

Agile Leaders of Learning Innovation Network (ALL-IN)
2025 Strategy:
Educational Leadership for an Equitable and Resilient Learning Future

Research has shown that school leadership is one of the most important influences on student learning, and thus, a critical factor for improving the life and educational outcomes of children and the broader economic conditions of nations. However, despite strong empirical evidence showing the importance of investing in school leadership, actual investment by governments and systems has declined in the last two decades. This, coupled with a seismic shift in how we think about learning and schooling in the face of an ever changing future, particularly in the wake of the COVID-19 pandemic, has left many schools and systems deficient of the necessary leadership needed to nurture future-fit educators and learners as they navigate a path of increasing uncertainty.

About ALL-IN

The WISE Agile Leaders of Learning Innovation Network (ALL-IN) was established in 2017 as a global community of practice for educational leadership experts – including academics, program providers, practitioners and policymakers – that research, design, and advocate for high quality school leadership policies that prepare and support school systems in educating the learners of today and the future.

ALL-IN's Mission: ALL-IN's mission is to support schools and systems in their transition toward resilient and future-thriving learning environments that maximize learner outcomes and well-being for a brighter, more equitable, and inclusive future for our children and our world.

ALL-IN's Three Pathways To Success: ALL-IN's approach to achieving its mission is to support (1) research, (2) programming and (3) advocacy efforts aimed at the *development of future-fit education leaders across learning ecosystems*, to cultivate and influence sustainable education reforms that seek to close systemic equity gaps and improve outcomes for all children.

- ⇒ **The Evidence:** [A global review of school leadership](#) policies found that effective school leadership can influence large-scale, sustainable education reform and student learning outcomes through both improving the quality of classroom instruction and creating a positive school culture and continuous improvement. [Recent research](#) also suggests that the influence of school leadership on student achievement, while evident in all contexts, is stronger in schools serving under-privileged populations or those serving communities affected by adverse circumstances.
- ⇒ **The Challenge:** Rigorous evidence on school leadership practices and impact in more marginalized, underserved contexts, including in the developing world and in non-OECD countries, is limited and investment and access is not sufficient to meet the research and programming needs to equip schools, systems and governments with the necessary frameworks to design and implement high quality, contextually relevant leadership development programs at scale. In addition, there is narrow understanding of the definition of leadership and the types of leadership roles that can exist throughout an education ecosystem that benefit learner outcomes. This includes what leaders need to know – particularly in light of the uncertainty brought about by multiple, concurrent global pandemics, including public health crises, systemic social injustice, economic inequality and climate change – to be 'future-literate' or lead the future of learning.

<p>Research Pathway: 21st Century Leadership for Equity and School Improvement</p> <p>The Goal: To contribute to forming a robust body of evidence on leadership, with a particular focus on developing contexts, the most underserved and on equity and inclusion, that is used by policymakers and practitioners to stimulate investment in leadership research, policy and programs.</p> <p>The Actions:</p> <ol style="list-style-type: none"> 1) Develop and support a research agenda that makes use of strategic partnerships, with a particular focus on leveraging developing countries/practitioners already working on leadership and research/academic bodies with experience in this area. 2) Facilitate dialogue and research collaborations with diverse stakeholders to expand and diversify the literature on educational leadership to include more evidence from non-OECD countries. 3) Develop a framework that can help guide ‘future-literate’ and changemaker leadership, building on existing work. 	<p>Programs Pathway: Developing School Leaders for a Future-Fit Education Workforce</p> <p>The Goal: Schools, systems and leaders, particularly in underserved contexts, need access to global best practices in school leadership development adapted to their local contexts. This includes access to training in strategic leadership with a focus on professionalizing the role of the school leader and shifting the role from one of manager to one of leader of learning, with more emphasis on instructional tasks, and supporting the development of teachers.</p> <p>The Actions:</p> <ol style="list-style-type: none"> 1) Develop and incubate a network of school leadership program providers, practitioners and experts for the sharing of new knowledge, best practices and resources that support robust school leadership development programs with a focus on non-OECD and underserved contexts. 2) Support with research, funding and/or capacity building existing leadership development programs in non-OECD and/or underserved contexts. 	<p>Advocacy Pathway: Putting School Leadership on the Map of Policymakers and Funders</p> <p>The Goal: Through a strong advocacy agenda that specifically targets the policy-making community, ALL-IN seeks – through the dissemination of research and evidence-based frameworks – to impact educational policy priorities and infrastructure development to support future-oriented leadership development programs globally.</p> <p>The Actions:</p> <ol style="list-style-type: none"> 1) Support and disseminate research, case studies, and evidence to advocate for increased policy prioritization and funding for school leadership development programs globally. 2) Facilitate collaboration and knowledge sharing through network convenings, research and program partnerships, and creative communications to support healthy learning ecosystems that anticipate and adapt flexibly to future trends as well as global and local disruptions with leaders serving as guides to the change narrative.
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Key Impact Indicators of ALL-IN’s Work:

Short term:

- Rigorous evidence is produced on school leadership in developing contexts for the most underserved and on equity and inclusion.
- Platform for research and evidence sharing – including events, digital convenings, workshops, reports, articles and other creative communications – on the importance of school leadership and future-fit leadership frameworks, with an emphasis on non-OECD countries, is amplified and research and evidence is cited widely by academics and practitioners.
- Key strategic partnerships are made with researchers, practitioners, and policymakers, focused on designing, supporting, researching and implementing contextually relevant, future-fit leadership frameworks and programs.

Long term:

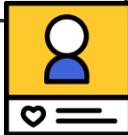
- Increase in systemic research on school leadership in non-OECD countries.
- Policy shifts are made that support increased funding and support for future-focused school leadership development global

OUTCOME

Future thriving learning environments that maximise learner outcomes and well-being for a brighter, more equitable, and inclusive future for learners.

APPROACH

Development of future-fit education leaders across learning ecosystems, to influence sustainable education reforms to close systemic equity gaps and improve outcomes for all learners



ACTION

- Develop and support a robust research agenda with a focus on non-OECD countries and underrepresented voices in the space.



E.g. Reports and Journal articles.

ACTION

- Develop and incubate a network of school leadership practitioners and experts for sharing of new knowledge, best practices, and resources.



E.g. Case studies, collaboration and toolkits.

ACTION

- Disseminate research, case studies and evidence to advocate for increased policy prioritization and funding for school leadership development programs globally.



E.g. In-person and online meetings

GOAL

Supporting an evidence base of best practices for 21st Century leadership for equity and school improvement with a focus on on-OECD countries.



GOAL

Supporting the development of school leaders for a future-ready education workforce.



GOAL

Putting school leadership on the map of policymakers and funders.



RESEARCH PATHWAY

PROGRAMS PATHWAY

ADVOCACY PATHWAY