

Creating a school system with extraordinary learning at its heart



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Innovation Unit is a not for profit social enterprise. We create new solutions that enable more people to belong and contribute to thriving societies, through innovation that is driven by and liberates human potential, agency and collective action. By developing alliances for change with places, organisations and systems we ensure that innovation has lasting impact, at scale.

We believe that the thriving societies of tomorrow need thriving young people today - children and young adults who want and are able to shape the world around them. And, that when learning and education is designed such that it enables all young people to thrive, our communities are better, more productive places to live. Through work with partners in the UK and around the world, including through our School Design Lab and Extraordinary Learning Multi-Academy Trust, we are rethinking the purpose of learning, redefining the metrics we use to understand progress and success, reinventing school, and reengaging communities, parents and employers in the business of learning.

If you are reading this booklet you have expressed an interest in partnering with Innovation Unit as we establish our Extraordinary Learning Multi-Academy Trust.

Please read on to find out more about our vision for extraordinary learning - why we need more of it in our school system, what it looks like in practice, and the profound difference we believe investing in it will make to the lives of young people, and ultimately to thriving societies.

Our vision is a bold one, and we are under no illusion about the challenges of supporting innovation within our education system. But, we are inspired by ten years experience of new school and learning designs, globally and in the UK, and we know first hand what it is possible to achieve through a collaboration of great partners.

Right now we are looking for a range of individuals and organisations to help shape and contribute to the Extraordinary Learning Multi-Academy Trust. Whether you are a potential investor, supporter or expert partner, we hope that you are inspired to join us.

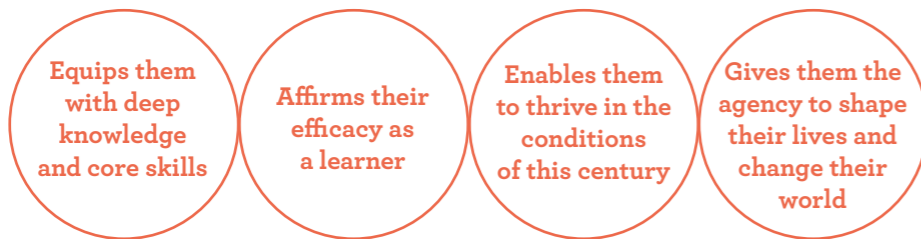
David Albury
BOARD DIRECTOR

Valerie Hannon
BOARD DIRECTOR

INTRODUCTION

OUR VISION

Our vision is for every young person to experience learning that is extraordinary - learning that:



Big shifts in politics, the economy and technology are changing our lives in ways that are hard to predict or control. Every issue that matters to our communities, our country and our planet will be experienced and shaped by the young people in our school system today. But that system is failing to prepare them for an increasingly uncertain future, with too many young people leaving school without the qualifications, skills or confidence they need.

To change this we need to question many of our traditional assumptions about what school is and does. We need to rethink the very nature and purpose of schooling, and begin reinventing school.

We must set out to design and create schools, classrooms, learning experiences and models of assessment that are more personalised, more demanding and more empowering for learners and teachers. To make those experiences relevant and connected to the future lives of our young people we need genuine, active engagement with a range of partners, including parents and employers, in both learning design and delivery.

Our vision builds on the outstanding practices and schools that already exist in this country, as well as innovative and well evidenced examples of new school models from around the world.

We call it extraordinary learning.

OUR MISSION

Build an alliance of schools and other partners:

To support and create extraordinary learning schools in England

To achieve our vision for extraordinary learning, and make a bold and significant contribution to the education system in England, Innovation Unit and its partners will co-develop ambitious and transformative models of extraordinary learning schools through a new Multi-Academy Trust (MAT).

The Extraordinary Learning (ExL) Multi-Academy Trust aims to work with and support existing schools, as well as open new ones. The new Multi-Academy Trust will:

- + Enable existing schools that are already engaged in extraordinary learning to prove their impact, and to grow and scale their practice in partnership with others.
- + Open innovative new ExL schools that demonstrate a diverse range of school models in pursuit of extraordinary learning for all young people.
- + Participate in and build an international network of innovative schools who are bringing extraordinary learning to life.

To create an innovation ecosystem focused on extraordinary learning

Multi-academy trusts have the potential to be catalysts for innovation, yet many are choosing to replicate existing and conventional practices rather than embrace the potential to do things differently, especially in the communities which could benefit most from new approaches.

Innovation in pursuit of extraordinary learning will be at the heart of ExL Multi-Academy Trust, and it will be unique in its ability to draw on global exemplars through Innovation Unit's extensive international network. ExL's model will be to establish clusters of schools and other partners who are supported to become dynamic 'communities of practice'. Together, these clusters will form an innovation ecosystem with an international presence.

"Innovation Unit's capacity to form and lead communities of practice is outstanding. They bring an incredible breadth and depth of expertise - in education, leadership, innovation, service design, evaluation - that is utterly transformative; we will never go back to the ways we did things before working with them."

Stacey Quince, Principal
Campbelltown Performing
Arts High School

IMAGINE A SCHOOL SYSTEM WITH EXTRAORDINARY LEARNING AT ITS HEART...



Where every young person leaves school valuing learning and wanting to continue to learn beyond school and throughout their lives. With their self-esteem enhanced by the experience and equipped with the qualifications and skills to make wise future choices.

Where every young person is empowered to contribute to aspects of wider society, through meaningful work, as entrepreneurs and makers, as leaders and volunteers.

Where teachers and school leaders are recognised and valued as vital creators, enablers and facilitators of extraordinary learning, and are also active learners, enquirers and designers.

Where all those in the wider school community are genuine participants in realising this bold learning ambition, and are touched by it in ways that enhance their lives and the lives of others.

Imagine a school system that contributes to the creation of thriving societies, because children and young people want and are able to positively shape the world around them.

A UNIQUE OPPORTUNITY

THREE KEY IMPERATIVES FOR INNOVATION

Now is the time for innovation and change within our school system. There are three key imperatives which, in combination, present a unique opportunity:

Imperative 1:

The need for education to focus on preparing young people to live well in a future that is uncertain.

Imperative 2:

Enabling all young people to fully engage in learning and achieve great outcomes for themselves and wider society, regardless of their background.

Imperative 3:

The chance to rethink how things are done as schools and school networks become the agents of change within our education system.

SEIZING THE OPPORTUNITY FOR INNOVATION, IN PARTNERSHIP

Innovation Unit is seeking partners from within and beyond the education system who share our ambition for change, and who want to seize this opportunity for innovation to:

- + Design new models of school which provide deeply engaging and transformative learning for both students and educators.
- + Become part of a dynamic drive internationally in which educators and other stakeholders are challenging the purpose and nature of school.
- + Develop the role of schools within thriving communities and as part of networks, and with parents and other stakeholders as active partners.
- + Create a new role for school networks as developers and designers of evidence based practice; creating and testing new approaches, and robustly experimenting on behalf of the wider system.

THE CASE FOR CHANGE

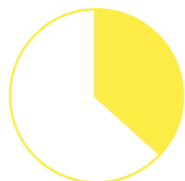
THE NEED FOR EXTRAORDINARY LEARNING AND NEW MODELS OF SCHOOL

To tackle inequality

Despite progress in the standards and quality of our schools in recent years, with more now reaching expected government benchmarks of success, England still has one of the most unequal education systems in the OECD.

There are entrenched inequalities between children from different socio-economic backgrounds and across geographies. Far too many young people, particularly those from the most disadvantaged communities, still leave school without the qualifications, experiences and wider life skills they need to access opportunities and achieve their potential. This is especially true for those young people who do not go to university, where few high quality alternative options or pathways exist (see [Ofsted annual report](#)).

In 2015, only 36.7% of those from low income families (eligible for free school meals) achieved 5 GCSE qualifications at grade A*-C including English and Maths (source: [Department for Education](#))



Youth unemployment amongst 16 to 24 year olds has fallen but at 15.4% is higher than a decade ago and remains above the OECD average. The cost to the UK economy is estimated at £45bn per year (source: [The Telegraph](#))

£45 Billion

To ensure young people are prepared for an uncertain future

Even those who do succeed academically face challenges when it comes to careers and life choices beyond school. Employers continue to voice concern about skills shortages across the economy and the ever increasing disconnect between the education system and what young people need for success in the real world.

Rapid changes as a result of automation and technological transformations are likely to exacerbate these issues over time, and notions of a traditional, linear life path are now almost obsolete, with multiple career paths in a single lifetime likely to be the norm for young people today.

As the world experiences and responds to change, we would expect to see our model of school evolve and develop too. But most classrooms and schools still look and feel like they did 50 years ago, and young people themselves feel underprepared for the future.

On average, by 2020, more than a third of the desired core skill sets of most occupations will be comprised of skills that are not yet considered crucial to the job today. (source: [World Economic Forum](#))

Today's new learners are the most technologically literate and socially empowered generation of children ever. They are highly intuitive and confident unaided users of digital technology who are too young to remember its arrival. (source: [Learning Frontiers](#))

The data points to a widening gulf between what interests, motivates and engages young people in their 'real' lives and their experience of schooling; and the gulf widens steadily during the secondary school years. (source: [Learning Emergence](#))

KEEPING PACE WITH BOLD AND TRANSFORMATIVE CHANGE

Around the globe we are seeing bold moves being made in education as the most ambitious educators, governments and investors of all kinds respond to the change they see in the world, and unequal outcomes for young people.

Globally

Education leaders across the globe are recognising the challenges we face in England, with many now re-orientating their education and school systems to ensure they deliver better, broader and more relevant outcomes for young people irrespective of their background or starting point. Career readiness, real world connectedness and collaboration are fast becoming central tenets of education and school design.

The visionaries behind these new school models are boldly:

- + **Starting from scratch** - designing and opening new schools to enable different models to emerge faster.
- + **Redefining success and how it is measured** - because they believe that children are capable of a lot more than most schools allow them to realise.
- + **Taking nothing for granted** - redesigning the things that seem fixed about school (classrooms, teachers, timetables, year groups).
- + **Innovating at scale** - because real transformation goes beyond individual classrooms to culture, leadership, the physical environment and partnerships beyond the school walls.

Nationally

Changes to education in England have not been in short supply over recent years. Alongside curriculum reform, and new assessment and accountability frameworks, we have seen power and autonomy over school design and operation devolved to schools, school leaders and increasingly to multi-academy trusts as new school collaboratives.

Yet with this devolution of power, which includes freedom from previous constraints (like the national curriculum and a standard school day) we have seen little in the way of innovation. The creativity of teachers and schools remains constrained - particularly by fear of the accountability regime - and only a few schools have so far used these freedoms to fundamentally alter the way they work or how they deliver learning.

GLOBAL EXEMPLAR:

THE METROPOLITAN REGIONAL CAREER AND TECHNICAL CENTER RHODE ISLAND, USA

The Met is the flagship school of Big Picture Learning - an international network of schools dedicated to changing education systems. There are 67 Big Picture schools in the USA, all of which are non-selective, and there are many more around the world. Each individual school embodies the fundamental philosophy of Big Picture; putting students at the centre of their own learning.

At the Met, every student has an individualised learning plan built around their needs and interests, but also incorporating rigorous learning goals. Advisors work with mentors, parents and students to build a personalised curriculum around a student's interests and connect them to opportunities for learning in the wider community. The main component of every student's education is Learning Through Interests and Internships. In these experiences, a student works with a mentor, an expert in the field of the student's interest, and completes deep learning through authentic projects that benefit both the student and the mentor.

3 WHAT IS EXTRAORDINARY LEARNING?

“If we were educating for a broader purpose we might, for example, decide that it would be desirable to have an accountability system where achievement as well as attainment is assessed, where there is an overt attempt to assess the progress of children in terms of their health and well-being, how they are able to be team players especially in solving interdisciplinary problems which are the hallmark of the modern world, and how they are intelligent rather than how intelligent they are.”

Sir Tim Brighouse
Former London Schools' Commissioner

OUTCOMES OF EXTRAORDINARY LEARNING

Deep learning in academic subjects and fluency in a range of skills will be essential elements in the curriculum experienced by all students in ExL Multi-Academy Trust schools.

ExL schools will hold each other accountable for achievements beyond formal qualifications, setting a higher and different standard by recognising and accrediting the following outcomes for learners:

Intellectual and personal creativity

Young people have the knowledge, skills and confidence to be innovators, thought leaders and entrepreneurs

Collaboration and communication

Young people demonstrate the highest level of skill in working with others, and presenting or debating different ideas and views

Resilience and agency

Young people know and trust themselves, respond well to change and are motivated and confident to pursue their passions and shape the world

Technological mastery

Young people are able to harness the potential of technology in all they do: to create, collaborate, communicate and thrive

Global awareness

Young people are engaged in understanding and addressing global issues and the concerns of our planet

A TYPICAL DAY

I'm connecting with my team, getting ready for my learning day. We had a 'speed-debate' on Immigration.

I rotate between group work with my project team, working on a Crime Scene Investigation forensics project covering physics, maths and chemistry, and 1-1 work with our specialist teachers.

I went to a great lecture on public sector innovation - it inspired me!

I worked with architects today. I really enjoy working with professionals and getting authentic and 'real world' feedback on my work. It's much more meaningful than just a grade, and pushes me to improve.

I wanted to tell my mentor and advisory team about today, and also I'm leading advisory tomorrow so I need to be prepared.

8:00-9:00AM
STAFF LEARNING AND COLLABORATIVE PLANNING

Professional development, practice-sharing, project design, issues-based learning, peer coaching, group problem-solving

9am-9.30am
ADVISORY
School: The Base Room

Mixed-age 'family' group - check-in, plan and group debate



12-15 STUDENTS



MENTOR TEACHER

9.30am-12pm
MORNING SESSION: ACADEMIC STUDY
School: Main learning space

Focused academics (Maths/Science and/or English/Humanities) both as Project Based Learning and formal lessons



50 STUDENTS



SPECIALIST TEACHERS + TAs

12pm-1pm
LUNCH
Social learning time e.g. activities or planning for exhibition

1pm-3.30pm
AFTERNOON SESSION: PROJECT BASED LEARNING
In the community: Local business

Community-located learning in a maker-space or on a work based brief, or working with experts from the community



4X GROUPS 3-5 STUDENTS



FACILITATOR TEACHER

3.30pm-4pm
ADVISORY COACHING
School: The Base Room

School ends with a check-in with peers and advisor prior to electives, which include sports, the arts and service choices



1-3 STUDENTS



MENTOR TEACHER

Every morning we meet as a staff team to learn together. We design learning activities collaboratively and critique each other's ideas. We plan enquiries and share our successes and solve problems... I feel I'm growing and I'm challenged here.

I work with my teaching team to review student progress, and with students to trouble-shoot any specific issues or concerns about their in-school learning or industry/community based work.

I travel between individuals and small groups to answer specific questions, helping everyone move at their own pace, and making sure students understand core concepts and that progress is being made. Coordinating across the teaching team, we facilitate student learning and also provide intensive guidance and support where needed.

Today I'm taking five student groups to the City Library to present their initial work on a research brief, which I co-designed with a group of artists, illustrators and authors to explore the library's heritage through the creation of a digital magazine. Students are getting feedback on their initial design work, and I will be supporting them with their presentations.

At the end of the day students check-in about their day's learning and we share great stories and problem-solve any concerns. We also ensure everyone is on task and on message for assignments and deadlines. I check in with colleagues and we share what went well - and what could be better for the next day.

EXTRAORDINARY LEARNING (ExL) MULTI-ACADEMY TRUST

OUR CORE VALUES

Being a partner in ExL MAT means being committed to and signing up to three core values:



Collective responsibility and leadership

A shared professional and intellectual mission, where every member is committed to understanding and developing extraordinary learning, and to schools being collectively responsible for the success of all students.

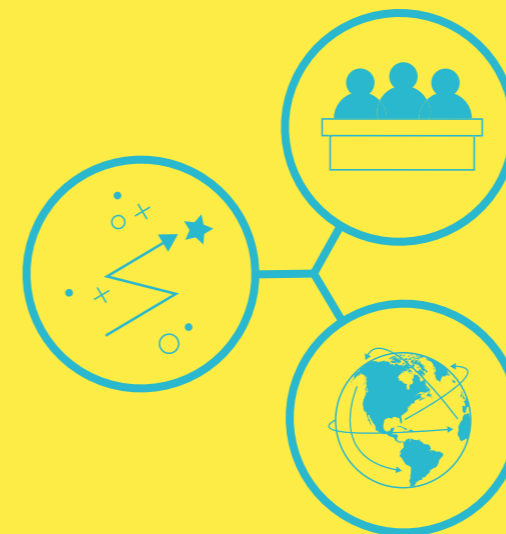
- + Collective responsibility, peer review and collaborative problem-solving between school leaders will be critical to our success and will be hard-wired into our approach to governance, finance and performance management.
- + The Board and CEO will devolve maximum autonomy and funding to school leaders, and local or regional governing bodies, to enact the shared and local vision for extraordinary learning, to engage parents and the wider community, and to run their schools.
- + We will hold ourselves to a higher, more holistic set of outcome standards than those required by current accountability frameworks, but we will also need to show impact against those metrics.



Innovation

A commitment to and passion for creativity, innovation and exploration, and to generating learning and evidence on behalf of the wider system.

- + ExL Multi-Academy Trust will create the incentives, space and challenge for teachers, leaders and students to develop new ways of living out extraordinary learning. We will honour and encourage diversity in these new approaches.
- + Innovation Unit will make available tried and tested innovation tools and methods to help schools design and experiment with new approaches in a disciplined way. ExL Multi-Academy Trust will support teachers, leaders and students to grow their own capability in using these methods, for example through expert coaching.
- + The organisation will be rich in data and research that will be used to stimulate learning and new approaches on behalf of the whole profession.



Global connectedness and collaboration

Being internally and externally collaborative by learning from, with and on behalf of one another and the system, and being globally connected and committed to learning world-wide.

- + ExL Multi-Academy Trust will create a national and international foundation for leadership and professional development, including an international advisory board facilitated by Innovation Unit that enables schools to connect in meaningful ways with leading figures in education across the world.
- + The executive will broker and foster cross-trust communities of leaders and teachers – it will take a relational approach, facilitating development and succession opportunities from Initial Teacher Training to executive leadership.
- + ExL Multi-Academy Trust will be a global alliance that is connected locally, regionally, nationally and internationally, and is enabled by a commitment to serving the wider system by openly sharing and connecting all schools to best national and international practices.

EXTRAORDINARY SCHOOLS

Schools in ExL MAT will develop extraordinary learning in different ways to suit their circumstances and local vision, but there will be key features of the learning experience for all pupils across the ExL community.

- + Extraordinary learning means that every child and young person is known and valued, and their individual passions contribute to shaping what they learn and how they learn it.
- + The work students do has real-world relevance, harnesses the creative and connective power of technology, and is achieved in active partnership with parents and the community.
- + Assessment of extraordinary learning is authentic and holistic, furthering the purpose of learning and never done for its own sake.
- + Extraordinary learning schools are designed around pupils. This manifests in the use of time and space, and the school's approach to structure and culture.
- + Every member of staff is a leader of the system, taking responsibility for every child and for the experience of extraordinary learning.

ExL MULTI-ACADEMY TRUST

AS CATALYST

ExL Multi-Academy Trust will be a platform and a springboard for driving both innovation and powerful collaboration across the education system.

The multi-academy trust model has huge potential to enable dynamic and creative partnerships between schools and wider stakeholders who are committed to, and accountable for, a shared educational endeavour.

Through the development of ExL MAT, Innovation Unit is bringing together a coalition of schools already developing extraordinary learning, and which are committed to achieving astounding outcomes for all of their children and young people.

Under the banner of extraordinary learning, ExL MAT will not promote a single type of model or innovation. Rather, it will facilitate, support and challenge schools to share, generate and test a range of approaches and models. Schools will find the unique combinations that work for their young people and their communities, guided by a set of design principles.

AS CONNECTOR

Our vision over the next ten years is for there to be an ExL cluster in every region of the country, supporting all schools to generate inspiring new models of schooling, and to exemplify, build and scale capacity for extraordinary learning across the system.

Through our existing international network of extraordinary learning schools, we will connect UK educators and practitioners with the most advanced new schooling movements globally, creating new opportunities for professional learning and practice development to ensure that as a country we are at the forefront of global innovation.

Beyond the immediate cluster of schools formally within ExL Multi-Academy Trust, we aim to build wider communities and coalitions that are engaged in and supportive of extraordinary learning. This will include collaboration between multi-academy trusts and partnerships that can help support and scale new practices.

SCOPE AND SCALE

ExL Multi-Academy Trust will be national in scope, but initially focussed in two or three localities, each with distinct contexts (e.g. London, Central England and the East Midlands). Over the first five years we will expand these clusters and establish additional ones once the foundations of the trust are secure, with a likely operating size of around 20-25 schools.

As well as developing clusters of existing extraordinary learning schools, we will apply to open new schools through the free schools programme and local authority-run competitions, starting in our second year of operation. These will range from secondary extensions to existing strong primaries where there is a need, to new all-through provision that gives continuity and clear progression routes for children. This will enable the evolution of brand new school models, designed specifically for local contexts and to address local needs, with extraordinary learning at their heart.

Networking these schools with each other, and with others across the world, will multiply their strength and impact as they learn from and challenge each other to demonstrate the worth of new approaches to learning and new school designs. Through rigorous research and demonstrable improvements in outcomes, ExL MAT will provide a platform for system leadership and the capacity to enable innovation across the system.

BE AN INVESTOR, SPONSOR OR PARTNER

Innovation Unit is looking for a range of investors and partners to help realise our ambition to transform education in England. We are seeking investment in the establishment and growth of ExL MAT, including the funding of ongoing research and development, disciplined innovation, and meaningful international collaboration.

We have secured commitment from a number of significant individuals, but are interested in hearing from others who could be involved as:

- + Trustees - who will play a key role in organisational and strategic development as part of the governing body of the MAT. Key skill areas include legal, finance and audit, estates/property management, HR, organisational start-up experience, public sector procurement, marketing, data management and analysis, and IT.
- + Members of an international advisory body which will provide support to the global network of extraordinary learning schools.
- + UK Ambassadors of ExL who will promote the work of the trust and wider coalition of ExL schools with UK partners.

If you are an organisation or individual who may be able to provide in kind and pro bono support on a more ad hoc basis, including across the skill areas listed above, or by providing facilities use for events or activities, please get in touch.

For further information, and to discuss any of the opportunities set out above, please contact Valerie Hannon, Board Director (valerie.hannon@innovationunit.org).

A DECADE OF INSIGHT GATHERING AND EXPERIENCE

Over the past ten years Innovation Unit has built alliances with the people, organisations and systems responsible for some of the world's most innovative schools. Our team has worked in almost every corner of the globe - from New York to Sao Paulo, Brisbane to Seoul, Dubai to Manchester - and has a unique knowledge base about what it takes to create extraordinary learning. That knowledge is drawn from:

- + **Global exemplars of new solutions** - identifying and understanding the nature of innovative schools.
- + **Design principles and features datasets** - working out the characteristics, component parts and practices of innovative schools, and how they fit together.
- + **Design, learning and change expertise** - helping people to design schools, lead change within schools and learn about innovative practice.
- + **Global alliances** - building partnerships with people, organisations and systems who have designed and led some of the world's most innovative schools, e.g. High Tech High, Big Picture Learning, School 21, School Retool, NYCiZone.

“I’m extremely proud of the collaborative work undertaken with members of Innovation Unit in recent years. Working across the education system in British Columbia, the IU team has taken our thinking to new places and landed new ideas through a rigorous approach to innovation. Throughout, they have focused on enabling more productive relationships between schools in bringing innovative practice to life. Their contribution to the development of BC as one of the world’s leading education systems has been significant.”

Rod Allen
District Superintendent and former Assistant Deputy
Minister in British Columbia

OUR WORK SUPPORTING INNOVATION IN EDUCATION

Schools of the Future, New South Wales, Australia

Innovation Unit is funded by the Department of Education in New South Wales to design and facilitate collaboration between fifteen schools. These schools are developing and implementing new models of schooling, teaching and learning that will give every learner with the skills and knowledge they need to thrive in the coming decades.

Supporting the education system in British Columbia

Over the last few years Innovation Unit has supported the development of British Columbia’s Education Development Plan and worked with schools and district leaders to deploy disciplined innovation methods with strong teacher engagement to robustly implement the plan. British Columbia was recently ranked by PISA as one of the highest performing jurisdictions in the world.

Global Education Leaders Program (GELP), Worldwide

Over the last seven years Innovation Unit founded, designed, coordinated and delivered the Global Education Leaders Program. GELP brings together senior system leaders from education systems around the world to collaboratively problem-solve the transformation of those systems to redesign learning for the individual, economic and social needs of the 21st century.

Learning Futures, UK

Innovation Unit facilitated and supported this four year innovation programme which invited forty of the country’s most ambitious schools to explore curriculum and organisational innovation in pursuit of greater student engagement and achievement.

Networked Learning Communities, UK

Led by a partnership between the then National College for School Leadership and Innovation Unit, Networked Learning Communities was the world’s largest disciplined school-to-school network programme. It supported 125 networks of schools (more than 1300 schools) over four years to take collective responsibility for the success of all learners, and to generate evidenced-based practices and materials about ‘networked learning’.

New York City iZone

NYC iZone was a system innovation strategy sponsored by the Department of Innovation and supported by Innovation Unit. iZone360 sought to harness the creativity of NYC’s entrepreneurial leaders and schools by creating a ‘zone’ in which 50 schools would explore together new and radical models of schooling and learning on behalf of all 1700 schools in the city.

REAL Projects, UK

Inspired by approaches pioneered in the US, and developed through a partnership between Innovation Unit and High Tech High in California, REAL Projects resources are now being used by schools all over England. Between 2013 and 2015 the Education Endowment Foundation funded a randomised controlled trial of the approach, which was supported in 12 schools by Innovation Unit.

OUR PEOPLE



DAVID JACKSON Partner, Innovation Unit

David began teaching in 1971 and for 14 years, until 2000, was headteacher at Sharnbrook Upper School and Community College. Between 2000 and 2006 he was a founding Director at the National College for School Leadership. David has taught on educational Leadership Masters programmes at the universities of Cambridge and Nottingham, and has worked on school and system change initiatives in a number of countries. Since 2010 David has supported, amongst others: the *Learning Futures* and *REAL Projects* programmes (UK), *Learning Frontiers* (Australia), the *Global Education Leaders Partnership* (international) and, for three years, New York City's *iZone*.



VALERIE HANNON Board Director, Innovation Unit

Valerie is a Co-Founder of Innovation Unit. With a background in leadership of education systems, research, teaching, and capacity building, she is now an established thought leader in the field of education innovation. She is a founding member and Director of the *Global Education Leaders Partnership*. Her international work has included advising the OECD *Innovative Learning Environments* program, and contributing regularly to the World Summit on Innovation in Education (WISE). She is a regular keynote speaker and facilitator at international conferences and workshops. Valerie's publications include *Learning A Living: radical innovation in education for work* (Bloomsbury, 2012) as lead author; and *Redesigning Education: shaping learning systems around the globe* (Booktrope, May 2013) which she co-authored. Her new book *THRIVE: why 'C21st skills' are not enough* will be published in spring 2017.



DAVID ALBURY Board Director, Innovation Unit

For over two decades, David has consulted and advised on forming and implementing strategies and policies for transformation and innovation in education, early learning, healthcare and other public services. He has worked with and coached senior politicians and policy-makers, leading managers and professionals in local, national and international organisations. He works and speaks nationally and internationally, in the UK, Canada, US, Brazil, Australia and New Zealand, on creating the conditions for whole system transformation and radical innovation – especially, in recent years, on effective approaches to scaling and diffusion. He has led teams to turn around a number of underperforming Local Education Authorities, and led a review of National College of School Leadership after its first three years of operation. He is a founder, and between 2009-14, Design and Development Director, of the *Global Education Leaders Partnership*; an Associate of the Institute of Government and a Fellow of the Royal Society of Arts.

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**Innovation
Unit**

New solutions
for thriving societies

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