire and motivate the next generation of students.”**

*–Mehta & Fine*

# Deeper Teaching

Teacher's personal knowledge of content. Experience as practitioner.

**Knowledge**

**Open vs Closed**

Allow for continued input, thought, wondering

Strong understanding of the art and science

**Pedagogy**

**Stance**

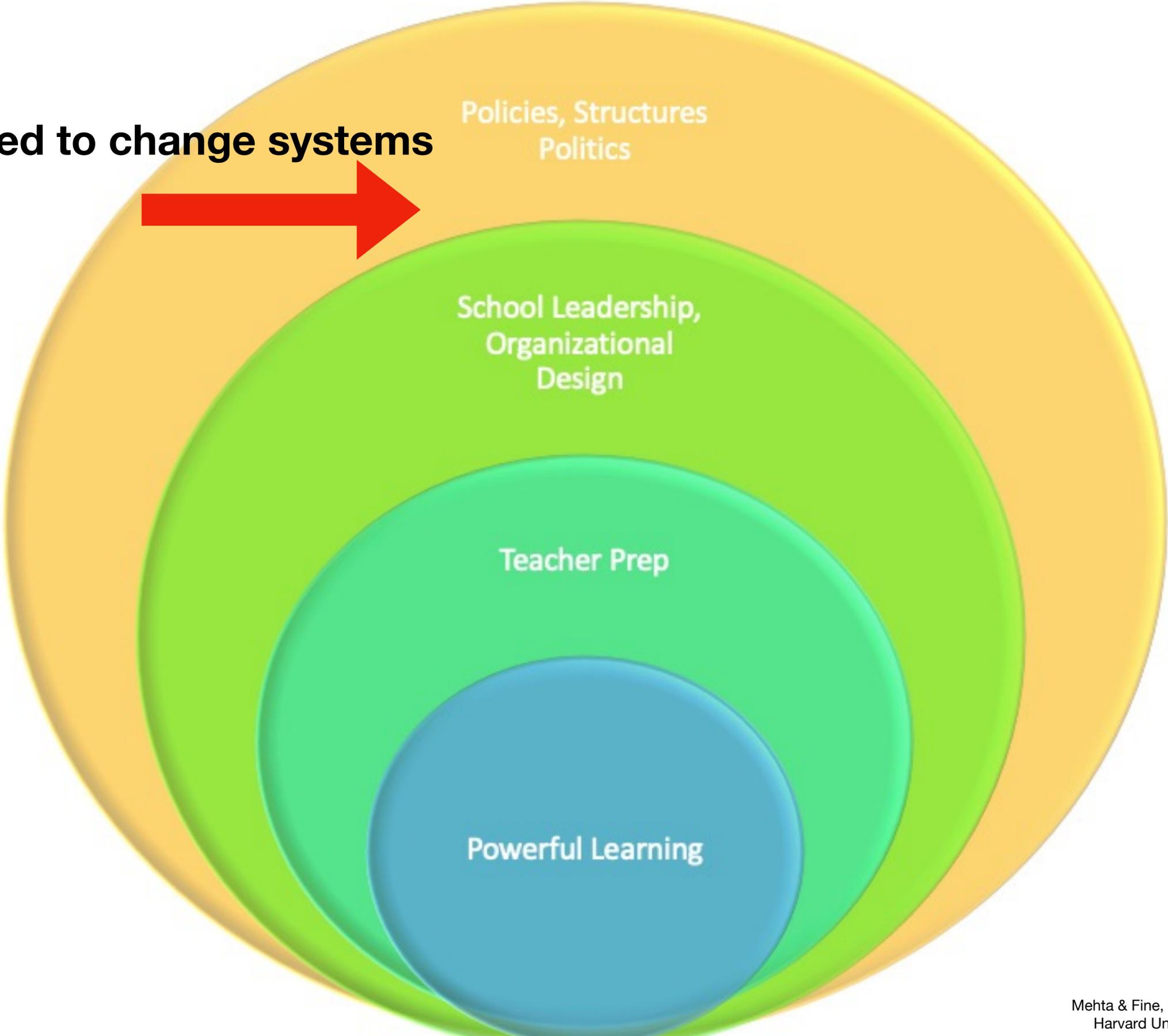
Who, How, What

Shaping of own learning

**Personal Learning**

	Traditional Teachers	“Deeper Teachers”
<b>Purpose of Education</b>	Cover the material	Do the work of the field; inspire students to become members of the field
<b>Pedagogical Priorities</b>	Breadth	Depth
<b>View of Knowledge</b>	Certain	Uncertain
<b>View of Students</b>	Receivers of Knowledge	Creators of Knowledge
<b>Role of Teacher</b>	Dispenser of Knowledge	Facilitator of Knowledge
<b>View of Failure</b>	To be avoided	Needed for Learning
<b>Ethos</b>	Compliance	Rigor and Joy

**So we need to change systems**



# Deeper Learning

All know definition of instruction

Granular Vision

Thick Mechanisms

Adults understand other adult learning, how and why

Adult learning mirrors student learning. Trust mirror trust.

Symmetry

Visibility

Student work on display

Instruction>student>faculty

Identity

Org Design

Align to instructional vision

# Deeper Leading

- Re-imagining leader, their work and who they are
- Teacher leaders
- Supporting learning behaviors over compliance behaviors
- Communication, cross-level and cross-role
- Measures of success

# For Deeper Learning, Deeper Leading

- Teachers need deeper learning
- Expected critical thinking > instruction > student learning > own practice
- “Teachers need to engage in conversations about the evidence of student learning (or the lack of it) and the instructional moves that led to that learning”

“What would it take to make the exception the rule?  
How might we create a system where it wouldn't be  
necessary to work against the grain to be  
successful?”

*–Mehta and Fine*

# Build Back Better: Avoid the learning loss trap

## Yong Zhao, PhD

### Possible Mistakes

- Standardized testing
  - What are we testing?
- Negative correlation well-being & confidence
- Pressure on students
- Funding
- Loss of learning opportunities

### Build Better

- Meet students where they are
- Pay attention to all educational outcomes
- Engage learners as patterns of change and owners of their learning
- Keep families engaged
- Keep online/remote learning
- Build back better

How can we use opportunities from the pandemic to push forward our work on deeper leading and learning?

# Paradox of Leading for Deeper Learning

Jal Mehta

SYSTEM NEEDED IS SO DIFFERENT THAN MOST SCHOOL SYSTEMS

How do you scale the change?

Celebrate & share

“Teaching is a complicated and fragile thing... And it is particularly complicated when learners are adults, much of whose professional identity is tied to their existing practices”

Identify the existing interest and feed them. “Don’t water the rocks”

Keep a “light touch” not top down leadership

“It requires agility, humanity, and respectful relationships, all characteristics that districts have not traditionally been known for”

Common goal regarding nature/purpose of learning—shifts learning/practices of adults

Create what you haven’t experienced

Fight the “mandated change”

# Additional Resources

- [The Deeper Learning Dozen Resources](#)—curated list by Jal Mehta and John Watkins
- [The Deeper Learning Dozen White Paper Transforming school districts to support deeper learning for all: A hypothesis](#)
- [Mind/Shift Going for Depth: How schools and teachers can foster meaningful learning experiences](#)