Learning from the past, lessons for the future

Alison Borthwick and Sharon Hennam-Dale
Education Advisers

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Aims

We will:

- Evaluate the impact of both successful and unsuccessful change in the classroom;

- Create the climate and culture for change to be successful;

- Explore change management tools and strategies for successful implementation;

- Embed and sustain effective change in the school improvement process.
Reflect and discuss

- What has been your most successful change to date?

- *What made it so successful?*
Why might change be successful?

- Powerful vision
- Shared commitment
- Collegiate approach
- Clear rationale
- Personalisation
- Relevance to your own situation
- Visible impact
- Effective communication
- Learning throughout the process
- Making a difference to learners
One ingredient perhaps?

- reject artificial simplification

Reflect and discuss

- Choose a change/initiative/intervention that you thought would work, but didn’t…

- Why did it fail?
Why might change fail?

- We make the wrong decisions
  - Cognitive bias
  - Ask poor questions
  - Superficially engage with evidence
  - Disconnect between innovation and outdated school systems
  - Poor planning sets up organisational change for failure
  - Inadequate support or engagement
  - Lack of change management skills

- We focus too much on the ‘what’ and not enough on the ‘how’
Dimensions of change

- Vision
- Skills
- Incentives
- Resources
- Action Plans

- Success
- Confusion
- Anxiety
- Slow Change
- Frustration
- False Starts

Paul H. Brookes Publishing Co.
Change is critical...why?

If we maintain the status quo... we will never raise standards in our schools and improve outcomes for learners

As Albert Einstein said...

“Insanity: doing the same thing over and over again and expecting different results.”
Transformational change

The village and river metaphor describes the difference between ‘incremental’ and ‘transformational’ change

Shared principles

- all have a right of access to a broad curriculum
- learning should be a source of self-esteem
- students have to become learners
- students need the ability to exercise rights and responsibilities of citizenship
- teachers have to take account of reality
  - short-termism has to be replaced by long-term aims
Change ready culture or climate?

• Divide the cards under the two headings ‘Culture’ and ‘Climate’
• Then decide as a group how you might rank these in order of importance
• Reflect – what does this tell you about your own school culture and climate in the process of change?
What questions might you want to ask about this research?

- Benefits to children’s learning when in a shoeless environment
- Pupils more relaxed and calmer than usual
- Children behaved better without shoes
- Shoeless learning has been carried out in schools in Scandinavia and New Zealand
Critical engagement with evidence

1. Use trusted sources

2. Look at the language of claims

3. Look for “red flags”
Mind the language

- Scientifically proven
- Emotional appeal
- The evidence should persuade you – not the language!
Strategic thinking about change

- Declutter
- Repair
- Improve
- Sustain

How does this process support your thinking about the implementation of change?

Sir David Carter - UK National Schools Commissioner
Kotter’s 8 Step Change Model

8 Steps for Transformational Change

1. Establishing a sense of urgency.
2. Forming a powerful guiding coalition.
3. Creating a vision.
4. Communicating the vision.
5. Empowering others to act on the vision.
7. Consolidating improvements and producing more change.
8. Institutionalising new approaches.
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Many learn from the past but few do something with it.

Take Action.

Struggles bring strength to strive and succeed.

Farshad Asl (2016) "No Excuses" Mindset: A Life of Purpose, Passion, and Clarity. Author Academy Elite
Thank you
Any questions?