Innovation4Education: Findings

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Innovation and Technology

- Schools and teachers should have access to technology that facilitates the use of pedagogical approaches such as blended learning and flipped classrooms with students.

- Students should learn about both the opportunities and threats that technologies afford.

- Technology that allows education professionals to collect, manage and analyse student data to improve practice should follow clear and transparent protocols.

- Education professionals should understand the algorithms and statistical approaches employed in data management technologies so that they can interpret findings with confidence.

- Technological innovations should be evaluated by education professionals.

- Education professionals have a responsibility to raise and address any concerns they have, especially when the rights of children and young people appear to have been infringed or their interests are not prioritised in technological innovations or tools.

- Wherever possible, teachers should have ready access to expert technical support.

Innovation in Professional Learning

- Educational leaders should focus on promoting collegial professionalism and collaborative community building and recognise the key role of professional learning communities, where a problem finding stance is also promoted.

- Education professionals should employ a pluralistic approach to seeking new ideas and solutions, which embraces diversity.

- Educational leaders should facilitate innovation using ongoing continuous development that engages teachers and teaching assistants in a diversity of approaches to formal, non-formal and informal professional learning.

- Educational professionals are research users, researchers themselves and are informed by research approaches when developing professional practice. They should be supported to develop their competence in all of these areas.

- With the benefit of technology, school clusters and wider networks can also form communities. Whilst the first may be driven by local needs, both can support teacher research, allow information sharing, facilitate discussions and even include reading groups.

Innovation in Management and Leadership

- The capacity for community building and community leadership at all levels is an important area for development.

- Distributed school leadership is more than delegation and should include the promotion of collaborative and interdependent decision making and accountabilities.

- Innovation in practice requires leadership at all levels that understands pedagogy and focusses on improving student learning.

Structural Innovation

- The argument for change should be clearly identified at the outset.

- The process of development should be inclusive, involving all key stakeholders, and collaborative, drawing on a diversity of expertise and experience.

- The design should be informed by a plurality of existing research and other evidence and viewpoints including the experiences of others in similar circumstances, whilst subjecting these to critical consideration and giving due attention to any limitations.

- Decision making should be open and transparent.

- Cyclical processes of staged evaluation, adjustment, improvement and upscaling should be meaningful and rigorous, using research approaches and tools in a critical manner.

Kelly, Peter (2024) *Innovation4Education: Strengthening the capacity of European education employers through the promotion of innovation in education institutions in a post-Covid-19 era, Final Report,* European Federation of Education Employers, Brussels, February 2024.