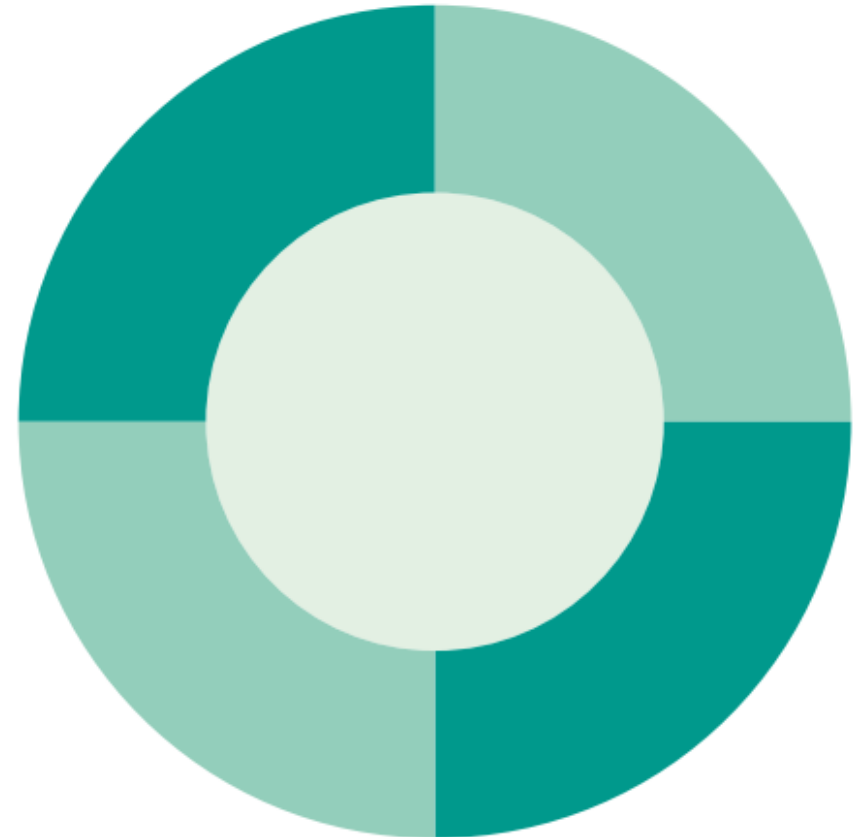


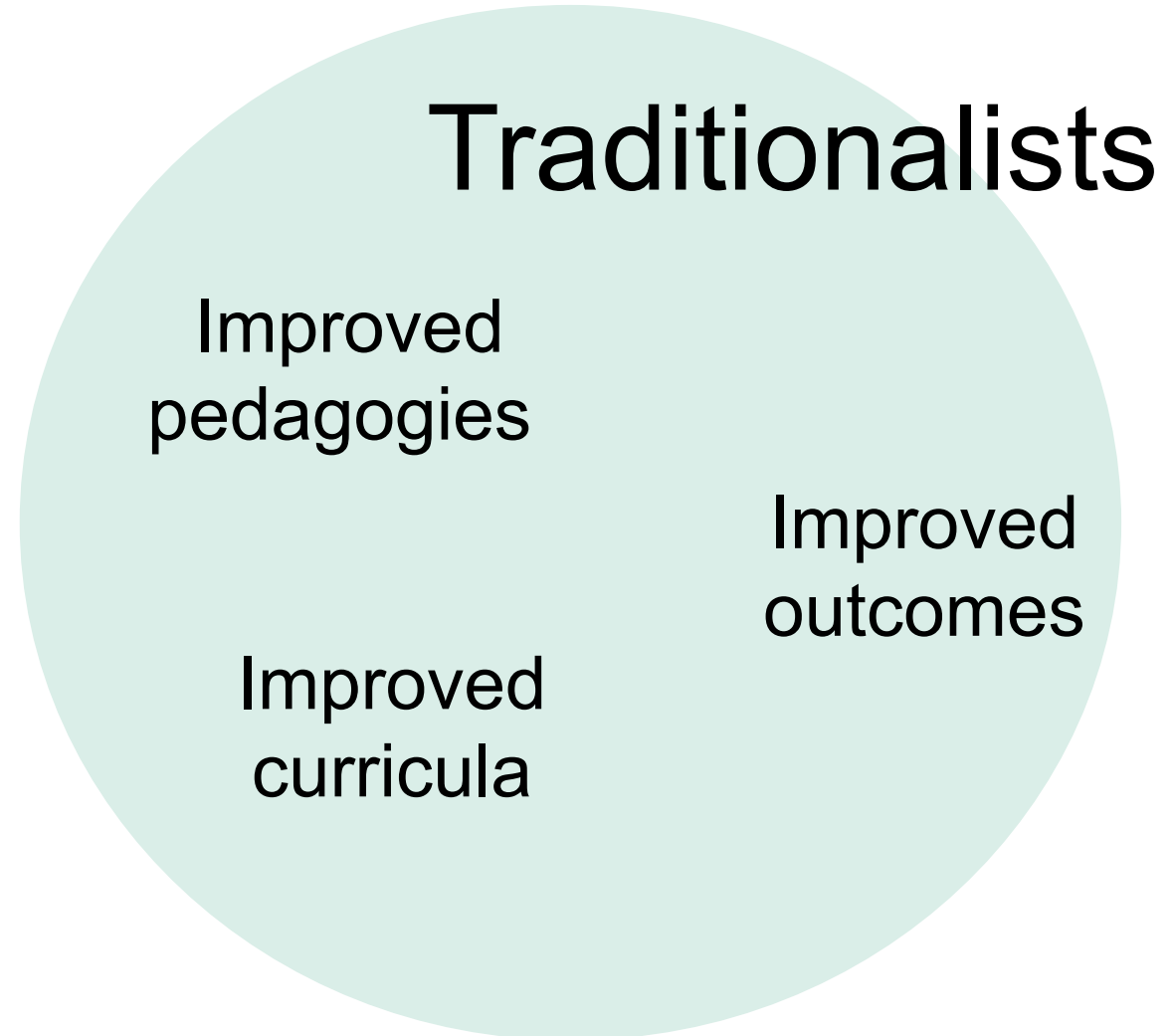
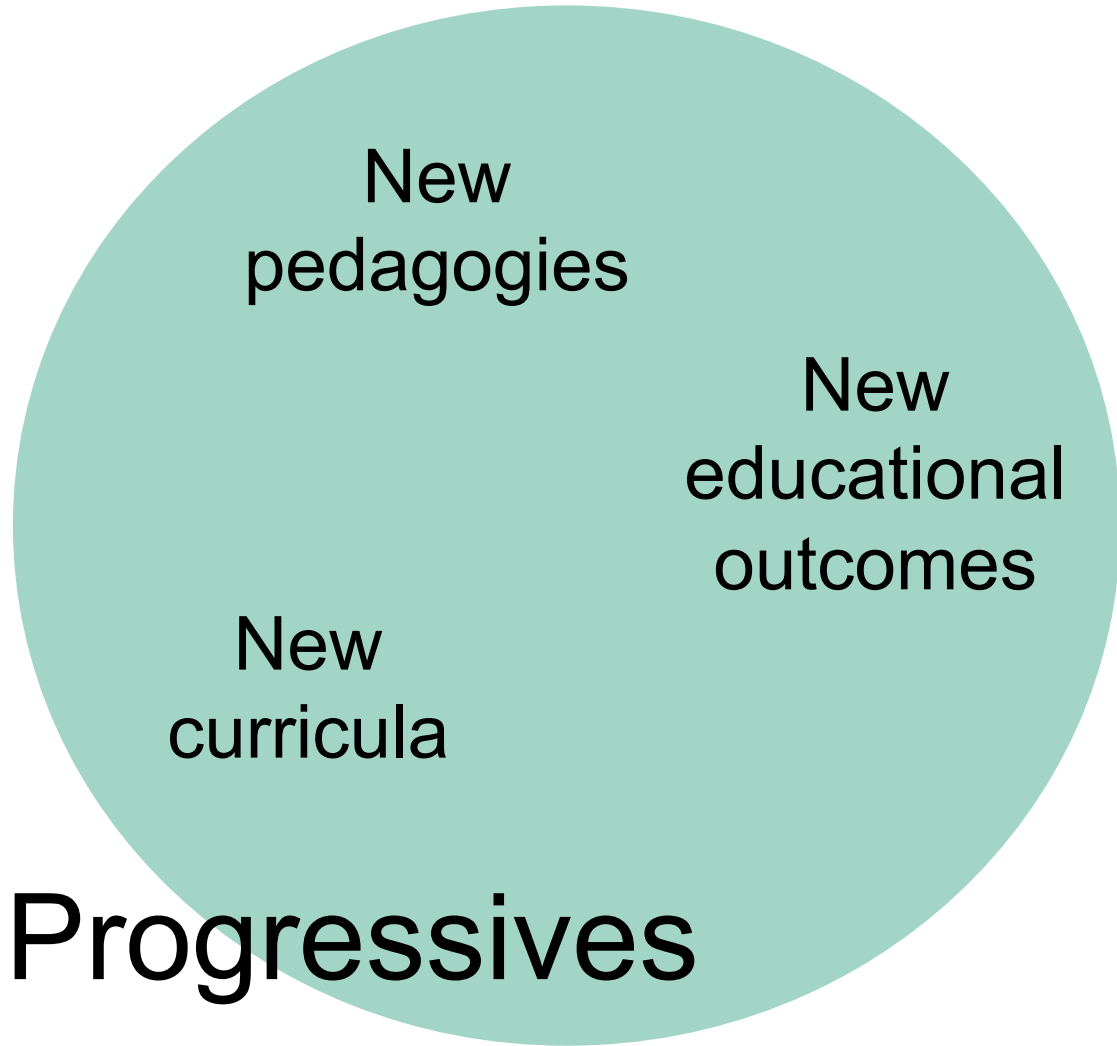
Creative Public Leadership: How School System Leaders Can Create the Conditions for System-wide Innovation



Starting Assumptions

1. That school system leaders' efforts need to be directed towards elevating the best values of public education.
2. That the 'mandate the good, unleash greatness' mantra of school reform needs challenging at all levels.
3. That the increasingly dominant model of education reform around the world is in urgent need of evolution rather than entrenchment.
4. That it is wrong merely to await the tsunami of the technology revolution in its many, and unpredictable, forms.
5. That in this context *institutions* such as 'the school' can and should sustain a crucial role.
6. That ways need to be found to emancipate and enable the agency of learners.

We Need Innovation



Existing Innovation

Equity-light

Innovation is simply considered a luxury for “better off” schools, meaning innovation eludes those who need it most.

Teacher-light

High stakes prescription and measurement devalue the role of the teacher in innovation.

Evidence-light

Too often innovation is prone to poor quality relationships with evidence, relying too heavily upon “uninformed professional judgement.”

Replication-light

While pockets of innovation exists there are problems in taking these to scale.

Transformation-light

Existing innovation seems to be incremental and marginal. The immense resources of states are still largely locked down.

Proposition Stress Test

Step 1: Read through the propositions you have been given.

Step 2: As a group discuss how valid, desirable and practical you believe proposition 1 to be.

Step 3: Take the three numbered tabs next to the proposition and arrange them on the three scales provided to indicate how valid, desirable and practical you think proposition 1 is.

[Repeat steps 2 & 3 until you have made decisions about all the propositions in front of you and all tabs are placed on the scale]

Step 4: For each proposition carry out this calculation (Validity score + Value score + Practicality score), giving you the total score out of 30.

e.g. If proposition 1 scored a Validity score of 7, Desirability score of 5 and Practicality score of 3 our calculation would be, $(7+5+3)$ giving a total score of 15/30.

Step 5: Record your average scores in the table beside the propositions.

Step 6: Propositions with average scores below 20 aren't to be taken forward into the next discussion task.

Proposition Mapping

Step 1: Read through the propositions which remain after completing the proposition stress test.

Step 2: As a group discuss the relative importance of each proposition placing the most important towards the top of the page with less important ones arranged towards the bottom of the page. Propositions can be given equal importance..

Step 3: Use the pens provided to illustrate any connections, groupings or themes you think are important. This can be done in any way you feel is appropriate.

E.g. propositions might be grouped into those relating to governments and those related to individuals with links drawn between a proposition in the government group and one in the individual group..

Step 4: As a group decide if there are any additional propositions which you feel need to be added to the map.

Step 5: Write your new propositions on the sheet, placing them into the appropriate groups and adding any new relationships you feel are appropriate.