

## Executive summary

This Handbook is the culmination of the *Innovative Learning Environments* (ILE) project run over the decade since the mid-2000s. The Handbook is aimed at those working in education leadership, policy and practice looking for succinct frameworks and practical tools to help them to innovate in their own settings.

The Handbook is divided into four chapters. Each one is introduced by an overview section offering a concise, non-technical summary of a substantial body of international reflection on learning and innovation, underpinned in each case by a full publication, (plus other papers). Each chapter then presents practical tools, promoting through practical action ILE's key conclusions by shaping educational leadership, self-review and professional development.

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### The Principles of Learning to design learning environments

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The first chapter presents the Learning Principles that concluded the 2010 ILE report *The Nature of Learning: Using Research to Inspire Practice*. These Principles maintain that learning environments should: make learning and engagement central; view learning as social and often best done collaboratively; be highly attuned to learners' emotions; reflect individual differences; be demanding for all while avoiding overload; use broad assessments and feedback; and promote horizontal connectedness. The chapter also recasts these Principles around teachers and educators as distinct from students to emphasise the importance of teacher learning and practice in achieving the Learning Principles.

**Tool 1.1** *How well do we embed the Learning Principles?* This tool allows interrogation of how well schools and other learning environments embody what makes young people learn best.

**Tool 1.2** *Building on the Learning Principles through a Spiral of Inquiry.* This tool also uses the ILE Learning Principles but with a method - the "Spiral of Inquiry" as developed in British Columbia, Canada - that structures questions, dialogue, enquiry and research in sequence.

**Tool 1.3** *Learners at the centre – what do they think?* This tool involves the juxtaposition of the perceptions of staff about learners with the views of learners themselves.

**Tool 1.4** *Teacher-focused to be learning-centred.* This tool recasts the principles so that they are focused on the teachers and educators, in which their own learning (as well as that of the students) is fundamental to the success of the learning environment.

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## The OECD “7+3” framework

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This chapter overview presents the framework first published in the 2013 ILE report *Innovative Learning Environments*. It is called “7+3” because it combines the 7 Learning Principles with 3 fundamental arenas of innovation – the pedagogical core, learning leadership and partnerships. The chapter uses the framework to understand the potential of technology.

**Tool 2.1** *How well are we implementing the ILE framework?* The purpose is to gain a rapid overview of learning arrangements and organisation in answer to the question “how innovative and powerfully learning-focused is our school/learning environment?”

**Tool 2.2** *How can we innovate our pedagogical core?* This tool is for those schools and other learning environments ready for fundamental innovation in their teaching and learning, getting right into both the elements and the dynamics of the pedagogical core.

**Tool 2.3** *Getting the most from our partners.* The purpose of this tool is to invite a learning environment, cluster or district to scrutinise its relationship with different partners and to consider how best to build future relationships.

**Tool 2.4** *Tapping into the multiple possibilities of technology.* This tool pushes users to chart in detail how they currently embed and use technology and invites them to identify a technology strategy in the service of innovating learning.

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## Learning leadership and evaluative thinking

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Learning leadership is discussed around interrogatives about such leadership: Why? What? Who? When? Where? How? The chapter also presents the guiding orientations concluding the 2013 report *Leadership for 21st Century Learning*. These maintain that learning leadership is critical for reform and innovation. It is about engaging in the design, implementation and sustainability of powerful innovative learning environments. It puts creating the conditions for 21st century learning and teaching at the core of leadership practice. It requires creativity and often courage, and models 21st century professionalism. Learning leadership is social and connected and the more that learning environments innovate, the more learning leadership will come from diverse partners often viewed as “external” to education. Indeed, transformative learning leadership involves complex multi-level chemistry, including at the system level.

Evaluative thinking is conceived as a series of steps with feedback loops (rather than once-and-for-all): defining the innovation; multiple stakeholders, different contexts; identifying the purpose(s) of evaluation; getting on with it; framing evaluation questions; collecting fit-for-purpose evidence; organising and analysing the evidence; making sense of it all; interpretation as building knowledge; and capturing and mobilising the new knowledge.

**Tool 3.1** *Towards shared and formative learning leadership.* This tool offers a set of lenses for addressing how far the leadership is focused on learning and its strategies informed by learning evidence.

**Tool 3.2** *Evaluating educational innovation.* This tool is about applying a series of evaluative processes: refining important issues and rationales; identifying what the evaluation will address and the best means to do this; and gathering, analysing and interpreting the evidence.

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## Transformation and change in learning ecosystems

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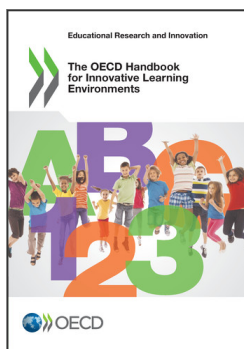
The chapter overview draws especially on the 2015 ILE publication *Schooling Redesigned: Towards Innovative Learning Systems*. It presents the case for re-thinking learning ecosystems, describes features of innovation strategies and initiatives, offers the means for depicting networked learning ecosystems and presents a set of scenarios for the future of the teaching profession.

**Tool 4.1** *Explaining why our initiative will work.* This tool is designed for those with an innovation strategy/initiative in place, giving a method for interrogating the theory of action behind the strategy in terms of changing learning and how the strategy is expected to lead to the desired innovation.

**Tool 4.2** *How advanced is our system towards the “7+3” framework?* This tool gives a set of broad indicators through which to interrogate how much progress an education system is making towards innovation and change.

**Tool 4.3** *How horizontally connected is our system?* This tool gives stakeholders the means of mapping dynamic learning systems, bringing together vertical levels and horizontal relationships.

**Tool 4.4** *Teachers in learning futures.* This tool uses four scenarios to invite users to think of who will be teaching and educating in 2030, the desirability of different futures and how to move towards preferred scenarios.



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