

Perspectives on Fostering Equitable Approaches to Deeper Learning in K-12 Education

A Learning Conversation Series
Hosted by the Eureka Research Institute @ UTS

Overview & Schedule

Zoom Link: <https://oise-utoronto.zoom.us/j/89214554929>
Time: 7:30am-8:30am EST

Schedule

What can we learn from each other about how to effectively foster equitable approaches to deeper learning in K-12 education?			
Date	Presenters	Topic/Title	Session Materials
Thu Dec 22, 2022 7:30am-8:30am (EST)	<i>Kim MacKinnon & Cresencia Fong</i> University of Toronto Schools (UTS)	<i>Focus:</i> Setting the Context for the Learning Series Six Global Competencies for Deeper Learning (6Cs), Working with Main Resource FolderCoREF (KCJ), Harkness Model, ...what can we learn from each other? <ul style="list-style-type: none"> "Setting the Context & UTS Examples of Deeper Learning" <i>Context:</i> Grade 7-12 laboratory school	<ul style="list-style-type: none"> Youtube Playlist Main Folder Resource folder (slides, etc.) Video Recording
Fri 13 Jan (Confirmed)	<i>Judith Kramer</i> Principal @ Jean Lumb Public School (TDSB)	<i>Focus:</i> Integrative Thinking (iThink) <ul style="list-style-type: none"> "Building a Schoolwide Inquiry Question using i-Think tools" 	Resource folder (slides, etc) Video recording

7:30am-8:30am EST		<i>Context:</i> K-8 Toronto District School Board	
Wed Jan 25 (Confirmed) 7:30am-8:30am EST	<i>Chriss Bogert & Richard Messina</i> Vice Principal & Principal @ Dr. Eric Jackman Institute of Child Study (EJICS)	<i>Focus:</i> Knowledge Building <ul style="list-style-type: none"> “Where do we see connections to equitable approaches to deeper learning through Knowledge Building?” <i>Context:</i> K-6 laboratory school	Resource folder (slides, etc) Video recording
Fri 10 Feb (Confirmed) 7:30am-8:30am EST	<i>Usha James</i> Executive Director @ Critical Thinking Consortium	<i>Focus:</i> Critical Thinking (Part 1) <ul style="list-style-type: none"> “How might we develop a thoughtful, cohesive and impactful approach to nurturing thinking among all members of our educational communities?” <i>Context:</i> K-12 <ul style="list-style-type: none"> classroom, school, and district levels 	Resource folder (slides, etc) Video recording
Fri 10 Mar (Confirmed) 7:30am-8:30am EST	<i>Usha James</i> Executive Director @ Critical Thinking Consortium	<i>Focus:</i> Critical Thinking (Part 2) <ul style="list-style-type: none"> “How might we develop a thoughtful, cohesive and impactful approach to nurturing thinking among all members of our educational communities?” Delving deeper into the implementation of the TC2 conceptual framework at the classroom, school, and district levels <i>Context:</i> K-12 classroom	Resource folder (slides, etc) Video recording
Wed 12 Apr (Confirmed) 7:30am-8:30am EST	<i>Jim Slotta</i> OISE, UofT	<i>Focus:</i> Active Learning / CALE (Critical Action Learning Exchange) <i>Context:</i> K-12	Resource folder (slides, etc) Video recording
Fri 12 May (Confirmed) 7:30am-8:30am EST	<i>Rie Kijima</i> Munk School of Global Affairs	<i>Focus:</i> Education Policies Needed for Schools to Support Equitable Approaches to Deeper Learning <ul style="list-style-type: none"> Building Creative Self-efficacy and Sparking Interests in STEM through Human-centered Learning <i>Context:</i> K-12, Canada & Japan	Resource folder (slides, etc) Video recording
Tue 6 Jun (Confirmed) 7:30am-8:30am EST	<i>Mag Gardner</i> New Pedagogies for Deep Learning	<i>Focus:</i> The 6Cs and the 4 Elements of Deep Learning Design <ul style="list-style-type: none"> How might NPDL’s 6Cs framework and 4 Elements of Deep Learning design support equitable approaches to deeper learning? 	Resource folder (slides, etc) This conversation was not recorded.

		Context: K-12	
		• classroom, school, and district levels	

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Format of the Series

We will meet online (using Zoom): <https://oise-utoronto.zoom.us/j/89214554929>

Speakers will have 30 minutes to present, followed by 30 minutes of follow up questions and discussion.

Attendees include:

UTS education research partners from our CoREF colleagues in Japan and Dr. Slotta from OISE, teachers and staff from UTS, teacher candidates from our Year 1 and Year 2 Master of Teaching UTS (MT-UTS) cohorts. Presenters are also welcome to attend all sessions and to include any of their research partners, teachers, or staff.

Our Learning Conversation Series

Our Overarching Question: What can we learn from each other about how to effectively foster equitable approaches to deeper learning in K-12 education?

Guiding Questions:

- What does deeper learning look like in your educational context?
- How do you foster a diverse, equitable, inclusive and/or anti-racist approach to deeper learning in your educational context?
- What role does technology play in supporting an equitable and/or inclusive approach to deeper learning in your educational context? (*And what changes, if any, were necessary during remote learning?*)
- What ongoing professional learning supports are needed to foster a collaborative school culture towards equitable and inclusive deeper learning in your context?

What do we mean by Deeper Learning? Here's a starting point...

- Deeper Learning is “learning for transfer”
- Expanding the traditional focus on fostering the Cognitive domain, to now include fostering the Interpersonal and Intrapersonal domains of competence
- Fostering Deeper Learning develops the global competencies (e.g., [6Cs](#)), and vice versa
- *References:* [Deeper Learning report brief](#) / [full-length document](#) (National Research Council, 2012), [Deep Learning](#) (Fullan et al, 2018), [6C Core Competency research briefs](#) (Vamvalis, 2020)

Goals for the Learning Conversation Series:

- Sharing practices and pedagogy
- Creating opportunities for collaboration and experimentation
- Providing innovative ways for teachers work together
- Partnering with schools in different cultures and societies – broadening of our perspectives
- Reflecting on results and sharing feedback to deepen everyone's learning
- Serving our public purpose as university affiliated lab schools (JICS, UTS)
- Gaining a sense of the common ethos behind the practices being shared
- Inspiring folks to try things differently

A special thank you to Chriss Bogert from JICS for helping us to frame these goals so clearly!

What Inspired the Series?

The idea for this series arose from three ongoing areas of research that we have been engaged with in the past year at UTS:

1. The first, was a collaboration between the Eureka Research Institute, UTS Innovation & Research, the CoREF research team in Japan (Dr. Hajime Shirouzu, Dr. Moegi Saito, Sensei Sonoko Ogawa, Sensei Masaru Yamazaki), Prof. Jim Slotta (OISE), and UTS Geography Teachers, in which we explored the use of a [Knowledge Construction Jigsaw \(KCJ\) pedagogy](#) as a way to engage students in deeper learning.
2. The second, was a qualitative study in which we examined the responses of teachers at UTS to the challenges of supporting deeper learning, wellbeing, and a sense of classroom community during remote teaching over the pandemic.
3. The third, a 2022 report that was commissioned by UTS, called [Anti-Racism. Equity. Diversity and Inclusion: Our Shared Responsibility](#), by Dr. Avis Glaze, which contained 57 concrete recommendations, including for our work in curriculum and pedagogy (e.g., to “Intensify work currently underway to make curriculum content and approach more inclusive of diverse perspectives ...”).

This sharing of practices and recommendations led to a desire to engage the UTS community and beyond in creating more ongoing opportunities to exchange perspectives, practices, and pedagogies about the ways we can foster equitable approaches to deeper learning in K-12 educational contexts.

The UTS Context

At UTS, our school's purpose is intended to go hand-in-hand with our equity mindset. **Our purpose** is “developing students who are instilled with a love of learning, strive for excellence, and have the drive to innovate, take initiative and lead as socially-responsible, equity-oriented

global citizens”. Within **our equity mindset**, “We welcome and celebrate our diversity. Our work is underscored with a commitment to brave, honest conversations, bolstered by respect and enhanced by continuous learning. We embrace an anti-racist approach, openly inclusive and imbued with equity.”

<https://www.utschools.ca/about-uts/strategic-plan-partnerships-and-priorities/strategic-plan-partnerships-and-priorities>