DESIGNING DEEP LEARNING

Learning Partnerships

> We think in generalities, but we live in detail.
>
> —ALFRED NORTH WHITEHEAD

The New Pedagogies

The need to fundamentally shift the process of learning is no longer a debate. Educators, families, policy makers, and society at large agree that students need new capacities to thrive today and in the future. The growth or acquisition of these competencies is the definition of *deep learning*. While there is accelerating agreement that learning must change, the challenge lies in *how* to foster these competencies and to do so for *all* students and in complex systems. As we spell out in this chapter, these developments call for a more comprehensive learning design and correspondingly new roles for students, families, teachers, and school leaders.

Building clarity and shared language between and among students, families, and educators mobilizes commitment and action to develop the competencies that allow all students to flourish. Once we have agreement on the learning outcomes—the global competencies—we need to ask, "How do we design learning environments and experiences that foster the acquisition of these competencies?" and "How do we get large numbers of teachers and students engaged in this new process for learning?" Our fourfold solution—the learning design elements—is displayed in Figure 5.1.

As we saw in Chapter 4, the process of establishing learning goals begins with an explicit focus on students' strengths and needs and uses the six global competencies (6Cs) as a lens for considering the curriculum content. The emphasis is on the big ideas and concepts that are being developed rather than minute facts and fragmented activities. Even when teachers are inspired to develop deep learning experiences and embrace the new pedagogies, they benefit from using an organizer that helps them consider the multiple aspects of complex learning. In practice, the four elements of the new pedagogies are integrated and mutually reinforcing. In the graphic, they are separated to accentuate the need to consider each in its own right, build precision in the interrelationships, and increase intentionality in learning designs.

Figure 5.1 • Four Elements of Learning Design
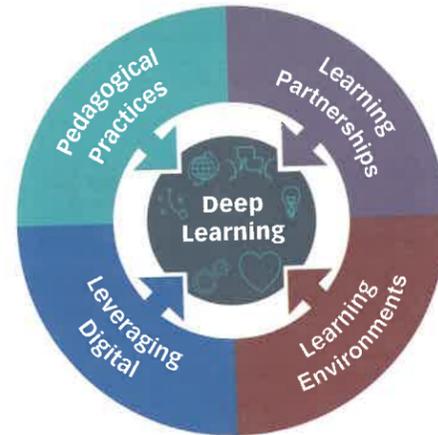
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What Is New About the New Pedagogies

1. They focus on the *creation and use of new knowledge in the real world* rather than only transmitting knowledge that already exists.

2. They intentionally forge new learning partnerships between and among students and teachers, because the *learning process* becomes the focal point for the mutual discovery, creation, and use of knowledge.

3. New pedagogies *expand the learning environment* by moving beyond the traditional classroom walls to use time, space, and people within and beyond the classroom walls as a catalyst for building new knowledge and creating a robust culture for learning.

4. The new pedagogies *leverage digital ubiquitously* to accelerate and deepen the learning not simply as an add-on or end in itself.

The new pedagogies are in direct contrast to traditional teaching that focused more on content mastery, teacher-centered design, a transmission of information, and bolting on technology. In this chapter, we start with *learning partnerships* and in Chapter 6 move successively to learning environments, leveraging digital, and pedagogical practices. This time we have left pedagogy to the last so that the reader could appreciate the other three elements as larger and important parts of the overall learning design.

Learning Partnerships

Dramatically new learning relationships are emerging between and among students, teachers, families, and the external world. This shift in voice, control, and relationships is a distinctive feature of deep learning. Teachers are excited when describing the new teacher-student relationships where teachers are becoming *partners* in the learning with students. The impact of this type of learning on students is illustrated in their own words— "It's much easier to learn from our peers than a teacher at the front." "It's good to be connected to people beyond our town because it expands our horizons." "I'm putting this work out there because I'm proud of it and I want your feedback."

Learning partnerships, as depicted in Figure 5.2, is one of the four key design elements of the new pedagogies.

The new partnerships have significant potential to reframe learning by connecting learners to authentic opportunities locally, nationally, and globally. As learning becomes more relevant and authentic, it moves beyond the classroom walls and builds on student needs and interests more organically. This new focus on relationships is an accelerator for learning but does not happen by chance. It requires new roles of students, teachers, families, and communities in the learning process and ways to be intentional about fostering these new learning relationships.

Figure 5.2 • Learning Partnerships

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A New Role for Students
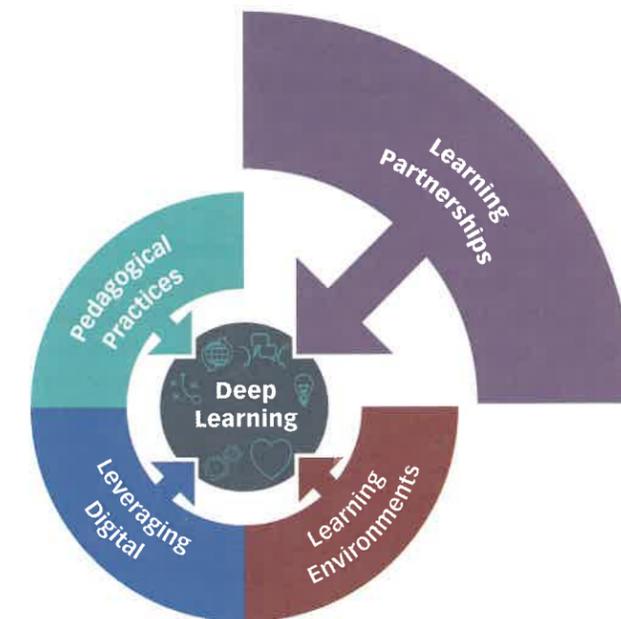
The new role for students goes beyond the notions of student voice and student agency to combine both internal development and external connections to the world. We are seeing a deeper engagement of students as co-designers and co-learners. Meaningful learning partnerships with students can be accelerated when teachers build on the three components of the student learning model to develop students as active, engaged learners who are prepared to learn for life and experience learning as life (see Figure 5.3).

Figure 5.3 • **Student Learning Model**
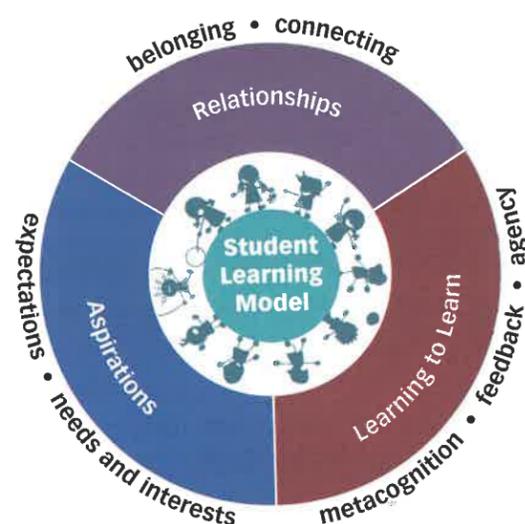
Source: Adapted from Fullan, M., & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* (p. 94). Thousand Oaks, CA: Corwin.

Learning to Learn

Students need to take responsibility for their learning and to understand the process of learning, if it is to be maximized. This requires students to develop skills in *metacognition*, giving and receiving *feedback*, and enacting *student agency*.

- Learning to learn requires that students build metacognition about their learning and master the process of learning. They begin to define their own learning goals and success criteria; monitor their own learning; critically examine their work; and incorporate feedback from peers, teachers, and others to deepen their awareness of how they function in the learning process.

- Feedback is essential to improving performance. As students make progress in mastering the learning process, the role of the teacher

gradually shifts from explicitly structuring the learning task, toward providing feedback, activating the next learning challenge, and continuously developing the learning environment.

- Student agency and autonomy emerges because students take a more active role in co-developing learning tasks and assessing results. It is more than participation; it is engaging students in real decision making and a willingness to learn together.

Relationships

The second element of relationships is a crucial foundation for all human beings who are social by nature and crave purpose, meaning, and connectedness to others (Ryan & Deci, 2017; Tough, 2016). Caring and connectedness in particular are critical:

- *Caring* environments help students flourish and meet the basic need of all humans to feel they are respected and belong. This sense of belonging is emerging as a powerful motivator as students seek to *help humanity*—locally and globally.

- *Connecting through meaningful relationships* is integral to authentic learning. As students develop both interpersonal connections and intrapersonal insight, they are able to move to successively more complex tasks in groups and independently. Managing collaborative relationships and being self-monitoring are skills for life.

Aspirations

Student results can be dramatically affected by the expectations they hold of themselves and the perceptions they believe others have for them (see also Quaglia & Corso, 2014; Robinson, 2015, 2017; Ryan & Deci, 2017; Tough, 2016).

- *Expectations* are a key determinant of success, as noted in Hattie's (2012) research. Students must believe they can achieve and also feel that others believe that. They must co-determine success criteria and be engaged in measuring their growth. Families, students, and teachers can together foster higher expectations through deliberate means—sometimes simply by discussing current and ideal expectations and what might make them possible to achieve.

- *Needs and interests* are a powerful accelerator for motivation and engagement. Teachers who tap into the natural curiosity and interest of students are able to use that as a springboard to deeply engage students in tasks that are relevant and authentic and examine concepts and problems in depth.

Linking learning to student aspirations, providing powerful feedback, and building on student curiosity and interest builds stronger co-learning

partnerships that help teachers more deeply know their individual students and, through that, analyze student progress to understand which teaching and learning strategies best activate an individual student's learning. The learning partners—teachers and students—must find the right balance between structure and independence, and that balance will be unique to each learning context.

This shift toward more active, connected learning where students take greater charge of their own learning and each other's learning both inside and outside the classroom is described by a teacher in this way, "We've seen a real transformation in children's abilities to develop their own questions that really can drive deep inquiries, and because they've written and developed those questions they tend to have a real personal resonance for them" (Lisa Cuthbertson-Novak, personal communication, 2016).

This student agency has the potential to create more meaningful learning locally and globally, and the active role of students increases student engagement. This new balance in decision making is inevitable because students are digitally connected to massive amounts of information and want to take an active, not passive, role in their learning. School leader Simon Trembath notes, "Our students now see themselves as really active participants in their learning. They're working with teachers collaboratively to decide where their learning journey takes them, how they share their learning and who they share their learning with" (personal communication, 2016).

online resources

The new partnerships are illustrated in Video 5.1, Learning Partners: Collaboration (available at **www.npdl.global**), created by our **New Zealand** cluster, where they describe the impact of the 6Cs on the relationship between teachers and students and students with students and the impact of collaborative practices.

Learning Partners: Collaboration

Kahukura Cluster; Christchurch, New Zealand

When we began, the teachers and students were at the lowest level of the collaboration progression, but this has completely reversed. As we embedded the student language in the daily work, our students could see where they were but also the pathway they needed to take to move forward. Our children are taking what they are learning about collaboration and using it to collaborate at circle time, conference time, in their writing, reading, and all other aspects of their work. We see that the work standard is rising and the ideas are deeper. Students are thinking more about what they are doing and what those around them are doing. A traditional Maori technique, Tuakana Teina, builds learning relationships between older and younger students. Teachers are observing older students developing deeper understanding and tolerance as a result of their role as peer-to-peer teachers.

Students describe the impact on their learning this way, "It's so much better because I don't have to listen to things I already know" and can articulate clearly not only where they are in their progress but also the pathway they need to take to get to better: "I love it because I've moved up in my literacy."

The following story from the **Netherlands** cluster captures the transformation in the relationship of teachers to their craft and to the students.

Unthinkable One Year Ago

Jelle Marchand and Annemarie Es; Netherlands

A very clear success, which 1 year ago was unthinkable, is the positive impact of partnerships between teachers and students, where we see a slow shift in the curriculum on behalf of the contribution from students. Teachers experience that co-creation with students and consciously thinking about the curriculum leads to motivated students, which makes teaching easier than the class frontal approach. Teachers are aware that the (Dutch teaching) methods alone will not achieve their goals. Teachers consciously design their lessons and increasingly demonstrate the use of the Inquiry Circle as a core part of their work. Teachers learn to develop the skills to set good goals and ask the right questions, and the Success Criteria are determined by teachers and students collectively. Researching and designing learning by teachers and students provides meaningful learning experiences. What we experience time and time again is that we give people back their professionalism. Participation in the partnership has resulted in a shift in mindset for many. Which is great! However, this transformation is not easy. Besides, we have no choice, and there is no turning back; the appreciation and satisfaction of the students makes the effort worth it. Students' motivation, commitment, and joy in learning have increased significantly.

Schools and districts that embrace the new roles and partnerships are seeing exponential growth in student engagement and success. Previously we shared the example from Uruguay, where students were co-designing the learning with the teacher. Their initial curiosity was essential in setting a new direction with robotics and then deepened as they began teaching other classmates how to use the new robotics approach and then later how to evaluate progress. As well we highlighted Glashan School in Ottawa, Canada, where students took responsibility as a Deep Learning Leadership Team for the evolution of deep learning within the school and connected it to questions of environmental stability in Sweden. Further afield in **Australia**, students led a three-school exhibition of students working to solve problems of the future.

Young Minds of the Future Expo

Ringwood North Public School, Canterbury Public School and Chatham Public School; Victoria, Australia

The Young Minds of the Future (YMF) exhibition was a student-led exhibition held on September 9th, 2016, at Canterbury Primary School. This was the culmination of a truly collaborative learning experience for both students and teachers across three primary schools: Ringwood, Canterbury, and Chatham. This learning experience gave participants the opportunity to explore the concept of *future* and how the past has shaped our world and influences the years to come. Students brainstormed different areas of interest such as health, sport, education, gaming, food, and transport, and then compiled a list of questions they were curious about. Based on the list, teachers created a series of tutorials planned using iTunes U. Students signed up to attend the tutorials they were interested in. Students learned about augmented and virtual reality, child app developers, technological advances in sports, different modes of transport and their impact on the environment, sustainable fashion trends, and more.

Working in teams, students chose an area to focus on and were required to predict what the future of their chosen field would look like based on findings from tutorials attended as well as their individual research. Predictions were to be shared at the YMF exhibition. Students worked through a keynote to document and guide their learning and checked in regularly with their allocated teacher. Working together, students came up with what their YMF exhibition would focus on, why this idea was important, what research supported their claims, what their stall would look like, and how they would engage and interact with their audience on the day.

The exhibition was promoted and advertised by students, inviting members of the local community to attend. To learn more, view Video 5.2, Young Minds of the Future, at **www.npdl.global**.

In these examples and others we are seeing that students are equal partners and co-constructors of the learning impacting their schools and communities. This increases student engagement, and this new role for students pushes on the traditional role of teachers. For students to become equal partners, teachers' roles must also change toward becoming activators, coaches, and catalysts.

A New Role for Teachers

Learning is complex, and students are multidimensional. In deep learning, teachers are using their professional knowledge and expertise to engage and support learning in new and different ways with new relationships and ways of interacting emerging. As students begin to master the learning process, the teacher's role shifts gradually away from explicit structuring of learning tasks and toward more explicit feedback that activates the next learning challenge. There is no one way to engage in every situation, but let's take a look at three ways teachers can think about their role to engage and propel the learning process (see Figure 5.4).

Figure 5.4 • A New Role for Teachers

Activator	Culture Builder	Collaborator
Establish challenging learning goals, success criteria, and deep learning tasks that create and use knowledge	Establish norms of trust and risk taking that foster innovation and creativity	Connect meaningfully with students, family, and community
Access a repertoire of pedagogical practices to meet varying needs and contexts	Build on student interests and needs Engage student voice and agency as co-designers of the learning	Engage with colleagues in designing and assessing the process of deep learning using collaborative inquiry
Provide effective feedback to activate next level of learning	Cultivate learning environments that support students to persevere, to exercise self-control, and to feel they belong	Build and share knowledge of the new pedagogies and the ways they impact learning

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Teacher as Activator

The term *activator* emerged from John Hattie's (2012) analysis of over 1,000 meta-studies worldwide into the impact of different teaching and learning strategies on student learning. His findings led him to distinguish two sets of strategies—one he labeled *facilitator* and one *activator*. While the facilitator set of strategies is more effective than the traditional "sage on the stage," Hattie (2012) found that the impact of the activator was three times greater than the facilitator with an effect size of .72. In other words, being a "guide on the side" is *too passive*. By contrast, the set of strategies associated with the activator role include teacher-student relationships, metacognition, teacher clarity, reciprocal teaching, and feedback. To that list we would add catalyst and coach since teachers as activators play a dynamic, interactive role with students to define meaningful learning goals, establish success criteria, and develop student skills in learning to learn so that they become reflective, metacognitive learners. Activators have a wide range of pedagogical capacities and use thinking tools and explicit questions to scaffold learning for that particular student or task so that students are challenged to meet the next level of learning and develop

increasingly complex capacities and competencies. Other instructional frameworks that reinforce and support the activator role also fit here. For example, SOLO (Structure of the Observed Learning Outcome) allows teachers to classify outcomes regarding their complexity, enabling them to assess students' work regarding its quality (Biggs & Collis, 1982). Finally, teachers work in partnerships with students to make the students' thinking and questions about learning more visible. They use effective feedback processes and foster self- and peer feedback capacity in students to guide students to unleash their potential.

Teacher as Culture Builder

Cracking the black box of motivation is high on any teacher's list. Paul Tough (2016), in his book *Helping Students Succeed: What Works and Why*, combined research from several disciplines to look at how attitude and the learning environment can be good predictors of academic success for children, particularly those from disadvantaged backgrounds. He makes the point that research on motivation shows that messages about belonging, possibility, and skill shape motivation and have a huge effect on how willing and likely students are to want to work hard and push themselves.

Students who are advantaged arrive more ready to learn and often have parents with higher levels of education—their parents teach them the attitudes and skills required to persist in school, even in the face of challenges; they coach them in responding appropriately to classes that may not seem interesting or relevant. This provides huge social capital advantages.

Students who have historically done poorly in school have parents who love them but may not know how to help them, or given the requirements of multiple jobs, unemployment, stress, and so on, they may not have the time, skills, or resources to help. Traditional approaches to education for students in these circumstances can be toxic—boring, irrelevant, and a constant reminder of how inadequate they are. For these students to succeed, it is critically important that their teachers and the school help them set high personal expectations, learn how to manage their own learning, and be engaged in learning by involvement in real-world problem solving so that their learning experiences are connected to their world and culture. Their learning experiences must engage students and show them they are capable learners.

Tough (2016) proposes that these are not skills we teach in the traditional ways in schools but rather the product of the environment we are building that makes students able to persevere, to exercise self-control, to behave in all of the ways that are going to maximize their future opportunities. The challenge is how to create the environment that fosters these traits. Tough (2016) identifies three ideas that motivate kids: feelings of belonging, feelings of confidence, and feelings of autonomy—all intrinsic motivators.

Teachers then have a significant role to play in creating a culture that values and builds on the interests of students and gives them a sense of belonging

and connectedness. Some teachers use morning meetings to build community and connection, establish norms, and shape culture. Others, as we saw in Glashan school, fostered student leadership as the key to implement deep learning in a middle school. Students took on roles as decision makers and doers so that student voice and agency were unleashed in the real work of shifting learning across the school. Finally, we are seeing that the nature of the deep learning tasks is intrinsically motivating for students because they delve into topics that are of real interest to them, have authentic meaning, and are more rigorous. It makes them want to persist and succeed. We are seeing that this combination of autonomy, belongingness, and meaningful work is building capacity in all students, but we have emerging evidence that it is catalytic for success in previously disadvantaged or underengaged students who are beginning to flourish.

Teacher as Collaborator

Teachers play a crucial role in engaging in learning partnerships with families, communities, and students. One of the emerging findings is that the co-design of learning by teachers and students that builds on student needs and interests and links to authentic learning significantly impacts engagement. Our caution here is that co-design is not an end in itself; rather it is a mechanism for developing student-teacher relationships that are based on knowing deeply student needs, strengths, and aspirations combined with honesty and respect. It would be possible to co-design a learning unit with students that is multidisciplinary and focused on a real-world problem in a superficial way—we have all seen countless units that purport to build understanding of world cultures or equity and amount to little more than celebrations of local foods and costumes or units on dinosaurs or recycling that are engaging but not deep. Quite often things that look "cool" are not deep with respect to learning. The crucial discriminator of deep learning is the depth of acquisition of the new competencies. The discriminator of meaningful co-design is when students are establishing goals for development that move them to increasingly complex levels of growth on the competencies. Principal Teresa Stone put it this way, "Teacher framed and student led" (personal communication, May 2017). This movement toward increasingly complex acquisition of the 6Cs must be the anchor that drives the learning design and what makes the learning deep.

The second aspect of teacher as collaborator is deeper collaboration with professional colleagues. Teachers gravitate toward greater transparency as they collaborate to assess starting points, design learning experiences, and reflect on student progress. The common language and knowledge building about practices is a powerful catalyst for change and a vehicle for forging new relationships within grades and departments and across schools, regions, and globally. There is much that teachers can do for themselves to learn from each other, but there is also a role for school leaders in which they proactively enable focused collaboration.

> Quite often things that look "cool" are not deep with respect to learning.

A New Role for Leaders

Leaders in schools where deep learning thrives influence the culture and processes that support working and learning together in purposeful ways (Fullan, 2014; Fullan & Quinn, 2016). They operate as "lead learners," recognizing they cannot control results by intervening as the lead teacher inside every classroom but rather by orchestrating the work of teachers, students, peers, and families to be focused on collaboratively moving toward deep learning. Lead learners do this in three ways: by modeling learning themselves, shaping culture, and maximizing the focus on deep learning.

Modeling Learning

School leaders model being learners themselves by actively participating in tackling new approaches. They don't simply send teachers to workshops but learn alongside them, and this immersion in learning has the added benefit of building trust and relationships. Leaders then have a better understanding of what is needed to implement change. Lead learners know the attributes of effective capacity building and make it a priority with appropriate resources and support. Finally, they are attentive to intentionally developing teacher leaders and others to expand the work.

Shaping Culture

Lead learners cultivate deep collaborative work by establishing a nonjudgmental culture and conditions that build trust. They do that not only by participating as learners themselves but also by setting norms that it is good to take risks as long as there is learning from failures. They foster vertical and lateral relationships within and across schools by establishing collaborative learning structures to plan, examine student work products, and assess quality of learning designs. As well, they establish mechanisms for learning regularly from the innovative practices and using that knowledge to adjust next steps. In this work, school leaders, along with teachers, establish a climate of transparency, innovation, specificity of practice, and continuous improvement.

Maximizing the Focus on Deep Learning

Leaders keep the focus on a small set of goals to foster deep learning and identify success criteria. They build precision in pedagogy developing a set of highly impactful practices, ensuring they are understood by all and used consistently in the design and assessment of learning. The work of coaches, team leaders, and support personnel are coordinated to maximize impact and achieve deep learning. Deep collaborative practices such as collaborative inquiry and protocols for examining student work are resourced and used consistently. Deep learning leaders not only encourage and support innovation, but also help sort out what works best with respect to student engagement and learning.

A New Role for Families

We have long known that families play a vital role in students' success and even more so for students of poverty or disadvantage.

> Families are composed of individuals who are competent and capable, curious, and rich in experience. Families love their children and want the best for them. Families are experts on their children. They are the first and most powerful influence on children's learning, development, health, and wellbeing. Families bring diverse social, cultural, and linguistic perspectives. Families should feel that they belong, are valuable contributors to their children's learning, and deserve to be engaged in a meaningful way. (Ontario Ministry of Education, 2014c)

So how do schools and teachers engage families in meaningful ways? The key is to build a solid *partnership*. The ability of teachers and schools to work in partnership with families needs to go beyond two-way communication, parent-teacher conferences, and school events to invite participation of families in a range of roles. The seminal work of Joyce Epstein highlights the need for diverse ways to connect (Epstein, 2010; Epstein et al., 2009; Hutchins, Greenfeld, Epstein, Sanders, & Galindo, 2012). This is critical for all but especially for our children of poverty. Current research such as that of Paul Tough (2016) points out that extreme stress and childhood adversity hinders school success and that the best tool for compensating is the environment in which the child spends their time. Teachers and schools play a role, but it is only when they work in concert with families that we can hope to see real advances. The environmental factors that matter most have to do with the relationships they experience—the way the adults in their lives interact with them—particularly in times of stress. These interactions in early life provide cues to what the world is like and strengthen neural connections in the brain between regions that control cognition, emotion, language, and memory. When the adults can help children handle stressful moments, they impact the child's long-term ability to manage emotions.

Making headway on such a complex issue requires real partnership between schools and families based on mutual trust and transparency. This means a shift to joint power and decision making and a movement toward real-time communications and willingness to engage using the tools of the digital world. As we begin to partner with parents on the deep learning agenda, two things are happening. First, parents are excited by the increased engagement and depth of student learning, and second, they are eager to contribute to the learning experiences. Early strategies that show promise are the proliferation of student-led conferences and exhibitions of learning where students articulate what, how, and how well they are learning, and the use of blogs, Twitter, Instagram, and other digital tools to share student investigations and findings.

A New Role for Community

The boundaries between the classroom and the world are becoming blurred. More and more we see teachers and students reaching out to experts and connecting with schools and resources down the street or around the globe. This requires teachers to establish a wider network, develop skill in building relationships with those they may not know, make critical distinctions about what is worthwhile, and trust the innovation process. Simultaneously they must develop those same skills in their students. This means just-in-time scaffolding of learning, as a teacher of 14-year-olds in **Hamilton, Canada**, found recently.

"Just-in-Time" Learning

Grade Eight Teacher; Hamilton, Canada

The class took on the authentic task of getting a new creative playground designed and built for the school. The students formed departments and held weekly staff meetings to design and monitor the construction. One task included contacting local experts to develop the specifications for the bid. The students divided the task and contacted companies by e-mail. Several days passed, and not one response arrived. The teacher realized that he had assumed that since his students spent half their life on devices that they would be skilled at that form of communication. It became apparent that they needed skills in persuasive writing and crafting of key messages. Once students learned the basics of connecting and building a partnership, the project continued successfully, and community members who had not replied to the original e-mail became deeply engaged in the work.

Rich resources exist in local and global communities, but students and teachers must develop the explicit skills to connect and build those relationships. A second example from a rural school in **Southern Tasmania** highlights the changes for both students and the community that emerge when learning partnerships are the focus.

Partnerships for Change

Rural High School Students; Tasmania, Australia

School, business, and community connections are fundamental in building the capacity of our students to succeed into the future and make meaningful contributions to society. In 2013, Tasman District School saw a unique opportunity to be heavily involved in a partnership with the international construction company Lendlease and to strengthen ties with the local Tasman Peninsula community. Through Lendlease's global community and professional development program Springboard, the Tasman Peninsula—an

hour and a half from Hobart in Tasmania—was identified as their next area for connecting with regional communities. The school and community were involved in consultations that identified different areas of need and potential across the region, including tourism, community leadership, volunteering, business class, and school infrastructure.

Students from Years Nine through Twelve (ages 14–18) chose an interest group and worked alongside community members and Springboard delegates. The community members and global delegates chose interest areas based on their skills. All Year Eight students participated in Business Class, an entrepreneurial group incorporating students, school staff, and Springboard delegates, which focused on three areas: sustainability, service, and enterprise.

The outcomes of these programs have been incredible: Students who were previously disengaged with schoolwork took the lead in developing ideas for community projects; students who would not engage with unfamiliar people now confidently presented in front of hundreds of people including CEOs and Department of Education delegates; and students who have had conflict in the past worked together to complete projects and raise money. The practical links with curriculum and being able to show understanding in a tangible way were great benefits, and now students are making links between school and industry. For some students to have an adult take an interest in them and what they want to do in the future builds the confidence they need to pursue their education.

Our students understand what true collaboration is and that their ideas can be taken seriously. An example of this is a group of boys who wanted to build a graffiti wall to practice on. With the support of the delegates, they wrote a proposal, presented, and costed it, and now have a graffiti wall that was constructed by community members, students, and Lendlease delegates. The students learned how to draw a scale plan from an architect and engineer, measure and assess the grounds, cost the project materials, place orders, and construct the wall over a series of sessions. This kind of opportunity only exists when business and industry get on board with schools. Another example has been a Tasman Peninsula activity book for kids, which was developed by the students from the school and community members and with input from the delegates as well. This project involved students liaising with many different environmental, tourism, and business groups to gain support and sponsorship. It involved the students and community members running classes to develop the activity pages throughout the book and then presenting the finished product to showcase their achievements to a wide range of stakeholders. These examples show just how important real collaborative partnerships are when there is equal involvement from community, business, and school.

These partnerships have provided the opportunity to be creative and collaborative in unfamiliar situations, think critically, and communicate ideas in challenging situations, and have developed students' character and their place as citizens of the world, but more important, brought that global perspective to the Tasman Peninsula.

Final Thoughts

The new learning partnerships we have just described are a distinctive feature of deep learning. New roles for students, teachers, leaders, families, and community are emerging. This transformation of roles requires shifts in control, decision making, engagement, and accountability. As such, it represents a radical change in the culture of traditional schooling. Accompanying this shift are the remaining three elements of the learning design: the learning environment, leveraging digital, and pedagogical practices that best foster deep learning. Together, the four elements of the learning design constitute the teaching conditions that are required for the 6Cs to flourish.

Notes