The Challenge:

To identify best practice strategies for success for the lowest quartile of students at Taradale High School, and to shape an effective change management model to put the strategies into lasting effect.

My Research Sources

I began with a review of all of ERO's national reports since 2010, with a specific eye on what they had to say about priority learners. As much as time allowed, I tested their conclusions against educational research from the last 30 years, giving most weight to the conclusions of meta-analyses. I attended a leadership course in North Carolina at the Center for Creative Leadership, which focused on some of my particular leadership challenges, as self-identified and extrapolated from surveys of staff, BOT, parents and principal colleagues. I visited a small number of schools in Dunedin, listed below, and met Phil Weinberg, Deputy Chancellor of Education in New York City.

See the bibliography at the end of this report for further details.

Sincere Thanks

I would like to express my deep appreciation to the THS Board of Trustees, for approving my sabbatical leave, and resourcing my attendance at the course in North Carolina. The course was the best I have ever attended. Additionally, I would like to thank the Senior Leadership Team at THS for covering so capably in my absence: Liz Drury, John Marshall, Al Bain, and Neil Wood. They were supported by Karen Gibbs, Bruce Woodward, and Shannon James. I am grateful that I could leave with full confidence that school would run just as well without me.

Executive Summary

Meeting the individual needs of students is the cornerstone of current thinking in education. (ERO)

Being successful with students who begin high school in the lowest quartile of achievement, who represent generations of students who have never achieved in the education system in its long history, requires doing things differently to the way we've done them before. The keystone, I propose, is responding on a daily basis to the individual needs of our students. In summary, my recommendations are:

1. Review the Charter and BOT policies, ensuring that they reflect student-centred learning, and "student voice"
    a. The BOT, in consultation with teaching staff, review the Charter, ensuring students are at its centre even more than at present, including a clear description of the role student voice is to play in school life.
    b. Make an explicit commitment to all students achieving success
    c. Review how BOT & SLT curate goals, targets & data
    d. Adjust policies and practices to ensure a coherent cycle of continuous self-review
2. Student-centred curriculum & pedagogy

a. Position student goals and aspirations at the heart of curriculum decisions; and the Teacher Inquiry process at the heart of daily teaching.
   b. Put resource into rapidly identifying IT support for individualising students' programmes
   c. Systematically cater for student well-being and careers
   d. Build on the cultural responses already made to the pastoral care and academic support of Maori students, and add Pacific students.
3. Teachers take a team-based approach to Teaching Inquiry
   a. Look for opportunities for more collaborative practice wherever possible.
   b. Add further resource to promote walk-throughs and feedback
   c. Programme the timetable to trial team/s of core teachers in years 9 and/or 10 to learn together about their effectiveness with their students.
4. Take a case management / IEP approach to learning & teaching of at risk students
   a. Clearly identify & track at risk students using defensible data
   b. Involve parents in IEPs
   c. Align existing systems to create a wrap-around approach
5. Individualised, systematic PLD to support the continuous growth of pedagogical practice by teachers
   a. Leaders intensively focussing on understanding the connection between teaching actions/decisions and students' engagement and learning.
   b. The substance of PLD focussed laser-like on improving delivery of the curriculum
6. Alignment of systems & structures
   a. Teaching as Inquiry, and Teaching Inquiry
   b. Alignment of systems
   c. Further development of already effective school structures
7. Effective Change Management
   a. Develop a BOT policy of change management, incorporating Bill Pasmore's four processes.
   b. Establish a BOT-approved "Discovery" team.

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1. Review the Charter, ensuring that it reflects student-centred learning.

Summary: the BOT, in consultation with teaching staff, review the Charter,

a) ensuring students are at its centre even more than at present, including a clear description of the role student voice is to play in school life.
b) adding an explicit commitment to all students achieving success.
c) updating how the BOT & SLT curate goals, targets & data.
d) adjusting policies and practices to ensure a coherent cycle of continuous self-review.

a) Amend the Charter, and BOT policies, ensuring that it reflects student-centred learning, and "student voice."
   o Add into the Charter, that *Meeting the individual needs of students is the cornerstone of current thinking in education.* (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012) p. 19*)

- State the absolute necessity of knowing about students as individuals, who possess interests, strengths, and capabilities, endowed with cultural backgrounds and knowledge that can contribute so richly to the curriculum. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012) p. 22*)
- Add student well-being to the Charter, ensuring school processes & practices effectively promote & support student wellbeing and engagement in learning. (*School Evaluation Indicators: Effective Practice for Improvement and Learner Success (May 2015)* p. 26)
- Make a Charter statement of intent to:
  - involve students in reviewing & making decisions about the quality of their school experiences (ERO: *Wellbeing for Success at Secondary School (March 2016) p. 30)*
  - Seek student voice effectively & robustly:
    - giving students multiple opportunities to provide feedback on the quality of teaching, and its impact on learning and well being.
    - genuinely involving students in decisions about the quality of school life
    - promote student leadership
    - put students in charge of their learning.
    - Include student-led activities in co-curricular programmes. (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* pp2, 15, 21, 23, 25)
- Set a clear rationale for assessment.
  - reduced summative assessment as an intent in the Charter (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* (pp 2, 27,29)
  - Check NZC's tenets that underpin assessment (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012) p. 9)*
  - develop school-wide expectations and guidelines about assessment practices, and establish processes to strengthen consistency and validity in assessment practices. (Ibid p. 9)
- Explicitly state the school's intention to treat students as inherently capable, and to speak to them as young adults. (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015) p. 15)*
- ERO identified three issues which, they say, need to be addressed to significantly lift achievement, including "Shifting the focus to student-centred learning":
  - Use information about students' strengths, interests and needs to develop and review programmes. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* p. 7)
  - provide good opportunities for Maori and Pacific students to bring into the classroom what they know, and their ways of knowing. Signal to students that their ways are valued, acceptable, and accepted. (Ibid p. 8)
  - ERO advises schools to remind themselves about the curriculum principles of the NZC (especially "learning to learn"), and the tenets that underpin assessment. (Ibid p. 9)
- Additionally, ERO says that at effective schools:
  - students are treated as individuals.
  - teachers differentiate the curriculum.
  - staff listen to the aspirations of parents & whanau.
  - staff are approachable and knowledgeable. (*ERO: Evaluation at a Glance: What ERO Knows About Effective Schools p. 1).*

b) Check the Charter for what it says about all students achieving success.

- Make an explicit commitment to equity & excellence, including what this means for BOT, SLT, HODs, teachers. (*ERO: Raising Student Achievement Through Targeted Actions (December 2015) p. 36*)
- Explicitly debunk the idea that failure is the student's fault (*ERO: Increasing educational achievement in secondary schools (August 2013)* p.13)
- Ask the following questions:
  - Does the Charter explicitly state the importance of developing good relationships throughout the school community? Including building strong relationships with our students, enabling them to learn. If not, let's add it in. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014) p. 1*)
  - Does the Charter make reference to how we convey to our community a clear vision of what we want for the young people in our care? (Ibid pp. 9, 10)
  - Does our Charter convey a positive attitude towards innovation and risk?
  - Does our Charter convey a school culture of relentless ongoing improvement? (Ibid p. 1)
  - Does the Charter promote the deep and individualised learning of teachers that will raise the achievement of students in their classes. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012) p. 22*)
  - Does the Charter state that innovation, creativity, and responsiveness should be the norm in all schools and for all students. (Ibid *p. 22*)

c) BOT & SLT curate goals, targets & data.
- Set measurable goals in the school's strategic & annual plans; conduct systematic reviews; develop systems for receiving frequent feedback from students, staff, and parents; analyse retention, engagement, and achievement data; develop longitudinal data on destinations after leaving school. (*ERO: Careers education and guidance: good practice (May 2015)* pp. 32-33)
- BOT needs to have at its disposal a range of high quality student data that supports defensible identification of priorities and targets. SLT & CLM needs to set priority goals & targets to accelerate the learning of students at risk of underachieving. (*ERO: School Evaluation Indicators: Effective Practice for Improvement and Learner Success (May 2015) p. 22*)
- In regards to literacy & numeracy at Years 9 & 10, only a handful of schools were setting targets to raise the achievement of priority learners. Where they had, ERO noted that the targets were frequently too broad to meaningfully guide teachers or to be measured.
- *ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* sets out a list of practices that effective schools used for knowing about students' achievement and progress on page 18.
- Leaders need to ensure that BOT has good quality information about Year 9 & 10 students so they can prudently allocate resources for those that need additional support. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* p. 32) BOTs seldom received timely, useful information, and fewer than 10% of schools were setting improvement targets for priority learners in Years 9 & 10. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* pp. 2, 21, 32)
- BOT and leaders need to set, regularly monitor, and respond to, targets for learners whose literacy and mathematics achievement and progress needs to be accelerated. (Ibid pp. 3, 20) Consider asTTle's use here. (p.16)

- o Reporting to the BOT: in 2012, ERO claimed that perhaps the greatest current gap in practice relates to the failure of many school leaders to inform boards about outcomes, and to involve them in decision-making, such as how to resource initiatives to improve learning for priority learners. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* p.21)
- o when setting goals and targets, consider:
  - ▪ students' current levels of achievement. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* p.20)
  - ▪ addressing all identified priority groups. (Ibid p.20)
  - ▪ making sure that 'multiple parties' know about, and are involved in fostering the targeted attainment. (Ibid p.20)
  - ▪ teachers have a clear understanding of what the goals & targets mean for their programme planning & implementation. (Ibid p.21)
- o Note that Phil Weinberg and his staff used data-driven academic programming to ensure that all students, *regardless of academic abilities upon entering high school*, would be on track to graduate from high school. Consider how can we do the same.

d) BOT adjust policies in light of the recommendations that come from (c) above. The aim is to ensure a coherent cycle of continuous self-review.
- o alignment between operations and charter statements.
- o thoughtful decision-making
- o respect, trust, transparency and 'joined-up thinking'
- o consider the place of external critique. (*ERO: Evaluation at a Glance: What ERO Knows About Effective Schools p. 2)*

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2. Student-centred curriculum & pedagogy

Summary

a) Position student goals and aspirations at the heart of curriculum decisions; and the teacher inquiry process at the heart of daily teaching.
b) Put resource into rapidly identifying IT support for individualising students' programmes.
c) Systematically cater for student well-being and careers.
d) Build on the cultural responses already made to the pastoral care and academic support of Maori students, and add Pacific students.

a) Provide **PLD on how to place student goals and aspirations at the heart of curriculum decisions; and the Teacher Inquiry process at the heart of daily teaching.**
- o Make frequent reviews of curriculum opportunities for relevance, adjusting them to meet needs. (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* p.19)
- o Student engagement is considerably improved when students' goals are used to shape the curriculum and assessment focus. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013) p.9)*
- o Use students' aspirations to shape the school's curriculum. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 9)

- There is a paucity of curriculum innovation of the sort that would ensure that all learners are engaged and achieving the qualifications for future success. (*ERO: Raising achievement in secondary schools (June 2014)* p. 24)
- Focus the curriculum on enabling students to be "confident, connected, actively involved, and lifelong learners." (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* pp. 2, 29)

The teacher inquiry process at the heart of curriculum decisions.

- Well-informed understanding of why individuals and groups of students have previously succeeded or failed. (*ERO: Raising achievement in secondary schools (June 2014) p. 8*)
- PLD: provide teachers with supports to avoid under-achievement in their students, and to accelerate the learning of at risk students. (ERO: *Raising Student Achievement Through Targeted Actions (December 2015) p. 30*)
- Encourage students to support each other, and solve problems together. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)*
- Knowledgeably implementing a responsive and rich curriculum.
    - ERO claims that schools' curricula are not adequately responsive to students. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* p. 12)
    - ERO's 2012 report on literacy & numeracy in Years 9 & 10 showed that teachers were not making adequate use of information about students' strengths, interests and next learning steps in classroom programmes, with "profound" consequences for priority learners. (Ibid p. 13)
    - ERO's ideal is that each school's curriculum is a bespoke piece of collective thinking about what matters to them at particular points of time. (Ibid p. 14)
    - Best practice indicates that teachers must have latitude to interpret and adapt the curriculum framework in light of what they know about the students in their own schools and classes. Therefore, the curriculum would rarely look the same for any two classes or in any particular year. (Ibid p.14)
    - One of the potential implications of ERO's report is that school leaders should think of their role less about monitoring that the school's mandated curriculum is followed to the letter, and more about reminding and checking that teachers are creatively and appropriately responding to their students. (Ibid p.16)
    - Through the curriculum, learners' cultural and ethnic identities should be acknowledged, celebrated and promoted. Russel Bishop of Waikato University, emphasises the importance of Maori students' culture being at the centre of interactions in the classroom. (Ibid p. 14)
    - ERO stresses the importance of teachers, leaders & BOT having a good understanding of Maori world views, the aspirations Maori have for the success of their young people, and of the progress and achievement of every single Maori student. (Ibid p.15)
    - They say that many teachers are not making use of valuable information about students' cultural backgrounds to plan programmes that celebrate and further extend students' understanding of their own and others' rich and diverse cultural backgrounds. (Ibid p.15)
    - ERO says that teachers are not making sure that the curriculum has relevance and meaning for students. (p. 16)
- Task design: at effective schools, effective teachers designed tasks that are:

- Relevant to their students

- Build trust and acceptance (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* p. 5)

o Effective secondary schooling requires teachers knowing more about the educational or social barriers for individual students, and what each one needs to build a suitable pathway.(*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013) p. 1*)
o Using assessment information to know about, and plan for, students' learning.
- It seems that not enough assessment goes on through the year for Years 9 & 10, and where information was gathered, it was not being used to adapt the programme to promote students' achievement and progress. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* p. 18) ERO claimed that there seemed to be no imperative from leaders for teachers to use assessment information for planning. (Ibid p. 19)
- A low percentage of schools could provide detailed, reliable data on Maori student performance in literacy & numeracy in Years 9 & 10. (Ibid p.18)
- It's a similar story for schools' knowledge of Pacific students. (Ibid p.19)
- Meeting the individual needs of students is the cornerstone of current thinking in education. We need a more fine-grained analysis of what is happening for individual students as one of the first steps in bringing about students' success. (Ibid p.19)
- Teachers should analyse and use the data collected about Y9 & 10 strengths and next learning steps to intentionally develop programmes that foster their achievement and progress. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* p.32)
  - PLD needs to be provided to assist teachers to build pedagogical practices that can be applied across a range of learning areas. This includes building teachers' and leaders' capacities to engage in high quality inquiry practice, interpret and use assessment information to plan for and with students, and promote literacy and numeracy across the curriculum. (Ibid p.33)
  - PLD: Teachers & leaders need to upskill their knowledge of the best practice uncovered in the research literature. (Ibid p.21)
- Teachers need to involve students in planning to improve their achievement and progress. (Ibid p.33) Few students experienced the opportunity to set goals, assess their own performance, and receive feedback about their progress. (Ibid p.3, 9)
- Teachers need to build 'learning-focused partnerships' with students that build their capacity to take increased responsibility for aspects of literacy and mathematics learning. (Ibid p. 3)
- meeting learner potential through a careful analysis of needs, progress and achievement (*ERO: Evaluation at a Glance: What ERO Knows About Effective Schools* p.1):
  - a school-wide approach is taken to raising achievement.
  - Timely assessment pin-points learners' needs and next learning steps.
  - evidence-based decisions are made about curriculum, teaching strategies, and interventions.
  - progress is monitored, and achievement is communicated clearly

- o Literacy & mathematics:
  - Too often, Year 9 & 10 students are provided a predetermined curriculum in literacy & maths that does not take account of their strengths and needs. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* p.3) Programmes that build on what students already know help to address underachievement. Where programmes are pitched at a level that promotes students' success, there is likely to be better student engagement. (Ibid p.15)
  - ERO says that teachers & leaders need to urgently improve their practice in using literacy and mathematics assessment information for planning, implementing and reviewing the curriculum for all Years 9 & 10 students. (Ibid p.32) In particular, some of our most needy students were not getting the responsive and focused education they need to be successful at school and in later life.

b) The research is absolutely strikingly obvious, that **learners need immediate feedback**. Waiting even a day for the teacher to mark work and return it means the students need to unlearn their mistakes which have been placed already in long-term memory. Of course, we know that normally students are waiting a lot longer than a day for teachers to mark their work, because teachers are swamped with preparation and assessment. See the work of Alan November (You Tube, and the book referenced in the bibliography below).

c) Systematically cater for student well-being and careers
  - o Conduct a review of the following curriculum elements
    - Map how well-being themes are taught across curriculum areas, to determine whether all groups of students at all year levels, because of the subject choices they make, have opportunities to explicitly explore wellbeing themes outlined in the NZC. (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* pp 15, 29)
    - Map & teach PE/Health across all year levels. (*ERO: Wellbeing for Success at Secondary School (March 2016)* p. 29) What might this look like in Year 13?
    - At Naenae, they run a Rock and Water programme, delivered to Year 9 and 10 students delivered through the health curriculum. It raises student self-belief, extends social connections, empowers students and defines expectations for how they behave at Naenae College. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* p. 24)
  - o Review the range of subjects:
    - develop academic courses for Maori & Pacific learners?
    - Is our provision of vocational and academic options "extensive"?
    - See p 14 (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)*) for a list of vocational and academic courses offered at "responsive" schools.
  - o Consider the following challenges within the ERO literature.
    - Use Vocational Pathways to provide careers information, support students to select and plan courses, redesign the curriculum. (*ERO: Vocational Pathways: Authentic and Relevant Learning (May 2016)*)
    - Careers education is central to a school's delivery of the NZC. All students' learning needs to be focussed through the principles, values, and key

competencies of the NZC. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p.1)

- ▪ Students should **have ongoing opportunities to develop career management competencies.**
    - At effective schools, subject teachers in Years 9 & 10 build career competencies into their programmes. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p 16)
    - goals set during careers specific careers activities were entered into the SMS. (Ibid p 16)

d) **Build on the cultural responses already made to the pastoral care and academic support of Maori students, and add Pacific students.**
- At Kelston Girls' College (*ERO: Careers education and guidance: good practice (May 2015)* p21):
    - o Maori students are supported by a dean who monitors achievement, well-being, develops individual career pathways and helps with subject choices
    - o Promote *tuakana teina* through vertical form classes so there is always an older Maori student to act as a role model for younger students.
    - o The school runs a *noho marae wananga* (education programme involving an overnight stay at a marae) that focuses on learning pathways, possible careers, and developing personal awareness and resilience.
- At Lynfield College and Massey High School (Ibid p21):
    - o Careers staff work with Maori students in focus groups
    - o A team of Maori teachers provides coaching & advice on course selection and pathways to all Maori students in Years 10-13.
    - o Parent-teacher interviews held at the school's marae.
- Consider resourcing, appointing, or redefining existing Maori deans' roles, to create a *kaiwhakahaere (ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* p. 23)
- In a school that was effective for the majority of its Maori students:
    - o all Y9 & 10 students take part in an introductory course focused on *te reo me tikanga Maori* (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p11)
    - o each student has an individual development plan, which is maintained by all form teachers, and used in family conferences attended by approx. 80-90% of parents. (Ibid pp. 12, 15)
    - o pastoral care staff dedicated to Maori students. (Ibid p.15)
    - o specific careers initiatives for Maori students (Ibid p.15)
    - o links with iwi (Ibid p.15)
    - o ERO notes that few schools developed courses specifically aimed at improving outcomes for Maori & Pacific students (Ibid p. 22); that respond to their interests, strengths, aspirations (Ibid p.23); or with the purpose of increasing the numbers who go to university. (Ibid p.23)

3. Team-based approach for teachers

Summary

a) Look for opportunities for more collaborative practice wherever possible.
b) Add further resource to promote walk-throughs and feedback
c) Programme the timetable in 2017 to trial team/s of core teachers in years 9 and/or 10 to learn together about their effectiveness with their students.

a) Look for opportunities for more collaborative practice wherever possible. Why?

- Teacher well-being and professional support:

  o At Kavanagh College in Dunedin, the staff well-being team promotes more collaborative practice as a way to improve the working conditions of teachers, who are under so much pressure in our education system.

  o In the lauded Best Evidence Synthesis, "*School Leadership and Student Outcomes: Identifying What Works and Why* by Viviane Robinson et al, the point is made that more teamwork means reduced teacher stress and a reduced sense of isolation (p. 87.) Taking collective responsibility and accountability for student achievement and well-being is one of the hallmarks of effective professional communities. (Robinson et al pp 123-128) Leaders can organise for teams to provide support to each other's ability to work out what works better than current practice. "Those who work together to solve teaching problems have more resources available to them than those who work alone." (Ibid p.125)

  o "Initiatives" set up by Phil Weinberg (explained below) had the added advantage of creating a collaborative professional learning support structure for teachers.

- **To enhance student learning, teacher preparation and pedagogical skill:**

  o In *Student-Centered Leadership,* Robinson adds further clarification about the general importance of teachers acting collaboratively, explaining that teachers' collective responsibility is predictive of student learning & achievement in high schools, and is an equalizer for low-socio-economic students. (Robinson p.108)

  o Robinson also explains that collective endeavours are a way of building greater coherence into our teaching programmes. (Ibid pp106-7)

  o In *What Works in School: Translating Research Into Action,* Robert Marzano explains that the Japanese have initiated teamwork into how they prepare lessons, in such a way as to be "the linchpin of the improvement process." (p. 67). Stigler and Hiebert recommend that teachers form teams to develop and employ specific techniques. They observe each other, give feedback, and capture and archive their collective knowledge to build on. (Ibid p. 67)

b) Add further resource to promote walk-throughs and feedback
- There is a considerable canon of work supporting the advantages of making use of collegial observations. A small sample of books follows:

  o City, Elizabeth A.; Elmore, Richard F.; Teitel, Lee; Fiarman, Sarah E. Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning Harvard Education Press, USA, 2009

- o   Downey, J. Downey; Steffy Betty E.; English, Fenwick W; Frase, Larry E. Poston, William K Jr <u>The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time</u>.

  - o   Kachur, Donald S; Stout, Judith A.; Edwards, Claudia L. <u>Engaging Teachers in Classroom Walkthroughs</u>.

- Robinson explains that such models are important because **i**t's hard to critique our own work. Because our teaching strategies are based upon our own theories of action, it is hard to deconstruct them without the help of others. (Robinson pp. 106-7).

- Hargreaves and Fullan, in *Professional Capital – Transforming Teaching in Every School*, claim that collegial observations are part and parcel of the professionalism of teaching. "Teaching like a pro is a collective… responsibility," requiring collegial and "critical feedback … from your colleagues." (p. viii)

c) Programme the timetable to trial team/s of core teachers in years 9 and/or 10 to learn together about their effectiveness with their students.

As principal of the High School of Telecommunication Arts and Technology (HSTAT) in Brooklyn, Phil Weinberg needed a way of addressing significant underachievement by his low socioeconomic status students. Weinberg supported teachers by creating a culture of collaboration. Teachers agreed to work in teams and devote an extended amount of professional learning time *each week* to analysing and discussing student work. This time was instrumental in allowing teachers to better understand students' needs, determine how to shift instruction to support their growth, and refine assessments to better measure their progress towards mastery. Weinberg called these structures "initiatives," making them a feature of the ninth and tenth grades. Initiatives were cohorts of up to 150 students supported by a team of teachers. This teacher team reviewed student work, discussed where students were struggling, and strategised about how to provide personalised and targeted support for their academic and socio-emotional needs.

Weinberg commenced with volunteers to begin with. It was important that the teachers taught the same students. He ensured the timetable allowed them one common non-contact period per week for collaboration. The goal was to gain a better understanding of students' current needs, and to determine how to shift instruction to support their growth, and to refine assessments to better measure their progress towards mastering the curriculum.

Weinberg's strategy was hugely successful. The school's four-year graduation rate rose from sixty-one percent in 2005 to eighty-six percent in 2012 (compared to the citywide average of 66 percent). Fifty-two percent of its students demonstrated college readiness by meeting the City University of New York's score requirements on New York State Regents examinations compared to the citywide average of twenty-eight percent.

Theorists support collaborative approaches. Hargreaves and Fullan claim that "Constant inquiry and continuous… collective development are essential to professional success…. Teaching like a pro means… teaching… as part of a high-performing team." (Hargreaves and Fullan p. 22)

In "*Visible Learning for Teachers: Maximizing Impact on Learning,*" John Hattie advocates for building teams in schools to "solve the dilemmas in learning, to collectively share and critique the nature and quality of evidence that shows our impact on students' learning, and to cooperate in planning and critiquing lessons, learning intentions, and success criteria on a regular basis." (Hattie pp. 172-173) He argues that teachers need more space "to interpret the impact of their effect on each student." (Ibid p. 191) Countries that have made the greatest progress in achievement have given their teachers more time to plan co-operatively, and observe one another in the interests of continual improvement. (Ibid p. 192). He argues that teachers are excellent at critique, so let's use that to work together to evaluate whether we're having enough impact on students and how to have more. (Ibid p. 193)

Jim Knight, in "*Unmistakable Impact – A Partnership Approach for Dramatically Improving Instruction*" claims that "… learning, and decision making are done better in teams." (Knight p. 177) Knight recommends Nancy Love's *Using Data to Improve Learning for All* (2009), which describes how teams in schools can use data to invent solutions for students. (Ibid p. 206)

Weinberg and his staff used data-driven academic programming to ensure that all students *regardless of academic abilities upon entering high school*, would be on track to graduate from high school. But Weinberg casts no doubt about the challenges ahead of any leader wishing to embark on this journey. He explains that teaching started as an individualistic enterprise. Because we're part of an "historical structure that prevents dialogue," it is a considerable challenge to achieve collaboration amongst teachers.

Recommendations:
a) That the staff well-being group develop suggestions for where more teamwork between teachers would be beneficial. That this becomes a regular part of their agenda, and ideas are discussed at staff meetings.
b) SLT & HODs assess where each department is at in their use of the peer-to-peer walk-throughs and feedback; and identify what it would take to accelerate its usefulness.
c) Programme the timetable in to enable teams of volunteer core teachers in years 9 and/or 10 to trial learning together about their effectiveness with their students.

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4. Take a case management / IEP approach to learning & teaching of at risk students.

Summary:

a) Clearly identify & track at risk students using defensible data
b) Involve parents in IEPs
c) Align existing systems to create a wrap-around approach

a) Clearly identify & track at risk students using defensible data
- Further develop tracking systems:
  - Diarise regular meeting times between form teachers and deans (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* p.25)
  - Departments compile lists of students at risk; HODs contact homes & communicate with deans; PLD provided to support this. (Ibid p.25)

- careful tracking & monitoring, including (*ERO: Increasing educational achievement in secondary schools (August 2013)* p. 8):
  - catch-up sessions
  - immediate attention for students who fall behind
  - a focus early in the year on literacy & numeracy credits; adding a second teacher in maths & English to allow for more attention to individual students.

b) Involve parents in IEPs:
- *Students who are behind their peers* will make accelerated progress when there is a two-way learning relationship between teachers & parents, sharing solutions and listening to each other's perspectives. (*ERO: Educationally Powerful Connections with Parents and Whanau (November 2015)* p. 5)
- Develop a system for strengthening relationships with these parents.
- Parent meetings & student contract. Teach students & parents how to follow their own credit acquisition using their NZQA number and/or parent portal; and teach parents about NCEA. (*ERO: Achievement 2013-2017: Success for students in 2013 (November 2014)* pp. 20-21)
- Involve students in decisions about their goal setting, and pathways. Issue formal invitations to attend parent/teacher/student meetings, and post out a summary of the outcomes of the interview after the meeting. *(ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)*
- Ensure the families of students of at risk students are well-informed about the progress of their children, and are included as partners in processes to support student success. (*ERO: Increasing educational achievement in secondary schools (August 2013)* p. 19)
- Schools need to be far more innovative in responding to the individual pathways of students (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* p. 19)
  - respond to their aspirations, strengths, culture, and needs. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* pp. 1, 16)
  - work with families, whanau & iwi to develop individual pathways. (Ibid p. 3) High levels of family involvement were evident across the responsive schools, especially in regards to academic counselling or career aspirations. (Ibid p. 15)

c) Align existing systems to create a wrap-around approach:
- Students, parents, families, whananu and teachers work together to identify student strengths, learning needs, set goals, and plan responsive learning strategies and activities. (*ERO*: *School Evaluation Indicators: Effective Practice for Improvement and Learner Success (May 2015)* p. 30*)
- Wrap-around pastoral care for at-risk students involves a weekly meeting of deans, careers staff, counsellor, SLT & RTLB to share knowledge, identify students at risk, and develop an approach to address students' issues *based on their strengths*. (*ERO: Careers education and guidance: good practice (May 2015)* p. 20)
- Provide specialist careers support for at-risk senior students (e.g. through form time, plus a 40 minute meeting each fortnight to discuss career goals, and the courses & qualifications needed to achieve them). (*ERO: Careers education and guidance: good practice (May 2015)* p. 20)

- Provide individualised guidance and support to students at risk of poor outcomes to successfully transition to tertiary, training & employment. (*ERO: Careers education and guidance: good practice (May 2015)* p. 2)
- Additional layer of mentoring support for the students:
    - Targeted students received individual invitations to attend a lunch which was attended by SLT, deans and relevant form teachers / mentors, plus other teachers who were considered important to the invited students. (*ERO: Achievement 2013-2017: Success for students in 2013 (November 2014)* p. 24)
    - *Carefully match* each priority student with a caring, supportive adult of the student's choice, who has regular conversations regarding their learning. The longer term goal of the mentor is to move students from dependency on the support provided by the mentor to being self-managing learners. (Ibid p. 13)
- Information & progress is shared: Visible displays of information in the staff room for teachers about the needs and progress of targeted students. (Ibid p. 16)
- Teacher actions:
    - A meeting of the subject teachers of the targeted students was held, to look at current realistic achievement potential. This meeting reinforced the message that every assessment matters, and what happens in every class is ultimately what makes the difference. (Ibid p. 24)
    - Take an integrated team-based approach to supporting students' learning to include the classroom teacher, supported by their HoD and deans, all working together to facilitate a learning programme shaped to meet the needs of the individual students (Ibid p. 21)
- An integrated approach to achievement information not limited to academic achievement but including a range of student aspirations, e.g. vocational, sporting and cultural. (*ERO: Raising achievement in secondary schools (June 2014)* p. 9)
- Mentoring:
    - Student leaders were trained to provide peer education and support and to teach workshops in the Year 10 health programme on the subject of body image.
    - At Mt. Roskill, they developed a kaupapa of culturally responsive mentoring.
    - All teachers at Mt. Roskill are required to mentor five students. Teachers are supported by PLD that provides clear guidelines and expectations for the process. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* pp. 16-19)
    - At Opotiki, instead of form teachers they have learning advisors who work from a handbook. The learning advisor is responsible for a variety of aspects involving relationship building and care for their students, including:
        - Tracking the learning
        - Working with students
        - Academic counselling with students and whanau
        - Setting goals with students
        - Leading learning about the school values
        - Counselling students and having restorative conversations

- o Additional support at Opotiki was provided for students identified at particular risk of not achieving. (Ibid pp. 30-31)
- Useful practices employed by schools in 2012 for Year 12 priority learners:
  - Individualised learning & support, including:
    - o modifying their normal programmes in classes
    - o offering additional supplementary standards
    - o clarification of each student's career pathway, and the standards that supported it.
    - o producing templates for note-taking
    - o opportunities for students to work co-operatively and in groups in preparation for individual assessments.
    - o A buddy system for peer support in class
    - o Phone-text reminders about examinations (*ERO: Increasing educational achievement in secondary schools (August 2013)* pp. 7-8)
- Inform the BOT about the project to support priority learners, and resulting self-review reports. (Ibid p17)

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5. Individualised, systematic PLD to support the continuous growth of pedagogical practice by teachers

a) Leaders intensively focussing on understanding the connection between teaching actions/decisions and students' engagement and learning.
b) The substance of PLD focussed laser-like on improving delivery of the curriculum

a) Leaders intensively focussing on understanding the connection between teaching actions/decisions and students' engagement and learning.
   - o ERO reminds us that *Best Evidence Synthesis* had "Promoting and participating in teacher learning and development" at the top of the list of leader actions most likely to impact on student learning. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* p.9) Leaders do this by intensively focussing on understanding the connection between teaching actions/decisions and students' engagement and learning. And supporting teachers to take a collective responsibility and accountability for students' achievement and wellbeing. ERO claims this works best where teachers and leaders are disposed to trying new or different approaches to teaching and learning that might benefit students. (Ibid p. 10)
     - ▪ It's important that curriculum leaders respectfully challenge teachers' thinking: (Ibid p.10)
     - ▪ unpack the assumptions that sit behind some teachers' habitual practices.
     - ▪ Focus appraisal and other processes on improving students' learning.
     - ▪ If teacher practices are not bringing about the desired shifts in students' learning, then teachers must be encouraged and supported by their leaders to investigate why this is so.
     - ▪ Build the capacity of their leaders to take up the role of provocateurs and advocates for students.
     - ▪ foster a climate in which critical inquiry is simply the way we do things around here. (Ibid p. 10)

- o Teachers are supported through a mentoring and coaching programme.

b) The substance of PLD focussed laser-like on improving delivery of the curriculum:
- a. Most schools in the report had not yet significantly inquired into how they could improve their delivery of the curriculum. (*ERO: Raising achievement in secondary schools (June 2014) p. 24)*
- b. In the most effective schools**, PLD focussed on individual teachers' needs by** identifying how teachers' teaching practice could better meet the learning needs of students, e.g. on the basis of classroom observations and/or the progress of priority learners. Hence, providing individual guidance, coaching and feedback about aspects of teaching practice. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* p. 10)
- o ERO found that it was rare for school leaders to systematically evaluate the gaps in teachers' practices, and to address these through focused professional learning. (Ibid p. 21)
- o support teachers to actively monitor students' progress, and provide targeted teaching in all classrooms. (*ERO: Achievement 2013-2017: Success for students in 2013 (November 2014)* p. 18)
- o Train form teachers to better use the school/student management system and NZQA website. Provide suitable PD on effective mentoring and use of the SMS. Ibid p. 18)
- o Develop teachers' tools for mentoring, including a student-focussed learning group journal which had resources from careers NZ, an NCEA credit tracker, and a goal-setting tool. Weekly PD that concentrates on, and monitors, what was happening in the groups that they were mentoring. (Ibid p. 18)
- o NZC: ERO claimed that there are gaps in teachers' knowledge of the NZC, especially its first 12 pages. In particular future focus, coherence, cultural diversity and Treaty Of Waitangi, which are all so pertinent to priority learners. (*ERO: Evaluation at a Glance: Priority Learners in New Zealand Schools (August 2012)* pp. 13-14)
- o Schools identified the need for PLD on effective teaching strategies and constructing individual student development plans. (*ERO: Increasing educational achievement in secondary schools (August 2013)* p. 13)
- o PLD: One school used a number of effective strategies for literacy:
  - ▪ an external literacy adviser for developing whole school approaches to literacy. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* p.23)
  - ▪ teachers' buddy system to build professional knowledge & practice. (Ibid p.23)
  - ▪ Regular department discussions about student data. (Ibid p.23)

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6. Alignment of Systems & Structures Development:

Summary:

- a) Teaching as Inquiry, and Teaching Inquiry
- b) Alignment of systems
- c) Further development of already effective school structures

a) Teaching as Inquiry, and Teaching Inquiry:

- Link TAI to school goals, to develop learning-centred relationships with *all* parents; and to accelerate the progress of *some* named students. (*ERO: Educationally Powerful Connections with Parents and Whanau (November 2015)* p. 46)
- Why make teaching inquiry an integral part of everyday teaching practice? When inquiry happens well:
  - students' needs and strengths are responded to quickly and more precisely because teachers have up-to-the-minute information on which to make their teacher judgements.
  - the feedback loops that are established when teachers observe, respond and evaluate in "real time" improve their teaching practices. (*ERO: Teaching as Inquiry: Responding to Learners July 2012* p.2)
  - It focuses teachers in which learners need help, what they need to learn, what should be done to support them, and whether they have successfully achieved the goals and targets teachers have prioritised for them. These are especially required for those students whose learning requires acceleration. (Ibid p.27)
- How to make teaching inquiry an integral part of everyday teaching practice? School leaders:
  - periodically review the extent to which TAI is being used in school: strengths and areas requiring improvements. (Ibid p. 28-29)
  - Extend teachers' understanding of inquiry approaches, and how they can be used to improve learning for students who need acceleration. (Ibid p. 29) In particular, teachers' understanding of the phases of 'teaching inquiry' (i.e. planning how to respond to students' identified needs) and 'learning inquiry' (evaluating how well programmes impact on learning). (Ibid p. 1) ERO claims that secondary leaders in particular need to investigate ways that TAI could be used more frequently to lift the achievement of priority learners.
  - establish expectations and guidelines for planning and evaluation that have a clear focus on using analysed assessment information to bring about improved learning outcomes. (Ibid p. 29)
  - help teachers to include inquiry in their daily practice. (Ibid p.27)
  - Explore with teachers a range of formative inquiry approaches. (Ibid p.27)
  - Access support to further develop teachers' understanding of NZC. (Ibid p. 29)
  - there's a list of teachers' inquiry skills on p. 28 that could be used as a starting point for review.
  - Learning Media has produced a resource: NZC Update Issue 12, August 2011 from *The NZ Education Gazette*.
- TAI: next steps for schools with some effective inquiry and improvement processes, include knowing more about students, in particular their specific academic, pastoral, careers and whanau contexts, and translate these into a coordinated approach.
- Review appraisal:
  - Include school-wide targets as part of every teacher's appraisal.
  - Monitor the uptake of new implementations by teachers through the appraisal process. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* p. 16)
  - Staff at Mt Albert are expected to use the self-review process based on the Clark-Peter model of professional growth as part of their own enquiry into their teaching (TAI). http://www.ero.govt.nz/publications/towards-

equitable-outcomes-in-secondary-schools-good-practice/appendix-7-self-
review-cycle-acknowledging-the-impact-of-beliefs-held-by-teachers/

b) **Alignment of systems:**
- It takes excellent leadership, extending beyond the Principal through to key personnel in the school, to achieve the coherence, effective change management, momentum and commitment to continuous improvement. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* p. 32)
- Student achievement was reinforced when curriculum, pastoral and careers' systems worked together. (*ERO: Raising achievement in secondary schools (June 2014)* p. 12)
- At effective schools that were striving to make a difference to Maori students, there were greater levels of coordination between existing initiatives to improve student achievement.
- At the most effective schools there was SMS alignment (as we're doing through Kamar) giving access of information to form teachers, deans & careers staff. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 16)
- Teachers need systems to support their efforts to understand each student's pathway. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 9)
- Senior students need to have access to a range of academic, careers and pastoral systems that work together to support them. (Ibid p. 2) HODs, deans, careers staff, form teachers, subject teachers, and departments need to work together in response to students' pathways. (Ibid p. 10)
- BOT & SLT leadership and strategy needs to be aimed at fostering such alignment & co-operation (Ibid p. 10)
- Leaders should develop a coherent and timely system for gathering and sharing high quality relevant achievement information as students transition to high school, and as they progress through high school. (*ERO: Literacy and Mathematics in Years 9 & 10: Using Achievement Information to promote Success (July 2012)* p.32)
- Form teachers / mentors for priority learners, advocate for students, e.g. to extend deadlines, accept re-submitted work, or provide additional assessment opportunities. Mentor teachers took a 'problem-solving' approach, rather than a critical one. (*ERO: Increasing educational achievement in secondary schools (August 2013)* p. 10)

c) **Further development of already effective school structures:**
- In the most effective schools, students were not disadvantaged by attending courses outside school. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 23)
- Take a flexible approach to options, course prerequisites, timetable, aimed at supporting a wide range of student individual pathways. (Ibid p. 27)
- Take a more planned approach to internal assessment to spread the load across the year. (*ERO: Increasing educational achievement in secondary schools (August 2013)* p. 8*)
- Destination Data:
  - Some schools effectively analysed destination data to reflect on their careers and transitions programmes. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 16)

- and to inform improvements in curriculum and processes (Ibid p. 29)
        - Develop a support and tracking programme for priority learners who leave school to make sure they successfully move to employment or further study. (*ERO: Wellbeing for Young People's Success at Secondary School (February 2015)* p. 22)
    - Year 9 & 10:
        - ERO concluded that secondary schools need to have systems for 'catching up' students in Years 9 & 10. (*ERO: Increasing educational achievement in secondary schools (August 2013)* p. 17)
        - The year 9 & 10 literacy/numeracy review in 2012 found:
            - Most schools lacked well-established processes for using assessment information to help Years 9 & 10 students to learn.
            - Only a small number of Y9 & 10 students experienced the opportunity to set goals, assess their own performance, and receive feedback about their progress. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 6)
    - **Student Leadership**:
        - Deans nominate awards for junior prize giving, but it is the student leaders who interview the nominees, focussing on how they demonstrate the school values and the students make the final decision. (*ERO: Towards equitable outcomes in secondary schools: Good practice (May 2014)* p. 15)
        - At Mt. Roskill Grammar, student leadership is explicitly aimed at the school's core foci and purposes. (Ibid p. 18)
        - At Gisborne Boys' High, senior students have now become the upholders of the school values. (Ibid p. 26)
        - At Trident, school newsletters include celebrations of student of the month with the values they have demonstrated to earn their recognition. (p. 15) We could do similar based on achievement cards.
        - Students need opportunities to develop leadership & self-management skills.
            - Provide these through individual courses and school-wide initiatives. (*ERO: Secondary Schools: Pathways for future education, training and employment (July 2013)* p. 2)
            - and through independent study options, and distance learning (one school developed a 'learning contract') (Ibid p13)
            - Effective schools use extra-curricular to build leadership, responsibility, and well-rounded citizens. (ibid p.12)

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7. Effective Change Management:

Summary:

a) Develop a BOT policy of change management, incorporating the key concepts under Bill Pasmore's four headings.
b) Discuss with staff, SLT, & BOT the concept of inaugurating a BOT-appointed "Deciding" team and how it would function.

a) Develop a BOT policy of change management, incorporating the key concepts under Bill Pasmore's four processes.

Research shows that 50 – 70% of organisational change initiatives fail. They do so fundamentally because leaders lack sufficient focus and a comprehensive plan. (Kotter p. x) All leaders struggle with the challenge of trying to get others to do something different, whether it's at work or at home, on a large scale or a small scale. No significant result is achievable unless people change their behaviour. However, in order to achieve that you need more than just compliance, you need commitment of hearts and minds.

I have surveyed a number of models of change management, listened to advice from principals, and taken advice from within educational research. The table below sets out some of the key components of each, arranged under Bill Pasmore's four phases of change in the left hand column.

Bill Pasmore	John Kotter	PPTA Toolkit	The Four Disciplines of Execution	Michael Fullan	Others
DISCOVERING				Develop leaders Challenge status quo Build trust External networks & partnerships	St Hilda's Collegiate: - Start with values - Termly staff forum - Student voice *Leadership Agility*: employ post-heroic leadership
DECIDING	Urgency Guiding Coalition Vision Communication	Clarifying Assessing Environmental scan Plan	Focus on the wildly important Set the lead measures	Commonly-owned plan Urgency for sustainable results	St Hilda's Collegiate: use an external facilitator Viviane Robinson: - Open-to-learning conversations - Values - Collective vision - Test different theories *Influencer*: plan

					for cultivating motivation & ability
DOING	Empower action Short-term wins Don't let up	Trial Implement PLD	Keep a compelling scoreboard Create a cadence of accountability		Phil Weinberg: start by trialling with volunteers
DISCERNING	Make it stick	Inquiring Evaluate			

My conclusion is that Bill Pasmore's model of change management would work best. Why?

- His model is "complete," whereas all others leave out important aspects. He begins with the discovery process, where most leave it out. His review process ("Discerning") feeds into PLD, building the school's capacity for improving further change implementations. So, it's a complete cycle.
- It deals long-term with the problem presented by the need for continuous change.
- It acknowledges the competing demands for any change process, and deals well with it.
- It uses non-SLT staff effectively, creating a grass-roots group, which will not treat each change effort in isolation from each other.

Furthermore, by using his model, it allows us to tap into the richness of the other change management models. The key characteristics of each process are as follows:

> *To save time, you might like to take a look at a 60 second video that summarises the book online¨ http://www.ccl.org/leadership/landing/leadingContinousChange.aspx Then look for the following symbol and click on it.*

Process One. Discovering: stepping back, scanning the data, visioning

The objective of *Discovering* is to identify viable opportunities for change. (p. 50) It involves taking stock of the situation to determine what the overall direction of the sum of the change efforts underway should be. The primary focus here is what is happening *outside* the organisation rather than internally (page 40.)

Discovering requires the mind-set of *think fewer*: because stakeholders and employees lose confidence in leaders who are overly optimistic, setting lofty goals that can't possibly be achieved or undertaking too many unaligned costly efforts is distinctly unwise. Thinking fewer means:
- thinking realistically and thoroughly about what you are asking people to do.
- starting with a few clear and very important aspirations.

Pasmore endorses Jim Collins and Gerry Porras's Big Hairy Audacious Goals. He says these are more important than ever. Not having them is why companies fail. The point of thinking fewer is to focus, not to give up on what is both important and exciting (Pasmore p. 48.)

Process Two. Deciding: diagnosing, focusing and prioritising, scoping and designing

The objective of *Deciding* is to prioritise the efforts that could be undertaken to close the gap between the organisation's current reality and desired future state, as set forth in the vision created during the *Discovering* process. (Pasmore p. 80) Any organisation has a limit to how much change it can handle. Until you can build greater change capacity, you must try to avoid overloading the system.

Deciding requires the mind-set of *think scarcer:*
- Pasmore says that if your organisation is already overdosing on change, you won't be able to respond to the new threats and opportunities that are always presenting themselves. We need to keep some energy in reserve.
- Think of the people, money, time and energy you have to spend on change as scarce resources. Don't spend them without thinking carefully first.
- Therefore, you need to get better at prioritising (Ibid p. 49.)
- Navigating "churn" in the real world means that there are consequences if we don't meet our targets, or we overspend our budgets or burn-out our people (Ibid p. 50.)

Other models and advice are particularly helpful in this process. It's in this phase that hearts and minds of the staff involved in implementation are won or lost. So, success requires more than lip service to consultation. Robinson suggests that it requires sincere open-to-learning conversations to navigate these waters, i.e. leaders being open to learning from those who object to the proposed change. In *Student-Centered Leadership*, she reports that the research data suggest that for goals to be successful, people need to feel personally committed to them, and feel they have the capacity to achieve them. Leaders need to connect their own values and passions for such changes with the values and passions of those who will implement them. This is a relational process. She argues that leaders must listen to the passion of others and be a sensitive observer of what they care about. The vision must be collective rather than that of a single leader and it must emerge through discussion rather than be imposed. (Robinson pp. 47-49)

Robinson says that a mistake many leaders make when leading change is that they don't ask enough questions of teachers about why they are doing what they want them to stop doing. (Ibid p. 119) The target of change usually has a much better understanding of the thinking of the leader because it is the leader who has done most of the talking and the persuasion. What they struggle to understand is why the leader is not prepared to listen to their doubts, disagreements and objections (Ibid p. 119.)

When you want people to change their current practice, Robinson says the following is called for:

1. State what your alternative practice is and why you believe it may be preferable to current practice.

2. Listen to their reactions to your proposal.

3. If the reaction is one of disagreement, inquire into the reasons for the disagreement. Usually this requires understanding the theory of action that sustains their current practice.

4. Summarise your understanding of their current theory of action.

5. Keep listening and summarising until you are told by the other person that you have understood. This is the test of whether or not you have listened properly.

6. Check that you both agree on the difference between the theory in the current practice and the theory in your proposed alternative.

7. Collaborate on finding a way to test the implications and the importance of the difference.

8. Keep testing and checking until you agree that change is not required or that a new theory of practice is worth trying. (Robinson pp. 121-122)

The Deciding Process also calls for great discipline and constraint. In *The Four Disciplines of Execution*, the authors make the point that organisations should select just one or at the most two extremely important goals instead of trying to significantly improve everything all at once. The problem is that creative, ambitious people always want to do more, not less. We need to resist the temptation to believe that sheer volume of effort will drive success instead of reducing the number of current goals. (McChesney et al p. 28)

They say, that in determining your WIG (Wildly Important Goal) don't ask, "what's most important?" but ask "if every other area of our operation remained at its current level of performance, what is the one area where change would have the greatest impact?" (Ibid p. 32)

Four Disciplines explains that whatever strategy you are pursuing, your progress and your success will be based on two kinds of measures: lag and lead. Lag measures are the tracking measurement of the WIG, and they are usually the ones you spend most of your time considering. However, they are history. Whereas, lead measures are quite different in that they are the measures of the most high impact things your team must do to reach the goal. A good lead measure has two basic characteristics:

1. It's predictive of achieving the goal.
2. And it can be influenced by the team members. A simple example is of losing weight, which requires two lead measures: a specific limit on calories per day and a specific number of hours of exercise per week.

Lead measures require you to define the daily or weekly measures, the achievement of which will lead to the goal. Note that lead measures can be counterintuitive. For example, if school teachers were to measure reading levels with a standardised test, that would be a lag measure. The school is likely to do better if it tracks data on time spent in reading or time spent in tutoring reading, rather than waiting for the next set of reading scores. (Ibid p. 48) It is the data on lead measures that enables you to close the gap between what you know your team should do, and what they are actually doing.
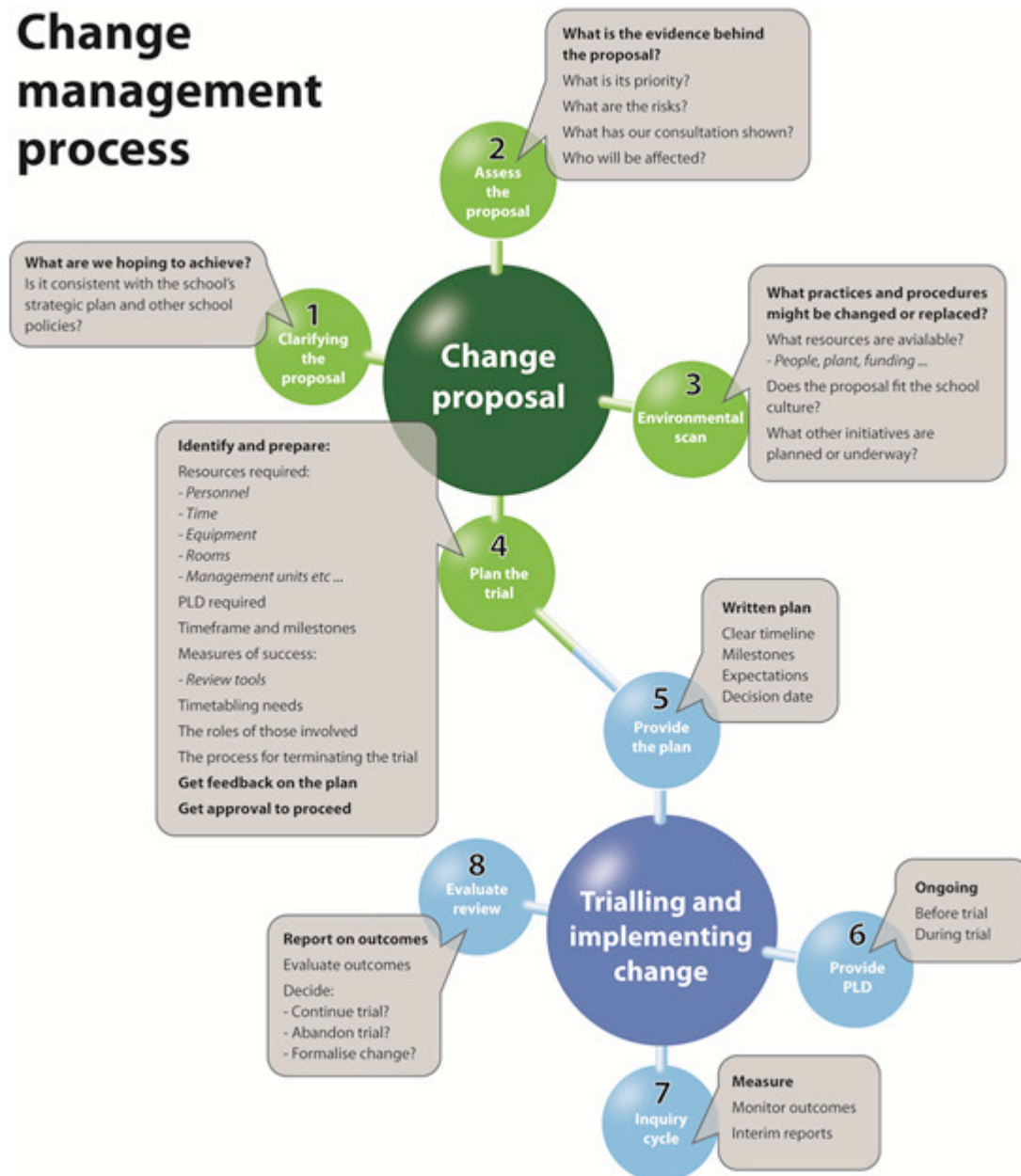
Process Three. Doing: communicating, helping people understand and listening to their concerns, engaging by enabling meaningful involvement, piloting, and implementing

The objective of *Doing* is to engage the organisation in executing the change strategy. (Pasmore p. 105) Whatever your organisation's current pace of change, it is probably too slow to match the needs. Increasing the speed of change usually requires a shift not just in processes but in how you think about change. *Doing* is led by the SLT. It requires the mind-set of *think faster*. Once you allow yourself to fall behind, sometimes you can never catch up. Therefore:

- Trial things first and fast. Trialling has become a cornerstone of initiating change in many schools in New Zealand. PPTA's change toolkit relies heavily on trialling, as the diagram below illustrates. And I note with interest that Phil Weinberg's highly successful changes at the High School of Telecommunication Arts and Technology (HSTAT) in Brooklyn, New York, described above, commenced with a trial with volunteers.
- Settle for a rapid prototype that can help you learn quickly rather than waiting for the perfect, complete and polished solution.
- Develop a real hunger for speed.
- Question why things have to take as long as they do.
- Appoint clear leadership instead of leaving responsibilities murky and trusting that people will figure out their roles

Doing: PPTA's change management model below relies heavily on trialling preceding full implementation.

Change management process

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

2 Assess the proposal

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

1 Clarifying the proposal

Change proposal

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

3 Environmental scan

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

Written plan
Clear timeline
Milestones
Expectations
Decision date

5 Provide the plan

Trialling and implementing change

8 Evaluate review

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

Ongoing
Before trial
During trial

6 Provide PLD

7 Inquiry cycle

Measure
Monitor outcomes
Interim reports

The Four Disciplines authors suggest two powerful ideas to significantly increase the chance of implementation being successful:

1. Keep a compelling scoreboard

   The authors' advice is based on over 1,500 implementations. They say that people "play" differently when they are keeping score. Especially, when they design a simple scoreboard for themselves. People disengage when they don't know the score. When they see at a glance whether or not they are winning, they become profoundly engaged. (McChesney et al p. 66) The scoreboard shows where we need to be and where we are right now, and it should take just a few seconds to determine whether we are winning or losing. The fundamental purpose of the players' scoreboard is to motivate the players to win. Note that people play differently when <u>they</u> are keeping the score.

2. Create a cadence of accountability

Unless we consistently hold each other accountable, the goal naturally disintegrates in the whirlwind. Team members must be able to hold each other accountable regularly and rhythmically each week for 15 – 30 minutes. There should be a dedicated meeting for the current WIG/s.

Great teams operate with a high level of accountability. Without it, team members go off in all directions and the whirlwind soon takes over. People tend to feel accountability more to each other than to the boss.

To prepare for the meeting, every team member thinks about the same question: "what the one or two most important things I can do this week to impact the lead measures?" Note that these weekly commitments are often not urgent or necessarily new, they are often things a team should be doing naturally but the reality is that these are the actions the whirlwind devours first. Without the meetings, there will always be things the team members know they should do but never actually do with real consistency. (McChesney et al p. 85)

The WIG session is like an ongoing science experiment. Team members bring their best thinking as to how to influence the scoreboard, commit to try new ideas, test new hypotheses and bring back the results. Note that it is critical that the commitments come from the participants. The authors say they cannot emphasise this enough: if you simply tell your team what to do, they will learn little; but if they are able to consistently tell you what's needed to achieve the WIG, they will have learnt a lot about execution and so will you. (Ibid p. 89)

Process Four. Discerning: aligning, integrating, assessing, adjusting

The objective of *Discerning* is to learn from experience to improve the organisation's capacity to change over time. (Pasmore p. 125) We need a way to measure what is happening so we can see the trends that tell us what is going well and what is not. Once we have collected data the next step in *Discerning* is to make sense of it. This is best done by involving people who bring a fresh perspective to the table.

Discerning is led by the SLT. It requires the mind-set of *think smarter*:
- Learning as you go is the mind-set that allows you to grow change capacity over time.
- Whether projects succeed or fail, never miss an opportunity to learn from them what worked well and what caused problems.
- Develop ways of educating yourself and others about these things so that each time you formulate a new vision, decide priorities, look for faster ways to do things and assess what happened, you will do it better and smarter (Ibid p. 51.)

The table above indicates where other models and advice can enrich Pasmore's processes.

PPTA has proposed a policy for boards of Trustees to consider. I suggest that it is a good start, but it would benefit from additions from other change management models and advice.

b) Establish a "Discovery" team.

Pasmore argues that for organisations to engage in the continuous change required of our fast-paced world, the *Discovery* process needs its own team, rather than depending upon the SLT to fulfil this role. The SLT does not have the time for the role, is often too committed to the status quo of their making, and Senior Leaders' energies will be needed for *Deciding*, *Doing*, and *Discerning*.

The *Discovery* team, he suggests, should have 7-9 representatives from a range of levels in the organisation's hierarchy. They should be people who can think strategically, represent stakeholder point of view (student / parent), bring an objective perspective, know how to communicate, and can make sense of complex data. They should have credibility in the eyes of others, and be team players. Things should be kept fresh, so membership should change gradually over time.

For a quick precis, go to http://www.ccl.org/leadership/landing/leadingContinousChange.aspx then click on the following image:

To give staff confidence that the *Discovery* team has genuine status in the school, and a strong place in giving direction in strategic planning, I recommend that its membership be annually endorsed by a motion of the board.

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Schools Visited:
> Kavanagh College, principal Tracy O'Brien
> Otago Boys' High School, rector Richard Hall
> St Hilda's Collegiate, principal Jackie Barron

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Principal, Taradale High School
August 2016