

PPTA

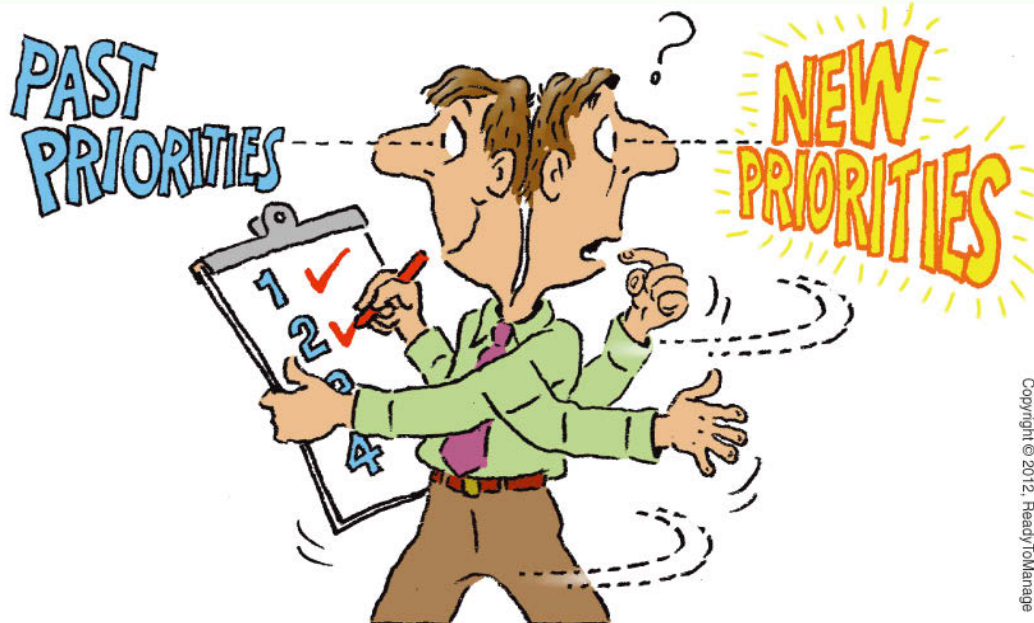
NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION

TE WEHENGARUA

EDUCATION CHANGE MANAGEMENT PPTA TOOLKIT 2016

Advice on effective education change management

Managing Change



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Introduction

Change is inevitable ...

Teachers know education does not stand still, and welcome thoughtful and coherent change that is in the best interests of students. Change will inevitably impact on teachers because the learning conditions of students are also the working conditions of teachers.

... improvement is not inevitable

Change is not the same as improvement ...

Strategic change for improvement

Two fundamental tests which should always be considered before taking the decision to launch a change are:

- Does the evidence justify this change as likely to cause improvement?
- Is an appropriate implementation process in place to manage this change?

These questions are often not properly answered at the school level or at the national level before educational change is begun.

This kit is about effective education change at the school level

This toolkit is to assist schools and branches in implementing effective change for improvement, following the identified best practices for educational change.

It contains general principles for implementing successful education change in schools and a series of questions to answer before, during and after a change is trialled.

There is a draft policy which branches can discuss with their boards.

For more information, advice and guidance on working through a successful education change, hyperlinks will take you to sections associated with each question.

Characteristics of effective education change

New Zealand's education system is full of initiatives, but not effective change.

Do make sure that:	Don't:
1 Ideas for change are informed by evidence;	1 Jump in without investigation, reflection and planning;
2 Goals are manageable, credible and appropriate to the school;	2 Set goals that are unachievable given time, money and staffing constraints;
3 People's sense of moral purpose is fully engaged;	3 Make excuses like "the ministry says we have to do this";
4 School leaders understand change and guide the process;	4 Assume people are lazy and afraid of change;
5 Capacity is built through trust and collaboration;	5 Ignore the importance of relationships;
6 Change is properly resourced;	6 Overload people with multiple initiatives;
7 Progress is reviewed and adjustments made;	7 Forget to assess how well the change is going and what problems are appearing;
8 Expectations around quick fixes are absent.	8 Lose interest before the change is fully implemented.

Responding to proposals for change at the school

Effective change is not a random act

The goal should always be thoughtful and coherent change. To this end, change that is consistent with the policies and strategic plan of the school is important.

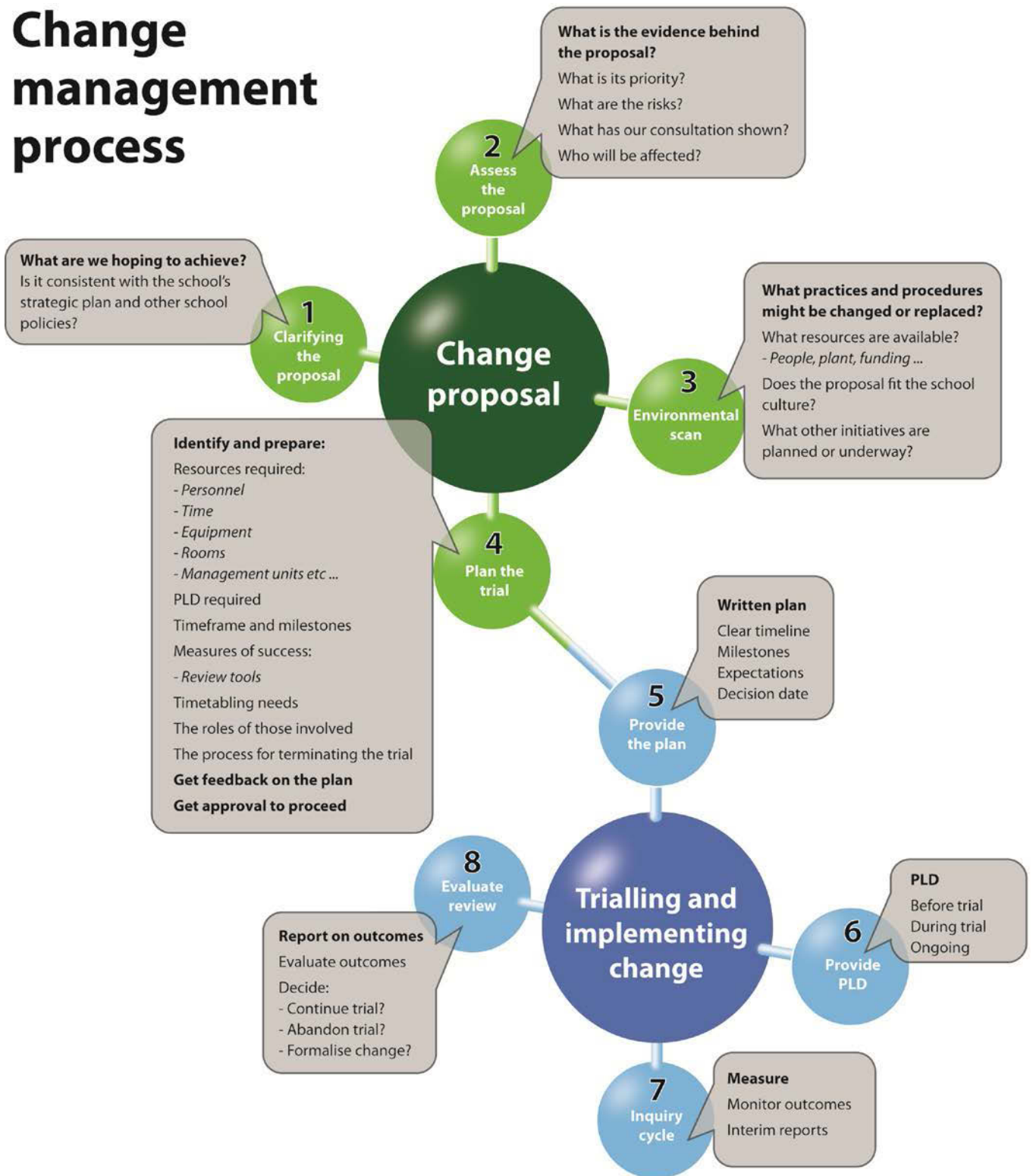
Don't burn the bridges – you may need to go back

Every change initiative should begin as a trial, which may

- Become permanent practice if the evidence shows it to be successful, or
- Be abandoned if the evidence does not show it has met the aims of the initiative.

Change management: Effective change is a complex process

Change management process



Critical questions to ask before you start

Effective education change strategy starts with questions

When faced with proposals for change it is valid and professionally responsible for teachers and school leaders to ask critical questions:

1. What are the objectives of this change?
2. What evidence suggests it will lead to improvement?
3. Is this change a high priority for the school?
4. What are the risks from this change to things that we already do well?
5. Is an inquiry cycle planned to determine whether the objectives are achieved?
6. What resources are needed to successfully implement the change?
7. Who would be affected by the change process?
8. What professional learning and development is needed?
9. What employment provisions do we need to consider?
10. What is the timeframe for the change?

Avoid snake oil merchants

There are two types of change promoters to be wary of:

- Those at the national or local level who promote ‘silver bullet’ or fad changes.
- “Consultants” who approach schools offering change packages, including associated PLD, for which they will charge the school.

The same questions the school would ask of any proposals it develops for itself should be asked of these silver bullets or pre-prepared packages. For example, the school should ask for the research evidence that their change proposal will make a positive difference in that school and should evaluate that evidence itself.

Identify the objectives of the change

Set clear objectives

It is surprising how often the objectives for school-based changes are not clear to the teachers being asked to implement them. Without clear objectives set prior to implementation, it will not be possible for the school to evaluate the change and harder for teachers to buy into them.

Objectives are different from goals

A goal is not open to a single measure, even a qualitative one.

Achieving the goal is likely to have a long term focus.

A goal can be broken down into one or more objectives which are able to be measured.

The achievement of goals can be a planned sequence of objectives.

Objectives need to be stated very clearly. While they are being developed there should be discussion about how they will be measured

The measurement of an objective could be by a mix of quantitative and qualitative measures. (It does not have to be entirely numbers):

- A goal could be “improving school climate”.
- In the first year the objective could be to eliminate the use of derogatory language between students during class time.
- The measures might be reporting of the impressions of teachers and students and the change in the number of students sent to deans for derogatory language.

Change occurs within an existing framework

The school’s goals, objectives and policies should form the framework for change. Proposals for change and school goals and policies should be complementary. If they are not then there are only two likely options:

- Review and change the school’s goals and policies or
- Do not implement the change

If it is the former then the change should not be implemented until the school has formally worked through its policy/goal review so that the framework within which the change is to be trialled is clear and agreed, and the objectives of the proposed change are consistent with it.



Identify evidence that the change would lead to improvement

Not all change is change for the good

There are many examples in education of change implemented because people intuitively believed that it would benefit students, only to find the impact on students was actually negative.

A recent example was the interest in learning styles as a way to improve student achievement. Schools paid consultants to teach their staff to analyse their students' preferred learning styles, and to adapt their teaching methods and environments to cater to these. It was later shown that the stereotyping of certain groups of students as particular kinds of learners, e.g. Maori and Pasifika learners as kinaesthetic learners, had a negative effect on learning.¹

New Zealand has its own database for change

New Zealand has an evidence base for educational change:

- The Best Evidence Synthesis (BES) programme evaluates evidence of what actually improves outcomes for diverse students, and provides examples of change that is worth making and change that is not.

The BES programme measures a broad range of outcomes, including “academic outcomes, skill development, social outcomes, cultural identity, disposition as a learner, self-regulatory skills, enjoyment of learning and success and well-being post-formal education, not just narrow outcomes like improved literacy or numeracy².”

Best Evidence Syntheses indicate approaches which can work in:

- ⇒ quality teaching,
- ⇒ working with families and communities,
- ⇒ professional learning and development,
- ⇒ educational leadership,
- ⇒ teaching social sciences, and
- ⇒ teaching mathematics.³

- The ‘Effective Pedagogy’ section of the [NZ Curriculum](#) (pp. 34-36) is a useful guide to classroom practices which work well for students.
- The [NZCER Teaching and Learning Research Initiative](#) (TLRI) produces helpful reports of research into teaching and learning done collaboratively with schools⁴.

¹ Ministry of Education (2003) *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Wellington:.. P.17.

² Ministry of Education (2004) *Guidelines for generating a best evidence synthesis iteration*. Wellington: Ministry of Education.

³ <http://www.educationcounts.govt.nz/topics/BES>

⁴ <http://www.tlri.org.nz/tlri-research/research-completed/>

Not all reports are worth the paper they are written on

The “evidence” should be tested against the following criteria:

- It is based on a robust research methodology, e.g. an experimental study using a control group, or action research with baseline and end-of-study evidence, or something equally sound;
- The approach has been shown to “work” with diverse learners;
- Causation has been addressed, e.g. the improvements in learning can definitely be attributed to this approach, and not to other things happening at the same time;
- The context in which the approach was shown to be effective is similar to the school context, e.g. the research study might have been implemented in classes of 15 students, but the school may be struggling to keep to its own classes under 30;
- The implementation process described is feasible for this school.

Other parts of this document discuss essential elements of resourcing, PLD, time and class size and model a framework in which to consider whether it is possible, given the availability of these in the school, to replicate the conditions in the research project.

Few schools are expert in research methodology and analysis

Expert researchers would also look into other aspects of the evidence such as its validity, verifiability, credibility, generalisability, etc, but this may be more than an individual school has the capacity for.

Be aware that techniques like meta-analysis done badly will not give accurate information, nor can they overcome the use of poor research⁵.

Rather than risk wasting resourcing on ineffective change, particularly when the identified resourcing is a major commitment or the potential risks associated with failure are significant, a school might seek an evaluation of the evidence from an independent organisation with the skills to do this.



⁵http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ745532&ERICExtSearch_SearchType_0=no&accno=EJ745532

Decide if this change is a priority for the school

‘Initiative-itis’ is the bane of education

The characteristics of successful change (see page 3) include having goals that are manageable, credible and appropriate to the school.

The school needs to select carefully from all of the possible changes open to it to identify the most important and implement those well. PPTA suggests that no more than three changes should be implemented at any one time (subject to the workload and change readiness of the teaching staff).

Other changes can be planned for later implementation, and once one of the selected changes has been embedded as ongoing practice, the next most important on the list can be initiated.

What are the school’s key goals and which potential initiative appears most likely to advance one of those?

‘Importance’ and ‘priority’ are not the same thing

Every change someone proposes can be seen as important, but not every change can be effectively implemented at the same time.

The key part of implementing successful education change is that it is successful, so prioritisation is essential.

Of all the important changes, which are the most important to try to implement this year? Which will you give priority to and focus your resources on?

Don’t spring change onto people

Departments and individual teachers are likely to be planning or trialling their own change initiatives.

Some teachers will be in more than one department and may be exposed to several initiatives at once.

It is important the school is aware of what is planned by teachers and departments so that the total impacts on individuals can be considered in the planning. It will also help those involved to be certain about what school-wide initiatives are to be implemented and over what time period before committing to their own.

If a department has a major initiative of its own planned, it may be possible to not include that department in the first stages of the school wide change, or to ask it to defer its own initiative until after the school-wide one has reached a certain point.

Identify the risks of this change

The penalties for breaking the law of unintended consequences can be harsh

There is always the risk that a change in one area will have unintended consequences in others.

The school will be doing many things well. It may have an effectively functioning culture and high levels of good will between staff and within the student population.

- Where are the resources for the trial of the change coming from? Will their withdrawal affect other programmes that are operating well?
- Will the aims of the change conflict with the aims of existing programmes?
- If the change over-stretches staff or puts unnecessary pressure on students, what might be the consequences of the erosion of good will?

Assess risks, monitor impacts, evaluate

Before initiating the trial of the proposed change, consider how the implementation might affect other outcomes the school values as part of the risk assessment.

Monitor potentially affected areas as part of the inquiry cycle. Continue to look for unexpected impacts in other areas. Ask about unexpected impacts as part of the evaluation.

Seek ways to mitigate unexpected negative impacts in other areas.

When evaluating the trial, consider the impacts (positive and negative) on other programmes or outcomes.

Don't be afraid to admit if it does not work

If the assessment is that the trial has not worked or that the system it replaced is better, or that unintended negative consequences outweigh any gains, then abandon the trial.

People will be more inclined to support future efforts to introduce effective change if they know that what they are used to will only be replaced by positive changes.

A school which has a culture that does not blame individuals for the failure of an idea will encourage positive risk taking and collective efforts to improve teaching and learning.



"I need someone who'll ask the tough questions, no matter how risky."

Establish an inquiry cycle

If it was broken, how do you know if you fixed it?

There is a need to set objectives for change which lend themselves to being measured (qualitatively and quantitatively).

It should never be assumed that these objectives will be achieved.

Even if the evidence for the change has been carefully evaluated, there is no guarantee that it will have the desired impact in your own, different, context.

Schools are highly complex institutions involving many individuals, and there are always many factors that can impact on the implementation process.

An inquiry cycle must be put in place and staged so that it can track progress, and action can be taken if improvements are not occurring as hoped.

At the end of the trial period an objective assessment against the evidence should determine if the change has effected improvements, if it is better than the system it is replacing, and if it should become ongoing practice.

Get the measurement sorted before you need to measure

1. What is to be measured?

- Know before the initiative begins what you intend to measure and how.

2. Know what it is to be measured against

- Start with baseline measurements against which you can evaluate the impacts of the initiative during and at the end of the trial period.

3. How is it to be measured?

- Anonymous surveys
- Interviews
- Quantitative measurement
- Other appropriate measures

4. When is it to be measured?

- Formative: At the start, at identified milestones.
- Summative: At the identified end point of the trial.

5. Beware the Hawthorne Effect

- People change their behaviour simply because they are aware that they are part of an experiment.
- In a study to find if neuro-stimulators could mitigate the effects of cerebral palsy in young adults, all patients reported their motor functions improved and they were happy with the treatment. Quantitative methods, however, showed that there was actually little improvement. Researchers believed the Hawthorne Effect skewed the results and that the extra attention given to patients by doctors, nurses and therapists was behind the reported improvements.

- Improvements observed during a trial may not be sustained if it becomes normalised behaviour and attention is taken off the practice.
- Ongoing review of the initiative if it becomes normal practice may be helpful. Monitoring for improvements or deterioration over time would determine if the resourcing for the practice is being effectively used.

The Hawthorne Effect

6. Who is to measure it?

- The person responsible for initiating or for implementing the change trial should not be the person evaluating its progress and success. This is to ensure that there is no possibility or perception of conscious or unconscious bias in the evaluation.
- The evaluator could be someone not involved in the change, someone nominated by the branch because they are perceived to be independent, or someone external to the school.

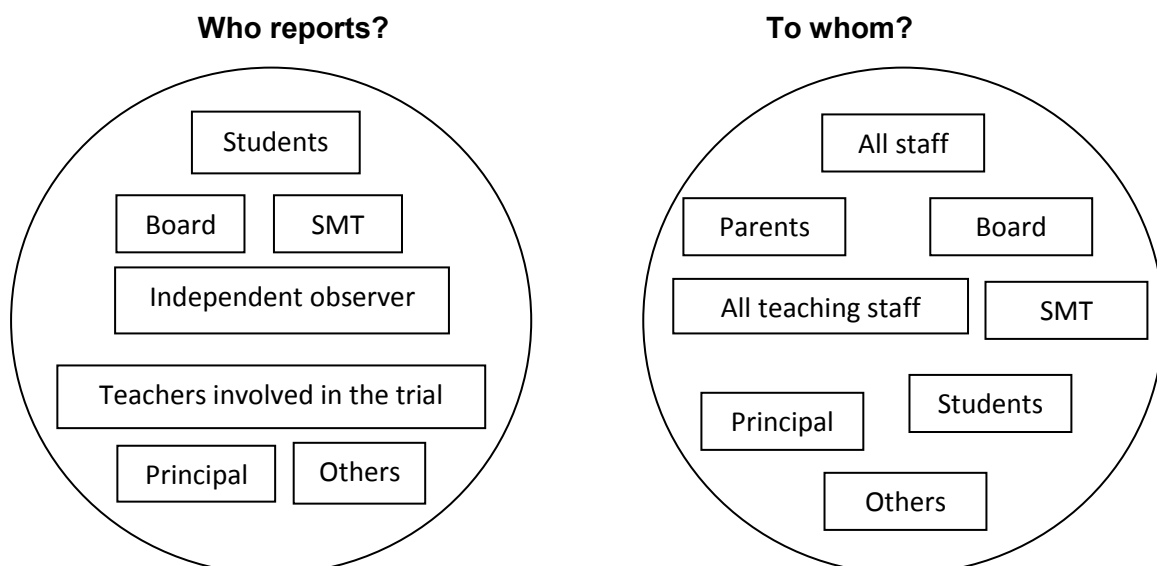
7. What use is to be made of the measurement?

- Measuring progress in objectives
- Looking for unexpected outcomes/unintended consequences
- Looking for ways of improving implementation
- Determining if the trial has been successful or unsuccessful

8. How will the findings be fed back to those involved in the trial?

- Graphs/tables
- Written reports
- Evaluation sessions
- School newsletter
- Other

9. Who is to be involved in the reporting process?



10. How do we ensure we hear critical voices?

- Don't shoot the messenger. Every change strategy should allow free and safe opportunities to criticise constructively to identify improvements or failings.
- Those who are most critical of the initiative at the start are most likely to identify potential pitfalls and to identify shortcomings in the implementation.
- If staff feel safe they will identify genuine flaws and potential improvements.
- Teachers, students and parents will have valuable insights into changes.
- Invite someone to act as a 'devil's advocate'. They would not be part of the implementation team, but would be expected to provide critical feedback.

Identify resourcing for successful change

A few initiatives, well resourced

The costs of any new initiative should be considered in the light of the identified essentials of good change management.

Resourcing includes people, time, money, facilities, spaces, equipment, plant etc.

Effective use of resourcing is essential to successful change management

What might work in some circumstances might not work in less favourable circumstances. Less favourable circumstances might include less time being available, less money to spend on necessary new resources, less adequate physical facilities, spaces and equipment available within the school, etc. The importance of adequate time cannot be overstated.

Questions of (re)allocation of 'to individual' resources (e.g. fixed term units and management allowances, time allowances, and ancillary support hours) should be decided well before the implementation phase.

A change proposal should include details about the resourcing needed

In most schools, finances are tight. Anything additional may stretch those finances to breaking point, so decisions have to be made about what the new initiative will replace or how extra time, money, resources will be found.

A deliberate decision, not a hopeful haze

The decision to transfer resources needs to be clear to all.

- Those managing the trial need to know exactly what resources they have.
- Teachers should know which resources that they have relied upon are to be withdrawn for use in the trial.
- Teachers and managers need to be confident that resourcing for existing projects or activities will not be cut unexpectedly.

Resourcing questions may be very complex

For example, a proposed new vocational course involves assessment of unit standards which needs new technology equipment. In addition to questions about people, time, courses costs etc, will be questions about the equipment:

- What is the upfront cost of the equipment and how will we fund it?
- What is the expected operational cost of the equipment and how will we fund it?
- What is the expected ongoing maintenance cost of the equipment and how will we fund it?

- Where will this equipment go, what changes would be needed to safely accommodate it, and what are the costs of potential alterations?
- What training is required for teachers/support staff to use and maintain it?
- How much time is required for the training?
- Who will train our staff and what are the costs of the training (relief, reimbursements, allowances etc)?
- Will the training be a one-off or will updates be required for those trained?
- Will we need to repeat the training each time we replace a staff member?

Talk to experts about technical matters

A school recently decided to buy iPads for student learning. After purchase they found these could be used only in the library, which has wireless connection, and those parts of the school which are close to external Wi-Fi sources.

- If a change involves changing technology talk to experts about:
 - ⇒ if/how it might be integrated into existing or planned systems,
 - ⇒ what is required to support it,
 - ⇒ whether it can operate as expected in all parts of the school,
 - ⇒ what limitations it has,
 - ⇒ the ongoing support costs, and
 - ⇒ alternatives.

Costs always fall somewhere

In initiating a change process there will be costs. They may fall overtly or covertly.

Overt costs:	Covert costs
<ul style="list-style-type: none"> • Transfer from existing activities • Operations funding • Relief budget • Staffing entitlement • Property budget 	<ul style="list-style-type: none"> • Staff time • Staff workloads • Staff energy • Staff good will • Impact on existing initiatives/ programmes • Foregone opportunities

Good change management will ensure that the overt costs do not become covert costs, which will make the change unsustainable and is likely to lead to a backlash against current and future initiatives.

The school may need to review the resourcing provided for the trial (or the continuation of the change if it is successful) if the inquiry process indicates that the resourcing is inadequate or too many of the costs are becoming covert costs.

Resourcing is needed to sustain the change too

It should never be assumed that the resourcing needed to introduce and trial an initiative will be the same as the resourcing required to continue if it is adopted as practice. It may be less, but it also may be more.

An assessment of the ongoing 'steady state' resourcing needs should be made at the development stage of the initiative. These assessments need to be re-checked against the evidence collected during the trial period.

An assessment of the resourcing needs of a steady state change should be made in the year after it is adopted as ongoing practice. The assessment must include the covert resourcing costs as well as the overt resourcing costs.



Identify all those affected by the change process

Change may least affect those responsible for implementing it

Which teaching staff will be involved and in what roles?

- Who would be involved in the proposed change process and what initiatives are they already engaged in?
- Who else might be impacted on by the proposed change process and what initiatives are they already engaged in?
- Who would lead the change process?
- Who would evaluate the impacts of the initiative and who would they involve?
- (This should not be the same person who is responsible for introducing or leading the change trial.)
- Who would be involved in the reporting back on the initiative?

Which non-teaching staff will be involved and in what roles?

Will day-relievers or short term relievers be affected?

- How will they be affected?
- What will we expect them to do that is different to their normal role?
- How will we inform them of the initiative?
- How will we prepare them for the initiative?

Which students will be involved and in what roles?

- Is this a class initiative, a year level, a demographic group, a house, a department?
- Will student leaders be involved?
- What are the possible flow-on effects to students not directly involved in the trial?
- How will these be monitored?

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Who else is involved and in what roles?

- Parents
- Other community members
- Outside experts
- Others?



WHILE THE POSTERS PROVIDED A LOW COST ALTERNATIVE TO FORMAL CHANGE MANAGEMENT, THEY INEXPLICABLY FAILED TO GET EMPLOYEE BUY-IN.

Identify professional learning and development needs

Learning for change is learning to change

Teachers cannot simply pick up a new role for which they have received no training and immediately do it well.

A significant source of stress for an individual is being placed in a situation where they feel they lack control and competency⁶.

Professional development should be planned to:

- begin before the change is initiated to create sufficient underlying competency and skill amongst enough staff to ensure the change is started effectively
- be ongoing around building on capabilities and expanding the skill base across more teachers during the trial
- be ongoing for new teachers during and after the trial (if the change is continued)

Professional development is particularly important for ICT and technology changes. When purchasing new equipment or implementing new technology it is necessary to put towards training and support for staff the same funding that is planned for capital expenditure^{7 8}.

Don't waste your resources

The quality of the PLD opportunities is critical. [PPTA's PLD Toolkit](#) provides advice on what constitutes high quality PLD.

Don't forget your relievers

Change initiatives need a consistency of approach. Investing time and resources in PLD for regular day relievers will pay dividends. If the change becomes permanent all your relievers will need to be brought up to speed.



⁶ http://www.rxtm.co.nz/effects_of_chronic_stress/understanding_stress.htm

⁷ "... investment in infrastructure, equipment and applications has been matched by a corresponding increase in the funding for professional development provision for teachers in ICT. This move acknowledges that the level of competence and confidence of teachers in the educational use of ICT directly impacts upon the capacity and capability of schools to positively engage their learners in ICT-supported learning environments" (Becta 2009; Clayton, et al 2009).

http://researcharchive.wintec.ac.nz/841/1/http_repository.alt.ac.uk_797_2_Conference_Proc_web.pdf

⁸ See "Investing Effectively in information and communications technology in schools 2008-2013"

https://docs.google.com/viewer?a=v&q=cache:GSV3G2l1xPsJ:www.ncte.ie/media/Final%2520ICT%2520Strategy_group_report.pdf&hl=en&gl=nz&pid=bl&srcid=ADGEEESi9xG8vM0oCpc0wF_ZyWvEU9K-v149w-QK8tCV8KSptTBoMjfk_QWvmk5fmwwf22zUEcy-QRSvVapYDWZiiZTYmf0ZqEE4FLhCJlhiPG_3HEeRy1socOnmiS1orfN-nEH-hg2pL&sig=AHIEtbQLA1Y8hqtB9JQY0u_URtKt5o7JRw

Consider the impacts on employment provisions

Schools are required to operate as good employers

The employment conditions and rights of teachers are contained in legislation and their collective agreements, in job descriptions and in agreements reached locally with the board and principal.

Schools are organised currently in ways that do not infringe on these rights and agreements, and in making changes the employer needs to ensure that these continue to be respected.

For example, extending the form teacher's responsibilities from purely administrative into the academic mentoring role of teaching means that the extended role becomes part of timetabled contact.

Similarly when "academic mentor" or "tutor" responsibilities are taken into account, the maximum average class size of 26 may be exceeded.

Good employer requirements extend to health and safety

The reality of New Zealand secondary schools is that teachers are working to (and often beyond) capacity, and if time is to be found for something new, it will always be at the expense of something.

Teachers' workloads are negatively affecting their work-life balance, and levels of stress are often very high.

In considering change that will require new tasks to be done, schools need to take a serious look at what current tasks can be dropped, done by someone else, or done less in order to make some time.

School policies guide change

Change should complement and be guided by existing school policies, some of which are linked to employment provisions:

- Timetable policies
- Unit and management allowance policies
- Student development policies
- PLD policies
- Resourcing policies

Effective change takes time

The nature of most change is that there will be leadership roles that require time resourcing as well as those who are more directly engaged in the change activity.

It is important to consider which teachers will bear the greatest share of the responsibilities and the workload and therefore who have the greatest need for additional time allowances.

What are the time requirements for:

- The people planning and preparing the initiative?
- The implementation team?
- The people responsible for data collection and the review process?
- The people directly involved in the initiative?

How do these time requirements differ for each group:

- In the development phase of the proposal?
- During the implementation phase?
- After the 'normalisation' of the activity?

Change from outside has to be managed too

A system-wide change introduced at the national level can have very significant impacts at school level.

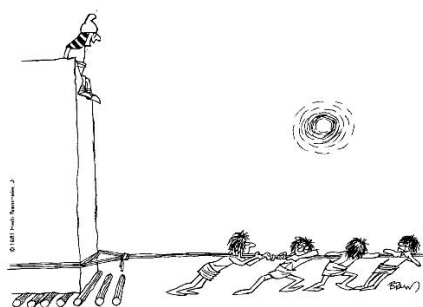
Some system-wide changes cannot be avoided by individual schools, but it is within the power of all schools to respond to a national decision to make introduce a system wide change by:

- Deferring changes planned at the local level in order to find the time and the resources, or
- Deciding to phase it in over two or three years to ensure that it can be done well.

Change is a constant, but constant change is stressful

Part of the cycle of school-based educational change should include planning breaks from change to:

- Allow initiatives time to bed in
- Allow staff to prepare for the next change
- Allow students time to prepare for the next change
- Balance the students' need for stability and continuity against ongoing change and improvement
- Allow space for change initiatives at the department or individual level
- Rebuild resources for the next planned change



"Believe me, fellows, everyone from the Pharaoh on down is an equally valued member of the team."

Specify the timeframe for the change trial

Know how long this change is going to take

Ensure that there is a reasonable timeframe set that allows for all stages of the change process.

Know where you are going before you start

Teachers often comment that new initiatives are started and just seem to fade away without any clear conclusion or end. Often they are not sure if they are meant to continue with the practice or whether it is being replaced by another initiative, or if they are supposed to go back to the original practice.

Before the initiative begins staff should know:

- The date at which any baseline data is to be collected to assist with measuring the progress of the initiative.
- The date when the trial will start. If there are phased start points for different staff or groups of staff, each should be aware of when these are.
- The points at which the trial will be evaluated.
- The point at which the final assessment of the trial will occur.
- The date at which a decision to continue with the new practice or revert back to the previous practice will be made.

Are we there yet?

Staff need to know at the end of the trial whether the change is to become ongoing practice or whether it is to be abandoned as unsuccessful.

The timeline should include the date of the summative assessment of the trial.

Where do we go now?

There should be a formal reporting of the outcomes of the trial and staff should be advised of whether:

- The trial is to be discontinued
- The trial is to be extended for an identified period
- The new process is to be recommended to the board as ongoing practice, and any implications of this (such as readjustment of resourcing)
- The outcome of any board deliberation

If the trial is not being continued then the staff will need to be advised of what is to be done instead:

- A return to the pre-trial system, or
- A return to the pre-trial system with identified modifications

Put it in writing

The plan for the initiative should be available in written form to all staff:

- On the staff notice board (next to board minutes/ financial accounts)
- On email
- Linked on the school server
- In the induction pack for new teachers and relievers
- Given to day and short term relievers

A draft change management policy for schools

This kit has a template for a change management policy that PPTA branches can encourage their Boards of Trustees to formally adopt.

The purpose of the policy is to secure the commitment of the Board of Trustees to high quality management of change. Any future proposals for change in the school would follow this process.

The Branch can also use it to audit changes that are proposed, are underway or have taken place already.

PPTA will seek to agree a similar policy/protocol with government as part of a policy for developing nationally coherent and effective change of the type demonstrated to work internationally.

Sample change management policy

Rationale

Change in education is the norm. Effective change that is thoughtful and coherent can bring enormous benefits to students and communities, and enrich teachers as professionals. If the change does not achieve clearly positive outcomes, then it is not worth doing.

This policy affirms a partnership between teachers and the board in ensuring that educational change in this school is effective, coherent and manageable.

Policy

Proposals for change in our school will be assessed against the following criteria:

- There will be a limited number of changes being trialled in this school at any time.
- The proposed change reflects the school's strategic goals.
- This change is a high priority for the school.
- The change is justified by evidence of it being likely to be effective.
- Potential risks have been identified.
- An appropriate implementation process is planned to manage the change.
- The change will be trialled, evaluated and reported on.

A proposal for change will be considered for approval by the board when each of the following questions has been answered satisfactorily:

1. Are the objectives of the change clear to teachers, school managers, board members and the community?
2. What is the robust evidence suggesting that this is likely to be valuable change?
3. What inquiry cycle would be used to monitor whether the objectives are being achieved?
4. What resourcing requirements are needed to adequately implement the change: people, time, money, facilities, spaces, equipment, etc?
5. Where would time and resources be found to implement the change effectively?
6. What professional learning and development would be required to adequately support teachers to learn the new skills required?
7. Would employment rights and entitlements be observed?
8. What consultation process (staff, PPTA branch, students, parents) is planned?
9. When would the board decide to formalise the change as ongoing practice or not?

Signed: _____ (BOT Chairperson) Date: _____