

Foreword

Over the last decade, the OECD region has seen a 20 percent rise in spending per school student but yet little significant improvement in learning outcomes. When other sectors see flat-lining productivity they look to innovation. In many fields, people enter their professional lives expecting their practice to be transformed by innovation. This is still not widespread in education. When the OECD conducted its first international survey of teachers, teaching and learning (TALIS), an average of only just over a quarter of teachers responded that more innovation in their teaching would be valued, never mind rewarded, in their schools.

Governments can help to open up systems to innovation. They can create an innovation-friendly climate that encourages transformative ideas to flourish on the ground, both by fostering innovation within the system and by creating opportunities for outside innovations to come in. They can help strengthen professional autonomy and a collaborative culture where great ideas are shared and refined. Governments can help to make great ideas real by providing access to funding and non-financial support to lift those ideas into action. Not least, governments can build incentives and signals that strengthen the visibility and demand for what demonstrably works.

But governments can only do so much. Silicon Valley works because governments have created the conditions for innovation, not because they do the innovation. Similarly, governments cannot innovate in classrooms. If there has been one lesson learnt about innovating education, it is that teachers, schools and local administrators should not just be involved in the implementation of educational change but they should have a central role in its design. They need robust frameworks and sound knowledge about what works if they are to be effective innovators and game changers. The OECD Centre for Educational Research and Innovation has devoted considerable energy to building such a knowledge base about innovative policy and practice over recent years. This Handbook now translates that knowledge base into practical tools for teachers and for leaders, whether in schools or at other levels of education systems. We hope it will empower them to educate children for their future, not for our past.

Within the OECD Secretariat, the author and editor of this volume is David Istance. Matthew Gill and Rachel Linden have been responsible for handling the logistics in finalising the report. The layout was undertaken by Design Media.



Andreas Schleicher

Director for Education and Skills
Special Advisor on Education Policy to the Secretary-General

Acknowledgements

Many have contributed to this Handbook, far more than can be acknowledged by name; this is to extend an inclusive thanks to all who have been involved with *Innovative Learning Environments* (ILE) from the beginning. Numerous experts and innovative sites have engaged with us in the project's different stages; our thanks to them and to the organisers of the many events in different countries which have served to hone the approaches presented in this Handbook.

ILE would not have been possible without much careful work done in the different participating systems. We extend thanks especially to the project system co-ordinators who have led and co-ordinated project activities in their different home settings.

Five systems stepped forward in ILE's latter stages as "Laboratories of Learning Change" - Belgium (French Community); Canada (British Columbia); New Zealand; Peru (Innova Schools) and South Africa (KwaZulu-Natal) - testing different approaches (especially Tool 4.1) and giving financial support. We are indebted to others who contributed financial support throughout ILE, including the Jaume Bofill Foundation.

The tool on the "Spiral of Inquiry" (Tool 1.2) was written by Judy Halbert and Linda Kaser. Anthony Mackay co-authored the teacher scenario tool (Tool 4.4). They each provided extensive comments on final drafts of the Handbook, gratefully received.

Our thanks too to Lorna Earl and Helen Timperley who wrote the OECD Working Paper on Evaluative Thinking which was the exclusive basis for the tool on evaluation in Chapter 3 (Tool 3.2).

Very useful feedback on the Handbook was offered through organised events among education leaders. In summer 2016, Judy Halbert and Linda Kaser in British Columbia organised discussion through a programme of education leaders in UBC, Vancouver. At the end of October 2016, a workshop of Flanders inspectors and principals in Brussels also gave detailed attention and discussion to an earlier draft. Particular thanks to Katrijn Ballet, Hilde Lesage and Micheline Scheys.

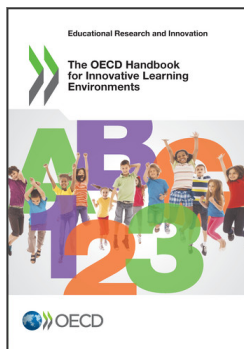
Jackie Talbot and Rose Carpenter, who were among the New Zealand “Laboratory of Learning Change” team, made valuable suggestions on the learner agency tool (Tool 1.3).

We are particularly grateful for the expert guidance provided by Valerie Hannon and Anthony Mackay throughout ILE and related innovation events, which sharpened significantly its concepts and approaches.

Mariana Martinez-Salgado, formerly the ILE project officer, made an invaluable contribution on many aspects of this Handbook and provided extensive feedback and design inputs. Emily Heppner, formerly project administrator, also provided useful feedback and detailed editing, as well as important logistical support.

We are grateful for the active encouragement and advice of the Centre for Educational Research and Innovation (CERI) Governing Board in the development of this resource. At the suggestions of two Board members [Helen Ängmo (Sweden), Gábor Halasz (Hungary)], two new tools were added - on learners and partnerships.

We also wish to thank our colleagues in CERI, in the EDU Communications team and in PAC, in particular Anne-Lise Prigent for her helpful editorial advice.



From:
The OECD Handbook for Innovative Learning Environments

Access the complete publication at:
<https://doi.org/10.1787/9789264277274-en>

Please cite this chapter as:

OECD (2017), "Foreword and acknowledgements", in *The OECD Handbook for Innovative Learning Environments*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264277274-1-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to rights@oecd.org. Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at info@copyright.com or the Centre français d'exploitation du droit de copie (CFC) at contact@cfcopies.com.