



LEADING EDUCATIONAL INNOVATION

IB HEADS WORLD CONFERENCE, October 2015

SIMONBREAKSPEAR

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simon@learnlabs.com

www.simonbreakspear.com

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#IBtalkingheads

**LEARNING TO
IMPROVE
TOGETHER**



WHY
WHAT
HOW





LEARNING INNOVATION

RADICAL INCREMENTALISM

Honour the past, design for the future

4 QUESTIONS FOR AGILE SCHOOLS

1. What can stay the same?

2. What should be removed?

3. What needs to be tweaked?

4. What needs to be radically redesigned?

Adapted from Dr Stephen Murgatroyd



IF YOU ARE THE
SMARTEST PERSON IN
THE ROOM YOU ARE IN
THE WRONG ROOM

#IBtalkingheads

**LEARNING TO
IMPROVE
TOGETHER**

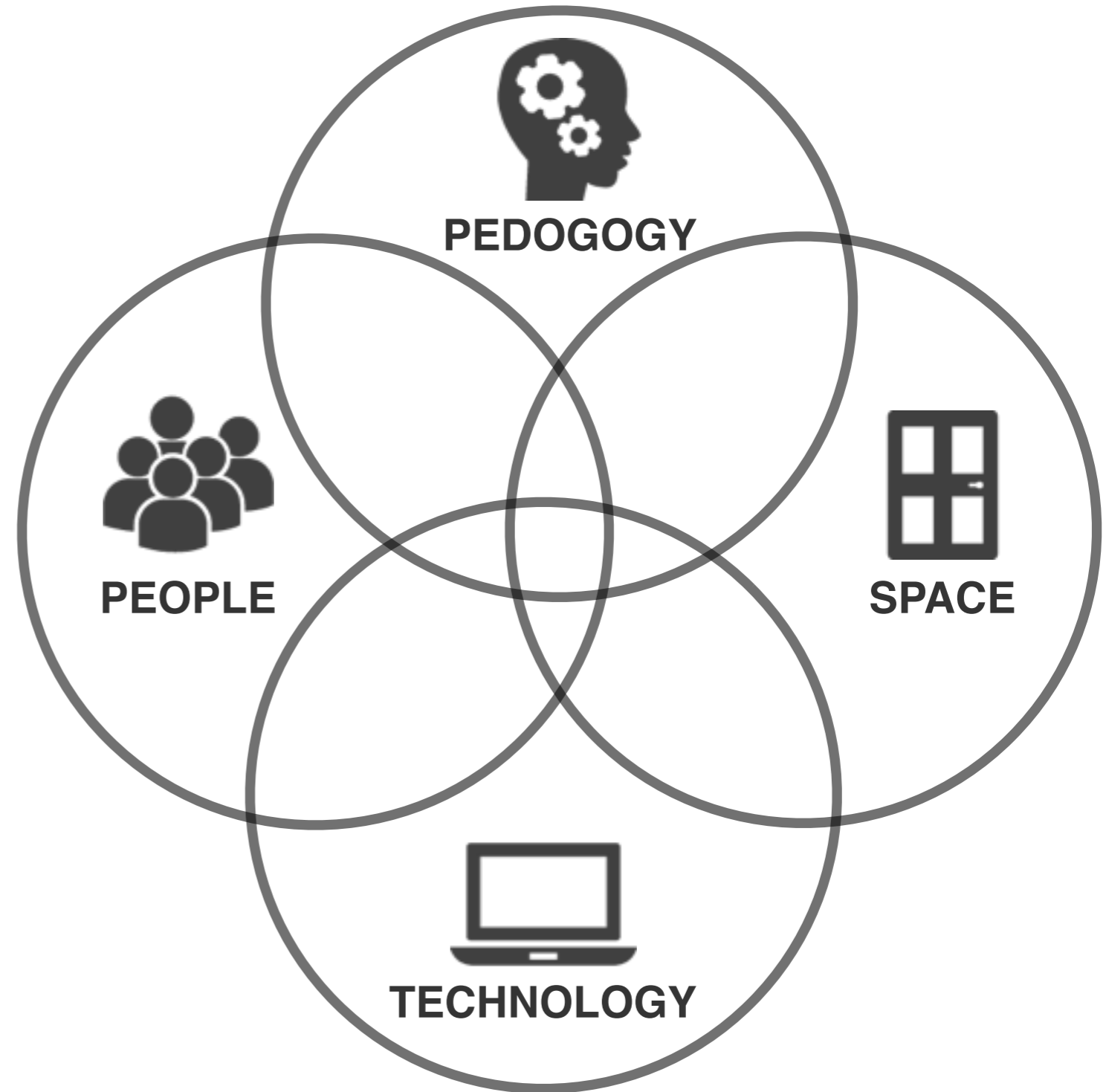


LEADING LEARNING IN A FASTER-MOVING WORLD

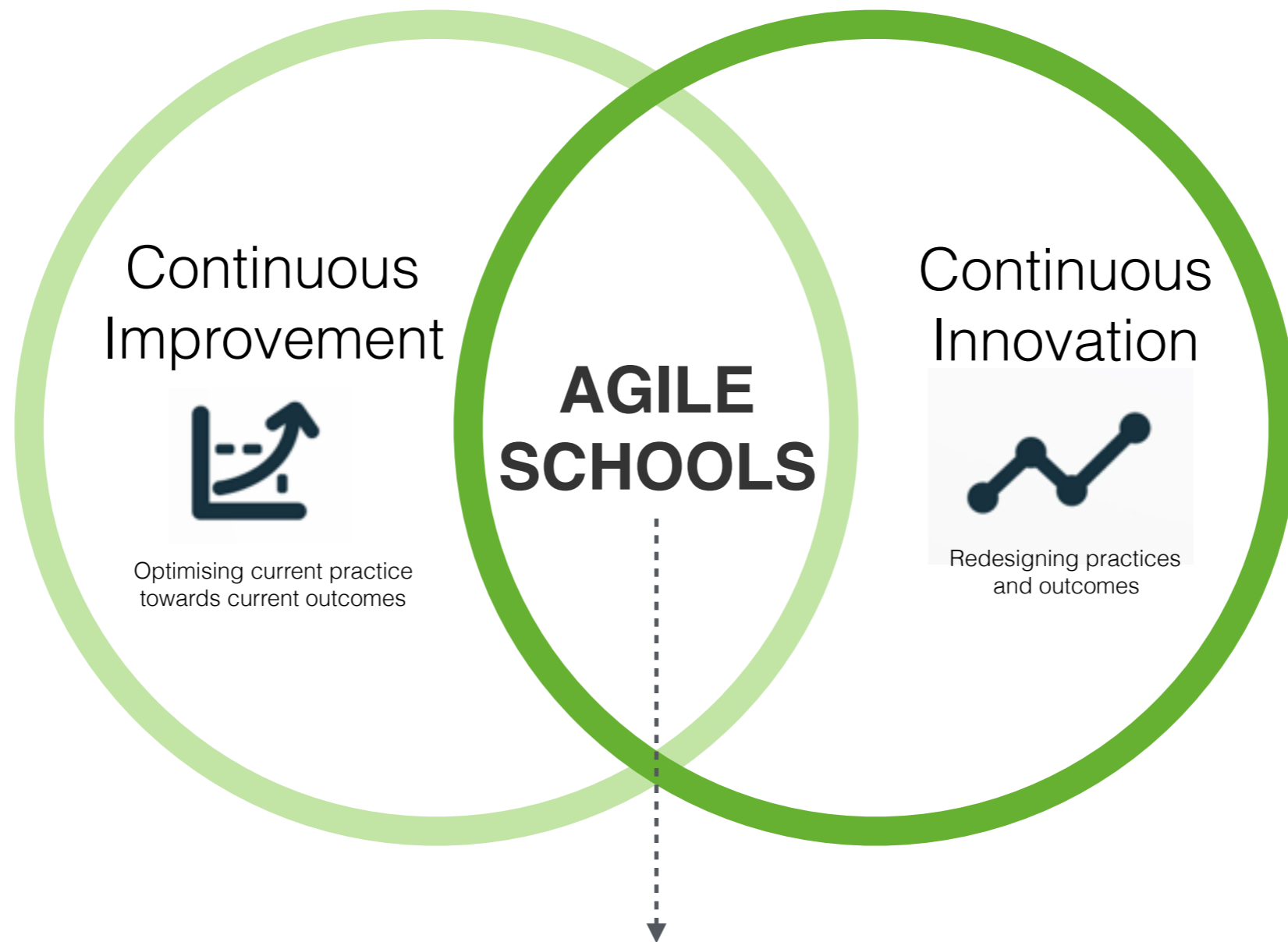


— Alvin Toffler

NEW LEARNING ECOSYSTEMS



RISING TO THE AGILITY CHALLENGE



A school with the dynamic capability to maintain high relevance and performance through adaptive improvement in a fast-changing environment.



LEADING LEARNING INNOVATION

How can we lead
innovative change in
in established
schools?



Our unique context for innovation and redesign

- Long organisational history
- Our institutions have had a long period of relative stability
- Multi-level governance and broad stakeholders
- High risks if we fail at scale
- We work in complex-adaptive systems

AGILE MINDSET

BETTER
ALL THE
TIME

The best always seek to
get better



Agile Leadership

CLARIFY



AMPLIFY



INCUBATE



AMPLIFY



Agile Leadership



CLARIFY



INCUBATE



CLARIFY



1

ENVISION FUTURE LEARNING



VISIONS FOR FUTURE LEARNING



CONCEPTUAL
(Buzz-words)

CONCRETE
(Practices)

A man in a dark suit and tie is looking through a telescope. The telescope has a wooden body and a silver lens. The background is a clear blue sky with some light clouds. The man is slightly out of focus, emphasizing the telescope.

An Adjacent
Possible Learning
Future

An agile plan
for Learning
in **OCTOBER**
2017



“The practice of shared vision involves the skills of unearthing **shared "pictures of the future"** that foster genuine commitment and enrolment rather than compliance.”

– *Peter Senge*

Vision of Future Practice

Date:

Version:

Desired Student Learning Outcomes

Learning Design Principles
(Buzz-words)

Month: 20__

Subject:

Age/grade

Sketch the future learning environment

Role of students

Role of teachers

Role of technology

Role of space

5

SHARE

1. Describe your learning environment/ landscape. Give specific information that refers to all the senses.
2. Gain feedback and iterate

CLARIFY



2 FOCUS ON PROBLEMS WORTH SOLVING



Less, but better.



The Chief Editor

Decide what your team
will **NOT** focus on.



Problem-finding and framing

You don't need to have the answers. Rather define the problems worth solving.



What is the next **learning design problem** worth solving?

Generate a list of 10



GEAR-CHANGERS





Focus on UNsexy, high-impact innovation

- Feedback
- Assessment of prior knowledge
- Classroom observations.

Decide

- What is the next most important design problem your school needs to solve next? Why would it be a gear-change for learning?

HOW MIGHT WE?

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ADAPTIVE WORK REQUIRES LEARNING & INNOVATION

Learning in and
through practice



Innovate New Learning Models

Innovate new
organisational models

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3 EMPOWER LEARNING DESIGNERS



Work in the ‘white spaces’
with the people who ‘already
believe’



CREATIVE COMMUNITIES WITH A PURPOSE

Networks over hierarchies

In a sense, the crowning accomplishment of the Hierarchy and its management processes is the enterprise on autopilot, everyone ideally situated as a cog whirring on a steady, unthinking and predictable machine. Thus, the Hierarchy ignores new opportunities that require transformation because these don't align with its core purpose of maintenance and optimization.

- *John Kotter*

All of this has led me to believe that the successful organization of the future will have two organizational structures: a Hierarchy, and a more teaming, egalitarian, and adaptive Network. Both are designed and purposive. While the Hierarchy is as important as it has always been for optimizing work, the Network is where big change happens. It allows a company to more easily spot big opportunities and then change itself to grab them.

- John Kotter

<http://blogs.hbr.org/2011/05/two-structures-one-organizatio/>

Reflect

- Who are the staff that you could quickly mobilise as an innovation community?
- Which students, parents or other stakeholders could you also engage in this process?

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4 Harness Disciplined Inquiry

Adapted from Dr Stephen Murgatroyd



LEARN the ART and DISCIPLINE of INNOVATION

'Innovation -for-a-living' organisations





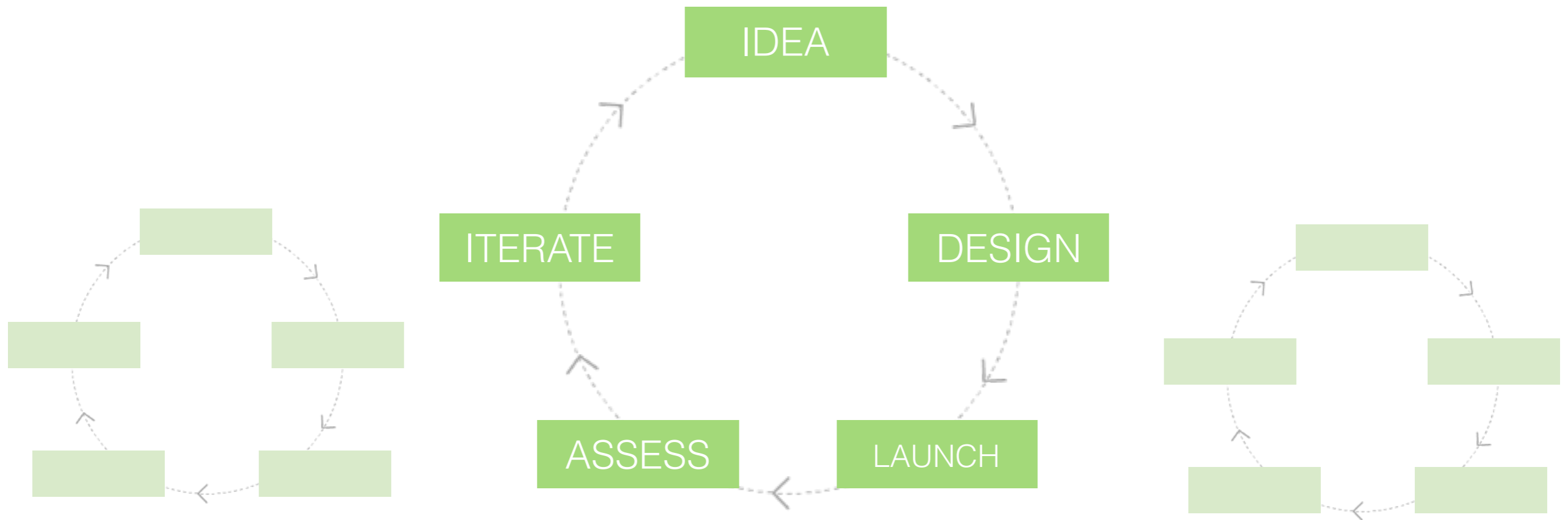
START SMALL
LEARN FAST
FAIL WELL



FAST, FRUGAL PROTOTYPING

START

FINISH



Learning adaptation based on iterative and incremental development encouraging rapid and flexible responses to change.



Build Feedback-Rich Environments

What is working, with whom,
under what conditions.

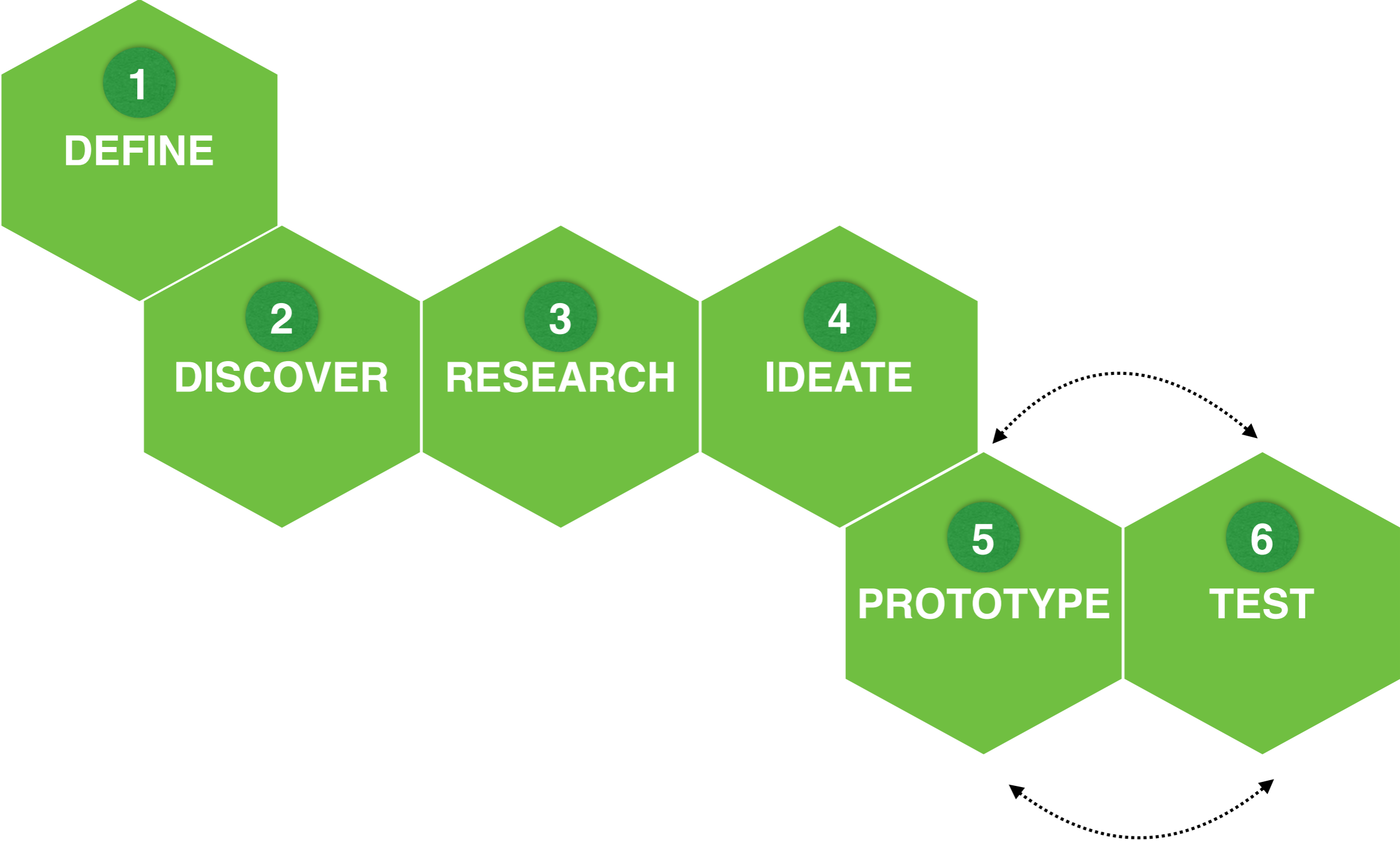


IDEO: "Fail Fast! Fail Forward! Accelerate learning."

Learn to Fail Well

Reframe Productive Failure

LEARNING DESIGN SPRINT





Craft a challenge statement


Capture something you would like to do, or a problem you have that would like to develop new solutions for:

Potential areas

Why do these matter for student learning?

Challenge statement





Start with the
user and their
context

Driven by
Empathy

Be Human-C

Listen

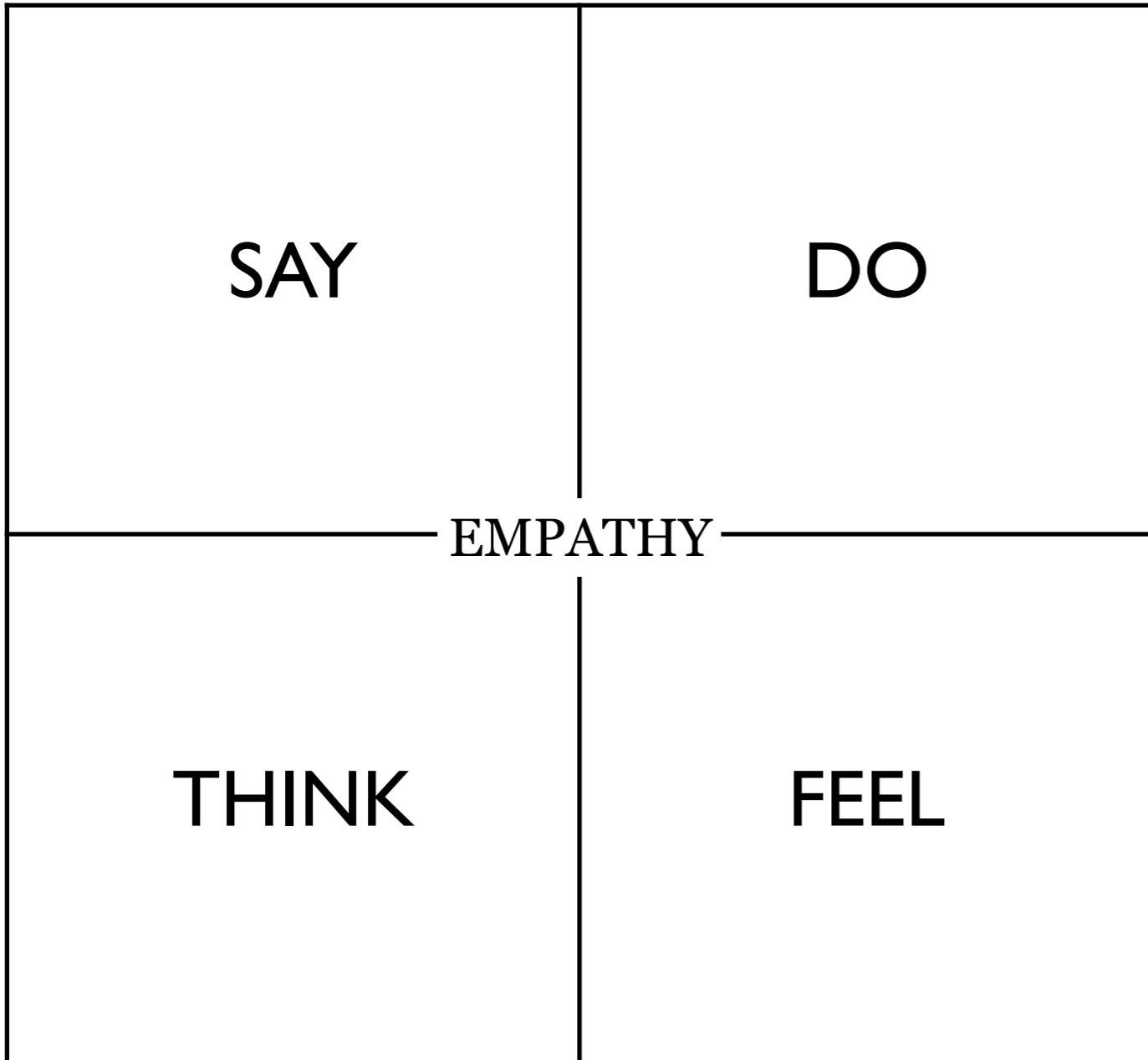


user **NEEDS**, motivations, aspirations



EMPATHISE WITH LEARNERS

Learner: _____

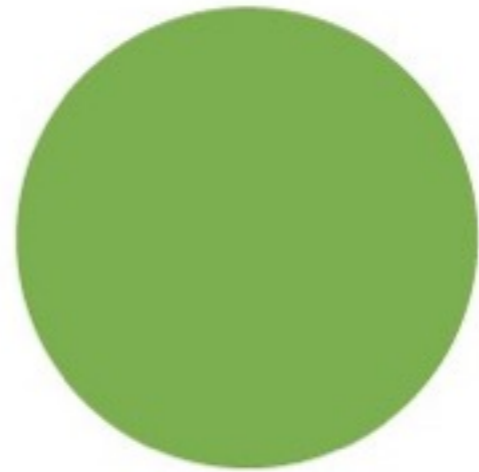


Insights for redesign

COPY

REPURPOSE

REMIX



Agile Leadership

CLARIFY



AMPLIFY



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5 SPREAD THROUGH SOCIAL LEARNING



How do we move beyond
the small pockets of
innovative practice?



Under what
conditions do
practices
spread?



CURATE POSITIVE CONTAGION

“Voluntary but inevitable”

Prof Michael Fullan, quoting an ACT DP



Simple, reliable & effective



“... people follow the lead of other people they know and trust when they decide whether to take it up. Every change requires effort, and the decision to make that change is a social process.”

Atul Gawande. *Slow Ideas*



CURATE POSITIVE CONTAGION

Cultivating Social Learning



The system will transform at the **speed of trust** built between innovative educators and the rest of their colleagues.

SOCIAL LEARNING PROCESSES (Easier to spread)



Foster conversations and activities that create a culture of **openness and trust**



Embed a model of **joint reflective practice**



Ensure educators **observe others who have mastered the practice**



Enable educators to **develop practice jointly with peers**



Provide **feedback on progress and accountability** to trusted colleagues



Create **communities of practice** between schools

Reflect

AMPLIFY



- How could you better develop structures and process that enable the sharing of practice through deep, social learning?

Generate a list

AMPLIFY



6 WIN THE DEMAND SIDE OF LEARNING



Build a Movement of Parents & Students



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R & D Networks of Schools

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How has your thinking changed as a consequence of the work we have done together?

“I used to think..”	“Now I think..”

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