Innovation Learning Journey

Learning from Sport England’s Innovation Learning Partnership 2021–2023
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Introduction

Starting with innovation
Uniting the Movement requires innovation. We know that old approaches haven’t reduced inequalities, and that new ideas are needed. As both a catalyst to drive change, and a value we hold to, innovation is critical to making sport and physical activity accessible and relevant to many more people.

An Innovation Learning Partnership
We established a two-year Innovation Learning Partnership from 2021–2023 to explore innovation and its role in delivering Sport England’s strategy.

What works to support, stimulate and spread inequalities-focused innovation in sport and physical activity?

Our partner
We partnered with Innovation Unit – a social enterprise with a mission to grow and scale the biggest and boldest innovations that deliver long-term impact for people, address persistent inequalities and transform the systems that surround them.

A flexible approach
Guided by our learning questions, we set off on a journey of discovery to develop our confidence and understanding of innovation. Our cross-directorate team collaborated through a fun and experimental schedule of rapid, topical ‘sprints’ and more reflective ‘marathons’, bringing in colleagues, teams and partners along the way.

Sharing our learning
Now, as this stage of the partnership draws to a close, this Innovation Learning Journey shares what we did, what we learned and how this changed and evolved our thinking. It also outlines where we go next, and, most importantly, how innovation can help us all to deliver Uniting the Movement.
Forming our partnership

We set out to learn how to support, stimulate and spread innovation to address inequalities in sport and physical activity. Our partnership included colleagues from different teams. We set out to explore our learning questions through a series of sprints and marathons.

Understanding innovation

We started at the beginning – what innovation is and isn’t. We identified examples of innovation at Sport England and realised it could make a difference. We used this to create an emerging definition.

Starting conversations

We tested what we were learning with others and gained confidence to have conversations about innovation. We built an understanding of what fosters innovation in different settings.

Exploring co-production

We recognised co-production and co-design emerging as key themes in Sport England’s work. We built our knowledge through insight gathering, interviewing partners, and holding internal and external learning forums to understand more about what this user-led approach entails.

Prototyping an offer

We used a prototyping (test and learn) approach to design and deliver different types of innovation workshops and tools for colleagues. We built colleagues’ innovation confidence and capabilities while also building our own.

Delivering Uniting the Movement

We will embed our innovation knowledge, practices, tools and resources across Sport England. We will support colleagues and partners to use innovation to address inequalities through the big issues identified in Uniting the Movement.

Refining and shaping our innovation role and offer

We built on all our previous learning to develop our innovation offer further, through coaching and communications. We revisited and refreshed our innovation resources, and identified future priorities for the Innovation team.

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How we worked – and why it worked

The Innovation Learning Partnership has been a rich and rewarding learning experience.

We’ve set out the key elements of our approach which we feel contributed to the success of our innovation learning journey.

<table>
<thead>
<tr>
<th>Outside perspective</th>
<th>What it was</th>
<th>Why it worked</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Innovation Unit came in from outside Sport England. The Innovation Learning Partnership team acted as external facilitators in innovation workshops.</td>
<td>We found an outside perspective was important in providing an impartial and expert sounding board who could challenge assumptions and hold the team to account.</td>
</tr>
</tbody>
</table>

| Partnership | A ‘one team’ approach with a focus on relationship building, getting to know each other and establishing trust. | This created safety and equality which led to high-quality collaboration. |

| Cross-directorate team | A core Innovation Learning Partnership team made up of colleagues from Innovation, Insight and Evaluation. | Our approach was designed with more than one perspective in mind. We gained strength in different expertise and it helped knowledge and learning travel outside of the core team. |

| Learning plan and questions | A co-created learning plan with overarching learning questions for the partnership. | The clearly defined plan and questions acted as our touchstone and guide, while allowing flexibility in our approach to answering them. |

| Sprints and marathons | A learning journey made up of fast-paced topical enquiries (sprints) and themed reflective pauses (marathons). | These enabled flexibility in our approach while supporting an ongoing focus on our learning. |

| Building confidence and capability | Initially we focused on learning from previous investments, with Innovation Unit leading activities. We moved to focusing on skills and delivering activities together before Sport England took the lead. | We gained confidence and capabilities by learning through doing, gaining new skills while supporting colleagues to do the same. We understood the benefits of a skills-first approach to stimulating innovation. |
What we learned

Learning questions

We used our learning questions to co-create a learning plan which acted as our touchstone and guide. The questions and the plan were the foundation we returned to at the beginning and end of each sprint and marathon, to reflect on what we’d learned and inform our next steps.

Our overarching learning questions

<table>
<thead>
<tr>
<th>Ambitions and goals</th>
<th>What is Sport England’s role in innovation and how can we build a reputation to unite others around our ambition?</th>
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<tbody>
<tr>
<td>Methods and approaches</td>
<td>What works (and doesn’t) in implementing innovation to address inequalities?</td>
</tr>
<tr>
<td></td>
<td>What works (and doesn’t) to support and stimulate innovation in sport and physical activity?</td>
</tr>
<tr>
<td>Change and impact</td>
<td>What are we learning about innovation and Sport England?</td>
</tr>
<tr>
<td></td>
<td>How can we define the innovation we want to see in sport and physical activity?</td>
</tr>
<tr>
<td>System conditions</td>
<td>What is the roadmap for supporting, stimulating and spreading inequalities-focused innovation, including building internal understanding and embedding innovation in Sport England’s future strategy?</td>
</tr>
</tbody>
</table>

Flexing as we went

Our overarching learning questions were clearly defined. But they were also big and broad. We broke them down into smaller, topical enquiry questions so we could capture learning as we went along.

“*The initial learning questions set the direction of the partnership. The more specific, topical learning questions which underpinned our activities were useful and relatable. The combined approach worked well to adapt and evolve the focus of the partnership, all while staying true to the original objectives.*"
There’s always more to learn
Starting out, we thought we’d be able to answer all of our learning questions across the two-year partnership. However, we quickly realised that learning is a continuous journey and there is still further to travel to answer them in full.

Mindset shifts
Our learning has been vast and varied, but we wanted to share what we feel is our most transformative learning – the shifts in our mindsets that have enabled us to change and evolve our work. These include our approach to innovation itself, to how we work together, and our understanding of Sport England’s role in supporting innovation to tackle inequalities.

A learning record
This Innovation Learning Journey sets out our biggest learning from the partnership. It also outlines where we go next. We hope it helps build an understanding of our approach and a future focus on innovation for sport and physical activity.

For more information, please contact us: innovation@sportengland.org
What we learned

**Innovation is a big new idea**

Innovation is a process of testing and learning

Innovation comes in all shapes and sizes and we won’t get it ‘right’ first time. We can be innovative through how we work, not just what we do.

‘We are innovative’ is one of Sport England’s four values. When we began this journey, we weren’t sure what it looked like to translate that into practice across Sport England, and sport and physical activity organisations and stakeholders, in order to deliver our Uniting the Movement strategy and address inequalities. We knew Sport England was innovative – campaigns such as This Girl Can have been game-changing. But not everyone has great ideas like this every day, and we’re not creating brand new products, campaigns or services all the time.

**Naming innovation**

We started by investigating: ‘naming the innovation’ across a range of different programmes and partnerships. This process made it clear that we’ve done far more innovative work than we realised over the years – we just hadn’t called it innovation. Examples of innovation don’t just include new products or services but developing new approaches, generating new outcomes or forming new partnerships.

“It’s good to think we may well already be okay at innovation - so I want to remind myself more about what we have done and what we have learnt.”

Everyone can be innovative. It is a mindset and approach that can be practised, supported and encouraged.

**Testing and learning are key**

Fundamentally, innovation is about continuous testing and learning, generating solutions to problems through trying new things, discovering what works and what doesn’t, then trying again. And, at its heart, it responds to and solves problems people face.
Innovation can come in many different shapes and sizes, from small incremental changes to a process, through to radical and disruptive transformations that reshape a system.

“Sport England has been silently innovating for years, from the game-changing This Girl Can, through investments that have nurtured innovation in others, to the incremental but significant strategic shift from sport to activity to movement and the accompanying focus on the consumer.”

What innovation means to us

At Sport England, we want to improve people’s experiences of physical activity, especially those facing inequalities. This is a huge challenge, with hundreds if not thousands of smaller challenges within it. We need the creativity, openness and flexibility of innovative approaches to help us solve all these challenges.

As a result of our learning journey, we have arrived at a definition of innovation in sport and physical activity.

Innovation is applying a creative mindset, generating ideas and experimenting to make positive changes that improve people’s experiences of physical activity. It is an approach that puts people’s needs at the heart, continually learning and adapting to remove the real-life barriers they are facing.

At Sport England, our innovation efforts are focused on applying innovation to address inequalities.

Defining innovation

This definition has been shaped by our learning and in consultation with colleagues. We recognised that we did not need to define innovation itself – plenty of people have already done this. What we needed to define was innovation in sport and physical activity, with a focus on the innovation we needed to see and support to deliver our Uniting the Movement strategy. We realised that our innovation definition would rarely sit in isolation, which led us to develop a set of practices that set out the practical ways to embed innovation in our work. We also know that everything changes all the time, and therefore we fully expect our innovation definition to evolve as we go.
What we learned

*We need to prescribe innovation*

We need to be flexible and responsive

It can be tempting to plan an innovation journey from start to finish. But we make more progress by taking small steps, with regular pauses to understand what we’re learning, what’s going on around us, and what that means for where we go next.

Usually, we approach projects and programmes with a clear idea of where we want to go and how we will get there. But innovation doesn’t work like that. It isn’t linear or straightforward, so we need to take a similar approach.

Starting with us

The original procurement for our Innovation Learning Partnership specified that we would learn through the design, implementation and outcomes of investments in innovation to respond to inequalities in sport and physical activity.

Following our early explorations and learning with colleagues, it became clear that we needed to start small and establish a strong foundation for this work. Our focus needed to be on ourselves before we looked outwards. As an organisation, it was more important to start by developing our own confidence, capabilities and clarity about innovation and its role in tackling inequalities, so that we could go on to fund and support others to do the same.

Guided by learning

With Innovation Unit, we devised a sprint and marathon approach to structure our learning activities.

**Sprints:** Designing and delivering a series of fast-paced activities

**Marathons:** pauses to consolidate, reflect and sense-check themes and next steps.
Each set of sprints generated learning which informed the direction we decided to take next. Every decision we made was therefore shaped by both our current context and how this related to our overall learning journey. This flexibility and responsiveness meant that we were able to adapt to changing priorities and opportunities. We had our learning questions to ground us, but the work itself was able to grow around them.

“Innovation is about experimentation - an acceptance that success is not always guaranteed. Constantly learning, regardless of the outcome, is one of the most important facets of the approach.”

**Prototyping**

Prototyping is a critical tool in innovation. It helps innovators to start small and at low risk. Different aspects can be tested at pace, with testing involving communities of users interacting with models and with lots of iterations created based on their feedback.

Prototyping is also a **cyclical process**: a low-cost solution is developed in response to insight or user problems, generating rapid and low-stakes learning which leads to an improved understanding of the problem and a revised solution to test.

Prototyping has been an important part of our approach within sprints. We prototyped our innovation workshops which have since been delivered and iterated across the organisation and partners, and also used this approach to explore the development of a peer-coaching (innovation conversation) offer.

“Prototyping is a great approach, it helped lessen nerves, and the transparency and subsequent feedback was hugely valuable.”
What we learned

**We can lead innovation**

**We should convene and co-produce innovation**

Nobody is the expert in this space. We’re all fellow learners on the journey.

As a funder, Sport England holds a lot of power and influence in the sport and physical activity sector. This comes with significant responsibility and an expectation to lead the way. However, as Uniting the Movement emphasises, this isn’t always about telling others what to do. This is particularly true for co-production.

**With, not for**

Putting people first is at the heart of innovative practice, working with rather than for users to identify challenges and create impactful solutions. Co-production quickly emerged as a critical theme within our innovation learning journey, both as a component of innovation and an area where colleagues and partners desired to develop further. There’s a lot of interest in co-production approaches, but it’s not easy, especially for bigger organisations with lots of processes and rigid or established ways of working.

“Co-production often means avoiding quick fixes, stepping back and looking at something from different perspectives, leaving the brief open, understanding blockers and having a collaborative approach that creates ownership.”

**Creating the conditions**

We worked closely with partners to explore their approaches and experiences of co-production. This helped us recognise the importance of creating conditions which can enable co-production.

Co-production needs adequate time and resource in order to be done well. There’s a danger of rushing to co-production without understanding what it really involves or assessing whether the conditions are right to support it. It’s crucial that those delivering co-production invest in building trust with those involved and foster a reciprocal experience where everyone is suitably compensated for their
efforts. Accessibility is also a critical consideration; ensuring that everyone contributing to the work can participate equally in the way that works best for them. Furthermore, it’s important to include a diverse range of voices so that a range of perspectives can input into the direction of the work.

**Co-production, not ‘faux-production’**

Co-production is a term widely used, but often poorly understood. Other consultative approaches can be mislabelled as co-production, which can leave those participating in the process feeling undervalued or misled. Co-production can be a hugely beneficial approach, but can be detrimental if done badly. If the conditions aren’t right to support co-production, then it’s better to try another form of engagement or consultation, rather than risk ‘faux-production’.

**Connecting and collaborating**

From our earliest conversations, it was clear that everyone we spoke to really valued learning about innovation alongside others, sharing real examples and experiences. Partners, colleagues and communities all have something to contribute to strengthen our collective knowledge and ability to make a difference. We know that, when it comes to tackling inequalities in communities or local places, partners with existing relationships, trust and knowledge are in the best position to engage with communities.

Spaces such as communities of practice help facilitate collaboration across silos, translate theory to practice and bring different perspectives together to foster new ideas, share skills and experiences, and influence ways of working.

We explored whether Sport England should provide specific co-production advice for partners, but they told us that there is already lots of learning across different sectors. Partners would rather we provided the spaces for organisations to come together and learn from each other, connecting with Sport England’s convening role in our Uniting the Movement strategy.

“I think Sport England could do a really good job at bringing us together around the table, so everyone’s got an equal standing in that conversation and we can move collectively towards a better practice in the future.”
### Identifying a next step

Co-production is an enormous area with endless potential and possibility, and critical to the delivery of our Uniting the Movement strategy. We plan to build on our exploration of co-production in the next phase of our Innovation Learning Partnership, looking to focus our efforts on better understanding Sport England’s role in championing youth voice, where young people are actively involved in decisions which affect their experience of sport and physical activity.
What we learned

We can instigate innovation

We must create the conditions for innovation

Innovation flourishes where it is supported by strong foundations and enabling conditions. Focusing on establishing these building blocks will help create conditions where innovation can transform outcomes.

Innovation can be a few degrees removed from the inequalities we are seeking to address. We don’t just need to innovate with how sport and physical activity are delivered or provided, but in how we plan, manage, learn from and fund it.

There have been many times on our innovation learning journey where we have been inspired to take action around a new innovative idea. However, we have not always been able to translate these into meaningful action and change. Unpicking this has helped us to think further about the role of enabling conditions and external factors outside of our control. It has helped us to think about where we might need to focus our energy in order to help innovation to flourish.

Focusing internally

“We need to be regularly looking inwards at what we’re doing, building a culture of reflection and learning. We also need a structure, ways of working and governance that prevent silos and encourage cross team innovation.”

If we want to see changes in how sport and physical activity addresses inequality, we need to innovate. But that means starting with ourselves, as individuals, as well as in teams, organisations and as a sector. Sport England can provide a platform to inspire and support others to innovate, but we also need to demonstrate how we’re embedding innovation across everything we do too. This is about thinking consciously about not only what we do, but how we work to achieve it, starting with our own internal processes and behaviours.

Blurring boundaries

Sharing our innovation experiences so others can learn means blurring some of the traditional boundaries that have existed between internal and external
Learning from Sport England’s Innovation Learning Partnership

activity. This can take the form of sharing examples of how we’ve innovated, but also talking openly about innovations we’re trying as they’re happening, not when they’re already completed and successful. It means being honest when we’re testing and learning – and when things don’t go to plan.

**Innovation in context**

During an early test, we identified the potential impact of a peer conversation (coaching) offer across Sport England as a means to support innovation. A diverse group of colleagues collaborated to create a prototype cross-organisational offer. We generated a workflow, drafted initial content and sat down to discuss next steps for implementing this. However, at this point we realised we were not able to progress to implementation. Together, we identified that there were a range of enabling conditions that needed to be in place first.

**Enabling conditions noted in our peer conversation sprint**

<table>
<thead>
<tr>
<th>Better access to refreshed content</th>
<th>Clear links to existing activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning materials are easily accessible</td>
<td>A programme of work to launch / activate within</td>
</tr>
<tr>
<td>More organisational certainty</td>
<td>An increase in organic demand</td>
</tr>
<tr>
<td>Less noise</td>
<td>ELT / SLT pressure or requests for this work</td>
</tr>
<tr>
<td>Fewer competing priorities</td>
<td>Positive reception to / opportunities for informal conversations</td>
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</tbody>
</table>

Just because everyone thinks something is a good idea in theory, doesn’t necessarily mean it will translate to practice straight away. Similar to behaviour change approaches, there are lots of factors influencing whether an innovation may develop further. This can include everything from the authorising environment through to time, resources and capacity.

“The role for Sport England on innovation is to stand alongside the individuals and organisations who currently are or who want to, innovate to address inequalities.”

**Sport England’s role**

We have learnt that Sport England is best placed to support innovation through being a funder, a thought leader, a convenor, and demonstrating innovative practices in how we work with others.
What we learned

**The Innovation team can deliver innovation**

**The team must work openly and collaboratively**

Innovation can feel complex, mysterious and far removed from practical actions relevant to everyday work. Focusing on breaking down innovation into practical approaches and activities can help us all be innovative and deliver the ambitions set out in Uniting the Movement.

When we set out, our innovation learning journey focused narrowly on the role of the Innovation team. We felt responsible for delivering innovation on behalf of others and to ‘solve’ the role of innovation for everyone. However, we know that Sport England and the wider sport and physical activity sector collectively hold the expertise and relationships that will deliver our Uniting the Movement strategy. To achieve innovation at this scale, we needed to define our role by defining and delivering the innovation support and stimulus needed by others.

“We began to take a step back from focusing on delivering innovation directly, and to explore and understand the needs of colleagues and partners to drive innovation forward in their own work.”

**Supporting others to innovate**

When we started, we knew we needed to define the innovation we wanted to see, in order to inspire others to consider a much wider perspective to address inequalities. However, as our journey progressed, we realised that we also needed something far more practical and tangible, that would help others to break down innovation into everyday actions and approaches.

This allowed the Innovation team to focus on surfacing the ‘best bits’ or the best practice that was essential for others to prioritise. We have learnt that it is our role to help others become more innovative in their practice – through sharing inspiration, expertise and practical guidance that is easy to apply.

We distilled this into an ‘innovation offer’; an offer of support that the Innovation team could provide to colleagues and partners. This is currently made up of
facilitation (such as running ideation and reflective workshops), and two practical guides that help others to build their confidence and skills in innovation.

<table>
<thead>
<tr>
<th>Innovation and Digital Best Practices</th>
<th>Innovation Playbook</th>
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</thead>
<tbody>
<tr>
<td>Eight key practices that underpin our approach to innovation.</td>
<td>A practical set of tools to embed innovation in everyday work.</td>
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</tbody>
</table>

The importance of communicating and connecting

Innovation doesn’t exist in a vacuum. There’s always lots that we want colleagues to understand and consider in their work to deliver the best possible impact. This can feel overwhelming. Our communications need to be accessible and inclusive, inviting and sharing diversity of thought, but also making it easy to engage with innovation in a variety of different ways. We need to go to where our audiences are, tailor our messaging to their needs and priorities, and keep it simple.

We also need to create spaces where people can come together to share thoughts and ideas. This generates new learning and ways forward. Colleagues told us how much they valued coming together in a workshop to collectively problem-solve and reflect.

Value of collective spaces

<table>
<thead>
<tr>
<th>Having an innovation vocabulary</th>
<th>The value of reflecting and reframing challenging experiences</th>
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<tbody>
<tr>
<td>Simply having time to reflect and share it felt like a luxury!</td>
<td>Talking about and sharing the messy human parts of doing innovative work</td>
</tr>
<tr>
<td>Being listened to and being asked questions</td>
<td>Creating alignment across different parties</td>
</tr>
<tr>
<td>Space to articulate what they’d done to and where they might go next</td>
<td>An impartial facilitator to allow them to engage in the conversation properly</td>
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</table>

Always a work in progress

Innovation doesn’t stand still. Our work to support and stimulate innovation will continue to evolve as we learn more about what works internally and across sport and physical activity, sharing and learning from great examples. We have worked across our innovation learning journey to develop, refine and iterate a core ‘innovation offer’ – something tangible that helps drive forward the innovation we want to see. But these tools and resources will remain a work in progress, continuing to evolve to the problems Sport England looks to solve to support everyone to enjoy the benefits of sport and physical activity.
Where we’re going next

Phase 2 with Innovation Unit
Building on our work together so far, we are continuing our work with Innovation Unit, with the goal of embedding innovation knowledge, practices, tools and resources in how we work with our partners. Over the next year we are going to test how best to improve the design, delivery, impact of innovation. We will be working collaboratively with colleagues in our Children and Young People team to support the delivery of our ‘youth voice’ mission. Through this, we will develop the skills, knowledge, confidence and capabilities of colleagues and partners, generate and communicate new learning, and aim to spread this across Sport England, and with other sport and physical activity organisations and stakeholders.

How innovation can help us all to deliver Uniting the Movement
Uniting the Movement requires innovation, as both a catalyst to drive change and a value that we all hold to. Innovation is key to making sport and physical activity accessible and relevant to many more people and to remove the barriers that are stopping people from building movement into their lives.

We know that innovation is more than creating new products and shiny solutions; it is as much about the processes we develop or improve, and the creative mindsets that we bring to our mission. Innovation is something we can all do, and we want to create the conditions for everyone to learn how to best apply it through their role in the movement we are building together.

Our role to support innovation
Going forward, we want to continue to stimulate, connect and enable those best placed to address inequalities to do so. This could take many different shapes but we are particularly excited about the opportunities outlined below.

• Communicating and sharing our learning with partners and other sport and physical activity organisations and stakeholders - bringing innovation to the heart of Uniting the Movement.
• Convening partners and stakeholders to work through shared challenges or opportunities that need multiple perspectives to crack, such as digital inclusion and co-production.

• Offering resources and support, facilitating learning spaces and enabling collaboration across the organisation, with partners and in other sectors.

• Learning with and from those doing the work on the ground, co-producing with communities and those closest to them.

• Building the evidence base for innovative practice, developing and enabling evaluation methodologies to demonstrate impact whilst supporting test and learn approaches which are people-centred and embrace uncertainty.

• Building relationships with experts in innovation and design, identifying new solutions through processes such as rapid prototyping, testing new ways of working, and using learning sprints to refine thinking based on what does and doesn’t work.

**Helping you to innovate**

Our workshops, *Innovation and Digital Best Practices* and *Innovation Playbook* resources form a core part of the Innovation team’s work, supporting others to apply innovation in their work. They are all designed to encourage and support others to have a go at applying innovation.

You can access all these resources via the Innovation team: innovation@sportengland.org as well as finding out more about our innovation learning journey.

We’d love to hear from you if you have used any of the tools or techniques in the playbook or have recommendations for other tools or approaches to apply innovation to address inequalities.
Our top tips for building innovation

Innovation is here to help us. We wanted to close the report by sharing our key insights from our innovation learning journey which have underpinned the success of our approach and supported our richest learning. We hope these can inform and influence your day-to-day working and help you to use innovation to support everyone to experience the benefits of sport and physical activity.

- It is important to clearly define learning objectives from the start: they can be your touchstone and guide. Think about how you will structure your approach to innovation: e.g. sprints and marathons.
- Innovation involves taking a test and learn approach: learning is at the heart of innovating as it ensures variation leads directly or indirectly to improvement.
- It is also a cyclical process: insight and a focus on user problems from the start leads to testing relevant solutions, learning, iterating and improving, generating new and better solutions.
- Mindset is important: success is not always guaranteed but that is okay as long as we are learning. It is important to be resilient and to manage expectations and the speed and direction of progress.
- Similarly, co production often means avoiding quick fixes, stepping back and looking at something from different perspectives.
- Culture is also critical. We can all contribute to an innovative culture by being honest and open when we’re testing and learning – and when things don’t go to plan.
- ‘Innovative’ is something everyone can be – regardless of role, seniority or organisation. However, others are also important in making this happen – ‘permission’ and support to be innovative helps us all to apply it in our work.
- Consider who can support you to be innovative: provide you with opportunities, provide space to reflect on how you already innovate, share their learning about what works or doesn’t when innovating (e.g. around co-production).
- Consider how you can support others to be innovative: making it easy to engage with innovation in a variety of different ways – by providing a flexible offer, responding to user needs, creating shared experiences, collaborative networks, focusing on reflection and learning, embedding insight and communicating simply and openly.
- However, to start it can help to develop your own confidence, capabilities and clarity about innovation before trying to support others.
Thank you for finding out more about our Innovation Learning Partnership.

For more information, links to relevant documents and tools, or to ask a question please get in touch!

Contact the Innovation team: innovation@sportengland.org