

Insights about innovation – Learning from the Department of Education and Children’s Services Learning to Learn Programme

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This session will share papers from the research of Dr Chris Goldspink, University of Surrey UK and Dr Rosie Le Cornu and Dr Judith Peters, University of SA, about the insights gained about innovation, learning and whole school transformation through the DECS Learning to Learn Program.

The Learning to Learn program was conceived in 1998 in response to a growing concern about student dis-engagement from schooling. A cornerstone of the program was the idea that to more effectively engage students, teachers needed to develop deep understanding of learning to inform their teaching. Consequently, the program deliberately eschewed traditional project management models and aimed to engage participants in a generative learning process to inform whole school redesign. From this approach many unanticipated issues and outcomes emerged which give insight into the complexities of systemic change, from the personal to the widest systemic level.

This session will describe the learning by school leaders about the influence of embedded managerialist approaches and the personal and institutional challenges of letting go and recasting these to serve the teaching and learning function of schooling. It will also raise the paradoxes and tensions leaders face in moving from an industrial era approach to building creative organisational participation and capacity to re-engage young learners for our future.