

# How Good is Your School's Leadership of Change?

(Part 2)



An audit tool for school leaders to support  
Implementing Change and Improvement

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## Leadership of Change

Leadership of change is one of the biggest challenges facing school leaders today. Although change creates opportunities to improve the education of children and young people, change that is not planned properly can result in diminished outcomes, failure to achieve goals, and even resistance by staff and learners.

Quality Indicator 1.3 (How Good is our School 4) highlights the importance of effective strategic planning for continuous improvement. *'Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners.'* HGIOS4

Part 2 of this series on Leadership of Change considers key features of effective implementation of change and improvement.

### Effective Change Management

Three key features underpin effective implementation of change and improvement:

- 1 Systematic approaches to change management
- 2 Assessing the impact of change
- 3 Increasing the school's capacity for improvement

#### 1 Systematic Approaches to Change Management

*Key Features:* Senior school leaders adopt systematic approaches to change management. This includes, for example:

- Collaborating with staff, learners, parents and the wider community in determining the improvement agenda.
- Ensuring that the school community is fully aware of the need for change and demonstrating how this can lead to improvement.
- Ensuring that all staff are engaged in, and committed to, change.
- Addressing concerns and resistance to change in a positive and supportive way.
- Building effective staff teams by selecting a mix of skills, knowledge and commitment.
- Establishing and sharing a clear plan for improvement (SIP), which shows how key priorities will be implemented.
- Identifying short-term goals, targets and timelines, and setting clear expectations.
- Selecting appropriate approaches and methodologies to facilitate change.
- Getting things moving and removing roadblocks to implementing change.
- Ensuring that staff have the knowledge, skills and resources required to implement change.
- Providing regular feedback to staff on the impact and effectiveness of their work.
- Ensuring that effective systems are in place for monitoring and evaluating change.

## 2 Assessing the Impact of Change

*Key Features:* Effective systems are in place to monitor and evaluate the impact of change.

- All staff are involved in monitoring and evaluating the impact of change.
- The school/department improvement plan shows how progress in each priority area will be measured.
- The school/department improvement plan specifies targets and success criteria for each improvement priority.
- Leaders at all levels monitor and report progress made towards improvement targets.
- Action is taken to address any problems or barriers which impact of progress towards improvement targets.
- A range of data and information is used to assess the impact of change, eg attainment data, lesson observations, stakeholder surveys.
- Progress towards meeting improvement targets is highlighted and assessed on a regular basis.
- Staff at all levels use self-evaluation tools to assess progress and impact, eg quality indicators, benchmarks, surveys, data analysis.
- The school/department reports on the impact of change in an annual standards and quality report.
- The school evaluates and documents risks to effective progress and impact.

## 3 Increasing the School's Capacity for Improvement

*Key Features:* The school takes action to increase its capacity for change and improvement.

- Senior leaders in the school community encourage innovation and creativity.
- Senior leaders encourage staff to think differently and initiate change.
- Senior leaders create opportunities for staff to take on leadership roles.
- There is a planned programme of individual and collective professional learning to support school improvement.
- Staff are meaningfully involved in whole school self-evaluation and in decisions about change.
- Practitioners continually reflect on their practice and evaluate the impact of their teaching.
- Practitioners have systematic opportunities to review and refresh their pedagogical practice.
- Practitioner enquiry is integral to the thinking and practice of staff.
- Staff to contribute to the development of others through coaching, mentoring and networking.
- Time is protected for professional dialogue, collegiate learning and self-evaluation.
- Staff contribute to cross-sector working at cluster, local authority and national levels.

## Evaluating the Quality of Strategic Planning

The following chart shows an audit for evaluating how well your school's implements change and improvement. The full audit of QI 1.3 Leadership of Change can be accessed online.

Use the *Impact* online quality improvement tool to complete the traffic lighting exercise and record strengths and weaknesses. [www.hashtag-learning.co.uk](http://www.hashtag-learning.co.uk)

### Theme 3: Implementing improvement and change

#### Systematic approaches to change management

Collaborating with staff, learners, parents and the wider community in determining the improvement agenda.	
Ensuring that the school community is fully aware of the need for change and demonstrating how this can lead to improvement.	
Ensuring that all staff are engaged in, and committed to, change.	
Addressing concerns and resistance to change in a positive and supportive way.	
Building effective staff teams by selecting a mix of skills, knowledge and commitment.	
Establishing and sharing a clear plan for improvement (SIP), which shows how key priorities will be implemented.	
Identifying short-term goals, targets and timelines, and setting clear expectations.	
Selecting appropriate approaches and methodologies to facilitate change.	
Getting things moving and removing roadblocks to implementing change.	
Ensuring that staff have the knowledge, skills and resources required to implement change.	
Providing regular feedback to staff on the impact and effectiveness of their work.	
Ensuring that effective systems are in place for monitoring and evaluating change.	

#### Assessing the impact of change

All staff are involved in monitoring and evaluating the impact of change.	
The school/department improvement plan shows how progress in each priority area will be measured.	
The school/department improvement plan specifies targets and success criteria for each improvement priority.	
Leaders at all levels monitor and report progress made towards improvement targets.	
Action is taken to address any problems or barriers which impact of progress towards improvement targets.	
A range of data and information is used to assess the impact of change, eg attainment data, lesson observations, stakeholder surveys.	
Progress towards meeting improvement targets is highlighted and assessed on a regular basis.	
Staff at all levels use self-evaluation tools to assess progress and impact, eg quality indicators, benchmarks, surveys, data analysis.	
The school/department reports on the impact of change in an annual standards and quality report.	
The school evaluates and documents risks to effective progress and impact.	

#### Increasing the capacity for improvement

Senior leaders in the school community encourage innovation and creativity.	
Senior leaders encourage staff to think differently and initiate change.	
Senior leaders create opportunities for staff to take on leadership roles.	
There is a planned programme of individual and collective professional learning to support school improvement.	
Staff are meaningfully involved in whole school self-evaluation and in decisions about change.	
Practitioners continually reflect on their practice and evaluate the impact of their teaching.	
Practitioners have systematic opportunities to review and refresh their pedagogical practice.	
Practitioner enquiry is integral to the thinking and practice of staff.	
Staff to contribute to the development of others through coaching, mentoring and networking.	
Time is protected for professional dialogue, collegiate learning and self-evaluation.	
Staff contribute to cross-sector working at cluster, local authority and national levels.	