Module 3: 21st Century Learning Design

*The focus of your coaching discussions and pedagogical change in classrooms.*

**Creating the narrative around this session**

In Module 1 and 2 we have looked at and begun building our skills in Coaching theory and skills. This provided the necessary skills to support teachers to implement a 21st Century Learning Design in classrooms.

In the following module we will build our own understanding and reflect on our own practice in implementing 21st Century learning skills.

For this module we will be using another Microsoft Partners in Learning Program called 21st Century learning Design. We have modified it slightly to suit the context of this program. The content and intent have not been changed.

Throughout this module you will use your coaching skills developed in Module two, and participate in two specific coaching sessions to lead each other through deepening 21st Century learning Design in existing programs.

This part of the Training Program is for Face-To-Face facilitation. Those taking this module online should work through the self-directed 21st Century Learning Design course at: XXXXXXXXXX

**Module outcomes from the program**

- 21st Century Learning Design
- Coaching Cue Card consolidation
**Suggested Activity Timing**
This Activity takes 8 hours to complete. It is suggested that it take place over 1.25 Days. If you are only meeting for one day face to face, we suggest you complete the last Dimensions and Debrief Activity online soon after your time together.

<table>
<thead>
<tr>
<th>21st Century Learning Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1 - Introduction</td>
</tr>
<tr>
<td>Activity 2 - Collaboration</td>
</tr>
<tr>
<td>Activity 3 - Knowledge Construction</td>
</tr>
<tr>
<td>Activity 4 - Self Regulation</td>
</tr>
<tr>
<td>Activity 5 - Midway Point Activity</td>
</tr>
<tr>
<td>Activity 6 - Real World Problem Solving and Innovation</td>
</tr>
<tr>
<td>Activity 7 - ICT for Learning</td>
</tr>
<tr>
<td>Activity 8 - Skilled Communication</td>
</tr>
<tr>
<td>Activity 9 - EndPoint Activity</td>
</tr>
<tr>
<td>Activity 10 - Debrief and Reflection</td>
</tr>
</tbody>
</table>

**Assessment - Which components can you assess in this stage?**
- Component 2 - 21st Century Learning Design
- Coaching Skills.
Face-to-face Delivery

Activity 1 – Introduction (45 mins)
Using the Presentation Deck, Introduce 21st Century learning Design to participants. Complete the following activities as per the PowerPoint and information below.

1. Before During and After Activity
   - Before starting this Activity, Complete the ‘Before’ Column of the ‘Before, During and After’ Activity Table at the end of this module.
   This activity is at the end of the Module. It will be added to during the module so at this point, only the first column needs to be completed.

2. After working through the introduction to 21CLD with your facilitator, answer the question below either in your journal or in the space provided.
   - What is the essence of your purpose with 21CLD? How might you communicate this with clarity to those you are coaching?
Ask them to do this in their journal that should have been set up by now.
Activity 2, 3, 4, 6, 7 and 8 – 21CLD Dimensions (60 mins per dimension)

From this point you will use the ‘Learning Activity’ Document and Learning Activity Examples for most of this module. These documents are global version of the 21CLD Program.

Tuning In Activity

Task 1 -

- Read through the Dimension Overview
- Make sure to highlight the three Big Ideas and discuss the Yes / No scenarios. You may like to draw out other examples from your Peer Coaches.

Task 2 –

- Complete the group activity as per the instructions. The aim of these is to get people sharing and discussing the impact of the program on their thoughts and future practice.
- Remind them that they will be working with teachers in classrooms and coaches to make this the focus of pedagogical change and classroom practice. If they are not working in the classroom, please ask them to place themselves back in ‘classroom mode’ to simulate the discussions.
- These tasks are handy activities to use in a variety of situations.

Read and Code Activity

Task 1

- Take time to read through the Rubric and Flow Chart, highlighting that some people prefer the rubric, while others prefer the flowchart. Use of either is fine.

Task 2

- Split your group into 3 smaller groups and allocate once of the three sample Learning Activities to each group.
- Ask them to read and code the specific activity given in their small group collaboratively.

Strengthening a Learning Activity

- Ask all groups to add some new activities to the suggested example LA to strengthen the focus dimension.
- Once each group has strengthened their activity, ask them to all come together and share their changes and thoughts on the coding of that unit.

Reflection Activity

- Participants should reflect individually using their personal journals they have set up. It does not matter if this is a digital or paper based manual. Suggest OneNote as a great platform if necessary.

Activity 5 and 9 – Midway and End point Activities (20 mins)

Task 1

- The Coaching Activity is designed to focus participants back to their role as coaches and to develop their Coaching Cue Card Protocol Skills.
- Each person should pick a dimensions and a unit of work they would like to develop into a stronger learning activity and coach each other.
- Aim at 20 minutes per person.
- Encourage them to move away from the larger group into a small breakout area.
Task 2
Midway Activities: Complete the During Column of the ‘Before, During and After Table’ at the end of the Module. If the atmosphere is comfortable, perhaps they might like to share some of their reflections.

Endpoint Activities: Complete the After Column of the ‘Before, During and After Table’ at the end of the Module. If the atmosphere is comfortable, perhaps they might like to share some of their reflections.

Task 3 – Do this at the Endpoint only

From Imagining to Action - Think –Pair – Share activity.

- Participants work individually for question 1, writing a response in their journal. Insist on silence during this time.
- Working with the coaching Cue Card Portfolio,
  - Participant 1 coaches Participant 2 through their imaginary classroom starting with the question ‘If you had the best possible year in your classroom in which 21st Century Learning is the focus of all planning and action, what sort of learning and outcomes would the students have experienced and produced? What would be the result of this year?’ to begin the coaching conversation.
  - Once they have heard the scenario they should ask, ‘What are the activities and strategies you need to put in place in order to achieve these? List everything and anything, no matter how big or small’. They should write down all the strategies as the other participants explains them, and ask probing questions to elicit as many strategies as possible.
  - Once all strategies have been exhausted, the coach needs to ask: ‘Of all these strategies above, what is one strategy you will do tomorrow to ensure this change happens?’ and once again coach the other participant through deciding
- Everyone feeds back to the whole group the one strategy they will do from tomorrow in order to achieve their success in the following year.

Activity 10 - 21CLD Debrief

Task 1
- Individual reflection on the whole 21CLD program and process

Task 2
- Bring everyone together into a circle. Bring chairs in if you can, or even just stand. Move outside if you feel you need some sunshine or fresh air.
- Go around the circle answering one question at a time.

Remind everyone that 21CLD is the focus for Peer Coaching Conversations to ensure a change in pedagogy and practice in classrooms. They should be prepared to walk the walk and talk the talk by becoming a practitioner in their own classroom.
Online Delivery

Activity 1 – Introduction (45 mins)
Using the Presentation Deck, Introduce 21st Century learning Design to participants. Complete the following activities as per the powerpoint and information below.

1. Before During and After Activity
   - Before starting this Activity, Complete the ‘Before’ Column of the ‘Before, During and After’ Activity Table at the end of this module.
   This activity is at the end of the Module. It will be added to during the module so at this point, only the first column needs to be completed.

2. After working through the introduction to 21CLD with your facilitator, answer the question below either in your journal or in the space provided.
   - What is the essence of your purpose with 21CLD? How might you communicate this with clarity to those you are coaching?
   Ask them to do this in their journal that should have been set up by now.

Activity 2, 3, 4, 6, 7, 8
- These activities should be completed online using the self-directed 21CLD course at: XXXXXX over a one month period.

Suggestions to keep momentum and group coherence while they work through the online learning:
- Come together during the month to debrief three dimensions at a time.
- Ask them to complete the ‘Before During and After Reflection’ activity after your first touch base, after the Self Regulation Dimension and again after Skilled Communication Dimension.
- You could complete the ‘Reflection Activities’ via video conferencing. This would help participants to remain connected as a group. Send out the reflection questions in advance to ensure participants feel prepared and comfortable to share.

Activity 5 and 9
- If your group has face-to-face training partners, they might like to coach each other as suggested in the Midway and Endpoint Activities.

Activity Debrief Activity
- At the end of the month, come together online and complete the Debrief Activity, asking them to complete the reflection questions in advance.
- The circle activity could be done in a ‘virtual circle’ passing through all participants to share their reflections.

Remind everyone that 21CLD is the focus for Peer Coaching Conversations to ensure a change in pedagogy and practice in classrooms. They should be prepared to walk the walk and talk the talk by becoming a practitioner in their own classroom.