



Modelos Emergentes  
de Aprendizaje  
e Innovación

# EMERGING MODELS OF LEARNING AND INNOVATION AND 'SCHOOLING FOR TOMORROW' The OECD/Mexico Study

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Emerging Models of Learning and Innovation



# Education at OECD

- OECD longstanding interest in education but focus has changed over the years
- CERI – Centre for Educational Research and Innovation – since late 60s
- Still strong support for CERI perhaps because forward-looking, interdisciplinary, policy-relevant



## This Study Central to Main CERI themes

- Focus on the Future
- Learners and Learning
- Innovation in System Change
- Investments and Outcomes



## Schooling for Tomorrow as Leading CERI Programme

- **Analysis of Trends and Scenarios, Futures Methodologies**
- **Futures thinking in Action** – Building the knowledge base, broadening country participation
- **Understanding Demand, Personalisation of Learning** – publications
- **Emerging Models of Learning and Innovations in Learning**

# The 'Schooling for Tomorrow' Series

- Already out:
  - **Think Scenarios, Rethink Education, 2006**
  - **Personalising Education, 2006**
  - **Networks of Innovation: towards new models for managing schools and systems, 2003**
  - **What Schools for the Future?, 2001**
  - **Learning to Change: ICT in Schools, 2001**
  - **Learning to Bridge the Digital Divide, 2000**
  - **Innovating Schools, 1999.**
  
- In preparation for publication
  - Understanding Demands towards Schooling
  - Emerging Models of Learning and Innovation
  
- Related publications
  - ICT Report from Spanish-speaking Seminar, Santiago March 2005, just out



## Earlier 'Schooling for Tomorrow' Reflections Suggested Need to Examine this Systematically, e.g....

"There is plenty of evidence available of what worked in the past but not of what will work in the future. The explosion of knowledge about the brain and the nature of learning, combined with the growing power of technology, create the potential to transform even the most fundamental unit of education - the interaction of the teacher and the learner. Moreover, huge social changes, such as growing diversity and population mobility, present educators with new and constantly changing circumstances."

Michael Barber in Rotterdam Conference (see *Networks of Innovation*, SFT/OECD 2003)

"...reforms have ultimately come up against a wall, or rather a ceiling, beyond which further progress seems impossible, leading increasing numbers of school administrators and educators to wonder whether schools do not need to be reformed but to be reinvented."

Raymond Daigle in Toronto Forum (see *Think Scenarios, Rethink Education*, OECD/SFT 2006)

## **The Focus on Models of Learning and Innovation**

- **Mexico in lead role, designed together**
- **Beyond 'Effective Schooling', Beyond 'Best Practice'**
- **From Reforms to Innovations to Cultures of Innovation**
- **From Scenarios for Schooling Systems to Scenarios for Learning**
- **From Futures Thinking to a View on the Future**



## Mexico an Excellent location for this Study

- Its key location geographically and culturally between North and South, Spanish-speaking
- The global relevance of the mix of movement and dynamism, economic development and equality challenges, and diverse urban and rural conditions
- Focus on vulnerable populations - the scale of challenges forces innovation and departure from established traditional models



## Aims of Study and Conference

- Advance international thinking on concepts and ways forward for 21<sup>st</sup> century education systems: from bureaucratic organisation to flexible learning systems; creating cultures of innovation; re-thinking the organisation of learning at local level; innovation and equity.
- Contribute to the balance of OECD/CERI work by integrating a substantial body of Spanish-speaking research into the international study and reflection
- Inform or redirect on-going OECD educational analysis - Schooling for Tomorrow, Learning Sciences and Brain Research, and innovative designs of facilities (PEB)
- Help shape new work starting up now or in 2007 – New Millennium Learners, Reviews of Innovation Policies in Education.



## Approach of Study

- Begun mid-2005
- Combination of close study of learning innovation in concrete environments with broader reflection from different disciplines and countries:
  - **i) the results of case studies in Mexico of innovations in learning among vulnerable populations;**
  - **ii) transversal analyses and reflections by Mexican and international experts on emerging models of learning and innovation, informed by the case studies;**
  - **iii) experience and analysis from related OECD work on innovation and learning.**
- Created from the on-the-ground experience, 'bottom up'
- Evolving framework of analysis



# The Framework of Analysis

## **i). Critical Learning Factors**

- Different approaches to who constitutes the learner
- Alternative models of who and what constitutes the teacher/facilitator
- The re-organisation of the learning process and knowledge and curriculum
- New modes of pupils' and teachers' feedback and assessment

## **ii). Immediate Contextual Dimensions**

- Innovative uses of functional resources, including those of time, space and facilities; and of ...
- ...didactic resources, including ICTs
- New partnerships and relations with *families pedagogy*
- New approaches to what constitutes "school/educative, communities, social groups and stakeholders"

## Framework of Analysis (cont.)

### **iii). The 'Meso' Level**

- Networking and other forms of partnership between learning organisations
- Innovative forms of financing at the local/regional level
- Evaluation and professional support structures
- Different, supportive forms of local management of education, methods and innovations
- Essential community beliefs held by educators, families, and others

### **iv). The Macro Level**

- Governance, financing, structures consistent with the innovative learning
- Essential beliefs related to the purposes of education and to race, social class, intelligence etc.
- Open or closed nature of society to wider cultural and international influences

## The 'ABC' of Innovative Approaches to Learning and Equity

- Many of the key messages of the study can be summed up under headings as the 'ABC of emerging models of learning and innovation'
- Does not of course mean that these are simple or trivial matters to achieve

## The Mexico innovations studied identified a 'virtuous circle' of six 'As':

- **Audacity:** To think ambitiously and aim to change difficult and challenging circumstances calls for boldness
- **Authenticity:** genuine interest and consistency between what is intended and its implementation
- **Appropriation:** leadership needs to be distributed, and the ideas of innovators appropriated by the others
- **Ancestry:** The roots of innovation in communities of people and practice are essential to sustainability
- **Authority:** the legitimacy of the proposed actions – technical and moral authority underpins the actions of genuine innovators
- **Amazement:** surprise in the creative process of discovery, which is a human not a mechanical process



## The three 'Bs'...

- - *Beyond Bureaucracy*: in the 21st Century education systems need to move beyond excessively bureaucratic routines, dominated by the needs of administration rather than those of learners.
- *Breaking into the Black Box*: it is much easier to conceptualise and work on the big structures of education systems; it is a much more complex matter to go into the 'black box' of learning and innovation at the grass roots level in order to make significant big changes
- *Borrowing the Metaphors of Biology*: moving beyond mechanistic bureaucratic practices is about recognising the need for more organic approaches to learning, and to the relationship between education and its social and cultural environments. How innovations both change the wider whole and are in turn changed by it.



## ... and the following C's:

- *Commitment to the Educational Cause*: to devise and sustain new innovative approaches to learning, especially those which address the situation of vulnerable populations in society, calls for care and commitment. It is about identifying new forms of professionalism
- *The Courage of Charisma*: the sustainability of innovation cannot depend on charisma alone but it is often a key ingredient to convince others to contemplate the change to routines with which they are familiar.
- *... in Cultures of Creativity*: to move towards 'intelligent accountability' means to harness the natural instinct simply to control and avoid risk. This instinct stifles the experimentation and innovation. Fostering cultures where creativity is recognised, indeed encouraged.