

EDUO 686—Reframing Learning

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Week 7: Synthesis of Reframing Learning and ePortfolio

Assignment: *Reframing Learning Synthesis*

Instructions for Part One of the Week 7 Assignment—Written Component:

For this assignment, you will complete this template. Consider the application of modern learning concepts in the context of **educational leadership**. Your responses to the two prompts (listed below) should be based on the assigned readings and other resources in this course. Support your narrative with citations, per the prompt details. Add an abbreviated reference list under each response.

The response to each of the two prompts below should be a minimum of 250-350 words each, for a total of 500-700 words in the overall narrative on this template.

Prompt 1: To best prepare our students for the future, creativity and sustainable innovation are important factors for student success. Often, the daily requirements of the education environment limit both student creativity and innovation, let alone sustain it over time.

After reflecting on the readings and videos in this module, share at least 3 key leadership strategies and practices that cultivate both creativity and innovation. Consider how technology can play a role in accelerating and impacting both of these important facets of impactful modern learning.

Include a minimum of 2 citations in your writing, adding an abbreviated reference list below the narrative.

Leadership is a word we are all familiar with, but most likely share a multitude of varying definitions. For the sake of innovation and improving the educational environment, leaders should make space for others, build a collective genius in their organization, and strive to accelerate innovation using various digital resources.

Linda Hill introduces the concept of making space as a means to allow all stakeholders in an organization to present ideas, discover innovative resources, and encourage collaboration that isn't based on a traditional hierarchy within an organization (Global Intelligence 2016). Your typical leaders in schools, such as administrators or instructional coaches, should be willing to step aside to allow teachers to participate fully in the planning and implementing of innovative changes. Yanxia Shen comments that "In the school, teacher development is the core concept for implementation" of innovation (Shen, 2008). Linda Hill points out that most innovations aren't original ideas but rather a combination of existing ideas; allowing a diverse council of voices to present ideas will result in the cumulation of diverse viewpoints and strategies (Global Intelligence 2016).

Educators are already familiar with using data to identify student needs on a smaller scale during their work in PLCs, and can easily transfer this skill to larger scale when identifying improvements that can be made across the campus or the district. Students should continuously remain the focus of change, regardless of the inevitable conflict or challenges to implementation. Leaders who take on the task of implementing innovative strategies must be collaborative as well as resilient, demonstrating the ability to utilize conflict as a catalyst towards positive change within their community. Leaders should engage in the process of discussion and planning by offering feedback and reflection, facilitating the conversation without monopolizing it.

Lastly, educators and leaders should accelerate the use of technology to provide access and equity to all students by providing real time data and feedback that can lead to improved instructional strategies. Adam Frankel describes the role of technology saying, "the potential is not about the technology, it's about the learning environment that the technology enables (TedX Talks, 2013)." Essentially, the role of educators is to research, study and implement technology resources that will help connect students to a global community, providing valid data at a pace that allows for immediate intervention. Districts and campuses should strive to work with entrepreneurs who are creating authentic digital learning experiences and opportunities for our students, and advocate for access to these tools. Teachers should garner feedback from students not only on their interests, but also on the unique problems that affect their daily life, and use this data to find innovative solutions and resources that are student centered. Technology also allows us to gather data to create Learner Profiles that support teachers in writing curriculum and assessments that are student centered and deeply personalized.

In summation, when leaders use strategies to build their teams from within, enhance confidence in collecting data and utilizing it to improve instruction they can make lasting changes to student educational outcomes.

Technology adds another layer of access for students to make global connections, personalize their learning experiences, and create a network between their instructors, their families, and their communities.

References:

Global Intelligence. (2016, March 3). *Harvard Business School's Linda Hill: How Collaborative Leadership Delivers Sustainable Innovation*. [Youtube Video]. Global Intelligence.

<https://www.youtube.com/watch?v=DanqXMDEVUk>

Shen, Yanxia. (August 2008). *The Effects of Changes and Innovation on Educational Improvement*. International Education Studies CCSE. Retrieved February 20, 2025 from

https://acuonline.instructure.com/courses/15533/pages/week-seven-readings-and-resources?module_item_id=594732

TedX Talks. (2013, May 14). *Accelerating Innovation in Education: Adam Frankel at TedXBeaconStreet*. [Youtube Video]. <https://www.youtube.com/watch?v=Vr44FxWrn-c>

Prompt 2: Creating a culture of change requires more than one person's leadership direction. It requires a collaborative environment with collective leadership—one in which all members of the educational community share a collective vision and common goals, with the ultimate goal of increasing student success.

With that in mind, share how you, as an educational leader, would grow that type of collaborative environment through collective leadership to establish and grow a culture of change within your school community. Your response should take into consideration concepts based on the assigned readings and resources in this module.

Include a minimum of 1 citation in your writing, adding an abbreviated reference list below the narrative.

As educators, we are a major instrument of innovation, and encouraging changes to the status quo is a necessary component of prioritizing student's learning needs in a changing world. If "Innovation is ultimately about finding new and creative ways to solve challenges or problems, or adjusting something that already exists to make it better" then we must be inspired to ask what areas of needs will most directly affect student learning, and lead and manage the implementation of this change (*Leading Innovation in Education* 2021). As the potential leaders for improvement on our campuses and within our profession, we are responsible for maintaining an open mind, taking risks, and fearlessly approaching those who hold the keys to institutional change. We must be passionate leaders who can identify areas that can be improved and consistently question the equity of the education each child is provided. We must grant access to our students, through an authentic learning experience, to the global community and expose them to the world beyond the classroom. Linda Hill suggests that we challenge our definition of innovation, and explore our limited thinking when answering what it is and who can successfully implement it (Global Intelligence, 2016). She also suggests building an organization that encourages members to engage in hard work, show resilience and commit to the challenging process of change. Leaders should be collaborative and engaging but allow a diverse group of members to take charge in the process of identifying potential problems and brainstorming innovative ways to resolve issues. In summation, we must apply the growth mindset to form a safe environment where teachers strive to become leaders of innovation, and work collectively to identify the unique needs of their community, students and families. We must allow the diversity of our colleagues to push us out of our regular patterns of thinking, and acknowledge that embracing different points of view can lead to new and engaging ideas. We must see failure as a master teacher, build professional learning communities that rally around valid and authentic data, and present ideas and innovations as new strategies in order to provide our students with the most rigorous and personalized educational experience.

References:

- Global Intelligence. (2016, March 3). *Harvard Business School's Linda Hill: Building a Culture to Stimulate Collective Genius*. [Youtube Video]. Global Intelligence. <https://www.youtube.com/watch?v=kTq1u61ee4o>
- Leading Innovation in Education*. (2021, July 6). Childhood Education International. Retrieved February 20, 2025 from https://acuonline.instructure.com/courses/15533/pages/week-seven-readings-and-resources?module_item_id=594732