



EDUCATION REIMAGINED:

COLLABORATIVE LEADERSHIP FOR TRANSFORMING EDUCATION IN LEARNING ECOSYSTEMS

TABLE OF CONTENTS

FOREWORD	3
INTRODUCTION AND OVERVIEW	4
EXPLORING COLLABORATIVE LEADERSHIP: GLOSSARY, ELEMENTS AND CASES	6
Glossary	
Levels of collaborative leadership	
The 8 elements of collaborative leadership	
Case study overview and implications	
WORKING GROUP 1: AN ECO-SYSTEMIC APPROACH TO LEADERSHIP CAPABILITIES	16
Introduction	
Case studies	
Thematic analysis and conclusion	
WORKING GROUP 2: LEADERSHIP DESIGN AND PRACTICES FOR EDUCATIONAL TRANSFORMATION	28
Introduction	
Case studies	
Thematic analysis and conclusion	
WORKING GROUP 3: COLLABORATION OVER COMPETITION	38
Introduction	
Case studies	
Thematic analysis and conclusion	
CONCLUSION	48
AUTHORS AND CONTRIBUTORS	53
NOTES	54

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FOREWORD

Established in 2017, the WISE Agile Leaders of Learning Innovation Network (ALL-IN) is a dynamic, action-focused international network of education leadership experts, including academics, practitioners, program providers and policymakers. They are dedicated to researching, developing and advocating for advanced school leadership policies. The aim with these policies is to equip and support educational systems for both current and future learners. Research underscores the significant impact of school leadership on student learning, marking it as a key factor in enhancing children's lives and educational outcomes and, by extension, the economic conditions of nations. Despite this, investment in school leadership by governments and systems has declined over the past 20 years.

The recent COVID-19 pandemic and the evolving understanding of learning and schooling in a rapidly changing world have exacerbated the lack of adequate leadership in many schools and systems. This gap hinders the development of educators and learners equipped to navigate an increasingly uncertain future. ALL-IN's mission is to bolster the number of capable, future-ready school leaders. The aim with this effort is to assist schools and systems in transitioning towards resilient, future-proof learning environments that maximise learner outcomes and wellbeing, fostering a brighter, more equitable and inclusive future.

ALL-IN's strategy over the next five years involves three key approaches: research, program support and advocacy. These approaches focus on developing school leaders in under-served areas, nurturing emerging school leadership programs and researching to bridge systemic equity gaps, thereby improving outcomes for all children.

This third report by ALL-IN targets education leaders and allies committed to creating an education system that embodies excellence and equity. It addresses various stakeholders in the education sector: teachers seeking collaborative methods; school principals driving school improvement; leaders transitioning towards student-centric approaches; system leaders moving from hierarchical models to collaborative networks; and allies working with education leaders to instigate systemic changes. The report presents global case studies to provide leaders with the tools to challenge and transform the current educational landscape. The goal is to facilitate more effective networking among education leaders, fostering systemwide change that enables transformative learning for everyone.

INTRODUCTION AND OVERVIEW

Pressing global challenges – such as climate justice and sustainability, democracy under threat, and risks from artificial intelligence, among others – urgently call for a long-term perspective in our thinking and doing. To ensure the wellbeing of young people and unborn generations, we need to make decisions today that have a lasting positive impact on humanity's future.

Changing how we teach and learn reflects this long-termism, as today's classrooms reflect the world of tomorrow. If we aim for a peaceful, fair and sustainable future, we need a world with aware, compassionate, empathetic, collaborative, open-minded and critically thinking humans (Kopp, 2023).

Over the past three decades, discussions about education have incorporated the concepts of improvement, innovation, reform and transformation. Although we have made notable progress, most of our efforts and resources have focused on small changes instead of major overhauls. It has become evident that we need a bigger change in how we think about and do education – we need to transform education (Hannon and Mackay, 2023) (Goddard et al, 2021).

United in the endeavour to transform education and close equity gaps in marginalised contexts, WISE formed the Agile Leaders of Learning Innovation Network (ALL-IN) in 2017. Bringing together experts from around the globe, the network's goal was to equip schools, systems and governments with the knowledge, frameworks and leadership needed to create resilient, future-focused learning environments for all children. One of its strengths is to offer models that help leaders with the skills or capabilities to develop culturally specific frameworks. This relates to ALL-IN's mission, which involves three strategic pathways: research, program support and advocacy – and, in that respect, two previous reports have been published that have advanced our understanding of leadership.

ALL-IN's first report, *Education reimagined: Leadership for a new era* (WISE/CSE, 2021) explored the evolving landscape of education leadership, the role of teachers as lifelong leaders, and the power of leadership networks. That report introduced four

vital capabilities for modern leaders: Envisioning Flourishing Futures; Managing Dynamic Complexity; Developing Agency in Self and Others; and Fostering Equity. It advocated for collective teacher leadership, with a strong push for equity.

ALL-IN's second report, *Education reimagined: Leadership for transformation* (WISE/CSE, 2022), called for a radical shift in education leadership, emphasising the need for a comprehensive transformation agenda to address global challenges. It offered practical insights, case studies and theoretical propositions for fostering transformative leadership in schools and networks. Leaders were encouraged to take a forward-looking approach, focusing on creating enabling conditions for empowered, diversified and strategic education systems.

Building upon the foundational insights of the preceding two reports, this third report completes a trilogy and further deepens our understanding of the type of leadership needed to transform education systems. Presenting and analysing a set of case studies that demonstrate new leadership practices, the report contributes to the global Transforming Education movement, including the UN's transformation agenda focusing on the transformation of teaching and the teaching profession.

Crafted over an 18-month span, this report crystallises the collective effort of education practitioners from across the globe. It emphasises the interconnectedness of research, policy and practice, and weaves together findings from three specialised working groups, which considered the following questions, themes and approaches.

1. What are the system conditions and leadership capabilities to successfully lead transformation? – a system approach to future readiness in learning, living and lifework.
2. What is the relationship between effective leadership practices and progress towards the transformation agenda? – a deep dive into the design and sustainability factors of leadership learning.

3. a) Are there examples of systems that have effectively prioritised collaboration above competition?
- b) How can intergenerational leadership support system transformation?

The methodology for the exploration of these themes leveraged the insights of the ALL-IN network, placing emphasis on local practitioners' insights as crucial knowledge sources. In the initial stages, to form hypotheses, groups convened both virtually and physically. They shared cases rooted in scientific methods, synthesising insights grounded in evidence and tailored to their specific contexts. The WISE@Columbia event in May 2023, and the United Nations General Assembly in September 2023, marked milestones to reflect on experience and gather feedback. This iterative method of action and reflection learning was enriched by a deep dive into existing literature. Yet the methodology

encountered certain constraints, notably in resources and time. Consequently, even though the initial aim was to analyse more cases per working group, it was streamlined to focus on a more detailed exploration of four to five cases per group.

These chosen case studies shed light on emerging, innovative and experimental leadership styles. They emphasise deep collaboration, surpassing simple cooperation and coordination, with a dedicated aim towards transforming education, going beyond mere reforms and minor changes. Each study examines a diverse ecosystem of participants, including learners, educators, allied professionals, families, the wider community, education providers and private sector entities, as well as the changing roles of government officials and politicians. In essence, this report offers a holistic view of the current educational landscape and the path forward, emphasising the critical role of leadership in shaping the future.

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Additional reading

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**EXPLORING COLLABORATIVE
LEADERSHIP: GLOSSARY,
ELEMENTS AND CASES**



GLOSSARY

Eva Keiffenheim

Education transformation

Education transformation is a deep, systemic shift transcending mere incremental changes seen in reforms. Unlike reforms that adjust specific elements within an existing structure, transformation redefines the education system's core principles, values and overarching purpose. This comprehensive change ensures all components cohesively serve a contemporary, collectively endorsed purpose (Goddard et al, 2021; Sengeh and Winthrop, 2022; Teach for All, forthcoming).

Learning ecosystems

Learning ecosystems are networks of diverse stakeholders – including schools, businesses, non-profits and government agencies – that provide varied learning opportunities and create pathways to both positive learning outcomes and holistic wellbeing (Economist Impact, 2022; Hannon et al, 2023). Learning ecosystems leverage the strengths, resources and expertise of a system or community. Often they go beyond traditional educational spaces like schools or universities and can encompass museums, local businesses, libraries, parks and other community hubs (Turbot and Duncan-Bauné, 2022). In essence, learning ecosystems are webs of interconnected relationships organising lifelong learning that are diverse, dynamic and evolving – connecting learners and community to foster individual and collective capacity (Clayton, Amaral and Shafique, 2021).

Collaborative leadership

Collaborative leadership is essential for achieving transformative educational objectives and centres on open, honest relationships where individuals share knowledge, ideas and resources, acknowledging the benefits and challenges of interdependence. Key elements include respecting contextual diversity, fostering a clear shared vision, emphasising agency, promoting local governance and decision making,

engaging the community, practising distributed leadership, creating listening spaces and nurturing deep relational connections (Barker, 2023). These elements converge to form an interconnected leadership framework, adapting to the specific context of each learning ecosystem, and ensuring efficient interactions and processes both within and beyond the system (Conigrave and Mackay, 2023).

LEVELS OF COLLABORATIVE LEADERSHIP

David Ng Foo Seong

System-level collaborative leadership

System-level collaborative leadership bridges the gap between central and school authorities, a concept referred to as 'boundary spanning' (Ho and Ng, 2017). Boundary spanning ensures alignment in goals between the system and schools. Also, in places like Singapore, it involves sharing a mutual pool of curriculum resources. Contrary to traditional hierarchies, where system-level leaders hold the primary governance role, collaborative leadership necessitates distributed hubs of leadership.

Community-level collaborative leadership

Community-level collaborative leadership revolves around the interplay between schools and various community entities, including individuals, businesses and both formal and informal organisations. Research indicates that fostering these connections leads to better school performance, heightened economic competitiveness, improved student wellbeing and overall community progress (Sanders, 2016).

School-level collaborative leadership

At the school level, collaborative leadership involves pooling expertise that concerns teaching, learning, assessment and overall school enhancement. It's built on mutual respect, trust and reciprocity. Also, collaboration goals can encompass school improvement, cost efficiency and elevated teaching practices, among others.

THE 8 ELEMENTS OF COLLABORATIVE LEADERSHIP IN LEARNING ECOSYSTEMS

Neil Barker and Jordan Tinney

The notion of collaboration is only the starting point for a deeper understanding of a coherent and integrated approach to leadership. Too often in leadership discussions we drift to oversimplification and generalisation, and ignore the complexity and nuance inherent in an effective leadership approach. Real collaborative leadership is a multifaceted and deeply contextualised activity. It is not a singular or linear activity in which a leader enacts a few strategies or behaves in certain ways and suddenly everything works better. Leadership that is truly collaborative involves a web, or network, or system of integrated elements – an ecosystem of interconnected parts that work to create coherence, clarity and focus.

Ecosystems provide us with a construct for considering how collaborative leadership might operate to drive transformation. This can assist us to understand how we can create learning ecosystems as enabling environments for the sort of leadership that can drive transformation. Every ecosystem on our planet is unique and, whilst they may all have similar elements, the way those elements are expressed, as well as the mix of elements, will vary between ecosystems. Learning ecosystems are similarly diverse and will vary based on their individual circumstances.

Collaborative leadership in learning ecosystems

If we are to effect leadership that can seriously advance transformation, then we need to understand how to maximise leadership impact in learning ecosystems – to understand and intentionally focus effort on developing leadership within, across and beyond an ecosystem – effecting collaborative leadership that is integrated into the very fabric of the system at every level.

We have identified a range of learning ecosystem elements, which are central for leadership that can advance transformation: contextual understanding and respect for diversity; clarity and shared vision; agency; local governance and decision making; community engagement; distributed leadership; creating spaces for listening; and relational connection. A brief description of each element is shown in Table 1, noting that each will vary based on a learning ecosystem's individual circumstances.

These leadership elements will not, in and of themselves, necessarily advance transformation across a learning ecosystem. What is critical is the way in which they come together to create an integrated and connected collaborative leadership architecture, based on the individual context of each system.

A well-functioning ecosystem includes effective and efficient processes and interactions between the component parts in and across the system, as well as beyond the ecosystem ... including the broader biome or context in which the ecosystem exists.

(Barker, 2022, p 39)

Table 1. The 8 Elements of Collaborative Leadership in Learning Ecosystems

Context	Collaborative leadership level
Contextual understanding and respect for diversity	Collaborative leadership recognises the importance of understanding and respecting the unique context of each jurisdiction, school or community. It acknowledges the diversity of languages, cultures and conceptualisations of education, requiring leaders to adapt their approaches accordingly. Contextual understanding is foundational for the success of transformational effort and success, as well as impact on the nature of the elements that follow in different learning ecosystems.
Clarity and shared vision	Collaboration requires clarity of purpose and shared vision among stakeholders. Leaders play a vital role in creating clarity by defining goals, by aligning language and understanding, and by managing the complexity of the educational system.
Agency	Agency within and across a learning ecosystem is central to creating systemwide opportunity for ownership and empowerment to drive transformation. Leadership that facilitates engagement at all levels of the system ensures all players have an opportunity to understand and assist in driving the transformation.
Local governance and decision making	Collaborative leadership is emphasised at the governance level, where decision making is locally based. This decentralisation allows for collaboration among school councils or boards, promoting collaboration in shaping the education system.
Community engagement	Collaborative leadership involves collaboration with various stakeholders, including families, young people, educators and local community agencies. Schools are seen as part of the community, requiring active engagement and collaboration with these entities to advance the learning system.
Distributed leadership	Leadership in collaborative systems is not solely based on positional authority but involves a framework that involves everyone. It is characterised by distributed leadership, where individuals across the profession collaborate at multiple levels to drive progress and transform the education system.
Creating spaces for listening	Leaders need to create spaces for listening to the voices and experiences of stakeholders, particularly those within the community. This listening informs insights that can translate into action, shaping policies and interventions that meet the needs of the community.
Relational connections	Collaboration in leadership goes beyond mere teamwork or professional collaboration. It emphasises the importance of deep relational connections among individuals, fostering strong relationships based on trust, respect and effective communication.

CASE STUDY OVERVIEW AND IMPLICATIONS

Asmaa Al-Fadala and Eva Keiffenheim

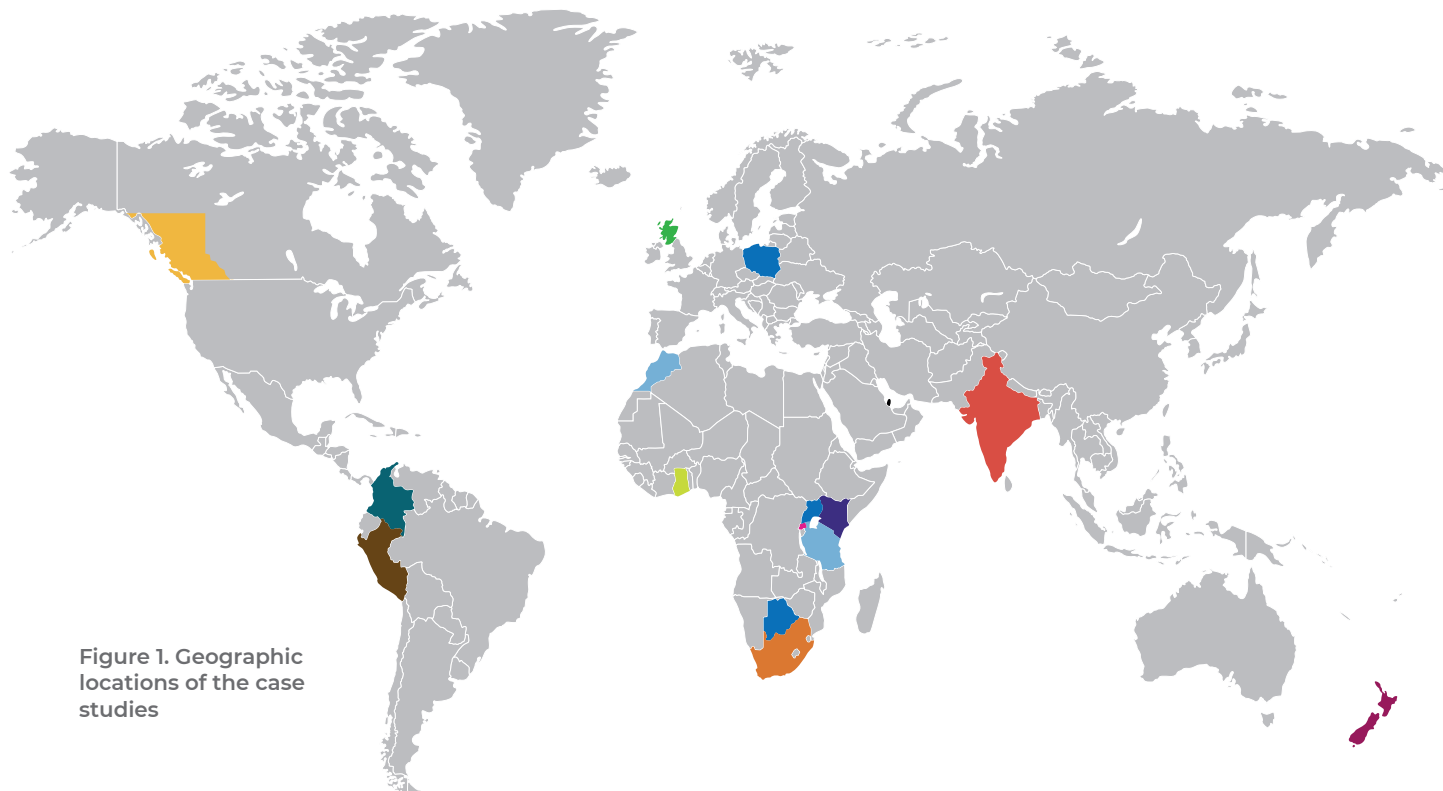


Figure 1. Geographic locations of the case studies

Working Group 1

- **PERÚ (Cajamarca)**
San Marcos District nurturing student leadership:
Young people as change makers
- **INDIA (Maharashtra, Mizoram, Rajasthan, Uttarakhand)**
The Life Skills Collaborative, empowering the next generation through advancing life skill-centred education
- **CANADA (British Columbia)**
Surrey School District transforming assessment:
From student report cards to digital portfolios
- **NEW ZEALAND**
Transforming education systems towards inclusivity, equity and cultural vibrancy
- **QATAR**
Driving positive change in education: Two case studies of collaborative leadership in learning ecosystems

Working Group 2

- **SOUTH AFRICA**
The Citizen Leader Lab, empowering educational leaders through leadership learning programs
- **KENYA**
Dignitas addressing competency gaps to support the adoption of a competency-based curriculum

- **GHANA**
Creating a robust education system through stakeholder collaboration and data-driven leadership learning
- **RWANDA**
From administrative roles to educational leaders:
Strengthening school leadership through the Continuous Professional Development program

Working Group 3

- **COLOMBIA (Medellín)**
San José de Las Vegas School fostering awareness of local global challenges through collaboration across generations and borders
- **SCOTLAND**
'How Good is Our School?' How Scotland's approach to school evaluation incentivises collaboration
- **AFRICA**
Africa Voices Dialogue addressing complex educational challenges through collaboration and inclusivity
- **MOROCCO, POLAND, UGANDA AND BOTSWANA**
Inventors' Playground – transforming public schools through play-based learning and community collaboration

Highlighting the profound impacts of collaborative leadership across diverse learning ecosystems, the subsequent table provides a curated overview of real-world applications of the principles discussed earlier. Ranging from national overhauls in New Zealand to localised efforts in the San Marcos district of Perú, Table 2 showcases varying degrees and dimensions of collaborative leadership in action.

Through a comparison of different regions and their unique approaches, we gain insights into how the different leadership elements manifest and interplay across contexts. Each case captures the nuances of leadership dynamics at different levels – school, community and system – while demonstrating the collaborative leadership elements at play.

Table 2. The elements and levels of collaborative leadership in our case studies

Context	Collaborative leadership level	Learning ecosystem collaborative leadership elements	Snapshot
PERÚ	School-level, community-level	Clarity and shared vision, creating spaces for listening, intergenerational collaboration, agency, relational connections, contextualisation and respect for diversity.	San Marcos District nurtured student leadership amidst academic pressure. Collaborative efforts resulted in positive changes – leadership programs, online courses, and a district-wide agenda, emphasising collaboration and intergenerational input.
INDIA	Community-level, system-level	Clarity and shared vision, creating spaces for listening, agency, relational connections, local governance and decision making, contextualisation and respect for diversity.	The Life Skills Collaborative, working in four states across India, creates resources and builds a strong evidence base for life skills, through assessment tools, a glossary and a nationwide engagement with young people, parents and teachers.
CANADA	Community-level, system-level	Agency, clarity and shared vision, community engagement, creating spaces for listening, local governance and decision making, relational connections.	The Surrey School District transformed its assessment practices through collaborative leadership, leveraging governance and emphasising shared vision and community engagement.
NEW ZEALAND	System-level	Agency, clarity and shared vision, community engagement, contextualisation and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, relational connections.	New Zealand’s government enacted a new education vision that has led to the emergence of collaborative leadership between the systemic level, local governance, schools and communities, transforming the education system towards inclusivity, equity and cultural vibrancy.

Context	Collaborative leadership level	Learning ecosystem collaborative leadership elements	Snapshot
QATAR	System-level	Agency, clarity and shared vision, community engagement, contextualisation and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, relational connections.	The Ministry of Education and Higher Education and the Qatar Foundation used the collaborative leadership approach to drive positive change in education, demonstrating successful efforts in unifying values, improving teaching practices and fostering strong community connections.
SOUTH AFRICA	Community-level, system-level	Clarity and shared vision, community engagement, continuous learning, contextualisation and respect for diversity, cross-sector collaboration, feedback and adaption.	Citizen Leader Lab facilitates leadership learning programs (eg, the Partners for Possibility) that empower school principals and business leaders, fostering leadership growth, community engagement and educational improvement.
KENYA, SOUTH-SUDAN	School-level, system-level	Contextual understanding and respect for diversity, clarity and shared vision, agency, local governance and decision making, community engagement, distributed leadership, creating spaces for listening, relational connections.	Following the adoption of the competency-based curriculum, Dignitas empowers school leaders and teachers, addressing competency gaps to enhance education.
GHANA	School-level, system-level	Clarity and shared vision, agency, local governance and decision making, community engagement, distributed leadership, creating spaces for listening, and relational connections.	Ghana's Professional Education Leadership Qualification Framework improved educators' leadership skills and is scaling up for broader impact, aligning with Ghana's educational vision.
RWANDA	School-level, system-level	Contextual understanding and respect for diversity, clarity and shared vision, agency, local governance and decision making, community engagement, distributed leadership, creating spaces for listening, and relational connections.	Rwanda developed the Continuous Professional Development (CPD) program that enhances school leadership, fostering confidence, better practices and improved school management, leading to better learning environments and outcomes.

Context	Collaborative leadership level	Learning ecosystem collaborative leadership elements	Snapshot
COLOMBIA	School-level, community-level	Contextual understanding and respect for diversity, clarity and shared vision, agency, community engagement, distributed leadership, creating spaces for listening, and relational connections.	San José de Las Vegas School designed the Medellín Challenge to unite students across borders to tackle local issues, fostering collaboration, empathy and innovative problem solving for a better world.
SCOTLAND	School-level, system-level	Agency, clarity and shared vision, community engagement, contextual understanding and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, and relational connections.	Education Scotland's 'How Good is Our School?' emphasises collaboration in school evaluations. Schools can't achieve the highest 'excellent' rating without helping another school improve. Inspired by Prof Clive Dimmock, collaboration over competition is promoted. 32 local authorities collaborate regionally, with a virtual comparator system for performance. Broad support has led to increased excellent ratings and collaborative efforts.
COUNTRIES ACROSS AFRICA	Community-level	Contextual understanding and respect for diversity, clarity and shared vision, agency, community engagement, distributed leadership, creating spaces for listening, and relational connections.	Africa Voices Dialogue (AVD) connects African education stakeholders, fostering community and dialogue to address complex educational challenges in Africa with an emphasis on shared experiences. AVD has successfully initiated dialogues and networks across the continent.
MOROCCO, POLAND, UGANDA, AND BOTSWANA	School-level, system-level	Contextual understanding and respect for diversity, clarity and shared vision, agency, distributed leadership, creating spaces for listening, community engagement, and relational connections.	Inventors' Playground transformed public schools through play-based learning and community collaboration, emphasising student voice and fostering creativity, resilience and innovation among students and teachers. It is now expanding to more countries.

What insights can we gather from our analysis?

Multi-level collaborative leadership

While Table 2 categorises 'school,' 'community' and 'system' levels separately, many examples span more than one level. This underscores that these categories are deeply interconnected in practice (see Figure 2). Collaborative leadership is not confined to one level; instead, it flourishes when there is synergy across all levels. To unlock its full potential, it is essential to integrate efforts across schools, communities and systems.

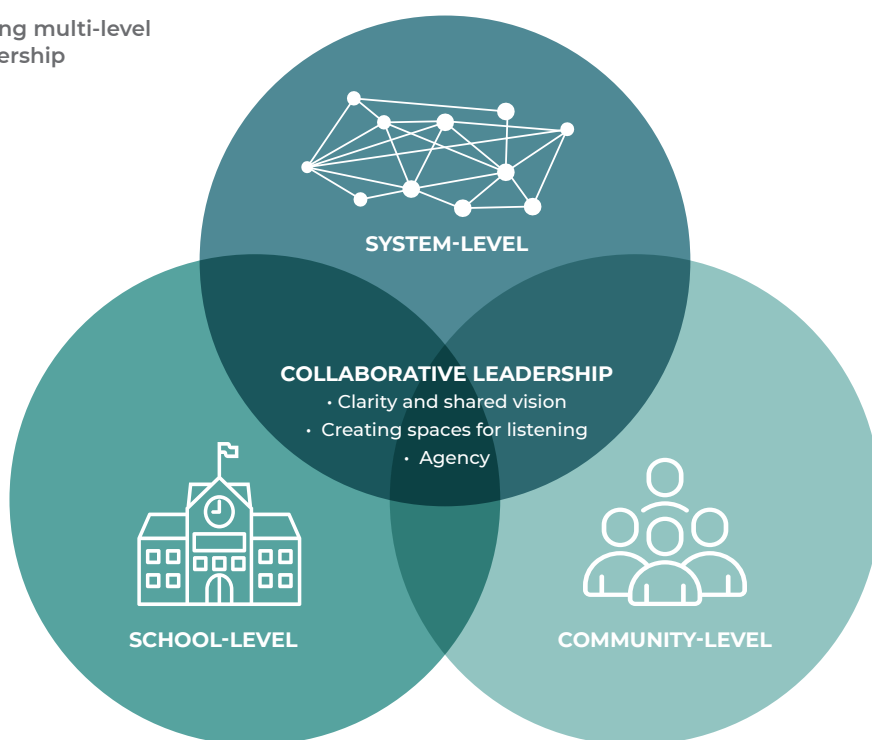
What does this mean for us? Create opportunities for collaborative leadership at all levels. This includes providing support for school leaders to build relationships with community members and policymakers, and for policymakers to engage with school leaders and community members in developing and implementing educational policies.

Universal principles with contextual implementation

Certain elements of collaborative leadership, like 'shared vision', 'agency', and 'spaces for listening', are consistent across various global contexts, pointing to their universal applicability. However, the way in which they are implemented is shaped by local cultural, economic and social nuances. The key is not just to adopt these principles but to adapt them to fit each unique educational environment. While the core elements remain largely consistent, their practical application should be context-specific.

The implication? Prioritise the key elements of collaborative leadership. This includes developing a shared vision for education, creating spaces for open and honest communication, empowering all stakeholders to contribute, building relationships and engaging with the community. Support collaborative leadership across multiple levels and stakeholders. This may involve developing new structures and mechanisms for collaboration, such as cross-sector partnerships and joint decision-making bodies.

Figure 2. Integrating multi-level collaborative leadership



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WORKING GROUP 1: AN ECO-SYSTEMIC APPROACH TO LEADERSHIP CAPABILITIES

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INTRODUCTION

Nicholas Conigrave and Anthony Mackay

Reimagining education requires new frames of leadership to navigate the unprecedented challenges of this current era.

(WISE/CSE, 2021)

A key frame of leadership required to deliver on the complex adaptive task of embedding a new purpose for education is Collaborative Leadership. The work of leadership is to create a context where 'others feel stronger and more capable' (McClelland, 1970) and to help the group express what it feels 'only gropingly and scatteringly, but (it) never gets away from the current of which we are (all) an integral part' (Parker Follet, 1920). Collaborative work is 'where people work in an open and honest relationship, sharing knowledge, ideas and resources, while recognising their interdependence with all the benefits and problems interdependence gives rise to' (Conigrave and Mackay, 2023).

The case studies presented here provide examples where Collaborative Leadership is finding expression, as people across the learning ecosystem come together, spanning boundaries across different layers of the ecosystem, to bring their new purpose to life for all learners.

Student agency, which is a central part of the story in all five vignettes, makes both teacher and student 'feel stronger and more capable' in their respective work of teaching and learning.

For instance, in [New Zealand](#) research across programs such as Te Kotahitanga shows that leadership that will enable students to be strong in their identity and culture requires collaboration with family and community – which starts with developing trusting relationships, an openness to listen and not tell, and ongoing involvement of family in goal setting. It also requires leaders who foster equity, including deconstructing current knowledge frameworks.

Interdependence shows up as collective responsibility in the New Zealand example, involving collaboration based on collective responsibility for providing strength of leadership that enables Māori to learn, achieve and succeed as Māori. This sense of collective responsibility or interdependence means that the collaborative relationship is not comfortable like a warm bath. Interdependence brings a level of tension to the work, which is fundamental to the creative process of co-emerging novel solutions to complex problems.

Within our collection of case studies lies a deep dive into innovative forms of leadership across diverse geographies. Each is deliberately collaborative, moving beyond mere coordination or cooperation, with a clear commitment to education transformation, transcending traditional reform or incremental adjustments. This is a journey of reimagining, of pioneering new ways to approach learning; and of learning ecosystems.

Each case study underscores the presence of a diverse 'ecosystem', encompassing learners, the educator profession, allied professionals, families, caregivers, the broader community and various providers like schools, colleges, non-formal learning institutions, private sector organisations, the creative and cultural sectors, businesses and technology companies; simultaneously highlighting the evolving roles and responsibilities of both public servants and politicians.

In [Qatar](#), educational leaders engage broadly across their community at all levels, creating spaces for listening to voices and experiences, which informs insights that can translate into policies that meet the needs of the community. Creating this space for listening requires leaders to slow down, to be open to new and different ways of thinking, and to manage their own tendency to 'jump to conclusions' before the group has fully understood the adaptive challenge they are seeking to resolve.

In **Perú**, in a 10-week project they had students, teachers, district officials, school principals and parents, all working together (like never before) to build a new infrastructure of policy for change-maker students. They collaborated for people to value each other's perspectives. The leaders created the space where diverse perspectives could be shared, and the interdependent task was developed of co-emerging a new policy that supported student agency.

In **India**, the Life Skills Collaborative involves 18 organisations (including funders) and is building robust scientific and scalable assets for life skills that are contextual for India. This involved collecting voices of over 200,000 people (adolescents, young people, parents and teachers) providing inputs that can drive government engagement and action.

In **British Columbia**, the move from the traditional 'report card' to an ongoing digital portfolio for each student was facilitated by a collaborative leadership approach, where the District led through influence, not authority. The District supported teachers who wanted to move in the new direction – which was actually in contravention of the existing policy – sitting alongside them as they implemented the new approach, listening to their feedback and incorporating this in ongoing co-design.

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CASE STUDIES

1. Cajamarca, Perú – San Marcos District nurturing student leadership: Young people as change makers

Franco Mosso

Learning ecosystem collaborative leadership elements: clarity and shared vision, creating spaces for listening, intergenerational collaboration, agency, relational connections, contextualisation and respect for diversity.

Context

In 2023, the San Marcos District, located in the region of Cajamarca, aspired to pursue the outcomes of student agency and leadership for all students, aiming to help them grow as change makers for the world. This endeavour was particularly challenging, due to the prevailing focus on academic achievement and high school graduation, which emphasises individualism.

Over the past two years, more than 25 local leaders have participated in virtual modules of competency-based education, student agency and new concepts of living together. It became evident that the idea of students as change makers had the potential to become a district-wide initiative.

Process

The transformation efforts began with collaboration to build educational outcomes together to disrupt the existing ecosystem. For 10 weeks, the team from [Enseña Perú](#) made a collective effort to learn about inspiring cases of student leadership across the country, to research the literature on student agency and activism, and to build a shared understanding of what it meant for students to be change makers.

As every educational ecosystem has established ways for people to interact, the second phase of collaboration focused on reshaping how individuals relate to one another. The goal was for people to value each other's perspectives, hence Enseña

Perú's approach involved shifting towards new ways of fostering empathy, identifying the problem and building solutions from an intergenerational perspective. Instead of adults talking about how to help students become student leaders, the team involved students, teachers, district officials, school principals and parents, to work together to build a new policy infrastructure that supported the development of change-maker students.

Another collaborative effort to raise awareness involved developing a survey based on Harvard's human flourishing adolescent instrument. Developed in collaboration with students, district representatives and principals, this survey was designed to gather insights, from over 40 per cent of students, into student leadership and participation in change making. As a part of the survey, students conducted interviews with other peers to gain a deeper understanding of the current state of student leadership.

Enseña Perú also collaborated to gather 150 distinct stakeholders (60 per cent of students), in the first student leadership conference of the district, where they promoted an open dialogue around what it takes to cultivate student leadership as an outcome. As a result, participants formed new relationships that previously did not exist, and gathered meaningful data.

Results and outcomes

The transformation efforts have yielded promising results, demonstrating the principle of 'emergence' in action. Several initiatives have emerged within the educational ecosystem, including the following.

- 13 per cent of schools have incorporated leadership sessions led by teachers and students, as well as other student-led spaces.
- Over 100 students from 25 per cent of the schools (initial critical mass) have enrolled in more online volunteering and leadership courses.
- A five-point district agenda has been established, focusing on school transformation, student leadership networks, adult allies, provincial new data gathering and flourishing opportunities.

Conclusion

This transformation journey highlights the importance of bringing stakeholders together, constant progress synthesis and continuous trust-building among local leaders. It showcases the value of allowing emergence to occur and empowering local leaders to contextualise student leadership learning tools. This example of education transformation in Perú recognises the importance of collaborative leadership, including the critical components of contextualisation, the cultivation of shared vision, the empowerment of agency, the creation of spaces for active listening, the establishment of strong relational connections and the promotion of community engagement.

The San Marcos District's transformation is a compelling case study for educational systems looking to prioritise student agency and leadership, fostering change makers within their communities. It shows how a collaborative, intergenerational approach can reshape the educational landscape and promote the development of student leaders.

2. India – The Life Skills Collaborative, empowering the next generation through advancing life skill-centred education

Vishal Talreja

Learning ecosystem collaborative leadership elements: clarity and shared vision, creating spaces for listening, agency, relational connections, local governance and decision making, contextualisation and respect for diversity.

Context

Across four states in India, [the Life Skills Collaborative \(LSC\)](#) represents a partnership between 18 organisations, including funders, driven by a shared aspiration to drive positive change to make the life skills ecosystem in India thrive. With the firm belief that life skill-centred education has the potential to empower children, enabling them to develop resilience and overcome adversities, these leading organisations are collectively building robust, scientific and scalable assets that are tailored to the Indian context.

Process

The transformative process initiated by the LSC is characterised by a multifaceted approach. Collaborative efforts began by engaging with over 200,000 individuals, including adolescents, young people, parents and teachers. By gathering and amplifying these diverse voices, the LSC creates awareness about the importance of life skills education. Listening to the needs and aspirations of various stakeholders is essential to ensure that resources meet the community's expectations and to promote government involvement and action.

To emphasise the value of clear and accessible language, the LSC created a glossary that simplifies terms related to life skills education. As the document continues to evolve, it is adapted to the local languages of the areas where the LSC works, ensuring that life skills education is both easily understood and relevant to local communities.

The collaborative effort has produced a set of assessment tools that focus on two key areas of life skills: social-emotional wellbeing and future readiness in adolescents aged 11–18. These tools not only measure students' life skills but also evaluate the readiness of teachers and the education system to implement life skill-related interventions effectively within their states.

The LSC has also partnered with and received support from several Indian state governments, including Maharashtra, Mizoram, Rajasthan and Uttarakhand.

Results and outcomes

The collaborative efforts led by the LSC have shown remarkable progress. The support and engagement of several Indian state governments has been instrumental in validating the assessment tools and the LSC India Glossary in multiple languages. Close cooperation with various state departments has led to valuable insights and has strengthened the credibility and relevance of the LSC's work within the life skills space.

Conclusion

The Life Skills Collaborative exemplifies an emerging and powerful form of collaborative leadership in India's education landscape, showcasing the potential for systemic transformation through partnership, shared vision and commitment to empowering the next generation with life skills. This effort, backed by both governments and funders, emphasises the value of uniting different groups to create significant change in education.

The Life Skills Collaborative has fostered transformation by prioritising contextualisation and respect for diversity, clarity and shared vision, the empowerment of agency, active community engagement, the development of strong relational connections and the promotion of local governance and decision making.

3. British Columbia, Canada – Surrey School District transforming assessment: From student report cards to digital portfolios

Jordan Tinney

Learning ecosystem collaborative leadership elements: agency, clarity, and shared vision, community engagement, creating spaces for listening, local governance and decision making, relational connections.

Context

Over the past several years, [Surrey School District](#) in British Columbia, and other school districts, have been working to transform their education system. For instance, they changed assessment practices. Assessments play a crucial role in shaping education systems as they significantly influence the learning opportunities available to students. The shift from 'report cards' to ongoing digital portfolios gave parents a real-time window into the classroom and their children's learning progress. The change took several years, achieved by tapping into various networks related to governance, relationships and influential power structures.

Process

Many change efforts begin with a compelling 'why'. In the case of the Surrey School District in British Columbia, the traditional 'report cards' were not effectively communicating students' progress to parents. Moreover, they placed a heavy load on teachers and did not help students understand or showcase their learning. This presented an urgent need for change.

Recognising a window of opportunity, the Surrey District Board collaborated with the Ministry of Education to design a process that would transition from report cards to digital portfolios, foreshadowing the direction where assessment practices might go in the future.

With the support of their local Board of Education and educational partners, including teachers, principals and vice-principals, the district began bringing teachers together, equipping them with the tools and support needed to implement innovative assessment practices.

The District used its authority to support teachers moving in a new direction and adopting transformative techniques. They committed to working alongside teachers, listening to their insights and incorporating their advice and guidance. This collaborative effort was rooted in mutual support and communication.

At the governance layer, ongoing collaboration, communication and shared visions with various groups were the basis for this transformation. Established through these collaborative efforts, this foundation informed the Ministry regarding the necessary policy changes to support this transformation.

Results and outcomes

While British Columbia had recently redesigned its curriculum to be competency-based, it became evident that this redesign was out of sync with the much-needed parallel transformation of assessment practices. The Surrey School District Board recognised the necessity of moving from 'report cards' to ongoing digital portfolios, to provide parents with insight into the classroom and their children's learning.

Conclusion

The Surrey School District's transformation is a powerful example of how collaborative leadership can drive significant changes in educational systems. The district successfully shifted digital transformation in assessment practices by leveraging governance at all levels, leadership by invitation and influence, and the fostering of deep relationships. This case emphasises the importance of empowering local decision making, fostering a shared vision through building relationships, promoting agency and actively engaging the community in the transformation process.

4. New Zealand – Transforming education systems towards inclusivity, equity and cultural vibrancy

Pauline Barnes

Learning ecosystem collaborative leadership elements: agency, clarity and shared vision, community engagement, contextualisation and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, relational connections.

Context

In New Zealand, a [national 'education conversation'](#) engaged families, communities, young people and educators, in a collective dialogue about the future of education. Following this engagement, the government published a vision to guide the evolution of the education system.

Process

Historically, New Zealand's schools have had individual boards, fostering competition between schools and creating barriers between the system and organisational leadership. As the policy environment for schools has created more opportunities and incentives for collaboration across schools, particularly in cross-phase arrangements within a local community, the law has been amended to allow school boards to combine forces.

To further support these changes, the creation of Te Mahau was introduced. 'Te Mahau' is an accessible, responsive and visible local frontline support office of the Ministry of Education. Its primary function is to support schools and early childhood services daily. By bridging the gap between the system and organisational leadership, Te Mahau is intended to promote stronger collaboration.

A core element of the transformation was respect for diversity, inclusion and indigenous knowledge and ways of being. In collaboration with the teaching profession to develop a leadership strategy to grow teachers' leadership, Māori leaders emphasised the importance of community connection. They stressed that working with the profession alone and having a leadership strategy would not be enough.

If it is to make sense and connect whānau (broader family) aspirations, then it (Leadership Strategy) needs to offer the smells, sounds and sights of the community, deeply woven and constructed around biculturalism.

In support of a collaborative approach to leadership across the education system, the profession developed a leadership strategy. This strategy aims to develop the leadership capabilities of all teachers systematically – and not only those in role-based leadership positions, such as principals. The philosophy behind this strategy empowers every teacher with the agency to lead their space towards a common vision or purpose.

Results and outcomes

The transformation in New Zealand's education system has led to the emergence of collaborative leadership between the systemic level, local governance, organisations (schools), and their communities, including local indigenous leadership. Long-standing research across programs such as Te Kotahitanga highlights the vital role of leadership in empowering students to embrace their cultural identity. Culture requires collaboration with family and community, which starts with building trust-based relationships, active listening, ongoing family involvement and goal setting, as stated in '[Teaching to the North-East: Relationship-based learning](#)' by Russell Bishop. This shift also requires leaders committed to fostering a more equitable educational environment, including deconstructing current knowledge frameworks.

Conclusion

This transformation of New Zealand's education system, towards inclusivity, equity and cultural vibrancy, emphasises the importance of collaborative leadership that nurtures students' identity and culture. This case is an inspirational model for other education systems, emphasising that collaboration, cultural enrichment and equity are the pillars of a dynamic and transformative educational journey.

5. Qatar – Driving positive change in education: Two case studies of collaborative leadership in learning ecosystems

Amira Elmayugy and Joanna Moe

Learning ecosystem collaborative leadership elements: agency, clarity and shared vision, community engagement, contextualisation and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, relational connections.

Context

This case study explores two unique learning ecosystems in Qatar that are working to achieve collaborative leadership: the Ministry of Education and Higher Education (MOEHE) and the Qatar Foundation.

Both the MOEHE and the Qatar Foundation have made significant progress in implementing collaborative leadership practices. However, they have taken different approaches. The MOEHE has focused on centralising professional learning and peer mentoring, while the Qatar Foundation has emphasised decentralisation and local autonomy.

The [Ministry of Education and Higher Education \(MOEHE\)](#) in Qatar is committed to collaborative leadership, aligning its mission, vision and values with this guiding principle. This focus is mirrored at various levels, from the system level down to individual schools.

[The Qatar Foundation](#), established in 1995, is a non-profit organisation committed to the nation's development through the provision of world-class education, research and community development initiatives.

Process

Through engaging different layers of stakeholders, the MOEHE achieved collaborative leadership. At the system level, centralised learning opportunities are provided through the Education Development Centre, fostering collaborative meaning-making, shadow leadership and peer mentoring. MOEHE supervisors actively facilitate connections between schools, and parent feedback is collected through surveys. Common resources are expected to be used in schools, supported by the MOEHE.

Collaboration extends to the community level as well, where Boards of Trustees and principals convene with parents to discuss achievements and enhance progress. Schools engage in cluster groups and local partnerships, reinforcing a sense of community and shared learning. At the school level, peer mentoring is promoted for principals, academic vice principals and educators. A system for teacher observations spans grade levels, fostering feedback cycles to enhance teaching practices.

The Qatar Foundation envisions Education City, a contextually founded campus, as an innovative educational model that encourages collaboration across the entire learning ecosystem, including K-12 schools, universities, research entities and organisations.

At the system level, Qatar Foundation expects its leaders to seek and leverage partnerships actively. The goal is to facilitate resource-sharing and create synergies that enhance the overall educational landscape. The Education Development Institute is vital in providing shared-service professional learning opportunities to Qatar Foundation leaders and educators. These opportunities are available in both English and Arabic, ensuring that key strategic focus areas are understood and implemented across K-12 schools in both languages. Qatar Foundation also promotes decentralisation, allowing a high degree of autonomy in site-specific decision making.

Collaboration is a key principle at the community level, where regular vertical meetings unite all school leaders. In these gatherings, decisions that require collaboration and consultation are made to benefit all educational sites. A shift towards enhanced collaboration and innovation is actively promoted among various internal and external entities. Feedback is important, as it is regularly sought through advisory panels, focus groups, interviews, surveys and documentation collation. This ensures that the voices of stakeholders are heard and inform ongoing improvements.

At the school level, educational staff are appraised based on their innovation and collaborative skills. Qatar Foundation schools prioritise common pedagogical principles while offering personalised learning pathways for students. This approach aligns with a common graduate learner profile, emphasising traits such as multilingualism, biliteracy, social engagement, academic competence, local rootedness, global awareness and creative thinking.

Results and outcomes

Despite their different approaches, both the MOEHE and the Qatar Foundation have achieved positive results. The MOEHE has established a unified approach to educational leadership across schools, while the Qatar Foundation has created a dynamic and innovative educational environment in Education City.

The MOEHE has established a unified approach to educational leadership, promoting shared values and standards across schools. The transformation facilitated centralised professional learning and peer mentoring, enriching leadership and teaching practices. Collaborative interactions at the community level have enhanced school achievements and community engagement.

Through systematic processes, the Qatar Foundation nurtures collaborative leadership and promotes a dynamic and innovative educational environment. Qatar Foundation's Education City model promotes partnerships, shared resources and a multidisciplinary approach to education. The decentralisation of decision making allows individual educational sites to tailor decisions to their specific needs. Consistent feedback mechanisms, including advisory panels, focus groups, interviews, surveys and documentation collation, ensure stakeholders have a voice in the educational process.

Conclusion

The collaborative leadership approach in Qatar's education ecosystem, represented by both the MOEHE and the Qatar Foundation, has demonstrated successful efforts in unifying values, improving teaching practices and fostering strong community connections. The emphasis on shared resources, autonomous decision making and regular feedback has transformed the educational landscape, allowing students to receive a collaborative and innovative learning experience. This case serves as a benchmark for education ecosystems beyond Qatar, highlighting the power of collaborative leadership to drive change.

THEMATIC ANALYSIS AND CONCLUSION FOR WORKING GROUP 1

Anthony Mackay and Neil Barker

Essential system conditions for transformation

Across the case studies, recurring conditions emerge that enable leaders at different levels of the system (ecosystem) to both advocate for and to institute transformative practices. At the heart of transformation lies a system's True North, which can be categorised into the following three foundational pillars.

1. **A New Education Narrative** – 'about the purpose of learning – one which is expansive, informed and profoundly moral' (Hannon and Mackay, 2021).
2. **People at the Centre** – 'He aha te mea nui O te ao? He tangata, he tangata, he tangata. What is the most important thing in the world, it is people, it is people, it is people.'
3. **Learning Ecosystem Connectivity** – creating an integrated learning ecosystem that empowers leaders across the system to effect transformation within and beyond the ecosystem.

(See Figures 3 and 4.)

Figure 3. Foundational pillars

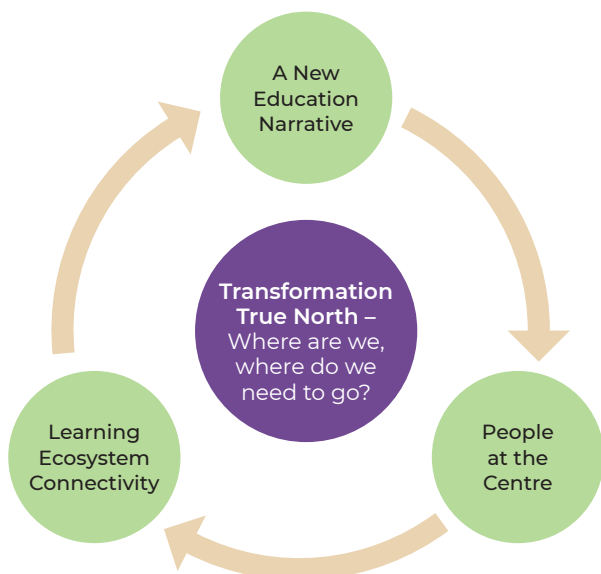


Figure 4. Effecting transformation for an integrated learning system



The role of learning ecosystems

Learning ecosystems provide a perspective to understand and promote the collaborative leadership needed for meaningful change. They help us see how to build environments that foster the type of leadership required for education transformation.

What we observed within the distinct cases is that leadership will not, in and of itself, necessarily advance transformation across a learning ecosystem. What is critical is to appreciate the ecosystem elements together to create an integrated and connected collaborative leadership architecture, based on the individual context of each system.

Collaborative leadership in learning ecosystems involves multiple leaders working towards a common goal of education transformation. These leaders could come from

- system level, including ministry officials,
- community/external organisation level, including families, universities, businesses,
- school organisational level, including principals, heads of departments and teachers.

Future-ready leadership capabilities for collaboration

Leading transformation requires a future-oriented vision, purpose and mindset. We have identified four global leadership capabilities:

Capability 1: Envisioning flourishing futures

High-performing educational leaders are student-centred and have formed a compelling vision for a flourishing future, in which their students, staff and community can succeed.

They are prepared to decisively pursue opportunities that make a positive difference, and are courageous and determined in dealing with the status quo, the unfamiliar and the unpredictable. They are futures-oriented and lead with a strategic mindset, applying intelligent, reflective and empathic judgement in current, as well as emerging, challenging situations (Duignan, 2007).

Capability 2: Managing dynamic complexity

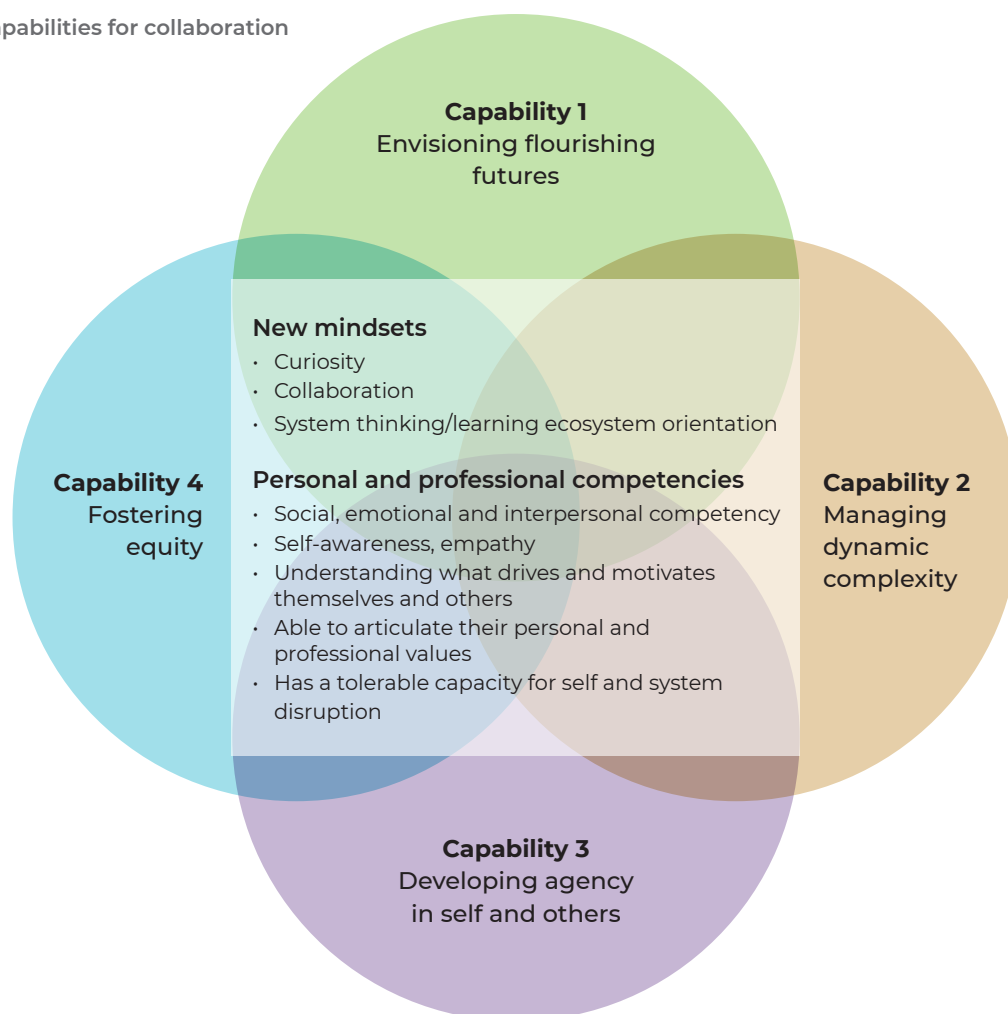
High-performing educational leaders are system thinkers who demonstrate capacity in understanding and seeing the world as dynamic complex systems.

They understand that decisions and resulting actions for one part of their learning ecosystem may have dramatically different effects for other parts of the ecosystem, increasing dynamic complexity immediately and long-term (Senge, 1990).

Capability 3: Developing agency in self and others

High-performing educational leaders are conscious of their personal and professional agency, as well as the agency of organisations (Bieneman, 2011), as they seek to develop collective agency and bring about transformational change. Through personal, professional and collective agency, high-performing educational leaders create circumstances that foster change regardless of their environment, by managing the people and the resources to support change.

Figure 5. Capabilities for collaboration



Capability 4: Fostering equity

The 'Fostering Equity' capability positions high-performing educational leaders as individuals who disrupt current practices to create equitable environments for students and school staff, thereby causing social change in their schools and, by extension, in their communities. Considering the increasing centrality of equity in education globally, it is then a chief concern that school leadership and policymakers develop a shared practical understanding of what equity means and its implications for educational policy and practice (Sahlberg and Cobbold, 2021).

An overarching theme across these capabilities is the essence of collaboration. Collaborative efforts, as defined by Conigrave and Mackay (2023), involve open, honest relationships, where sharing and interdependence take centre stage. This mindset is not just beneficial but essential to effect real change. Collaborative work is 'where people work in an open and honest relationship, sharing knowledge, ideas and resources, while recognising their interdependence with all the benefits and problems interdependence gives rise to' (Conigrave and Mackay, 2023). (See Figure 5.)

Conclusion

The practices we saw across the case studies are research-informed and are designed not only to enhance student learning but also to facilitate seamless transitions between learning stages. While each case reflects the distinct nuances of its jurisdiction, requiring a tailored leadership approach, it is clear that leading transformative shifts in complex systems is an adaptive challenge, demanding future-ready capabilities. Integrating a learning ecosystem can empower leaders across the system to effect transformation within and beyond the ecosystem. Moreover, each case underlines the concept that effective 'Team-based Leadership' involves preparing oneself, understanding one's environment and deploying a collaborative strategy, combined with momentum-building team tactics. These tactics aim to actualise system change by narrating the change story, showcasing the transformation in action, introducing novel success metrics for all, integrating more young people, supporting politicians, bringing together crucial system participants, and liaising with local, national and global stakeholders, partners and 'actors'. Lastly, every case underscores the imperative of building legitimacy, trust and social licence, emphasising the significance of stakeholder engagement and political will. The system change process incorporates elements of participatory governance, community-driven initiatives and the influential power of networking.

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WORKING GROUP 2: LEADERSHIP DESIGN AND PRACTICES FOR EDUCATIONAL TRANSFORMATION

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INTRODUCTION

Dr Asmaa Al-Fadala

Educational leaders, policymakers and financial supporters are currently deliberating on strategies to revitalise and reshape education across diverse contexts. ALL-IN is committed to aiding these leaders in their quest to ensure the success and future readiness of every young individual. It is essential to acknowledge that conventional methods of reforming educational systems fall short of achieving this ambitious objective. Mere reforms, when not coupled with a reevaluation of the existing narrow educational objectives, will not yield the desired outcomes. We urge educational leaders and decision makers to undertake a comprehensive reevaluation, pose critical questions, and envision fresh educational goals and the means to realise them. True transformation calls for a novel perspective and collaborative efforts from all stakeholders within the system, encompassing educators, students, parents and the broader community.

In alignment with this ethos, the primary focus of Working Group 2 has been to examine and investigate the intricate interplay between effective leadership practices and the broader agenda of educational transformation. To accomplish this, we have employed two distinct lenses of analysis: firstly, we have delved into the sustainability factors of school leader development programs, and secondly, we have explored the design elements of leadership learning initiatives.

Our research is grounded in the objective of synthesising insights gathered from school leadership experiences worldwide, with the intention of offering a diverse array of ideas and practices to drive global change and enhance leadership. Through a qualitative exploration of best practices in countries as diverse as Rwanda, South Africa, Ghana and Kenya, we aim to unravel the nature of leadership required to catalyse the transformation of educational systems. While these nations have unique contexts, they all underscore the pivotal role played by collaboration, carefully planned programs, rigorous impact assessments and the visionary leadership that fosters transformative learning environments.

In the case of Kenya, Dignitas stands out for its commitment to promoting holistic intellectual growth and placing a strong emphasis on the significance of school leadership. They go above and beyond traditional methods, equipping teachers with essential skills and advocating for a continuous learning approach, which is instrumental in driving positive and widespread change.

Meanwhile, South Africa's Citizen Leader Lab underscores the importance of mentoring and specialised training for school leaders. This program is designed to bolster leadership capabilities, provide unwavering support to students, cultivate robust school environments and foster community unity, all in a bid to ensure a consistent intellectual growth experience for every South African student.

Ghana's Leadership Qualification Framework serves as an example of transformative leadership. It not only enhances teaching leadership skills but also aligns seamlessly with the country's long-term education objectives.

Rwanda's Continuous Professional Development (CPD) program is dedicated to the pursuit of lifelong learning. By enhancing school leadership, it reinforces confidence, promotes best teaching practices and enhances school management, ultimately leading to a more conducive and effective learning environment, with improved results.

A key takeaway from our early case studies is that, when considering the design and sustainability factors of leadership learning, a two-tiered approach is essential. At the first level, program designers should engage with research evidence, best practices and models, to enrich their initiatives, a process that may extend over three to five years. It is crucial to initiate strategies swiftly, as behavioural change is often a lengthy process, and early implementation phases yield valuable insights. The second level is centred on the systemic aspects – be it on a nationwide scale, in policymaking circles, or within the realm of ministry-level decision making. Instead of attempting to implement a program across all schools simultaneously, it is more effective to measure its impact within specific institutions initially. As positive changes become evident, it is paramount to develop robust programs and draw insights from them. The process of scaling up should be supported by policies that empower change makers and amplify the voices of educators and youth leaders.

CASE STUDIES

1. South Africa – The Citizen Leader Lab, empowering educational leaders through leadership learning programs

Komala Pillay and Juliana Kairuz

Learning ecosystem collaborative leadership elements: clarity and shared vision, community engagement, continuous learning, contextualisation and respect for diversity, cross-sector collaboration, feedback and adaptation.

Context

In South Africa, [Citizen Leader Lab](#) facilitates the [Partners for Possibility](#) (PfP) program to provide leadership learning and support to school principals operating in under-resourced communities in urban, peri-urban and rural areas across all nine provinces of South Africa. The PfP program has yet to extend to deep rural regions.

Launched as a pilot program in 2010, full-scale implementation began in 2011, resulting in collaborative efforts with 1,889 school principals nationwide. South Africa's Department of Basic Education (DBE) supervises primary and secondary education. The academic calendar in South Africa extends from January to December.

The program's inception was driven by recognising that schools require skilled leadership to thrive, particularly in underprivileged communities facing unique challenges and often lacking proper training for their leaders. A stark contrast exists between South Africa's affluent 15 per cent – equipped with valuable skills, knowledge and networks – and the underserved 85 per cent. This emphasises the demand for cross-sector partnerships to address South Africa's issues of poverty, unemployment and inequality. Notably, a profound desire to confront these educational challenges exists within South Africa's business community.

Process

Business community members are invited to join a 12-month PfP program, focusing on enhancing the transformational leadership capabilities of school principals. The principles of Asset Based Community Development fuel this transformation. The program leverages the expertise of both educators and

business leaders, who, in particular, contribute their organisational skills and fresh perspectives to enact positive change within schools. Additionally, Citizen Leader Lab offers the School Leadership Forum, an initiative providing school principals with monthly educational lectures and an online platform for collaboration and knowledge sharing.

The program design incorporated insights from renowned educators, community developers, the Department of Basic Education and international leadership experts. School principals can enrol in this leadership learning program at no cost, committing their time to nurture their leadership journey. The program aims to enhance school leadership capacities, including boosting confidence, communication skills, delegation capabilities, collaboration abilities and community engagement. Secondary objectives include strengthening the School Management Team's cohesion, motivating teachers, involving parents and cultivating positive student behaviours, all supporting the overarching vision of creating thriving school ecosystems, with principals serving as catalysts for change.

Results and outcomes

The program yields various outcomes, such as increased confidence, improved listening and delegation skills, and enhanced stakeholder engagement. Learners benefit from a consistent support system, becoming more potent change agents. Schools witness marked improvements in leadership and culture. These lasting impacts manifest in heightened engagement levels among educators, learners and parents, and in the initiation of context-driven enhancement projects. Business leaders not only refine their delegation and engagement proficiencies but also gain deeper insights into under-resourced communities and foster improved relationships with surrounding communities.

Conclusion

South Africa's Partners for Possibility program is instrumental in reinforcing the leadership capabilities of school principals and business leaders. It provides learners with consistent support, enhances school culture and fosters a more positive school culture. Moreover, it facilitates improved relationships with the community, driving the emergence of context-driven initiatives. This program is designed to ensure that every learner in South Africa receives the essential education necessary for sustainable livelihoods.

2. Kenya – Dignitas addressing competency gaps to support the adoption of a competency-based curriculum

Deborah Kimathi and Talita Nascimento

Learning ecosystem collaborative leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, local governance and decision making, community engagement, distributed leadership, creating spaces for listening, relational connections.

Context

The Kenyan government aims to shift the educational landscape towards holistic development by adopting a Competency-Based Curriculum (CBC). Yet after six years, substantial gaps remain in teacher capabilities, particularly in digital literacy and learner-focused methods. The role of school leadership is pivotal in addressing these challenges, echoing the Ominde Commission's 1964 call for a dedicated school inspectorate. While issues such as curriculum congestion and ambiguous legal frameworks challenge the rollout of CBC, Kenya's commitment to education remains evident.

Founded in 2008, [Dignitas](#) is a leading education development organisation dedicated to equipping and empowering school leaders and teachers to transform opportunities for the next generation. Dignitas introduced the Stawisha Instructional Leadership Institute (Stawisha) to partner with schools, enhancing leadership and instructional quality to create an environment where every child can realise their full potential.

In 2021, Dignitas was invited by the Kenya Institute of Curriculum Development (KICD) to train their officers, including National Master Trainers, who support the rollout of Kenya's new curriculum. Dignitas has established several partnerships with county governments to provide training and coaching to government officers, supervisors, school leaders and educators. In partnership with global school leaders and the Ministry of Education in Machakos County, Dignitas is currently developing and testing an Education Officer Toolkit designed to strengthen their use of data, instructional leadership and school leader support.

By the end of 2022, Dignitas has partnered with 830 schools and 3,100 educators, and positively impacted the learning experiences of 242,000 children. The organisation is currently implementing projects across 10 counties in Kenya, alongside their efforts to better understand, support and leverage the roles of middle-tier government officials aiding schools and school leaders at the sub-county and county levels.

Process

The Stawisha program was created to bolster government initiatives by addressing competency gaps among teachers in marginalised Kenyan communities. It not only aligns with the competency-based curriculum but also ensures its faithful implementation, prioritising the acquisition of 21st-century skills among learners. Stawisha actively collects evidence to monitor the development of children's skills, aiming to prepare Kenyan youth for global competitiveness and enhanced employability.

Stawisha's leadership learning program focuses on School Leadership Teams, which comprise school heads, deputies, teacher leaders and sometimes local education officers from government-run schools, for sustainable systemic change. When collaborating with government schools, Stawisha extends its partnership to county and sub-county education offices. In urban informal settlements known as APBET in Kenya, they utilise community mapping and outreach to recruit schools, with the assistance of Dignitas and Stawisha alumni. Dignitas conducts thorough due diligence on potential schools, categorising them as 'struggling', 'surviving' or 'thriving', with a preference for partnering with 'surviving' schools that show stability and leadership potential.

Stawisha employs five principal mechanisms (setting goals, practice, observation, feedback and reflection) to reinforce leadership and educational practices. It offers various opportunities, including Leadership Academies, Professional Development Workshops, one-on-one coaching, Professional Learning Communities and an Alumni Association. These avenues not only equip educators with essential skills and mindsets but also foster continuous learning and catalyse systemic change.

Results and outcomes

Stawisha has a proven track record in improving educator competency, transforming classroom practice and improving learning and wellbeing outcomes for learners. In 2021, across a typical cohort of school partners, Dignitas recorded an average improvement of 35 per cent in school leadership competencies that are proven to impact learning positively. With the introduction of blended programming in 2022 and the [integration of Dignitas' digital training and coaching toolkit, LeadNow](#), this improvement increased to an average of 45 per cent.

Conclusion

The case of Dignitas in Kenya underscores the vital importance of a holistic approach to education and the critical role of school leadership. Dignitas' leadership learning programs not only equip educators with essential skills and mindsets but also foster continuous learning, catalysing systemic change and empowering the pursuit of quality education.

3. Ghana – Creating a robust education system through stakeholder collaboration and data-driven leadership learning

Sam Awuku, Charles Badu Yeboah and George KT Oduro

Learning ecosystem collaborative leadership elements: clarity and shared vision, agency, local governance and decision making, community engagement, distributed leadership, creating spaces for listening, relational connections.

Context

Ghana's Pre-Tertiary Professional Development and Management (PTPDM) policy, developed in 2012 and revised in 2017, has been in implementation since 2018. The policy defines clear career pathways for teachers, providing opportunities for leadership learning at various levels.

The government of Ghana is dedicated to transforming school leadership to improve learning outcomes and establish schools as centres of learning, aligned with the Education Strategic Plan (2018–2030). A key challenge identified was the appointment of school leaders without proper training (Ministry of Education, Ghana 2018, p 37). The [Professional Education Leadership Qualification Framework](#) (PELQF) was designed to address this gap.

The PELQF encompasses three leadership learning levels for potential and current school leaders: Basic school headship (Post Graduate Certificate), Senior high school headship (Postgraduate Diploma), and Tertiary Education leadership (Masters). Seven Ghanaian universities have submitted their PELQ programs for accreditation, with the potential to enrol leaders starting in January 2024.

Process

Following a need for collaboration, combined with organisational development and quality assurance practices, the Transformative Leadership Capacity Development Program (TLCDP) in Ghana's 46 colleges of education, involving over 2,500 partner basic schools nationally, was implemented from 2015 to 2020 and was funded by the FCDO (Foreign, Commonwealth and Development Office).

Since 2021, the focus of the Ministry of Education has shifted towards implementing the leadership program at the senior high school level, with support from Transforming Teaching, Education and Learning (T-TEL) and funding from the Mastercard Foundation. A two-fold strategy was adopted from the outset as the foundation for transforming leadership capacity in the institutions.

The TLCDP employed a structured approach to professional development for leadership teams in educational institutions. It was designed around four domains: Leading Institutional Strengthening; Curriculum Training and Learning Leadership; Change Leadership; and Strategic Leadership. Each domain was further unpacked into units, forming the basis of the transformative capacity development program.

- **Domain 1: Leading Institutional Strengthening**

- Unit 1: Setting New Directions

- Unit 2: Leading Institutional Development
 - Systems Leadership

- Unit 3: Leading Institutional Development
 - Operations Leadership

- **Domain 2: Curriculum Training and Learning Leadership**

- Unit 4: Leading Curriculum Training and Learning

- **Domain 3: Change Leadership**

- Unit 5: Leading and Managing Change

- **Domain 4: Strategic Leadership**

- Unit 6: Strategic Leadership (Leading Development Planning)

The program aimed to improve leadership skills, with participants expected to fully engage in workshops and apply acquired knowledge and skills within their institutions. Program structure included the following.

- **Training sessions:** Conducted in five clusters across the country, each lasting a week, to equip college management teams with skills to use the self-assessment toolkit and develop College Action/Improvement Plans (CIPs).
- **Toolkit development:** Created a self-assessment tool and guidance notes to support leaders through the modules and the development of CIPs. Each college has an assigned coach to facilitate a process of review and self-reflection.

- **An annual self-assessment cycle:** Established and validated by the governing councils of each college, resulting in CIPs addressing chosen areas of improvement within one year.
- **Payment by result fund:** Implemented to incentivise effective CIP implementation, with funds allocated for teaching and learning resources or enhancing the college environment. Funds were released after external validation.

Results and outcomes

The TLCDP's success led to a significant improvement in principals' demonstration of defined leadership skills, increasing from 26 per cent in 2015 to 90 per cent in 2020. The TLCDP was officially completed in 2020 but has been successfully trialled in 12 senior high schools in 2021 and 2022.

It is now being scaled across the country to 700 schools under the Secondary Education Transformation Program, concentrating on learning-focused schools, collaborative leadership and community engagement. This approach has enhanced leadership capacity, self-evaluation and development plans, with support from school improvement advisors.

Conclusion

Ghana's commitment to transforming school leadership is exemplified by the program. By investing in structured capacity development and a community of excellence approach, Ghana is working towards creating a robust education system, focused on learning and improving educational outcomes. The holistic leadership approach ensures that leaders at all levels, including teachers and school boards, contribute to creating a self-improving system. This initiative underlines the critical role of leadership in education transformation and aligns with Ghana's vision of becoming a learning nation.

4. Rwanda – From administrative roles to educational leaders: Strengthening school leadership through the Continuous Professional Development program

Jef Peeraer, Chantal Kabanda and Jocelyne Cyiza Kirezi

Learning ecosystem collaborative leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, local governance and decision making, community engagement, distributed leadership, creating spaces for listening, relational connections.

Context

In Rwanda, improving school leadership and management effectiveness is a key priority, according to the Teacher Development and Management policy, Strategic Objective 6. The policy sets the stage for enhancing leadership effectiveness and outlines activities such as establishing professional standards, continuous professional development and learning networks for school leaders. The [Education Sector Strategic Plan](#) (ESSP) 2018-2024 underscores the role of strong school leadership in improving learning. The primary goal is to transform school leaders from administrative roles to educational leaders with a focus on teaching and learning.

Process

Rwanda Basic Education Board (REB) collaborated with partners to develop professional standards, guiding recruitment, education, training and development. In cooperation with VVOB (Education for Development) and the University of Rwanda, REB offers continuous professional development, through a diploma course and Professional Learning Communities (PLCs), to enhance school leadership practices. By the end of 2021, close to 400 government officials were trained by VVOB at the sector level, facilitating Professional Learning Communities (PLCs) and coaching school leaders.

The Continuous Professional Development (CPD) modalities include a CPD diploma course in Effective School Leadership and Professional Learning Communities (PLCs), aimed at equipping school leaders with the necessary skills, competencies and values to develop an enhanced school environment. The theory of change follows a cascade model, aiming to change leaders' beliefs, attitudes and practices for short-term impact, ultimately leading to improved student outcomes. The diploma course has 40 credits distributed over four modules, aligning with five national professional standards: setting direction for the school (module 1); managing the school as an organisation (module 2); leading learning (module 3); and leading teaching and working with parents and the wider community (module 4).

Leadership learning embraces a blended learning approach, merging online and in-person sessions and promoting thoughtful learning experiences through bridge activities.

Professional Learning Communities (PLCs) were established to encourage collaboration and sharing among school leaders, including Sector Education Inspectors as a component of the certificate, as well as an added Educational Mentorship. These sessions became a space for identifying challenges, developing improvement plans and reflecting on best practices. The collaborative effort of VVOB, REB and URCE (University of Rwanda College of Education) drives the CPD diploma program's development, delivery, monitoring and coordination for school leaders.

To scale the program, REB and VVOB are targeting newly appointed school leaders in all 30 districts of Rwanda. In collaboration with VVOB, the Association for Development of Education in Africa (ADEA) and other key partners, the government of Rwanda initiated the African Centre for School Leadership (ACSL), which focuses on policy development, professional development programs, research and multi-stakeholder engagement to advocate for impactful school leadership practices.

Results and outcomes

The transformational journey is guided by a commitment to continuous improvement and impact assessment. The program's impact is assessed through the Kirkpatrick model, which categorises evaluation into four levels: reaction; learning; behaviour; and results.

This approach allows us to assess the effects of the CPD program from various angles, both at the individual and school-wide levels. The outcomes of the evaluation indicate notable changes in school leaders' attitudes and confidence, leading to better leadership practices, delegation, efficiency and job satisfaction. These positive shifts also have a cascading effect on teaching quality and communication between leaders and educators.

Conclusion

Rwanda's Continuous Professional Development (CPD) program for school leaders has yielded positive outcomes, demonstrating significant improvements in school leaders' attitudes, confidence and practices, and resulting in enhanced leadership quality, better delegation, improved efficiency and increased job satisfaction. The success of this program underscores the crucial role of strong school leadership, with a clear focus on improved learning outcomes and school management.

THEMATIC ANALYSIS AND CONCLUSION FOR WORKING GROUP 2

Dr Asmaa Al-Fadala

Governments and international agencies, often focused on subject-specific testing, have inadvertently narrowed their focus when assessing student learning and educational leadership. True learning encompasses not only cognitive development but also social, emotional, civic and physical aspects. Our understanding of leadership must align with this holistic view. Learning is inherently social and is profoundly shaped by the broad array of relationships. To effect meaningful change in education, we must recognise that leadership is a distributed concept, spanning across individuals and organisations, and influenced by the contextual nuances (Spillane, Morel and Al-Fadala, 2019).

While experts have identified three major, promising shifts in evidence-informed policy and practice in education – the expansion of what is considered valid evidence, the comprehension of the multifaceted nature of evidence-based decision making, and the emphasis on applying research in teaching – challenges such as integrating evidence into educational policy and practice persist (Burns, 2023).

The transformation of global education systems hinges on smart, flexible and visionary leadership. The cases from Rwanda, South Africa, Ghana and Kenya vividly illustrate that effective leadership training and development are central to bringing about change.

Throughout these case studies, we find compelling examples of contextualised, collaborative leadership, characterised by the following specific attributes.

1. Leadership development and training

In all four countries (Rwanda, South Africa, Ghana and Kenya), leadership development in education takes centre stage. These case studies showcase structured professional development programs that underscore the pivotal role of school leaders in guiding curriculum transitions and enhancing overall student learning outcomes.

2. Collaboration and partnerships

The emphasis on forging partnerships with international bodies, NGOs and local agencies has been instrumental in advancing school leadership programs. Examples such as the Citizen Leader Lab in South Africa and Dignitas in Kenya underscore the value of cross-sector collaboration in driving transformative education.

3. Continuous adaptation and focus on learning environment

All four countries prioritise the creation of conducive learning environments. Effective leadership directly influences teaching methodologies, enhances teacher morale and fosters student engagement. Additionally, these nations ensure that their educational programs remain adaptable to local needs and responsive to feedback. This adaptability underscores the programs' scalability and sustainability, as well as their capacity to respond promptly to changes.

As the educational landscape evolves, there is a growing need for visionary, collaborative leaders who possess the ability to orchestrate change with adaptability, foresight and wisdom drawn from real-world experiences. Our analysis highlights the following implications for the next stage of leadership.

4. The multifaceted power of collaboration

Cross-sector collaboration emerges as a critical asset in education's evolutionary journey. Initiatives like the Citizen Leader Lab and Dignitas demonstrate that such synergies not only amplify the impact but also align programs with broader transformational objectives. Data-driven strategies play a vital role in guiding these collaborative efforts, ensuring alignment and relevance, and a culture of continuous improvement.

5. Creating thriving learning ecosystems

At the intersection of leadership and collaboration lies the creation of holistic learning environments. Leaders, through their strategic vision and adaptability, shape these spaces, fostering environments that respond to local contexts. This journey is dynamic and requires patience, agility and continuous recalibration.

6. The macro-micro interplay

The overarching narrative from the case studies underscores the importance of context and adaptability. While each country exhibits distinct features, a shared underpinning is evident – the need for adaptability to context, connecting macro visions to micro implementations, and a commitment to systemic, sustainable change.

7. From program design to policy support

At the grassroots level, program designers must immerse themselves in literature, best practices and models, to refine and strengthen their initiatives. This developmental phase is crucial and often time-intensive. The pinnacle of these efforts is realised when these on-ground programs find resonance and support at the system level, whether at the country-specific or larger policymaking level. The catalytic power lies in connecting the micro-impacts of these programs to a macro scale through cohesive, evidence-backed policies.

The need for action is clear. It falls upon policymakers and major stakeholders to bridge this gap. While the goal is apparent, achieving it requires a more substantial allocation of financial and intellectual resources to leadership and its ongoing, evidence-informed development. This is not merely a reiteration of what we already know, but a resounding call for collective action. We must learn from one another, adapt, innovate and, above all, take action.

Change is a non-linear process that requires time, but it does not necessitate excessive patience. The potential for change through collaborative leadership in education is crystal clear. From our comprehensive analysis, one message stands out boldly: The time to act is now. It is time to invest, collaborate, adapt and, most importantly, lead. For it is in collaborative leadership that we find the potential for a more inclusive and comprehensive educational future for all.

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WORKING GROUP 3: COLLABORATION OVER COMPETITION

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INTRODUCTION

Collaboration for system transformation

Dominic Regester

The global education landscape has changed considerably since the September 2022 Transforming Education Summit. At the time of writing more than 140 countries have submitted Education Transformation blueprints and some interesting new themes have emerged in the discussions about how to transform systems. At the opening of the Summit, UN Secretary-General António Guterres said, quite unambiguously, 'we need to refocus education so that it rewards cooperation rather than competition' (United Nations, 2023). In the Vision Statement of the Secretary-General on Transforming Education, at the start of the Summit, the Secretary-General writes as follows.

A new approach from the government requires a new approach from all of society, demanding transformative education. Young people will be the heartbeat of this effort, leveraging their voices, experiences, knowledge and agency. Inclusive and participatory mechanisms to accompany and guide national transformation efforts are also critical. Students, parents, teachers, unions, employers, academia and civil society must take up their respective roles – with an openness to change.

(United Nations, 2023)

Working Group 3, within the 2023 Agile Leaders of Learning Innovation Network, has focused on these two ideas: cooperation and collaboration to support system transformation; and intergenerational collaboration. Initially these were treated as a separate agenda but it soon became clear that all of the intergenerational examples the Working Group looked at were also examples of collaboration.

Much of the thinking behind the Transforming Education Summit (TES) really began with the 2021 publication of the monumental UNESCO Futures of Education Commission report *Reimagining Our Future Together: A New Social Contract for Education*. The New Social Contract is built around five principles, one of which is 'Teaching as a collaborative profession'. UNESCO (2023) expands on this as follows.

Collaboration and teamwork should characterize the work of teachers. We should support teachers to work in common as the master convenors of educational environments, relationships, spaces and times. Quality teaching is produced by teams and enabling environments which ensure that students' physical, social and emotional needs are provided for.

UNESCO's mission is 'to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, communication and information'. Collaboration and partnership are at the heart of much of UNESCO's education work and it is excellent that collaboration is core to one of the principles the proposed new Social Contract is built upon. One of the potential challenges with the Sustainable Development Goal architecture and with the TES process is that responses to both are to all intents and purposes country-led, which is potentially a barrier to genuine international collaboration. Three of the four case studies featured here are sector-driven examples of international collaboration, which is explored further in the thematic analysis at the end of the section.

There are many definitions of intergenerational power sharing available. The conservation movement has arguably done more work around intergenerational collaboration or ideas of intergenerational justice than any other sector. The Intergenerational Leadership Toolkit for Conservation has the following definition.

Leadership defined by conscious generational awareness; by clear identification of leaders from various generations; by proactive, meaningful engagement between leaders across generations; by cross-generational partnerships on thought leadership and practice; and by mutual respect between leaders. Intergenerational leadership is politically horizontal, not vertical.

(WILD, 2023)

An earlier definition, *Solidarity between generations at all levels – in families, communities and nations – is fundamental for the achievement of a society for all ages*, came from a 2002 UN publication, the Madrid International Plan of Action on Ageing.

The Medellín Challenge, the first of the featured case studies, defines intergenerational collaboration as *an educational collaborative leadership approach that involves individuals from different generations working together through active methodologies to solve local-global problems.*

The most recent definition referenced came from a project that several members of ALL-IN are also involved with: the new publication *Uniting Generations and Sharing Power to Transform Education.*

Power is shared equitably among all, recognizing intersectionality. Every individual, irrespective of age, inherently possesses power and agency, which is recognized and respected. Age is an axis of diversity: Every human, independent of age, is seen as a potential learner and leader. Perspectives and insights from all people are equally welcome and heard, recognizing that every age brings unique insights and experiences, and combining them can lead to richer outcomes. Collaborative engagement: Creating spaces for meaningful dialogue, mutual respect, shared decision-making, and collective action across age groups, emphasizing mutual growth and knowledge sharing.

(Big Change, 2023)

What they all have in common is an idea of collaboration at their heart.

Collaboration, much like transformation, can occur sequentially, progressing from individuals choosing to collaborate, through to the level of collaboration (both for schools within the same system and between schools in different systems) and then ultimately between systems. The four case studies that follow are illustrative of different approaches that support and incentivise collaboration. They were also chosen as they operate at different degrees of scale, from local and international school-to-school, to system-wide, to pan-continental.

The Medellín Challenge started as an intergenerational initiative developed by San José de Las Vegas School in 2022, to look at local solutions to the kind of the challenges the Sustainable Development Goals (SDG) are designed to address.

In 2023 the project expanded to include teachers and students from 12 schools in Medellín and five schools from India, Qatar, Mexico, Spain and the US. They work together to design solutions for three specific, SDG-related challenges in Medellín: high dropout rates related to quality education (SDG4); food insecurity related to reduced inequalities (SDG10); and lack of drinking water linked to clean water (SDG6). The Medellín Challenge is very much a school-to-school collaboration, operating at a local and international level.

The second case study **How Good is Our School?** is the oldest initiative featured and started in 2015. Collaboration is a key component of Education Scotland's quality indicator framework for schools. Schools in Scotland cannot receive the highest grading of Excellent unless they are actively collaborating with another school. It is an excellent, and theoretically easily replicable, example of how a system can create compelling incentives to promote collaboration.

The third and fourth case studies, Africa Voices Dialogue and Inventors' Playground are both pan-African initiatives. They are built around the idea of ubuntu (humanness) as a key paradigmatic shift for education communities. As the authors make clear in the introduction to these two interlinked case studies, both initiatives share a commitment to promoting cross-sectoral and intergenerational collaboration to improve teaching and learning.

There were many other case studies that could have been included, some of which are referenced in the thematic trends analysis at the end. We hope that these four are illustrative of some emerging key trends in education transformation and show that collaboration can achieve significant impact, whether it happens at a local, national or international level. Perhaps the key lesson is that as individuals, institutions, communities and countries grapple with the key challenges that this century has already posed, collaboration is only going to grow in importance and the more earlier systems can help students develop their collaboration skills, the better equipped they will be to meet these challenges.

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CASE STUDIES

1. Medellín, Colombia – San José de Las Vegas School fostering awareness of local global challenges through collaboration across generations and borders

Gloria Mercedes Figueroa Ortiz, María Paulina Arango Fernández and Leidy Alexa Osorio

Learning ecosystem collaborative leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, community engagement, distributed leadership, creating spaces for listening, relational connections.

Context

Medellín, Colombia's second-largest city, with a population of 2.5 million, faces the coexistence of commerce, industry, health services and innovation with social inequalities, poverty, exclusions and environmental problems. Acknowledging the global relevance of these local issues, San José de Las Vegas School designed the [Medellín Challenge](#), recognising the need to prepare students for promoting inclusion, equity, collective responsibility and intercultural collaboration across generations and borders.

Process

In 2022, STEAM+H (Science, Technology, Engineering, Arts, Mathematics and Humanities) learning experiences, integrated into the school's curriculum, ignited the concept of the Medellín Challenge, which expanded in 2023. This initiative brought students from 12 schools in Medellín and five schools from India, Qatar, Mexico, Spain and the US together, to address three local challenges that are linked to Sustainable Development Goals: high dropout rates related to quality education (SDG4); food insecurity related to reduced inequalities (SDG10); and lack of drinking water linked to clean water (SDG6). To create an effective networked learning community, the San José de Las Vegas school empowered its students to define the challenge's focus and purpose, and to share academic and administrative responsibilities among them.

Over four months, they met online, employing the Design for Change, a learning-centred methodology to promote empathy, agency, collective problem solving and relationship building. The teams worked together to envision solutions to the city's issues, assigning roles to its members and defining a working schedule. The school facilitated network and knowledge building by inviting local and international experts to train students and teachers in technological and methodological skills, and to provide feedback. This training, implemented weekly for one month, helped build networks and empathy among participants.

Following the online stage, the teams convened in Medellín for a week of face-to-face collaboration. They explored neighbourhoods, interacted with local leaders, sought feedback from industry experts and prototyped their solutions, which they later shared with the groups.

The vital part of the Medellín Challenge was in distributing leadership across formal and informal roles, ensuring equitable participation in discussions and decision making. In this horizontal learning experience, stakeholders' ideas, skills and knowledge were valued and leveraged to find solutions to the city's challenges.

Results and outcomes

This experience expanded education to social spaces, fostering awareness of local global challenges and a sense of responsibility. It also empowered youth agencies, as students realised that working together could generate social capital, drive positive transformations, develop technological and digital competencies, and build a better world.

Despite its achievements, this learning experience also encountered multiple challenges, including logistical hurdles related to coordinating participants from six countries, across different time zones. Pedagogical shifts required a switch from traditional hierarchical methods to empower students to lead solutions. Engaging local institutions involved reassessing competitive practices among private schools in Medellín and prioritising learning opportunities and collaboration.

Making the Medellín Challenge a reality required building trust with international schools, parents and marginalised communities, through open dialogue and showcasing the positive transformation of the city, backed by testimonies from international figures. After the Challenge, the San José de Las Vegas School decided to implement the solutions of two teams to generate a real positive impact in the communities.

Conclusion

As a result of the Medellín Challenge, local and international students, teachers and school leaders noted that they learned more about Medellín and its community needs, improved connection with different people, learned about interdisciplinarity, applied new technologies, and developed collaboration and solidarity. This challenge demonstrated the potential for learning, unlocking innovation and developing new skills by transcending age and cultural divisions.

2. Scotland – 'How Good is Our School?' How Scotland's approach to school evaluation incentivises collaboration

Dominic Regester and Ollie Bray

Learning ecosystem collaborative leadership elements: agency, clarity and shared vision, community engagement, contextual understanding and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, relational connections.

Context

'How Good is Our School?' is Education Scotland's national quality improvement framework for schools in Scotland. It was first introduced in 1996 and is now in its fourth edition. Schools are given a grading on a number of quality indicators, one of which is leadership for change. Grading goes from unsatisfactory to weak, to good, to very good and to excellent. The key feature of the approach for this report is that a school cannot get an excellent rating unless they are helping another school improve. Collaboration is at the heart of the evaluation framework.

Process

As Bill Maxwell, the then-Chief Executive Officer of Education Scotland, sets out in the introduction to the fourth edition of the document, 'How Good is Our School?' is focused on contributing to the

... national imperative to continue to improve attainment for all, whilst also making a decisive shift towards closing the gap in attainment and achievement between the most disadvantaged children and their peers. This means a strengthened focus on equality, wellbeing and skills for learning, life and work, all of which help ensure that young people can secure the best possible post-school destination, and are well-equipped for a future characterised by continued lifelong learning. These are key aspects of Curriculum for Excellence and they are strong threads running throughout the new quality indicator framework.

This approach is strengthened further because of Scotland's focus on system leadership, which was initially driven by the Scottish College for Education Leadership when it opened in 2013. Scotland's approach to System Leadership draws heavily from the work of Professor Clive Dimmock (University of Glasgow), which stresses that headteachers need to see the children in other schools as being as important as the children in their own school. In order to achieve this, schools have to collaborate with each other and not be in competition with each other. Education Scotland has defined collaboration as two or more parts of the system working together to achieve a common goal. This is not the same as compromise, as collaboration must lead to tangible improvement. This is consistent with the system leadership focus – schools that are genuinely collaborating for improvement across the system will be focused on trying to improve the system, not just component parts.

Scotland is divided into 32 local authorities. As a result of an OECD recommendation in 2015 on how to strengthen the middle (government to local authority), the 32 authorities were clustered into six regional improvement collaboratives. This enabled schools to identify other schools that were similar and then to start working together. There are no official league tables in Scotland, so schools are not compared to each other, which also helps foster conditions favourable to collaboration. Instead the system creates a virtual comparator, called Insight, so schools can compare themselves against a composite national standard.

Results and outcomes

It took time for the new approach to bed down, as culture change always takes time and many schools were nervous about data sharing. To support this, a phased approach to national data sharing was taken – developed between 2014 and 2016 – which moved from schools being able to see just their own school's data, through to being able to view all school data within their local authority, through to being able to see all school data across Scotland. The virtual comparator means that schools are not competing against each other but they can still get a sense of how well they are doing.

Open data sharing between schools means that, where a school recognises it could improve, through Insight it can identify other schools that seem to be performing better in individual measures and connect with them as a collaborative improvement partner.

While there has been push back from parts of the press, especially around the creation of artificial league tables, which created some tension, educators, parents and opposition parties to government have all been broadly supportive of the approach to using a virtual comparator.

Building on a collaboration focus at school level, local authorities also now have the option to take part in tri-annual collaborative improvement activities. Collaborative Improvement (introduced in 2021) is an approach to bringing about improvement through shared work, involving staff from the local authority, Education Scotland and the Association of Directors of Education in Scotland. Together, the group establishes the focus for the Collaborative Improvement Review and then undertakes activities in the local authority that will result in an evaluative summary, identifying strengths and areas that may require further focus. The process brings together knowledge from across the system to secure improvement and share good practice. It has become a non-threatening and effective way of sharing what works well at a local authority level.

Conclusion

This matrix of approaches is powerful because it hardwires and incentivises collaboration into different layers of the system, which is a powerful foundation from which to build. Success includes an increase in the amount of schools now securing an excellent rating as part of school inspection using the HGIOS4 Framework. In addition, following a successful pilot, all local authorities have now opted to take part in and to support each other in collaborative improvement activity.

3. Africa – Africa Voices Dialogue addressing complex educational challenges through collaboration and inclusivity

Robyn Whittaker, Fatima Zahra Elboussaidi, Mohammed Elmeski, Abdelaziz Zohri, Andrew Wambua, Abdelghanie Ennam and Michal Malinowski

Learning ecosystem collaborative leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, community engagement, distributed leadership, creating spaces for listening, relational connections.

Context

Established in 2020, [Africa Voices Dialogue \(AVD\)](#) is a platform for African educators, learners and community members to connect, converse and learn from each other.

Recognising that the African continent faces complex educational challenges, AVD seeks to value and amplify the voices of those involved in education on the continent, emphasising shared experiences and community connections. This approach aims to foster a sense of agency, innovation and courage within participants, while deepening their understanding of education in the African context.

The educational communities in Africa tend to gravitate towards learning ecosystem approaches, valuing communal interdependence and belonging. AVD believes in humanising learning, focusing on the lived experiences and stories of educators, learners and communities, rather than the prevailing paradigm of individualism and competition. AVD's establishment in July 2020 was timely, especially as the COVID-19 pandemic created a sense of fragility, isolation and fear in education communities.

Process

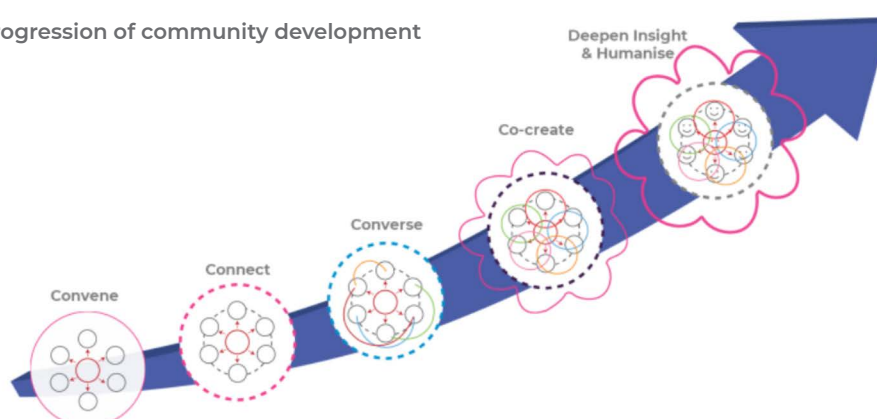
AVD aims to harness Africa's potential for improving teaching and learning practices, by connecting the African education community through dialogic and collaborative inquiry.

AVD's members include a diverse array of education stakeholders, from policy and research to educators, learners and community members. The platform recognises the historical fractures along colonial boundaries and language in Africa, and the need for collaboration and learning among these communities. Instead of the external diagnostic approach, they focus on recognising and activating Africa's potential within a framework of dialogic engagement, and amplify the voices of educators, learners and communities so that – in the spirit of ubuntu – all are seen, heard and loved.

The AVD approach emphasises the values of social justice and evidence-informed development and includes various methods such as conversation, dialogue, thinking partnerships and the sharing of experiences through storytelling, dance, music and art. AVD provides a space for participants to converse candidly about their experiences, connect in a spirit of shared humanity, commit to collaborating on specific topics, and co-create innovative and sustainable approaches to the complexity of education in Africa.

The AVD approach enables a shift from the complex, volatile and uncertain VUCA (Volatile, Uncertain, Complex and Ambiguous) environment to one characterised by clarity, connection and agility. AVD believes in moving from a linear, hierarchical structure to a more humanised approach that strengthens bonds and connections of trust, transitioning from a 'Brittle to Bonded', 'Anxious to Anchored', 'Non-linear to Nurtured' and 'Incomprehensibility to Insight and Innovation' paradigm. This transformation (see Figure 6)

Figure 6. AVD's progression of community development



is seen as essential in navigating the changing global conditions marked by the BANI (Brittle, Anxious, Non-Linear and Incomprehensible) acronym.

Results and outcomes

AVD has created a space that values all voices and explores diverse paradigms within the community, especially those authentic to Africa. Across the continent, it has built a network of partner organisations, collaboratives and community weavers, who are committed to amplifying the African narrative and strengthening education and learning.

Since its inception, AVD has supported over 25 dialogues and workshops, reaching more than 1,500 participants. These dialogues have initiated five special interest groups that span age, gender and expertise, including a 'Research for Africa's Education' network and networks dedicated to heritage and equity, peacebuilding, parental engagement and youth development.

Like most emerging social enterprises, Africa Voices Dialogue is navigating two key issues related to time and resources. The time required for organisational development has been substantial. AVD relies on volunteers who resonate with their values and purpose, particularly in running the AVD networks on a voluntary basis.

Conclusion

Africa Voices Dialogue has emerged as a supportive space for educators, learners and communities to discuss 'African solutions to African problems'. Recognising the complexities of African education, AVD values voices, fostering community and dialogue. AVD is a generative, cooperative, online platform where African leaders share deep learning via conversation through a series of co-created topics of discussion on matters of educational importance in Africa.

AVD's journey provides insights for others, emphasising the importance of clarity of intent, courage, humility and commitment to relationships over outcomes. It stresses the significance of maintaining consistency, continuity and trust-building in community-led spaces. AVD continues to move forward, championing inclusive education across Africa.

4. Africa – Inventors' Playground transforming public schools through play-based learning and community collaboration

Fatima Zahra Elboussaidi, Robyn Whittaker, Mohammed Elmeski, Abdelaziz Zohri, Andrew Wambua, Abdelaghnie Ennam and Michal Malinowski

Learning ecosystem collaborative leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, distributed leadership, creating spaces for listening, community engagement, relational connections.

Inventors' Playground (IP) was created in 2020 during the COVID-19 pandemic, a time of social distancing and isolation. IP aimed to bridge connections and collaboration among educators and learners, to sustain education by fostering environmental education through play-based learning, drawing on the significance of play in education (Weisberg et al, 2013; Pyle and Danniels, 2017; Dewar, 2017; and Liu et al, 2017). Inventors' Playground emphasises cultural heritage and community-building, using tangible cultural elements. Initially piloted with students from Morocco, Poland, Uganda and Botswana, it is now expanding to more countries.

Process

Inventors' Playground facilitates a disruptive approach, focusing on creative play-based learning (CPBL) and sustainable teaching practices, by incorporating awareness of natural ecosystems into schools. The Inventors' Playground aims to lead students and teachers from chaos to harmony, through improvisation, imagination and creation, which encourages students to voice their minds and express their interests.

Inventors' Playground participants embarked on a collective journey, focused on resilience, attentive listening and the growth of their learning community. Throughout this journey, they drew inspiration from their African heritage, recognising its significance in reshaping the future of education (UNESCO, 2021). The participants established a serene and resilient environment rooted in tangible cultural games, stories, craftsmanship and music, which serves as a catalyst for creating prototypes that contribute to sustainable development. Consequently, the participants emphasise the value of connectivity and collective cultural building, leading them to prioritise

projects centred around tangible culture, using the play-based learning approach in creative ways.

To facilitate the journey, learners were provided with diverse [MuBaBaO Creative Thinking Blocks](#), each varying in shape and size. From this initial state of disorder and chaos, students navigate towards harmony as they construct their unique, innovative inventions and prototypes (for example, the prototype of Fishyanic, the hospital for whales and marine life), which embody a mission and narrate a story about the sustainability of the future.

The IP journey involved action research (Elboussaidi and Ennam, 2023) aimed at transforming public schools by prioritising teachers' innovative practices and giving students a voice. This research was driven by the need to investigate the impact of the COVID-19 pandemic on students, parents and teachers (Taylor and Medina, 2011). It collected data from surveys completed by 40 parents and 22 teachers on pandemic-era teaching practices, along with semi-structured interviews with 20 IP students. The findings highlighted the importance of delving deeper into teachers' perspectives on innovation and the influence of extracurricular activities (ECAs) on learning outcomes, leading to a more comprehensive case study.

A follow-up quantitative case study examined Inventors' Playground Morocco 2050 (IPM2050) in six schools, benefiting around 100 learners across five academies in Morocco. Results indicated a positive perception of IPM2050 activities and widespread agreement on their positive impact on both students' learning outcomes and teachers' professional growth, fostering resilience within a framework of collective learning.

Results and outcomes

Inventors' Playground has transformed public schools through innovative practices, emphasising student voice and community collaboration. The project benefits students and teachers by fostering creativity, resilience, innovation, creation and collective learning.

A quantitative study revealed a positive perception of IP's impact on learning outcomes and teachers' professional development. Teachers expressed enthusiasm for the project, recognising its profound impact. Inventors' Playground cultivates essential skills and resilience, offering emotional support while promoting collaboration among students from diverse backgrounds. It empowers students to navigate the VUCA (Volatile, Uncertain, Complex and Ambiguous) and BANI (Brittle, Anxious, Non-Linear

and Incomprehensible) environments by emphasising trust and connectivity.

Despite its achievements, IP faces challenges in connecting with schools, including timing and adaptability. To ensure sustainability, it needs to adapt to new teaching methods and focus on African Professional Learning Networks (PLNs). A reimagining of education, emphasising values and community-centred learning environments, is essential to overcome these obstacles.

Conclusion

The Inventors' Playground initiative is an innovative response to the challenges of the pandemic. It exemplifies how to foster imagination, creativity, resilience and innovation among students and teachers, through play-based learning and community collaboration.

THEMATIC ANALYSIS AND CONCLUSION FOR WORKING GROUP 3

Dominic Register

The majority of education systems around the world are legacies of nineteenth-century capitalist and colonial mindsets. As such they are posited around a zero-sum or winners-and-losers world view. In the 21st century it feels as if there has been a noticeable increase in initiatives that promote collaboration in education and which prioritise it as a skill that education systems should nurture. Several factors contribute to this trend, hopefully reflecting both the shift in educational paradigms referenced in UN Secretary-General António Guterres' opening remarks at the 2022 Transforming Education Summit, and a growing recognition of the benefits of collaboration over competition for the future of all our societies. Collaboration is both a key component of the process of education transformation and a key component of how systems will look once they have transformed.

These factors are driven by a mix of technological advancements that make collaboration easier, educational research around the impact of collaborative learning, a focus on '21st-century skills', a commitment to providing students with more dynamic and inclusive learning experiences, and the significant expansion of local, regional, national and international professional learning communities. All of these trends are representative of a broader

understanding of the interconnected and complex nature of education in our globalised world, and all of them are either explicit or implicit in the four case studies, as follows.

Medellín Learning Ecosystem collaborative

leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, community engagement, distributed leadership, creating spaces for listening, relational connections.

Scotland Learning Ecosystem collaborative

leadership elements: agency, clarity and shared vision, community engagement, contextual understanding and respect for diversity, creating spaces for listening, distributed leadership, local governance and decision making, relational connections.

Africa Voices Dialogue Learning Ecosystem

collaborative leadership elements: contextual understanding and respect for diversity, clarity and shared vision, agency, community engagement, distributed leadership, creating spaces for listening, relational connections.

Inventors' Playground Learning Ecosystem

collaborative leadership elements: respect for diversity, clarity and shared vision, agency, distributed leadership, creating spaces for listening, community engagement, relational connections.

Working Group 3 looked at other case studies, including pioneering new work from Ontario College of Teachers that looks at First Nations, particularly Metis and Inuit, epistemologies. All of the case studies prioritised collaboration above competition. It does not seem to matter whether the move to collaborate is catalysed by a change in policy,

a push from within the sector or a response to external events, in this case the COVID-19 pandemic. What matters is that collaboration – and by extension collaborative leadership – is a component of how education systems around the world are evolving.

This trend seems set to continue, as technology that supports and enables collaboration improves and becomes more accessible, and as more systems embrace project-based and experiential learning. Collaboration is also a key building block of two powerful trends in education post-TES, both for educators as well as students, namely: a renewed focus on social and emotional skills; and much greater importance being attached to wellbeing. Collaborative activities, within and between schools as well as within and between education systems, enhance social and emotional skills development, particularly around teamwork, conflict resolution, communication and empathy. Collaboration is also fundamental to wellbeing because of how it connects to a sense of belonging and emotional support, and to the creation of inclusive environments.

In conclusion, these case studies highlight the transformative potential of collaboration in education. Whether addressing local or global challenges, fostering intergenerational connections, or promoting cultural heritage, collaboration emerges as a key theme for tackling the complexities of education in the 21st century. The report suggests that as education systems grapple with challenges, collaboration will become increasingly important, and early development of collaboration skills will better equip students, teachers and leaders to face these challenges.

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CONCLUSION



THE EVOLUTION OF LEADERSHIP PARADIGMS

Eva Keiffenheim

Over time, leadership models have transformed. John Dugan identifies three major shifts, the most recent one being evident in this report. The industrial paradigm focused on specific traits and behaviours of an individual leader, assigning them the exclusive role of 'leader'. Later, the post-industrial model highlighted the relationship between leaders and their followers. However, both paradigms were still predominantly centred on the 'leader' (Rost, 1993).

Emerging from these earlier perspectives, a third paradigm has developed, which is apt for global interconnectedness and complex adaptive systems (Dugan et al, 2015; Dugan, 2017). Unlike its predecessors, this new understanding emphasises leadership as a collaborative endeavour rather than focusing solely on the leader (Ospina and Foldy, 2016). Instead of one individual mobilising followers, this development envisions leadership as a collective activity, with roles being shared fluidly among team members and leadership positions potentially held by multiple individuals.

Throughout the working groups and cases of this report, this new type of leadership – collaborative leadership – has been evident. Across the globe, we have seen how collaborative leadership enables new ways to co-create the future of education in learning ecosystems, allowing each community member, from teachers to young people to policymakers, to act as leaders and agents of change.

Characteristics of collaborative leadership

One of the biggest challenges in practising collaborative leadership is when people **assume** they are practising collaborative leadership when, in reality, they remain unknowingly entrenched in traditional top-down or bottom-up models. The common misconception is viewing leadership as a role fulfilled by a solitary individual atop a hierarchy. This is a grave oversight, as leadership is not solely about vertical or horizontal authority; it is fundamentally ecosystemic in nature.

Collaboration is not just an additive benefit; it is a multiplier of success. Where isolated efforts falter, collective endeavours amplify impact, weaving together a fabric of holistic progress. Understanding leadership in transformation requires a fundamental paradigm shift in defining leadership and collaboration. Effective educational leadership requires a deep understanding of the complexities of educational systems and the ability to navigate these systems to achieve desired outcomes (Spillane, Morel and Al-Fadala, 2019).

Throughout the cases from all three working groups, we have seen that collaborative leadership goes beyond working together. It enhances the results of individual efforts, bridges gaps between sectors, brings together people from diverse backgrounds, draws attention and financial support, and unlocks potential. The emphasis here is not solely on schools but on the broader learning ecosystem. Collaborative leadership goes beyond hierarchical structures – it thrives in an ecosystemic network where every participant collaborates, learns and shapes the future.

To create education systems that enable transformative learning for all, educators, young people, policymakers, parents and other stakeholders must become learners who can support the change in how the system works (Conigrave and Mackay, 2023). All people hold the power to effect change, regardless of their positions or titles, which emanates from collective trust and shared purpose; decision making involves educators, students and community members alike.

However, merely collaborating is not enough. The quality, intention and execution of the collaboration are vital for its success. Transparency, trust, evaluation and reflection are critical. Otherwise, it can lead to poorly designed partnerships that fail to achieve their intended outcomes, or superficial collaborations that only offer the illusion of teamwork without delivering meaningful impact (Mulgan, 2016).

Being a leader is not about having a repository of solutions; it is about possessing the curiosity and wisdom to pose the right questions. If we begin to view leadership as the combined ability of an entire ecosystem to envision and shape the future, it becomes evident that leadership is inherently collaborative.

Feature	Traditional leadership in education systems	Collaborative leadership in education systems
POWER	Hierarchical; derived from position and authority.	Ecosystemic – power emerges from shared visions and collective action. All members of the ecosystem hold power throughout various life stages, backgrounds and experiences.
APPROACH TO DECISION MAKING	Top-down – decisions dictated by few, often without ground-level insights; Control-oriented – seeks to maintain the status quo and established structures.	Collective – decisions shaped by diverse stakeholder input and feedback, particularly by people who themselves are affected by the decisions made. Explorative – co-navigating the unknown and jointly seeking solutions; step into the territory of not knowing, creating space for a new narrative to arise, which aligns with the higher aspirations of the community (Hannon and Mackay, 2023).
COLLABORATION	Is organised around ego (the organisation's or individual's self-interest) and emphasises a single entity's perspective, such as a school or organisation.	Ecocentric – leadership is a collective pursuit rather than leader-centric (Ospina and Foldy, 2016). Moving beyond an exclusive focus on the school level to view leadership as a practice embedded in and conditioned by educational systems and sectors (Spillane, Morel and Al-Fadala, 2019). Such collaboration acknowledges that everyone, regardless of age, possesses unique strengths and should have an equal voice (Irabor-York et al, 2023).

For such collaborative capacities to flourish, every individual must act as a guardian, nurturing the broader ecosystem. The roadmap for nurturing this vision requires specific actions and mindsets. In that sense, leadership is not the sole responsibility of one person but rather a collective effort that involves multiple stakeholders at different levels of the educational system (Spillane, Morel and Al-Fadala, 2019).

Implications of collaborative leadership

While the vision for transformative leadership is clear, the path is complex. Every learning ecosystem is deeply contextual and unique in its challenges and opportunities. Context, as emphasised by Kubisch et al (2010) and Burns and Brown (2012), plays a role in the success of any community initiative. Replicating success necessitates an understanding that each environment requires a tailored, adaptive leadership approach. A single blueprint cannot be prescribed

universally. Instead, communities must craft their unique models, inspired and informed by global best practices but localised to their specific contexts.

While K-12 education systems are still predominantly provided, funded and regulated by the government, we see throughout the case studies in this report increasing variation at the local level, with community groups, businesses, philanthropists and educational technology firms stepping up to take responsibility and contribute to change. As these educational ecosystems continue to evolve and mature, there is a growing need for a new kind of leadership that ensures these ecosystems provide high-quality and equitable learning environments. While the government's role remains crucial, other entities, like universities, are keen to play a more significant role in the system's governance. Governments are likely to transition into a facilitator role, collaborating with various stakeholders and ensuring that public interests and the greater good are upheld.

These shifts demand new types of leadership across different levels in the system. Education systems across various contexts, although diverse in their priorities, have a common need for visionary, adaptable leadership, capable of not just addressing current challenges but also envisioning a flourishing future. As the recommendations suggest, this will require a synergistic effort from policymakers, thought leaders and influential organisations to move towards collaborative leadership and not just think about schools and universities but learning ecosystems.

Moving forward: The path to realising collaborative leadership

Different reports and frameworks, from the practical tools of Hargreaves and O'Connor (2017) and Irabor-York et al (2023) to the structured methodologies of Kania and Kramer (2011), offer pathways to this evolved form of leadership. They emphasise the need to move beyond individual efforts and harness the collective strength of diverse stakeholders.

However, embracing collaborative leadership is not without its challenges. It requires a shift in mindset,

from viewing leadership as a role to seeing it as a responsibility shared by all members of the learning ecosystem. This means challenging established norms, redefining power dynamics and ensuring that every voice, regardless of age or background, is heard and valued.

As Hannon and Mackay (2023) emphasise, the goal is not to make collaborative leadership an alternative but to make it the norm. It is a journey that demands continuous learning, reflection and adaptation. It also holds the promise to transform education and learning around the world.

The future of education hinges on our collective ability to reimagine and act upon a new understanding of leadership. In harnessing the collective wisdom of our global community, we do not just reform education; we transform it, ensuring that future generations grow up in learning ecosystems that do not just work but truly thrive. This transformation starts with genuine, intentional collaboration – one that begins with open questions, encourages exploration of the unknown and requires the courage to hold space for new types of thinking and doing to emerge.

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Additional reading

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NOTES

Readers of this report are invited to refer to its two predecessors:



WISE/CSE (2022) Education reimagined: Leadership for a new era, WISE, Qatar and Centre for Strategic Education, Melbourne.

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