Developing an innovative culture

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THE NEED FOR RADICAL INNOVATION

- Disengaged and dissatisfied students
- Inequalities
- Increasing financial constraints
- Risks to sustainability
- Changing socio-technical worlds
- Insights from learning sciences
- Globalisation and the Asian century
- Rising demand for 21st century skills

Risks to sustainability
Globalisation and the Asian century
Increasing financial constraints
Rising demand for 21st century skills
Insights from learning sciences
Changing socio-technical worlds
Disengaged and dissatisfied students
Inequalities
“Half of what is known today was not known 10 years ago. The amount of knowledge in the world has doubled in the past 10 years and is doubling every 18 months according to the American Society of Training and Documentation (ASTD).”

Gonzalez (2004)  
The Role of Blended Learning in the World of Technology
To reach 50,000,000 users, it took…

- 38 years
- 13 years
- 4 years
- 3 years

Eric Qualman, Socialnomics, 2009
To reach 100,000,000 users, it took Facebook…

9 months

Eric Qualman, Socialnomics, 2009
World Recession

- In many countries, deep problems with public sector borrowing, spending and debt
- Profound long-lasting consequences for all public services
- Swingeing cuts in services either underway or in prospect
- The search for ‘more for less’
Globalisation, so what?

- Integrated world markets (*IT & containerisation mean new lower-cost producers in the world market*)
- Jobs can be quickly transferred from one side of the world to another
- Consumers/researchers look across the world for the best
- Higher order skills are at a premium
- Education itself is globalising: mobile students, distance/online learning, competition between providers
- Understanding identity, core values and cultural practices is more important than ever
Worldwide demand for learning

DEVELOPING WORLD

DEVELOPED WORLD
Worldwide demand for learning

Youth bulge
new demand for learning

DEVELOPING WORLD
Worldwide demand for learning

Ageing population
*new dependency ratio*

Workforce crisis

Lifelong learners

DEVELOPED WORLD
Career Paths are changing.

20TH CENTURY
1-2 jobs, mastery of one field

21ST CENTURY
10-15 jobs, breadth, depth in several fields
“The dream of wellbeing dreamt until now by a few is not sustainable for all. We have to change. **We have to learn how to live better, consuming fewer environmental resources and regenerating the contexts of life.**”

Ezio Manizini, Politecnico of Milan
Around the world there are many examples of innovative models of schooling and learning

- High Tech High, San Diego
- School of One, New York City
- Cramlington Learning Village, England
- Beijing Academy
- GENTE, Rio de Janeiro
- City as School, New York City
- Kunskapsskolan, Sweden
- Khan Academy
- Hole in the Wall, India
- School for Everything, England
City as School

How do we prepare students for life after HS?

Make it more like life after HS.

1. **Relocate the “classroom”**
   Extending learning into the city through PBL

2. **Restructure the “school year”**
   Increasing opportunities for in-depth, intensive experiences

3. **Redefine “success”**
   Holding ourselves accountable to a different and higher standard
Many in tightly regulated environments. How do they do it?

• make case for change, articulate aspirational visions and focus on outcomes

• take risks, break rules, encourage experimentation, empower and develop staff

• establish community support (students, parents, employers and colleges)

• build alliances with system leaders

• create coalitions
These are the same as characteristics of leaders in high-performing organisations and sectors

- passionate about outcomes and results: clear goals and metrics, but ...
- ... relaxed about means and processes
- encouraging experimentation, and informed and bounded risk-taking: tolerating failure (if learnt from)
- focused on limited number of priorities and challenges
- externally and front-line oriented, embracing diversity
- maintaining ‘split-screen’ narrative
Leading transformational change: ‘split screen’

Managing continuous improvement and reform of the current system

Building the capacity, models and practices to address deep current and future challenges
Developing an innovative culture

**SYMBOLIC**
- mission statements, logos, espoused values
- clear statement of aspirations and desired outcomes
- values experimentation and risk-taking

**BEHAVIOURAL**
- working practices, rituals, enacted values
- learns from other organisations, sectors and countries
- embraces diversity and user needs

**EMOTIONAL**
- shifting and accepting, opportunities and threats
- tolerant of risk and seeking opportunities
- accepting of responsibility
Disciplined Innovation Model

STIMULATE
- Understand demand for innovation
- Horizon scanning
- Seek innovators
- Generate new insights and ideas

INCUBATE
- Design solutions
- Prototype
- Implement
- Evaluate
- THE RIGHT PEOPLE AND PROJECTS

SCALE
- Take innovations to market
- Broker investment
- Produce practical models and toolkits
- Influence system conditions

SOLUTION

SUPPORT THE LEADERSHIP OF CHANGE
BROKER RELATIONSHIPS AND BUILD COMMUNITIES OF PRACTICE
PROGRAMME MANAGEMENT AND LEARNING
New York City case study
After remaining nearly flat for 10 years, NYC’s graduation rate increased by 33% between 2002 and 2009.

NYC TRADITIONAL CALCULATION METHOD

Percent of Students in a Cohort Graduating from High School in 4 Years

1992-2002 + 0%

2002-2009 + 33%

NYC Calculation Method

NY State Calculation Method

NY State Calculation Method with August Graduates

Notes: NYC traditional calculation includes Local and Regents Diplomas, GEDs, Special Education diplomas, and August graduates. It does not include disabled students in self-contained classrooms or District 75 students. The NYS calculation, used since 2005, includes Local and Regents Diplomas and all disabled students. It does not include GEDs and Special Education diplomas.
“Incremental changes to a 150-year-old instructional model will not prepare students for successful lives in the 21st century”

- Personalizing learning plans to accelerate each student’s progress toward college and career standards

WHERE WE STAND NOW

150-year old classroom model

Improved 150-year-old classroom model

Student-centric mastery model

Continued improvement of existing Children First reforms

PAST

PRESENT

FUTURE
NYC’s innovation strategy has one vision

- Globally Competitive Standards
- Personalized Learning Plans & Schedules
- Authentic Learning Modalities
- Performance Assessment & Mastery-Based Grading
- Differentiated Teaching Roles
- Personalized Mastery Learning
NYC’s innovation strategy has three components

• the innovation zone: iZone360

• networks of schools, as the diffusion mechanism

• conditions and dynamics for system-wide transformation, transforming the New York City public school system
The innovation zone: iZone360

iZone

50 lab schools

rich array of partners: model design partners, component developers, coaches, innovation support

iZone

robust processes: selection, design, implementation, professional development, evaluation
iZone supports schools as they move from a traditional classroom-centered model to student-centered mastery learning.
Networks of schools, as the diffusion mechanism

- currently 60 networks (c 1600 schools)
- protocols for sharing proven innovations
- developing network and network leadership capacity
- embedded innovation coach/facilitator
- towards brands
System-wide transformation

*Transformational Leadership Coalition >>>>>*

Conditions and dynamics for system-wide transformation, transforming the New York City public school system

– performance management (of networks and schools)

– assessment and accountability frameworks

– funding regimes
New York City public schools

Model design, component developer and innovation support partners

iZone

community (and sets of communities) of practice

iZone

Incubating
Prototyping
Proof of concept

Communities of engagement

Communities of interest

NYC public schools system

system conditions, levers, regulation for scaling and diffusion
Learning from New York City

• Powerful case for change
• Guiding (but not too detailed) vision
• Disciplined innovation
• External challenge and support
• Diffusion
• Leadership (including ‘split-screen’)
A tentative suggestion for the AISSA Centre of Excellence and Innovation in Teaching and Learning

• Articulate the ‘case for change’ and your desired outcomes and aspirations

• Build a ‘transformational coalition’ with
  -- regulators and policy-makers
  -- students, parents and communities
  -- employers and post-secondary education
  learning at all levels of the system

• Create an ‘innovation lab’ utilising
  -- disciplined innovation methods
  -- communities of practice
  -- service design and modelling
  -- simulation and prototyping
Developing an innovative culture

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<tr>
<th>KEEP</th>
<th>AMPLIFY</th>
<th>DISCARD</th>
<th>CREATE</th>
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The shape of the independent schools sector

- oligopolised core: small number of large, dominant players
- wide periphery of niche providers, specialist suppliers and innovative start-ups
- much innovation comes from periphery, but large players take to scale and integrate

- merger and acquisition activity: integration and de-merger
- under-performing organisations exited or taken over

- extensive networking and high mobility of staff between organisations

REGULATION & OPENNESS
(SUPPLY)

- openness to
  - new providers and models
  - ideas and individuals from other sectors, other countries
The growth of academy chains: implications for leaders and leadership

National College for School Leadership 2012

- by Jan 2012, 9 chains consisting of 10 or more academies
- chains have higher rates of improvement than stand-alone academies or other schools, and greater proportion of schools classified by OFSTED as outstanding
  - by Sept 11, Harris 13 academies, with over 13,000 students: 5 A*-C 30% (2006) to 55% (2011)
- transfer of knowledge and effective practice between schools – scaling
- enriched curriculum and curricular choice, and better support for SEN
- ability to expeditiously turn-round under-performing schools
- shared services and back-office functions
- need a certain size for cost-effective operating model: “several chains consider that a critical mass of around 1,200 pupils ... is necessary to procure and manage support services effectively, organise succession planning and have sufficient scale to benefit fully from school-to-school learning and cross-school deployments of staff and leaders”

Advantages of expanding academy chains:
- broader base for developing leaders
- increased scope for sharing learning, specialisms, improvement expertise and CPD: collaborative practice development
- more opportunities for staff deployment and promotion (which may be reason for lower staff turnover)
- increased economies of scale for central services and purchasing power
- central costs shared across greater number of schools
- opportunities to build new primary/secondary curriculum and transition models
- bigger platform for supporting innovation
- stronger brand to attract parents and applications for admission

Risks
- becomes more bureaucratic and rules-based but that is sort of the point, standard operating procedures, etc. Chains are not the engine of innovation (necessarily) but are a vital scaling mechanism “the chain’s defined school improvement model”
- diseconomies of scale eg more difficult to communicate and keep everyone informed

cont’d ....
• the 80/20 split – 80% standardised, 20% flexible and responsive: 80%BAU, 20% innovation: 80% good, 20% great

• different models:
  – over-arching (single) trust
  – umbrella, with individual trusts beneath
  – collaborative partnerships (eg Challenge Partners model, including peer-led inspection and regional hubs)

This publication strongly supports ‘hard’ networks but does not consider the case for dispersed vs clustered, only exploring “how and why geographical proximity has been important” (though bizarrely on p31 when talking about the formation of primary chains it says “it could in certain areas raise the issue of choice for parents”)

• “it is not clear whether or how these more informal collaborative [soft] chains have the means and capacity to tackle the hard issues such as when a school starts to slip back, when the leadership of a school loses its way or when a particular department struggles to provide a good standard of teching and learning”

• reasons for geographical proximity: (clustering – in my language)
  – deploying senior and middle leaders across the chain
  – joint training and CPD sessions
  – coach and support leaders
  – develop shared practice

For me this shows they haven’t fully broken with traditional models, thought fundamentally about how to operate chains, or really acknowledged the death of distance and the opportunities of technology (how would you do it if it was a chain of 100 or 1000 schools?)

Recognises the need (in the longer term!) for changes to the inspection regime to incorporate inspection of chains but doesn’t really recognise the need for market regulation
C Chapman et al A study of the impact of school federations on student outcomes National College for School Leadership 2011

• Secondary federations with executive leadership outperform federations with traditional leadership structures (one headteacher leading each school) this speaks to my argument about needing different systems and structures

• The impact of federation is greater than that for more informal collaborative arrangements where governing bodies were not merged

• Federating provides more opportunities for CPD, often at reduced cost, across the federation, and at times beyond the federation. Federal structures promote opportunities for collaboration
In service of its core values of innovation, personalization, and metacognitive skill development, iSchool’s new school model:

1. Challenge-based PBL modules
2. Highly flexible online learning (for the core)
3. Field experiences – community-based learning
4. Core intensive experiences
5. High quality advisory

Supporting these design features are three important systems:

- personalised student scheduling
- individual student mastery tracking
- the school's unique Area of Focus program (pursuit of interest or passion).