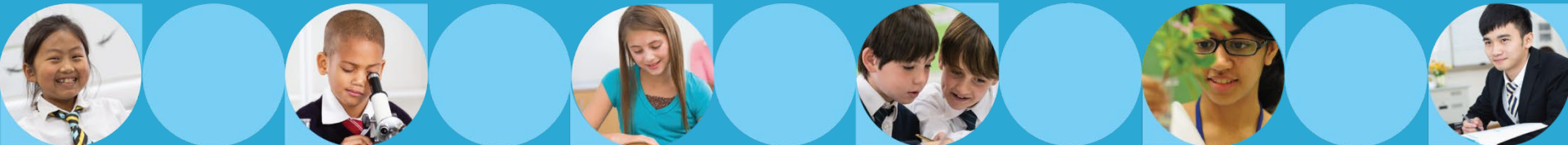# Learning from the past, lessons for the future

Alison Borthwick and Sharon Hennam-Dale

Education Advisers

14-15 September 2019

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.

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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

Hart, S. (2004) *Learning without limits.* (Open University Press)

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  ▶ Disconnect between innovation and outdated school systems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'

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Dimensions of change

Vision	Skills	Incentives	Resources	Action Plans	**Success**
	Skills	Incentives	Resources	Action Plans	**Confusion**
Vision		Incentives	Resources	Action Plans	**Anxiety**
Vision	Skills		Resources	Action Plans	**Slow Change**
Vision	Skills	Incentives		Action Plans	**Frustration**
Vision	Skills	Incentives	Resources		**False Starts**

Thousand. J & Villa. R(2001) *Managing Complex Change*
Paul H. Brookes Publishing Co.

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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."

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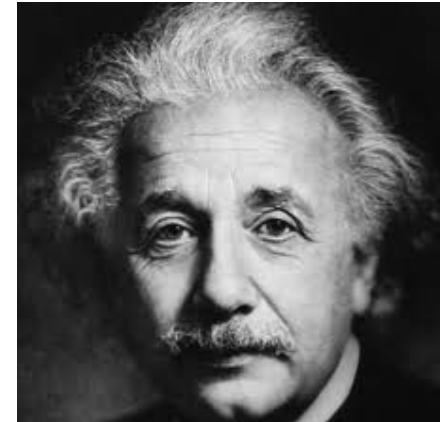
Transformational change

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

Lewin K (1947). 'Frontiers in group dynamics'. Human Relations

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?

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What questions might you want to ask about this research?

Derbyshire pupils wear slippers at school

▸ 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

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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!

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Evidence Informed Practice

Durbin B and Nelson J, (2014) *Why Effective use of Evidence in the Classroom Needs System-wide Change*, NFER

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

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Kotter's 8 Step Change Model

Implementing & sustaining the change

8) Make it stick

7) Don't let-up

Engaging & enabling the organization

6) Create short-term wins

5) Enable action

4) Communication for buy-in

Creating a climate for change

3) Get the vision right

2) Build guiding teams

1) Increase urgency

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.
6. Planning for and creating short-term wins.
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

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Thank you
Any questions?