



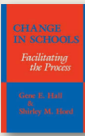
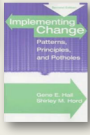



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Understanding and Leading Instructional Change in a School Setting

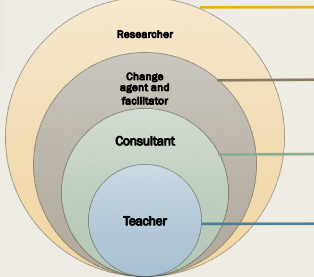

Dr Rebecca Saunders
School of Education
Murdoch University
r.saunders@murdoch.edu.au



INSTRUCTIONAL
LEADERSHIP
programme



ME?



Researcher

Change agent and facilitator

Consultant

Teacher

PhD - assessing systemic instructional change and teacher professional learning

Senior project manager at Western Australian Department of Education, Change agent and facilitator - system







Supporting schools, colleges & universities to implement and sustain instructional change

Implementing instructional change in my own practice

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

- 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



Implementers

- No glory
- Have technical knowledge
- Have clinical skills
- Patient & persistent
- In for the long haul
- Need to be creative
- Need humour

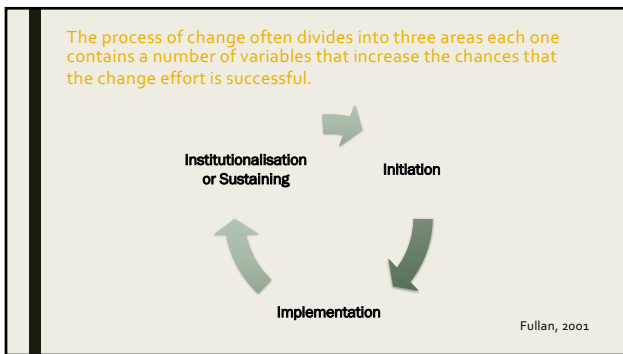


1.
Understanding
educational
change

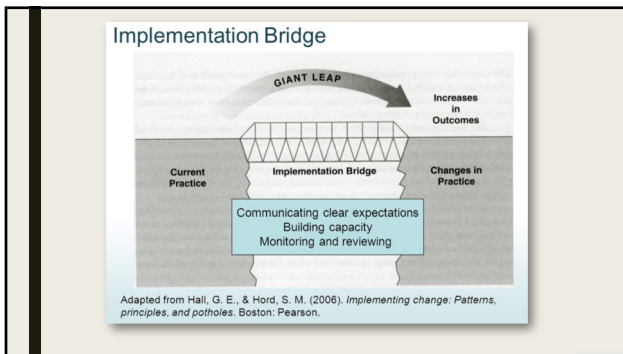
2.
Doing
educational
change

Plan for our time together





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



Barriers to implementation...
Let's have a closer look...

Place Mat
Working alone – in your section
Based on your own experience. List the main barriers to implementing change 'back at the ranch'.

Working together - in the middle
Collective representative list

What I found in my research...

All the barriers to enacting and implementing change happened "back at the ranch".

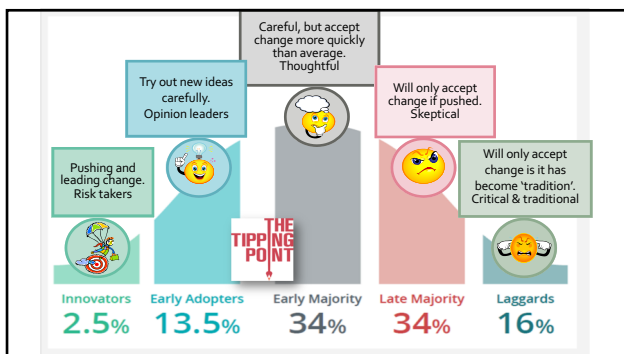
Key Barriers

1. Lack of support for the professional learning teams from direct line managers who prioritised other system / college system requirements over time spent on completing program requirements.
2. Lack of shared time for PLTs to meet and work together – competing priorities
3. Conflict between system expectations and how these fit with the change they were trying to implement
4. Dealing with their own and others emotional response to change

(Saunders, 2016)

Roger's Innovation Adoption Curve

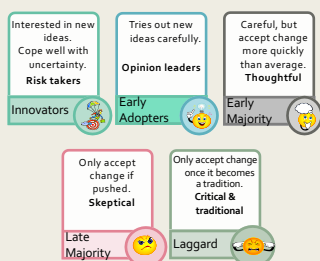
- ❖ Successful change starts and ends with the individual
- ❖ An entire organisation doesn't change, individuals do
- ❖ The rate at which people change will vary
- ❖ However... there are some discernible patterns...



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.



Concerns Based Adaption Model (CBAM)

A conceptual framework and set of measures designed to inform the design, facilitation, implementation and assessment of educational change processes.

The diagram is a Venn-like model with three overlapping circles. The top circle is purple and labeled 'Innovation Configuration Map (Picture of an Innovation)'. The bottom-left circle is blue and labeled 'Levels of Use (Use of an Innovation)'. The bottom-right circle is orange and labeled 'Stages of Concern (Reaction to an Innovation)'. The central intersection of all three circles is labeled 'TOGETHER Evidence of Implementation (Data to Drive Action)'. Below the circles, there are three labels: 'Depicts Individual Behaviors' (under the blue circle), 'Identifies Individual Attitudes and Beliefs' (under the orange circle), and 'Describes Innovation' (under the purple circle). At the bottom, the URL 'http://www.sedl.org/cbam/' is provided.

CBAM – Conceptual framework

Principles of educational change:

1. Change is a process, not an event.
2. There are significant differences between development and implementation.
3. An organisation doesn't change until the individuals within it change.
4. Innovations come in different sizes.
5. Interventions are the actions and events that are key to the success of the change process.
6. There will be no change in outcomes until new practices are implemented.

CBAM – Conceptual framework

Principles of educational change:

7. Administrator leadership is essential to long-term change success.
8. Mandates can work.
9. The school is the primary unit of change.
10. Facilitating change is a team effort.
11. Appropriate interventions reduce resistance to change.
12. The context of the school influences the process of change.

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			
a	b	c	d
Assigns students to four-member groups	Assigns students to groups larger than four	Assigns students to work with only one partner	Does not assign students to groups
Component 2: Develops group skills			
a	b	c	d
Explicitly states, models, or teaches group members the social skills expected to be exhibited during the task	States and monitors group members' social skills but does not monitor or reward	States expected group for social skills but does not monitor or reward group for social skills	Does not state, monitor, or reward group for social skills
Component 3: Promotes positive interdependence			
a	b	c	d
Consistently organizes tasks so that group members must depend on one another to complete the task	Frequently organizes tasks so that group members must depend on one another to complete the task	Occasionally organizes tasks so that group members must depend on one another to complete the task	Organizes tasks that permit group members to complete the task alone

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

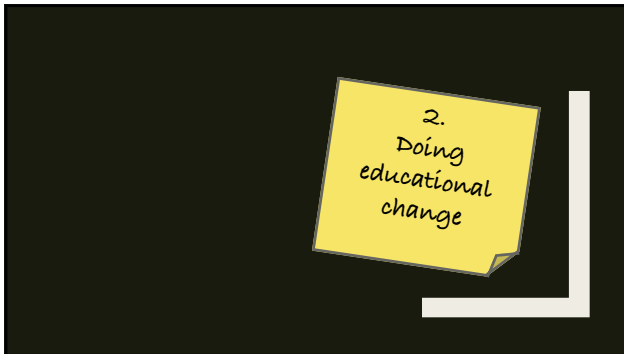


CBAM - Stages of Concern (SoC)

	Stages of Concern	Explanation of Concern
IMPACT	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?"
TASK	3 Management	Process of managing tasks related to use "I seem to spend all my time getting materials ready"
SELF	2 Personal	Impact on self "How will this affect me?"
	1 Informational	General awareness "I'd like to know more"
UNRELATED	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
USER	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.
NON-USER	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

The diagram illustrates the 'Implementation Bridge' as a path from 'Adopt New Policy, Practice, Process, and/or Program' to 'Student Outcomes'. The bridge is supported by 'SIX STRATEGIES'. The path is divided into stages: SoC (Self), LoU (Nonuse), Task (Mechanical, Routine), Impact (Higher), Teacher Change, and Student Outcomes. A large arrow labeled 'Implementation Bridge' spans the entire path.

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

SIX STRATEGIES

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

How can CBAM help us over the implementation bridge?

The diagram shows the 'Change System' and 'User System Culture' interacting. The 'Change System' includes 'Resource System', 'Change Facilitator Team', and 'Stages of Change' (Probing, Level of Use, Innovation Configuration, Intervening). The 'User System Culture' includes 'Innovation Nonusers and Users' and 'User System Culture'. Arrows indicate the flow of influence between these components.

Dr. Gene Hall

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

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 concerns-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. Smilovich, 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 (IEC, LEU & IC Maps)
 - Change leadership styles
 - Emotional intelligence and leadership
 - Maxine Harris' Instructional Conferencing 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

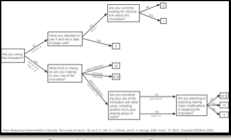
Strategies

- 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.sedl.org/cbam/>

- Levels of Use is measured by a Branching Interview with a number of decision points which indicate use.
- Can be complex to learn
- Takes approximately an hour to complete.
- After 4 years involvement in the program

	0	I	II	III	IVA	IVB	V	VI
	Remade	Orientation	Preparation	Mechanical	Baseline	Refinement	Integration	Renewal
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 is measured by a 35 item questionnaire which requires participants to respond to items on a 7 point Likert scale.
- Relatively quick and easy to use
- After 4 years involvement in the program

	Highest Stage 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



- RED**
Looking for more information on what peer coaching is and how to implement it.
Non User.
- PINK**
Would like more information on how he/she might manage and use the steps of peer teaching and wants to collaborate with others using it to find out more. *Early Use.*
- BLUE**
Would like more information on what implementing peer coaching is going to mean for him/her and would like to collaborate with others using it. Possibly considering using other approaches.
Non User.
- BLACK**
Wants information on how peer coaching works and what using it means for her/him. *Early Use. Resistant to use.*

Stages of Concern – appropriate assistance

Interventions	
Stage 6, Refocusing	<ul style="list-style-type: none">• Respect and encourage teacher interests• Channel 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 positive feedback and needed support• Provide opportunities for teachers to share knowledge and skills
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

Hall, George, & Rutherford, 1988

Create a context that supports 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

