Leading Change: how am I doing?

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Leading change: how am I doing?

School leaders serve as change agents

Select a key teaching and learning change that you are currently leading.
Take a couple of minutes to describe the change to the person next to you.

The more leaders build and promote relationships of respect, openness and trust, the greater their influence on leading change for the improvement of student outcomes.

Our Vital Statistics

- In the past decade 120,000 students left school without NCEA level 1 (or more than a handful of grades at School Certificate)

- A third of these students were Maori (less than 45% gained NCEA level 1 in 2007)

- Over a quarter of Pasifika students failed to achieve NCEA level 1 in 2007

- 46% of Maori boys left school without a formal qualification (2007)

- A student's economic, social and cultural status has more effect on their academic performance in NZ than any other (57) OECD country (PISA 2006)

- NZ has a larger number of students achieving in or below the lowest band of achievement than other high performing countries (PISA 2006)

Source: Education Review December 2007, January 2008; Education Gazette July 2009

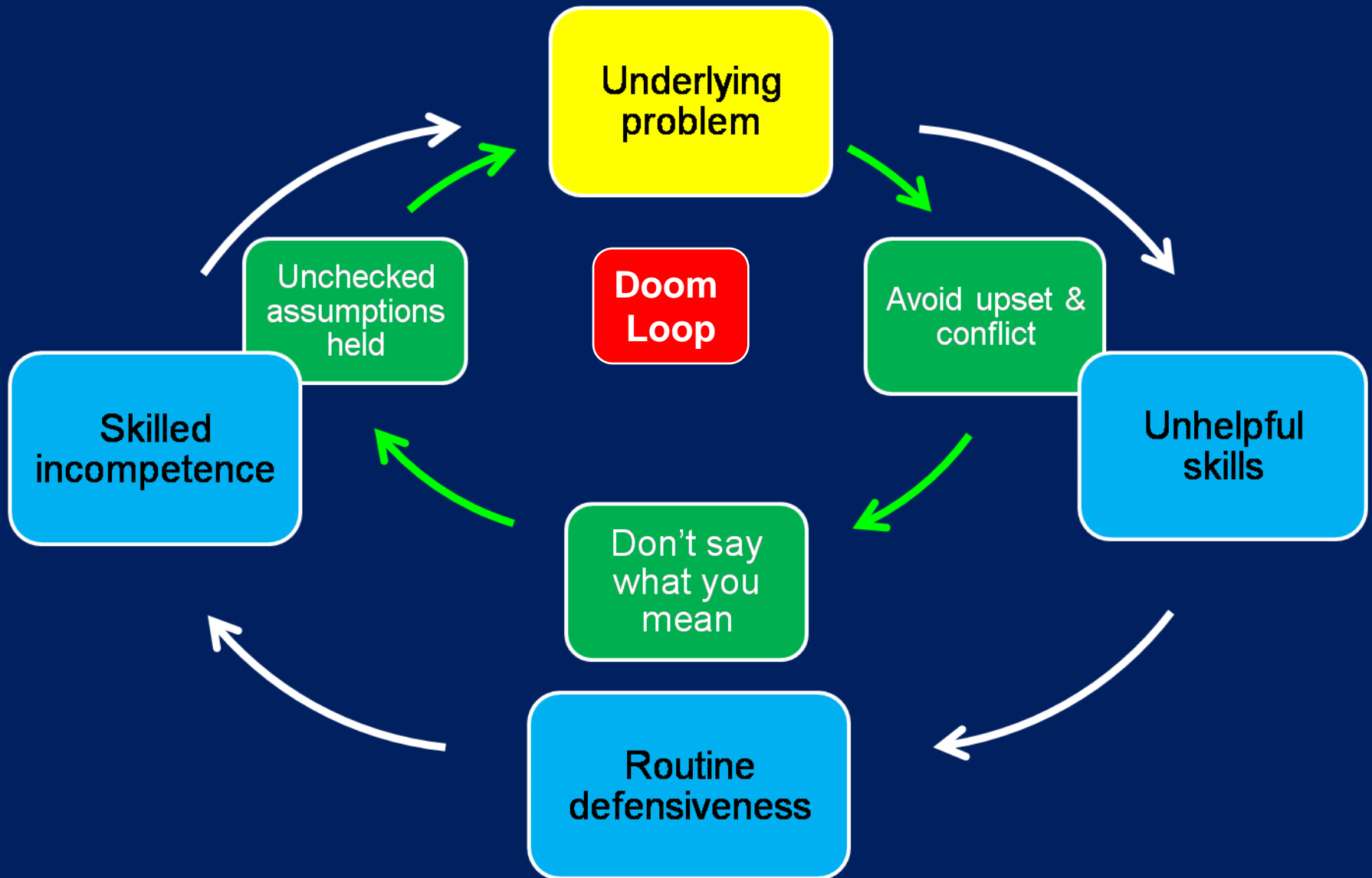*Schools have learned to change massively in their surface structures while changing little at their core.*

Richard Elmore (2004). *School reform from the inside out: policy, practice and performance.* Cambridge, MA: Harvard University Press

"Nine out of 10 people disagree with my idea, which sends a very clear message — nine out of 10 people are idiots!"

Pattern of Change Failure

Underlying problem

Doom Loop

Avoid upset & conflict

Unhelpful skills

Unchecked assumptions held

Skilled incompetence

Don't say what you mean

Routine defensiveness

Leadership as influence

Think about this quote, especially the "not simply" and the "rather".

Take a couple of minutes to discuss it's meaning with the person next to you.
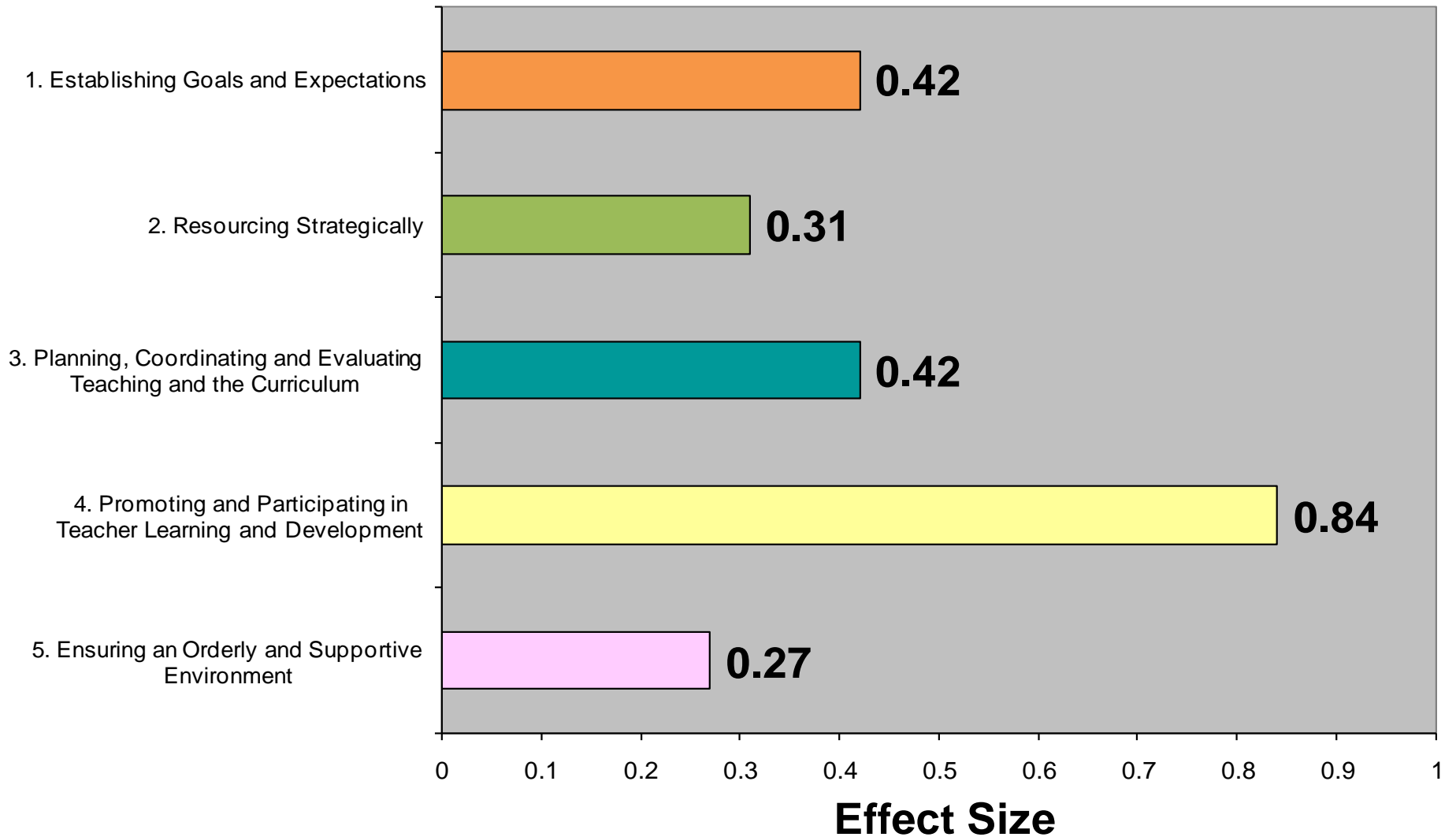

Leadership is not simply a function of what a school principal, or indeed any other individual or group of leaders, knows and does. Rather, it is the activities engaged in by leaders, in interaction with others in particular contexts around specific tasks.

James Spillane (et al). *Towards a theory of leadership practice: a distributed perspective.*
Journal of Curriculum Studies, 2004, Vol. 36, No.1, 3-34

FIVE DIMENSIONS OF EFFECTIVE LEADERSHIP
Derived from Quantitative Studies Linking Leadership with Student Outcomes

Dimension	Effect Size
1. Establishing Goals and Expectations	0.42
2. Resourcing Strategically	0.31
3. Planning, Coordinating and Evaluating Teaching and the Curriculum	0.42
4. Promoting and Participating in Teacher Learning and Development	0.84
5. Ensuring an Orderly and Supportive Environment	0.27

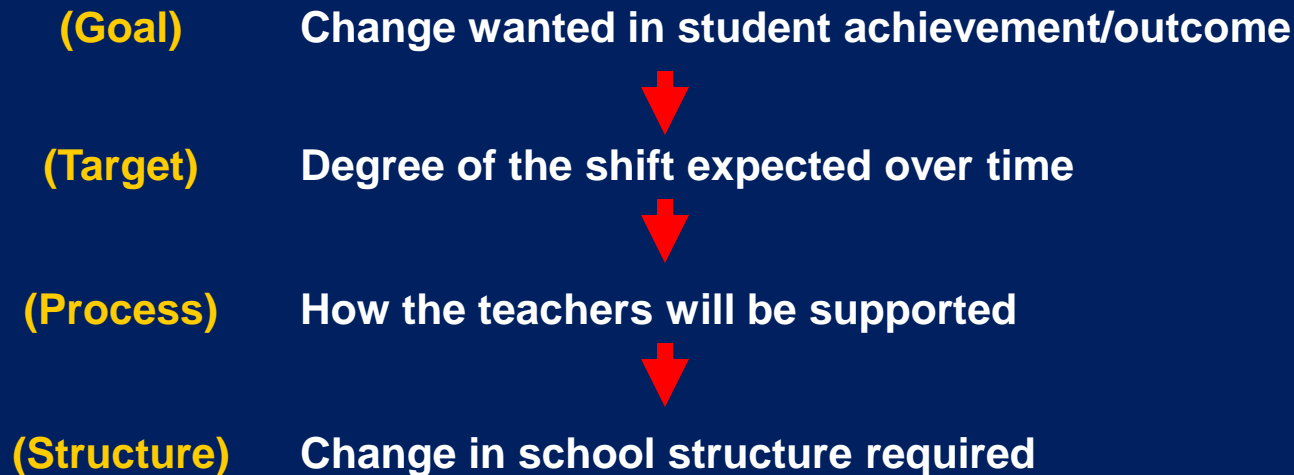**Effect Size** (x-axis: 0 to 1)

Source: Robinson, V.M.J., Hohepa, M., & Lloyd, C. (2009) School leadership and student outcomes: Identifying what works and why. Wellington: Ministry of Education

Deep change

Decide the teaching practice that will be more effective and then design a structure to go with it

(Goal)   Change wanted in student achievement/outcome

⬇

(Target)   Degree of the shift expected over time

⬇

(Process)   How the teachers will be supported

⬇

(Structure)   Change in school structure required

Is this how change currently happens in your school?
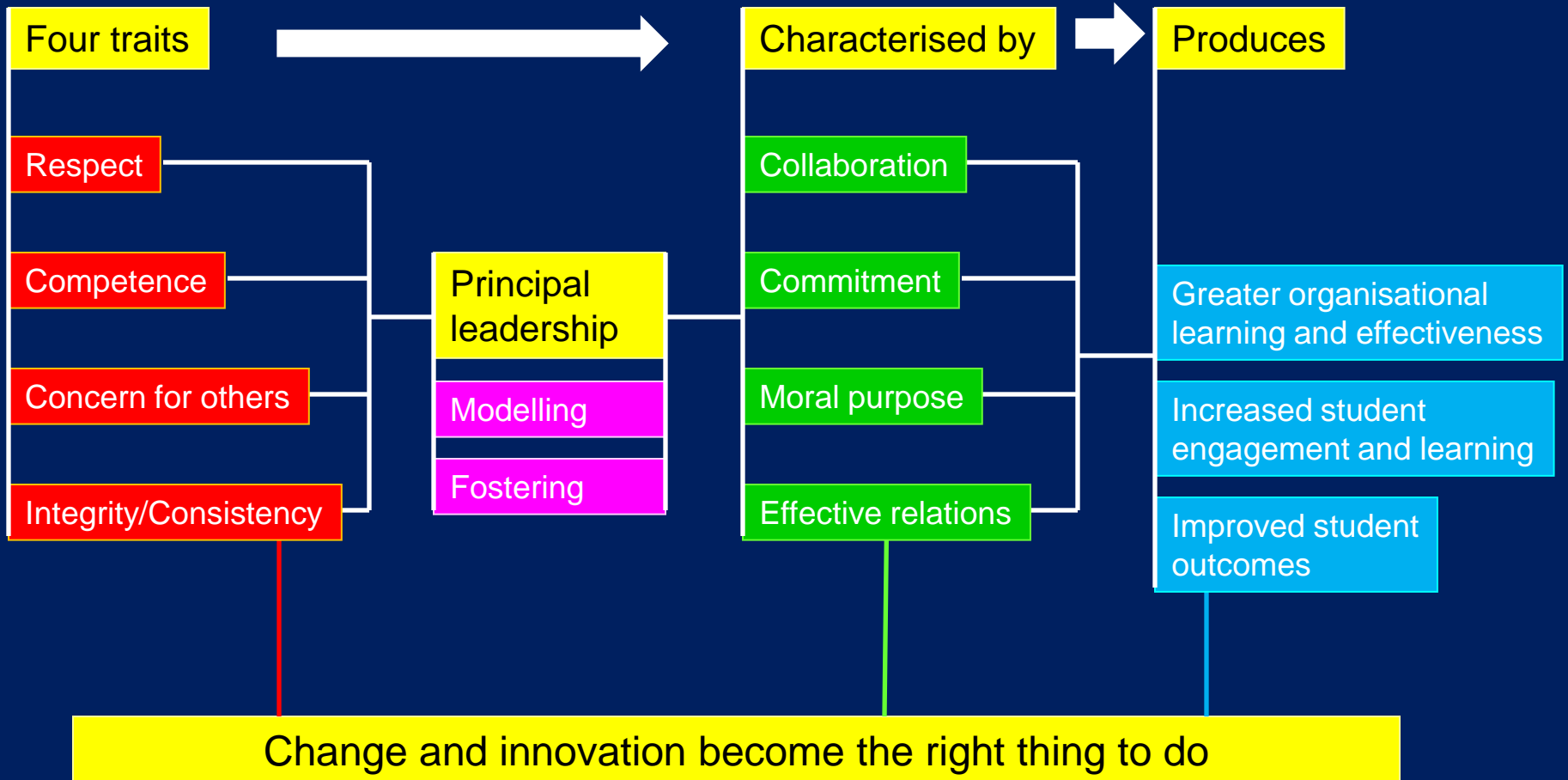
Relationships Matter

The single most important factor common to successful change is that relationships improve.

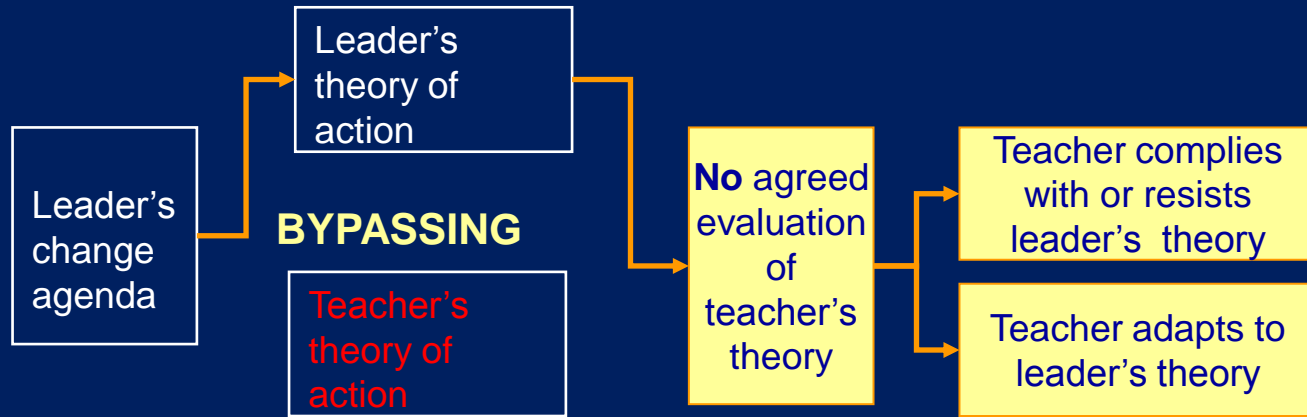*If relationships improve, schools get better.*

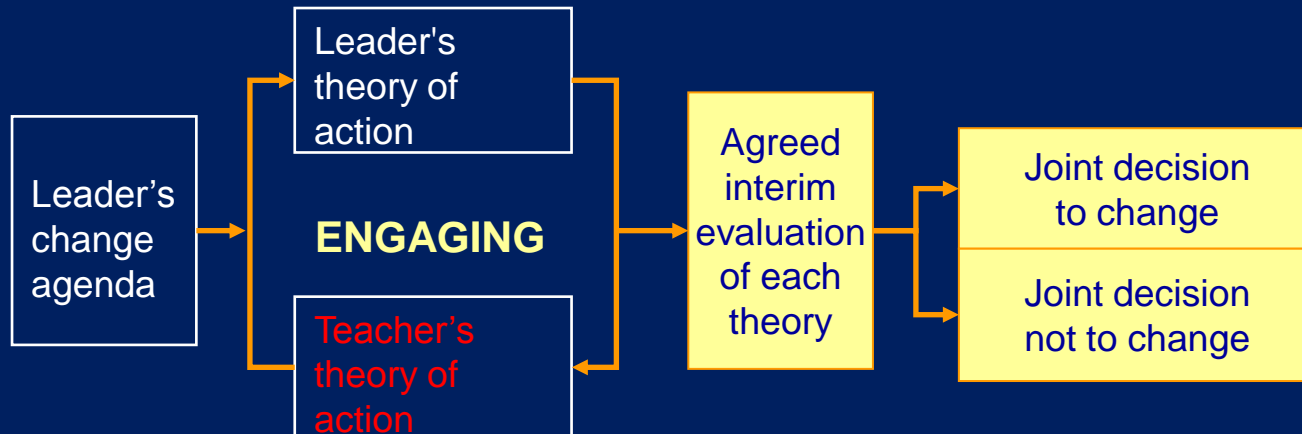*If relationships remain the same or get worse, ground is lost.*

Michael Fullan (2002). *The Change Leader.* Educational Leadership, 59 (8), 16-20

Relational Trust

Four traits ➡️ **Characterised by** ➡️ **Produces**

- Respect
- Competence
- Concern for others
- Integrity/Consistency

Principal leadership
- Modelling
- Fostering

- Collaboration
- Commitment
- Moral purpose
- Effective relations

- Greater organisational learning and effectiveness
- Increased student engagement and learning
- Improved student outcomes

Change and innovation become the right thing to do

Source: Bryk, A., & Schneider, B. (2002). *Trust in Schools*. New York: Russell Sage.

Building Trust through Respect

A. **Bypassing** Teacher's Theory of Action

Leader's change agenda → Leader's theory of action

BYPASSING

Teacher's theory of action

→ **No** agreed evaluation of teacher's theory →

Teacher complies with or resists leader's theory

Teacher adapts to leader's theory

B. **Engaging** Teacher's Theory of Action

Leader's change agenda → Leader's theory of action

ENGAGING

Teacher's theory of action

→ Agreed interim evaluation of each theory →

Joint decision to change

Joint decision not to change

Robinson, V.M.J., Hohepa, M., & Lloyd, C. (2009). *School leadership and student outcomes: Identifying what works and why*. Wellington: Ministry of Education.
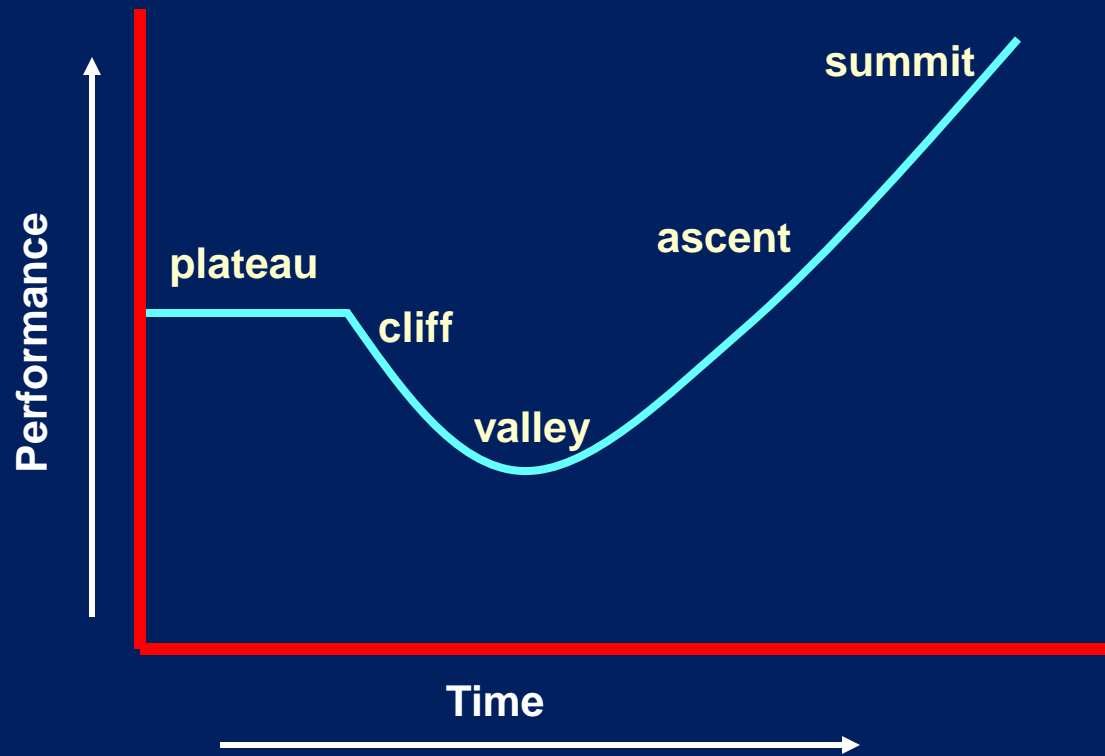
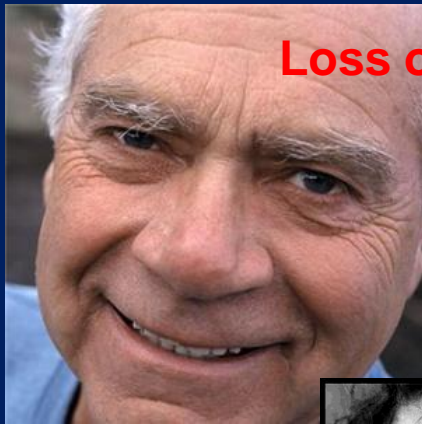# Relationships of support and challenge

- Go back to the teaching and learning change that you are currently leading and selected at the start of this session.

- Take a couple of minutes to discuss it's current level of relational trust with the person next to you.

The implementation dip

Human side of change

Loss of control

Surprise surprise!

Loss of face

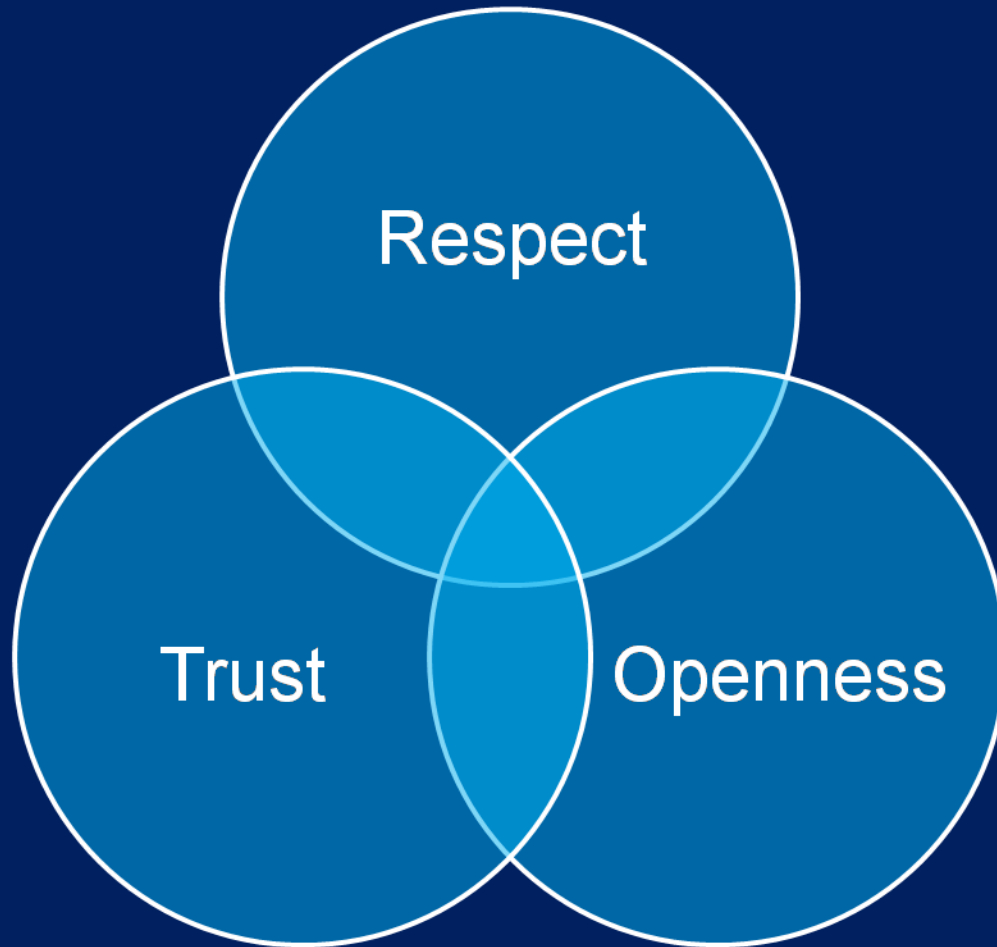Excess uncertainty

Future competence

Winners and losers

Ripple effect

More work

Rosabeth Moss Kanter (1988). *Managing the Human Side of Change*. In DuBose,P. (ed) Readings in Management. Prentice Hall.

Relationships of support and challenge

The more leaders build and promote relationships of respect, openness and trust, the greater their influence on leading change for the improvement of student outcomes.

Leading Change - Summary

1. Relate change to the purpose

2. Respect your people and their views

3. Create the conditions for participation

4. Be transparent about the change process

5. Support and challenge your people (learning is the work)

6. Know the outcome you want and track progress

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