Unleashing Learning: A Vision For Learning in TDSB

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April 19, 2016
Learning is Changing ...

Whether we like it or not ...

For all of us.
Learning:

“Permanent change in behaviour that occurs as a direct result of experience”

Katz and Dack
Intentional Interruption
2013
“Fostering true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer”
LET’S START WITH OUR STUDENTS
- Knowing our Students
- Engaging our Students
- Listening to our Students
- Learning from our Students
FROM ACHIEVING EXCELLENCE –

A RENEWED VISION FOR EDUCATION IN ONTARIO

- Inspire students
- Connect with their passions
- Assist them to dream about their future

“Students will become motivated innovators, community builders, creative talent, skilled workers, entrepreneurs, leaders of tomorrow”
“Students learn best when they are able to follow their passion and operate within the constraints of a bounded environment.”

Thomas and Brown
A New Century of Learning, 2011
FOSTERING INNOVATION:

“A narrative is important to give a sense of coherence and continuity to what at first sight may be a series of relatively disconnected and fragmented events”

Brian Caldwell
Global Education Leader Program 2011
What is our narrative of innovation in TDSB?
Our improvement journey moving forward

• Leadership

• Positive relationships

• Improvement – Achievement Supported by
  • Technology
  • Well-being
  • Equity
What we know about learning

• Curriculum and Instruction
• Ongoing Assessment
• Engaging Learning Environment
• Professional Growth
At the centre:

Our students

At our foundation:

Literacy
Numeracy
Digital Fluency
Global Competencies

**Global Citizenship** – Students need/deserve opportunities to engage in local and global concepts and initiatives while demonstrating responsibility and ethical citizenship.
Global Competencies

**Communications** – Learning environments need to foster opportunities for students to communicate effectively in oral and written form, to ask questions in order to deepen learning and to facilitate communication through a variety of medians.
Global Competencies

Critical thinking and problem solving –
Students require learning environments and experiences that enable critical thinking and problem solving.
Global Competencies

Collaboration and Leadership – Students need opportunities to participate in learning teams and work collaboratively and experience a variety of perspectives.
Global Competencies
Creativity, Inquiry and Entrepreneurship -
Students require learning opportunities to solve meaningful, complex, problems, real-life problems and connect inquiry to discovery, new ideas an concepts.
A THEORY OF ACTION

If we provide teachers with appropriate support and resources, their engagement will increase so that they may transform learning, and if we use evidence-based pedagogy, accelerated by digital tools and resources, then student engagement and student achievement will increase as well.
o Teacher Engagement – Changes to practice and attitudes

o Student Engagement

o Student Achievement
WILLING TO TAKE THE LEAP!
All you've done is chisel all day! Do something useful, like helping your brother drag those rocks up the hill.
“The unavoidable paradox at the heart of innovation is the need to unleash the talents of individuals and in the end to harness those talents in the form of a collective innovation that is useful to the organization.”

Hill, Brandeau, Truelove, Hineback

Collective Genius: The Art and Practice of Leading Innovation 2014
CHARACTERISTICS OF A CULTURE OF LEARNING

- Risk taking
- Willingness to change
- Commitment to improvement
- Intelligent and responsive
- Collaborative and engaged in inquiry
THE IMPORTANCE OF LEADERSHIP IN A CULTURE OF LEARNING

- Influence – not power and control
- Creates a professional culture and a mindset that all can learn
- Builds trust – values voice
- Encourages reflection
- Shares leadership because we all bring expertise and experiences
THE IMPORTANCE OF LEADERSHIP IN A CULTURE OF LEARNING (CONT`D)

- Motivates each other
- Transforms culture and conditions leading to efficacy for all
- Models learning
- Communicates vision
- Enhances reciprocal, agile, inclusive and adaptive leadership.
Together we can change learning opportunities for students, leading to increased engagement, leading to improved achievement and well-being
For All!