
Contents

Introduction	ix
Chapter 1. Innovation in Socio-Historical Context	1
1.1. Meaning and significance of the word “innovation”	1
1.1.1. The origins of innovation	1
1.1.2. Innovation as the inverse of tradition	3
1.1.3. Innovation versus invention and creation	4
1.1.4. Innovation and creativity: a brief incursion into school	7
1.2. Innovation in the world of beliefs and values	12
1.3. Innovation in schools: what is its definition?	19
1.4. Innovation as progress	29
1.5. Techno-economic innovation and innovation in schools: Tocqueville and Schumpeter	31
1.6. Innovation and its process of socialization	35
1.7. Innovation and its future	49
1.8. From technical innovation to social innovation	51
1.8.1. Different innovations: characteristics and implications	51
1.8.2. Technical innovation and social innovation	52
1.8.3. Innovation of withdrawal and frugal innovation	55
Chapter 2. Innovation in Schools and its Social Forms	65
2.1. Innovation in schools as social innovation	65
2.2. Educational transition as innovation in schools	67
2.3. How do we identify innovation in schools?	73
2.4. Innovation in schools and “best practice”	77

2.5. Promotion and transfer of innovation in schools	80
2.5.1. Promotion	80
2.5.2. Transfer of innovation	83
2.5.3. The perpetuation of an innovation within an educational establishment	109
2.6. Critical analysis of examples of innovation in schools	111
2.6.1. Elementary level	117
2.6.2. Junior high level	117
2.6.3. High school level	117
2.6.4. Innovation never comes alone	118
2.6.5. Innovation is not born of nothing	119
2.6.6. Is innovation only old pedagogy in a new wrapper?	120
2.7. Innovation in schools and its support.	122
2.8. The place of pedagogic movements and great pedagogues	126
2.8.1. The instigators.	127
2.8.2. The great pedagogues	128
2.8.3. Pedagogic movements	128
2.8.4. Pedagogic currents	129
2.9. Training innovation in schools	132
2.9.1. There is innovation, and innovation	132
2.9.2. Well-identified competences for the innovative spirit?	134
2.9.3. Intersecting competences for developing innovation	135
2.9.4. Ways of training trainers to develop a global capacity for innovation	137
Chapter 3. Innovation in Schools: Issues for Policy and Governance	139
3.1. Innovating schools: learning schools?	139
3.2. Evaluating innovation in schools	142
3.3. Innovation in schools and research	146
3.3.1. Evidence-based policy	147
3.3.2. Action research or training research	148
3.3.3. Research as a competence of innovators	148
3.4. Innovation in schools in European countries	150
3.5. The five stages of public policy for supporting innovation in France	154
3.5.1. Innovation, a marginal subject (1960–1980)	154
3.5.2. Innovation as a process to be channeled (1981–2000)	155
3.5.3. Innovation becomes a competence for actors in the education system (2001–2010)	157
3.5.4. Innovation as a social regulator (2011–2017)	161

Conclusion	175
General Bibliography	181
Index	187