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#80 - Tracking teacher readiness-for-change during the initial implementation of a literacy & oral language intervention in nine primary schools: Examining fluctuations in school readiness profiles and identified barriers to change

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Objectives/aims

There is growing consensus that an individual's readiness-for-change should be considered as something which ebbs and flows, rather than a static, discrete, event. Therefore, over the implementation lifecycle of a new program, an individual's level of readiness-for-change is inevitably influenced by changes in context-specific factors.

For educational settings, there is emerging evidence that schools which have a high level of collective readiness-for-change are more likely to experience implementation success. However, a recent scoping review by the authors identified a lack of comprehensive measurement instruments designed for use at multiple timepoints, making tracking the expected fluctuations in teacher readiness-for-change across an implementation lifecycle challenging.

This presentation will explore the use of an author-developed, multi-timepoint, teacher readiness-for-change instrument within the implementation of a literacy & oral language intervention at nine primary schools in Victoria, Australia. Readiness profiles for individual schools as well as barriers of change at both a school and cohort level will be examined at three timepoints.

Methods

Teacher readiness-for-change data was collected via an author-designed measurement instrument which is underpinned by the *Conceptual Model for Readiness and Factors Affecting [educator] Readiness-For-Change* (Halle et al, 2019). The CMRFAR identifies four factors (Social Systems & Relationships, Current



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& Persistent Stressors, Personal/Organisational Characteristics, Beliefs & Attitudes) associated with teacher readiness-for-change.

The instrument consists of two surveys, one used only at the commencement of implementation, and one used at all following timepoints. The commencement survey measures nine constructs shown to be associated with teacher readiness-for-change while the repeated survey contains fifteen constructs.

The instrument was deployed at three timepoints (commencement, +4months & +15months) within the implementation of a literacy & oral language intervention at nine Victorian primary schools. Results were analyzed to provide a readiness profile for each school as well as school-specific barriers of change. Additionally, barriers of change were identified at the cohort level. Readiness profiles and barriers of change were then compared within schools and across the cohort at each timepoint.

Main findings

School readiness profiles

In comparison to baseline, at +4months all schools reported a drop in their teachers' readiness-for-change, with seven of the nine reporting a drop of greater than 20pts and one school greater than 30pts.

At +15months, five schools reported small improvements in the level of teacher readiness-for-change, with the remaining four schools reporting a second reduction. However, all schools remained below their baseline readiness-for-change.

Cohort-wide barriers to change

At baseline the highest barrier to change was identified as Tolerable workload, closely followed by Tolerable stress.

At +4months Tolerable workload remained the highest barrier, although with an almost 10pt improvement. Three constructs, Tolerable workload, Tolerable stress and Self-efficacy, reported a reduction in their influence as a barrier, however all other constructs reported an increase.

At +15months Tolerable workload was again the highest barrier to change, with a modest +0.88pt improvement compared to +4months. In comparison to baseline, four constructs (Tolerable workload, Tolerable stress, Buy-in & Self-efficacy) all reduced their impact as barriers but all other constructs reported small increase.

Additionally, the data indicated that cohort-wide barriers of change have limited usefulness in predicting school-level barriers.

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Implications

This presentation provides evidence that fluctuating levels of teacher readiness-for-change should be considered a expected part of any new program's implementation. Given that schools which are 'ready for change' are more likely to experience implementation success it is recommended that schools engage in a deliberate, explicit, and inclusive effort to monitor and address teacher readiness-for-change. Additionally, as cohort-wide data has limited usefulness in predicting school-level barriers, a school's barriers of change should be determined by repeated, context-specific, analysis.