Collaborative professionalism and Leading from the Middle in an era of complex policy change

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During the first two decades of the 21st century, the major push behind educational reform has been to raise tested achievement results in basic areas like literacy and mathematics, and increase equity by narrowing achievement gaps. We are now entering a new age where the social and educational challenges are different and even more serious, and where the means to resolve them are changing. Relying on evidence from Ontario, this contribution examines two interrelated areas for policy change: assessment reform, and a strategy of improvement through collaborative professionalism and leading from the middle. The latter, in particular, presents promising avenues for creating a system of governance that facilitates the implementation of educational reforms.

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