

## Chapter 10 Conclusion: Innovating Together



### Chapter Introduction by Brian Lewis

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Education must continue to innovate. The rapid pace of global change means we can’t avoid it. As educators and education leaders, we have to empower students to succeed in and create a world we can’t anticipate. We do that by creating different pathways for student success, equipping and empowering students to embrace a constantly evolving future, and enabling them to become self-generated, student-driven learners. We drive equal access to technology and high-speed communications for every student, urban and rural, around the world. We use ICT to help teachers provide personalized, differentiated instruction so each child can succeed.

There's no magic to what we're after. We're simply trying to do our best to provide equitable, thoughtful, meaningful opportunities to all learners in a landscape of continual evolution.

Of course, change is hard, and deep change in education is harder. The good news is that we're getting better at it. We've seen enough successes that we're learning much more about how to do deep, serious innovation in education. We're broadening not only the definition of student success, but our understanding of how to achieve it, and we will continue to do so.

How do we improve our ability to innovate in education?

- We accept that the pace of change in our world is going to continue and education will continue to evolve—probably faster than ever. The school culture can set a powerful example of lifelong learning to deal with change and uncertainty.
- We create non-punitive cultures that value the learnings from—and can move on from—mistakes. If we're not making mistakes, we're not innovating. We need to make it safe to acknowledge what we don't know, living up to our promise to be and to support one another as lifelong learners.
- We promote collaboration. We need to continue the evolution from traditional teacher isolation to collegial support. All of us in education are going to need vibrant, ongoing professional learning, as well as an environment that encourages us to learn from and share with peers.

The Intel transformation model provides a powerful framework that highlights the need for comprehensive planning, including governance, policies, and resources for professional learning, curriculum resources, infrastructure, and other elements. It parallels ISTE's approach, as well as the foundational nature of the ISTE Standards for the effective engagement of technology in education.

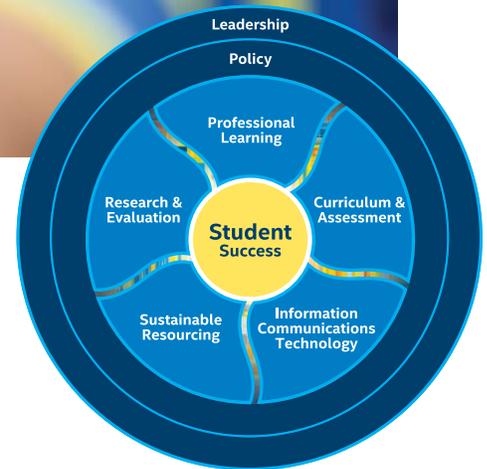
Use these models as you move forward, and don't let the pressure to provide technology push you into premature deployment, before you have a solid plan for how you're going to use it to support local learning goals. Bring all stakeholders to the table early so everyone understands how technology connects to learning goals and outputs and can contribute their expertise. Aim for transparency, and share what works. A comprehensive approach and a culture of sharing can help us all succeed without feeling that we're each reinventing the wheel in isolation. The stakes are too high to not collaborate for shared success!

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### **Brian Lewis**

As CEO of ISTE, Brian Lewis heads a premier nonprofit organization serving educators and education leaders committed to empowering learners in a connected world. Brian has held leadership positions in both the public and private sectors, including serving as an elected school board member and the chief strategy officer and interim CEO for the National Board for Professional Teaching Standards (NBPTS). Brian holds a Master's in Communication Studies from California State University, Sacramento, and a Bachelor's in Mass Communications from the University of California, Davis.

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Transformation is a process, not a destination. It requires ongoing innovation and systemic change. This work is complex and challenging, necessary and unavoidable. It's also exciting—and there are clear best practices that can guide you to success.

The *Transforming Education for the Next Generation Guidebook* has summarized these practices, including many lessons that have emerged from Intel's work with more than 10 million students and teachers in more than 100 countries. By using this guidebook and the Intel® Education Transformation Model, forward-looking school leaders can create technology-enabled learning initiatives that improve learning outcomes, increase equity, and deliver a strong educational return on ICT investments. These transformative initiatives can position communities, municipalities, states, provinces, and nations to innovate, grow, and thrive.

To highlight some of the most important practices:

- **Start with a vision.** Reimagine what's possible. Explore how you can use mobile technologies and digital resources to help achieve your goals, and identify changes you'll need to make throughout the system to support the full and effective use of ICT.
- **Focus on learning outcomes and equity, not technology.** Mobile devices, new data sources, and instant feedback mechanisms can empower students and teachers with powerful capabilities, but their use must be guided by highly qualified teachers.
- **Take a holistic approach.** Use frameworks such as the Intel Education Transformation Model and the ISTE NETS models to help guide systemic change. Develop a detailed roadmap for changes to professional learning, curriculum and assessment, leadership, policies, sustainable resourcing strategies, and ongoing program evaluation.
- **Empower teachers to use technology in meaningful ways.** Look beyond compliance-focused ICT training. Instead, create a safe environment that inspires, informs, coaches, incentivizes, supports, and listens to teachers. Provide flexible professional learning opportunities for teachers, principals, and other school leaders. Model a commitment to lifelong learning for all members of the school community.

- **Work with stakeholders at every stage.** Develop collaborative, multi-stakeholder processes for tasks such as choosing devices, designing curriculum, aligning assessment, and evaluating the program. Diverse input leads to better planning and greater buy-in. Include students when possible—it's their education and their future.
- **Increase the impact from your investments** in technology by enabling students to take their devices home and involving parents in their students' learning. Collaborate with public and private-sector organizations to ensure students can access educational resources from home, libraries, and community centers.
- **Learn what works, and follow evidence-based strategies.** Explore OECD's research to see what you can learn from countries that are improving their learning outcomes. Take advantage of case studies and research papers from Intel and many other sources. Talk with peers and colleagues, and visit schools that are having success. Each nation, state, municipality, province, and community is unique, but many challenges are universal, and many solutions are transferrable.
- **Share your successes and failures.** What worked? What didn't? You can expand your own success, build capacity throughout the system, and help others succeed by increasing global recognition of effective strategies.
- **Continue to improve.** Monitor and evaluate the effectiveness of your programs and continue to refine and improve them. Compare your school system to international benchmarks.

## Resources

Intel® Education provides technologies, solutions, tools, case studies, and other resources to support education transformation based on global best practices. To learn more:

- Overview: <http://www.intel.com/content/www/us/en/education/k12/k12-educators.html>
- For school leaders: <http://www.intel.com/content/www/us/en/education/evaluations/solutions-for-leaders.html>
- For teachers: <http://www.intel.com/content/www/us/en/education/k12/teachers.html>
- For ICT professionals: <https://www-ssl.intel.com/content/www/us/en/education/solutions/technology-to-classroom.html>
- Intel® Education Technology Adviser: <http://www.intel.com/content/www/us/en/education/it-in-education/intel-and-education-elearning-technology.html>

Many other organizations offer resources such as whitepapers, research reports, case studies, learning networks, financial planning models, and customized consulting services.

- OECD's Education GPS site brings together data on how countries are working to improve quality and equity in their education systems, including policies and outcomes: <http://gpseducation.oecd.org/Home>. For an overview of OECD Education, see: <http://www.oecd.org/edu/>.
- Consortium of School Networking (COSN): <http://www.cosn.org/>
- Council of Chief State School Officers: <http://www.ccsso.org/>
- Educurious: <http://educurious.org>
- Edutopia: [www.edutopia.org](http://www.edutopia.org)
- E-Learning Foundation (London): [www.e-learningfoundation.com](http://www.e-learningfoundation.com)
- International Society for Technology in Education (ISTE): <http://www.iste.org>
- Learning Links Foundation: <http://www.learninglinksindia.org>
- New Pedagogies for Deep Learning Global Partnership: [www.newpedagogies.info](http://www.newpedagogies.info)
- One-to-One Institute: <http://www.one-to-oneinstitute.org/>
- Project RED community: <http://www.projectred.org>