

### Who participated (director only or director plus senior team)

We used the \$10K to contribute to purchasing the New Pedagogies for Deep Learning (NPDL) on-line suite of tools for system-wide use. Our teachers, principals, capacity builders, senior leaders, and director now have full access to the rubrics and framework.

In 14-15 16 elementary and secondary schools, from one part of the district, participated in NPDL. This year, job action hampered our ability to implement more widely. However, in spite of this and the competing initiatives that crowded the professional learning schedule following job action, at least 20 more schools have begun to embrace the work. All capacity builders, principals, and senior leaders have been exposed to the thinking.

We are also working in a Canadian-wide network of NPDL boards that meet by teleconference once monthly. A smaller network (Simcoe County, Ottawa Catholic and HWDSB) have also met three times this semester to deepen the professional collaboration.

### Where the program or project investigated was located (Board, School, System, city, conference, etc)

NPDL is a global collaborative inquiry project, initiated by Michael Fullan and Joanne Quinn. It provides a clear framework for schools to engage in deep learning accelerated by technology and supported by partnerships. HWDSB is one of the participating boards of approximately 20 in Canada; Canada is one of 11 countries in the world. We began using the NPDL tools in the 14-15 year with such success that we wanted to go district-wide in 15-16.

### What was learned (highlights, effectiveness at that location)

Some learning so far:

- the wisdom of using "leading from the middle" implementation strategy
- dovetailing NPDL concepts and language into our board's Transforming Learning Everywhere (TLE) direction so the two are interchangeable
- formalized learning (ballroom style) learning still necessary when first introduced to NPDL
- networking and job-imbedded learning takes off in the 2nd year
- enthusiasm for the learning is widespread among teachers and principals; teachers indicate they feel creative and "unleashed" as a result of this professional work
- students who may have not otherwise thrived are thriving; students who conventionally achieve sometimes struggle with inquiry based learning
- as teachers become more sophisticated with the pedagogy, the use of technology becomes more authentic and seamless rather than staged

- student voice and agency have increased and many inquiry projects have led to social change initiatives
- students report high relevance and career/vocational interests from the learning
- robust assessment strategies and feedback loops inform next steps of implementation
- community partners of all kinds support the learning both face to face and digitally

[Application in your district school board \(what use will you be making of what was learned, value for students or staff or parents \)](#)

We are still determining what the implementation plan for 16-17 will look like. However, the NPDL team has created a link on the HWDSB hub that teachers, principals and capacity builders can access. This link contains rich tasks, video footage, artefacts, capacity building tools, and most importantly connects people to networks and opportunities for more learning.

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