

OECD/CERI - International Conference on Innovative Learning Environments
Banff, Alberta - October 2011

Designing Innovative Systems: is 'moving to scale' our challenge?

Valerie Hannon, Innovation Unit, UK



**Confront
Reality**

**Awaken
Possibility**

**Living
Vision**

**Define Strategy
Emergent**



**Has the case for
transformation yet been
made with compelling force?**



CURTIS J. BONK

The
World
is
Open

How Web Technology is
Revolutionizing Education



Ben Levin.....

- cautious about embracing transformation and innovation as the requirements for schooling
- focus instead on **improving existing school systems**, by focusing on better outcomes for more students within relatively traditional metrics
- undue focus on innovation and transformation could distract from what is both possible and desirable
- don't pursue goals that may be desirable but unlikely to be possible.

Do we need more innovation in education?
November 2010



seminar series204

Choosing the wrong drivers
for whole system reform

Michael Fullan

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204



Fullan's “*wrong drivers*”

1. **accountability:** using test results, and teacher appraisal, to reward or punish teachers and schools vs capacity building;
2. **individual teacher and leadership quality:** promoting individual vs group solutions;
3. **technology:** investing in and assuming that the wonders of the digital world will carry the day vs instruction;
4. **fragmented strategies** vs integrated or systemic strategies.

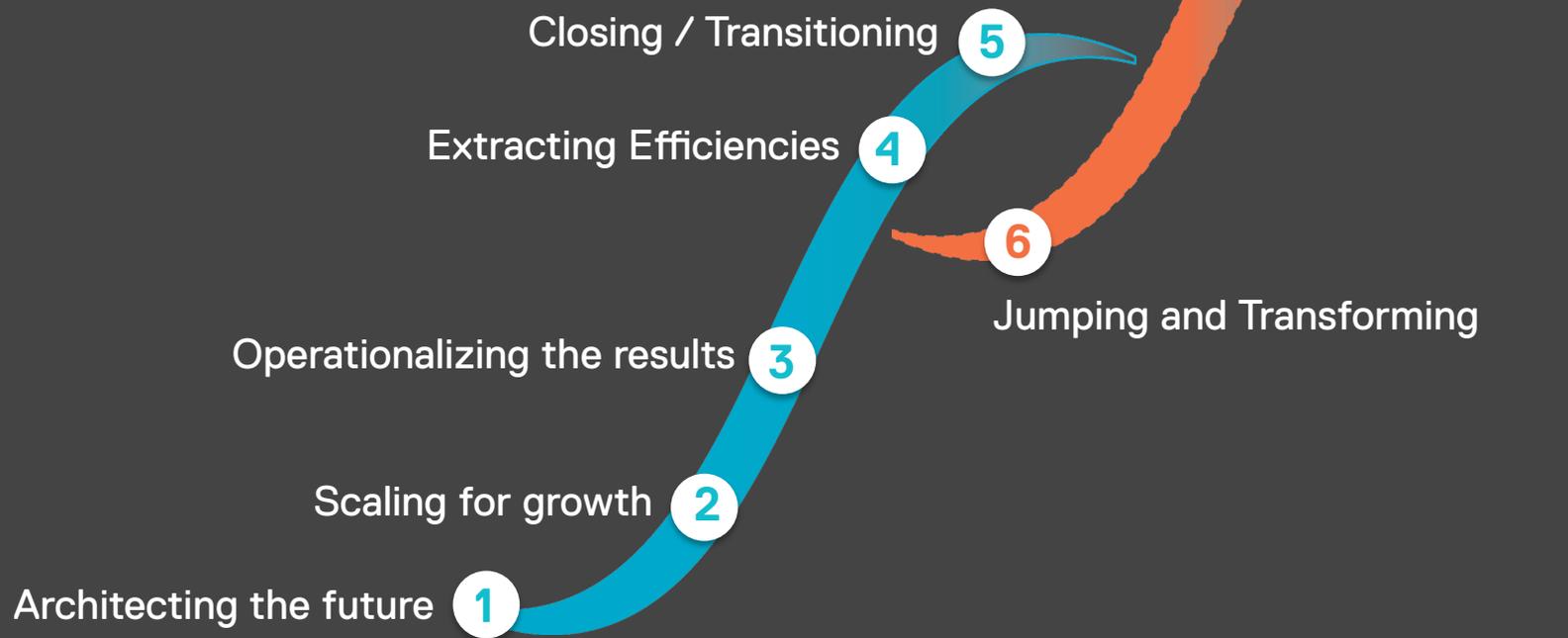


Fullan's "*right drivers*"

1. The learning-instruction-assessment nexus
2. Social capital to build the profession
3. Pedagogy matches technology
4. Systemic synergy



S-Curve: raised goals or different goals?



The innovator's (and the evaluator's) **dilemma**



Adapted from *Ready or Not? Taking Innovation
in the public sector seriously* (NESTA 2007)

we need to adopt
a ***SPLIT SCREEN*** approach



**we need social, not merely
professional or technical
innovation...**



it's an art

.....and a discipline



“The most important characteristic of an innovative firm is that it has an explicit system of innovation which pervades the whole organisation, which is visible, known about, generates a stream of new ideas, and is seen as vital to creating new value”

John Kao

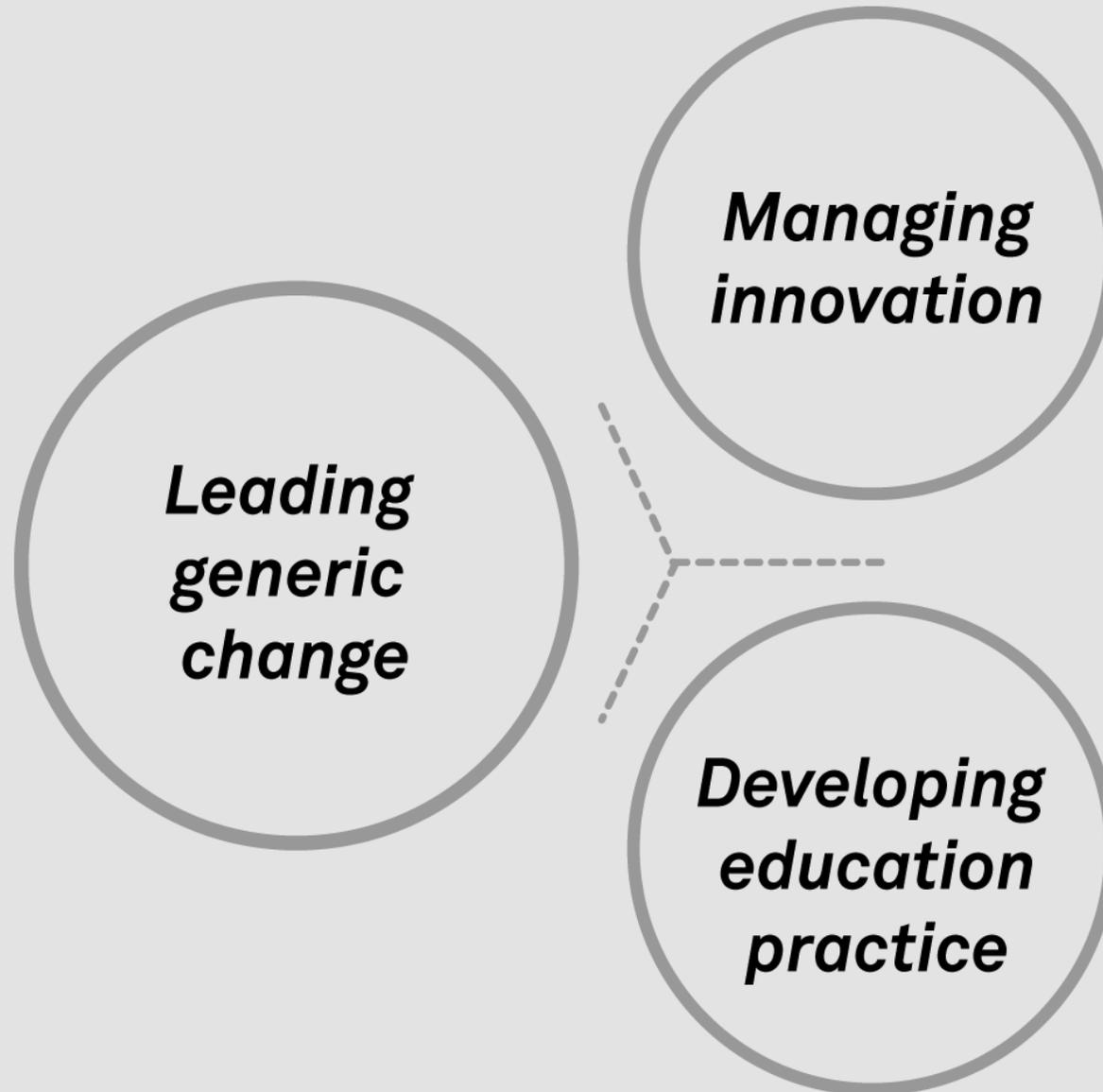
Jamming: The Art and Discipline of Corporate Creativity



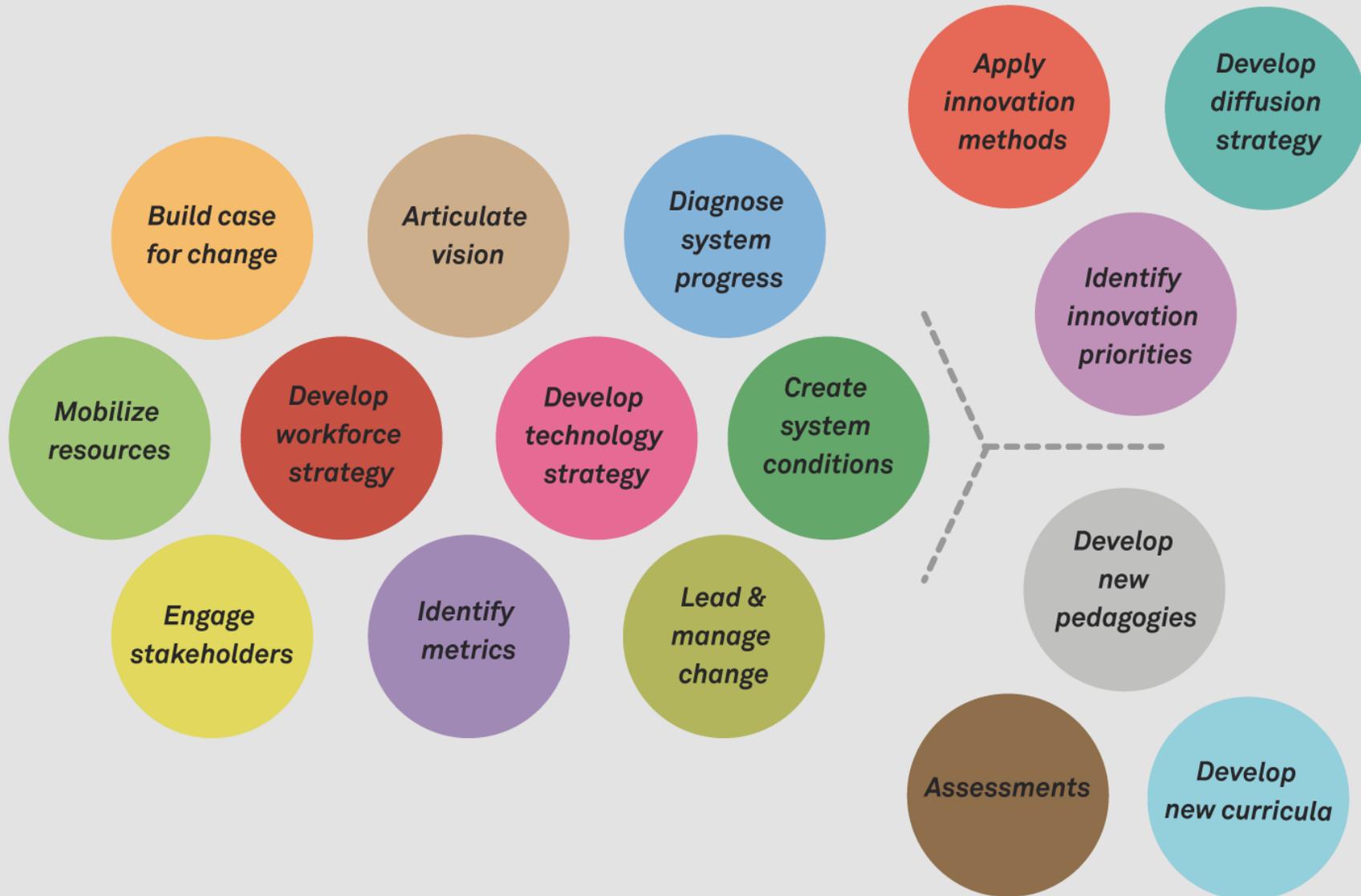
***INTRODUCING ROADMAPS TO
EDUCATIONAL TRANSFORMATION***

GELP TOOL

Essential elements



Essential elements



Build case for change

*Mobilize
resources*

*Develop
strategy*

*Develop
technology
strategy*

*Create
system
conditions*

*Diagnose
system
progress*

*Apply
innovation
methods*

*Develop
diffusion
strategy*

*Identify
innovation
priorities*

*Engage
stakeholders*

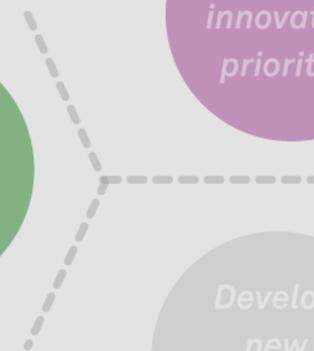
*Identify
metrics*

*Lead &
manage
change*

*Develop
new
pedagogies*

Assessments

*Develop
new curricula*



***Build case
for change***

**Audit current
resource use for
value for money**

**Document
student
dissatisfaction &
disengagement**

**Media and
technological
opportunities
& possibilities**

**Implications
of neuroscience
research for
learning and
behavioural
economics**

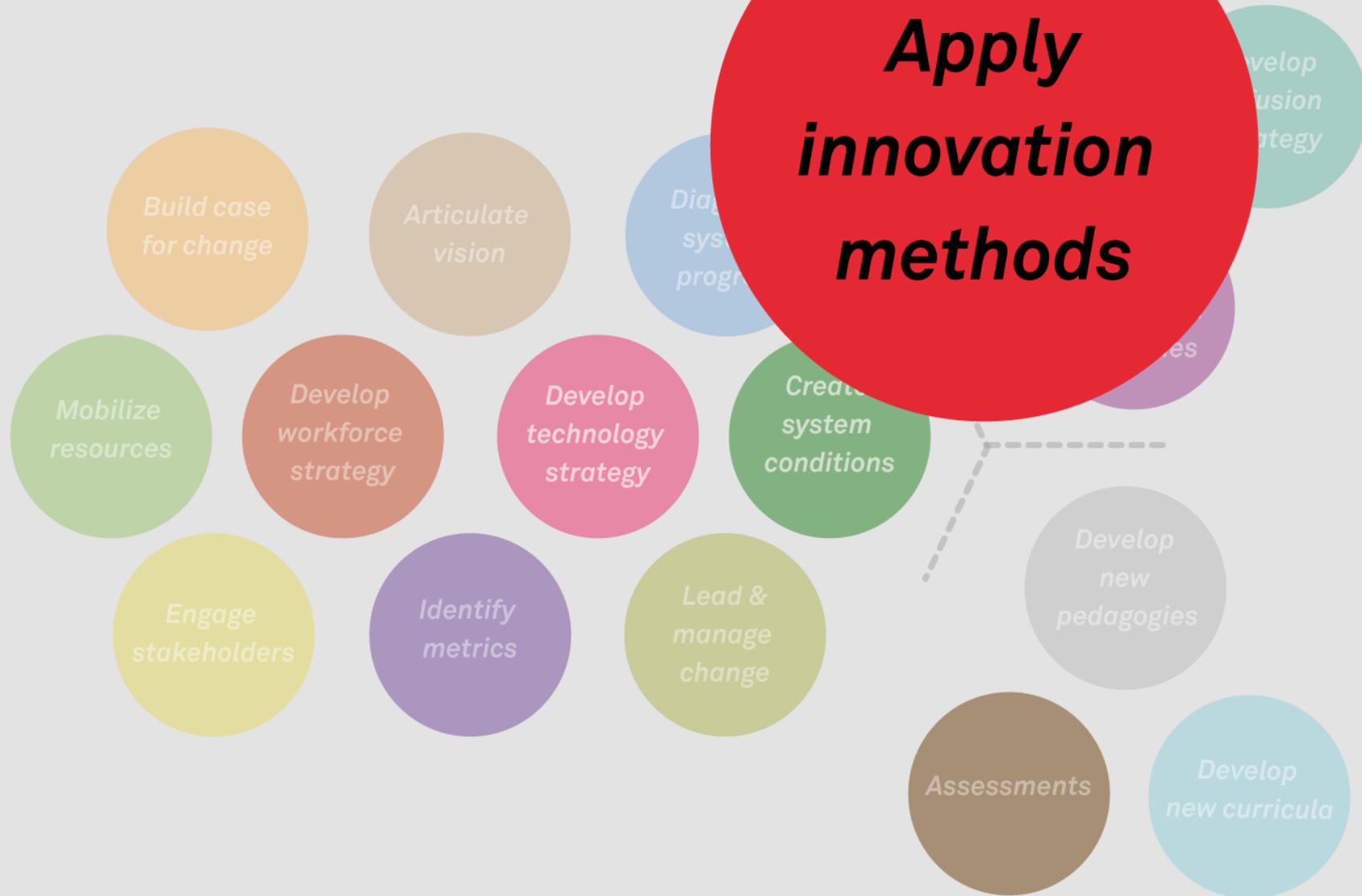
**Assess
demand for
21st century
skills**

**Elicit insights,
issues and
aspirations**

**Benchmark
Internationally**

**Show current
inequalities**

Apply innovation methods



**Establish
innovation zone,
lab or incubator**

Prototyping

***Apply
innovation
methods***

**Build communities
of practice, interest
and engagement**

Service design

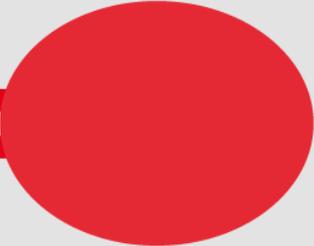
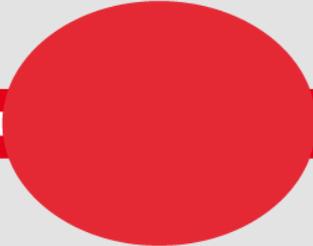
**Level of importance
to roadmap**



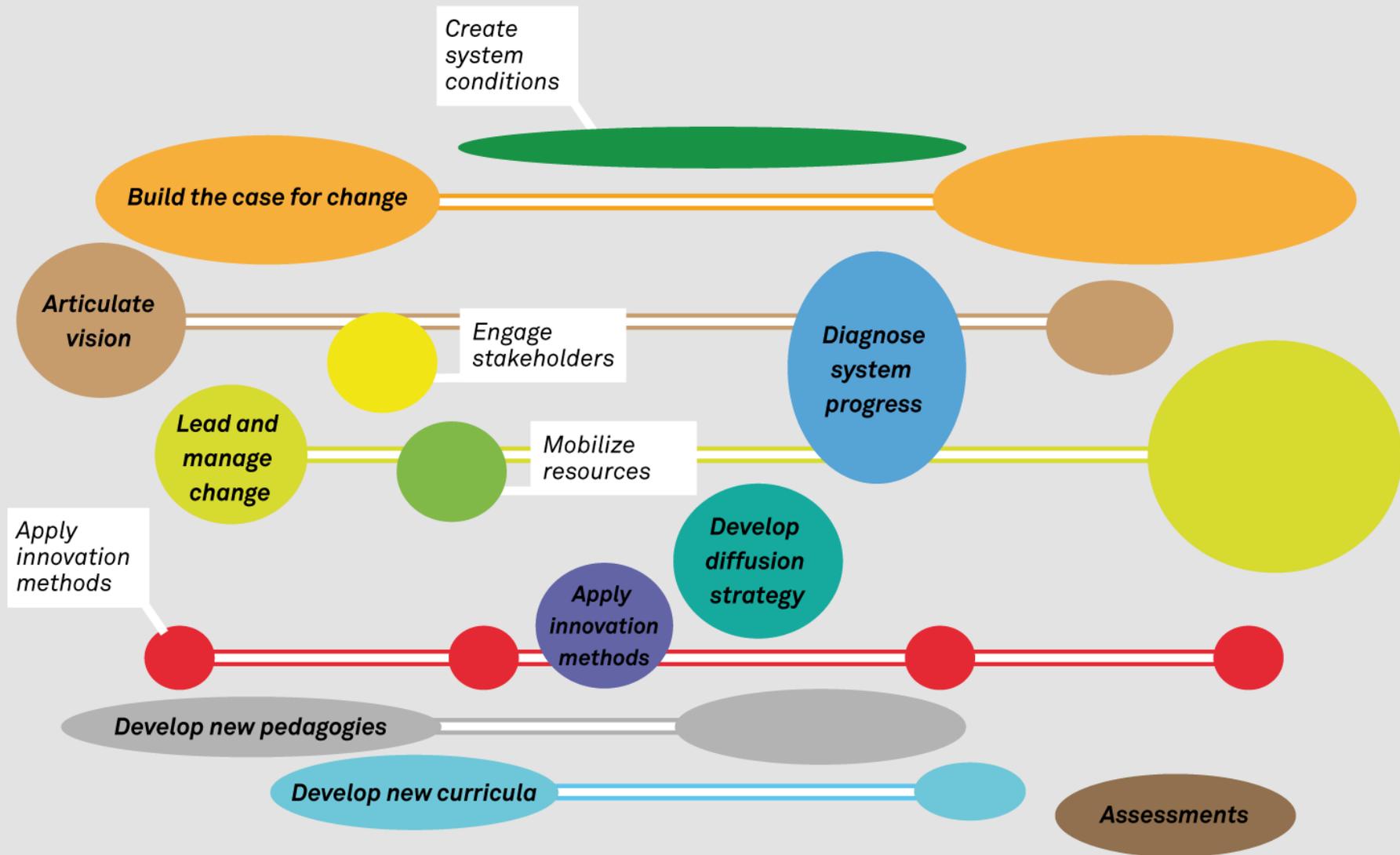
Length of time to complete

***Apply
innovation
methods***

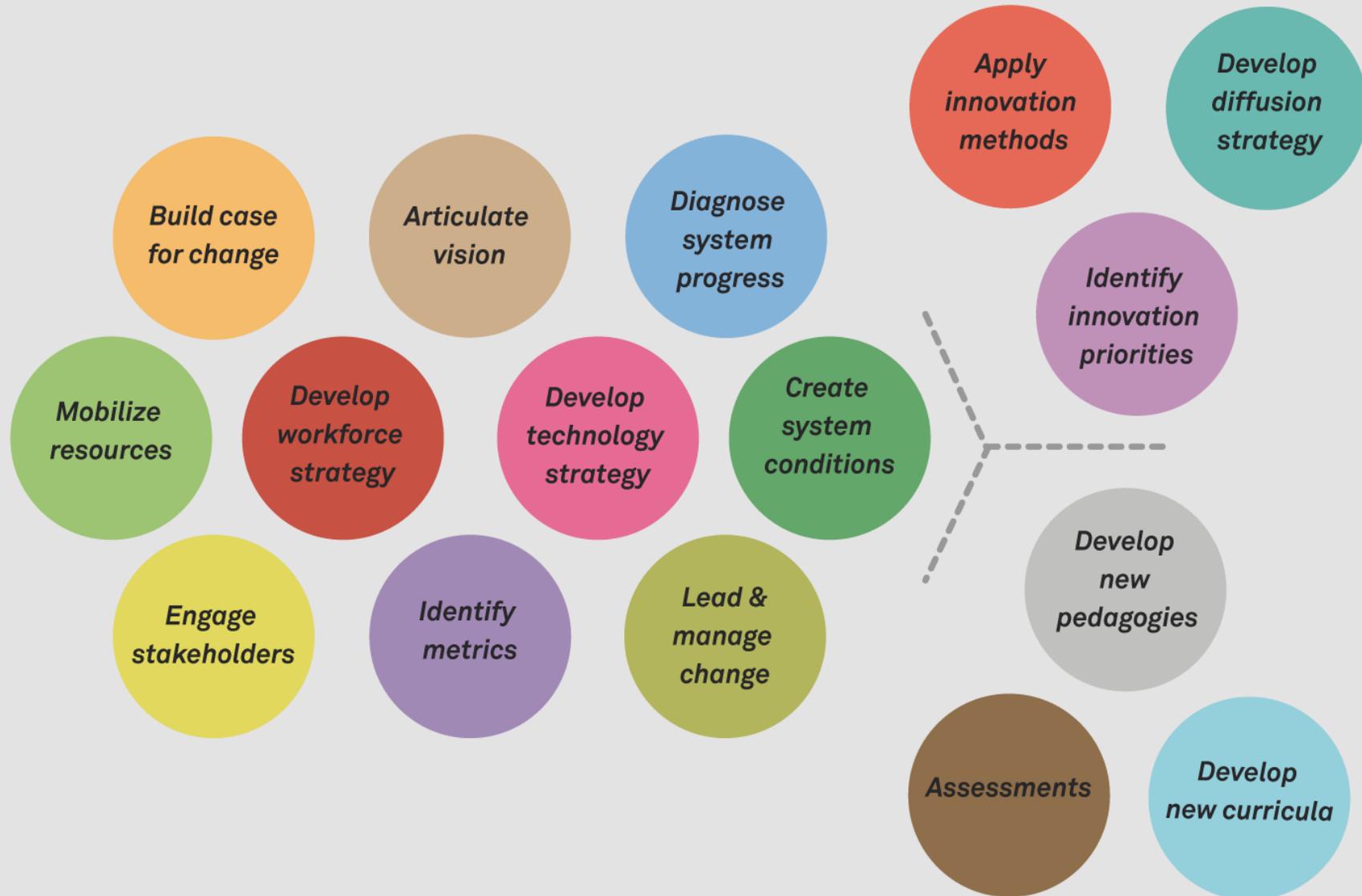
**Linked and repeated
elements**



a developed roadmap



Essential elements



in the toolkit....

**an heuristic for identifying
innovation priorities**



Formal Learning

Informal Learning

Existing Providers

improving

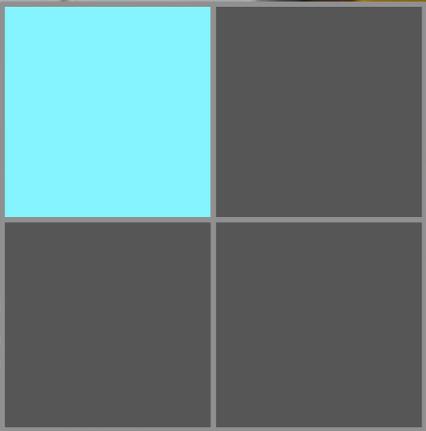
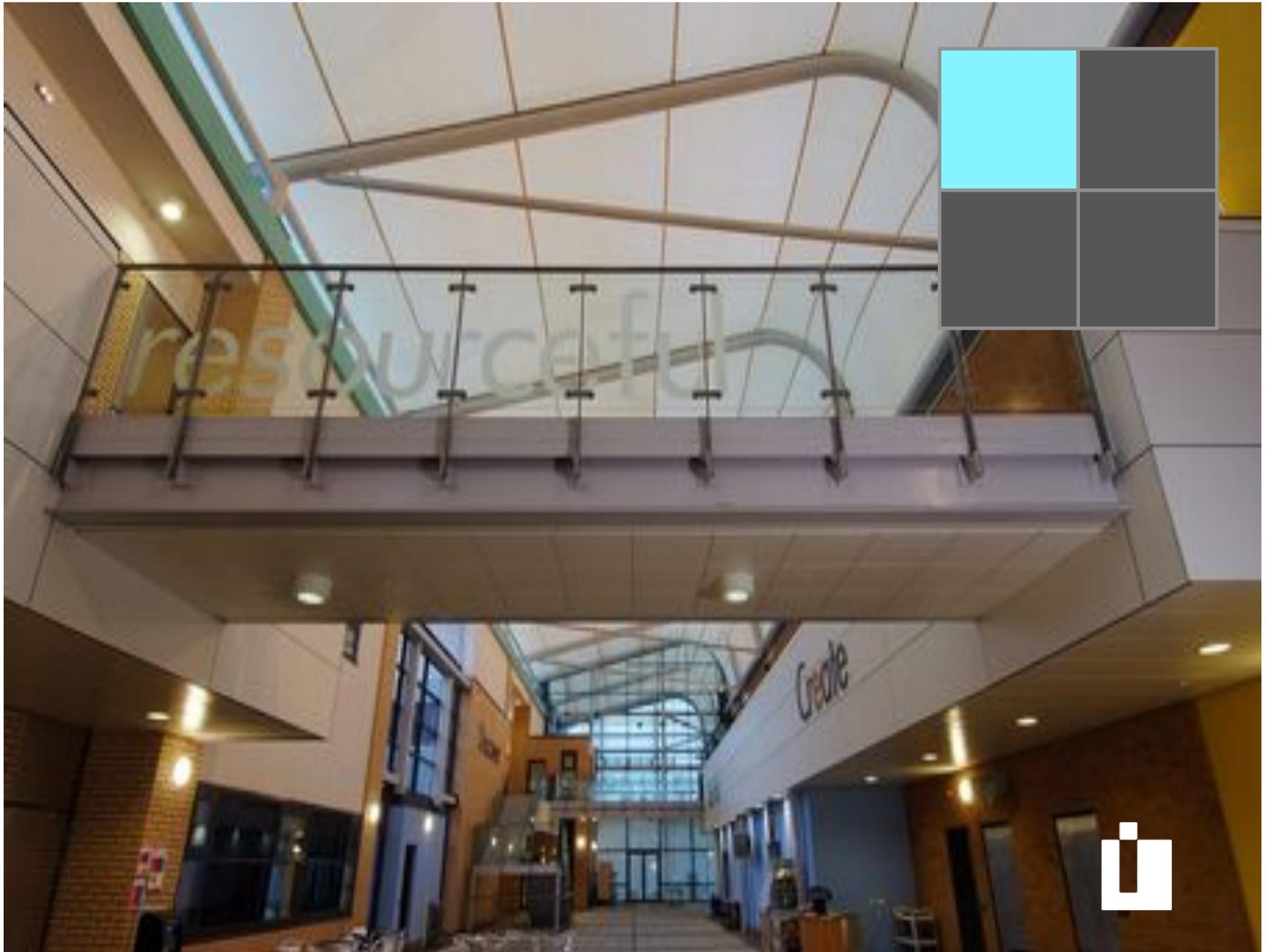
supplementing

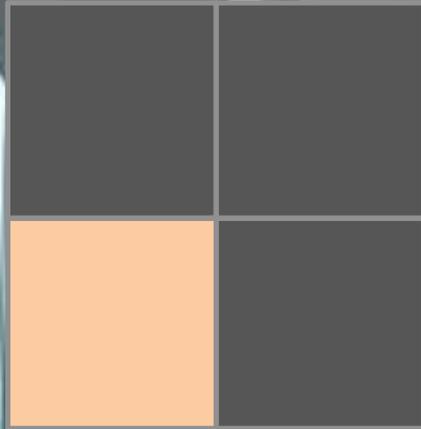
New Entrants
Entrepreneurs

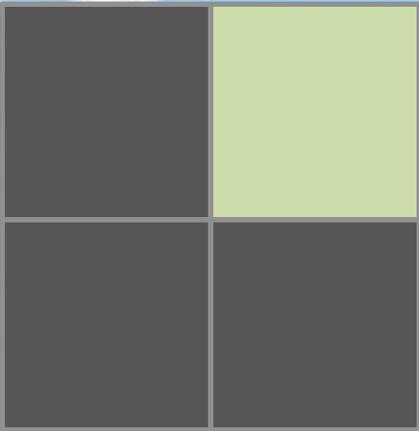
reinventing

new paradigm











Formal Learning

Informal Learning

Existing Providers

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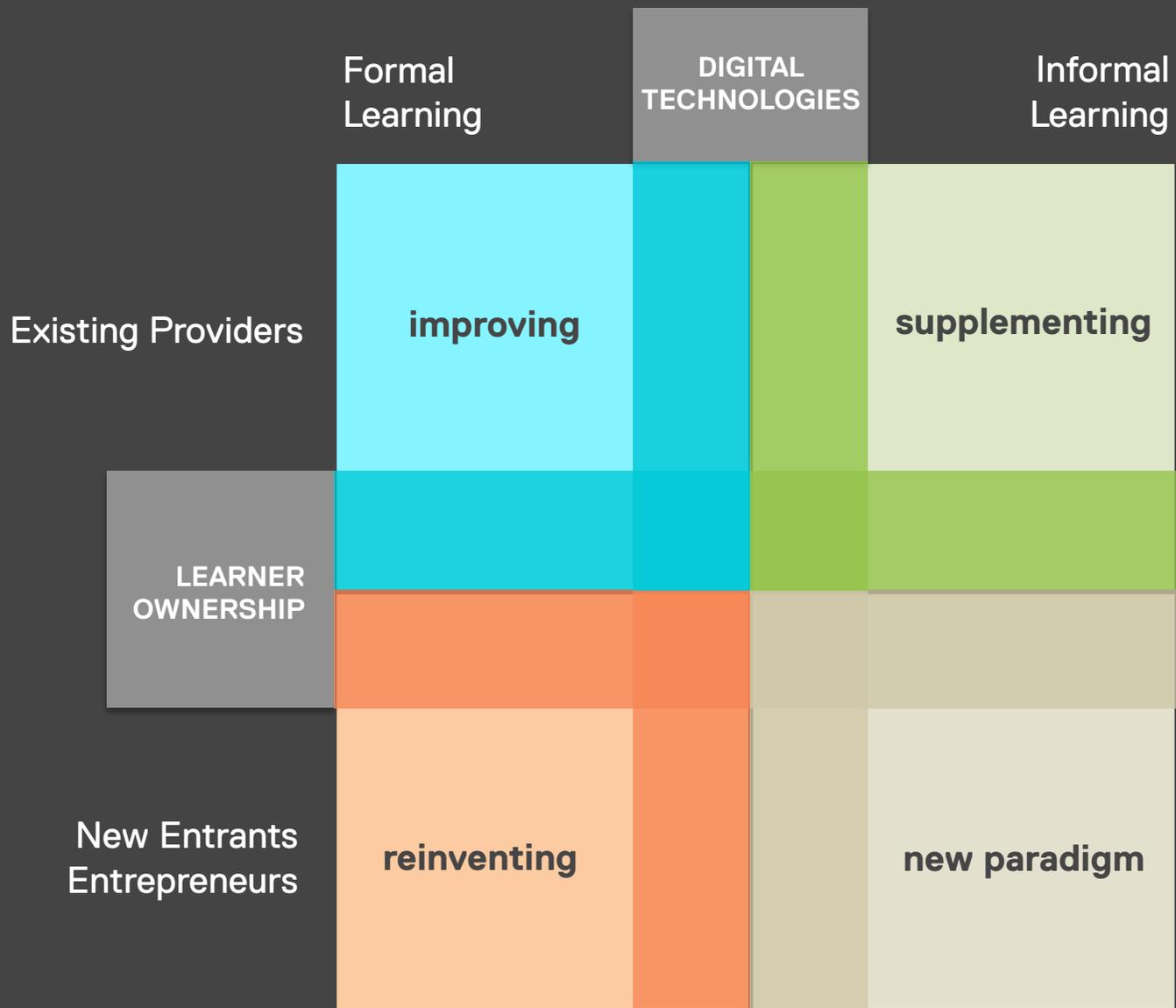
supplementing

New Entrants
Entrepreneurs

reinventing

new paradigm





3 scenarios for schools at the cusp....

R. Elmore & E. City, May 2011

FIGHTING FOR SURVIVAL

CONTROLLED ENGAGEMENT

OPEN ACCESS LEARNING

Broad standards set for content and general guidance on how students and parents can get access to learning, but schools are on their own, competing with other types of service providers and learning modalities for the interest and loyalty of students and their parents.

in conclusion...

- **multiplying examples of ILEs is great work; but insufficient**
- **'school improvement' is a continuing non-negotiable**
- **we can't know to what degree transformation can be planned – or will disrupt and overtake**
- ***planning it* will entail a range of skills and approaches: social, political, educational**
- **this is not down to governments alone – but they can provide the right platforms to expedite it**

