

Schools2030 Global Forum

Session Learnings and Recommendations: Plenary 5

SESSION TITLE: *Teachers as Designers for Educational Change: How might we harness the power of Human-Centred Design (HCD) to drive more innovations in our classrooms and beyond?*

SPEAKERS: Katie Krummeck, Global Innovation and Design Advisor AKF; Halima Shaaban, Schools2030 National Coordinator Kenya; Nazira Zholdosbekova, Schools2030 National Coordinator Kyrgyzstan

FOCUS AREAS: Teacher-driven innovation, Human-Centred Design

KEY DISCUSSION POINTS:

- K12 education needs to shift to meet the needs of the 21st century, but how do we do this?
- Barriers to education school/systems change include path dependence, reliance of familiarity, risk aversion, lack of resources and trust, systemic challenges
- Tackling these challenges starts with improving teacher agency
- Inspire and equip them with HCD tools and mindset to better understand the impact of decisions on the experiences of others
- HCD elevates lived experiences of end users to create more sustainable, effective and equitable practices.

Spotlight on Kenya

- Teachers suffered from lack of self-belief and path dependence
- After HCD process, confidence that they have both the know-how and the resources to improve their classrooms
- Teachers inspired to be more creative after undergoing the creative HCD sessions and incorporating more play-based learning in their classrooms
- Also incorporating more strategies beyond just the classroom, including interactions with parents and school development planning
- Feedback seen as an opportunity to make improvement on the innovation.

Spotlight on Kyrgyzstan

- Teachers are innovators by nature and already iterating their ideas and practices for students, though often unaware that they are doing so and creating experiences outside of the curriculum

- Growing consensus that current models of teaching are limited and thus demotivating
- HCD has enabled them to look inwards at their moral obligation to improve student outcomes – igniting motivation and agency in their profession
- HCD process has also helped engage peer-to-peer learning and collaboration amongst teachers
- Teachers now feeling encouraged to make decisions, reflect, adapt, fail but try again and again.

CONCLUSION:

- HCD aims to remove the barriers that make schools and teachers resistant to change by improving teacher agency
- Uptake of HCD methods have led to improved self-confidence of teachers
- Teachers inspired to be more creative
- Teacher collaboration improved
- Teacher motivation improved
- Teachers use of HCD elevates them and their students as the end-users and therefore creates more effective and sustainable teaching and learning experiences

ACTIONS AND RECOMMENDATIONS:

- Equip more teachers with tools and resources to undertake HCD methodology
- Give teachers space to learn from each other, collaborate and iterate
- Improve teacher agency to improve learning outcomes