



CONDITIONS & INDICATORS OF SPREADING 7+3

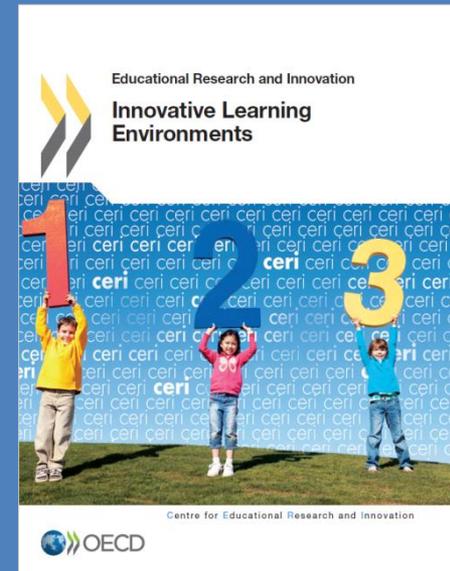
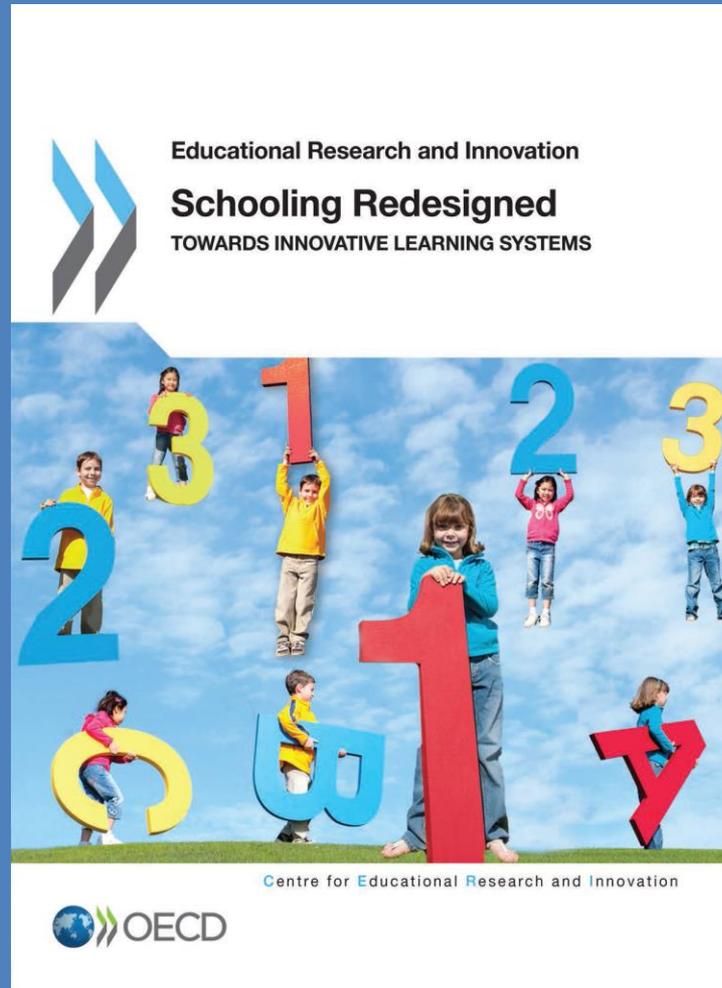
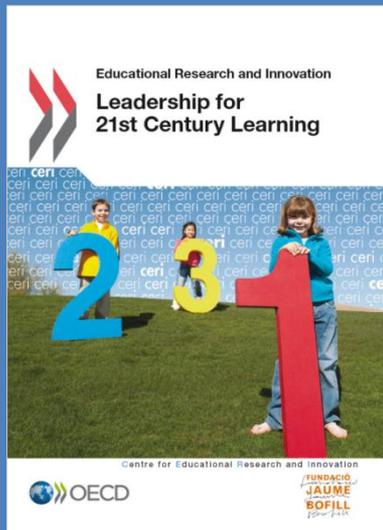
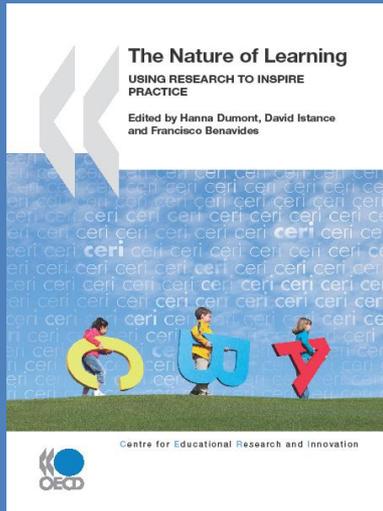
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ILE: a series of published reports, building the cumulative picture





‘Schooling Redesigned’ summarised conducive conditions and policies as:

- Reducing standardisation, fostering innovation, broadening institutions
- Appropriate accountability & metrics for 21st century learning
- Fostering learning leadership, trust & learner agency
- Widespread collaborative expert professionalism
- Ubiquitous professional learning
- Connectivity & extensive digital infrastructure
- Flourishing cultures of networks & partnership
- Powerful knowledge systems & cultures of evaluation.



A new generation of system indicators? What would widespread 7+3 look like?

- High learning activity and motivation levels
- Prominent learner agency and voice
- Educators actively discuss learning strategies and practice collaboration
- Educators are highly knowledgeable about learning
- Mixed, personalised pedagogical practices
- Inter-disciplinarity, curriculum development and new learning materials
- Widespread innovative applications of digital resources and social media
- Cultures of using learning evidence and evaluation
- Sophisticated information systems and individual portfolios
- New evaluation and assessment metrics
- Diverse partners highly visible
- A dense, vibrant meso level
- Vibrant global connections



System change and transformation

- Growing & sustaining innovative learning should be seen in the *complexity of contemporary learning systems* with many settings & players
- Learning system transformation taking place through the ‘middle’ - flourishing sets of *meso networked learning eco-systems*
- Given the importance of relationships and connectors, *knowledge* is fundamental to the dynamics of innovation and learning systems
- As is *leadership* to provide energy and direction. It will increasingly come from new players, outside the traditional system.
- But *government leadership* remains vital, given its legitimacy, breadth, and capacity to access resources.
- It is especially well placed for: a) *regulating*, b) *incentivising*, and c) *accelerating*.
- Complexity of contemporary learning systems and the need for engagement on the ground mean that *top-down mandating often inappropriate...*
- ...even metaphors such as “levers”, “alignment” and “scale-up” are *excessively mechanistic* for the nature of 21st century educational change.



THANK YOU!