

Three Drivers of Change

Three key drivers of change have been identified in HWDSB's 5-year initiative, Transforming Learning Everywhere (TLE), which supports pedagogical shifts towards inquiry-based learning and aims for 1:1 iPad distribution to all teachers and students by 2019.

1 - Competency Drivers

Formal and informal opportunities and supports for professional learning (PL), including professional inquiry, provided to (and by) educators and school/system leaders

PL Focus



- Student inquiry-based learning
- Use of technology throughout the inquiry process
- Formative assessment "as" and "for" learning

Formal PL



- Intra-school: school-organized PI activities, lunch-and-learns, staff/team discussions, job-embedded collaborations/mentoring/coaching
- Inter-school: lateral capacity building, PA day events, knowledge sharing opportunities, multi-school collaborations
- External collaborations

Informal PL



- Leverage social media networks (e.g., via Twitter, internal Yammer, other social media platforms)

2 - Organization Drivers

Organizational and administrative components for building a community and culture of organizational change

Technology Infrastructure



- Ensure robust technology infrastructure and responsive technical support

Research Support



- Where possible, involve the school district's internal research team in the research design and planning of the initiative, including its monitoring and the measurement
- As scaling increases, involve the research team in continuous refinement of the initiative's aims and actions

3 - Leadership Drivers

Strategic actions to transform systems, create and sustain change, and promote a culture where actors at all levels take ownership for the initiative and maintain its momentum throughout scaling

Pilot Data Informs Scaling



- Start with a pilot project
- Foster a culture oriented towards the innovation of practice
- Data about challenges encountered in pilot rollouts informs scaling plans
- Scaling of the innovative practice must occur in tandem with continuous formal and informal professional learning.

Balance Local Autonomy and Central Authority



- Enable local autonomy within the school system
- "...a hallmark of unsuccessful innovations are those that require a heavy, top-down central support...The Steering Committee must continually strive to try to maintain a balance between central authority and local autonomy." (Owston et al., 2016; p. 116)
- Create an organizational structure with key actors from multiple levels of leadership to promote and refine goals of the initiative