

Engaging in a Change Management Process

Phase	Type		Themes
<input checked="" type="checkbox"/> Early	<input checked="" type="checkbox"/> Strategy	<input checked="" type="checkbox"/> Collaboration & teamwork	<input checked="" type="checkbox"/> Professional development & support
<input type="checkbox"/> Implementation	<input type="checkbox"/> Tool	<input type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> School structures & organisation
<input type="checkbox"/> Consolidation		<input type="checkbox"/> Design affordances	<input type="checkbox"/> Spatial competencies
		<input type="checkbox"/> Design & process	<input type="checkbox"/> Student experience
		<input type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Teacher experience
		<input checked="" type="checkbox"/> Leadership & change	<input type="checkbox"/> Technology
		<input checked="" type="checkbox"/> Pedagogy	<input type="checkbox"/> Time

What does this do?

Engaging in a change management process is a strategy that schools can adopt while transitioning from traditional to innovative learning environment. Change management is an approach to prepare, support, and help individuals, teams, and organisations in making organisational change. There are various change management models/frameworks that have been developed based on research and experience on how to best manage change within a school. These normally involve a sequence of steps or activities that move through the change process from inception to implementation to sustaining the change.

How can it help?

The transition into innovative learning environments, not only involves a shift in individual mindsets but also shifts in the culture of the school. Engaging in a change management process, that comprises principles of effective, sustainable change, in the transition into innovative learning environments has been found to be valuable in facilitating innovative pedagogies in innovative spaces. When the essential elements of a successful transition are in place, school leaders can ensure that educators are well-supported to transition and use innovative learning environments to its full potential.

An example in practice

A school exploring the potential of innovative learning environments held a community meeting to provide information on why the change was being considered, as well as to identify the level of support and potential areas of concern staff may have. Two teachers volunteered to be part of a six-month pilot using two learning spaces joined by a sliding door. The volunteers were assisted by a steering committee who provided support for the pilot and analysed data related to student wellbeing and achievement. The steering committee recommended that the school proceed with more widespread adoption of innovative learning environments and an implementation plan was developed. Before and during implementation, educators worked in teams to identify their professional learning needs and, for the first two terms of the implementation, staff meetings were dedicated to identifying challenges related to the new innovative learning environments, problem-solving those challenges, and supporting staff to be successful in the new learning spaces. Following initial implementation, the steering committee continued to analyse data and make recommendations to the school leadership team.

Where can I find this?¹

Mark Osborne’s framework for change leadership in education is available for download via https://figshare.com/articles/Change_Leadership_Framework_v3/12177192

For more information about change management in the education context, download New Zealand’s Post Primary Teachers’ Association/Te Wehengarua (PPTA) toolkit via <https://www.ppta.org.nz/publication-library/education-change-management-toolkit/>

[Correct as at 05 May 2020]

1. All Spatial Transition Pathway ‘Strategies and Tools’ are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

