

EMPOWERING MODERN LEARNERS

INSPIRE • INNOVATE • IGNITE





With a focus on both **the tech and the teach**, we are committed to inspiring student success through the implementation of innovative instructional practices, reliable technology and strong technical support, and equity of access for all. Together, we continue to create learning environments where modern learners are inspired to **learn, collaborate, create** and **connect with the world**.

Tony Pontes

Director of Education
Peel District School Board

WE BELIEVE

Each **LEARNER** is
CURIOUS,
COMPETENT ^{and}
able to take an
ACTIVE ROLE
in their own learning.

Effective
EDUCATORS
EMPOWER
ALL LEARNERS TO ACHIEVE
personal excellence by being
OPEN, FLEXIBLE
and responsive
to their needs.

A POSITIVE, INNOVATIVE
LEARNING
ENVIRONMENT
empowers all of us to
GROW through
RICH, AUTHENTIC
RELATIONSHIPS
both locally & globally.

Together as a
COMMUNITY of
families, educators and leaders
we share responsibility to
INSPIRE
our modern learners to be
ACTIVE, CRITICALLY
ENGAGED, GLOBAL CITIZENS.

OUR MORAL IMPERATIVE

We live in a world of **CONSTANT CHANGE**. Technological innovations have created a world that is ever-connected and rapidly evolving, bringing new opportunities for employment, civic engagement and learning, locally and globally. We remain committed to inspiring students to be *successful, confident and hopeful* today and in the future.

This changing world demands **RESILIENCY**, *critical thought* and **ADAPTABILITY**. Driving this change is a transition toward a knowledge-based economy as well as complex challenges that require innovative solutions. Learners will need foundational skills, such as literacy and numeracy, as well as a set of 21st century competencies—skills, knowledge and attitudes—that will enable them to be engaged, successful citizens now and in the future.

Modern digital tools offer unprecedented opportunities to **empower ALL learners** by providing access to information and learning networks. This access generates new opportunities for learners to explore their passions, share their voices and consider diverse perspectives that lead to an equitable and compassionate world.

An ever-changing world requires us, as educators, to be willing to **INNOVATE** our **practice** in response to the needs of modern learners in a dynamic global context. By **modelling** the skills, knowledge and attitudes that we hope to instill in our learners, we embody the competencies necessary for success in a modern world. Being a 21st century educator is more about the journey than the destination.

This journey requires **a collective commitment**. All members of the community—educators, parents/guardians, leaders and learners themselves—are responsible to develop active and critically engaged citizens today and in the future.

The ideas presented in this document are not new. They are, however, more essential now than ever. **MOVING FORWARD**, our work is guided by the four belief statements on the previous page. Also, the six innovative elements that follow are the actionable components we can unpack, discuss and implement as a learning community.

We are educating a generation of children and youth who have no memory of a world without the Internet, without instant access to information, without an array of media at their fingertips.

Ontario Public School Boards' Association

We hope this document sparks personal reflection, ongoing conversations, and shifts in practice that inspire us to meet the needs and honour the experiences of modern learners in a changing world as we

inspire success, confidence and hope in every student.

Competencies for the Modern Learner

CREATIVITY, INNOVATION & ENTREPRENEURSHIP

COLLABORATION

COMMUNICATION

LEARNING TO LEARN

GLOBAL CITIZENSHIP

CRITICAL THINKING & PROBLEM-SOLVING

21st Century Competencies: Foundation Paper for Discussion

The objective of 21st century learning is to build capacity in areas that promote a resilient society capable of effectively adapting to rapid change...to prepare students

**FOR JOBS THAT HAVE
NOT YET BEEN CREATED,
TECHNOLOGIES THAT HAVE
NOT YET BEEN INVENTED
AND PROBLEMS THAT WE
DON'T YET KNOW WILL ARISE.**

Future Tense

INNOVATIVE ELEMENTS

Learning Culture

Values and priorities that support a growth mindset and allow us to build knowledge together as a community



Informative Assessment

Ongoing strategies and practices that continuously inform learning and teaching



Access to Technology

Reliable and equitable access to information, resources and other digital technologies



21st Century Competencies

Knowledge, skills and attitudes needed to learn and be successful in a modern world



Learning Environments

Dynamic physical, virtual and inclusive spaces designed to support learning and well-being



Models of Learning

Instructional approaches that empower modern learners



Together, these six innovative elements will help drive our work moving forward.

THE ELEMENTS *in detail*

LEARNING CULTURE



...the learning process is one which engenders and reinforces wanting to learn more. Absent [students] wanting to learn, the learning context is unproductive.

Seymour B. Sarason

Learning cultures should foster curiosity, establish empathy amongst learners, and encourage lifelong learning. They promote a growth mindset, create safe spaces, and facilitate co-learning. These dynamic cultures encourage and facilitate opportunities for purposeful risk-taking and agency in the learning process, while fostering a questioning disposition. The creation of a sustainable learning culture requires a unified commitment from classrooms, schools and the system as a whole.

How are successful learning cultures created and sustained?

INFORMATIVE ASSESSMENT



Clearly this shift in instructional design requires a corresponding shift in assessment practices. For students, assessment becomes less focused on documenting what has and has not been learned and more focused on charting the learning journey for continued success.

Bennett & Armstrong

Informative assessment guides every part of the learning process. Deep, lasting learning is achieved when a transparent and equitable approach to assessment is used. Active involvement of learners in the assessment process connects them with their learning and fosters reflection and a drive to learn more. Providing multiple and varied ways for learners to demonstrate learning and make their thinking visible allows for continuous, ongoing feedback.

How is assessment used to inform the learning process for educators, parents and students?

ACCESS TO TECHNOLOGY



Pervasive access to digital tools and resources makes deep learning more possible through broadening the time and space in which students can connect with teachers, peers and others for idea generation, feedback, expertise and the assessment of progress. This inherently makes the learning process more social...

Michael Fullan

Reliable and equitable access to technology is fundamental to education today because it connects learners to the people, information and tools they need. Modern learners use technology to explore new possibilities, form new connections and participate as global citizens. Most important, access to technology gives all learners a voice to engage fully with their world — no matter who they are, or how they learn and helps us achieve inclusion for all.

How are digital devices important to learning?

21st CENTURY COMPETENCIES



At minimum, our certainty that the only thing we can claim about the future is its uncertainty provides reason enough to prepare students to be diversely skilled, nimble-minded and technologically savvy citizens.

Institute for Studies in Education

An ever-changing world requires both foundational skills as well as 21st century competencies for learners to be successful. These competencies include building knowledge, developing skills and cultivating attitudes which are interdisciplinary.

21st Century Competencies:

**CRITICAL THINKING & PROBLEM-SOLVING
LEARNING TO LEARN
INNOVATION & CREATIVITY**

**COLLABORATION
COMMUNICATION
GLOBAL CITIZENSHIP**

Although these competencies have always been essential, how have they evolved over time, and why are they so important today?

LEARNING ENVIRONMENTS



...it is about creating stimulating school environments and these may not always be contained within four walls.

Ontario Public School Boards' Association

Learners excel when they feel safe, challenged, and in control of their own learning. Learning environments involve far more than the physical and virtual classroom; they support a climate that nurtures well-being and responds to the cognitive, emotional, and social needs of learners. These spaces should be intentionally designed and co-constructed by everyone involved in the learning process. A dynamic learning environment is responsive, flexible and adaptable.

How do we co-create a learning environment that supports all learners?

MODELS OF LEARNING



To truly be empowered, people need both ownership and autonomy.

George Couros

In a world of immediate access to information, we must integrate models of learning that are student-centred and facilitate relevant and authentic explorations of that information. Knowledge building, inquiry, design thinking, and blended learning are a few possible frameworks that allow learners to explore big ideas, make real-world connections and link to their passions, while integrating technology. Employing a variety of learner-inspired models makes learning meaningful and the curriculum authentic.

What models of learning best suit your learners?



For more information on this vision document go to:

bit.ly/peelEML



As the world continues to move
toward ubiquitous access to
information, knowledge, tools,
and people, our kids must be

powerful,
persistent,
passionate learners

to succeed in their lives,
regardless of their pursuits.

Will Richardson, From Master Teacher to Master Learner

Empowering MODERN LEARNERS

Thank you to the many educators, parents, students and administrators who shared their ideas about *powerful learning* and inspired this document.

For further exploration of the resources considered in this project, please refer to the following:

- *Towards Defining 21st Century Competencies* (2016). Ministry of Education, Ontario.
- *Standards for Students* (2016). International Society for Technology in Education.
- *A Transformational Vision for Education in the U.S.* (2016). Education Reimagined.
- *Education for Change: Change for Education* (2014). Council of Europe.
- *Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences* (2012). Asia Society.
- *Together for Learning* (2010). Ontario Library Association.
- *Standards for the 21st Century Learner* (2007). American Association of School Librarians.
- *From Master Teacher to Master Learner* (2015). Will Richardson.
- *A Rich Seam* (2014). Michael Fullan & Maria Langworthy.
- *Innovator's Mindset* (2015). George Couros.
- *Four Dimensional Education* (2015). Charles Fadel, Bernie Trilling, & Maya Bialik.
- *Future Tense: Adapting Canadian Education Systems for the 21st Century* (2013). Action Canada Foundation



Peel District School Board
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Inspire. Innovate. **Ignite.**

Join the Community
#Peel21st

