



European
Commission

EMPOWERING SCHOOLS

EVIDENCE - INFORMED POLICIES FOR QUALITY EDUCATION

EENEE and NESET II Conference - Brussels, 23 November 2017



Education
and Culture



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Institutions and policies supporting innovation in schools

Based on study *Supporting
Innovation in European Schools*
commissioned by DG EAC and
implemented by PPMI team
(2015-2017)



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Why innovation?

- Great potential to create favourable learning environments and improve academic and social outcomes for learners;
- Rich body of knowledge on numerous ways in transforming what and how children learn.



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What do we mean by school innovation?

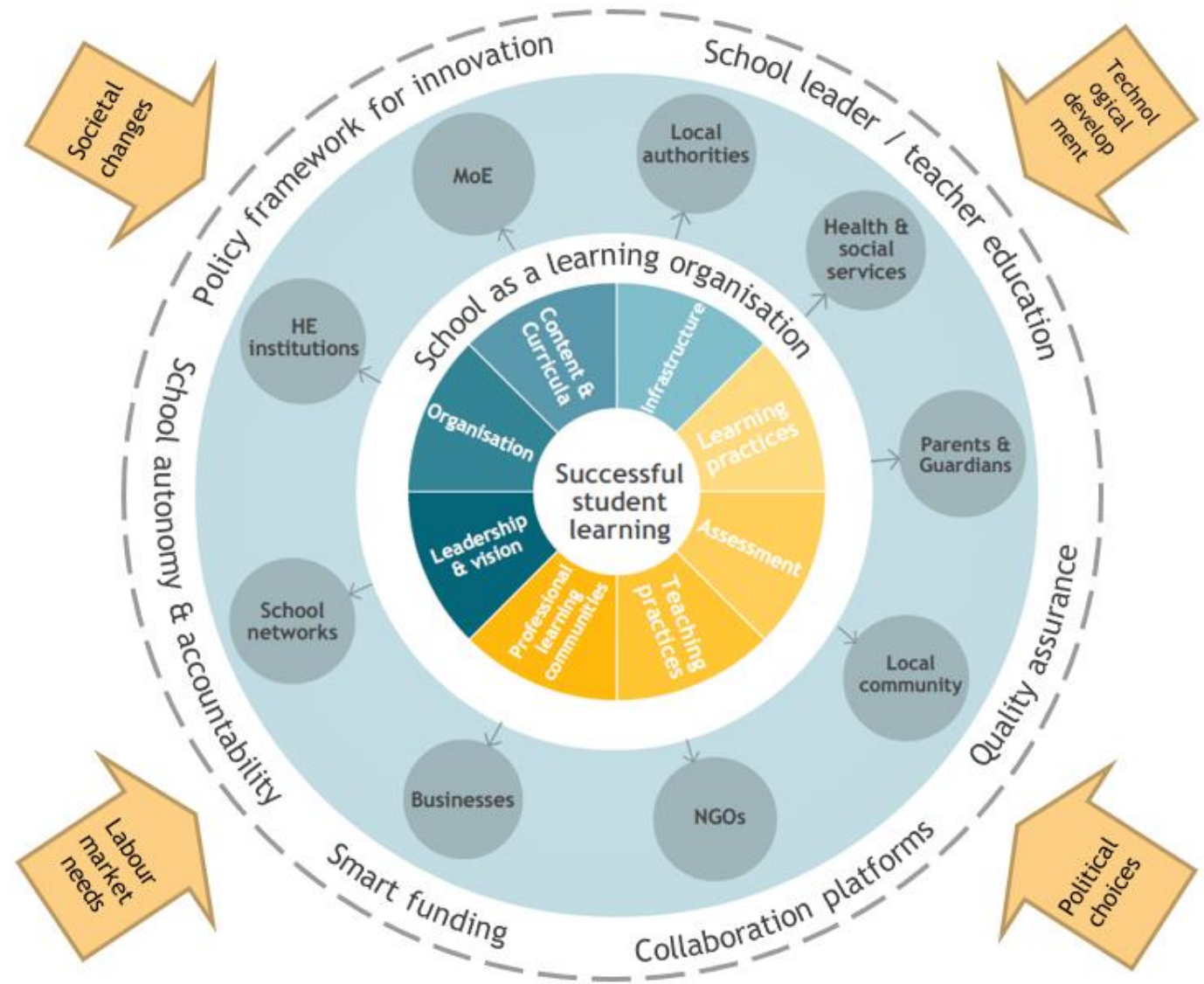
- At *classroom level*, innovation is a teaching practice or approach that is often new to a given context and which can lead to improved students' outcomes.
- At *school level*, innovation is the capacity of schools to embed and sustain innovation in teaching and organisational practices.
- At *system level*, innovation is the capacity of the education system to maintain a constant process of education renewal in line with wider change, to develop institutions and policies for promoting and sustaining innovation in schools.



System of learning and innovation

- Innovation culture needs to be embedded in all levels and all elements of the school education system

Source: adapted from OECD (2016) and Kools & Stoll (2016)



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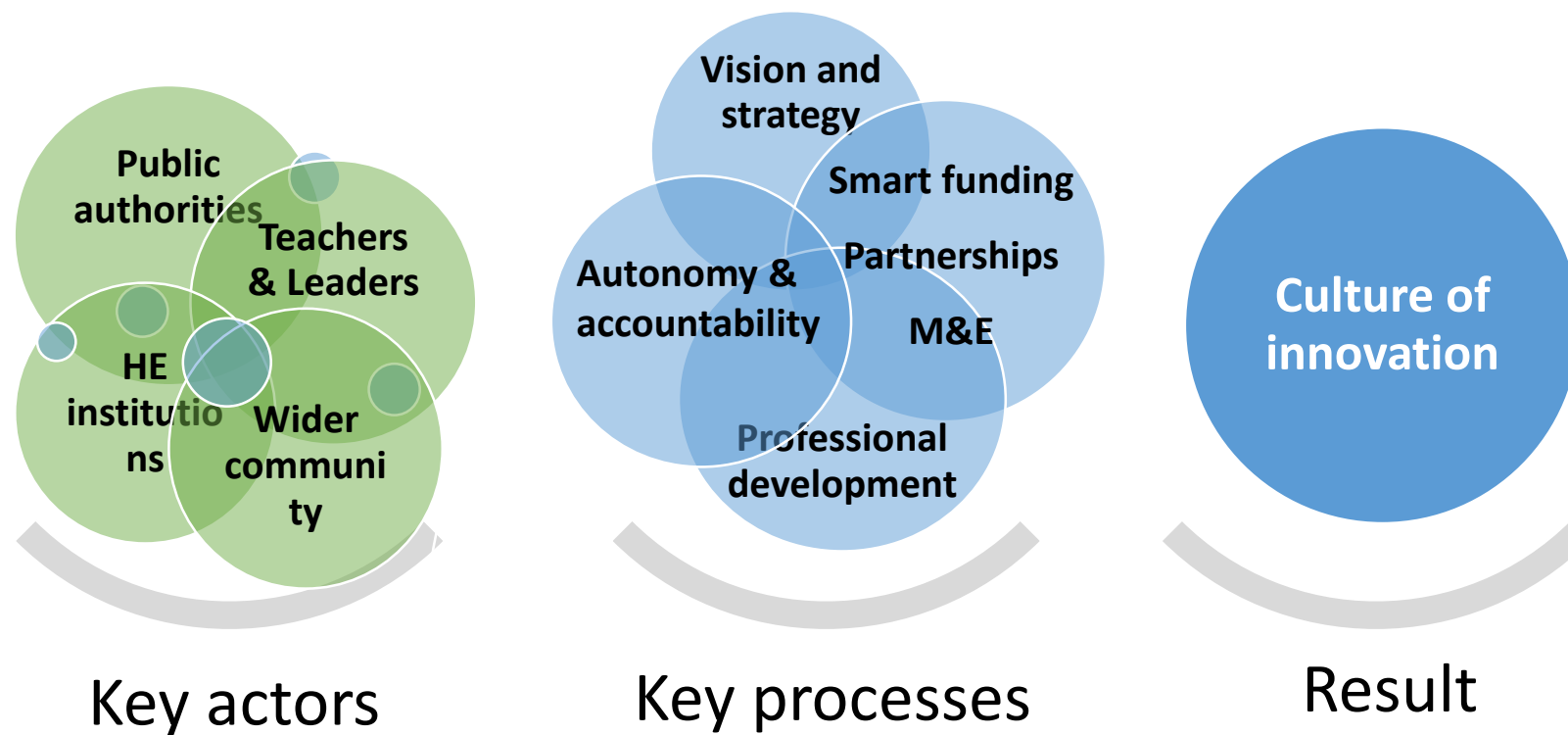
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Key drivers of innovation (system level)





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Looking ahead



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Innovation to become explicitly embedded in education priorities and strategies

- Coordinated system-wide change, eliminating inconsistencies;
- Involving a broad set of actors and promoting dialogue;
- From vision and strategy to specific measures and actions;
- (Re)allocation of resources for implementation.



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Greater schools' autonomy stimulates their innovation potential

- Possibility to organise schooling processes in line with learners' needs requires pedagogical and organisational flexibility;
- Horizontal accountability;
- Support mechanisms to empower schools.



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Policy-makers to review financial incentives for innovation

- Flexibility to allocate resources in line with schools' needs;
- School funding formulas and teacher remuneration systems to allow rewarding and recognising progressive behaviour;
- Financing school partnerships and networks.



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Professional development for teachers and school leaders

- More systematic training on new pedagogies (incl. potential of ICT) and change management;
- Good quality school leadership programmes available to all school leaders;
- Link between theory and practice;
- Action research projects and learning laboratories.



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Partnerships and horizontal inter-connectedness of schools

- Stronger role of municipalities in connecting schools;
- High-quality networks and platforms at local, regional, national level;
- Support for schools networking at European and international level.



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Evaluation culture is a key ingredient to culture of innovation

- School policy initiatives with in-built evaluations;
- Capacity of education actors at all levels to understand and interpret data;
- Evidence used for learning, self-reflection and feeding into policy planning and implementation.





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Institutions and policies supporting innovation in schools

The study on *Supporting Innovation in European Schools* will be published at <https://publications.europa.eu/> January 2018

- + 12 case study reports
- + 24 innovative school profiles
- + Methodological tools

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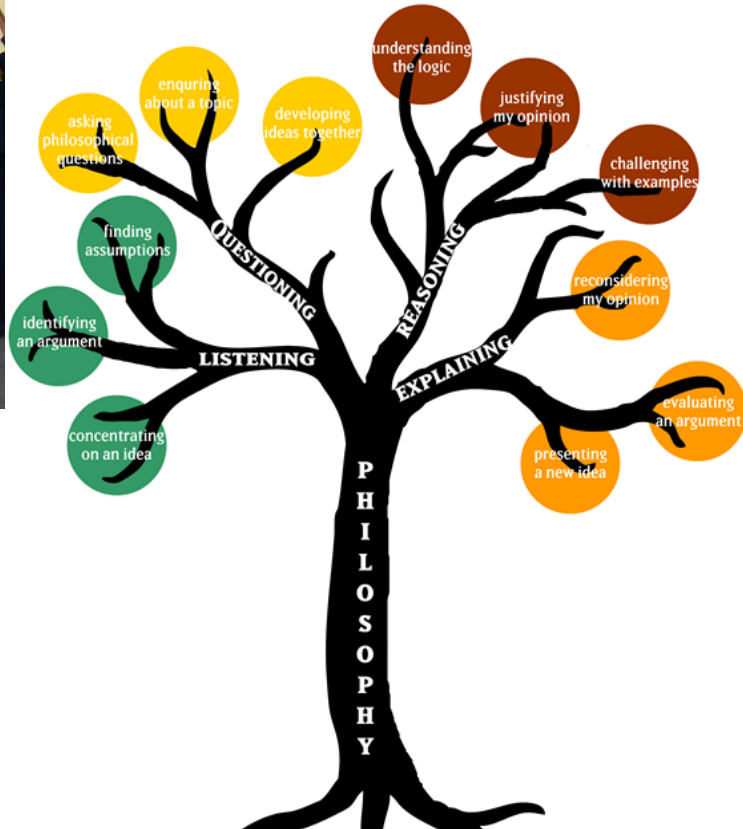


doorgaande lijn
 Hoe ziet het portfolio eruit op ons IKC, passend bij onze visie?
 Hoe kunnen we onderwijs inzetten te laten opgroeien

Willenhall Community Primary School



Our Philosophy Tree



raag werkgroep WO:
 nen we WO kindcentr

SKU

Veiksmas (sporto renginiai, akcijos, projektai, Žygiai ir kita aktyvi veikla)

Socialinių kompetencijų ugdymas

Kūrybiškumas (šokių, teatro, muzikų dailės ir kita meninė veikla)

Pagalba (labdaros akcijos, rūpinimasis kitais, išpareigojimai, savanoriškos veiklos)

