

REINVENTING EDUCATION

second international conference

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The **2nd INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA "REINVENTING EDUCATION"** will be hosted online **June 3 through 5 2021**, by **Scuola Democratica, Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **il Mulino**. The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies, and practices. The question about education 'for what' as well as 'how' and 'for whom' has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections, and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes are centerstage topics at the Conference and will have a multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science, etc. We hope with this opportunity to confirm the participation obtained at the first edition of the conference. Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidence to educational policies.

We invite you to submit ABSTRACT/PAPER for your presentation at the **Panel session**:

H.2 SCALING UP INNOVATION: FROM EDUCATIONAL PRACTICES TO SYSTEMIC CHANGE

Convenors

Andrea Benassi (INDIRE); Valentina Toci (INDIRE)

Keywords

K12 Educational Innovation; Learning Organization; School Networking; Mentoring; Organizational Innovation

Despite the fact that educational innovation is ever more crucial in school policies, it is hard to be defined. Its nature encompasses both the process (how innovation is generated, sustained and scaled-up) and the product - which necessarily implies the possibility to observe, measure, assess and, to some extent, foresee its impact. Innovation refers to several dimensions, such as leadership, teaching-learning practices, curriculum development and assessment. It can be promoted by autonomous initiatives as well as by a governing body or as a combination of both. It is generally inspired by a specific pedagogical framework. However, innovation is often more the outcome of a single and unique person or group of people - a sort of magic which is hard to be transferred - than a model for change that others can adopt. This engenders a phenomenon that could be seen as a plethora of "islands of innovation", unable to act as social levers for fostering systemic change.

What strategies can be used to make innovation transferable, sustainable and scalable (Murray, 2010) in order to step from unique, isolated practices to operational models?

What are the players? In the governance of innovation, trying to scale from the "micro" (the classroom practice or the single teacher action), to the "meso" (the school organization) and eventually to the "macro" dimension (the whole educational system) (Guida, Mosa, Panzavolta, 2019), it is important to empower political synergies and joint efforts to pair with the potential from the bottom (bottom-up approach). Top-down initiatives are a crucial component to scale up innovation. Relevant research questions are: What players are strategic? What tools and policies are most transformative in a "mentoring" process? What innovation governance can be imagined and designed?

Several initiatives, in Europe and worldwide, are in place to support innovation spreading among practitioners (teachers, schools and principals) in a sort of "horizontal" mentoring. Take the Italian Avanguardie Educative Movement or the eTwinning Community as an example of them. Horizontal mentoring is crucial since, in order to modify an individual's or community's value, affective, cognitive and behavioural system, nobody can act as effectively as the system itself. "We generally are better convinced by the reasons we find on our own, rather than those coming from others", the philosopher Blaise Pascal said. However, it is important for a system to be both flexible - in order to allow emerging organizational patterns - and structured - in order to avoid anarchy and guarantee a chance for authoritative, scientific confrontation.

Finally, it is important to consider what obstacles are there hindering innovation. Change is a complex phenomenon, where many drives play a role (i.e. resistances, biases, ineffective repetition). While focus-

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sing on the many dimensions of the organization (Kampylis, P., Punie, Y. & Devine, J., 2015), it is useful to operate the distinction between organizational competencies and readiness to change. Readiness is an important disposition when considering the possibility, not only to initiate innovative practices but also to maintain them. As some Harvard researchers say (Perkins & Reese, 2014), innovation has to face the “5-year effect”. Unless it is explicitly maintained, innovation tends to disappear in a short period of time. This panel welcomes contributions concerning both theoretical than on-field works, at national and international level, designed to foster policies and projects to sustain and scale-up educational innovation.

References

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HOW TO SUBMIT

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Language for ABSTRACTS/PAPERS is English.

You can submit an ABSTRACT or in case you prefer a PAPER. **Be careful: DO NOT SUBMIT BOTH ABSTRACT AND PAPER. EITHER YOU SUBMIT THE FORMER OR THE LATTER.**

ABSTRACT/PAPER should include:

1. Title (limited to 20 words in UPPER CASE)
2. Author's name and surname, institution, and email address
3. Five keywords
4. ABSTRACT's text (limited to 500 words). In case you decide for the PAPER, text will be 3.500 words min. 5.000 words max. In the submission text, please write: ABSTRACT or PAPER after the title. Example: FAMILY BACKGROUNDS AND STUDENT ENGAGEMENT IN SECONDARY SCHOOLS. A CASE STUDY (PAPER)

The Conference formula is: **1 SUBMISSION = 1 FEE** ([check FEES webpage](#))

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- ABSTRACT/PAPER must be allocated to a specific Panel session. Therefore, you must select the proper Panel when submitting. For a complete listing of Panel sessions please [click here](#).
- If possible, write your ABSTRACT/PAPER highlighting methods, outcomes, references. Word count is affected by inclusion of references.
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