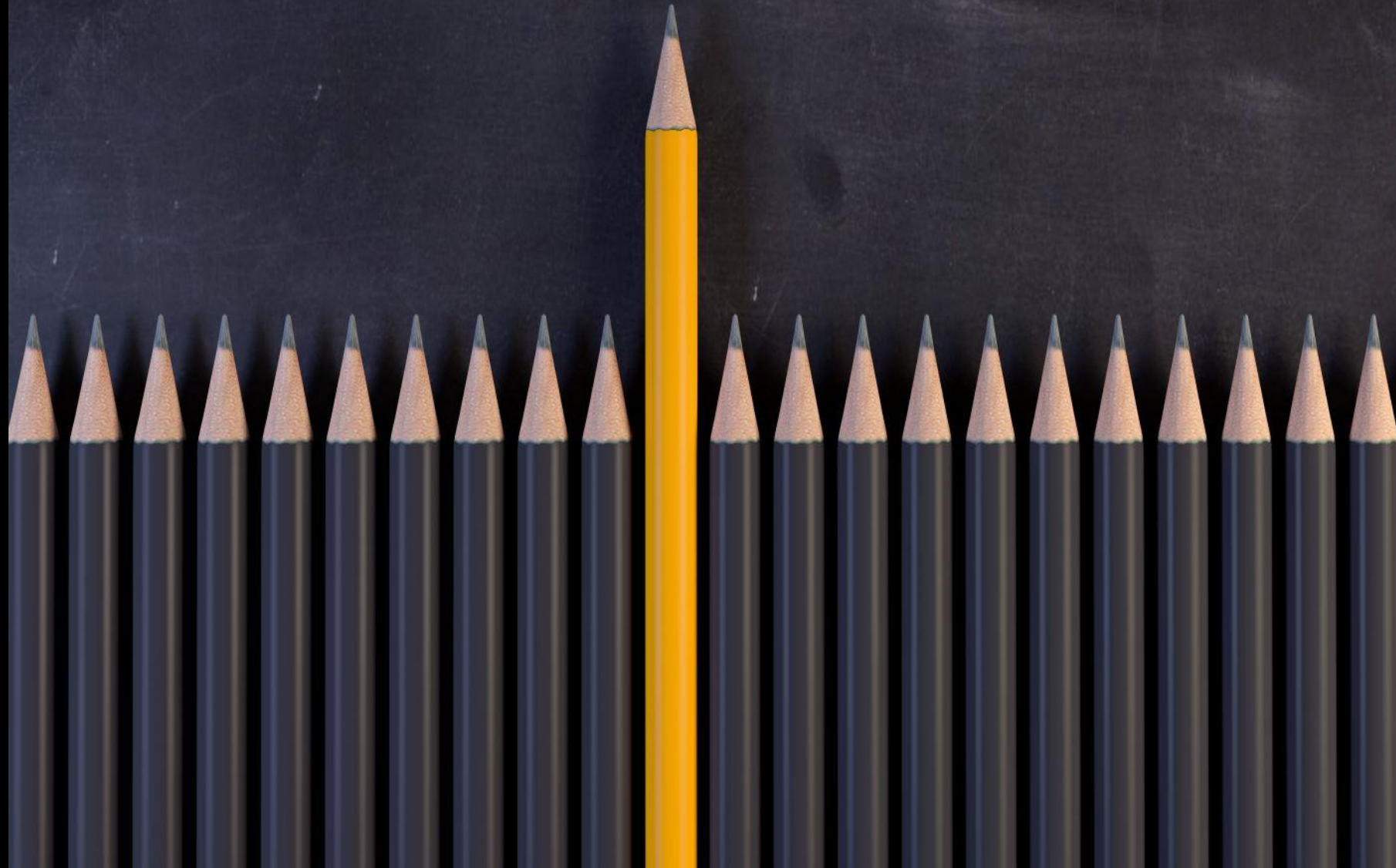


ECWB7003
Transforming
Education:
Effective Change
in Leadership &
Management



Theories of Change and Change
Management



Group Task: Reflections on readings

- Bush (2019)
- Connolly, James & Fertig (2019)
- Harris & Deflaminis (2016)
- Key points? Areas for discussion.
- What do we understand about distributed leadership?



Reflection:

Examples of leading change

- Reflect on an example of leading change that you have been part of or witnessed.
- Were they effective?
- Why?

How is Education Changing?



- What are the key changes currently occurring within education? List as many as you can

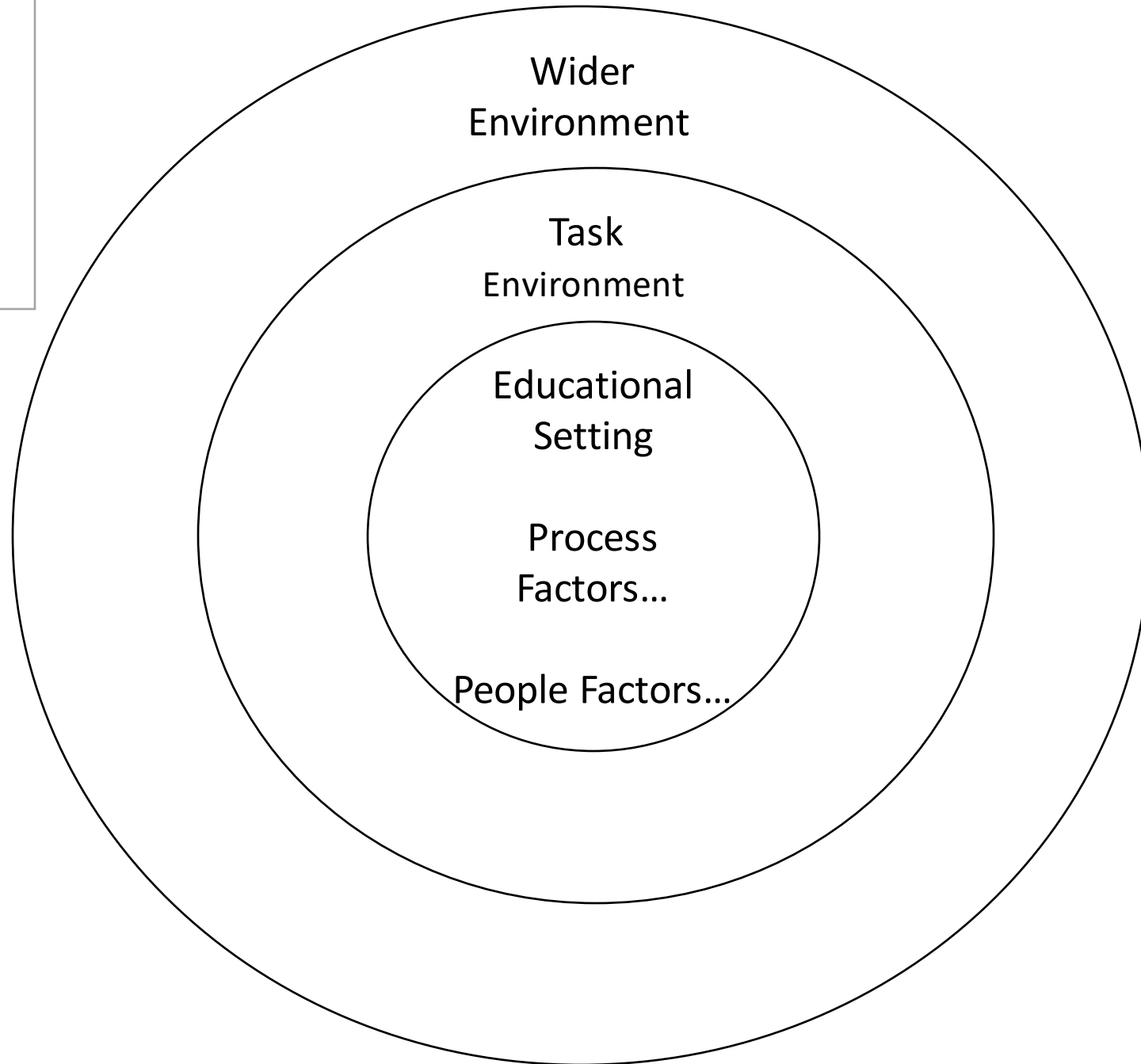
This Way to Organisational Change



Organisational Change

A move from being in one organisational state to being in another state.

Triggers for Change



System Change

- What do we mean by 'system' in an educational context? Examples?
- The work of Michael Fullan (directed study task)
- Fullan identifies 3 critical areas in relation to educational change:
 1. Create great leaders
 2. Stop boring students
 3. Drive change from the middle out
- Fullan's website is particularly helpful
<https://michaelfullan.ca/>

Changing the System, Changing Leadership

- Individuals can initiate change but cannot sustain it alone – the **collective** does
- Moves leadership away from single leadership styles towards a model which is collaborative or '**distributed**'
- Change must be holistic, **systemic** and utilise multi-dimensional approaches

Morrison, 2013



Distributed Leadership

- “Moving away from a formal to a more collegial style, a dominant theoretical model to emerge in the early years of the twenty-first century has been distributed leadership. This has shifted us away from a more informal, voluntary interaction (driven by the formal leaders) towards a model with ‘a focus on collective, rather than singular, leadership’ (Bush 2011, 202).”

Morrison, 2013



Does it work ?

- Critics have argued that...
 - There is a lack of credible evidence to support this model
 - It favours a neoliberal approach to making education work force friendly (Hartley, 2010)
 - There is little evidence that it has any impact on or improves student learning compared to any other leadership method (Morrison, 2013)

Seven strong claims about successful school leadership

- School leadership is second only to classroom teaching as an influence on pupil learning.
- Almost all successful leaders draw on the same repertoire of basic leadership practices.
- The ways in which leaders apply these basic leadership practices, not the practices themselves, demonstrate responsiveness to, rather than dictation by, the contexts in which they work.

Seven strong claims about successful school leadership

- School leaders improve teaching and learning indirectly and most powerfully through **their influence** on staff motivation, commitment and working conditions.
- School leadership has a greater influence on schools and students when it is **widely distributed**.
- Some **patterns of distribution** are more effective than others.
- A small handful of personal traits explains a high proportion of the variation in leadership effectiveness.

Leithwood et al, 2008

The only person who likes
change is a wet baby.

Attributed to Mark Twain



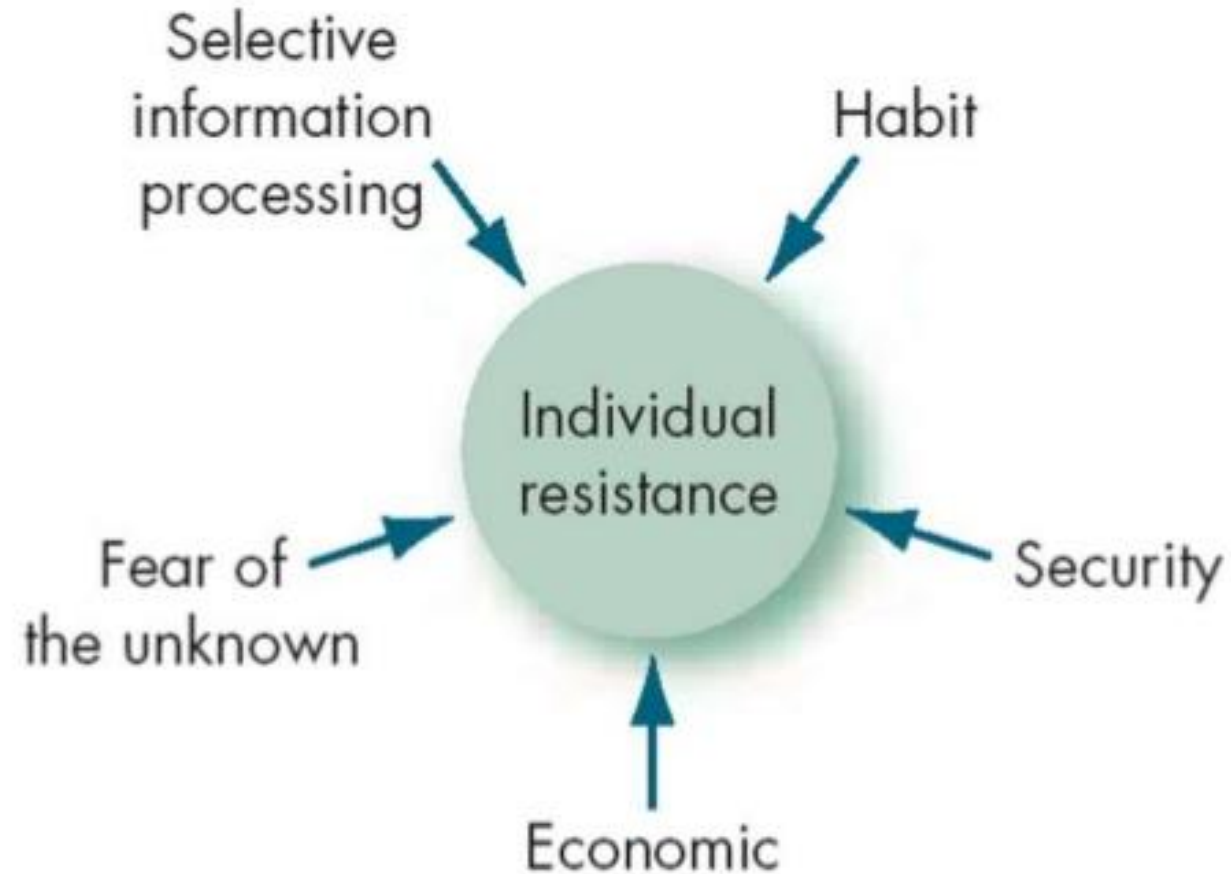
A change is as good as a rest... right?

- Resistance to change:



Hoy and Brown, 2012

Individual resistance



Reflection on change

- What might be the resistance factors to the following change examples?
 1. Two colleges are to merge and there is a threat of redundancies
 2. Introduction of a new curriculum i.e. Curriculum for Wales
 3. Merger of 3 small rural primary schools
 4. A school is to become an academy

Tactic	Most appropriately used where	Advantages	Disadvantages
Education and/or communication	Resistance is based on a lack of information or inaccurate information and analysis	Once persuaded, people will often help with the implementation of the change	Can be very time-consuming if large numbers of people are involved
Participation	Initiators do not have all the information needed to design the change and where others have considerable power to resist	People who participate are usually more committed to implementing change. Any relevant information that participants have will be integrated into the change plan	Can be very time-consuming Participants can design an inappropriate change
Facilitation and support	People resist because of adjustment problems that are involved	No other tactic works as well where there are adjustment problems	Can be time-consuming, expensive and still fail
Negotiation	Someone or some group will clearly lose out in a change and where they have considerable power to resist	Sometimes a relatively easy way to avoid major resistance	Can be too expensive in many cases Can trigger other groups to negotiate
Co-optation	There is a specific situation in which other tactics are too expensive or infeasible	Can help generate support for implementing a change, but less so than participation	Can create problems if people recognise the co-optation
Manipulation	Other tactics will not work, or are too expensive	Can be a relatively quick and inexpensive solution to resistance	Initiators are likely to lose some of their credibility and this can lead to future problems
Coercion	Speed is essential and change initiators possess considerable power	Speed can sometimes overcome a great deal of resistance	Risky: can leave people angry with the initiators

Adapted from Kotter
et al (1995)

Tactics for Change



Return to your earlier scenario.

- How could Kotter's tactics for change be used in that example?
- Consider the benefits/drawbacks of each approach.

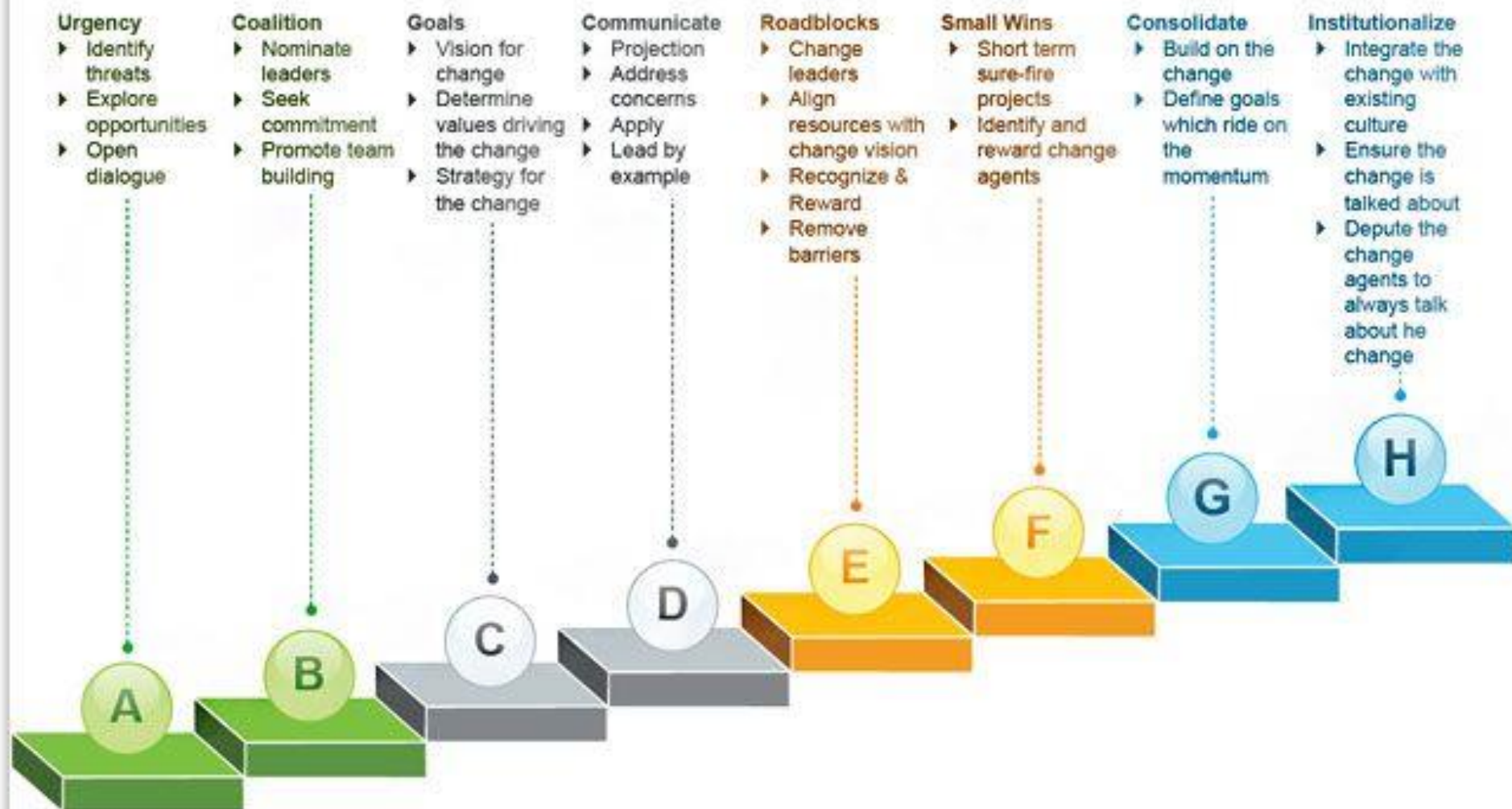
Four Models of Change from LaMT

- Kotter's 8-Step Change Model
- Systems Model of Change
- Lewin's Force Field Model
- Action Research

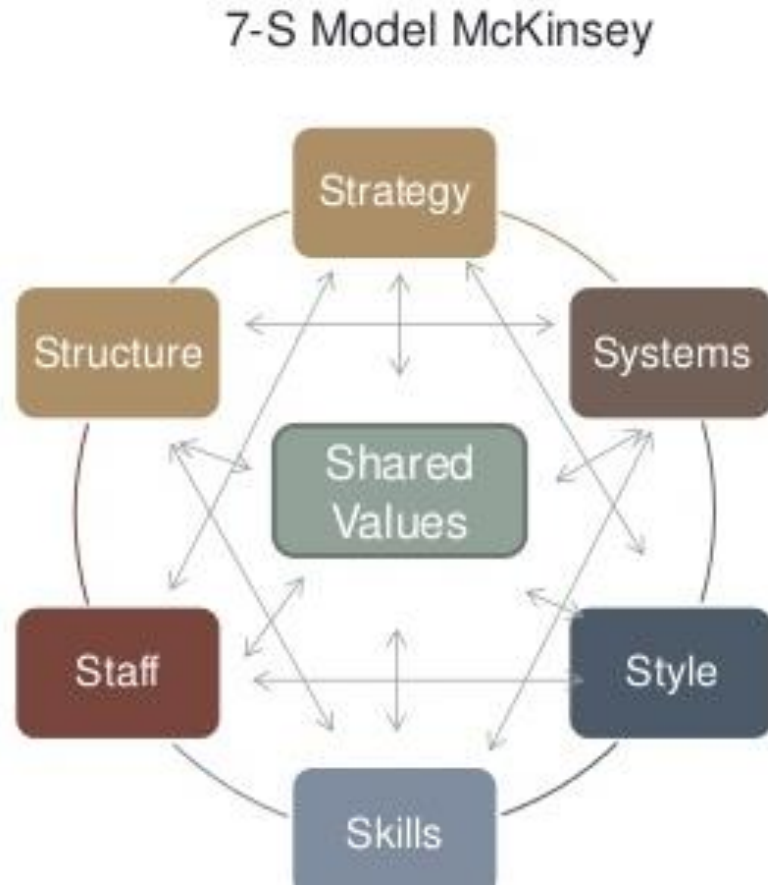
In groups research and feedback on one of the above. Note down the key points and consider how helpful this may be for understanding educational change



Kotter's 8-Step Change Model

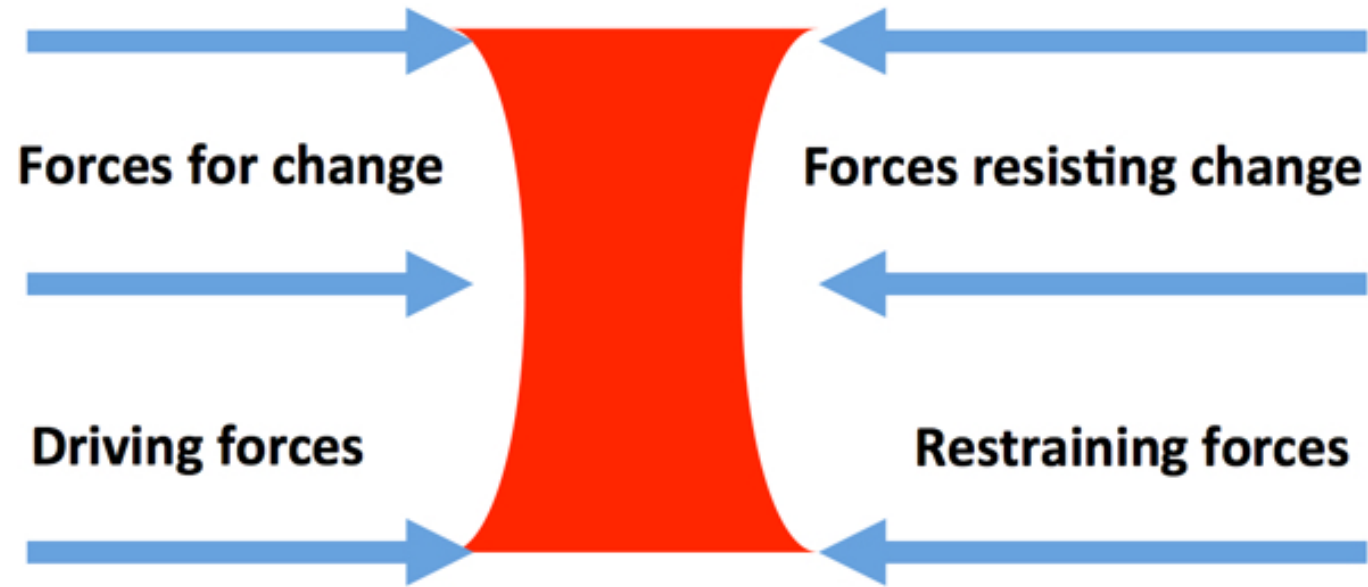


Systems Model of Change



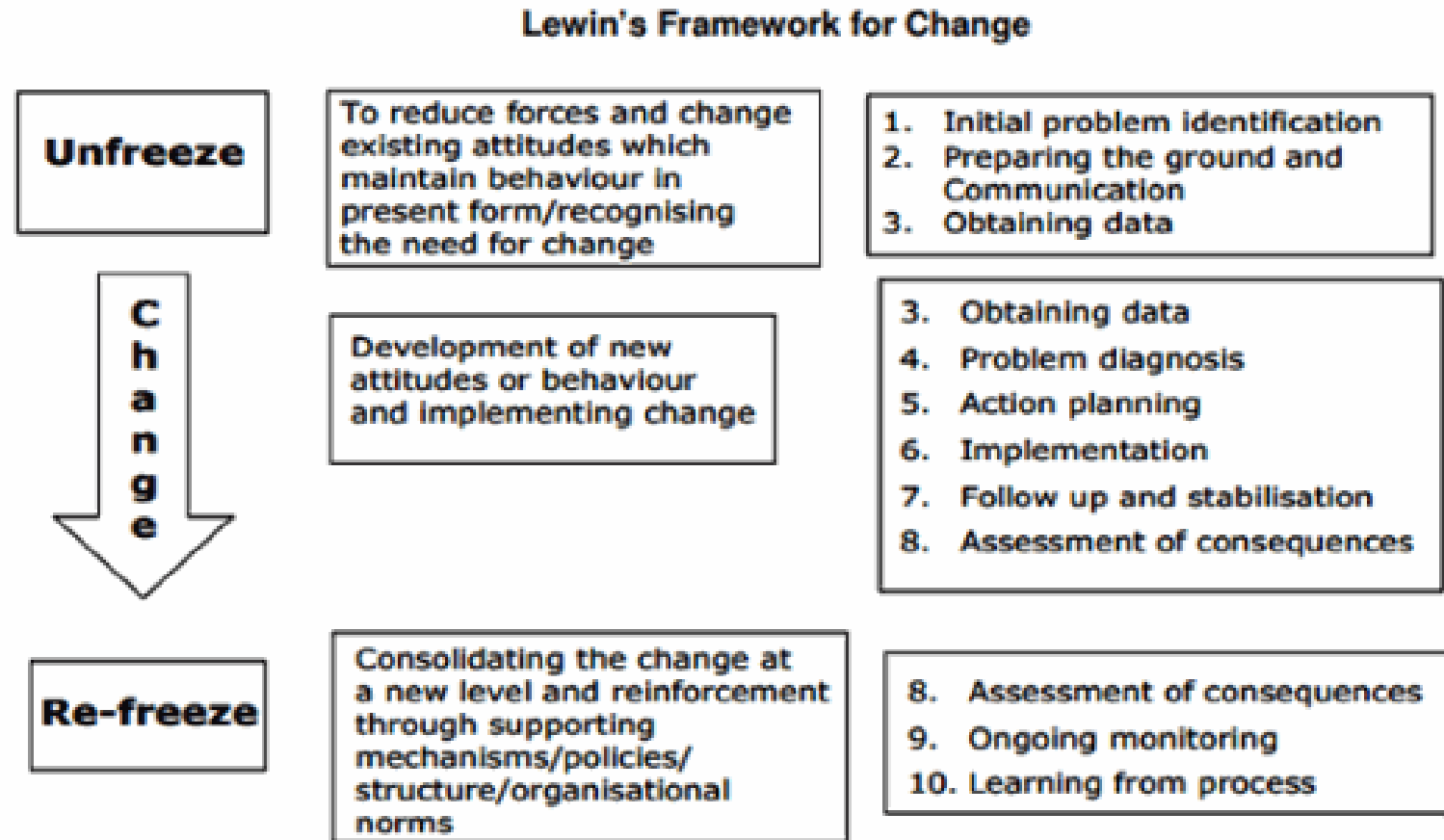
- An organisation is treated as a set of interacting variables, which all need to change together.
- Recognises interdependencies – if you change one are then you need to readjust others to restore balance and compatibility.

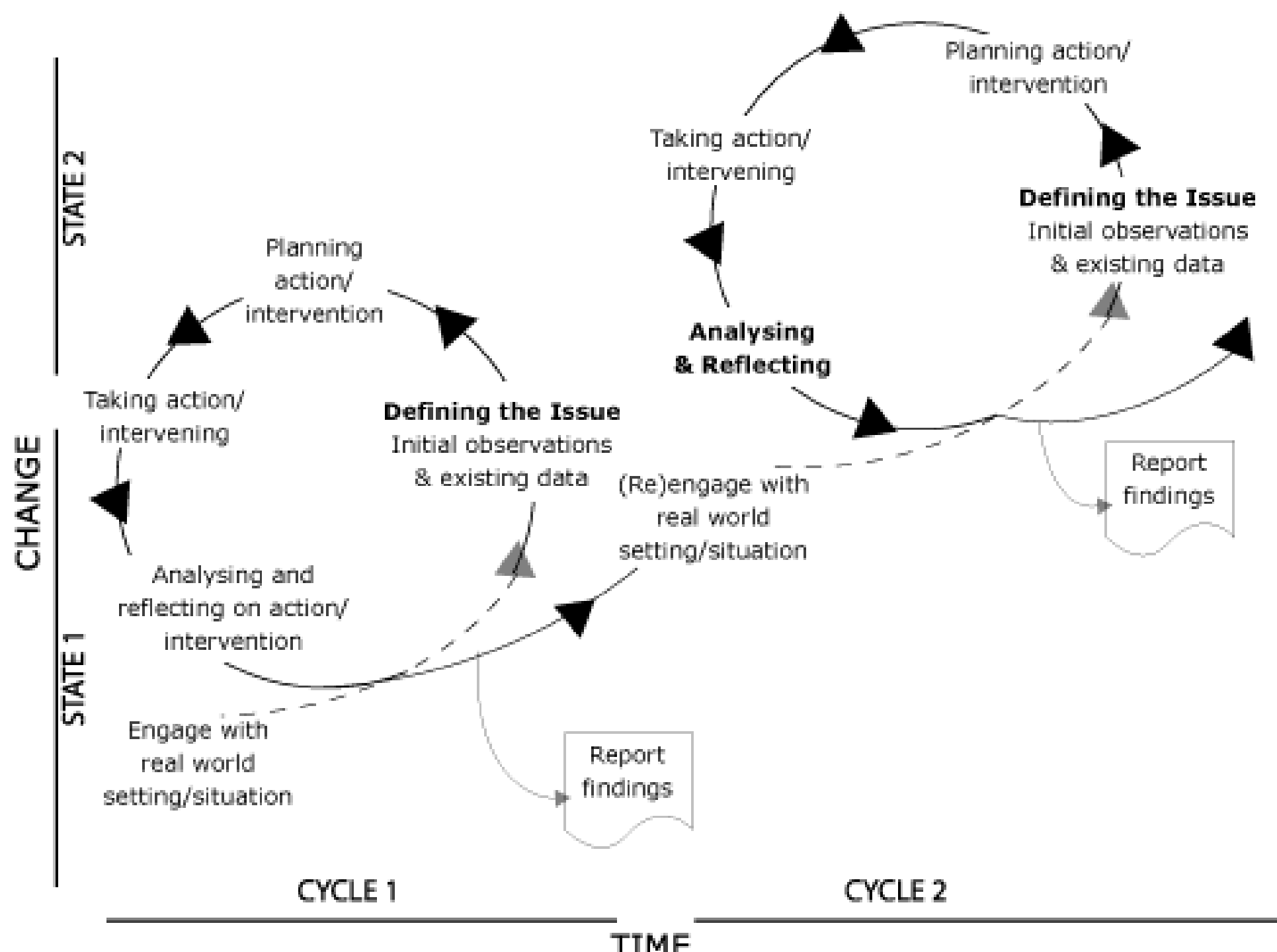
Lewin's Force Field Model



Disequilibrium

- Increase the strength of the forces pushing for change
- Reducing the strength of the restraining forces
- Changing the direction of a force so that a restraint becomes a push factor





Action
Research for
Change

Reference list/Further reading

- Changing Minds (N.D.) *Lewin's Freeze Phases*, Available at: http://changingminds.org/disciplines/change_management/lewin_change/lewin_change.htm (Accessed 19/9/17).
- Kotter, J. (2012) *Leading Change*, USA: Harvard Business Review Press.
- Leithwood, K., Harris, A., Hopkins, D. (2008) 'Seven strong claims about successful school leadership', *School Leadership and Management*, Vol. 28, No. 1, February 2008, pp. 27-42.
- Morrison, A. (2013) 'Educational leadership and change: structural challenges in the implementation of a shifting paradigm' *School Leadership & Management*, Vol. 33, No. 4, 412-424.