How shared leadership can help mainstream innovative practice?

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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?**

**Why that question?**

<table>
<thead>
<tr>
<th>Effective teaching: a continual work in progress</th>
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<tbody>
<tr>
<td><strong>Adapting teaching practice</strong> to yearly new group of students, new curriculum, new standard, new mandates</td>
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<tr>
<td><strong>Adopting new approach</strong> require changes to lessons, new forms of assessing and monitoring students learning, more consultations with colleagues, adaptation of strategies,</td>
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<tr>
<td><strong>All these changes require time and effort</strong></td>
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*Changing can be hard: need to clearly foresee the benefits of that change is key*
DIFFUSION OF INNOVATION

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

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.

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.

Mainstreaming innovative practice
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

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• 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?
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?
• What do I/we think about this new practice?
• ... 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

1. KNOWING ABOUT
2. MAKING OWN OPINION
3. ADOPTING/REJECTING
4. IMPLEMENTING
5. CONFIRMING

Images source: 123RF, Stock Photo by Stuart Miles
5 GROUPS DEPENDING RATE OF ADOPTION

- Innovators: Willing to experience new ideas...and cope with unsuccessful implementations
- Early Adopters: Putting their ‘stamp’ of approval on a new idea by adopting it
- Early Majority: Adopting the innovation just before the other half of their peers
- Late Majority: When feeling it is safe to adopt
- Laggards: When the innovation is successfully adopted by the large majority of others
JOIN THE DISCUSSION,

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

1. **Innovators**
   - Willing to experience new ideas...and cope with unsuccessful implementations
   - 2.5%

2. **Early Adopters**
   - Putting their ‘stamp’ of approval on a new idea by adopting it
   - 13.5%

3. **Early Majority**
   - Adopting the innovation just before the other half of their peers
   - 34%

4. **Late Majority**
   - When feeling it is safe to adopt
   - 34%

5. **Laggards**
   - When the innovation is successfully adopted by the large majority of others
   - 16%
Resistance to change in schools

Image source: savilearning, original image edited
Five key reasons why people resist change:

1. Is against all that is new or different
2. Is not interested in the new practice
3. Does not understand the new practice
4. Does not trust the leaders
5. Is afraid, stressed
Is the goal simply making everyone change their practice?

or

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

Shared leadership school vision
Mutual understanding

Shared leadership school culture
- Collaboration
- Project teams
- Dialogue
- Communication

Shared leadership school values
- Trust
- Inclusiveness
- Openness
How shared leadership can help mainstream innovative practice?

Shared leadership school vision
Student learning at the core

Shared leadership school values
Trust
Inclusiveness
Openness

Shared leadership school practice
Professional development
Evidence and steps based approach
Collaboration

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 24th 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
Let’s continue the conversation on the course Facebook group!