Seminario nazionale della Rete *Avanguardie educative*

Istituto di Istruzione Superiore
«Savoia Benincasa»

Ancona, 4-5 dicembre 2019

L'INNOVAZIONE POSSIBILE

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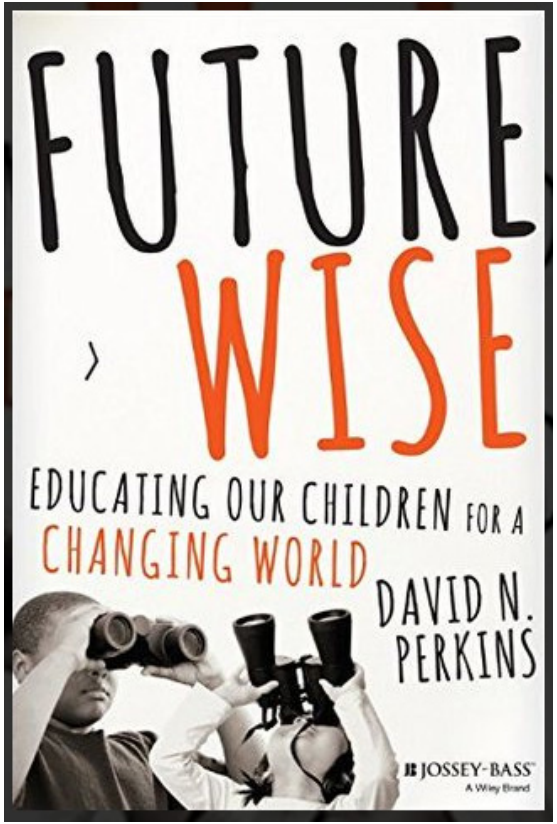
CITTADELLA
LAZZARETTO
PIAZZA CAVOUR
PIAZZA DEL PLEBISCITO
DUOMO DI S. CIRIACO

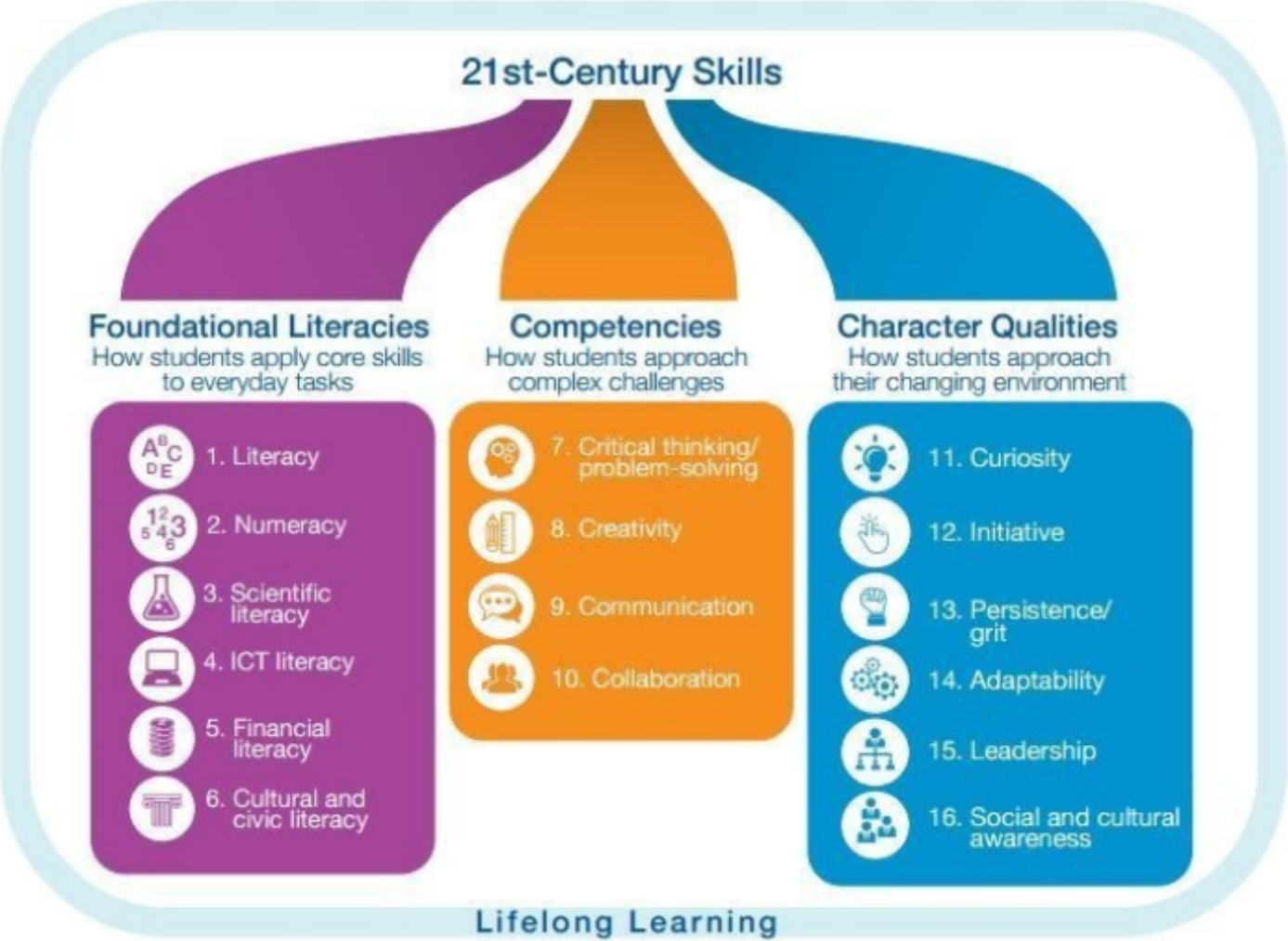
Lenovo

Lenovo.
SAVOIA
BENINCASA
NIGHTMODE



Educare all'Ignoto

Oltre le discipline tradizionali
Oltre la separazione disciplinare
Oltre le prospettive locali
Oltre la padronanza dei contenuti
Oltre i «programmi»


21st-Century Skills
Foundational Literacies
How students apply core skills to everyday tasks
1. Literacy
2. Numeracy
3. Scientific literacy
4. ICT literacy
5. Financial literacy
6. Cultural and civic literacy
Competencies
How students approach complex challenges
7. Critical thinking/ problem-solving
8. Creativity
9. Communication
10. Collaboration
Character Qualities
How students approach their changing environment
11. Curiosity
12. Initiative
13. Persistence/ grit
14. Adaptability
15. Leadership
16. Social and cultural awareness
Lifelong Learning

Quali elementi permettono ad un’innovazione di essere sostenibile e durare nel tempo?

SPECIAL TOPIC

When Change Has Legs

Four key factors help determine whether change efforts will be sustained over time.

David N. Perkins and James D. Reese

Initiatives to improve teaching and learning remind us of New Year’s resolutions. They often launch at the beginning of the year—the school year. They commence with a cherished vision of possibility and a spirit of commitment. They begin with genuine progress.

But most New Year’s resolutions fail. And similarly, many initiatives to improve teaching and learning prove shaky in the long term.

Both of us have been involved in improving teaching and learning for many years in diverse settings. We’ve seen the good, the bad, and, yes, the ugly. We’ve learned from friends and colleagues and the literature. Building on this experience, we’d like to explore a key question: What determines whether a change effort will eventually fizzle out or whether it will survive and thrive?

Efforts to improve teaching and learning frequently seem to follow an overly simple plan: make your goals clear, create learning opportunities, expand step-by-step, and expect that although some stakeholders will be reluctant, they’ll eventually come around. The theory is that after a while, you’ll achieve the targeted changes, and they’ll stay in place.

Following this simple path can work, but there are many common obstructions that often lead to serious missteps. By recognizing the complications, we can give change legs to overcome the challenges that arise along the way. To answer our key question at least partially, we might think of change as traveling on four legs: *frameworks, leaders, community,* and *institutionalization.*

Leg 1. Frameworks

Endeavors to improve teaching and learning are always journeys toward some holy grail—an aspirational framework or philosophy that offers a vision for more effective teaching and learning. Ideally, this framework provides teachers with a common perspective and language while allowing adaptation to different subjects, levels, and students. (See “A Sampling of Powerful Frameworks” on p. 44.)

Most of our own experience reflects teaching-learning frameworks developed through our longtime association with Project Zero at the Harvard Graduate School of Education—for instance, Teaching for Understanding (Blythe, 1998; Wiske, 1998); Making Learning Whole (Perkins, 2009); and Visible Thinking (Ritchhart, Church, & Morrison, 2011). However, we’re not favoring any particular framework here. Rather, our experience tells us that very different frameworks encounter very similar problems.

What seems to work best. By definition, significant change challenges existing practices and creates discomfort. The simple path expects teachers to comply and eventually get comfortable with the new practices, like getting used to a new suit. But it does not recognize how deeply teachers are committed to their own sense of craft, which they may have developed over many years. In our experience, teachers are more likely to warm to frameworks they can adapt to their personal styles and circumstances. It’s not just adjusting yourself to the clothing, but also adjusting the clothing to yourself!

We’ve also noticed that teachers can often work effectively with two or three frameworks simultaneously, as long as the frameworks are not contradictory. For example, the Teaching for

Le leve strategiche dell'innovazione sostenibile

D. Perkins, When change has legs

1. La visione
2. La leadership
3. La comunità
4. L'istituzionalizzazione

D. Perkins, Harvard Graduate School of Education
Co-founder of Project Zero

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LA VISIONE

Learning for Understanding - Apprendimento attivo e di competenze

Lifeworthy Learning

Cambio di paradigma dalla **trasmissione** alla **costruzione**/

dalle **conoscenze** alle **competenze**

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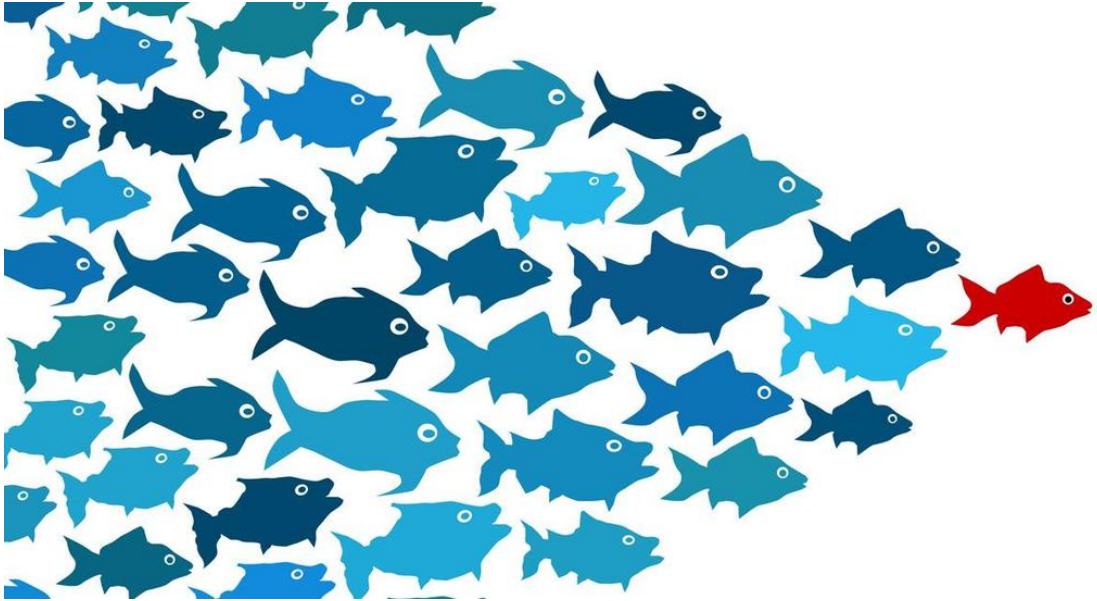
IL CAMBIAMENTO NON PUO' FARE A MENO

Del LEADER…



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MA IL LEADER NON PUO' FARE A MENO DELLA COMUNITA'

Political Visionary – Practical Visionary

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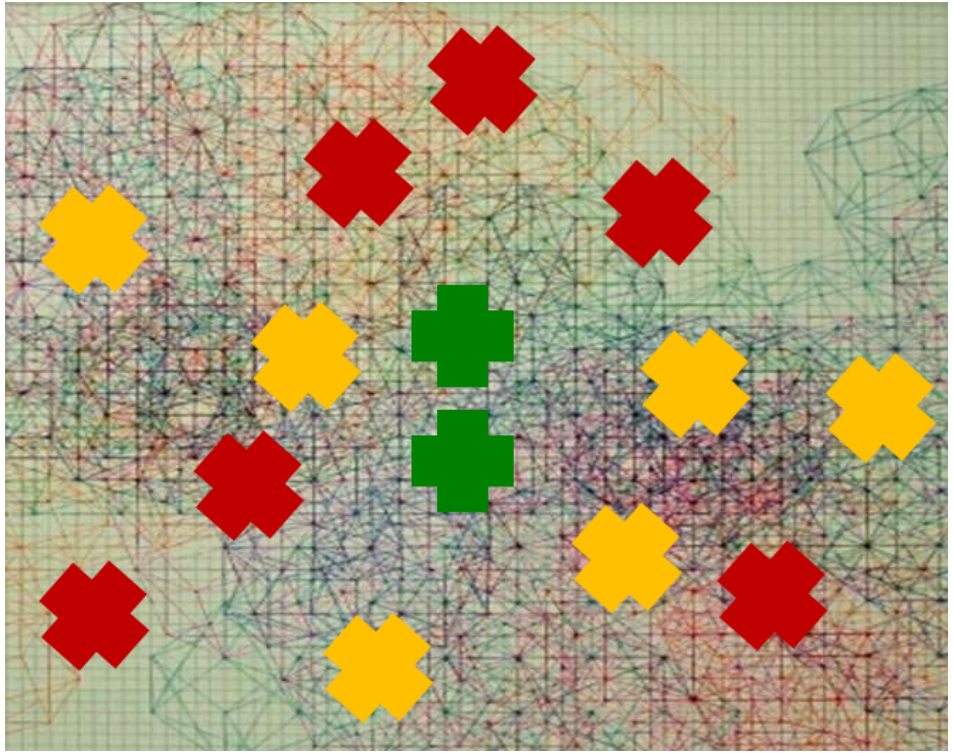
La comunità non cambia tutta insieme, ma cambia

Ci sono
Gli entusiasti
Gli scettici
I prudenti
Gli osservatori
I tardivi
E’ una dinamica naturale…



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La trasparenza come valore

Come si può ottenere una comunità coinvolta al punto tale da dare successo all'innovazione e renderla stabile e duratura?

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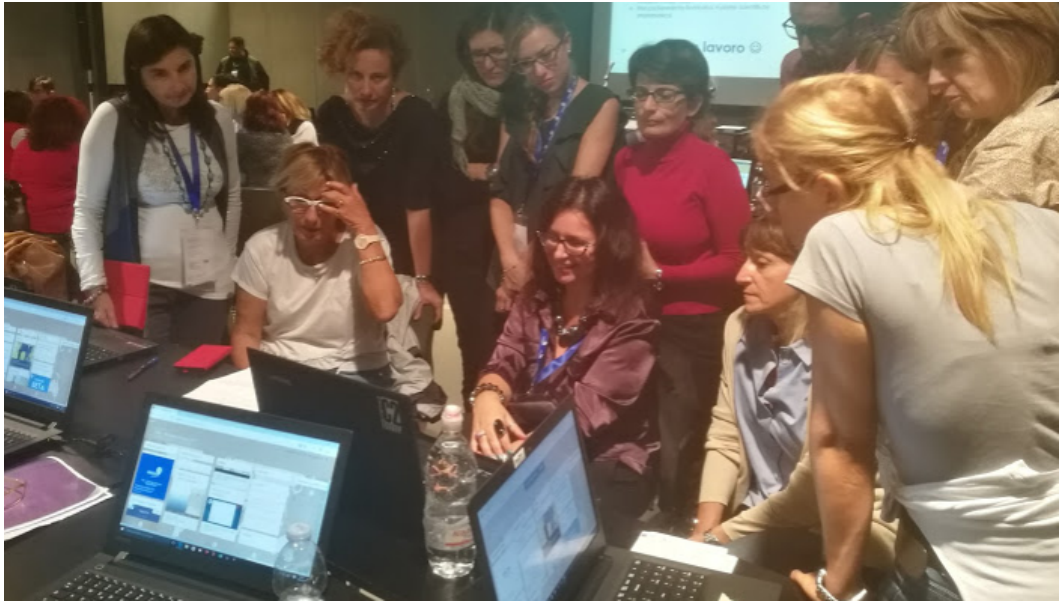
Il coaching degli innovatori

PARTECIPAZIONE PERIFERICA LEGITTIMATA

E. Wenger, Communities of Practice, 1998

Assicura sostegno e supporto a tutti coloro che vogliano mettersi sul cammino dell'innovazione



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ISTITUZIONALIZZARE IL CAMBIAMENTO

Ogni elemento dell'organizzazione reca il tratto del cambiamento

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QUALE FORMAZIONE

- ✓ Una formazione non tradizionale, fatta di studio, ricerca, esplorazione, adattamento, modellizzazione
- ✓ Osservare altri contesti per trovare soluzioni innovative
- ✓ Lavorare con altre scuole impegnate nello stesso sforzo innovativo

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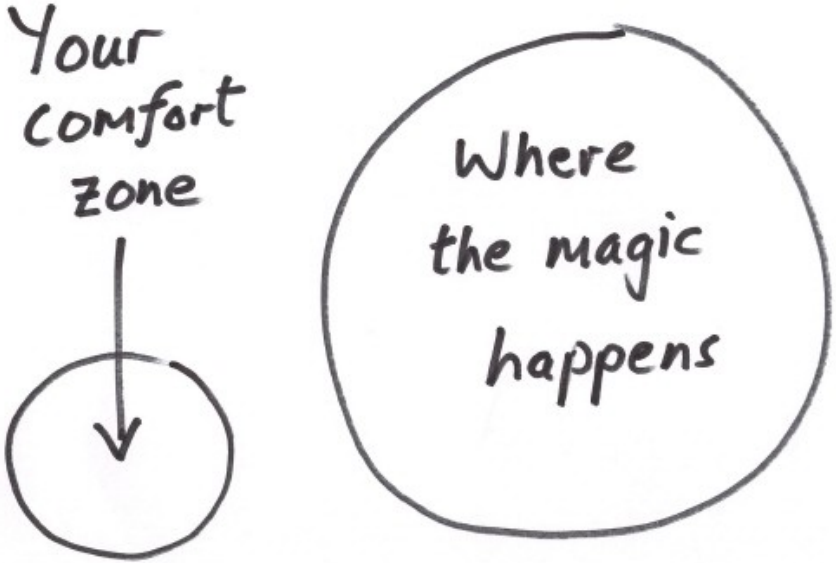
IL CORAGGIO DI REINVENTARE

- ✓ Ripensare la didattica
- ✓ Ripensare gli spazi
- ✓ Ripensare l'organizzazione
- ✓ Esplorare metodologie
- ✓ Accrescere il protagonismo degli studenti



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GENERARE MOTIVAZIONE

Uso di incentivi immateriali come leva del cambiamento
Gli innovatori hanno formato ormai centinaia di docenti in Italia e sono diventati testimonial del cambiamento

I Proff. Daniela Di Bari e Michele Gabbanelli a DIDACTA 2017

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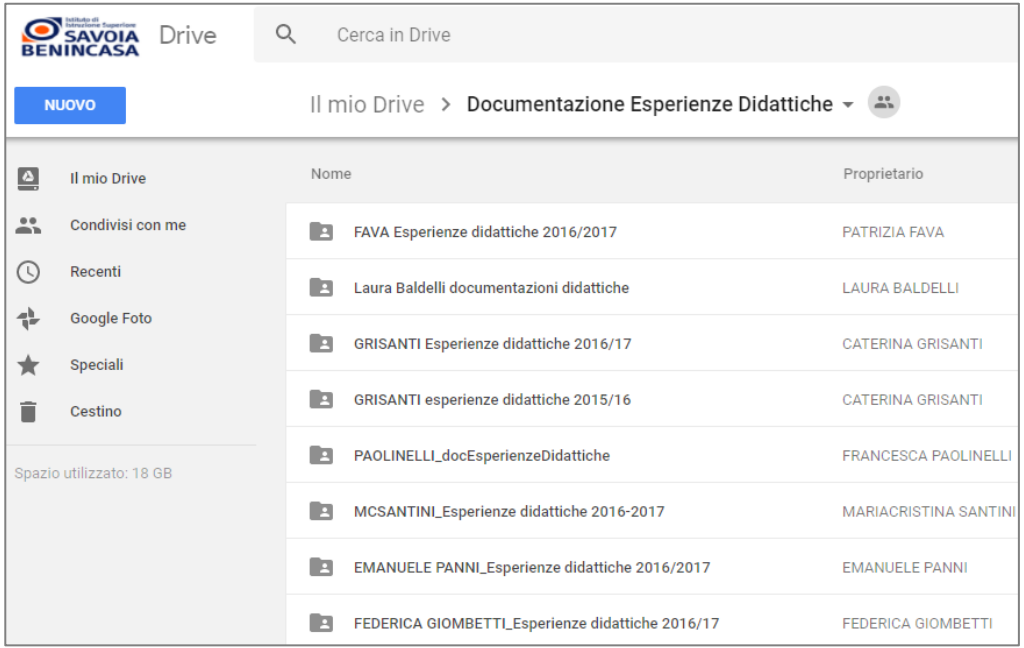
CONDIVIDERE

Ogni esperienza didattica innovativa è stata condivisa con tutta la comunità Ciascuno ha potuto liberamente studiarla, adottarla, integrarla, adattarla



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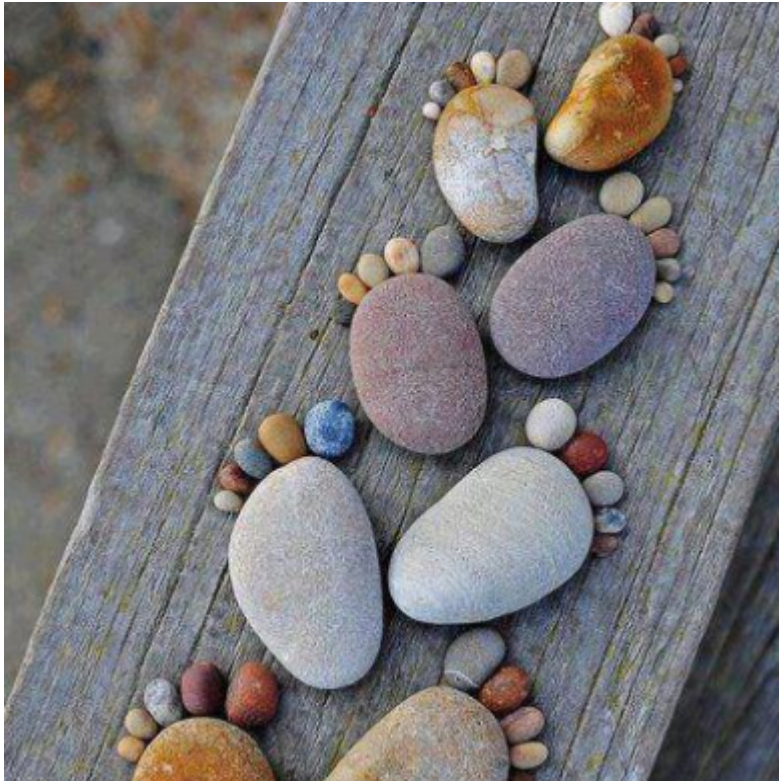
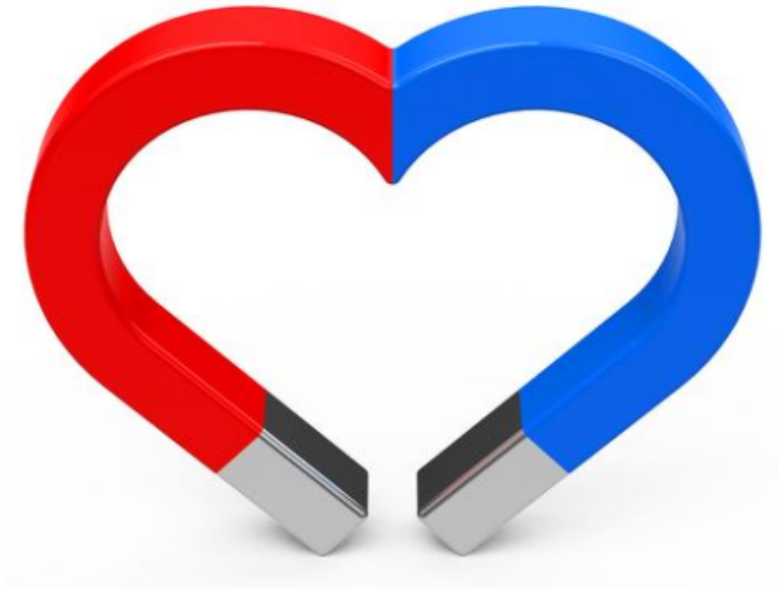
RESTARE IN CAMMINO

Un percorso di innovazione in risposta ai bisogni della società complessa è un cammino che non si arresta…



LA FORZA ATTRATTIVA DEL CAMBIAMENTO

Il cambiamento è una forza contagiosa
È un catalizzatore di entusiasmo
Accende energia positiva
E’ un richiamo per i coraggiosi



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Grazie per l'attenzione

www.savoiabenincasa.gov.it

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