The Future of Learning and Teaching
Developing a 21st Century Student Experience
Strengthening a Deeply Committed Faculty

Board of Trustees :: May 1, 2011
Deerfield’s Mission: As Important as Ever…

Deerfield Academy is an independent secondary school committed to high standards of scholarship, citizenship, and personal responsibility. Through a rigorous liberal arts curriculum, extensive co-curricular program, and supportive residential environment, Deerfield encourages each student to develop an inquisitive and creative mind, sound body, and strong moral character. Set in a historic village bounded by river, hills, and farms, Deerfield inspires reflection, study and play, abiding friendships, and a defining school spirit. …

…“A vibrant, ethical community that embraces diversity, the Academy prepares students for leadership in a rapidly changing world that requires global understanding, environmental stewardship, and dedication to service.”

… but can we deliver?
The Landscape has Changed.

- Technology and globalization make once-insular institutions permeable.
  - Technology = Access (Two Faces)
  - Globalism = Changing Demographics
- The pace is quickening. We cannot just adapt—we need to become adaptive.
- How do we prepare our students for a world in which the knowledge of experts and the ideas of colleagues are a click away?
**Then:**
- Teachers provide content.
- Deerfield is insulated—impermeable to outside influences.
- Slow pace of change.
- Long attention spans.
- Work is learning.
- In loco parentis
- Little connection to “back home.”
- Kids viewed as simple empty vessels.

**Now:**
- Deerfield is connected to an ocean of opportunities—and risks.
- Teachers provide tools and skills.
- Students create ideas in collaboration with peers and teachers.
- Rapid changes in technology.
- Short attention spans.
- Entertainment is learning.
- In societas parentis
- Influence from “back home” —social media, etc.
- Kids viewed as complex emotional beings.
Immediate Opportunities

**Technology Use, Online Learning**
Initiatives at the Global Online Academy and with the Eight Schools. Training for more consistent technology usage at Deerfield. Practice with new tools.

**Multi-section Coordination**
Consistency in the ~70% of our classes that are multi-section. Encourages collaboration while improving the student experience and increasing efficiency.

**A Model of “Instructional Rounds”**
Encouraging frequent intra-class visits not for evaluation, but simply for sharing and collaboration. Provides inputs for personal and curricular development.

**Data Analysis for Student Improvement**
Assess curricular trends. Engage available data to analyze student performance and customize our program. Conduct baseline tests and monitor student progress.
Teach

- Teach four classes.
- Provide extra help for some.

Live

- Master a homogeneous corridor.
- Master a dining hall table.

Coach

- Coach two seasons.
- Encourage participation, health & fun.

Historically, most faculty:
- were single males with no children
- had a monastic dedication to Deerfield
- taught students from similar backgrounds
Teach
- Teach four classes.
- Provide extra help for most.
- Improve teaching based on evaluation.
- Support more advanced students.
- Enhance test preparation.
- Correspond with parents.

Live
- Master a diverse corridor and families.
- Master a table.
- Understand adolescent psychology.
- Manage communications/technology in dorm.
- Grapple with diversity of backgrounds, styles.
- Do the “family shuffle.”

Coach
- Coach two seasons.
- Encourage participation, health & fun.
- Recruit, win, and promote “the hook.”
- Compete with “pro” coaches.
- Respond to pressures of specialization.

Learn
- Steal time to learn when you can.
New Demands on Faculty from *Imagine Deerfield*

- New evaluation model and professional development plans
- Expanded role of department chairs
- Global studies initiatives
- Sustainability program
- Coaching and Residential curricula
- Inclusivity & access programs: multiculturalism, parent program, preparation gap
- Enhanced advising system
- SAT prep, writing skills
- Expansion of research, service & summer opportunities
- Teaching informed by data on student performance
In light of the need for systematic professional growth to sustain excellence and lead in boarding school education, how do we redefine the current triple-threat model?

How do we adapt in order to deliver on our mission to “prepare students for leadership in a rapidly changing world”?

What structures and resources are needed to foster ongoing growth throughout teachers’ careers?
Discussion