



Consortia Gwella Ysgolion Rhanbarthol
Regional School Improvement Consortia

National Curriculum for Wales Leadership Series – Bitesize Resource

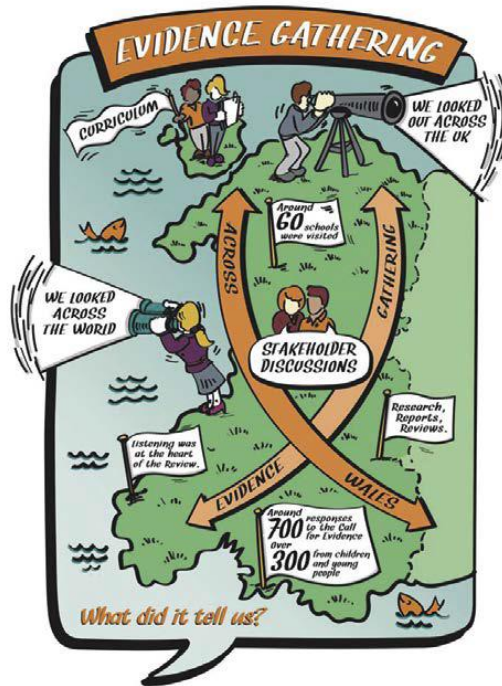
Leading Change 1





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Starter Activity: What is the case for this change?

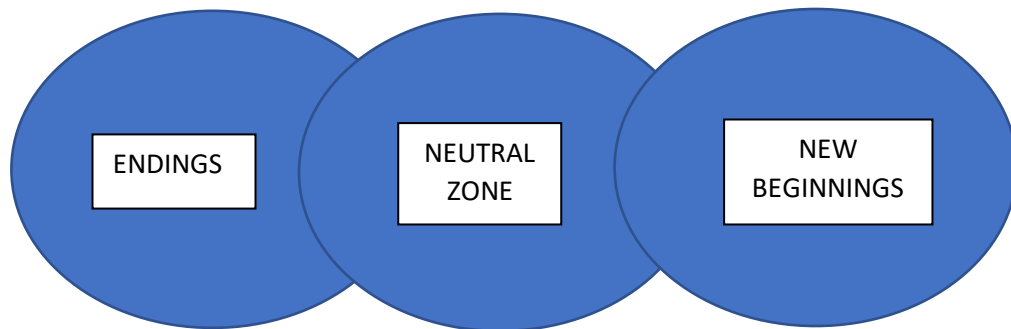


List the reasons you feel are important:



Activity 1

Bridges' Stages of Transition



HOW TO SUPPORT PEOPLE MANAGE ENDINGS

- Communicate A LOT! And keep communicating, updating, informing, advising.
 - Do staff have regular opportunities to talk formally?
 - Do staff have regular opportunities to talk informally?
 - Are staff meetings used for sharing and discussing? Are there electronic forms of sharing communication – avoiding the possibilities of wrong messages being shared
 - How do part time staff have access to the same discussion?
 - How often can staff talk to colleagues outside of the school?
- Provide clear, detailed information about what exactly will be different and things that will not change.
 - Is there a chance for staff to consider what they will not change i.e. same classroom, same age group, same work with the same members of core team? Have staff had the opportunity to consider the curriculum guidance to understand what the differences will be?
- Encourage people to make personal lists of things that, for them, will come to an end, and to mark those that they will feel sad about.
- Amongst the things that will come to an end, encourage people to notice things they will be glad to finish with. What are their frustrations now? Are these part of the changes? Not all endings are losses - are there any aspects that will change they are glad about?
- Show real empathy for all losses that matter to other people, even if they would be less significant for you.
- Help people understand that this is a natural part of the change process and others may be feeling the same.
- Communicate clearly and precisely why changes are necessary – is there a clear rationale why?
- Show respect for the past. Honour what has been good and successful – and the contributions people have made to this – e.g. within the teaching and learning. Show how the best values of the past will be preserved in the future.



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HOW TO SUPPORT PEOPLE THROUGH THE NEUTRAL ZONE

- Establish new, regular and frequent communication patterns, keep everyone up-to-date as the change progresses (helps everyone stay together and aligned).
- Are there opportunities to create a resources area where staff are able to head to find out more and engage in wider reading?
- Are there systems to be able to hear and consider feedback people may have on the change process. This strengthens trust during the change process as feedback receives prompt attention – are leaders involved in these systems? Does information flow in both directions so leaders are clear on how everyone feels?
- Encourage people to notice the changes taking place, and their own reactions to them – this can help people learn from the process and manage themselves better
- Provide regular forums for people to share experiences and ideas to enable learning from each other and strengthen team cohesion, in particular if there are new teams coming together
- Help people devise and share creative – even amusing – metaphors that describe the change journey. Are staff happy to share their experiences of things that helped them during this transition to ensure learning from this can be used again?
- What is the role of professional learning?
 - How much autonomy do staff have in deciding their own professional learning?
 - Do staff have the opportunity to hear from colleagues in other schools?
 - What skills and knowledge will be needed as part of the new changes – is there an opportunity to consider what curriculum design means?

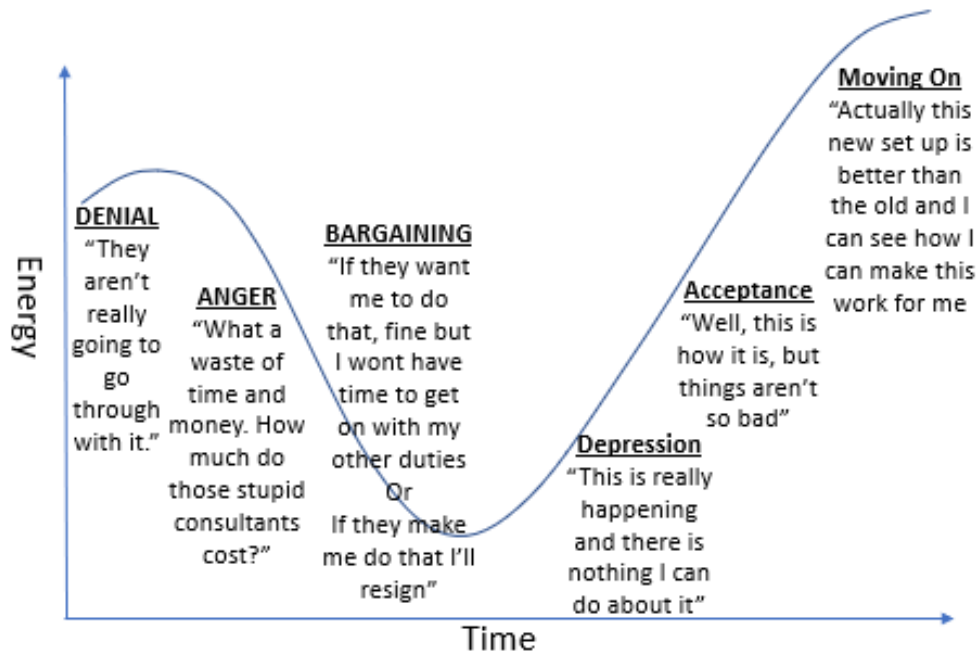
HELPING PEOPLE WITH NEW BEGINNINGS

- Even though a great deal of information and experience of the change has been shared to date, reiterate the following information:
 - a **Purpose** – that explains the reasons for the new beginning, to engage minds;
 - a **Picture** – of how that new beginning will look and feel, to engage imaginations;
 - a **Plan** – that shows how the new beginning will be fully realised, to engage belief; and
 - a **Part to play** – that allows people to contribute to the plan and the new beginning, to engage wills.
- What is the vision of the change? How do staff envisage the 4 Purposes will look in the school? How does this translate to their classrooms? What is their contribution?
- Are there early adopters who are able to work with others in the school? Will smaller teams working together support the changes? Can other schools' experiences help so that ideas are shared and lessons learnt can be shared?
- To maintain momentum towards the end of the change, and to encourage people to stick with the new ways of working:
 - check that all communications are consistent
 - Seek out and acknowledge early successes
 - 'brand' the new beginning to help people find a new identity
 - celebrate successful implementation once the new beginning is established



Activity 2

Kubler-Ross Curve Applied To School Change



Consider this curve in the context of the changes in the context of Curriculum for Wales.

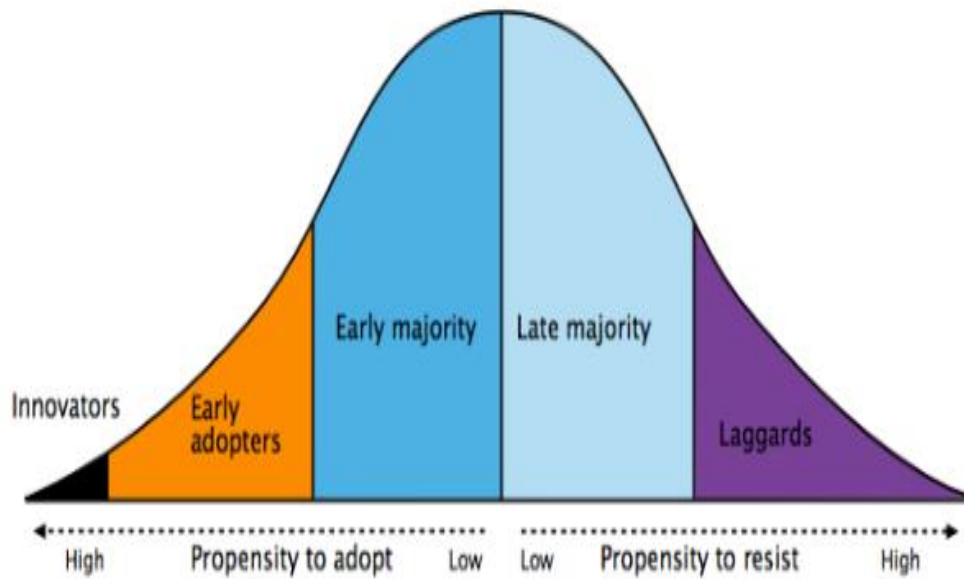
- At what stage do you think you are now?
- Where were you? What can help us move forward?





Activity 3

Understanding and supporting people through change



Consider the categories on the model above.

- Which category do you naturally fall within?
- Within the context of Curriculum for Wales?
- What are the benefits of each of the groups?
- Are there any challenges to consider?
- How can the groups support one another through change?
- Are innovators always needed?