

Biography of Presenters:

Peter Kellett has been working in the Lutheran Sector for more than 10 years. With 18 years' experience as an educator, Peter is currently Director of Information Technology and eLearning at Grace Lutheran College. Peter has worked on special projects for Lutheran Education Queensland specifically in the area of Learning Management Systems. Peter has a pragmatic and realistic approach to change.

Warren Irvine has been working in Lutheran Schools for nearly 20 years. An enthusiastic teacher of Mathematics Warren, has been a Year Level Coordinator, Head of Mathematics and is now Dean of Senior Studies at Grace Lutheran College. Warren is an effective communicator and works well with other school leaders.

Naree Wittwer has been working in Lutheran Schools for over 20 years. Naree has a teaching background covering a diverse area of curriculum including Physical Education, Mathematics and Christian Studies. Naree is currently Assistant to the Principal – Administration at Grace Lutheran College. Naree has a reputation for attention to detail, thorough planning and diplomacy.

Method of Delivery: 45 minute presentation including Discussion, Questions.

Title: Change management; From vision to action

Description of the Issue/Problem to be solved: Principal comes up with lots of ideas, someone has to help implement them!

How the senior leadership team can support the school Principal in achieving significant change ensuring that all stakeholders are consulted, valued and 'on board'.

Why would the audience care about this issue? Schools require more change, more often than in previous times and leadership teams may struggle to effect change successfully.

Challenges exist in building upon the school's culture whilst affecting meaningful change. Maintaining the time honoured principles of Lutheran Education whilst embracing the rapid pace of future change.

Approach used to solve it: Sub-group of leadership team working with middle management (Heads of Department) whilst planning professional development, information /consultation sessions, HODs meeting agendas and key staff meetings to ensure the integrity of the project is maintained.

Possible results or outcomes of the approach: Successful, meaningful change, owned and implemented by all.

How this workshop links to the conference theme: All of the following:

- What contemporary educational movements need to be engaged, to make Lutheran schooling better?
- What shapes quality education in a Lutheran school?
- What is the role of Lutheran Schools in developing wise citizens of the 21st Century?

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Twitter@PK2000, Team searchable via linkedin.

Change Management



From Vision to Action...



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App Ratings...



- A = What's that?
- B = Starting to think about it
- C = In the throws of leading it
- D = Almost ready to review/progressing nicely
- E = Done and dusted!



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What changes are you mindful of?

- Student Reporting practices
- Structure of the school day
- School Improvement Plan
- Management of Students
- Other?



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Our Story...



Implementing the Aust Curriculum for 2013



[Video](#)



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What were our Principles...



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Key aspects of a 'Taskforce'

1. Qualities/Attributes of Taskforce
2. Efficiencies and Streamlining
3. Levers for Change
4. Building Momentum
5. Monitoring the Progress



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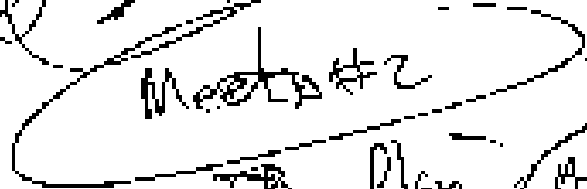
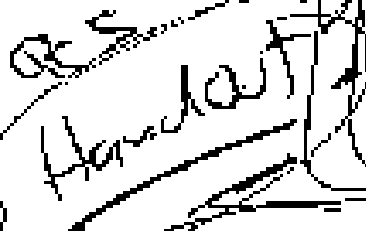
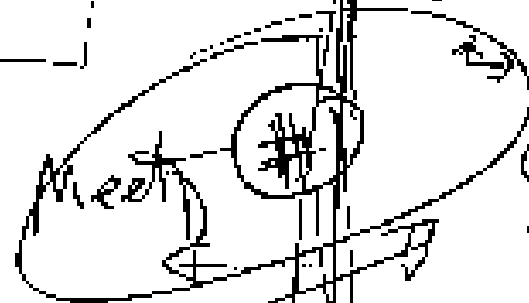
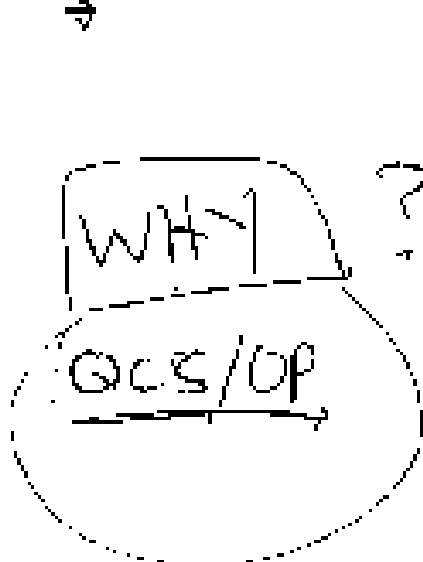
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Plan Term / Launch

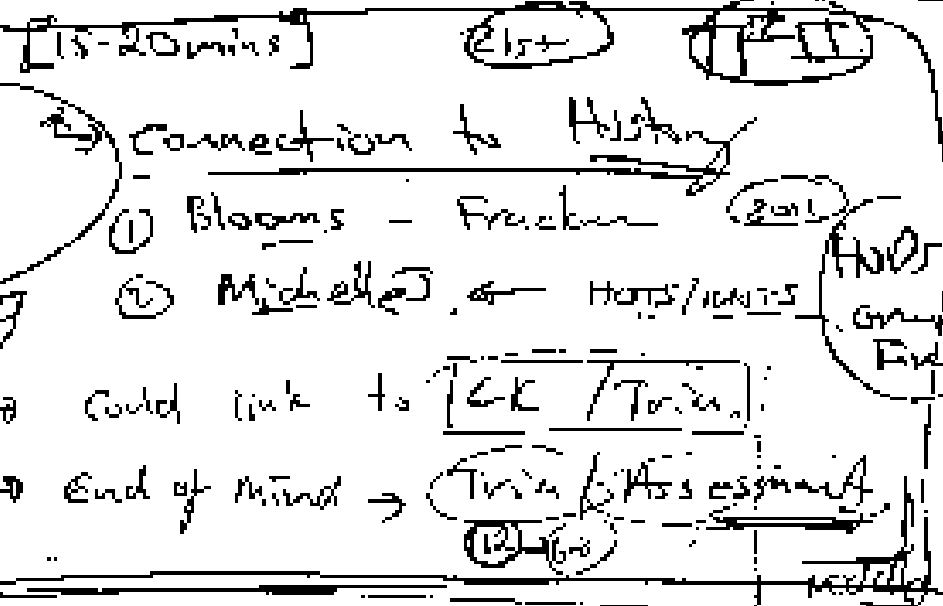
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with HODs Mon

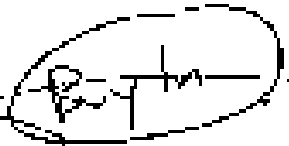
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Plan



- #1 HODS issues
- #2 OP results
- #3 Budget RMC



All stop on Wednesday

23rd

10:50 12:50

Staggered → All
→ HOD



Bombard

Write examples



Pre-sh...

Key aspects of a 'Taskforce'

1. Qualities/Attributes of Taskforce
2. Efficiencies and Streamlining
3. Levers for Change
4. Building Momentum
5. Monitoring the Progress



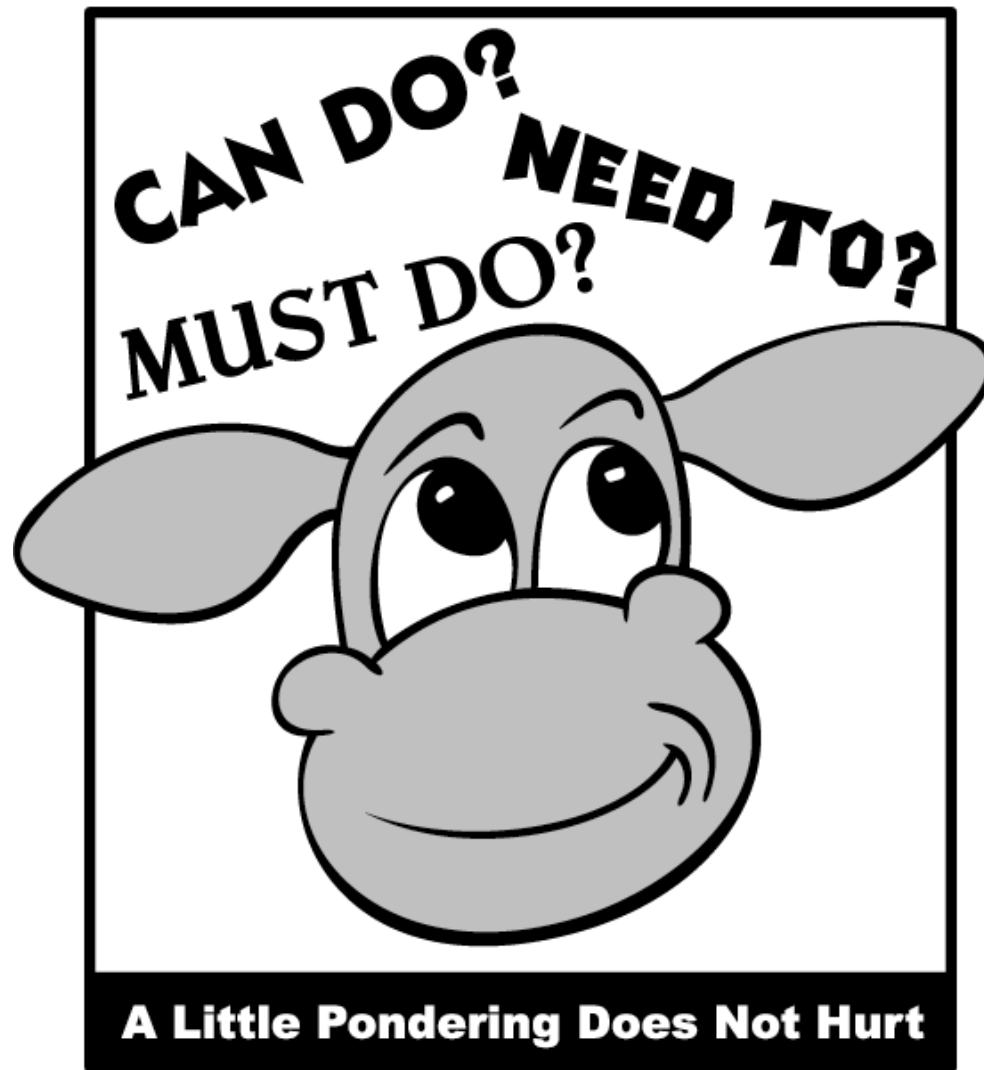
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The BIG question...



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What are the mandatory aspects...



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Communication with staff...



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How is the curriculum covered...



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Structures and Options...



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School Day Structure...



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Taskforce Qualities and Attributes...



[Video](#)



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What are the Taskforce Efficiencies...



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Levers for change...



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Factors of Complex Change...



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Considerations in your context...



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Think about a recent change in your schools that did not go quite to plan....

- A = confusion
- B = anxiety
- C = resistance
- D = frustration
- E = being on a treadmill



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Factors in Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	'Change'
		Skills	+	Incentives	+	Resources	+	Action Plan	=	'Confusion'
Vision	+			Incentives	+	Resources	+	Action Plan	=	'Anxiety'
Vision	+	Skills	+			Resources	+	Action Plan	=	'Resistance'
Vision	+	Skills	+	Incentives	+			Action Plan	=	'Frustration'
Vision	+	Skills	+	Incentives	+	Resources			=	'Treadmill'



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ACLE Workshop: Change management – from vision to action **Script (WI, PK, NW)**

Opening and Outline for the Session (NW)

- Welcome!
- NW, WI – seen on website clip when looking to select electives!
- PK – on LSL last term, but here today!
- Quick show of hands from our attendees
 - o Eastern state attendees (Qld, NSW, Vic, Tas); Central (SA, NT); West (WA); Overseas
 - o P – 12 schools; Secondary; Primary; Neither
- Outline for the session
 - o Changes in schools (interactive opportunity) NW;
 - o Share one of our GLC stories in managing change WI;
 - o Analysis of our story to emphasise factors for effective change PK;
 - o If time, reflections for your own context
 - o A taskforce is a good idea in change management processes.

A: What changes are attendees mindful of? (Scene setting – interaction opportunities) 10 mins (NW)

App time!

- A = What's that?
- B = Starting to think about it
- C = In the throws of leading it
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1. Australian Curriculum (at least Phase 1 subject considerations)
2. A classroom pedagogical focus (i.e. Dimensions of Learning, Habits of Mind, Thinking Hats...)
3. National Professional Standards for Teachers (familiarity), Annual Appraisal
4. Management of ICT Resources i.e. BYOD programmes

Other changes...

- Reporting to parents
- Structure of the school day, lesson lengths, start/finish times
- School Improvement Plan
- School uniform
- Dealing with student matters i.e. Cyber bullying
- Others?

Hand over to WI to share one of our change management stories...

B: Our Example - Implementing the Australian Curriculum for 2013 10 mins (WI)

C: Analysis of the Process / Recommendations for Managing Change 10 mins (PK)

D: Considerations for own change management process

10 mins

What might you consider adjusting or trying (from what you've heard this session) to effect a change in your school?

Factors in Managing Complex Change

Vision	+	Skills	+	Incentives	+	Resources	+	Action Plan	=	' Change'
		Skills	+	Incentives	+	Resources	+	Action Plan	=	' Confusion'
Vision	+			Incentives	+	Resources	+	Action Plan	=	' Anxiety'
Vision	+	Skills	+			Resources	+	Action Plan	=	' Resistance'
Vision	+	Skills	+	Incentives	+			Action Plan	=	' Frustration'
Vision	+	Skills	+	Incentives	+	Resources			=	' Treadmill'

Adapted from Ambrose, D. (1987). *Managing Complex Change*. Pittsburgh, Pa.: The Enterprise Group, Ltd.

Third Session – ACLE Presentation – Peter Kellett

Analysis of the Process / Recommendations for Managing Change

1. Qualities/Attributes of Taskforce team members (attributes)

(WI – speaker, enthusiastic, motivator; PK – sounding board, critical reviewer; NW – logistics, timing, planner, resource). This team were not the decision makers but the facilitators of coordinating change appropriate to our needs/content.

Consider your taskforce team – look at an appropriate number of members. Our team has qualities that worked in our content but there is obviously no hard and fast rule to this.

- One member was largely our speaker, motivator and enthusiast. This person spoke to items at meeting and was key in ensuring that the ideas, visions and recommendation of the task force were clearly articulated.
- Another member was more active in critically reviewing the direction of the ideas of the taskforce relevant to context. This person also acted as the chair of meeting to keep everyone on task and ensured that all agenda items were appropriately cover – and we didn't get bogged down.
- The third member was meticulous about detail and planning. Ideas on the tabled needed to be logistically possible otherwise these was not point in discussing them. This person also assisted greatly in time and resource management in both staff and planning meetings.

2. Efficiencies (efficiency)

Why did Grace find the Taskforce method gave this ACARA change process efficiencies in our content. Strategic Management of the process via purposeful management of groups, meetings, avoiding duplication and streamlining.

- The Taskforce was able to be strategic about how we approached problems and presented possible frameworks to **smaller 'expert' groups** of staff. This made sure specialist staff or key stake holders got a chance to feed in to the planning process managed by the taskforce. (ie the mandating of History/Science in Year 10 required us to consult with Learning Support re the change)
- The Taskforce was able to **mange meetings** with real purpose and somewhat control the pace of the discussion – but not so as to stifle real and necessary debate.
- The Taskforce was able to **minimise duplication** in both planning for change and avoid the 'three headed monster' problem. We has one change management process and everyone was guided by a common process.
- The Taskforce was able to **streamline the process**, basically due to the efficiencies of the efficiencies noted on the three points above.

3. Levers for change

What are your levers for change?

Have you decided in your head from NW earlier question which area of change you think that your school may need to address in the near future? Was it Australian Curriculum, National Professional Standards for Teachers, Student Reporting practices, Structure of the School Day, Federal Govts Better Schools, Management of Resources (ie Technology), Management of Students – or something unique to your environment?

What do you think will be the factors that the staff see as the 'reason for all the fuss'

Are HODS on board, if not how do you encourage 'buy in'?

The Concept of the 80/20 idea (The 20% sharpest pencils, can lift 80% of the rest)

Look out for blunt pencils – or even erasers! How recognise the early adopters (the tip)?, yet ensuring that you still make use most of the pencils in the pack.

4. Building and Maintaining Momentum (until the change has taken root)– this is probably one of the hardest area, the "20 Mile March"

Continuation of the communicating with staff

Developing and Recognizing Milestone – communicate these

Review – when and how

Remember: Taskforces don't make change – the facilitate it!! In fact when taskforces are working well they should be seen to help guide the decisions and consultations – not to make decisions. This requires discipline from the members of the Taskforce.

5. Monitoring the Factors in making complex change (Vision, Skills, Incentive, Resources, Action Plan to enable change or will strike feelings of Confusion, Anxiety, Resistance, Frustration, Treadmill) (factors)

App time / or share sheet...

Consider an attempted change that did not progress smoothly in your school. What were the overriding feelings experienced?

A = confusion

B = anxiety

C = resistance

D = frustration

E = being on a treadmill

D: Considerations for own change management process (considerations)

Closing questions (Y/N or multiple choice)? Could be in groups, may be topic related depending on numbers in.