



Consortia Gwella Ysgolion Rhanbarthol
Regional School Improvement Consortia

National Curriculum for Wales Leadership Series – Bitesize Resource

Leading Change 2





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This session is the second of two sessions on Leading Change.

We recommend that you watch Leading Change 1 before engaging with this session.

Starter Activity: Embracing Change

The session starts with a short clip from a TedxPerth Talk by Jason Clarke on how people respond and deal with change. Consider the points Jason makes – are any of these relevant to your situation within the context of the curriculum change?

If you would like to watch the full video, click on the following link.

<https://www.youtube.com/watch?v=vPhM8lxibSU>





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Activity 1

Force Field Analysis

This is an opportunity to work collaboratively to identify the forces supporting and acting against a change.

Within the context for Curriculum for Wales, please consider:

- the forces that support the change.
- the forces that work against the change

There is also an opportunity for you to consider how we can reduce the impact of any barriers that you have identified.

Forces supporting the successful implementation of Curriculum for Wales	Forces acting against the successful implementation of Curriculum for Wales
How can we reduce the impact of the identified barriers?	



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Activity 2

After watching the video from BJ Fogg discussing his model where 3 factors are needed:

- Trigger
- Ability
- Motivation

In the context of Curriculum for Wales reform, what is the most significant barrier preventing staff embracing change?

In particular in light of the ongoing challenges of Covid-19?

Are the identified barriers different for different individuals?

How can we support one another through the reform?



Activity 3: The SCARF Model

The SCARF Model:

Reactions to change can be grouped into 5 domains:

1. Loss of **status** – *our social position in relation to others*
2. Loss of **certainty** – *our ability to predict outcomes*
3. Loss of **autonomy** – *sense of control over our destiny*
4. Loss of **relatedness** / belonging – *are we part of the group or not?*
5. Loss of **fairness** – *are we (or others) treated in a fair/equal way?*

Read through the following scenarios, or consider one of your own.

Does the SCARF model help to consider and understand emotions shown?

There is an opportunity for you also to discuss what support could be offered.

As a teacher, I'm not sure what the impact of the AoLEs will be? Will I need to teach new subjects?

Possible support:

As a governor, I'm unsure about the changes that are happening? I can see other schools sharing with their community how they are developing their new curriculum? Should I be asking more questions?

Possible support:



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As a parent, I understand that the curriculum in the school is changing. How will I know how well the school is doing?

Possible support:

The following considerations may help:

LOSS OF STATUS

- Avoid instructions for how to address the change as this implies the person is not as good as you as working this out, therefore you are implying they have a lower status than you
- Ask the person affected by the change how they want to address it so that their ability and therefore their status are being respected
- People feel a status increase when they are learning and improving, so provide opportunities for personal development
- Provide opportunities for status increase by giving opportunities to lead different communities during the change e.g. giving presentations to others, becoming the lead trainer in an aspect of the change

LOSS OF CERTAINTY

- Overcome the stress of the unknown by making implicit concepts more explicit e.g. clarify agendas, objectives, responsibilities and deadlines
- Break complex work into small steps
- Establish clear expectations of what might happen in any situation as well as expectations of desirable outcomes
- Involve those affected in Impact Assessments so they can identify for themselves what will be different

LOSS OF AUTONOMY

- Don't give instructions, but give options so that people can make their own decisions about how they get involved in the change, what activities they do, when and how they do them



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- Ask questions instead of providing your answers so that people can create solutions for themselves

LOSS OF BELONGING

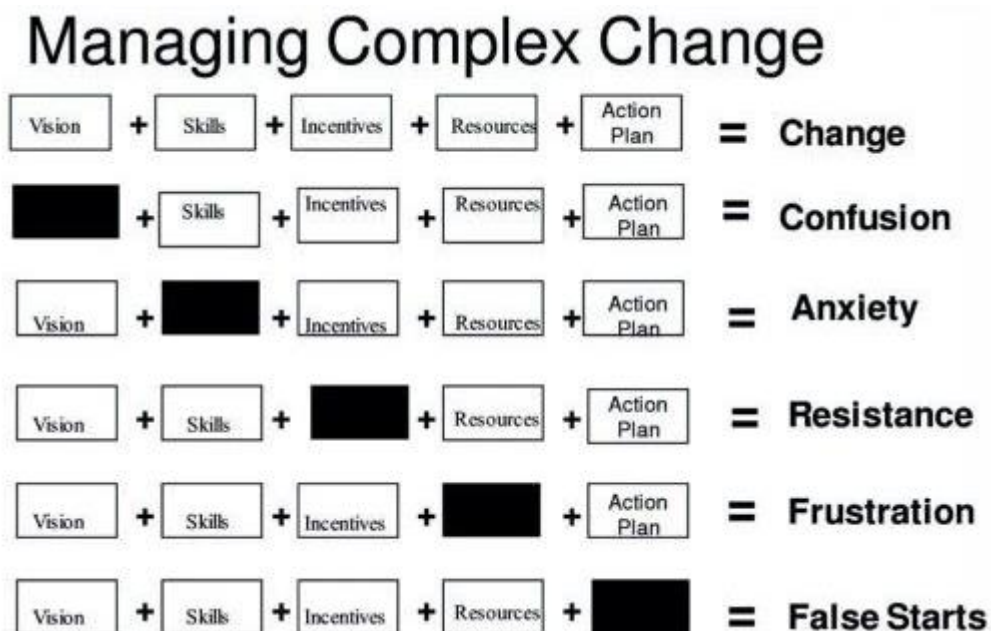
- Take time to make social connections and identify similarities and things you have in common before asking for participation in change
- Create small groups with explicitly expressed objectives for sharing knowledge, learning new ways of working and sharing experiences

LOSS OF FAIRNESS

- Establish transparency by setting clear ground rules, expectations or objectives
- Where possible, allow people to collaborate to establish these rules, expectations or objectives

Activity 4: Knoster Model for Managing Complex Change

Discuss the model below in the context of your school's approach to the reform.





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Further Reading & Resources

If you would like to read more about leading change, below there are some further links to wider reading.

There is also a link to the Professional Learning Journey page on Hwb which has a series of playlists from schools across Wales sharing their experiences of working through the changes of Curriculum for Wales.

- An overview of change management models
<https://www.process.st/change-management-models/>
- Kotter's 8-Step Change Model
https://www.mindtools.com/pages/article/newPPM_82.htm
- ADKAR model of change
<https://www.prosci.com/methodology/adkar>
- McKinsey 7s Model
<https://strategicmanagementinsight.com/tools/mckinsey-7s-model-framework/>
- Professional Learning Journey
<https://hwb.gov.wales/repository/discovery?sort=recent&catalogs=66ddc104-deea-4cfe-ab1c-9f377ce1595f&categories=38c8e647-f76c-48e8-9aed-b24736a11bcd&strict=1>

Also available through Hwb – Resources – Professional Learning – Professional Learning Journey