Foreword

Digital Technologies are considered a key enabler for incremental or disruptive transformations of the way that individuals, groups and organizations learn and the way that learning is assessed in 21st Century. As a result, several initiatives have been designed, implemented and evaluated at international, national, regional or even school level targeting to enhance teaching and learning at K-12 with the support of digital technologies. Despite these intensive efforts, consistent evidence of their transformative impact at school education, are still not well documented.

This book on Revolutionizing K-12 Blended Learning through the i2Flex Classroom Model, thoughtfully designed and edited by Maria D. Avgerinou, Ph.D., and Stefanos P. Gialamas, Ph.D., both with the American Community Schools of Athens (ACS Athens) in Greece, is a valuable contribution towards filling this gap.

The book presents the core principles of the Global Morfosis paradigm, the educational paradigm adopted by ACS Athens, and three key instruments for its school-wide implementation, namely the Morfosis Educational Philosophy, the Aristeia Leadership and the i2Flex Classroom Model. This is combined with a number of invited contributions from world-class academics that discuss the current challenges for educational leadership towards sustainable K-12 innovations, as well as, an impressive variety of reflections from the school-wide practice of the i2Flex Classroom Model within the American Community Schools of Athens.

In my view, the book captures a unique example of School Complexity Leadership. Schools are identified, in contemporary School Theories, as social Complex Adaptive Systems. They comprise a wide range of agents (e.g., students, teachers, administrators, leaders, parents, policies, infrastructure, etc) which co-exist, interact dynamically and evolve constantly at the different layers of the system’s operations, influenced by the actions of other agents. As a result, in School Complexity Leadership strategic planning and outcomes are not solely devised by a single agent (the administrative leadership), but they are mainly the result of a range of actions and interactions from other system agents, such as innovative teachers and their students (the reflective leadership).

The American Community Schools of Athens innovate and excel though school complexity leadership for the benefits of their students’ learning and happiness. This book offers a masterfully presented insight to this and, as such, it can be a valuable resource for those interested to study, practice, lead or research sustainable K-12 educational innovations.

I hope that your will enjoy reading this book as much as I did.

Demetrios G. Sampson
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