



MOOC webinar 19/02/2020

## How shared leadership can help mainstream innovative practice ?

Patricia Wastiau, European Schoolnet



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# Today's expert- Patricia Wastiau

Principal Adviser for Research & Innovation within European Schoolnet, the network of 34 ministries of education supporting innovation in education including ICT integration.

In terms of topics, she mostly covers innovation in education, with a more recent focus on innovative eco-systems, as well as in leadership for change and theories of change.



# Netiquette

- Be polite and respectful towards your peers
- Do not write in capital letters in the chat
- Post your questions in the chat- all questions will be answered in the end of the webinar



# How shared leadership can help mainstream innovative practice ?

Our discussion today:

Why that question?

You become familiar with shared leadership,

let's discuss what *mainstreaming innovative practice* is about  
and how it works

also looking at what *resistance to change* is and how to overcome it

We'll discuss and conclude on our key question

# How shared leadership can help mainstream innovative practice ?

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## Why that question?

Effective teaching: a continual work in progress

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**Adapting teaching practice** to yearly new group of students, new curriculum, new standard, new mandates

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**Adopting new approach** require changes to lessons, new forms of assessing and monitoring students learning, more consultations with colleagues, adaptation of strategies,

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**All these changes require time and effort**

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Changing can be hard: need to clearly foresee the benefits of that change is key

# Mainstreaming innovative practice

## Innovation

A teaching practice, assessment approach, learning resource

**perceived** as new by a teacher/school

## Communication channels

All processes in a school to create/share information

for reaching **mutual understanding**

## DIFFUSION OF INNOVATION

The process in which an **innovation** is communicated through certain **channels** over **time** among the members of a **social system**

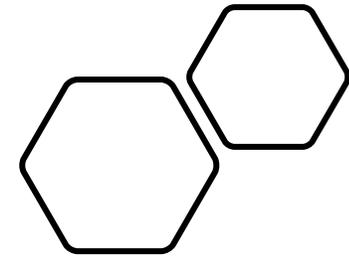
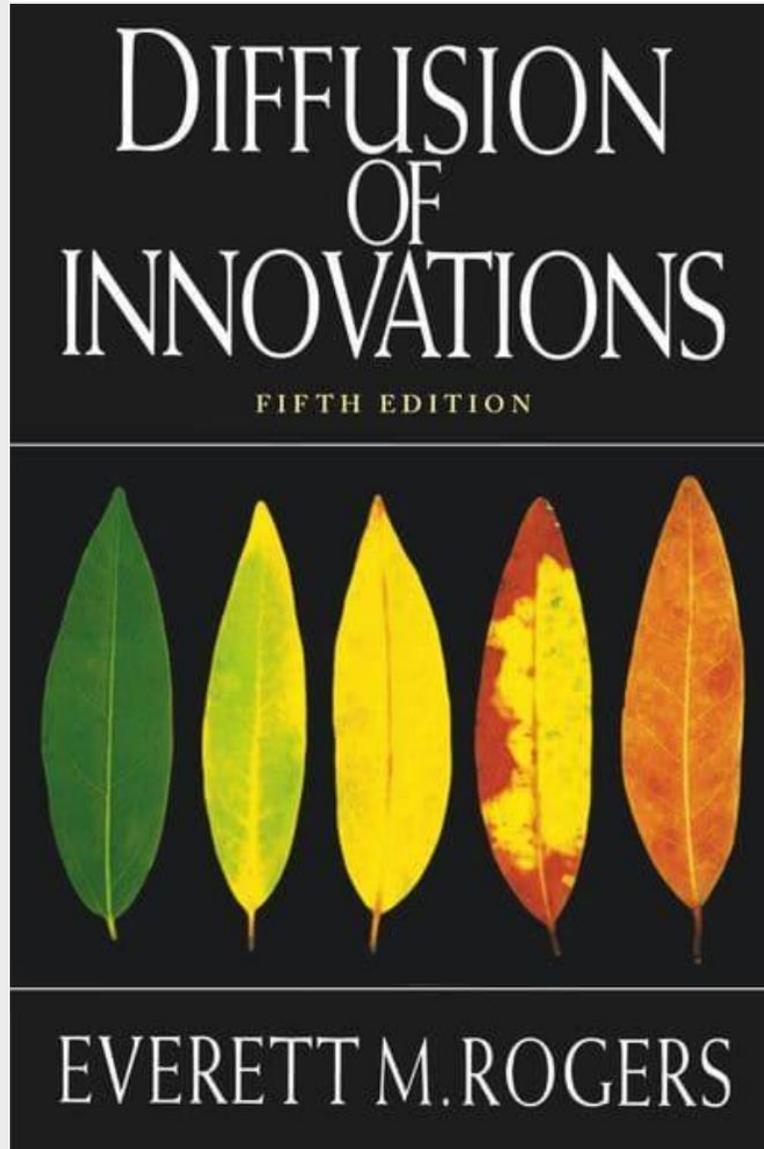
## Time (rate of adoption)

The relative speed with which an innovation is **adopted** by members of a social system

(group of teachers/schools, system)

## Social system

Organisation, arrangements, established behavior patterns/norms in a **school** and its **education system**



Originally published  
in 1962

Considered the most  
widely used  
framework for  
understanding the  
innovation-diffusion-  
adoption process



**HOW DO  
PEOPLE  
ASSESS  
CHANGE  
IMPACT ON  
WHAT THEY  
DO?**

# 5 STEPS PROCESS TO ASSESS CHANGE IMPACT ON PRACTICE

## KNOWING ABOUT

- What is the new practice about?
- How to use it?
- Why does it work?



## MAKING OWN OPINION

- What do I/we think about this new practice?
- ... about its relative advantage?
- ... about its compatibility?



## ADOPTING/REJECTING

- Do I/we reject the new practice?
- Do I/we adopt it?
- If yes, let's test it!



## IMPLEMENTING

- I/we implement the new practice
- Key role for change agents (experts, etc.)
- Re-invention to fit to needs still possible



## CONFIRMING

- New practice is integrated into the repertoire of existing practices



# MAKING OWN OPINION

- What do I/we think about this new practice?



## Relative advantage

- ... the impact justifies the effort?
- ... the new practice is beneficial?

## Compatibility

- ... it is consistent with the existing value system, past experiences and needs of potential adopters?

## Complexity

- ... the new practice is difficult to understand and use?

## Testability

- ... the new practice can be tested at limited scale?

## Observability

- ... the results of the new practice are visible to others?

..... To which extent.....

# WHAT DOES AFFECT THE ADOPTION OF A NEW PRACTICE?

## JOIN THE DISCUSSION, GIVE YOUR OPINION

According to you (and your experience in schools), which one of the five characteristics below has the major impact when you make your opinion about adopting a new practice?

1

Relative advantage

- ... the impact justifies the effort?
- ... the new practice is beneficial?

2

Compatibility

- ... it is consistent with the existing value system, past experiences and needs of potential adopters?

3

Complexity

- ... the new practice is difficult to understand and use?

4

Testability

- ... the new practice can be tested at limited scale?

5

Observability

- ... the results of the new practice are visible to others?

To which extent.....

# MAKING OWN OPINION

- What do I/we think about this new practice?



**Relative advantage**

**Compatibility**

**Complexity**

**Testability**

**Observability**



..... To which extent.....

- ... the impact justifies the effort?
- ... the innovation is beneficial?

- ... it is consistent with the existing value system, past experiences and needs of potential adopters?

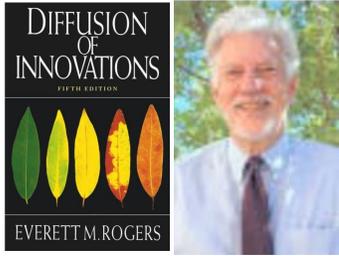
- ... the innovation is difficult to understand and use?

- ... the innovation can be tested at limited scale?

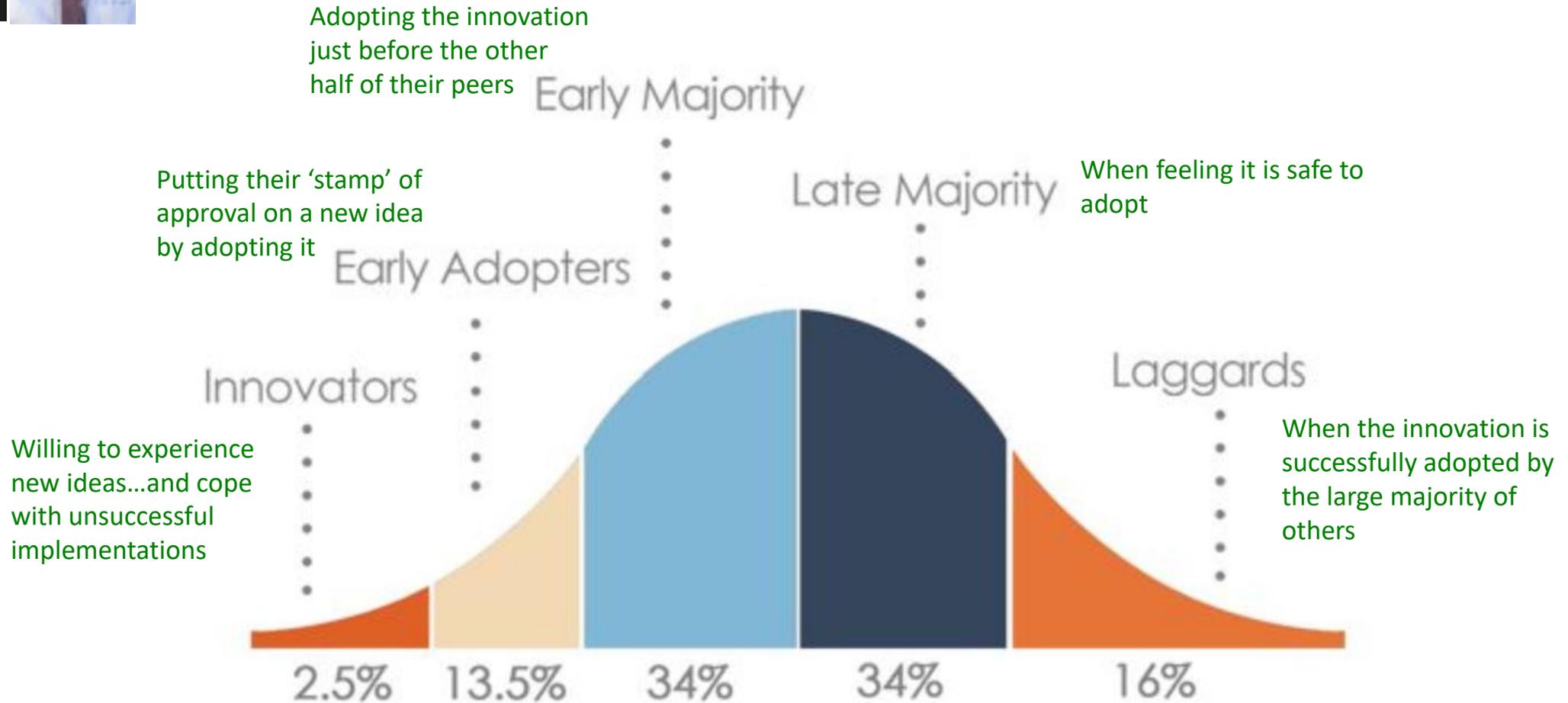
- ... the results of the innovation are visible to others?

# PEOPLE GO THROUGH THESE STEPS AT THEIR OWN RHYTHM AND INFLUENCE EACH OTHER





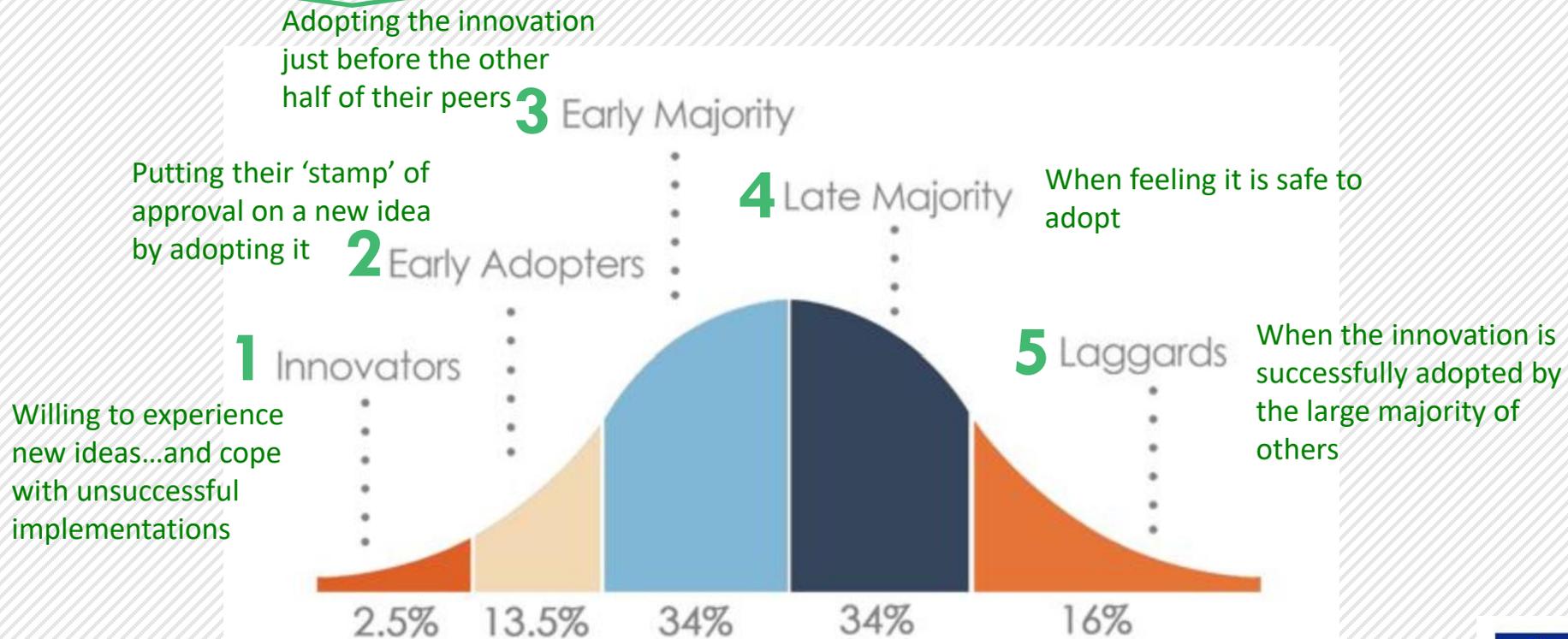
# 5 GROUPS DEPENDING RATE OF ADOPTION



# 5 GROUPS DEPENDING RATE OF ADOPTION

JOIN THE DISCUSSION,

In which of the 5 groups would you put yourself...(honestly 😊)?





# Resistance to change

## in schools



# DIAGNOSING RESISTANCE TO CHANGE (1)

**Five key reasons**  
why people  
resist change

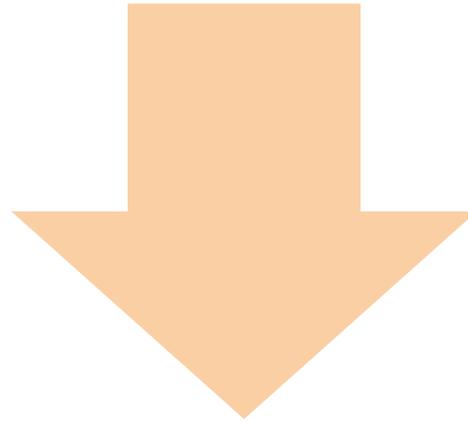
- Is against all that is new or different
- Is not interested in the new practice
- Does not understand the new practice
- Does not trust the leaders
- Is afraid, stressed

# THE DEEPNESS OF THE CHANGE TO ACHIEVE

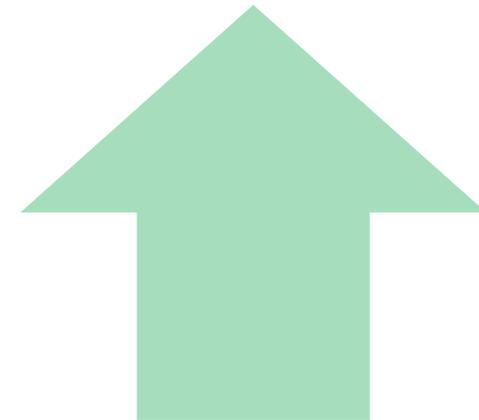
Is the goal simply making everyone change their practice?

or

Is the goal to have everyone **wanting** to change for the new practice?



Compliance



Commitment

# OVERCOMING RESISTANCE TO CHANGE (1)

## Strengths

- Celebrate existing strengths and encourage their use

## Direction & time

- Even more important to provide direction, motivation, a path and tools... to ALL

## Inclusion

- Exchange with those that are resistant to change; consider them on equal footing

## OVERCOMING RESISTANCE TO CHANGE (2)

Take it as an opportunity

- to discuss and better know about professional processes less familiar to you
- to improve the changes targetted
- to clarify objectives
- to reduce the number of priorities/objectives

“One-size-fits-all” approach to change doesn’t work - Each situation is different

# OVERCOMING RESISTANCE TO CHANGE

## JOIN THE DISCUSSION, GIVE YOUR OPINION

Which one of the four approaches below do you consider the most difficult to implement to overcome resistance in your own school/context?

1

### Strengths

- Celebrate existing strengths and encourage their use

2

### Direction & time

- Even more important to provide direction, motivation, a path and tools to ALL

3

### Inclusion

- Exchange with those that are resistant to change; consider them on equal footing

4

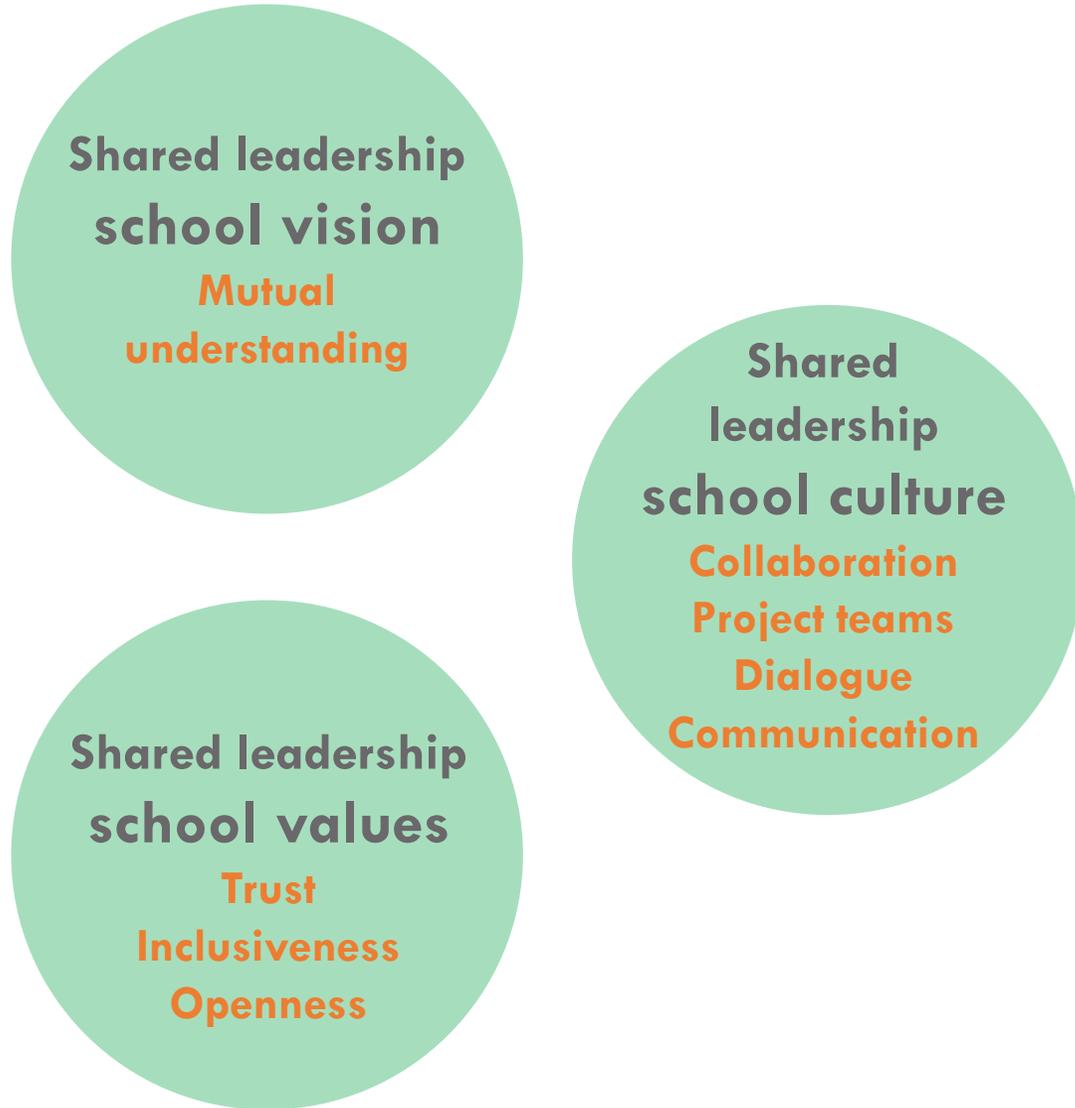
### It's an opportunity

- Discuss, improve, clarify, focus

Our key question for today:

**How shared leadership can help mainstream  
innovative practice ?**

# How shared leadership can help mainstream innovative practice ?



**Diffusing/mainstreaming new practices happens:**

**Through communication channels**

- Interpersonal and group communication

**Within a social system**

- Your school, local/regional/central education system

**Through an inclusive approach**

- To address resistance to change

# How shared leadership can help mainstream innovative practice ?



**Diffusing/mainstreaming new practices happens :**

**Through a process to assess change's impact:**

- Knowing about, making own opinion, adopting/rejecting, implementing, confirming
- Relative advantage, compatibility, complexity, testability, observability

**Depending one's own and others' rhythm**

- Innovators, early adopters, early majority, late majority, laggards

*"In order for sustainable change to occur in an organization, individual behavior must be changed, and in order to change individual behavior, there must be new learning that is used in new ways."*

Blackman and Kennedy (2011), Sometimes, to change the people, you've got to change the people": when learning is not enough, International Journal Learning and Change, 2011, p. 208

# Discussion and self-reflection starts now....



## Many thanks for your attention

# Reminders of tasks and deadlines:

- *Module 4- opens on Monday 24<sup>th</sup> of February at noon*
- *To complete the course- you need to draft an action plan and assess 3 action plans of your peers*
- *Do not wait until the last moment to draft your action plan, request reviews, assess and submit your reviews!!!*
- *deadline: 11th of March, 23:59 CET*
- *Blackout period: 11 March- 23 March EUN academy would not be accessible*
- *23 March- course reopens and certificates are awarded to successful learners*

grazie 谢谢 ขอบคุณ  
merci Σας ευχαριστώ tákk bedankt  
Спасибо धन्यवाद ありがとう  
tack gracias **thank you** terima kasih  
teşekkür ederim شكريا 고마워요  
danke kiitos köszönjük  
obrigado

Let's continue the conversation on the course Facebook group!