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Organisation de Coopération et de Développement Économiques
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DIRECTORATE FOR EDUCATION AND SKILLS
CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION (CERI) GOVERNING BOARD

ANNOTATED AGENDA FOR THE CERI CONFERENCE ON INNOVATION, GOVERNANCE AND REFORM IN EDUCATION

3-5 November 2014

This conference aims to make a substantial contribution to the Medium-term Strategic Objectives of the Directorate for Education and Skills, especially that of "Improving Governance and Leveraging Reform". Specifically, it aims:

a) To consider as a whole a substantial body of newly-completed, forward-looking international analyses on innovation and governance in education, and identify their implications for reform.

b) To explore transversal themes (complexity, accountability and innovation, trust, evidence, evaluating innovations, professionalism, the transnational dimension) from diverse vantage points.

c) To clarify the nature of learning systems and how they can be created and governed (including but extending well beyond formal education provision).

These aims are integral to the following agenda, and inform the design of the discussion on each day.

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DAY 1: MONDAY, 3 NOVEMBER 2014

10:00 – 11:15 [Plenary, CC4]:

1. Welcome and Opening Presentations – Innovation, Governance and Reform

<u>**Chair**</u>**:** **Masayuki Inoue –** Chair, CERI Governing Board

- Welcome, introductions, conference aims

- Innovation, governance and reform seen in their global context, challenges for policy in general and for education specifically

    − **Ángel Gurría,** OECD Secretary-General

- Introduction to CERI analyses and findings to inform the main conference themes

    − **Dirk Van Damme**, Head of CERI

- Q&A and discussion:

    − *How do national and system-level conditions and priorities match those as perceived by OECD?*

    − *What is the role of education in innovation, governance and reform?*

11:15 – 11:45 Break

11:45 – 13:00 [Plenary, CC4]:

2. Overview of CERI Analyses and Findings

<u>**Moderator**</u>**: Anthony Mackay**

- Panel with CERI project analysts – **Tracey Burns**, **Sonia Guerriero**, **David Istance** and **Stéphan Vincent-Lancrin** :

    − *How do innovation, governance and reform relate? Complementary or in tension?*

        − *How can the nature of accountability be described in contexts of innovation?*

− *How can professionalism be redefined for high-trust accountability systems?*

    − *Why is trust essential? How can it be built and sustained?*

− *What do global developments and international comparisons mean for systems of innovation and governance?*

For reference: Conference Background Paper

13:00 – 14:45 Lunch

14:45 – 16:15 [Parallel sessions, CC2 and CC7]:
3. Key Transversal Themes

3.a Key Transversal Themes: Knowledge-intensive Governance, Innovation and Change [CC2]

<u>Speakers:</u> **Rien Rouw and Philippa Cordingley**
<u>Discussant:</u> **Dirk Van Damme**

Despite being a knowledge-intensive sector, education has typically been characterised, especially in schools, as having under-developed knowledge management. This session looks at how knowledge in and about education is created, mediated and used, and the adequacy of such knowledge bases to fulfil the many demands being made of them. Effective creation and use of knowledge in education means being able to incorporate knowledge from very diverse sources. It also assumes that there are effective systems for creating and maintaining robust knowledge in the first place and for ensuring that they can be made accessible and disseminated to a range of often non-specialist decision-makers and practitioners. Given the focus on innovation, governance and reform, this session focuses in particular on the demands for knowledge creation, mediation and use that can feed into innovation and systems of decision-making and policy change.

<u>Possible questions</u> for discussion are:

− *How central is knowledge to systems of governance and reform? What kinds of knowledge?*

− *How adequate are current systems for producing educational knowledge? In what ways should they be improved?*

− *How can research findings and practitioner knowledge be made widely available to inform the work of all with a stake in education?*

− *What should count as 'knowledge' for practitioners and 'evidence' for policy and leadership decisions? Are new knowledge systems redrawing the boundaries of legitimate knowledge?*

− *How do other policy sectors create, mediate and use knowledge in ways that are promising for education and how do they feed such knowledge into processes of innovation, governance and reform?*

3.b Key Transversal Themes: The Challenge of Complexity: Rethinking Relationships and Approaches [CC7]

<u>**Chair**</u>**: Sigurjón Mýrdal**
<u>**Speakers**</u>**: Gábor Halasz and Dahle Suggett**
<u>**Discussant**</u>**: Christiane Arndt**

Education systems involving structured human activity and relationships among very large numbers of young people and adults have always been highly complex. Yet now new dimensions intervene to take that complexity to unprecedented levels. Change quickens. Education is less and less bounded in time and place – courses and programmes in dedicated locations taught face to face - especially with technology and media involvement. Information flows and networks form with little regard for the geographical boundaries that traditionally have defined educational systems. A variety of partners has become engaged in the formal education system and in non-formal learning provision outside schools and colleges. An important purpose of this session is to explore the implications of complexity for approaches to educational analysis and change: to see whether and how existing models of governance, accountability and reform might more adequately reflect the growing understanding of complexity.

<u>Possible questions</u> for discussion are:

  – *What forms of evidence are appropriate for educational decision-making in a world of complexity and rapid change, and do such forms of evidence exist?*

  – *If educational phenomena are 'emergent', how to reform around planned aims and strategies?*

  – *How to define the tasks and responsibilities of governance in complex educational arrangements under pressure to innovate?*

  – *How do policy sectors other than education engage with complexity, and are there promising approaches to governance and reform from which education might usefully learn?*

16:15 – 16:45 Break

16:45 – 18:00 [Plenary, CC4]:

4. Innovation in a Global Context: A Keynote Address

  • **Lord David Puttnam**: an award-winning film producer who then became a leading figure in education, the environment, and the creative and communications industries, with leading roles in UK National Teaching Awards, the General Teaching Council, UNICEF UK, and Open University Chancellor.

DAY 2: TUESDAY, 4 NOVEMBER 2014

9:30 – 11:00 [Parallel sessions, CC2 and CC7]:

3.c Key Transversal Themes: The Digital Revolution? Impact on educational innovation, reform and governance [CC2]

<u>Chair:</u> **Gavin Dykes**
<u>Speakers:</u> **Alexa Joyce and Øystein Johannessen**
<u>Discussant:</u> **Mariana Patru**

Technology development, use, and diffusion are major trends of the era with far-reaching implications for education. They are drivers transforming the nature of education itself – some would say going so far as to transform the nature of learning and human cognition. How such powerful tools for sharing information and communication can serve to create powerful learning environments and build professionalism are key questions today. The prominence of technology brings in new players and stakeholders that are altering the landscape of educational demand, supply, governance and innovation. The ubiquity of powerful social technologies raises profound questions about what educational organisations should regard as their particular province and teaching and learning contribution. The "digital revolution" raises profound questions about the nature of innovation, governance and reform in education that extend far beyond impact on pedagogy or content; the purpose of this session is to discuss all such implications and questions.

<u>Possible questions</u> for discussion are:

- *How are technological changes – including MOOCs, social media, Open Educational Resources, digitalised learning platforms and content – reshaping the face of education today? How well are we tapping the full potential of innovations such as these at different levels of the education system?*

- *Is there a changing balance of public and private provision and engagement in education in the digital age? How does this alter the nature of provision, governance and reform?*

- *How are methods of governance and participation being reshaped by technology (e.g. horizontal accountability, new stakeholders, social media etc.)?*

- *What is the role of digitalised information systems in education and should they be further extended?*

- *What approaches to e-government from other sectors might most helpfully be adopted in education?*

3.d Key Transversal Themes: 21st Century Pedagogies: Making Change Happen [CC7]

<u>**Chair**</u>**: Florian Sobanski**
<u>**Speakers**</u>**: Anne Sliwka and Zemira Mevarech**
<u>**Discussant**</u>**: John Bangs**

The nature of pedagogy becomes more complex to determine, design and influence when there is a growing range of educators, learners, materials and sources of knowledge, learning settings, and modes of learning engagement. Innovation itself often seeks to change the nature of teaching and learning, through exploiting new means and methods. As demands on educators grow, so does the understanding of what constitutes 'the teaching profession' becomes increasingly diversified, raising indeed the question of whether it is possible to talk of a single profession at all. The science of teaching and learning constantly grows, so providing an increasingly robust evidence base. Yet often, practice has a long way to go to match the directions suggested by research while much innovative practice runs ahead of carefully-conducted research. Many agree that the teaching and learning interface is the most critical one for defining outcomes, and yet that interface remains largely invisible to all except the immediate participants, making still more acute the governance and reform challenge.

<u>Possible questions</u> for discussion are:

- *Does an adequate understanding of teaching, learning and 21st century pedagogy underpin governance and reform?*

- *How much room is there for innovative forms of teaching, learning and pedagogy to flourish, and how do such approaches get built on and extended throughout education?*

- *Given that learning outcomes are so crucially shaped by micro-level pedagogical relationships, how to influence these for the better through governance and policy reform without inappropriate micro-management?*

- *What does teacher professionalism mean in contemporary learning systems that involve many forms of teaching, learning, and educators lying beyond formal schooling and how does it get formed?*

11:00 – 11:30 Break

11:30 – 12:45 [Plenary, CC4]:

3.e Key Transversal Themes: Drawing Together the Threads

<u>Moderator:</u> **Anthony Mackay**

- Panel taken from the different sessions present key insights

- Discussion and debate

12:45 – 14:30 Lunch

14:30 – 16:00 [Parallel sessions, CC2 and CC7]:

5. Innovation, Governance and Reform: Insights from Individual CERI Projects

The afternoon sessions will allow more in-depth discussion of frameworks, findings and forward-looking analyses generated by the CERI projects as they shed light on innovation, governance and reform.

- **5.a Innovation Strategy for Education and Training (IS)** – *Fostering an Innovation Eco-system* **[CC2]**

  Based on country examples, this session will discuss avenues and challenges to foster innovative practices in the education sector. The session will explore how certain levers of innovation in education can be mobilised, as well as their interactions. It will discuss ways of generating and validating innovative models, of sharing and using the knowledge gained from innovations, and of scaling up the successful models.

- **5.b Innovative Teaching for Effective Learning (ITEL)** – *Changing classrooms, changing teacher knowledge* **[CC7]**

  The teaching profession is constantly changing and being redefined, thus requiring a knowledge base that is continually changing: Classrooms are more diverse and labour markets now require graduates with '21st century' skills and competencies. But what do these changing demands mean for the profession of teaching? Should the profession take a leadership role in driving pedagogical innovation and reform? And what does this mean for the knowledge that underpins the profession, one that is generally seen as lacking an integrated knowledge base? Should the profession be a key stakeholder in the ownership and governance of its knowledge base? This session will be devoted to discussing these and other issues relevant to the future of the teaching profession.

16:00 – 16:30 Break

16:30 – 18:00 [Parallel sessions, CC2 and CC7]:

- **5.c Innovative Learning Environments (ILE)** – *Growing and sustaining innovative learning environments (ILE)* **[CC2]**

   This session will be a presentation of the work of the "Laboratories of Learning Change", which have been active in the project strand on 'Implementation and Change'. They constitute a peer network of five systems applying ILE frameworks in their own change strategies. The five systems are: Belgium (French system); Canada (British Columbia); New Zealand; Peru (Innova Schools Network); South Africa (KwaZulu Natal). There will be an introduction to ILE, a panel from the five systems, and wider discussion. The focus will be especially on implementation of innovation strategies: handling and brokering the politics of implementation; negotiating the tensions and challenges of implementation; simultaneously enacting change strategies and exploring emergent approaches.

- **5.d Governing Complex Education Systems (GCES)** – *Modern Governance Challenges* **[CC7]**

   Successful education governance is a balancing act between capacity building, accountability, stakeholder involvement, and the necessary knowledge system(s) required. This session will address key questions in modern educational governance: Which policy instruments still work in the complex reality of education governance, i.e. one that is fluid, de-central and fragmented? What issues arise from multilevel governance where power is spread over different levels, e.g. co-ordination, conflict, trust? Do local governments have the capacity to govern, and how are they held accountable by stakeholders?

For reference: Conference Background Paper and Project Brochures

DAY 3: WEDNESDAY, 5 NOVEMBER 2014

9:30 – 10:15 [Plenary, CC4]:

6. Shaping the Future of Education

- **6.a Major Trends**

  <u>**Speaker: Tracey Burns**</u>

  What does it mean for education that our societies are becoming more diverse? What role do new technologies play in our lives, and how can they be best exploited by our schools? What impact does the increasing share of national wealth spent on research and development have on higher education providers?

  This session will look at some major trends that are affecting the future of education and setting challenges for policy makers and education providers alike. While the trends are robust, the questions raised for education are intended to be illustrative and suggestive. We invite you to reflect and discuss the relevance for each of these trends for your national or regional context.

For reference: Trends Shaping Education, 2013. Spotlights, No. 1-5.

10:15 – 11:45 [Parallel sessions, CC2 and CC7]:

- **6.b The Role of "Big Data" [CC2]**

  <u>**Chair: Stéphan Vincent-Lancrin**</u>
  <u>**Panellists: Christian Reimsbach-Kounatze and Mart Laidmets**</u>

  The increase of computing power and of data collection and sharing is revolutionising many aspects of our life, from how we travel to how we buy goods and services – or how companies target their customers. Formal education has always been a data-rich activity, with many data collected by teachers and schools about learning outcomes, attendance, enrolments, etc. More and more education activities are also provided online or performed by learners for whom a lot of information is potentially available, which generates many more data about learning.

  This session, consisting of a panel, will examine the opportunities and challenges of « big data » for education and how it could transform pedagogic and governance practices and stimulate innovation in the education sector. The discussion will be kicked off with an overview of the role of big data in other sectors and of one example in particular of how longitudinal information systems are changing (or could change) education.

- **6.c Future Learning Systems [CC7]**

  Chair: Anthony Mackay
  Speakers: Michael Stevenson, Valerie Hannon and Riel Miller

  As learning is increasingly taking place outside of formal educational institutions, as horizontal networking and learning communities become prominent features of overall arrangements, and as education fits less and less within neat well-defined geo-political boundaries, the question of what constitutes "systems" becomes increasingly apposite and complex. And rather than assume stability of structures and relationships, rapid change heightens the need to anticipate the future. This session will look at learning systems and futures approaches from a variety of different perspectives.

11:45 – 12:15 Break

12:15 – 13:00 [Plenary, CC4]:

7. Main Messages and Conclusions

Chair: Masayuki Inoue
Moderator: Tony Mackay
Speakers: Lucie Cerna, David Istance and Dirk Van Damme

- The conference will draw together the main messages emerging from the presentations and discussions in the preceding sessions. It will seek to identify how these might be reflected in developments within systems and globally, and implications for OECD work.

  Conference closes