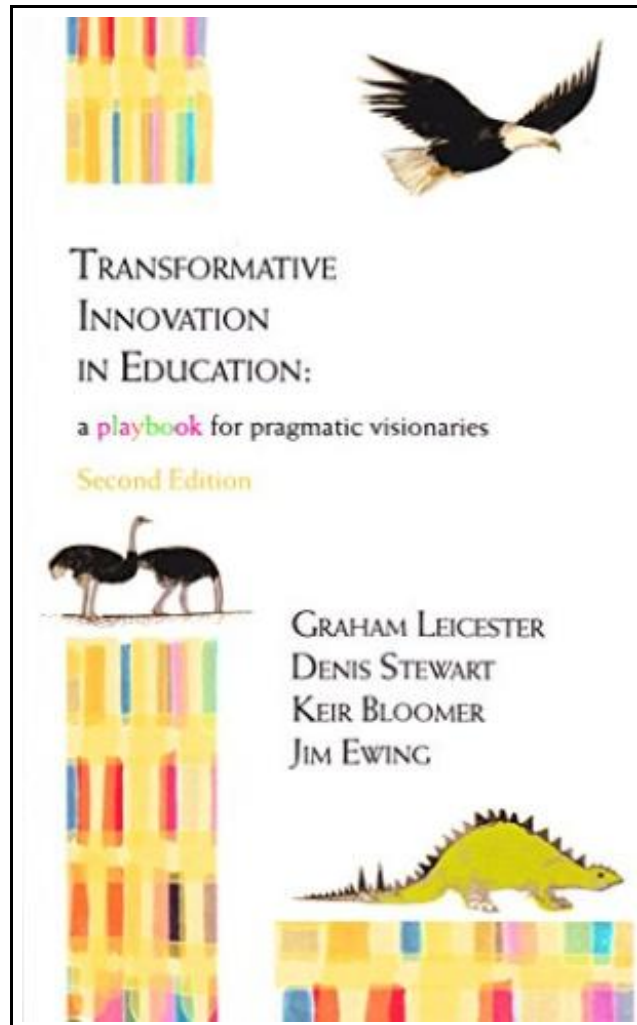


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Triarchy Press. Paperback. Book Condition: new. BRAND NEW, Transformative Innovation in Education: a Playbook for Pragmatic Visionaries (Second), Graham Leicester, Denis Stewart, Keir Bloomer, In 2009, the first edition of Transformative Innovation set out a blueprint for educational reform in Scotland. This second edition incorporates the results and practical experience of introducing and managing that reform. The book's message has resonated with readers around the world: given the right kind of guidance and support, our institutions of education are perfectly capable of instigating the kinds of radical changes they need to make in order to prepare our young people for an uncertain future. The authors can say this with some confidence because the insights, tools, suggestions and recommendations in the pages of Transformative Innovation in Education are rooted firmly in practical experience. In partnership with the Scottish inspectorate of schools, IFF worked with a wide variety of educationalists, practitioners, policy makers and others to explore how transformational change might be achieved. As a result, IFF developed significant new resources to support transformative innovation in a highly decentralised, bottom-up, system-wide approach. Powerful frameworks for moving from insight to action developed by Jim Ewing are described in a substantial new addition to the original text on 'practical approaches to transformation'. The permissive policy framework set in Scotland by Curriculum for Excellence, which invites transformational change in the education system, has now attracted positive attention in different parts of the world - particularly the US, Asia and Australia. The 'three horizons' framework on which the book and the reform programme is based allows everyone free rein to share their concerns about the present system, to admit deeper aspirations that might be frustrated or under-realised today, and to design a 'second horizon' transition strategy to shift the system in that direction. This is not...

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