Change Management Guide and Kit

Advice on effective education change management

Contents

Introduction

Change is inevitable …

Teachers know education does not stand still, and welcome thoughtful and coherent change that is in the best interests of students. Change will inevitably impact on teachers because the learning conditions of students are also the working conditions of teachers.

… improvement is not inevitable

Change is not a guarantee of improvement …

Change can be a 'want' or a 'need'

The drive for change could be local or national – from school choice or driven by national educational changes.

Strategic change for improvement

Two fundamental tests which should always be considered before taking the decision to launch a change are:

- Does the evidence justify this change as likely to cause improvement?

- Is an appropriate implementation process in place to manage this change?

    These questions are often not properly answered at the school level or at the national level before educational change is begun.

## This kit is about effective education change at the school level

This toolkit is to assist schools and branches in implementing effective change for improvement, following the identified best practices for educational change.

It contains general principles for implementing successful education change in schools and a series of questions to answer before, during and after a change is trialed.

There is a draft policy which branches can discuss with their boards – such a policy should be established before any change is undertaken.

The PPTA approaches all advice with consideration of its constitutional objectives:

(a) To advance the cause of education generally and of all phases of secondary and technical education in particular.

(b) To uphold and maintain the just claims of its members individually and collectively.

(c) To affirm and advance Te Tiriti O Waitangi (The Treaty of Waitangi).
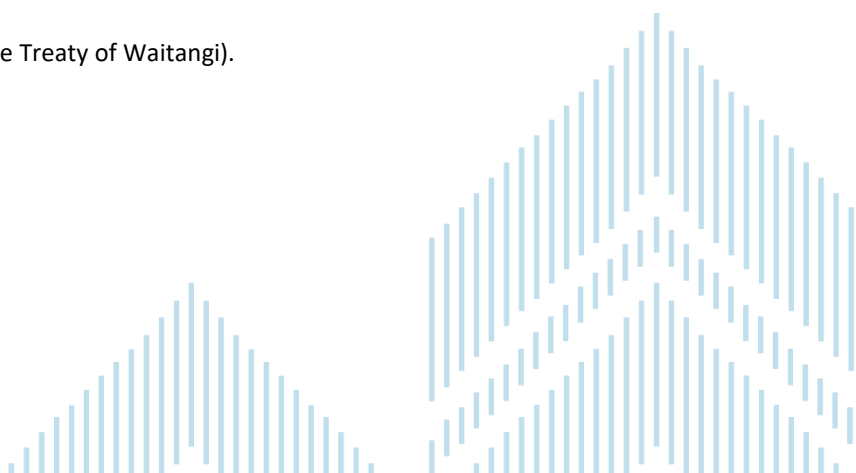
Responding to proposals for change at the school

Effective change is not a random act

The goal should always be thoughtful and coherent change. To this end, change that is consistent with the policies and strategic plan of the school is important.

Don't burn the bridges – you may need to go back

Every change initiative should iegin as a trial, which may

- Become permanent practice if the evidence shows it to be successful, or

- Be abandoned if the evidence does not show it has met the aims of the initiative.

- Highlight additional areas for consideration and review before decisions are made.

Change requires Consultation

Communication and Consultation with those affected by change is not only best practice but it is a requirement under the provisions of the **s597 Education and Training Act 2020; ASTCA clause 2.1; STCA clause 3.1**

Duty of good faith under s4 Employment Relations Act 2000, particularly s4(4) (c) and (d):
 (c) consultation (whether or not under a collective agreement) between an employer and its employees, including any union representing the employees, about the employees' collective employment interests, including the effect on employees of changes to the employer's business:
(d) a proposal by an employer that might impact on the employer's employees…

A draft change management policy for schools

This kit has a template for a change management policy that PPTA branches can encourage their School Boards to formally adopt.

The purpose of the policy is to secure the commitment of the School Board to high quality management of change. Any future proposals for change in the school would follow this process.

The Branch can also use it to audit changes that are proposed, are underway or have taken place already.

Sample change management policy

Rationale

Change in education is the norm. Effective change that is thoughtful and coherent can bring enormous benefits to students and communities, and enrich teachers as professionals. If the change does not achieve clearly positive outcomes, then it is not worth doing.

This policy affirms a partnership between teachers and the board in ensuring that educational change in this school is effective, coherent and manageable.

Policy

Proposals for change in our school will be assessed against the following criteria:

- There will be a limited number of changes being trialed in this school at any time.

- The proposed change reflects the school's strategic goals.

- This change is a high priority for the school.

- The change is justified by evidence of it being likely to be effective.

- Potential risks have been identified.

- An appropriate implementation process is planned to manage the change.

- The change will be trialed, evaluated and reported on.

A proposal for change will be considered for approval by the board when each of the following questions has been answered satisfactorily:
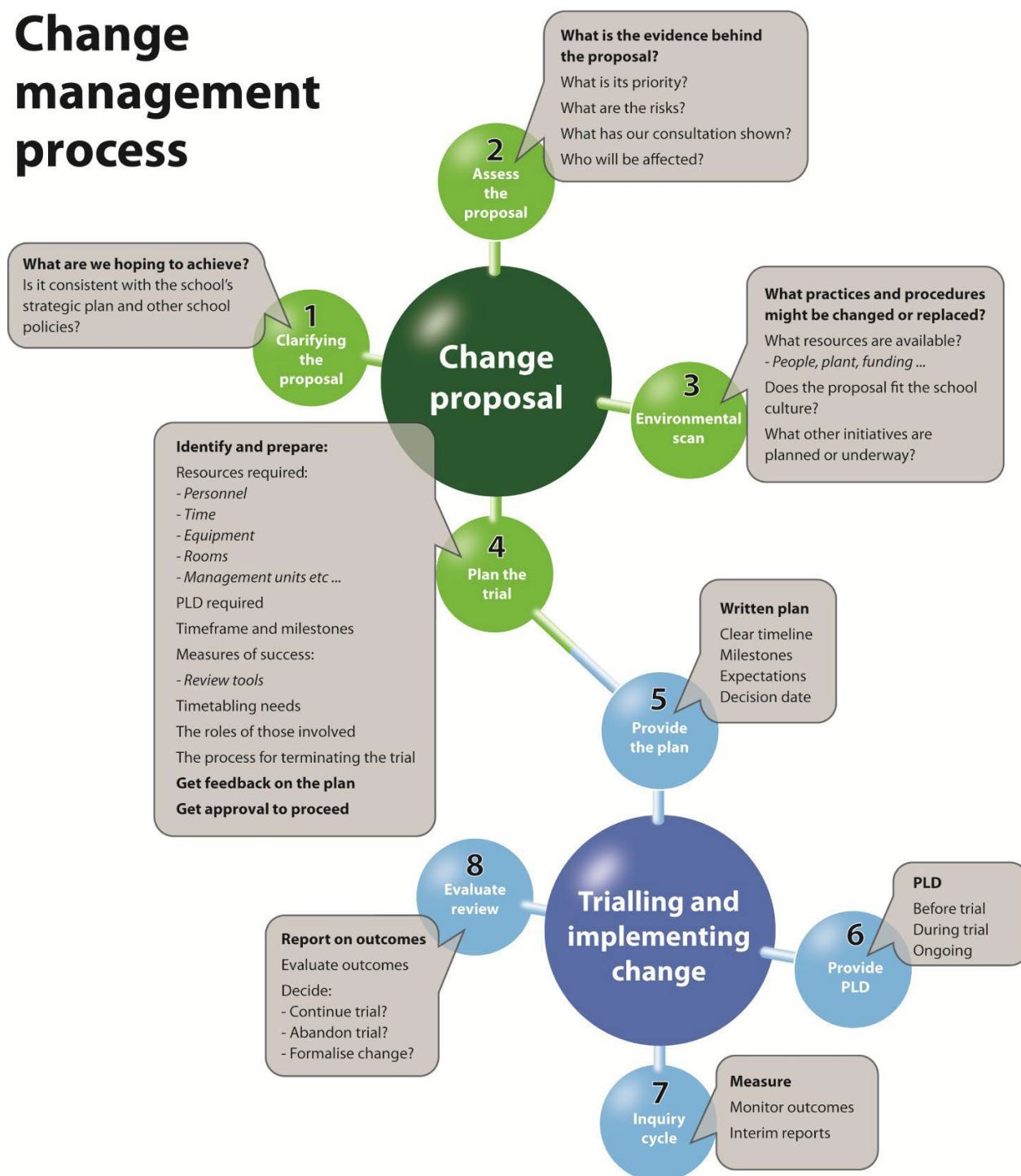
1. Are the objectives of the change clear to teachers, school managers, board members and the community?

2. What is the robust evidence suggesting that this is likely to be valuable change?

3. What inquiry cycle would be used to monitor whether the objectives are being achieved?

4. What resourcing requirements are needed to adequately implement the change: people, time, money, facilities, spaces, equipment, etc?

5. Where would time and resources be found to implement the change effectively?

6. What professional learning and development would be required to adequately support teachers to learn the new skills required?

7. Would employment rights and entitlements be observed?

8. What consultation process (staff, PPTA branch, students, parents) is planned?

9. When would the board decide to formalise the change as ongoing practice or not?

Signed: _____ (Presiding Member)   Date: _____

Effective change is a complex process

Change management process

What are we hoping to achieve?
Is it consistent with the school's strategic plan and other school policies?

1 Clarifying the proposal

2 Assess the proposal

What is the evidence behind the proposal?
What is its priority?
What are the risks?
What has our consultation shown?
Who will be affected?

Change proposal

3 Environmental scan

What practices and procedures might be changed or replaced?
What resources are available?
- *People, plant, funding ...*
Does the proposal fit the school culture?
What other initiatives are planned or underway?

Identify and prepare:
Resources required:
- *Personnel*
- *Time*
- *Equipment*
- *Rooms*
- *Management units etc ...*
PLD required
Timeframe and milestones
Measures of success:
- *Review tools*
Timetabling needs
The roles of those involved
The process for terminating the trial
Get feedback on the plan
Get approval to proceed

4 Plan the trial

5 Provide the plan

Written plan
Clear timeline
Milestones
Expectations
Decision date

Trialling and implementing change

8 Evaluate review

Report on outcomes
Evaluate outcomes
Decide:
- Continue trial?
- Abandon trial?
- Formalise change?

6 Provide PLD

PLD
Before trial
During trial
Ongoing

7 Inquiry cycle

Measure
Monitor outcomes
Interim reports

Critical questions to ask before you start

Effective education change strategy starts with questions

When faced with proposals for change it is valid and professionally responsible for teachers and school leaders to ask critical questions:

1. What are the objectives of this change? Why is the proposed change needed? What is our baseline/where are we starting from?

2. What evidence suggests it will lead to improvement? Check any assumptions.

3. Is this change a high priority for the school?

4. What are the risks from this change to things that we already do well?

5. Is an inquiry cycle planned to determine whether the objectives are achieved?

6. What resources are needed to successfully implement the change?

7. Who would be affected by the change process?

8. What professional learning and development is needed?

9. What employment provisions do we need to consider? Or other legislation?

10. What is the timeframe for the change?

There are two types of change promoters to be wary of:

- Those who promote 'silver bullet' or fad changes.
- "Consultants" who approach schools offering change packages, including associated PLD, for which they will charge the school.

The same questions the school would ask of any proposals it develops for itself should be asked of these silver bullets or pre-prepared packages. For example, the school should ask for evidence that their change proposal will make a positive difference in that school and should evaluate that evidence itself.

Identify the objectives of the change

Set clear objectives

It is surprising how often the objectives for school-based changes are not clear to the teachers being asked to implement them. Without clear objectives set prior to implementation, it will not be possible for the school to evaluate the change and harder for teachers to buy into them.

Objectives are different from goals

A goal is not open to a single measure, even a qualitative one.

Achieving the goal is likely to have a long term focus.

A goal can be broken down into one or more objectives which are able to be measured.

The achievement of goals can be a planned sequence of objectives.

Objectives need to be stated very clearly. While they are being developed there should be discussion about how they will be measured

The measurement of an objective could be by a mix of quantitative and qualitative measures. (It does not have to be entirely numbers):

- A goal could be "improving school climate".
- In the first year the objective could be to eliminate the use of derogatory language between students during class time.
- The measures might be reporting of the impressions of teachers and students and the change in the number of students sent to deans for derogatory language.

Change occurs within an existing framework

The school's goals, objectives and policies should form the framework for change. Proposals for change and school goals and policies should be complementary. If they are not then there are only two likely options:

- Review and change the school's goals and policies or
- Do not implement the change

If it is the former then the change should not be implemented until the school has formally worked through its policy/goal review so that the framework within which the change is to be trialed is clear and agreed, and the objectives of the proposed change are consistent with it.

Identify evidence that the change would lead to improvement.

There are many examples in education of change implemented because people intuitively believed that it would benefit students, only to find the impact on students was actually negative.

A recent example was the interest in learning styles as a way to improve student achievement. Schools paid consultants to teach their staff to analyse their students' preferred learning styles, and to adapt their teaching methods and environments to cater to these. It was later shown that the stereotyping of certain groups of students as particular kinds of learners, e.g. Maori and Pasifika learners as kinaesthetic learners, had a negative effect on learning.

New Zealand has its own database for change

New Zealand has an evidence base for educational change:

- The Best Evidence Synthesis (BES) programme evaluates evidence of what actually improves outcomes for diverse students, and provides examples of change that is worth making and change that is not**.**

The BES programme measures a broad range of outcomes, including "academic outcomes, skill development, social outcomes, cultural identity, disposition as a learner, self-regulatory skills, enjoyment of learning and success and well-being post-formal education, not just narrow outcomes like improved literacy or numeracy.

Best Evidence Syntheses indicate approaches which can work in:

> $\Rightarrow$ quality teaching,
>
> $\Rightarrow$ working with families and communities,
>
> $\Rightarrow$ professional learning and development,
>
> $\Rightarrow$ educational leadership,
>
> $\Rightarrow$ teaching social sciences, and
>
> $\Rightarrow$ teaching mathematics.[3]

- The 'Effective Pedagogy' section of the NZ Curriculum (pp. 34-36) is a useful guide to classroom practices which work well for students.

- The NZCER Teaching and Learning Research Initiative (TLRI) produces helpful reports of research into teaching and learning done collaboratively with schools[4].

Not all reports are worth the paper they are written on

The "evidence" should be tested against the following criteria:

- It is based on a robust research methodology, e.g. an experimental study using a control group, or action research with baseline and end-of-study evidence, or something equally sound;

- The approach has been shown to "work" with diverse learners;

- Causation has been addressed, e.g. the improvements in learning can definitely be attributed to this approach, and not to other things happening at the same time;

- Corroborating sources of evidence

- The context in which the approach was shown to be effective is similar to the school context, e.g. the research study might have been implemented in classes of 15 students, but the school may be struggling to keep to its own classes under 30;

- The implementation process described is feasible for this school.

Other parts of this document discuss essential elements of resourcing, PLD, time and class size and model a framework in which to consider whether it is possible, given the availability of these in the school, to replicate the conditions in the research project.

Look for those who are experts in research methodology and analysis

Expert researchers would also look into other aspects of the evidence such as its validity, verifiability, credibility, generalisability, etc, but this may be more than an individual school has the capacity for.

Be aware that techniques like meta-analysis done badly will not give accurate information, nor can they overcome the use of poor research.

Rather than risk wasting resourcing on ineffective change, particularly when the identified resourcing is a major commitment or the potential risks associated with failure are significant, a school might seek an evaluation of the evidence from an independent organisation with the skills to do this.
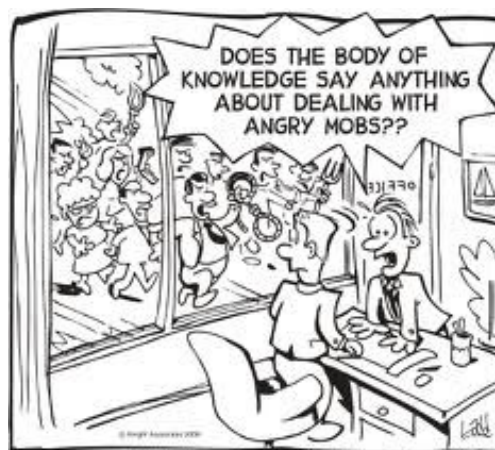
Decide if this change is a priority for the school

'Initiative-itis' is the bane of education

The characteristics of successful change (see page 3) include having goals that are manageable, credible and appropriate to the school.

The school needs to select carefully from all of the possible changes open to it to identify the most important and implement those well.).   PPTA encourages schools to consider and limit the number of changes taking place at any one time[1]. Staff should be consulted on their workload, change readiness and the extent of the changes proposed.

Other changes can be planned for later implementation, and once one of the selected changes has been embedded as ongoing practice, the next most important on the list can be initiated.

What are the school's key goals and which potential initiative appears most likely to advance one of those?

'Importance' and 'priority' are not the same thing

Every change someone proposes can be seen as important, but not every change can be effectively implemented at the same time.

The key part of implementing successful education change is that it is successful, so prioritisation is essential.

Of all the important changes, which are the most important to try to implement this year? Which will you give priority to and focus your resources on?

Give people a heads Up!

Departments and individual teachers are likely to be planning or trialing their own change initiatives.
Some teachers will be in more than one department and may be exposed to several initiatives at once.

It is important the school is aware of what is planned by teachers and departments so that the total impacts on individuals can be considered in the planning. It will also help those involved to be certain about what school-wide initiatives are to be implemented and over what time period before committing to their own.

If a department has a major initiative of its own planned, it may be possible to not include that department in the first stages of the school wide change, or to ask it to defer its own initiative until after the school-wide one has reached a certain point.

Identify the risks of this change

Be aware of unintended consequences

There is always the risk that a change in one area will have unintended consequences in others.

The school will be doing many things well. It may have an effectively functioning culture and high levels of good will between staff and within the student population.

- Where are the resources for the trial of the change coming from? Will their withdrawal affect other programmes that are operating well?

- Will the aims of the change conflict with the aims of existing programmes?

- If the change over-stretches staff or puts unnecessary pressure on students, what might be the consequences of the impact on wellbeing or the erosion of good will?

Assess risks, monitor impacts, evaluate

Before initiating the trial of the proposed change, consider how the implementation might affect other outcomes the school values as part of the risk assessment.

Monitor potentially affected areas as part of the inquiry cycle. Continue to look for unexpected impacts in other areas. Ask about unexpected impacts as part of the evaluation.

Seek ways to mitigate unexpected negative impacts in other areas, including staff welfare.
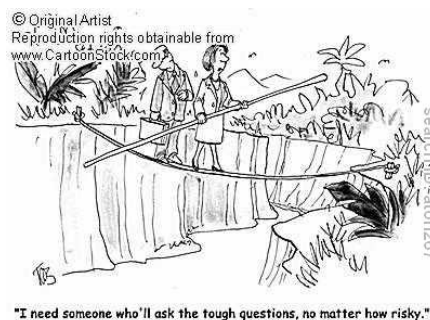
When evaluating the trial, consider the impacts (positive and negative) on other programs or outcomes.

Create a positive Change Culture - Don't be afraid to admit if it does not work

If the assessment is that the trial has not worked or that the system it replaced is better, or that unintended negative consequences outweigh any gains, then abandon the trial.

People will be more inclined to support future efforts to introduce effective change if they know that what they are used to will only be replaced by positive changes.

A school which has a culture that does not blame individuals for the failure of an idea will encourage positive risk taking and collective efforts to improve teaching and learning.

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"I need someone who'll ask the tough questions, no matter how risky."

Effective Evaluation – If it was broken, how do you know if you fixed it?

There is a need to set objectives for change which lend themselves to being measured (qualitatively and quantitatively).

It should never be assumed that these objectives will be achieved.

Even if the evidence for the change has been carefully evaluated, there is no guarantee that it will have the desired impact in your own, different, context.

Schools are highly complex institutions involving many individuals, and there are always many factors that can impact on the implementation process.

An effective evaluation process shouldbe put in place and staged so that it can track progress, and action can be taken if improvements are not occurring as hoped.

At the end of the trial period an objective assessment against the evidence should determine if the change has effected improvements, if it is better than the system it is replacing, and if it should become ongoing practice.

Get the measurement sorted before you need to measure

1. **What is to be measured?**

   - Know before the initiative begins what you intend to measure and how.

2. **Know what it is to be measured against**

   - Start with baseline measurements against which you can evaluate the impacts of the initiative during and at the end of the trial period.

3. **How is it to be measured?**

   - Anonymous surveys

   - Interviews

   - Quantitative measurement

   - Other appropriate measures

4. **When is it to be measured?**

   - Formative: At the start, at identified milestones.

   - Summative: At the identified end point of the trial.

5. **Beware the Hawthorne Effect**

   - People change their behaviour simply because they are aware that they are part of an experiment.

   - In a study to find if neuro-stimulators could mitigate the effects of cerebral palsy in young adults, all patients reported their motor functions improved and they were happy with the treatment. Quantitative methods, however, showed that there was actually little improvement. Researchers believed the Hawthorne Effect skewed the results and that the extra attention given to patients by doctors, nurses and therapists was behind the reported improvements.

- Improvements observed during a trial may not be sustained if it becomes normalized behavior and attention is taken off the practice.

- Ongoing review of the initiative if it becomes normal practice may be helpful. Monitoring for improvements or deterioration over time would determine if the resourcing for the practice is being effectively used.

6. **Who is to measure it?**

- The person responsible for initiating or for implementing the change trial should not be the person evaluating its progress and success. This is to ensure that there is no possibility or perception of conscious or unconscious bias in the evaluation.

- The evaluator could be someone not involved in the change, someone nominated by the branch because they are perceived to be independent, or someone external to the school.

7. **What use is to be made of the measurement?**

- Measuring progress in objectives

- Looking for unexpected outcomes/unintended consequences

- Looking for ways of improving implementation

- Determining if the trial has been successful or unsuccessful

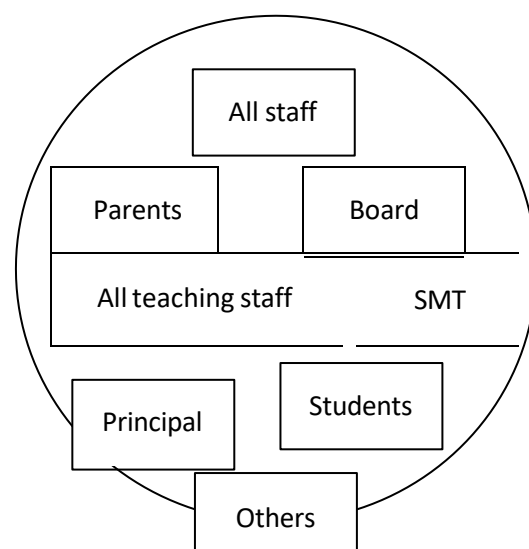8. **How will the findings be fed back to those involved in the trial?**

- Graphs/tables

- Written reports

- Evaluation sessions

- School newsletter

- Other

9. **Who is to be involved in the reporting process?**

Who reports?
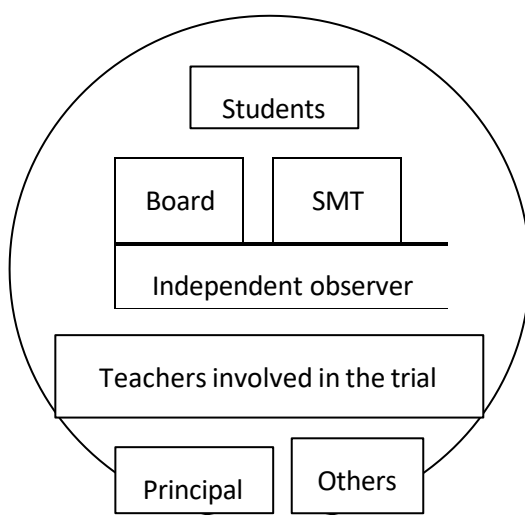
To whom?

10.   How do we ensure we hear critical voices?

- Don't shoot the messenger. Every change strategy should allow free and safe opportunities to criticise constructively to identify improvements or failings.

- Those who are most critical of the initiative at the start are most likely to identify potential pitfalls and to identify shortcomings in the implementation.

- If staff feel safe they will identify genuine flaws and potential improvements.

- Teachers, students and parents will have valuable insights into changes.

- Invite someone to act as a 'devil's advocate'. They would not be part of the implementation team, but would be expected to provide critical feedback.

Identify resourcing for successful change

A few initiatives, well resourced

The costs of any new initiative should be considered in the light of the identified essentials of good change management.

Resourcing includes people, time, money, facilities, spaces, equipment, etc.

Effective use of resourcing is essential to successful change management

What might work in some circumstances might not work in less favourable circumstances. Less favourable circumstances might include less time being available, less money to spend on necessary new resources, less adequate physical facilities, spaces and equipment available within the school, etc. The importance of adequate time cannot be overstated.

Questions of (re)allocation of 'to individual' resources (e.g. fixed term units and management allowances, time allowances, and ancillary support hours) should be decided well before the implementation phase.

A change proposal should include details about the resourcing needed

In most schools, finances are tight. Anything additional may stretch those finances to breaking point, so decisions have to be made about what the new initiative will replace or how extra time, money, resources will be found.

A deliberate decision, not a hopeful haze

The decision to transfer resources needs to be clear to all.

- Those managing the trial need to know exactly what resources they have.

- Teachers should know which resources that they have relied upon are to be withdrawn for use in the trial.

- Teachers and managers need to be confident that resourcing for existing projects or activities will not be cut unexpectedly.

Resourcing questions may be very complex

For example, a proposed new vocational course involves assessment of unit standards which needs new technology equipment. In addition to questions about people, time, courses costs etc, will be questions about the equipment:

- What is the upfront cost of the equipment and how will we fund it?

- What is the expected operational cost of the equipment and how will we fund it?

- What is the expected ongoing maintenance cost of the equipment and how will we fund it?

- Where will this equipment go, what changes would be needed to safely accommodate it, and what are the costs of potential alterations?

- What training is required for teachers/support staff to use and maintain it?

- How much time is required for the training?

- Who will train our staff and what are the costs of the training (relief, reimbursements, allowances etc)?

- Will the training be a one-off or will updates be required for those trained?

- Will we need to repeat the training each time we replace a staff member?

Sourcing Expert Advice

A school recently decided to buy iPads for student learning. After purchase they found these could be used only in the library, which has wireless connection, and those parts of the school which are close to external Wi-Fi sources.

- If a change involves changing technology talk to experts about:

  $\Rightarrow$ if/how it might be integrated into existing or planned systems,

  $\Rightarrow$ what is required to support it,

  $\Rightarrow$ whether it can operate as expected in all parts of the school,

  $\Rightarrow$ what limitations it has,

  $\Rightarrow$ the ongoing support costs, and

  $\Rightarrow$ alternatives.

Costs always fall somewhere

In initiating a change process there will be costs (both financial and non-financial). They may fall overtly or covertly.

Transfer from existing activities	Staff Workload
Operations funding	Staff Energy
Relief budget	Staff Good will
Staffing entitlement	Impact on existing initiatives / programmes
Property budget	Foregone opportunities
Staff time	

Good change management will ensure that the overt costs do not become covert costs, which will make the change unsustainable and is likely to lead to a backlash against current and future initiatives.

The school may need to review the resourcing provided for the trial (or the continuation of the change if it is successful) if the evaluation process indicates that the resourcing is inadequate or too many of the costs are becoming covert costs.

Resourcing is needed to sustain the change too

It should never be assumed that the resourcing needed at the start is the same as the resourcing needed to continue. It may be less, but it also may be more.

An assessment of the ongoing 'steady state' resourcing needs should be made at the development stage of the initiative. These assessments need to be re-checked against the evidence collected during the trial period.

 The assessment must include the covert resourcing costs as well as the overt resourcing costs.

Identify all those affected by the change process

Change may least affect those responsible for implementing it

Which teaching staff will be involved and in what roles?

- Who would be involved in the proposed change process and what initiatives are they already engaged in?
- Who else might be impacted on by the proposed change process and what initiatives are they already engaged in?
- Who would lead the change process?
- Who would evaluate the impacts of the initiative and who would they involve (This should not be the same person who is responsible for introducing or leading the change trial.)
- Who would be involved in the reporting back on the initiative?

Which non-teaching staff will be involved and in what roles?

Will day-relievers or short term relievers be affected?

- How will they be affected?
- What will we expect them to do that is different to their normal role?
- How will we inform them of the initiative?
- How will we prepare them for the initiative?

Which students will be involved and in what roles?

- Is this a class initiative, a year level, a demographic group, a house, a department?
- Will student leaders be involved?
- What are the possible flow-on effects to students not directly involved in the trial?
- How will these be monitored?

Who else is involved and in what roles

- Parents
- Other community members
- Outside experts
- Others?

Consider the impacts on employment provisions.

Schools are required to operate as good employers

The employment conditions and rights of teachers are contained in legislation and their collective agreements, in job descriptions and in agreements reached locally with the board and principal.

School are organized currently in ways that do not infringe on these rights and agreements, and in making changes the employer needs to ensure that these continue to be respected.

For example, extending the form teacher's responsibilities from purely administrative into the academic mentoring role of teaching means that the extended role becomes part of timetabled contact.

Similarly when "academic mentor" or "tutor" responsibilities are taken into account, the maximum average class size of 26 may be exceeded.

The expected average weekly hours of classroom teachers are 40 per week, or 1816 over the school year. Those who have additional payments will have an agreed any work time in addition to this. Planning for change will include considering how to ensure that work time limits are not exceeded, or how that situation would be addressed.

Good employer requirements extend to health and safety

The reality of New Zealand secondary schools is that teachers are working to (and often beyond) capacity, and if time is to be found for something new, it will always be at the expense of something.

Teachers' workloads are negatively affecting their work-life balance, and levels of stress are often very high.

In considering change that will require new tasks to be done, schools need to take a serious look at what current tasks can be dropped, done by someone else, or done less in order to make some time.

School policies guide change

Change should complement and be guided by existing school policies, some of which are linked to employment provisions:

- Timetable policies
- Unit and management allowance policies
- Student development policies
- PLD policies
- Resourcing policies

Effective change takes time

The nature of most change is that there will be leadership roles that require time resourcing as well as those who are more directly engaged in the change activity.

The length of time required for effective change (including any pre-planning etc) should increase proportionately to the complexity and scope of the change.

It is important to consider which teachers will bear the greatest share of the responsibilities and the workload and therefore who have the greatest need for additional time allowances.

Where the change is likely to have significant impacts on individual roles or ways of working, we would expect a timeframe of no less than 4 weeks for the feedback deadline. This will enable appropriate time for consideration and preparation of quality feedback, keeping in mind that teachers have busy roles.

What are the time requirements for:

- The people planning and preparing the initiative?

- The implementation team?

- The people responsible for data collection and the review process?

- The people directly involved in the initiative?

How do these time requirements differ for each group:

- In the development phase of the proposal?

- During the implementation phase?

- After the 'normalisation' of the activity?

Change from outside has to be managed too

A system-wide change introduced at the national level can have very significant impacts at school level.

Some system-wide changes cannot be avoided by individual schools, but it is within the power of all schools to respond to a national decision to make introduce a system wide change by:

- Deferring changes planned at the local level in order to find the time and the resources, or

- Deciding to phase it in over two or three years to ensure that it can be done well.

Change is a constant, but constant change is stressful

Part of the cycle of school-based educational change should include planning breaks from change to:

- Allow initiatives time to bed in

- Allow staff to prepare for the next change

- Allow students time to prepare for the next change

- Balance the students' need for stability and continuity against ongoing change and improvement

- Allow space for change initiatives at the department or individual level

- Rebuild resources for the next planned change
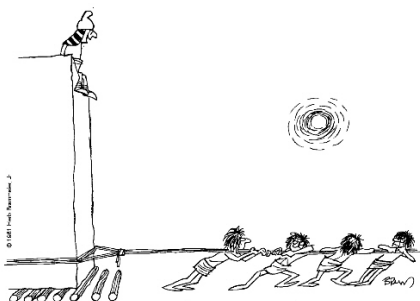
"Believe me, fellows, everyone from the Pharaoh on down is an equally valued member of the team."

Specify the timeframe for the change trial

Know how long this change is going to take

Ensure that there is a reasonable timeframe set that allows for all stages of the change process.

Know where you are going before you start

Teachers often comment that new initiatives are started and just seem to fade away without any clear conclusion or end. Often they are not sure if they are meant to continue with the practice or whether it is being replaced by another initiative, or if they are supposed to go back to the original practice.

Before the initiative begins staff should know:

- The date at which any baseline data is to be collected to assist with measuring the progress of the initiative.

- The date when the trial will start. If there are phased start points for different staff or groups of staff, each should be aware of when these are.

- The points at which the trial will be evaluated.

- The point at which the final assessment of the trial will occur.

- The date at which a decision to continue with the new practice or revert back to the previous practice will be made.

Are we there yet?

Staff need to know at the end of the trial whether the change is to become ongoing practice or whether it is to be abandoned as unsuccessful.

The timeline should include the date of the summative assessment of the trial.

Where do we go now?

There should be a formal reporting of the outcomes of the trial and staff should be advised of whether:

- The trial is to be discontinued

- The trial is to be extended for an identified period

- The new process is to be recommended to the board as ongoing practice, and any implications of this (such as readjustment of resourcing)

- The outcome of any board deliberation

If the trial is not being continued then the staff will need to be advised of what is to be done instead:

- A return to the pre-trial system, or

- A return to the pre-trial system with identified modification

Put it in writing

The plan for the initiative should be available in written form to all staff:

- On the staff notice board (next to board minutes/ financial accounts)

- On email

- Linked on the school server

- In the induction pack for new teachers and relievers
- Given to day and short term relievers.

Identify professional learning and development needs

Teachers cannot simply pick up a new role for which they have received no training and immediately do it well.

A significant source of stress for an individual is being placed in a situation where they feel they lack control and competency.

Professional development should be planned to:

- begin before the change is initiated to create sufficient underlying competency and skill amongst enough staff to ensure the change is started effectively

- be ongoing around building on capabilities and expanding the skill base across more teachers during the trial.

- be ongoing for new teachers during and after the trial (if the change is continued)

Professional development is particularly important for ICT and technology changes. When purchasing new equipment or implementing new technology it is necessary to put towards training and support for staff the same funding that is planned for capital expenditure.

Value your resources

The quality of the PLD opportunities is critical. PPTA's PLD Toolkit provides advice on what constitutes high quality PLD.

Don't forget your relievers

Change initiatives need a consistency of approach. Investing time and resources in PLD for regular day relievers will pay dividends. If the change becomes permanent all your relievers will need to be brought up to speed.

Step	Considerations	Questions to ask
Step 1: Clarifying the proposal	Goals are not the same as objectives ➔ Achieving a goal is long term and cannot be measured with a single measure ➔ A goal can be broken down into one or more objectives ➔ The achievement of goals can be a planned sequence of objectives Each objective should be measurable *e.g.* ➔ *Goal: Improving school climate* ➔ *Objective 1: Eliminate the use of derogatory language between students during class time* ➔ *Measure of objective 1: Reporting of the impressions of teachers and students and the change in the number of students sent to deans for derogatory language* If the change is "system-wide" (i.e. introduced at a national level), it is still within the power of all schools to respond to a national decision to introduce this change by: ➔ Deferring changes planned at the local level in order to find time and resources ➔ Deciding to extend the timing of this change over a longer period so that it can be implemented sustainably	Why is the proposed change needed? Are all our objectives measurable? Do the separate objectives form a sequence to achieve a goal? What are the quantitative measures of each objective? What are the qualitative measures of each objectives? Do these objectives align with the school's policies? Do these objectives align with the school's strategic plan? Do we need to review the school's strategic plan and/or policies in order for them to complement this change? *If so, the changes should not be implemented until the school has worked through their policy review*

Step 2: Assessing the proposal	**Finding evidence**	The first source of evidence should be your own school staff and students. To establish this initial evidence, schools should use the consultation guidelines (see appendix). In seeking evidence for this change, schools should consult: ➔ The Best Evidence Synthesis programme ➔ The 'Effective Pedagogy' section of the NZ Curriculum ➔ The NZCER Teaching and Learning Research Initiative Meta-analyses often do not give accurate information. Be wary of evidence presented by those who have a vested interest in the school undertaking this change e.g. people charging for change packages.	Has initial consultation with staff and students indicated that this change will benefit students and staff? What is the evidence proving that this change will benefit students and staff? Is this evidence: 1. Corroborated by multiple sources? 2. Based on robust research methodology? 3. Applicable to diverse learners? 4. Based on causation? 5. Based in a similar context to our school? 6. Following a process that is feasible for our school? Could our school seek an evaluation of this evidence from an independent organisation?
	Assessing priorities	Successful change depends on goals being manageable Goals can still be important, without being top priority right now – other changes can be planned for later implementation Departments and individuals are likely to be trialling their own change initiatives. Some teachers who are between departments or roles may already be undertaking several initiatives at once.	Why is this change a priority right now? Which other changes are being implemented currently? Is this level of change manageable? Which of the current and proposed changes are most likely to advance the school's goals? What are the other changes currently being initiated by separate departments or groups across the school? What are the timeframes of these changes? Do some groups need to be excluded from the first stages of the school-wide change because of a separate change initiative that they are implementing at the same time?

	Identifying risks	If change over-stretches resources or staff/students, it may erode good will and result in unintended consequences on other well-functioning programmes. Part of assessing a change is monitoring for unexpected consequences in other areas. If unintended negative consequences outweigh any gains of this change, the trial should be abandoned.	Which programmes are currently operating well at our school? Will the resources required for this change result in a lack of resources for these programmes? Will the aims of the change conflict with the aims of existing programmes?
Step 3: Environmental scan		Questions of alignment with school culture may have been raised in Step 1, but questions in Step 1 may be more specific than a general scan of the current school climate. An environmental scan of resources needed for the trial should be conducted before resources are invested in planning the trial (Step 4).	Does the proposal fit with the current school culture and priorities? Refer back to Step 1 for questions about links to strategic plan Which resources are immediately required before a trial can be planned? Which resources are immediately available? How many changes is the school undergoing at the moment? Could this change be scheduled for a better time in terms of resourcing and staff good will?

		Resources may come in the form of: - Personnel - Time - Equipment - Rooms - Money (including remuneration of staff via management units etc) - PLD costs Both upfront costs (e.g. purchasing equipment) and ongoing costs (e.g. powering/updating equipment, training new staff in equipment use) need to be considered. In considering resources, you will also want to refer back to Step 2 and again consider if the resources required for the trial and/or change implementation will result in a lack of resources for these programmes. Consider that costs can fall overtly or covertly. Overt costs which become covert costs are likely to make any change unsustainable.	Are additional resources required to what is already available to the school? How will these resources be sought? Have affected groups been informed of the re-allocation of resources from other programmes (if needed)? Do experts need to be consulted before resources are paid for? (e.g. technical experts for technological resources, timetable co-ordinator for changes to unit allocation) Is there additional resourcing required to continue with this change beyond the trial if it were to be adopted? Will the resources required for this change result in a lack of resources for these programmes? (reconsidered from Step 2) Are any overt costs (e.g. funding for management units, PLD) likely to become covert costs (e.g. responsibility being transferred to more staff, staff workload to give PLD to new staff)?
Step 4: Plan the trial	Identify resources required		

		Plan measurement	There is no guarantee that a proposed change will achieve its objectives, so any proposed change must have a trial period. The trial period must allow for an assessment of whether or not the change is meeting its desired objectives. Measurements could include: - Anonymous surveys - Interviews - Quantitative measurements - Hours of work undertaken by staff To ensure that the person measuring or evaluating the measurements is not biased, the evaluator could be someone nominated by the branch or someone external to the school. Formative change can be measured at the start of the trial period and identified milestones. Summative change can only be identified at the end of the trial. All groups impacted by the proposed change should be reported to about the measurements of the outcomes. This likely should include students, parents, and all staff. Be conscious of the Hawthorne Effect – this is the phenomenon by which people change their behaviour simply because they are aware that they are part of a trial.	What are the baseline measurements against which you can evaluate the impact of the change? How can the impact of the change be measured? When can the impact of the change be measured? (Is the change formative or summative?) Who can measure the impact of the change? How can we ensure that this person is not biased in their measurements? How will the findings of these measurements be shared with those impacted by this proposed change? Who will report the outcomes of these measurements? Who will these outcomes be reported to?

		Change may least affect those responsible for implementing it.	Which teaching staff will be involved and in what roles?
	Identify who will be affected	Consider succession planning of leadership – if one of the leaders of this change leaves part way through the trial, who will be able to fulfil this role?	Who is responsible for leading the change process? Who can take over for leadership if one of these leaders is no longer available?
		Schools are required to operate as good employers. The employment conditions and rights of teachers are contained in legislation and their collective agreements, job descriptions and agreements reached locally with the board and principal. Employers need to ensure that these continue to be respected. Changing the responsibilities, knowledge requirements and/or tasks of a teacher may impact on the working hours of a teacher.	Which non-teaching staff will be involved and in what roles? Will day relievers or short-term relievers be affected? Which students will be involved and in what roles? Have we considered the involvement of parents and the wider community?
		Good employer requirements extend to health and safety, including consideration of workload and stress implications of proposed changes.	How will the affected groups be consulted?
		You may want to consider any official approval processes that this plan needs to be put through e.g. Board approval, Health and Safety approval.	Is there a Board approval process that needs to be undertaken before the trial can begin?

Progress beyond Step 4 should only occur if Steps 1-4 indicate that:
- a trial is feasible
- the proposed change is evidence-based, prioritised and clarified.

Step 5: Provide the trial plan	The trial plan should be widely accessible in written form, but should also be discussed in the appropriate contexts (including culturally appropriate contexts) for the affected groups A consultation timeline should be clearly articulated and follow the principles of meaningful consultation (see consultation appendix). The length of time required for effective change should increase if the complexity/scope of the plan increases.	Do all affected groups know: - The timeline for this trial? - The milestones for this trial (including the decision date for if the trial will go ahead)? - The expectations of the outcomes of this trial? - How and when they will be consulted during and following the trial? Has feedback on this trial plan indicated that the plan needs to be altered? If so, return to Step 4.
Step 6: Provide PLD	A significant source of stress for an individual is being placed in a situation where they feel they lack control and competency. Professional development needs to begin before the change is initiated to create sufficient underlying competency and skill amongst enough staff to ensure the trial is conducted effectively Professional development during the trial should aim to expand the skill base across more teachers and build on capabilities. For technology changes, investment in PLD should match investment in equipment or technology.	Which PLD should be provided before the trial? Which PLD will need to be ongoing during the trial? Which PLD will need to be ongoing if the change is adopted? How will PLD be provided to staff who are not always on site (e.g. relievers, part-time teachers, itinerant music teachers, those currently on leave)?

Step 7: Measure outcomes while the trial is undertaken	(as per planning of measurement in Step 4, including monitoring of outcomes and interim reports) Measurement of the impact of a change can be seen as a judgement of staff and students. Ensure that the measurements undertaken in the trial are confined to the impacts of the change, rather than the performance of staff and students. All measurement should be targeted to the purpose of the trial and should be undertaken in a way that maintains the mana and dignity of those involved.	Are the methods of measurement and communication about these measurements being conducted in a mana-enhancing manner? Have the findings of the measurements been shared in line with planning from Step 4? Are there any additional measurements that arose during the trial that were not anticipated in Step 4? Have there been any unexpected impacts of this change in other areas of the school?
Step 8: Evaluate outcomes and decide next steps	(as per planning of consultation in Step 4) If the trial is going to continue, it may require repeating Step 4 onwards. If the change is going to be formalised, measurements, timelines, and consultation processes are still required.	Will you continue the trial, abandon the trial, or formalise the change? Which particular evaluations has this decision been based on? What are our future opportunities for measurement and consultation? How will this continuation/formalisation be announced to increase positive engagement? Is there a planned break from change to allow for this initiative to be embedded and staff/students to prepare for the next change? Does the school's change management policy need to be reviewed in light of what you have learnt from the trial?

The Meaning of Consultation*

The views in Wellington International Airport [1993] 1 NZLR 671 (CA) were adopted by Goddard CJ in Communication and Energy Workers Union v Telecom NZ Ltd [1993] 2 ERNZ 429, an application for an interim injunction. The Chief Judge restated (at pp 455-456) several propositions as a guide to employers and employees:

"(1) The word 'consultation' does not require that there be agreement. "(2) On the other hand it clearly requires more than mere prior notification.

"(3) If there is a proposal to make a change, and such change requires to be preceded by consultation, it must not be made until after consultation with those required to be consulted. They 'must know what is proposed before they can be expected to give their views'...

"(4) This does not involve a right to demand assurances but there must be sufficiently precise information given to enable the person to be consulted to state a view together with a reasonable opportunity to do so. This may include an opportunity to state views in writing or orally.

"(5) The requirement for consultation is never to be treated perfunctorily or as a mere formality. The person or body to be consulted must be given a reasonably ample and sufficient opportunity to express views or to point to problems or difficulties...

"(6) Consultation must be allowed sufficient time...

"(7) Genuine effort must be made to accommodate the views of those being consulted; consultation is to be a reality, not a charade...

"(8) Consultation does not necessarily involve negotiation towards an agreement although this not uncommonly can follow as the tendency in consultation is to seek at least consensus;

"(9) Consulting involves the statement of a proposal not yet finally decided upon, listening to what others have to say, considering their responses, and then deciding what will be done...

"(10) The party obliged to consult, while quite entitled to have a working plan already in mind, must keep its mind open and be ready to change and even start afresh...

"(11) There are no universal requirements as to form or as to duration of consultation.

"(12) Consultation cannot be equated with negotiation in the sense of a process which has, as its object, arriving at agreement."

*The "definition" of consultation given here was developed under the Employment Contracts Act 1991. The current employment legislation, the Employment Relations Act 2000, expects good faith behaviour and the development of mutual trust and confidence between the employer and the employees in their employment relationships. This implies mutual responsibility to seek ways to make the working environment operate effectively, which will guide the staff and employer towards agreed outcome.