

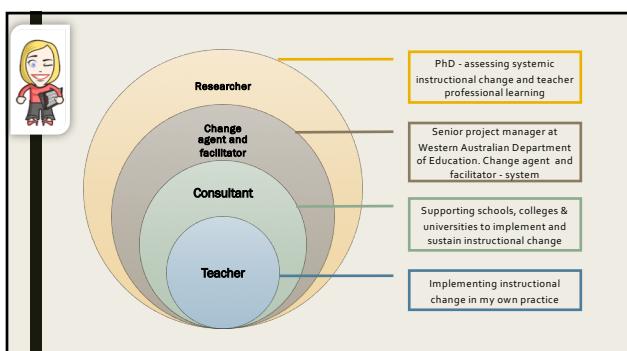
INSTRUCTIONAL
LEADERSHIP
programme

Understanding and Leading
Instructional Change in a
School Setting

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ME?



TAFEWA Instructional Intelligence Professional Development Program

Phase One	2005-2009
-	40 teachers from each college in the state
Phase Two	2009 – 2011
-	30 teachers from colleges and private tertiary institutions

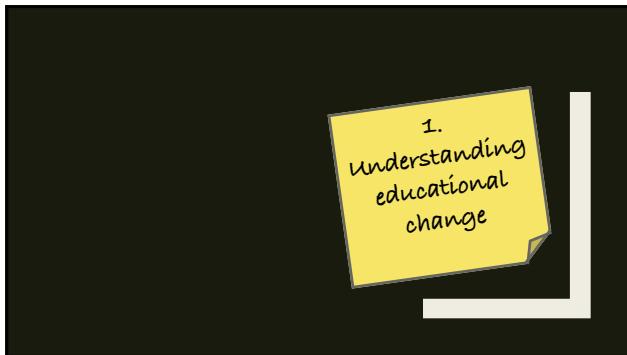
Instructional Intelligence Dimension	Time Spent
Behaviour / Classroom Management & Instructional Concepts	11 days
Instructional skills, tactics & strategies	6 days
Cooperative Learning Level I & II	3 days
Tribes Certification Training	4 days
Educational Change	3 days
Total	27 days Over 4 years

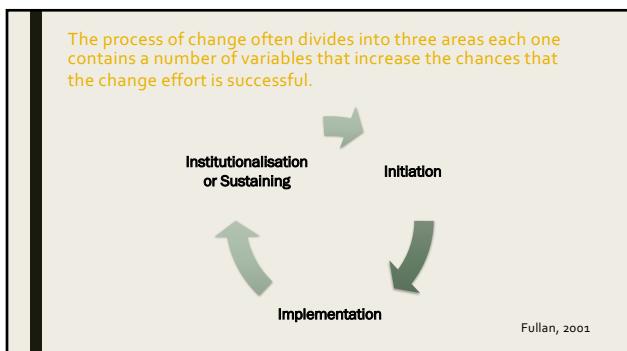


There are differences between developers and implementors of change

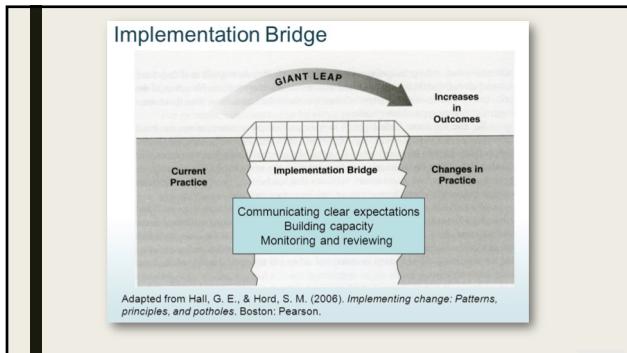
Developers	Implementers
<ul style="list-style-type: none"> ■ High profile ■ Big picture perspective ■ Have political skills ■ Timing is vital to them ■ Need to be good at public relations ■ Move on quickly to the next thing ■ Savvy 	<ul style="list-style-type: none"> ■ No glory ■ Have technical knowledge ■ Have clinical skills ■ Patient & persistent ■ In for the long haul ■ Need to be creative ■ Need humour 

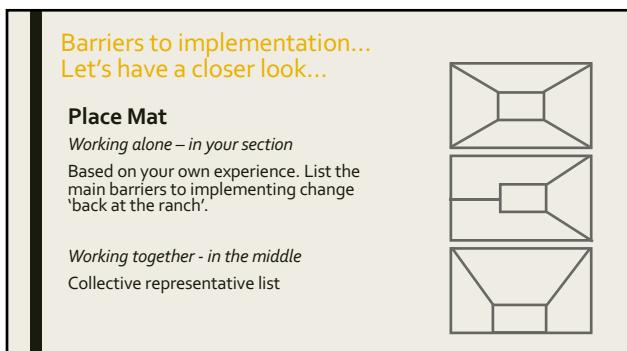


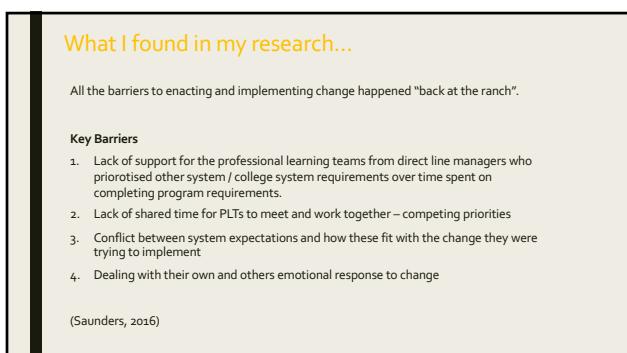




Change doesn't happen in a workshop or at conference, it's what happens 'back at the ranch'.

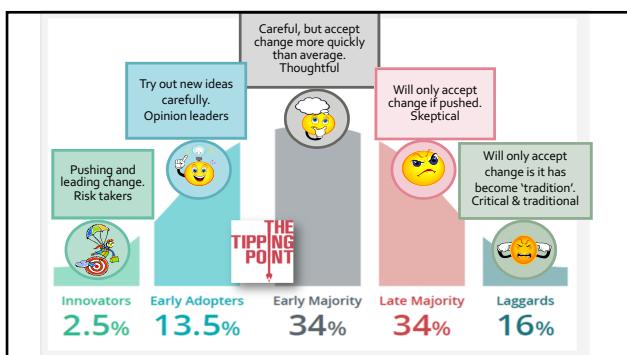






Roger's Innovation Adoption Curve

- ❖ Successful change starts and ends with the individual
- ❖ An entire organisation doesn't change, individuals do
- ❖ The rate at which people change will vary
- ❖ However... there are some discernible patterns...

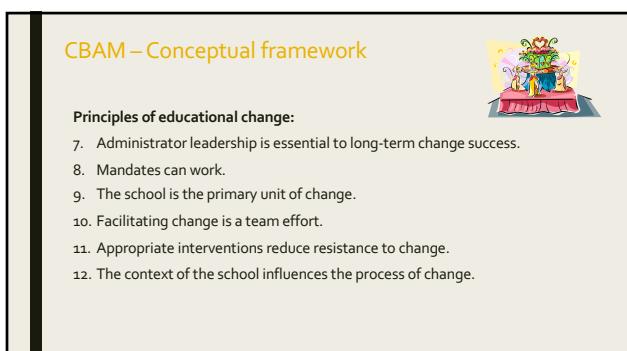
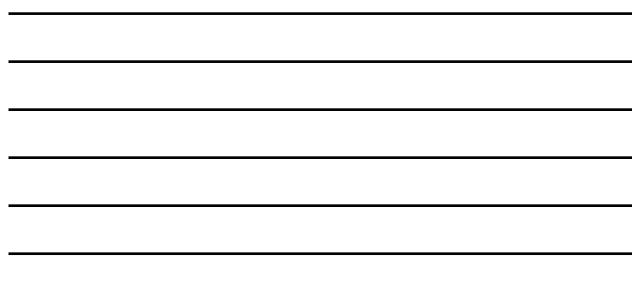
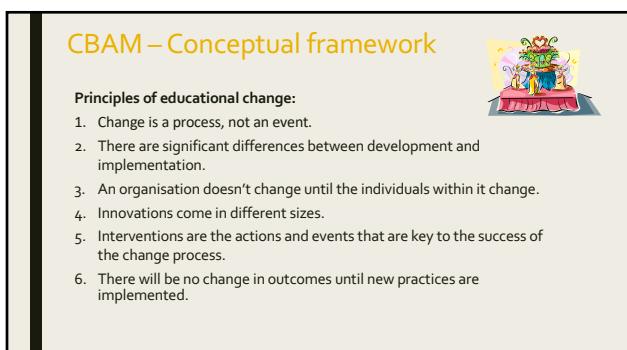
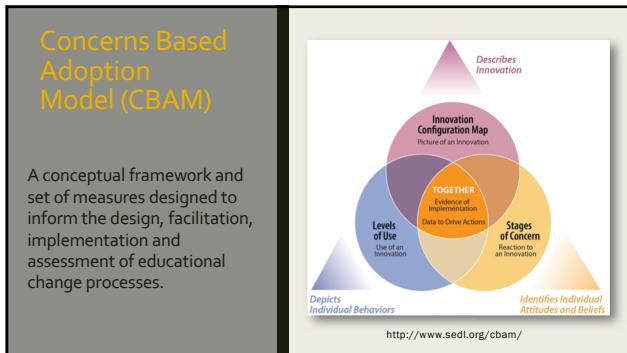


Let's try a few scenarios...

- Buying a new car
- Getting a pay rise
- Moving house
- Going alone to a party

1. Think to yourself – decide what your response would be
2. Share with the person next to you the reasons why you put yourself there.

Category	Description
Innovators	Interested in new ideas. Cope well with uncertainty. Risk takers
Early Adopters	Tries out new ideas carefully. Opinion leaders
Early Majority	Careful, but accept change more quickly than average. Thoughtful
Late Majority	Only accept change if pushed. Skeptical
Laggards	Only accept change once it becomes a tradition. Critical & traditional



CBAM – Innovation configuration (IC) maps

- An instrument used to define and quantify the implementation (or use) of a new process, program or practice (Hall & Hord, 2001).
- Identifies and describes specifically the major components and a continuum of implementation levels.
- Describe in very clear and specific operational terms what new practices look like.
- Presents an ideal or high-fidelity picture of the practice

Cooperative Learning Map

Teacher	Component 1: Structures groups	Component 2: Develops group skills	Component 3: Promotes positive interdependence
Assigns students to four members of a group	Assigns students to work with only one or two other students	Does not assign students to groups	
Explicitly states, monitors, or rewards group social skills as expected during the task	States expected group for social skills but does not monitor or reward	Does not state, monitor, or reward group social skills	
Consistently organizes group tasks so that group members depend on each other to complete the task	Frequently organizes group tasks so that group members depend on each other to complete the task	Occasionally organizes group tasks so that group members depend on each other to complete the task	Organizes tasks so that group members to complete the task alone

<http://www.sed.org/cbam/>



CBAM - Stages of Concern (SoC)

Stages of Concern	Explanation of Concern
6 Refocusing	Exploration of possible major changes to innovation "I have some ideas about something that would work even better"
5 Collaboration	Coordination and cooperation with others regarding use "I'm interested in linking what I'm doing with what my colleagues are doing"
4 Consequence	Impact on students "How is this affecting my students?"
3 Management	Process of managing tasks related to use "I seem to spend all my time getting materials ready"
2 Personal	Impact on self "How will this affect me?"
1 Informational	General awareness "I'd like to know more"
0 Unconcerned	Little concern – other things are of more importance "I'm not concerned about it"

CBAM – Levels of Use (LoU)

Levels	Type of Use	Behaviours Associated with the LoU
VI	Renewal	You explore major modifications to use, or explore alternatives to the current innovation.
V	Integration	You deliberately coordinate your use with other colleagues to achieve collective impact.
IVB	Refinement	You vary your use of the innovation. You make changes to meet specific student or organisational needs
IVA	Routine	Your use has stabilised. Little preparation now required and an established pattern of use is evident.
III	Mechanical	All your efforts focus on step by step use of innovation. You're in short term survival mode.
II	Preparation	You're preparing for use
I	Orientation	You've recently got some information about an innovation and are thinking about it.
0	Non User	You have little or no knowledge and do nothing to become involved.



There will be no change in outcomes until the new practices are implemented

- Support is essential to cross the chasm
- Without support we become casualties of the leap
- Strategies which focus only on one side fail to acknowledge the reality of the process

Implementation Bridge

Adapt New Policy, Practice, Process, and/or Program

SoC	Self Nonuse	Mechanical	Task Routine	Impact Higher	Teacher Change	Student Outcomes
LoU	5	4	3	2	1	
IC						

SIX STRATEGIES

<http://www.sedl.org/cbam/>

How can CBAM help us over the implementation bridge?

3

<http://www.sedl.org/cbam/>

Strategies and actions to support school change

1. Develop and communicate a shared vision of change
2. Plan and provide resources
3. Invest in professional learning
4. Check on progress
5. Provide ongoing assistance
6. Create a context that supports change



Develop and communicate a shared vision of change



What is it?

What is it:
Everyone having the same mental picture of what classroom and/or school practice will look like when the intended change is implemented to a high quality.

Strategies

Strategies

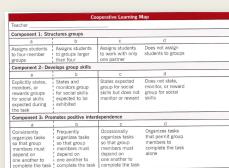
Develop the vision

Communicate the vision

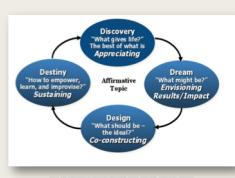
- Visible in the staff room
- School newsletters
- School website
- Standing agenda item at staff and board meetings
- Included in school annual report

Develop and communicate a shared vision of change

Innovation Configuration(IC) Maps



Appreciative Inquiry



Plan and provide resources



What is it?

Physical aspects
The facilities, school structures, schedules, and policies

Human element
People's beliefs and values, and the norms that appear to direct their attitudes, relationships, and behaviours.

Strategies

- Invest in and support your instructional leadership and school leadership team
- Establish 'rules' and guidelines for implementation
- Assign specific staff roles – instructional leaders/coaches
- Schedule meetings and allocate time
- Provide space for collaboration and sharing
- Provide materials, funds and resources required to support implementation

Time...

- Designate shared collaborative planning time (DOTT) time
- Have IL as a standing agenda item at staff meetings
- Build coaching and mentoring requirements into performance management systems
- Allocate IL time into school planning and professional learning days
- Use brown bag lunches and staff room display boards to quickly share ideas and tips



Invest in professional learning



What is it?
Professional learning for implementors is concepts-based and targeted. It aligns with the vision of the change and on the needs of those making the change.

Strategies

- A range of professional learning resources and approaches
- Ongoing and targeted to individual Levels of Use, role and needs.
- Whole school approach to professional learning
- Establish formal ways of allowing teachers to support teachers

Skill Training Model			
Workshop Components	Understanding	Skill Acquisition	Transfer
Theory	minimal	3%	0%
Theory and Demonstration	increases a bit	5-10%	3%
Theory and Demonstration with Practice and Feedback	solid introductory understanding	90%	10%
Theory and Demonstration with Practice and Feedback and Peer Coaching	Deeper more integrative understanding	> 90%	> 90%

P. Smiljanich, B. Bennett

Professional Learning Strategies

- Face-to-face workshops
- Communities of Practice
- Professional Networks
- Peer coaching
- Action Research Projects
- Demonstration Lessons
- Show and Tell
- Conferences
- Open Space Technology
- Resource generators
- Online resources:
 - Videos
 - Research
 - Discussion Boards
 - Blogs



Level Five
Instructional Leadership Accreditation Program

- Self-select year long program (6 workshops) for Instructional Innovators and Early Adopters covers:
 - Understanding educational change (SOC, Lou & IC Maps)
 - Change leadership styles
 - Emotional Intelligence and leadership
 - Emotional Intelligence and Instructional Conference Models
 - Cognitive Coaching Model

Level One

- Staff attend instructional workshops

Level Two

- Staff practice and 'play' with methods in their own classroom

Level Three

- Instructional experts return to school periodically to conduct demonstration lesson and coach staff

Level Four

- Established peer coaching program between staff

Check on progress



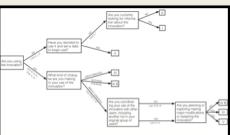
What is it?
Continually assessing and monitoring progress and acting on this intentionally

Strategies

- One-legged interviews
- Pulse conversations
- Use the Stages of Concern Questionnaire
- Use Levels of Use interviews
- Check and re-map (if necessary) Innovation Configuration Maps



Levels of Use
What I found in my research...



Branching Interview Protocol
<http://www.sedi.org/cbam/>

Levels of Use

	0	I	II	III	IVA	IVB	V	VI
No of Individuals	0	0	0	0	10	14	3	0
Percent of Individuals	0	0	0	0	37%	52%	11%	0

Stages of Concern
What I found in my research...



Stages of Concern

6 Refocusing
5 Collaboration
4 Consequence
3 Management
2 Personal
1 Informational
0 Unconcerned

Stages of Concern

	0	1	2	3	4	5	6	Total
Number of Individuals	0	0	4	1	0	21	1	27
Percent of Individuals	0%	0%	14.9%	3.7%	0%	77.7%	3.7%	100%

Provide ongoing assistance



What is it?
Acting upon what you find when you check on progress. Respond to individual and school needs.

Strategies

- Provide coaching opportunities
- Follow up on individual and collective progress
- Recognise and celebrate success – no matter how small
- Respond to individual questions and concerns

Peer teaching example

Interventions	
Stage 6, Refocusing	<ul style="list-style-type: none"> Respect and encourage teacher interests Observe their ideas and energies; act on their concerns
Stage 5, Collaboration	<ul style="list-style-type: none"> Provide opportunities to develop skills needed to work collaboratively Rearrange schedules so people can collaborate
Stage 4, Consequence	<ul style="list-style-type: none"> Provide timely feedback and needed support Provide opportunities for teachers to share knowledge and expertise
Stage 3, Management	<ul style="list-style-type: none"> Answer specific "how to" questions Avoid considering future impact at this time
Stage 2, Personal	<ul style="list-style-type: none"> Address potential personal concerns directly Implement changes progressively over time
Stage 1, Informational	<ul style="list-style-type: none"> Provide clear and accurate information Relate changes to current practices
Stage 0, Awareness	<ul style="list-style-type: none"> Involve teachers in discussion and decisions Give permission not to know

Create a context that supports change



The diagram consists of three overlapping circles. The top circle is labeled 'Innovative Congregation Help'. The bottom-left circle is labeled 'Vision'. The bottom-right circle is labeled 'Stages of Growth'. The overlapping area of all three circles is shaded grey and labeled 'Context of Change'.

What is it?

Physical aspects
The facilities, school structures, schedules, and policies

Human element
People's beliefs and values, and the norms that appear to direct their attitudes, relationships, and behaviours.

Strategies

- Invest in and support your instructional leadership and school leadership team

Strategies

School leaders act to :

- Manage schedules and structures so that people can come together to share ideas
- Allocate resources to support improvement efforts
- Develop policies for increasing staff capacity
- Be highly visible to staff and work collaboratively with them, exhibiting focus and commitment
- Serve as teachers and coaches for the staff, through reading, studying, and sharing materials that contribute to the staff's developing expertise, and attending professional learning activities with the staff
- Engage in conflict resolution and use it to resolve disputes and build unity
- Recognise staff's work publicly and privately
- Invite staff to share their efforts and experiences as they drive toward goal attainment.

Some observations from afar

Chart 13: Rating on the factors affecting implementation (bold represents our levels)				
Factors	Level 1	Level 2	Level 3	Level 4
Power of the implementation team – refers to the effect power – one of the most important factors of innovation on implementation	little to no power	beginning to think working at some level	clear understanding of how innovation can be implemented	clear power, a clear shift power and capacity to translate power into action
Learning Opportunity – refers to the effectiveness of the workshops etc. in how to transfer learning	little to no transfer learning	some situation awareness	more situation awareness	extremely high situation awareness
Level of Use (CBAMS) – refers to the understanding of the Levels of Use	little to no understanding	beginning to make connections about Levels of Use	understanding and use on Levels of Use	extremely high understanding and use on Levels of Use
Building Connections with Stakeholders – refers to the connections with other stakeholders	little to no connections	beginning to make connections with other stakeholders	more connections	extremely high connections
Building Internal Capacity to Support Change (Continued)	little to no consideration	willing about it but not fully understanding what the implementation needs are	willing about it and fully understanding what the implementation needs are	willing about it and fully understanding what the implementation needs are
Reviewing the process for improvement and research	little to no review and research	willing about it and fully understanding what the implementation needs are	action research, research and review	action research, research and review

Where to from here?

- It's time to take the reigns
- System need to grow beyond reliance on "experts"
- Build momentum and grow
- Need to identify and support your change agents – they are ready for the next step but this needs to be done wisely and strategically
- As a system – set a vision and identify key stakeholders e.g. universities, professional bodies, education departments
- It's time to get some real data and start a coordinated research agenda need to be able to act on and use evidence to inform your direction
- If you are just beginning – you REALLY need to get data

