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Summit 2023  
9-11 October

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## #79 - How are we measuring teacher readiness-for-change? A scoping review of existing instruments

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### Objectives/aims

There is emerging evidence that teachers in educational settings that are “ready for change” are more likely to successfully implement change programs. However, how, what and when to measure to determine a teacher’s readiness-for-change remains contested.

The purpose of this presentation is to present findings of a scoping review that considered frequency, data collection methods and readiness-for-change constructs which researchers have employed to measure teacher readiness-for-change. Additionally, this presentation examines how the collected readiness-for-change data is used to support program implementation.

### Methods

A scoping review was conducted in October 2021 to establish what instruments have been used to capture and describe teacher readiness-for-change. Four databases were searched (ERIC, ProQuest, Web of Science, A+ Education & Education Database) with a search string designed to discover instruments used to measure teacher (or educator) readiness-for-change in pre-school, primary and secondary school settings. A snowballing approach, from references of identified papers, was used to identify additional publications which met the inclusion criteria.

Each identified instrument was coded to establish the data collection method and included readiness-for-change constructs. The constructs were evaluated against the *Conceptual Model for Readiness and Factors Affecting [educator] Readiness-For-Change (CMRFAR)*. Based on the work of educational change researcher, Dr. Shira Peterson, Halle et al (2019) designed the CMRFAR which identifies four



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factors (Social Systems & Relationships, Current & Persistent Stressors, Personal/Organisational Characteristics, Beliefs & Attitudes) associated with teacher readiness-for-change.

Additionally, each included paper was reviewed to determine how the collected data was used, the topic of the educational change program, the number of instances of data collection and any associated change framework/s.

### **Main findings**

Of the 4874 papers identified, thirty-five papers were included. An additional twelve papers were identified via snowballing. From these forty-seven papers, forty-two teacher readiness-for-change instruments were identified.

#### *Identified Instruments*

Thirty-five of the identified instruments collected quantitative data, six collected qualitative data and one used a mixed methods approach. Whilst the oldest instrument was designed in 1991 there is a small spike in instrument development in 2009 followed by a sustained growth between 2014-2019. Eleven of the instruments were adapted from predominately healthcare or corporate tools with the remaining instruments designed for educational settings.

Four instruments had instances of multiple use, however these often coincided with the instrument designers using their own instrument in further research. Only a small subset of instruments collected data across all four of the CMRFAR factors.

#### *Papers*

Of the forty-seven included papers, the first was published in 1997 followed by sporadic interest until a period of growth from 2015 onwards. The use of collected data was typically limited to retrospectively inferring the impact of teacher readiness-for-change on the success of the implementation and study outcomes. One-in-four papers considered teacher readiness-for-change within a system-wide change whilst one-in-three papers incorporated a change framework. Only seven papers collected data at multiple timepoints.

#### *Implications*

This presentation demonstrates that the measurement and use of teacher readiness-for-change is an area of emerging interest in education research. Over the last nine years there has been a steadily increasing number of both a) instruments designed to measure and b) research studies that consider the impact of, teacher readiness-for-change as part of program implementation.

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However, it is evident that there is no widely accepted instrument and that many of the instruments currently in use are not comprehensive when assessed against the CMRFAR. Additionally, in contradiction of emerging readiness-for-change best practice, educational researchers commonly collect readiness-for-change data once and rarely use that data to inform implementation planning.

It is likely that educational settings would benefit from the development of a comprehensive, multi-timepoint, instrument where collected data is used to inform implementation planning.