

Quality for Innovation

*"The philosophy of a
classroom in one generation
will be the philosophy of
government in the next"*

Abraham Lincoln

Starting points

When discussing how school education should evolve, priority of consideration must be given to four well identified “engines of change”:

1. **Key competences** for lifelong learning should become a pillar of school education achievements, in particular the learning to learn competence.
2. The **use of ICT** to support learning processes and to integrate the informal learning of digital natives should become an integral part of school education.
3. **Creativity and innovation attitudes** and skills are not an optional element of school education.
4. **Inter-cultural learning skills** are a key requirement of future citizens, workers, entrepreneurs.

Project objectives

1. to **map** existing models of institutional development support in schools that have proven to work to embed change into institutions
2. to develop a **new approach** for school innovation that goes beyond quality as compliance and enhances innovation, participation and excellence;
3. to **validate** the approach in a real-life school contexts in five European countries, involving a minimum of 25 schools in five EU countries;
4. to prepare the conditions for and to launch a **sustainable Network for Institutional School** Innovation committed to sustain the project results;
5. to **promote** the knowledge produced among all interested stakeholders and to favour the multiplication of the approach.

Partnership

1. Generalitat Valenciana - Conselleria de Educaci3n, Cultura y Deporte, ES (project applicant)
2. MENON Network, BE (project coordinator)
3. MT Education and Training, ES
4. FiaTest, RO
5. HAEEd, Hellenic Association for Education , GR
6. EFQUEL - European Foundation for Quality in e-Learning, BE
7. ESHA - European School Heads Association, NL
8. EURIDIT - European Institute for Development and In-service Training, BE

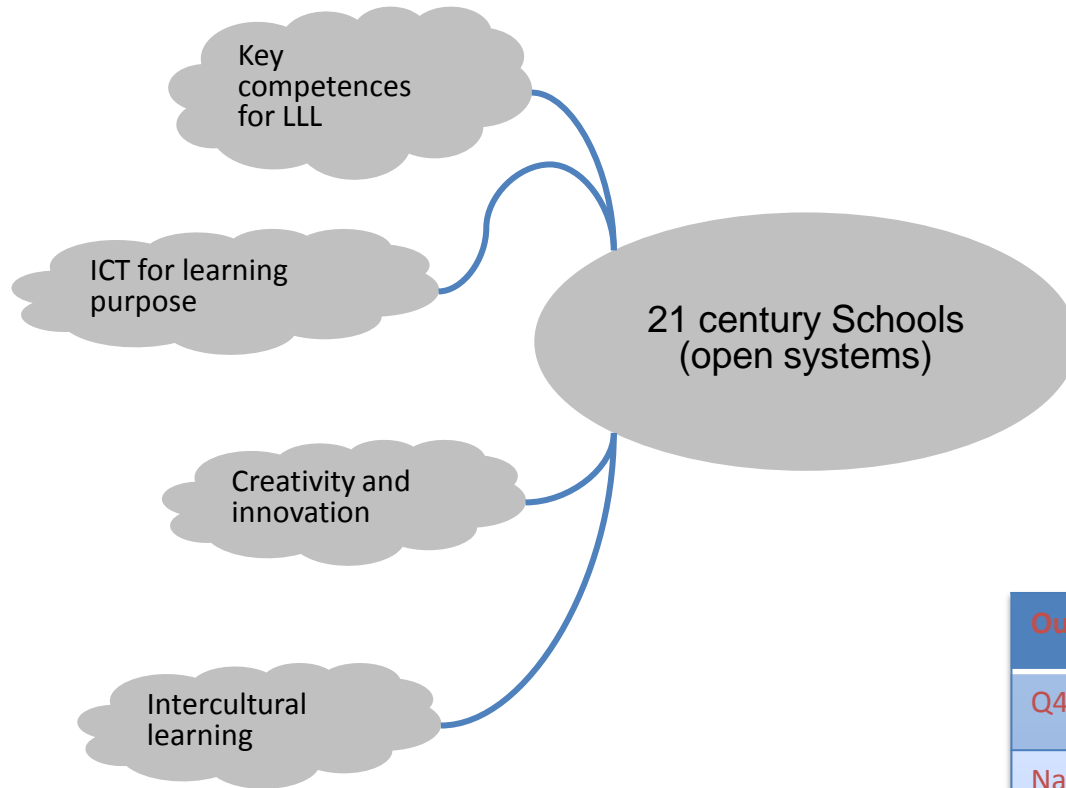
Milestones

- M1: The **synthesis report on school innovation models**, that represents the main result of WP1 and that will set the basis for the model creation
- M2: **The Q4I model**, main result of WP2, that will be validated in WP3
- M3: The project **Conference in Valencia**, that will represent a key “public moment” of the project and the launching moment of the proposed network of schools
- M4: The **piloting report**, that will close WP3 and contribute to M5
- M5: The **final Q4I model and tools**, which is the main long term project outcome
- M6: The **Q4I network Manifesto** and network development plan, which are at the basis of the Q4I network that represents the sustainable legacy of the project

Target groups

1. School leaders, teachers, administrative staff, parents (and indirectly students) of the schools that will participate in the pilots.
2. School leaders, teachers, administrative staff, parents (and indirectly students) of other European schools.
3. National and European institutions and associations dealing with school education.
4. National and EU policy makers in charge of school education.
5. Researchers in the field (with pedagogical, economical, organisational background).

The Q4i approach: quality and innovation to prepare the 21 century school



CHARACTERISTICS:

- Lightness of quality assurance
- Fostering interorganisational learning
- Based on negotiated objectives
- Close to daily practice
- In line with the OECD work

TOOLS:

- Self-analysis grid
- Benchmarking methods
- Set of teachers competences (21 century)

Outcome/Strategy	Targeting
Q4i Manifesto	Policy
National Multistakeholder groups	Nat. stakeholders
Teachers competences	Teachers
Entrepreneurship for learners?	Learners
Q4i network	Schools

Our students are changing

- The “21st century learner”:
 - Prefers internet for research
 - Learns from images, sound, colours
 - Communicates via social media
 - Searches Twitter for the latest news

* Purcell, K. , Rainie, L., Heaps, A., Buchanan, J., Friedrich, L., Jacklin, A., Chen, C., Zickuhr, K., (2012), PEW Research Center (2012): How Teens Do Research in the Digital World

Our economy is changing

- European Union:
 - New markets, different cultures, new languages
- Internet changes economies:
 - Consumers can and will compare online
 - Online markets change distribution channels (retail)
 - Changes communications: postal services, telephony
- Internet changes value perceptions:
 - If information is always available, you need to differentiate
 - Creativity, branding, image becomes valuable
 - Production is not a differentiating factor and out sourced to low income countries

The role of the teacher is changing

- Children have all the information they want, anytime, anywhere
- Teachers no longer are the experts or primary source for information
- Teachers do know.....
 - where to find relevant information
 - that information is sometimes coloured
 - how to combine and reflect on information
 - how to learn and set personalized learning goals
- Teachers will become learning coaches, aimed at realizing personal potential of each student



Our community changes Our youth changes

How can a child become successful if we do not know how our society will look like in 20 years?

Teach them to be creative, teach them to stand out, but most of all: teach them to learn!

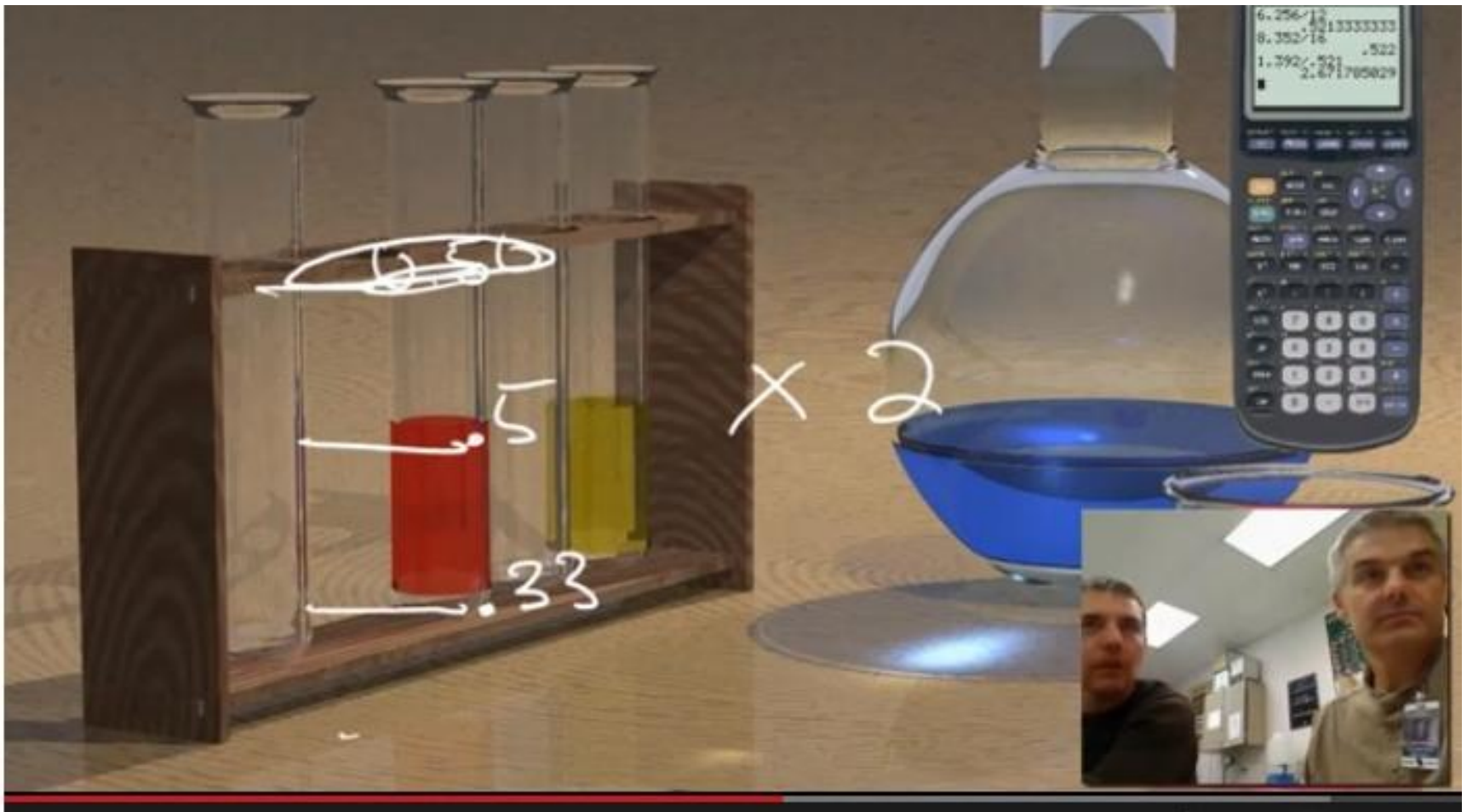
A 21st Century school:

- **Focus on learn to learn**
- Learning is fun and challenging
- 21st Century skills (Information Literacy, Problem-solving, Creativity and experimentation)
- Attitudes and values
 - Curiosity
 - Differences and change are celebrated (Individual learning goals)
 - Not necessarily to find a ‘correct’ answer (Focus on rewarding students, no public grading)
 - Every student feels important
 - Active classroom learning
- Teachers as Model Lifelong Learners
- Education is organized both horizontally and vertically

Are 21st Century schools successful?

- Research: 20 high performing colleges and universities
 - engage students individually: Staff know their students: who they are, where they came from, what motivates and inspires the students and where they hope to go.
 - faculty focus on active classroom learning (Flipping Classrooms project)

The flipped classroom



Student centric learning

Countries differ

Less detailed national curriculum:

- Framework
- Goals / end terms
- control systems like inspectorate
- Belgium, Estonia, Norway, Finland, Sweden, Slovenia, Croatia, Denmark, Iceland, UK, The Netherlands

Highly detailed national curriculum:

- Germany, Cyprus, France, Spain, Ireland, Scotland, Italy

Most countries:

- The level of school autonomy increases with the age levels

The countries that are innovating:

No relation with autonomy / prescriptive curriculum.

+ Finland, Netherlands (secondary), Scotland, Ireland, Lithuania, Denmark,

- Demotivation of teachers in some countries due to lowered salaries

- Highly prescriptive systems: Government leads
- Less prescriptive systems: School leads

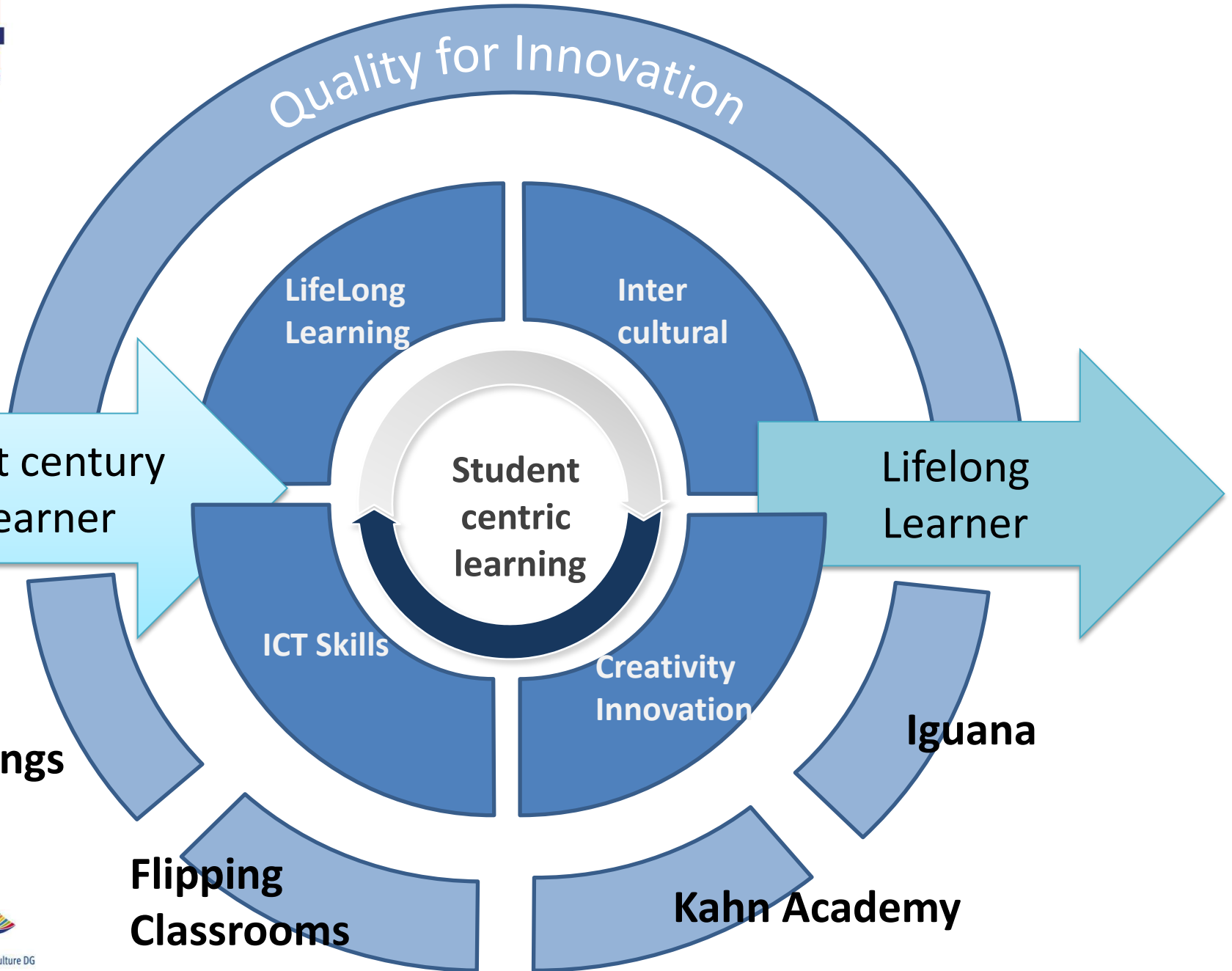
Q4i: starting from quality to foster change

What? Quality and innovation together? No way...

Quality is about prescriptive rules, checklists, conformance.

Or not?

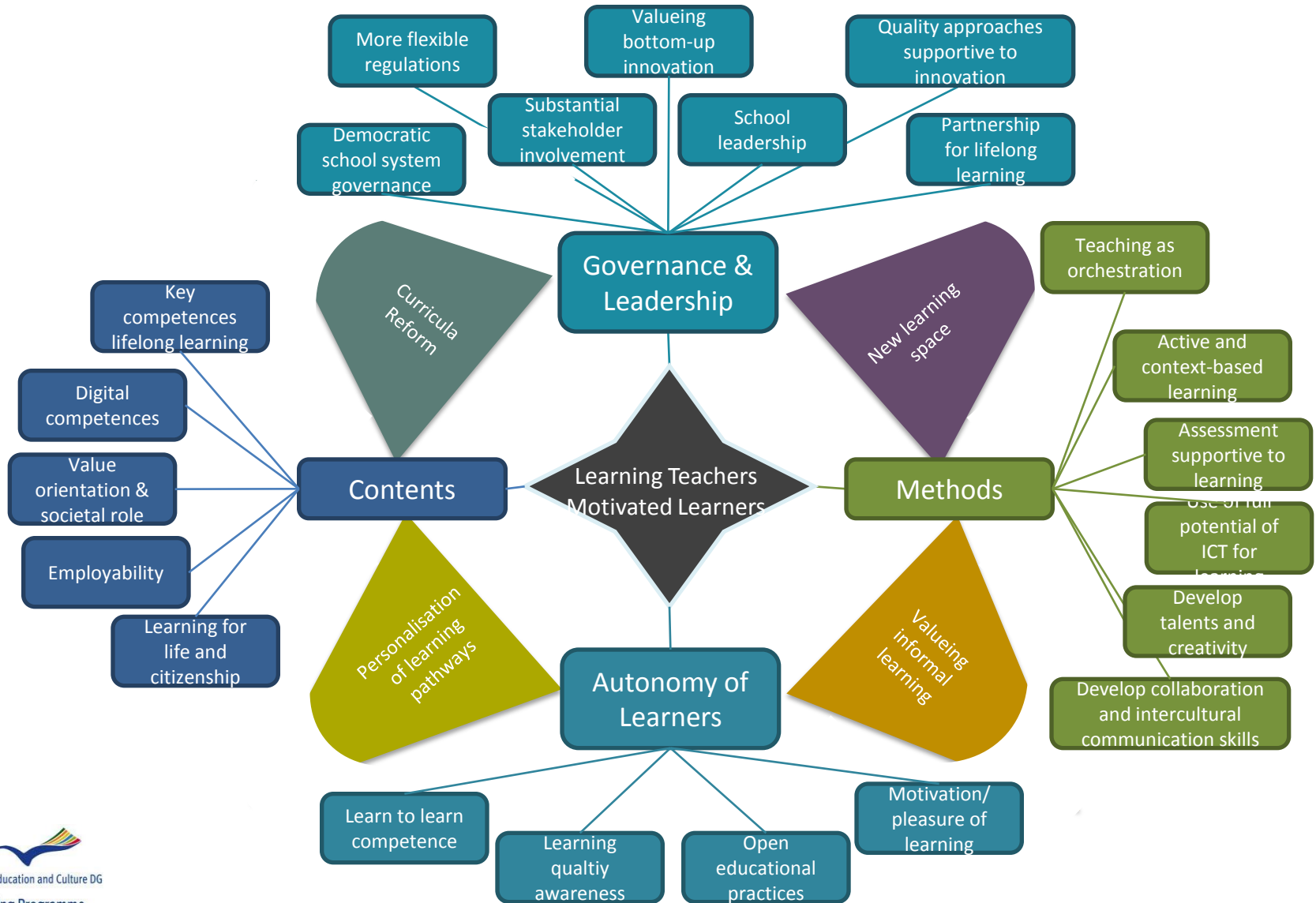




Q4I works on four “engines of change”

1. **Key competences** for lifelong learning should become a pillar of school education achievements, in particular the learning to learn competence.
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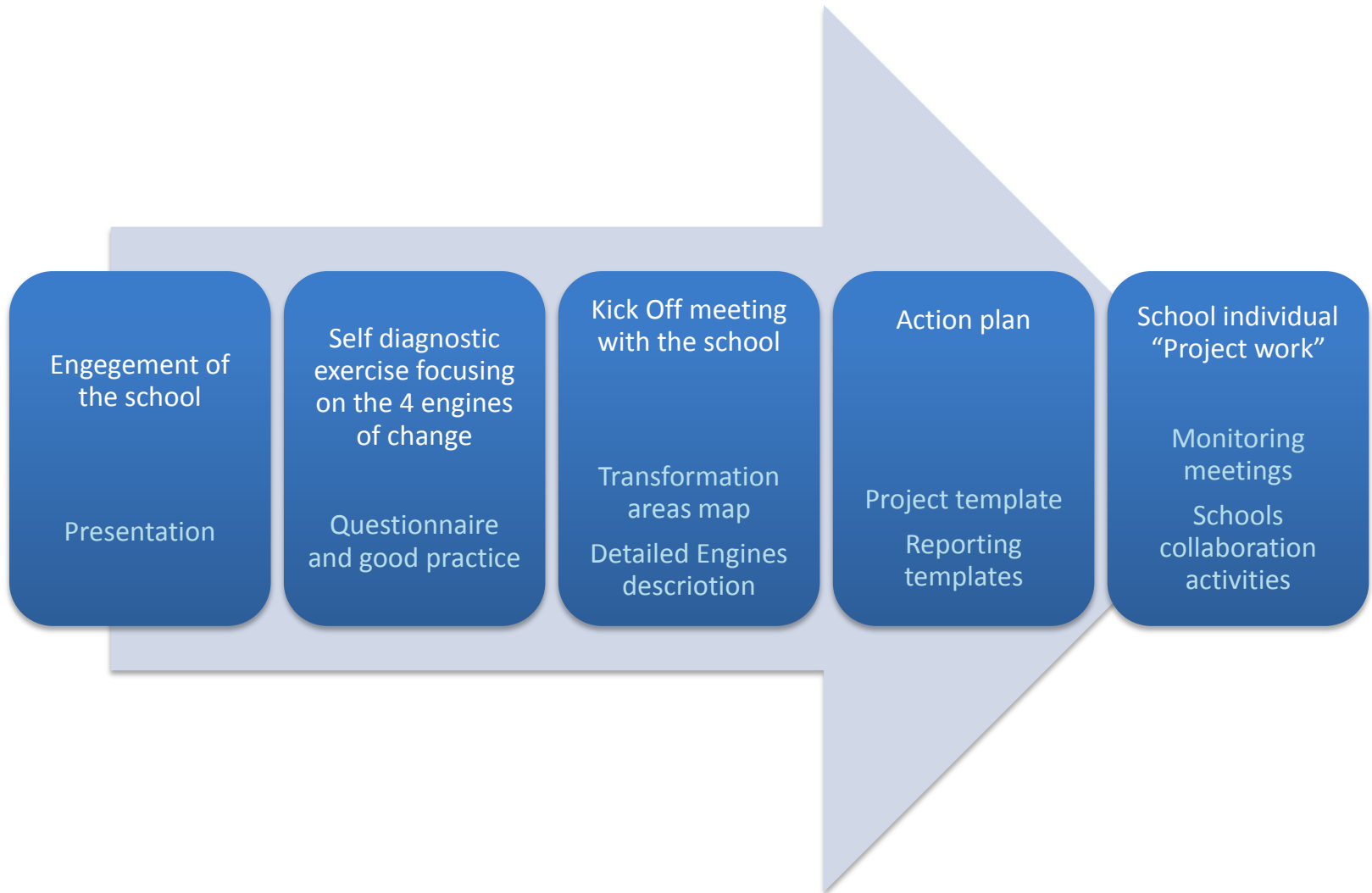
...taking into account the big picture



The Q4I pilot

1. **WHEN:** school year 2013-2014
2. **HOW LONG:** 3 to 6 months
3. **APPROACH:** The school decides on which areas to focus, with the support of the local Q4I team, and runs a “school quality development project” working on innovation areas (21st century school)
4. **OVERALL:** 25 schools in 5 EU countries, representing the start of the Q4I schools network

The Q4i piloting process



Are you up for the challenge?

Are you up for the challenge?