

coplanning and using digital resources supporting one another and feeling supported to take risks and even fail at first. Almost immediately, they noticed their roles with students were changing dramatically. Students were more engaged and teacher time in the classroom was spent on giving feedback and challenging the next step in learning rather than in delivering content. As they focused on meaningful, relevant learning using what we are calling the new pedagogies, they also saw more than a 20 percent leap in reading and writing scores over three years on the provincial testing (Video: W. G. Davis, www.michaelfullan.ca).

The new learning partnerships we saw at W. G. Davis take time and expertise to develop. Meaningful learning partnerships with students can be accelerated when teachers understand the three elements of the student learning model, depicted in Figure 4.4.

This model goes beyond the notions of student voice and agency to combine both internal development and external connections to the world. We are not talking here about student forums or interest surveys (although they may be part of the approach) but about a deeper engagement of students

Figure 4.4 Student Learning Model

