

A leadership challenge paper in support of UNESCO Futures of Education 2050

Building Collective Efficacy through an Inclusive Pedagogical Approach

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Abstract

Accelerated climate change and constantly shifting sociopolitical and economic forces impact the interconnected systems ecology of humanity. During the intensification of world events, such as pandemics, natural disasters, and diplomatic debacles, society looks to education to future-proof our children in order to sustain and increase economic participation and, ultimately, profits. UNESCO (2019) extends these notions to advance that “education does more than respond to a changing world” but transforms it. This paper draws inspiration from UNESCO’s *Futures of Education: Learning to Become* initiative to investigate the literature on collective efficacy through an inclusive pedagogical lens in anticipating ways that knowledge and learning can generate discussions on and solutions for “predicted, possible, and preferred futures” (UNESCO, 2019). This work to build collective efficacy through an inclusive pedagogical approach further applies strategic foresight through the application of tools such as scenario analysis to propose multiple futures that seek to bring stakeholders together in the negotiation of diverse ways of knowing in order to align goals that promote democracy, equity, and social justice in education.

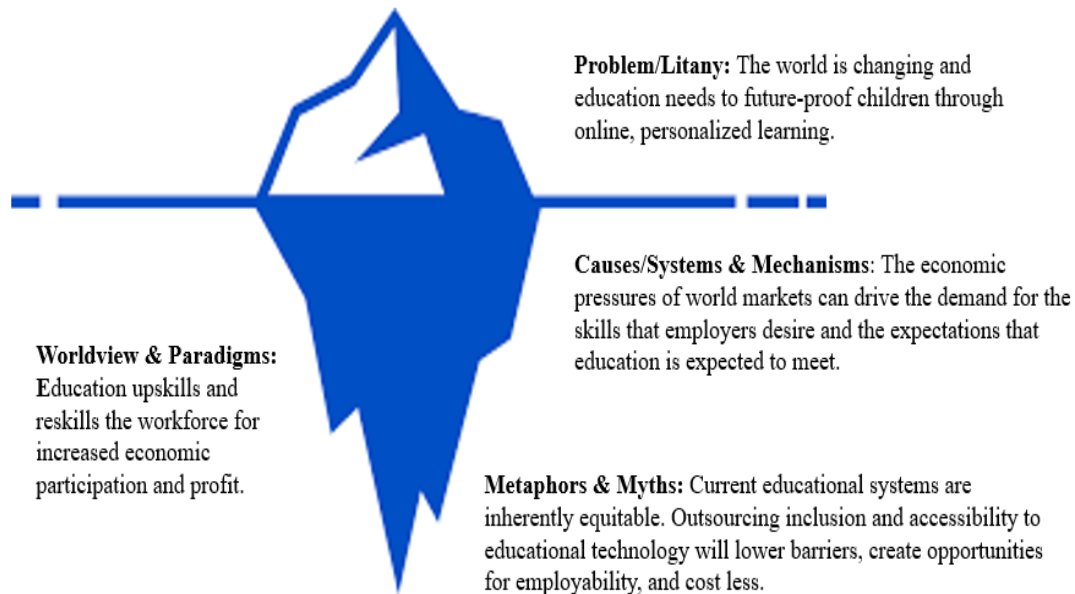
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The purpose of education has long been contested (Bogotch et al., 2007; Miles & Singal, 2009). Is it the work of education to help students acquire skills for economic participation (Organisation for Economic Co-operation and Development, 2019), teach them to negotiate their desires with the world around them (Biesta, 2017), or empower them to participate in teaching and learning through the promotion of democracy, equity, and social justice (Miles & Singal, 2009)? Education has the potential to bring people together, respond to challenges, and change the world.

The Causal Layered Analysis in Figure 1 depicts the constantly shifting world where the pressures of global markets drive the demand for upskilling and reskilling the workforce.

Figure 1

Causal Layered Analysis Depicting Collective Efficacy and Inclusive Pedagogy



Note: Adapted by C. Woo from https://cdn.pixabay.com/photo/2017/02/16/10/23/iceberg-2070977_960_720.png. In the public domain.

Society assumes that educational systems are inherently equitable and schools will future-proof children to increase economic participation and profits. Constructs of inclusion and

accessibility continue to be outsourced to educational technology with the promise of lowered barriers and increased employability at a reduced cost. The reality is that these notions of building human capital do not address key components of the learning process: social learning (Bandura, 1977) and responding to diversity in the community context over time (Nieto, 1992; Nieto & Bode, 2018). With a growing urgency to address political extremism that expands and perpetuates issues of inequitable access and social fragmentation, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) has underscored the importance of collective efficacy through their initiative *Futures of Education: Learning to Become* (UNESCO, 2019). By involving stakeholders in addressing these issues through education because “knowledge and learning are humanity’s greatest renewable resources for responding to challenges and inventing alternatives” (UNESCO, 2019), the world can begin to address the evolving global education narrative in this volatile, ambiguous, complex, and uncertain (VACU) world (Bennis & Nanus, 1987).

Ensuring Equity and Inclusion

In engaging UNESCO’s international ‘futuring’ initiative within a Canadian context, my aspiration, shared by many educational leaders, is to build collective efficacy through an inclusive pedagogical approach. If the role of education, as defined by the Salamanca Statement from UNESCO (1998), is to enable all children to participate fully and with dignity in the development of their capacities and in improving the quality of their lives, then a shared understanding of effective inclusive pedagogy is key (Pantić & Florian, 2015). Perhaps Polat (2011) said it best in stressing the importance of inclusive education by noting, “inclusion of *all* [emphasis added] regardless of race, ethnicity, disability, gender, sexual orientation, language, socio-economic status, and any other aspect of a person’s identity that might be

perceived as different” (p.51). Unfortunately, the ever-changing socio-political and economic landscape of education is an ongoing challenge for marginalized groups of children (Ainscow *et al.*, 2006; Miles & Singal, 2009; Pantić & Florian, 2015; Polat, 2011). The process to encompass markers identifying populations who may be sidelined by policy has proven to be neither singular nor exhaustive (Pantić & Florian, 2015; Polat, 2011) and has shifted over time (Dyson, 1999), varying significantly both within and between cultures and educational systems (Miles & Singal, 2009). To address these perceived barriers to inclusion, the literature points to the need for educational leaders to prioritize ‘high leverage points’ with low cost and high impact, such as responding to teachers’ concerns with respect to school culture (Woodcock & Woolfson, 2019), to enable them as ‘agents of change’ and mitigate external causes of inequality (Pantić, & Florian, 2015). International studies also make clear that teachers who have engaged in experiences and professional development working with marginalized populations report more confidence in implementing inclusive practices (Avramidis & Brahm, 2002; Loreman et al., 2013; Savolainen et al., 2020; Woodcock & Woolfson, 2019).

Leveraging Collective Efficacy

Over the past several decades the literature also highlights the continued need to study the impact of collective efficacy beliefs enabling an inclusive pedagogical approach (Avramidis & Brahm, 2002; Woodcock & Woolfson, 2019) and how these attitudes and intentions translate into teachers’ everyday practices (Hellmich et al., 2019) within the evolving sociopolitical context (Nieto, 1992; Nieto & Bode, 2018). Attention now needs to focus on the implementation of an intentional inclusive pedagogical approach over time (Savolainen et al., 2020) with a coherence throughout systems (Fullan, 2005) that acknowledges the embedded nature of educational ecology, inclusive of the school and larger community to the broader systems of

national and international jurisdictions (J.C. Couture & S. Murgatroyd, personal communication, August 3, 2020).

Teachers have an important yet challenging role in structuring and transforming collaborative learning moments into authentic, ongoing professional discussions that align attitudes with action (Savolainen et al., 2020; van Leeuwen & Janssen, 2019). In building collective efficacy through an inclusive pedagogical approach, it will be essential to empower educators to make these changes while improving their working conditions and potentially reducing their responsibilities. By providing opportunities for teachers to develop relational agency, or “the capacity to work purposefully with other professionals” (Pantić & Florian, 2015, p. 334), they may be empowered to negotiate goals and align responses through collective commitment and efficacy that also enhance pre-service and in-service teacher education for an inclusive pedagogical approach. A leadership framework (BC Ministry of Education, 2018), paired with a model of core expertise (Pantić & Florian, 2015), could support efficiency efforts through increased family engagement in educational decisions, shared responsibility within school for the success of all learners, intentional strategies to address marginalization and underachievement, and professional collaboration.

Reframing the Future through Strategic Foresight Tools

This project has the potential to increase student and teacher agency in mobilizing rich and diverse ways of being and knowing in order to leverage the school community’s collective intelligence through a consultative process involving stakeholders, in creating *The Thing from the Future* (Candy, 2018). The components are constructed in a Design Lab process through the elements of identifying the Arc, Terrain, Object, and Mood (ATOM) outlined in Figure 2.

Figure 2

The Thing from The Future - Depicting Building Collective Efficacy through an Inclusive Pedagogy

| ARC | Building Collective Efficacy through an Inclusive Pedagogical Approach |
|-----------------------|---|
| <i>growth</i> | ○ Student & teacher agency to mobilize rich & diverse ways of being and knowing in order to leverage the school community's collective intelligence through a consultative process involving stakeholders. |
| <i>collapse</i> | ○ Decrease of reliance on a one-size-fits-all approach that ignores perpetuates inequalities while advancing "standardized" neo-liberal economic paradigms of education. |
| <i>discipline</i> | ○ Shift to educational paradigms to an increasingly collaborative, multidisciplinary approach across grade levels that creates safe spaces for democratic educational processes that are "locally anchored as well as globally discussed" (UNESCO, 2019). |
| <i>transformation</i> | ○ Transform education to create opportunities for sustainable development goals that are collectively established for multiple, or plural, futures where equity and inclusion are assured through "democratic design that is connected to, but limited by, past and present" (UNESCO, 2019). |
| TERRAIN | ○ Inclusion acts as the thread that connects the individual school as the central hub embedded in the greater ecology of the local community with a view toward inserting itself in larger jurisdictions. |
| OBJECT | ○ Create a globally discussed, research informed tool to complement UNESCO's <i>Learning to Become</i> . ○ "The Thing From the Future" to be inspired by: <ul style="list-style-type: none"> ▪ Reflections on Teaching: Teacher Efficacy and the Professional Capital of Alberta Teachers (The Alberta Teachers' Association, 2014) ▪ Guide for ensuring equity and inclusion in education (UNESCO, 2017) ▪ Collective Efficacy Scale (Goddard et al, 2020) ▪ Measuring Collective Efficacy in Schools : A Mixed Methods Exploration (Lingat et al., 2018) |
| MOOD | ○ Initial concern regarding increased scope of workload. ○ Gradual acceptance due to localized nature of tool and responsive approach to addressing stakeholder concerns and potential barriers to building collective efficacy through inclusive pedagogical approach ○ Eventual value in diverse ways of knowing with feelings of both collective empowerment and individual agency to imagine and democratically pursue possible and preferred futures that support global common goods and fit their specific contexts. |

The Thing from the Future illustrated above strives to decrease the reliance on a one-size-fits-all approach that perpetuates inequalities and advances "standardized" neo-liberal economic paradigms of education. Through a systemic shift to an increasingly collaborative, multidisciplinary educational approach across grade levels in the creation of safe spaces for democratic educational processes that are "locally anchored as well as globally discussed" (UNESCO, 2019), then both plausible and preposterous futures can emerge (Hancock & Bezold, 1994; Miller, 2011). To complement this work of 'refuturing', the application of another

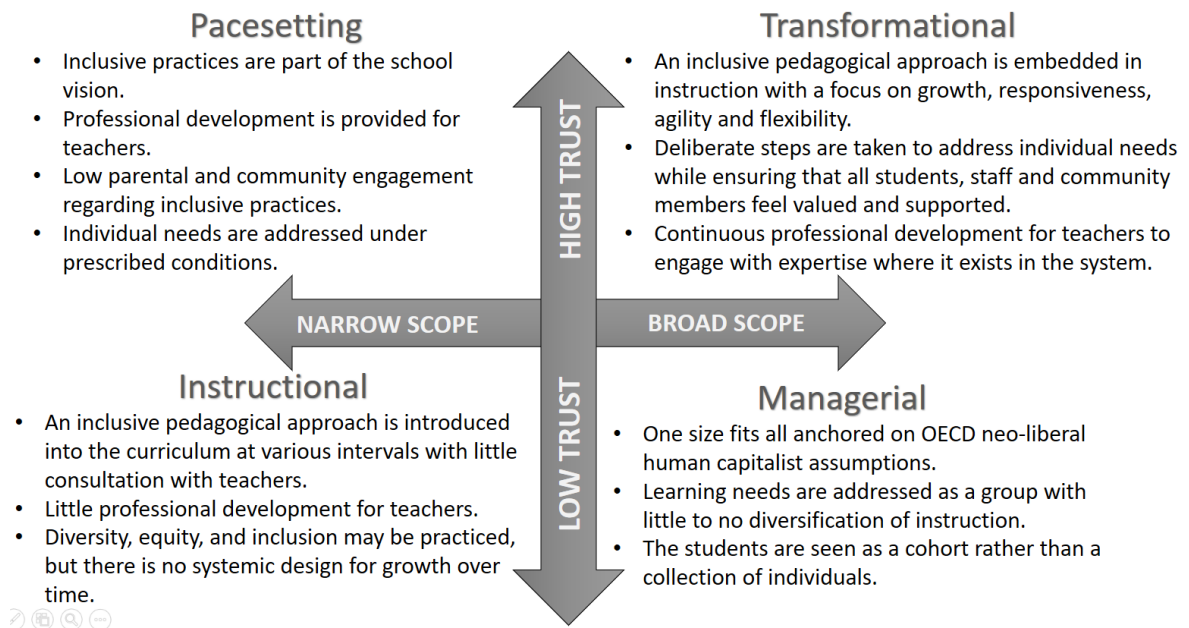
strategic foresight tool - scenario analysis - can help to transform education through prospection in the creation of potentially sustainable development goals that are collectively established for multiple, or plural, futures that reduce the “othering” of marginalized groups of people (Godet, 1987). Increased equity and inclusion are also advanced through “democratic design that is connected to, but not limited by, past and present” (UNESCO, 2019).

Applying Scenario Analysis

In order to reframe the future as a design challenge and promote a sense of efficacy in the co-creation of multiple futures with respect to an inclusive pedagogy, it is important to establish the target group and end product. The four-by-four scenario graphic presented in Figure 3 explores the relationships of differing scenarios on axes of institutional trust and the scope of teachers’ responsibilities in their professional practice with respect to the school and larger community.

Figure 4

Four Scenarios – Possible futures for collective efficacy in an inclusive pedagogy



Similar to UNESCO's *Learning to Become* initiative, this project endeavours to "leverage humanity's collective intelligence" by embracing a "fluid, iterative, and collective approach to futures-making" (UNESCO, 2019) through critical, poststructural, and participatory futures orientations. This initial exploratory restructuring of relationships regarding knowledge production will work to address growing local economic disparity using action learning through community engagement to produce alternative and preferable futures, including an imagined *The Thing from The Future* (Candy, 2018, p. 234), represented as the aspirational "object" for schools in Figure 2. This anticipatory tool can help to apply futures literacy while demystifying improbable futures. The preceding scenario analysis endeavours to enhance understanding of the quadrants in relation to their axes as engaged and diverse stakeholders move forward collectively in courageous conversations toward multiple potential futures through the identification of key factors. These proleptic scenarios will shift, expand, and flex as a result of anticipatory conversations around themes of an inclusive pedagogical approach, technology, assessment, and wellness.

In the "Managerial" quadrant, where trust is low and scope is broad, the precarity of public education is underscored as the teacher's role is contained within a prescribed curriculum offering a one-size-fits-all approach that is anchored in the neo-liberal human capitalist assumptions promoted by the OECD (2019). In this scenario, teachers are responsible for the activities that happen within the confines of the classroom where learning and wellness needs are addressed as a group with little to no diversification of instruction. Students are seen as a cohort rather than a collection of individuals, digital learning is promoted as a necessary educational

tool in the development of profit-producing workers, and international large-scale assessments (ILSAs) are regarded as a futures indicator of the international economic landscape. Worldwide events, like the COVID-19 pandemic, amplify the emergence of digital learning within the Global Education Revolution Movement, characterized by increased privatization of schools, inter-school competition, standardization of teaching and learning for accountability purposes, and the systematic removal of the professionalization of teaching and leadership (Sahlberg, 2016).

In moving toward a narrower scope of practice with a similar degree of low trust, the “Instructional” quadrant shifts toward the introduction of an inclusive pedagogical approach in connection with the curriculum, paired with little professional development or opportunities for on-the-job experience with expert teachers. These connections of identity, diversity, equity, and inclusion may be practiced at various intervals throughout the year but there is no systemic design for wellness or growth over time and little consultation with students, staff, families or the wider school community. The large-scale education shadow industry trickles down into the school with the intensification of platform capitalism and technology use as instructional strategies and assessment tools are limited to the resources and training provided to the educators in the building. There is an awareness of the need to consider the local context and assessment for learning, rather than focusing on the assessment of learning (S. Murgatroyd, personal communication, August 7, 2019).

The “Pacesetting” quadrant with high institutional trust but narrow scope of professional practice tends to value targeted self-direction and produce effective short-term successes from a motivated team (Goleman, 2000) with individual needs being addressed under prescribed conditions. This approach prioritizes high performance and timely execution while school

climate, consensus and collaboration are sidelined (Goleman, 2000) which can intensify the culture of competitive comparison that permeates jurisdictions with the global education narrative where the global student is fraught with difficulties, including mental health challenges within an epidemic of despair (J.C. Couture & S. Murgatroyd, personal communication, August 5, 2020). Small-scale and specific inclusive practices are part of the annual school vision and opportunities for professional learning are provided for teachers in order to increase quality instruction and obtain desired results. There is low student, staff, parental, and community engagement regarding inclusive practices due to limited consultation in the adoption of strategies and tools that are associated with audit cultures of control, such as faster workarounds and educational technology that logs and monitors student achievement.

When high institutional trust meets a broad scope of teacher professional practice, then building collective efficacy through an inclusive pedagogical approach becomes “Transformational” in the fourth and final quadrant. An inclusive pedagogical approach is embedded in instructional practices focusing on responsiveness, agility and flexibility. Within this quadrant, although governance and government may occupy complementary spaces within the local context, global trends toward the rise of authoritarian populism and end of leadership may be intensified by worldwide disasters, such as pandemics, natural disasters, and diplomatic debacles.

Through ongoing consultation, stakeholders engage in “Transformational” and innovative practice by implementing tools that respond to their contextualized framework. For this quadrant, stakeholders from the school and larger community come together in applying an anticipatory strategic foresight tool, or *The Thing from The Future* (Candy, 2018, p. 234) tentatively called the Measurement Tool for Collective Efficacy for an Inclusive Pedagogical Approach in Action

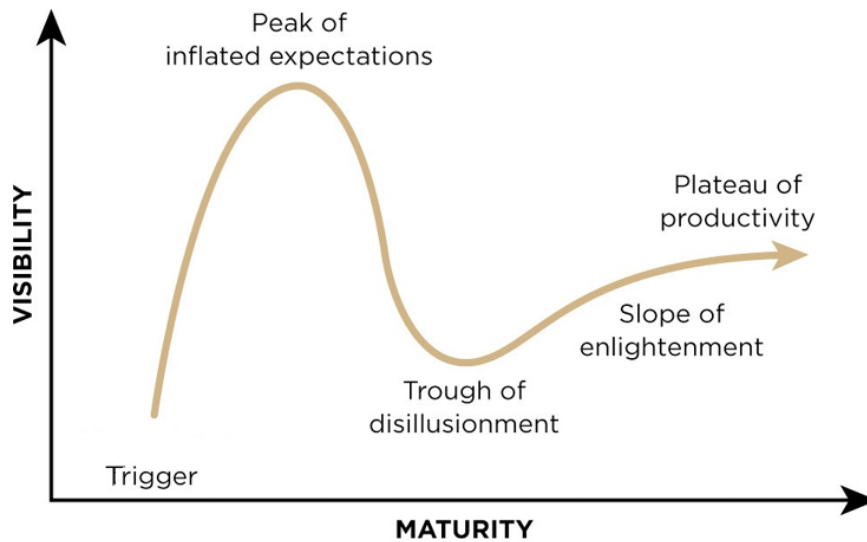
(MTCEIPAA). Locally adapted from existing tools measuring teacher efficacy and professional capital (Alberta Teachers' Association, 2014; Hargreaves & Fullan, 2012), it endeavours to ensure equity and inclusion (UNESCO, 2017) while conceptualizing an "Inclusive Pedagogical Approach In Action" (Florian, 2015).

Processing Change with the Hype Cycle

There are challenges to shifting paradigms and adopting new, "Transformational" processes. The "Transformational" scenario endeavours to take deliberate and respectful steps in addressing individual needs within a VACU world while ensuring that all students, staff and the greater community feel welcomed, valued, supported and successful. Technological tools will play a supporting role to promote creativity, flexibility, and collaboration with respect to student learning and continuous professional development while engaging mentors and existing inclusive pedagogical expertise. This approach seeks to empower educators with easily applied improvements that shift rather than add more responsibilities. A strategic adoption of specific tools could lead to the eventual full-scale student, staff, and community engagement of collective efficacy toward inclusion due to the localization, shared responsibility, and responsive approach in addressing stakeholder concerns and potential barriers to teaching to diversity. By applying concepts of the Hype Cycle in Figure 4 (Fenn & Blosch, 2018) to the proposed MTCEIPAA, educational leaders can begin to anticipate its journey from the initial launch, or "Trigger", and rise through the swirl of optimistic and possibly unrealistic expectations to the "Peak of inflated expectations".

Figure 4

Hype Cycle Depicting Building Collective Efficacy through an Inclusive Pedagogical Approach



Note: Adapted by C. Woo from https://live.staticflickr.com/7099/6949089460_2d91ef86a8_b.jpg. In the public domain.

By forecasting and addressing a potential slip down the “Slope of enlightenment” of focused experimentation toward the “Trough of disillusionment” where limits of its real-world applications could arise, leaders push up toward the “Plateau of productivity” more quickly. The MTCEIPPAA tool may then have adequately demonstrated its utility within the school and community context that growing value could feasibly be attributed to diverse ways of knowing. With feelings of both collective empowerment and individual agency, stakeholders could then use the tool to imagine and democratically pursue possible and preferred futures that support global common goods and fit their specific contexts.

Conclusion

Although there is a spectrum of possible and improbable futures along both axes of trust and scope outlined in Figure 3, as well as a range of scenarios nested within each quadrant, scenario analysis allows educational leaders who engage in futures literacy to “present

imaginaries of future situations that provide orientation in decision-making despite the uncertainty inherent in the situation” (Beckert 2013, p. 222). Through UNESCO’s initiative of *Futures of Education: Learning to Become* (UNESCO, 2019), space is created within a VACU world for diverse voices to support growth and development of equitable education as a fundamental human right and widespread acceptance for an inclusive pedagogical approach through multiple ways of knowing and collective action. By acknowledging the variations between and within regional contexts with respect to attitudes, systemic supports, and educational leadership, expanded learning communities are enabled to establish a shared understanding and vision of inclusive pedagogy in the creation of practical frameworks, tools, and action plans (Pantić & Florian, 2015) that can become possible futures. Put simply, in applying strategic foresight to build collective efficacy through an inclusive pedagogical approach, local schools and their larger communities are not only able to decrease the marginalization of some learners but also increasingly meet the individual needs of all students through transformative global educational initiatives (UNESCO, 2019).

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