

# National Remodelling Team (NRT)

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Remodelling Resources

**Preparing for Remodelling**

V6.0 31.03.04



# Preparing for remodelling – contents

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## The context for change

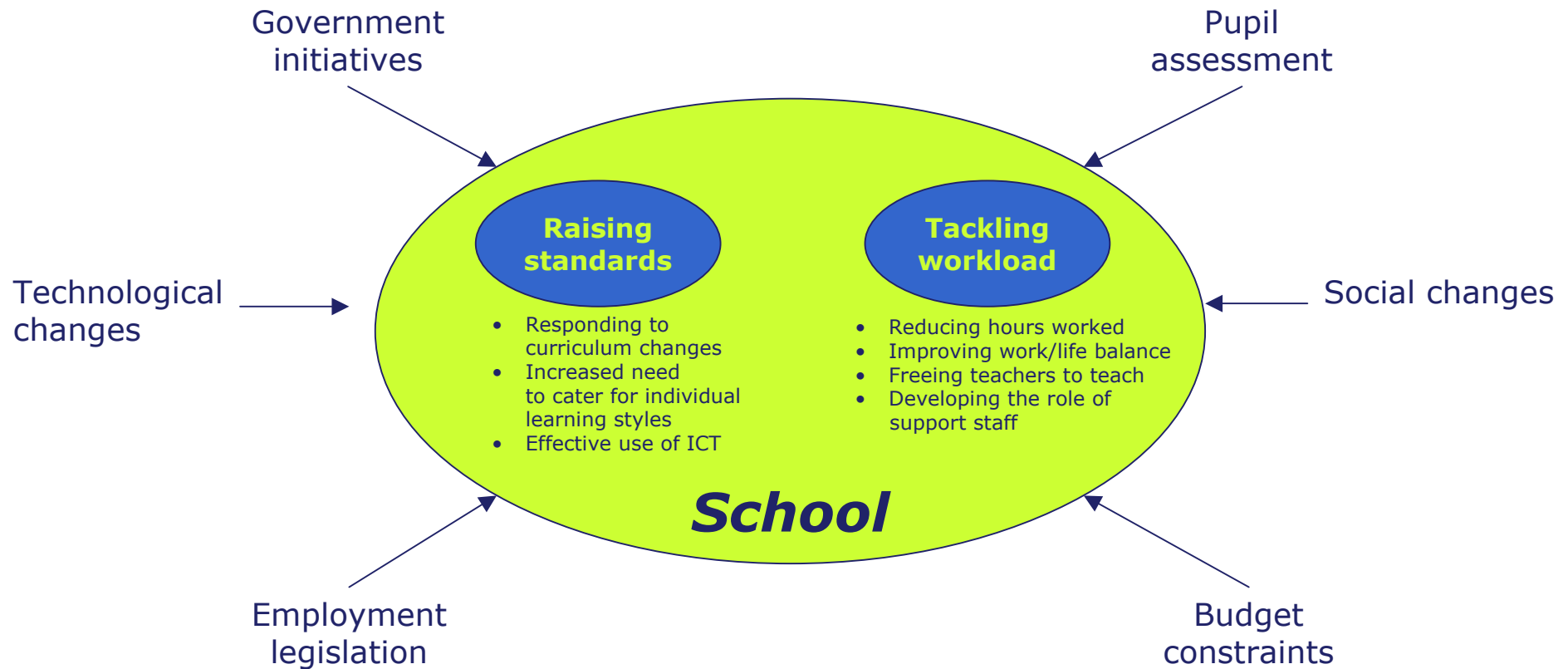
What is remodelling?

How does the NRT fit into this?

LEA remodelling roles

# There are a number of significant pressures that are driving change

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# Symptoms of above!

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- Retention issues – workload is the major reason cited for leaving
- Recruitment issues – hard to make the profession attractive
- Over 30% of teacher's working week spent on non-teaching activities
- Teachers are retiring faster – nearly 50% will reach 60 over the next 15 years
- Need for development of professional support staff

***As a consequence, there is a significant opportunity for schools to improve the working conditions for the whole staff, be more effective and ensure standards continue to improve***

# A considerable amount of attention has been given to these issues over the past two years

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- November 2001: "Professionalism and Trust" published
- December 2001: PricewaterhouseCoopers' Report published
- December 2001: Both documents remitted from Secretary of State to School Teachers' Review Body re workload
- January 2001: School Workforce Remodelling Working Party set up
- May 2002: School Teachers' Review Body report
- September 2002: Workforce Agreement negotiations started
- September 2002: Transforming the School Workforce Pathfinder begins
- October 2002: "Time for Standards" published
- January 2003: "Raising Standards and Tackling Workload: National Agreement" signed
- April 2003: Consultation begins on National Agreement delivery
- April 2003: National Remodelling Team established
- September 2003: "Every child matters" Green Paper

***In the main, these documents can be accessed from the DfES website [www.teachernet.gov.uk/remodelling](http://www.teachernet.gov.uk/remodelling)***



# Reform of the use of teachers' time has already started – National Agreement signed 15 Jan 2003

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## September 2003:

Administrative and clerical work – the “24 tasks”  
Work/life balance  
Leadership and management time

## September 2004:

Limit on cover for absent teachers (initially 38 hours/year)

## September 2005:

10% guaranteed time for Planning, Preparation and Assessment (PPA)  
Dedicated headship time  
Exam invigilation

***Implementation of the National Agreement is being overseen by WAMG – the Workforce Agreement Monitoring Group – consisting of representatives of all the signatories***



department for  
**education and skills**  
creating opportunity, releasing potential, achieving excellence



# 2003 changes

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## Clerical/administrative tasks

- 1 Collecting money
- 2 Chasing absences
- 3 Bulk photocopying
- 4 Copy typing
- 5 Producing standard letters
- 6 Producing class lists
- 7 Record keeping and filing
- 8 Classroom display
- 9 Analysing attendance figures
- 10 Processing examination results
- 11 Collating pupil reports
- 12 Administering work experience
- 13 Administering examinations
- 14 Administering teacher cover
- 15 ICT trouble shooting and minor repairs
- 16 Commissioning new ICT equipment
- 17 Ordering supplies and equipment
- 18 Stocktaking
- 19 Cataloguing, preparing, issuing and maintaining equipment and materials
- 20 Minuting meetings
- 21 Coordinating and submitting bids
- 22 Seeking and giving personnel advice
- 23 Managing pupil data
- 24 Inputting pupil data

# Tackling Bureaucracy

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- The Implementation Review Unit (IRU) is the first ever independent scrutiny unit with a remit to cut red tape and reduce bureaucracy in schools
- The IRU features a panel of experienced, serving practitioners (9 headteachers, 2 senior teachers and 1 bursar) with objectives to:
  - Provide feedback on impact of policies in schools to DfES
  - Challenge existing systems
  - Encourage self-regulation by DfES and central agencies
  - Advise ministers and publish annual report
- Regional/local role of IRU panel members is key:
  - Visiting local schools and using wider networks
  - Focusing also on LEAs and Learning Skills Councils



# Support staff reform

In recent years there has been an increasing focus on:

- Recognition of support staff contribution
- Expansion of support staff roles
- Improved training and career opportunities

Some examples:

## Teaching and learning

- Higher level teaching assistants
- Specialist teacher assistants
- Cover supervisors
- ICT technicians
- D&T technicians
- Learning resource managers

## Behaviour and guidance

- Learning mentors
- Pastoral managers
- Connexions personal advisers
- Counsellors
- House/school liaison officer

## Administration and organisation

- Bursar
- Business manager
- Personnel support
- Teachers personal assistants
- Premises managers
- Departmental administrators
- Faculty officers

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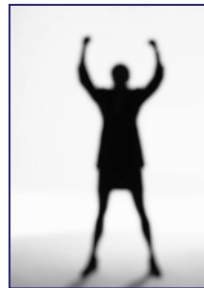
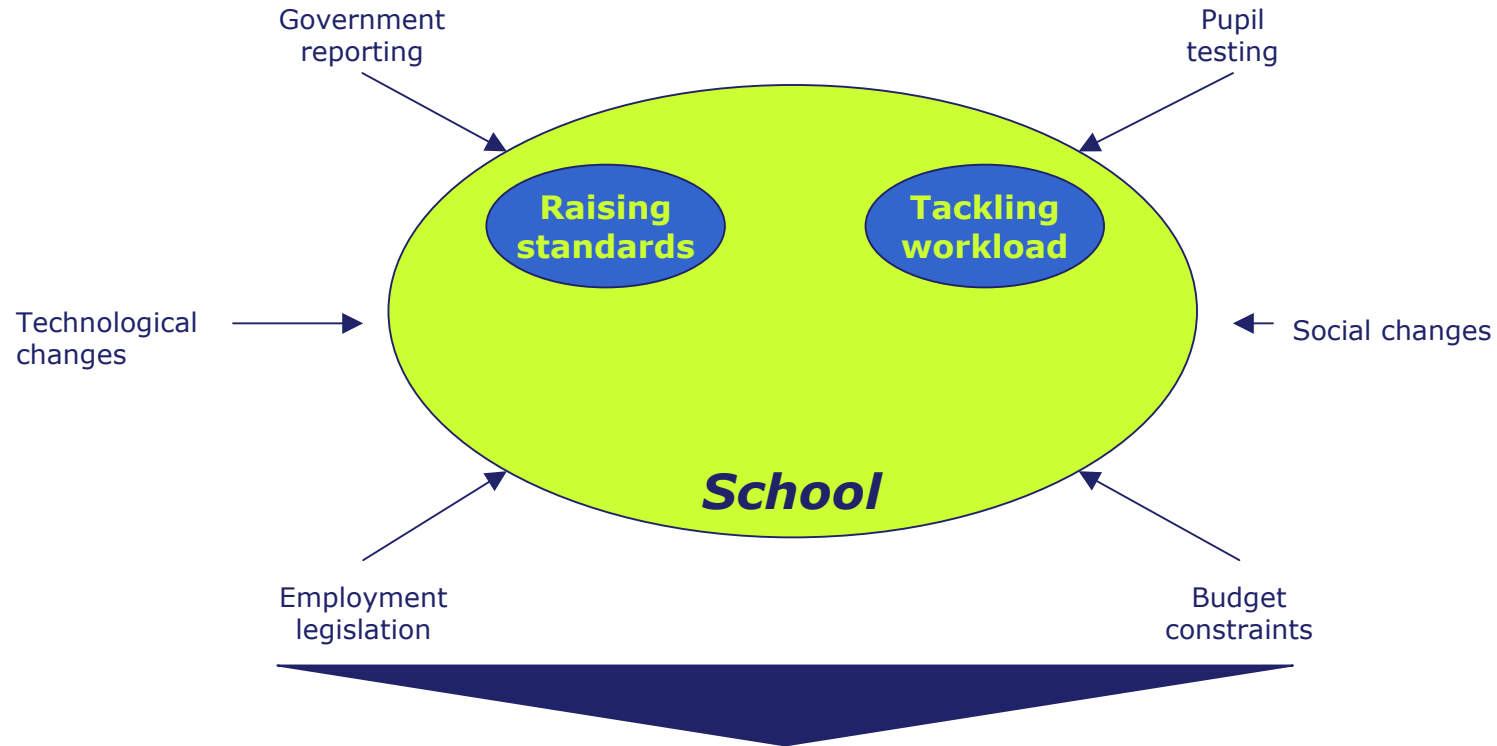
## **What is remodelling?**

How does the NRT fit into this?

LEA remodelling roles

# The need for change

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- 11 -

# Sustainable change driven from within each school is therefore needed to deliver:

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More time for teaching - freeing teachers to teach

More support for teaching and learning

Opportunity to develop better leadership of teaching and learning

***The remodelling agenda will help to deliver this and therefore provide schools with the tools to improve standards***

# What are the objectives of remodelling?

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- Focus teachers' time and energies on teaching and learning
- Re-focus time-consuming, non-teaching activities
- Facilitate the use of new technologies to improve efficiency and effectiveness
- Assist headteachers and school change teams (SCTs) to optimise the use of resources to meet contractual changes
- Learn and share innovative and effective practices within and between schools
- Enable schools to deliver solutions to workload issues appropriate to their individual context and circumstances
- Encourage school leaders to take control of and lead the change agenda appropriate to its situation, taking account of appropriate Government initiatives
- Quicken the pace of the implementation of the National Agreement to raise standards and tackle workload

# Characteristics of a remodelling school - summary

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## What you may see:

- Teaching and learning is the main focus
- There is a change process involving many levels of workforce
- Many levels of the workforce are involved in making decisions
- Tasks and activities are undertaken by the appropriate people within flexible working patterns
- Implementing the National Agreement
- Managing change is a normal part of school life
- Morale amongst the whole workforce is high
- The school shares experiences and learning with other schools
- The work/life balance is acceptable to the whole workforce
- All workforce and stakeholders are aware of the direction of the school

# Where do we get the managed process?

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It is built upon the highly successful Pathfinder pilot school programme

- Pathfinder has engaged the “hearts and minds” in schools by giving them a process that involved the school workforce addressing their individual needs
- The change process was therefore owned by each school
- It is therefore a proven, managed process to help schools address major issues of change

# The process that emerged

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- An individual approach which reflects the situation of every school
- An individual approach which reflects the situation of every LEA
- Partnerships that are based upon collaboration, communication and challenge
- Schools will have a different set of challenges and will find a different set of solutions
- LEAs will have resources to support the remodelling agenda
- The Government trusts schools and LEAs to manage change with a culture of informed professionalism
- To work together to realise the next stage of the national reform

***It is a change process that is owned by and is driven from within each school***



# The change process

← typically the process takes 1<sup>1</sup>/<sub>2</sub> - 2 terms → And on.....



Prescribed/  
Well structured



Schools own and design their  
specific change agendas

# Outcomes from the Pathfinder schools

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Significant positive outcomes including:

- Raised morale
- Fresh, creative ideas
- Common agenda
- Catalyst for whole school change
- More communication/negotiation
- Growth of commitment/trust/respect
- Taking control
- Staff rejuvenation/transformation
- “Can do” philosophy
- Growth of staff confidence
- “Open door” mindset

***“We have started a journey and don’t want to stop”***

*(Source: Pathfinder final school reports.)*



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**How does the NRT fit into this?**

LEA remodelling roles

# So how does the NRT fit into this?

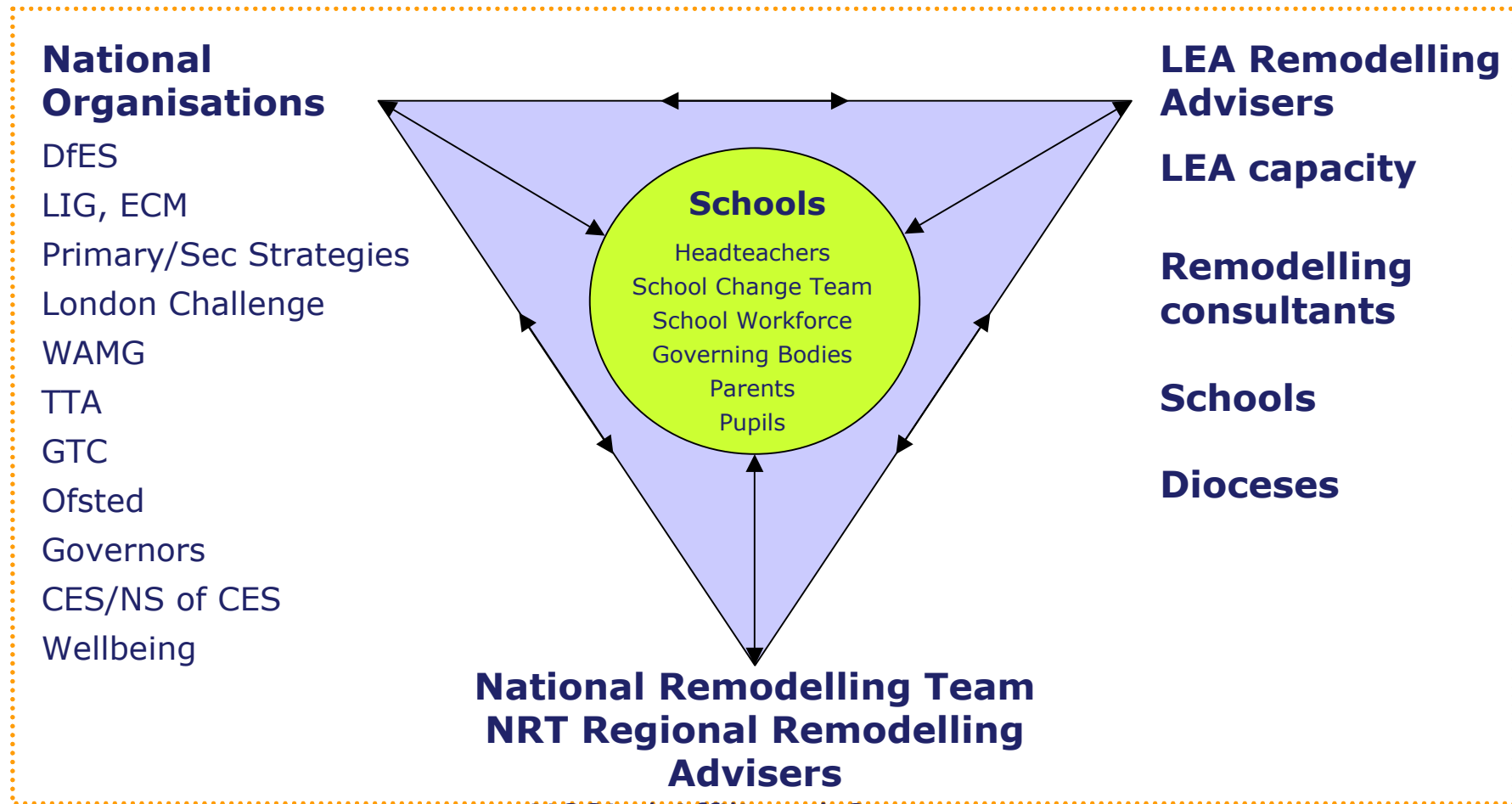
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- The **National Remodelling Team (NRT)** was established in the summer of **2003** with the remit of extending the process and experience of Pathfinder to the nation's schools
- The NRT is **offering schools a robust process for remodelling** and is available to offer advice and guidance to LEAs
- The NRT has also **developed and maintained a website** where schools and LEAs can capture and contribute material and ideas
- The NRT is a combination of educationalists (many ex-teachers and Heads) and business change experts
- Schools will be supported in the process by:
  - LEA remodelling advisers – each LEA has a person dedicated to co-ordinating and managing remodelling activities within their LEA
  - The website maintained by the NRT
  - National organisations including members of WAMG, NCSL, TTA and Ofsted



# Strong support will be available to schools who are remodelling

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NCSL / Affiliated Centres  
 Regional Remodelling Consultants



# The role of the National Remodelling Team is to:

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- Establish a climate of awareness of the need for and commitment to remodelling
- Raise expectations and understanding that remodelling must be done, can be done and yields great benefits to schools that do it
- Work with LEAs and other stakeholders to enable school communities to address and manage change
- Establish a network of support that will provide practical guidance on remodelling for schools
- Encourage school communities to work together in a collaborative manner
- Develop a purposeful and inclusive climate that secures high standards and sustainable growth
- Create a self-directed and supportive change process
- Liaise with the Workforce Agreement Monitoring Group

# The network of support established by the NRT will help schools to:

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- Implement the National Agreement
- Accelerate the remodelling agenda beyond the National Agreement
- Lead and manage change effectively

*... in order that they can:*

- Free teachers to teach
- Focus on core purpose of teaching and learning
- Reduce workload and time spent on inappropriate tasks
- Improve the work/life balance of members of the school staff
- Develop useful collaboration between schools at all levels
- Create new organisational structures and processes
- Develop the role of support staff



# Sources of direct support for schools as they engage in the remodelling agenda

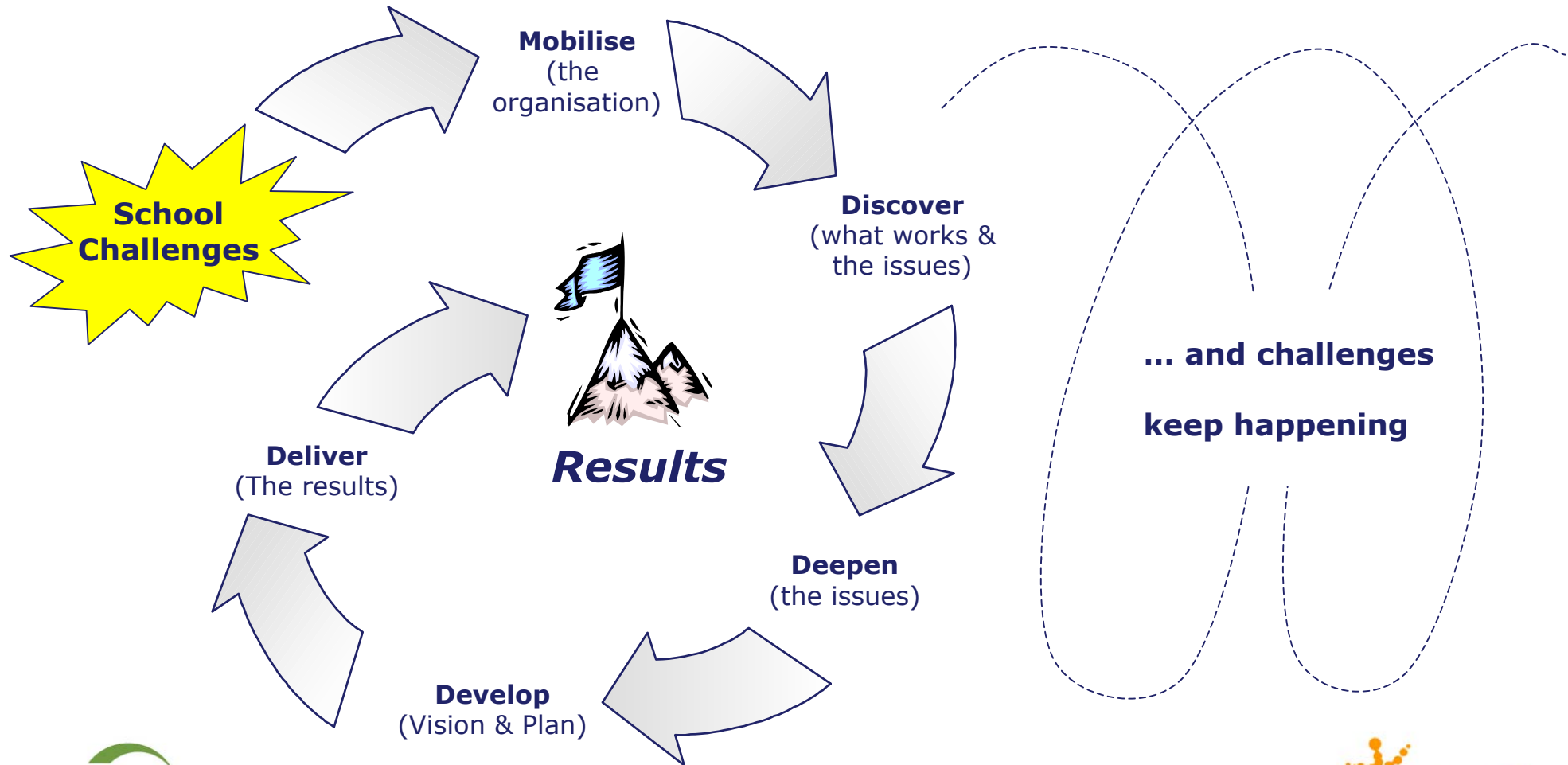
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- **LEA Remodelling Advisers** – LEA advisers who will encourage, co-ordinate and manage remodelling activities within their LEA
- **Remodelling Consultants** – practitioners trained to offer support, advice and guidance 'in the field', who will be deployed by LEAs with support from NCSL Affiliated Centres
- **The NRT Website** at [www.remodelling.org](http://www.remodelling.org) – a dynamic, wide-ranging online resource for anyone involved in remodelling activity
- **Regional Events** for schools, facilitated by LEAs, to support networks, exchange information/ideas and provide skills training
- **School Networks** – collaborating with other schools throughout the remodelling process
- **NCSL Affiliated Centres** – offer access to a wide range of regional networks and regional delivery of remodelling training
- **LEAs** – HR departments providing technical support in employment matters  
– School Improvement Teams providing advice and guidance



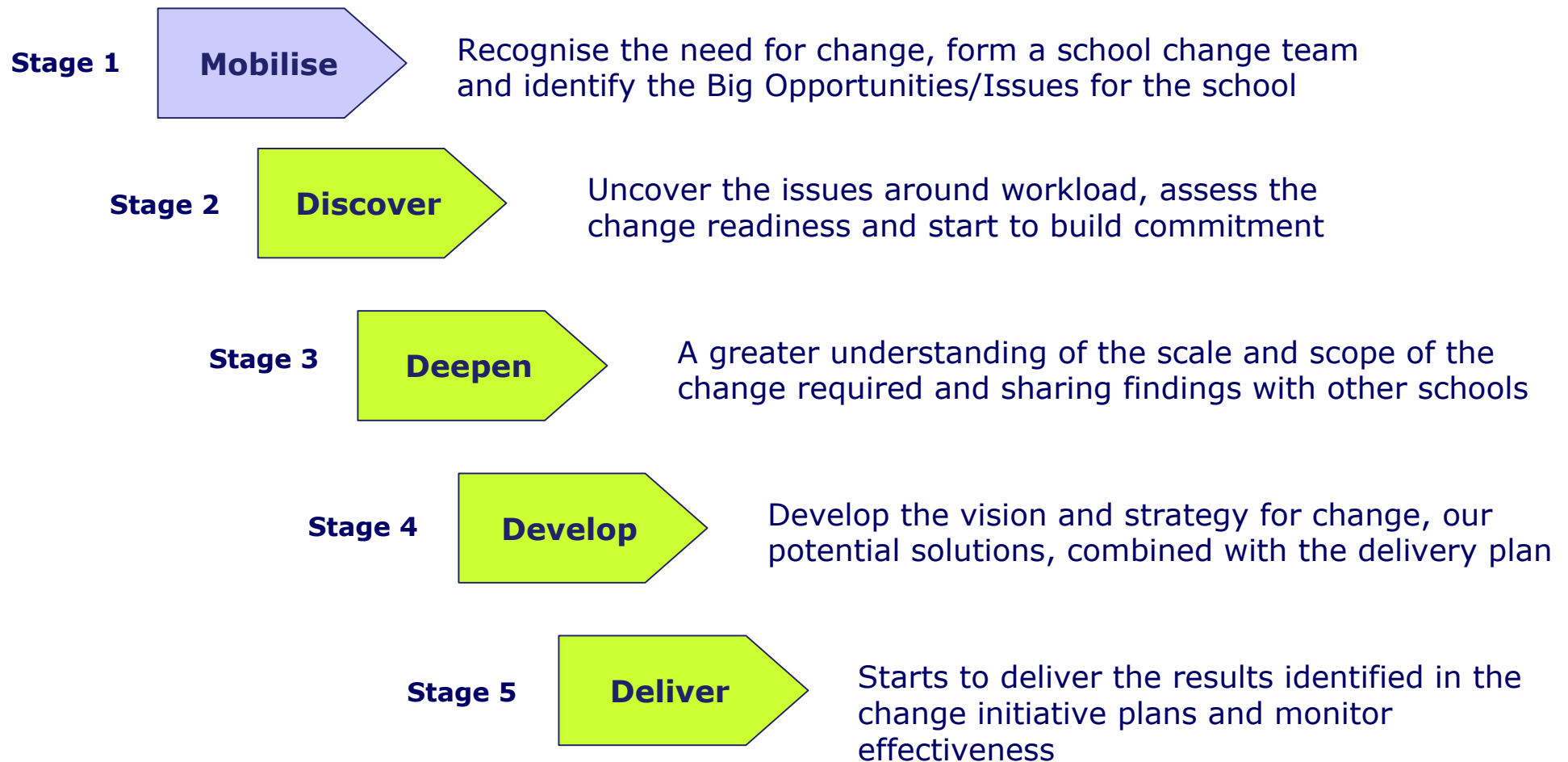
# The change management process for remodelling enables a school to respond to their own particular issues

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# Each school works through the same stages of change over a 1½ - 2 term period and then starts to implement

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# The change process instils confidence in the staff that things can be changed for the better

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## Objective

- Over a 1½ - 2 term timeframe the staff will be taken through a five stage confidence-building process that is carefully managed
- The process will ensure that the school workforce will be aligned to the vision of the future and will be prepared to work towards that vision



### Stage 1 - Mobilise

- Sets up the team structure for remodelling
- Aligns the team around the 'Big Opportunities or Issues'

### Stage 2 - Discover

- Provides the confidence in the staff
- Identifies success
- Things could improve

### Stage 3 - Deepen

- Build on success
- The problems are complex, difficult and somewhat daunting
- Identify root causes of issues
- Start to identify the blockers and potential solutions

### Stage 4 - Develop

- Through using various techniques the team begins to develop views as to what solutions might look like
- These are tested for robustness
- Begin to draw up the vision for the future
- Define the initial programme design to get there

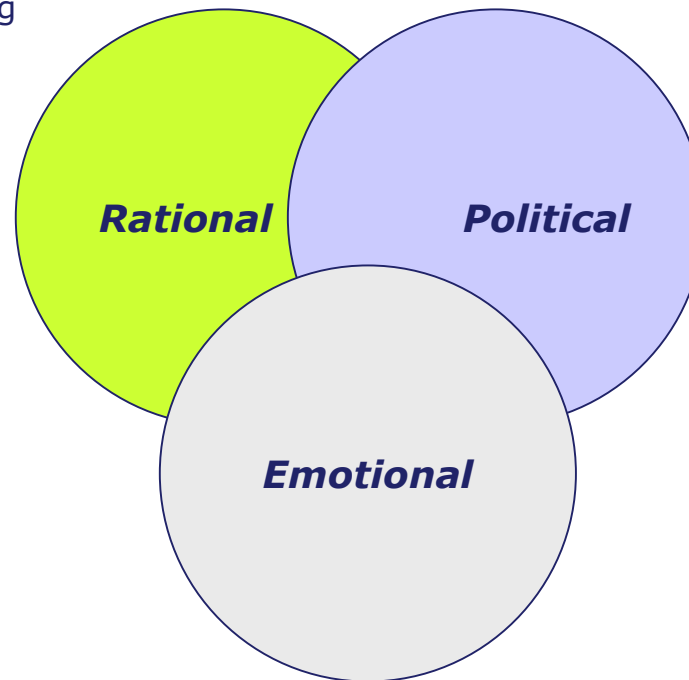
### Stage 5 - Deliver

- The plan is developed further
- The view as to what the future really looks like is clearly articulated and shared within the school
- Initial actions are started to begin the change transformation
- Confidence in the school change team and the staff in general is very high and people are mobilised to act

# Emotional and political barriers must be overcome before the rational solution can be accepted

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- Clear vision/understanding
- Case for change
- Plan of activities
- Agreed way forward



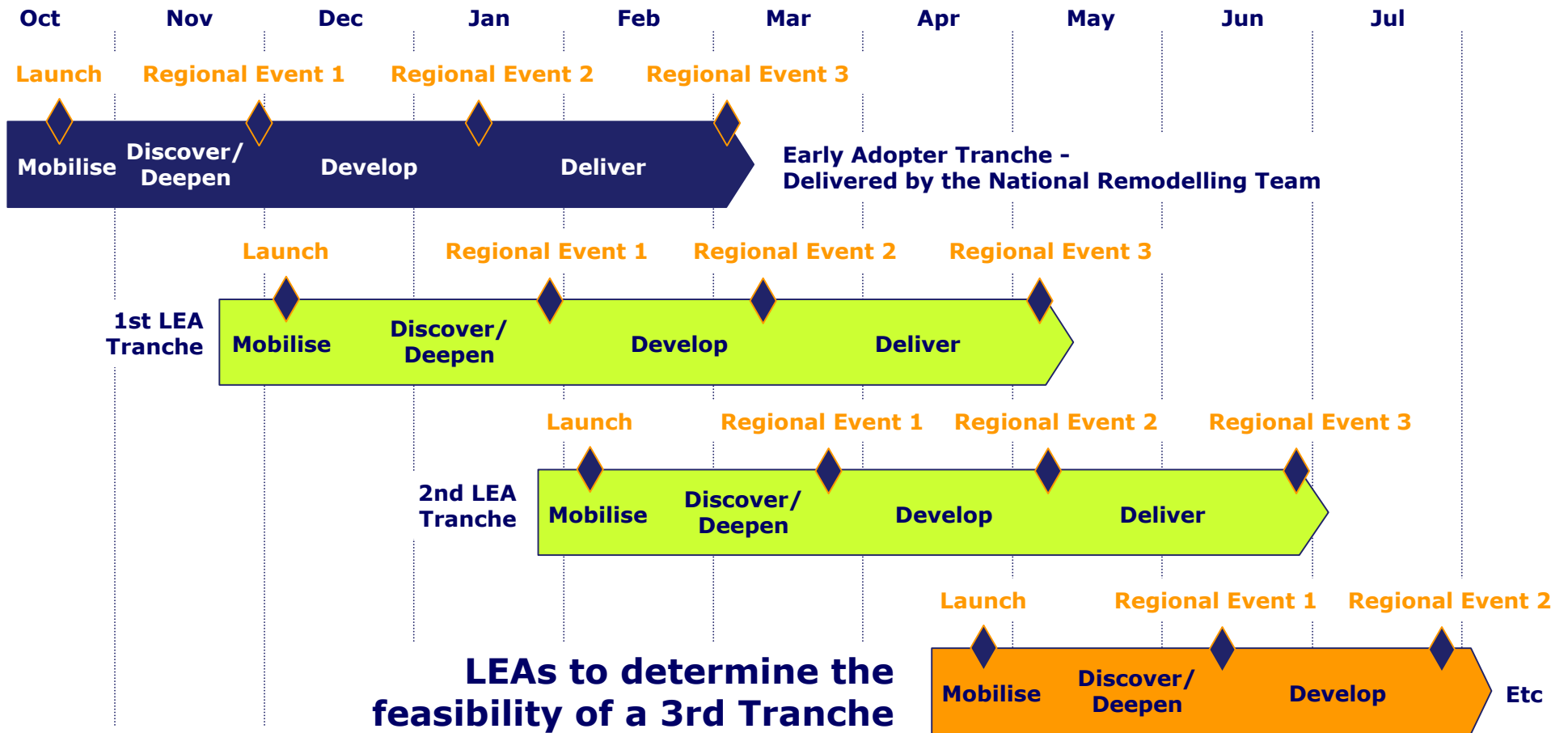
- Active involvement
- Groundswell of support
- Senior management consensus
- Personal staff commitment
- Visible stakeholder support

These are the difficult bits

- Enthusiasm
- Appreciation of need
- Clear role(s)
- Engagement
- Willingness to act

# For Year 1, the schedule of events for LEAs looks like this

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# The NRT website

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[www.remodelling.org](http://www.remodelling.org)



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# The NRT/LEA partnership

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*To support schools in workforce remodelling, LEAs are working in partnership with the NRT, focusing on:*

- Organisation of tranches of schools to participate in the remodelling process
- Facilitation of Regional Events for participating schools
- Provision of feedback and evidence for national review and development of the programme
- Influencing LEA colleagues and the LEA agenda, in relation to remodelling of the school workforce
- Deployment of NRT-trained remodelling consultants to support schools



# The role of the LEA Remodelling Adviser

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*Each LEA determines the detail of the role(s) of LEA Remodelling Adviser(s), but it should include the following aspects of the role to directly support schools:*

- Managing the engagement of schools
- Developing a remodelling action plan with effective allocation of associated budgets
- Organisation and delivery of remodelling events within the LEA
- Facilitation of remodelling events within schools and/or groups of schools eg Regional Events
- Communication with schools and other key stakeholders eg school governor organisations, unions, professional associations, headteacher associations
- Informing and influencing colleagues across the LEA
- Collaboration with other LEAs
- Ensuring that the LEA and schools contribute to the national remodelling programme through the NRT knowledge base and online community
- Work with Remodelling Consultants and NCSL Affiliated Centres

# In particular, LEA Remodelling Advisers will be active in building school networks

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Establishment of strong peer support networks will be crucial to the process of building school/LEA capacity to embrace and handle change effectively.

Every school has a unique combination of circumstances and context. However many issues are common and many schools encounter similar problems.

*Strong networks can*

- Promote collaboration, innovation and creative thinking
- Maximise use of resources
- Be an effective route for the sharing/dissemination of successes
- Be a source of new ideas and approaches
- Offer support as members encounter the “change implementation dip”

*Such networks will be based on groups such as:*

- LEA tranches of schools who are remodelling
- Established local clusters/pyramids/academic councils
- National networks such as Specialist schools, Beacon schools, Leading Edge schools, City Academies and Training schools
- Governor networks
- Special interest groups – such as small schools, faith schools
- Online communities of practice – focused on particular aspects of remodelling, such as the development of the bursar role, effective use of online learning



# Support for schools – NRT-trained Remodelling Consultants

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***NRT-trained Remodelling Consultants have received the 3-day remodelling skills and tools training offered by the NRT.***

***Typically, Remodelling Consultants are experienced school advisers from LEAs or experienced headteachers seconded to LEAs or qualified as Consultant Leaders.***

***Typically, they will ...***

- challenge and support schools as they engage in the Remodelling Process – they will be a “critical friend”
- provide schools with an external view of the remodelling process
- engage in activities such as facilitating meetings, gathering data and liaison with other schools and organisations
- offer advice and guidance
- help schools build capacity to embrace and implement change
- promote the development of local networks to share ideas, strategies, experiences, solutions
- support LEAs to deliver the regional remodelling events

