

National Remodelling Team (NRT)

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Remodelling Resources

Section 2 – Context Setting

V6.0 31.03.04



Module overview

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Purpose

- The context setting module provides an overview of the demands for change that are currently being experienced by schools. The module describes what remodelling is and how it responds to the challenges for schools

Audience

- The module is written to help everyone who is involved in school remodelling to understand the current scope of change in our schools and what remodelling will deliver



Context setting – contents

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The context for change

What is remodelling?

Pathfinder

Support for schools

Creating the future together

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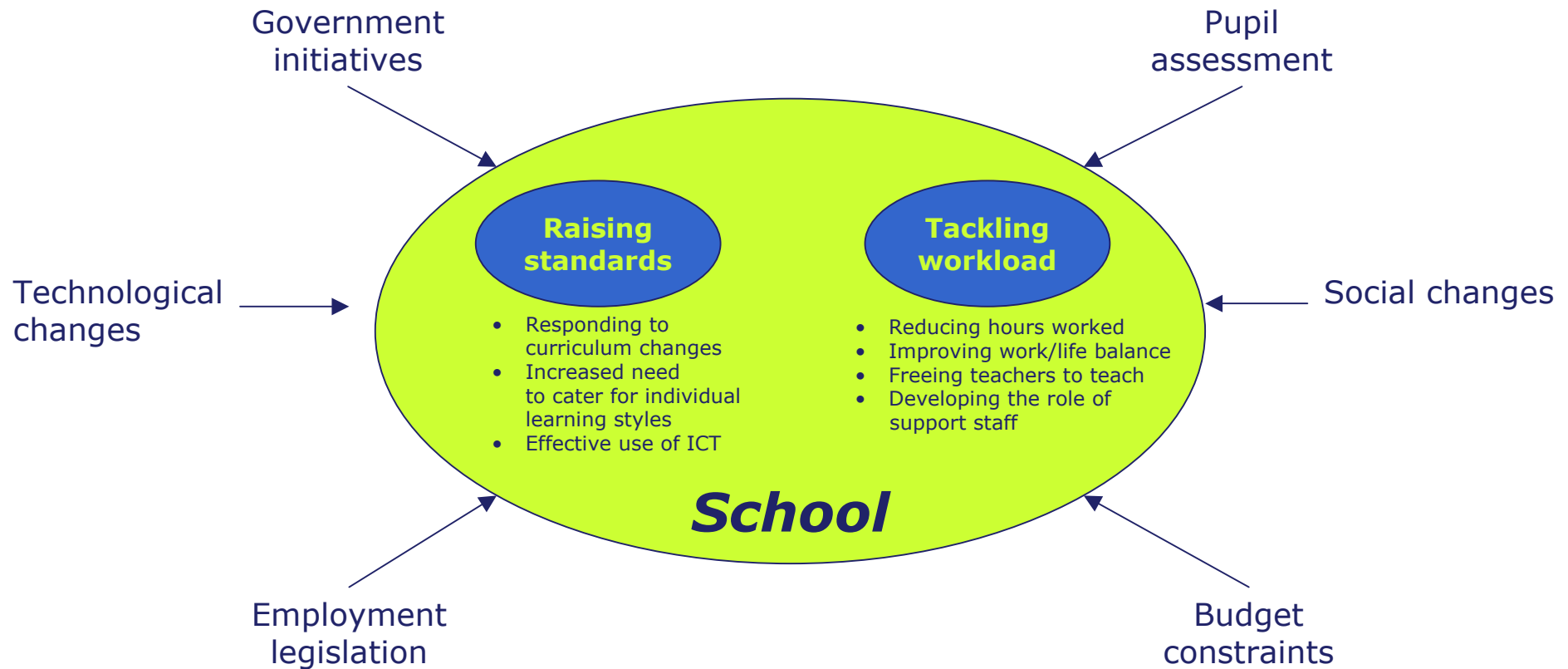
Working together with the Government, the education partners must seize the chance to secure a win-win outcome on pupil standards and teacher workload. This generation has a unique opportunity to get this right. We shall not get a second chance.

Time for Standards, 2002



There are a number of significant pressures that are driving change

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Symptoms of above!

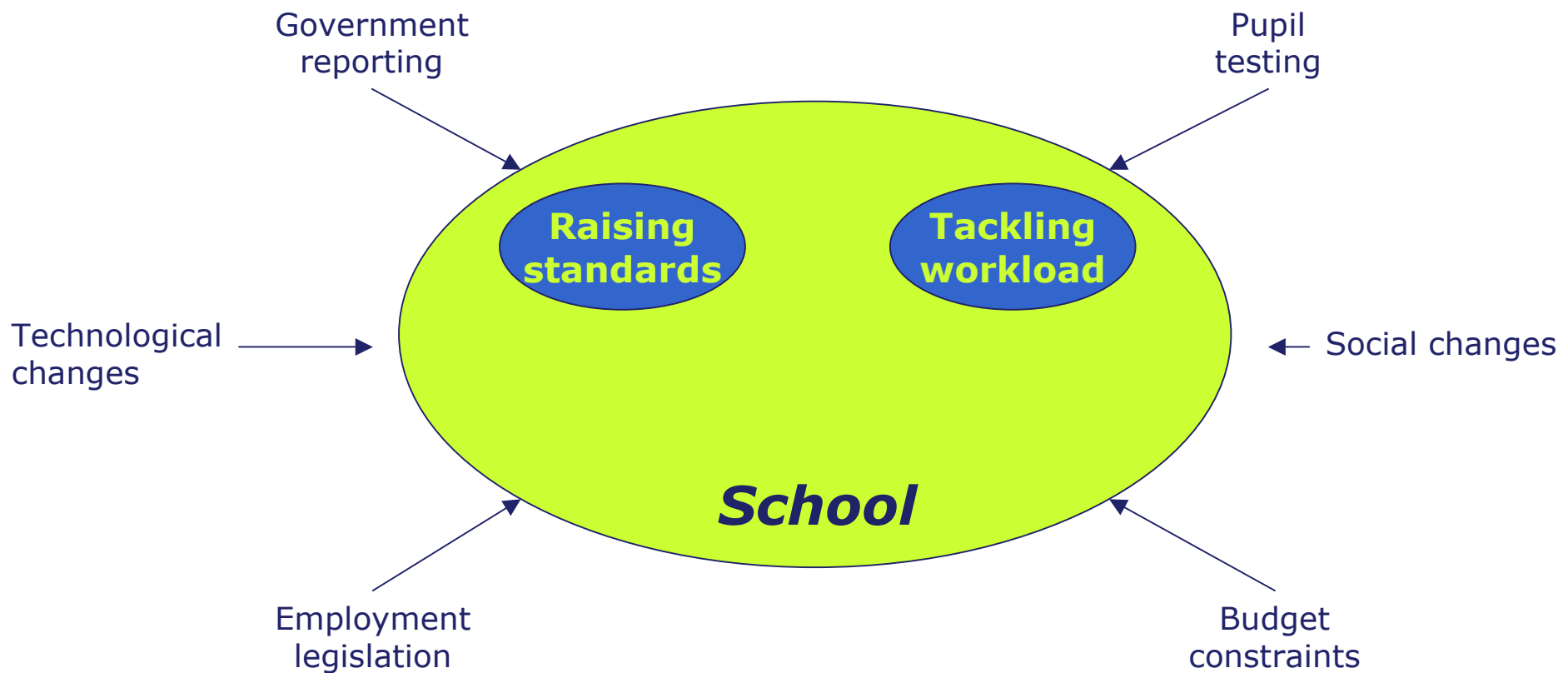
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- Retention issues – workload is the major reason cited for leaving
- Recruitment issues – hard to make the profession attractive
- Over 30% of teacher's working week spent on non-teaching activities
- Teachers are retiring faster – nearly 50% will 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

So what can the school workforce directly influence themselves?

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Together you (the LEA and school) can effect change from within the school



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



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



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

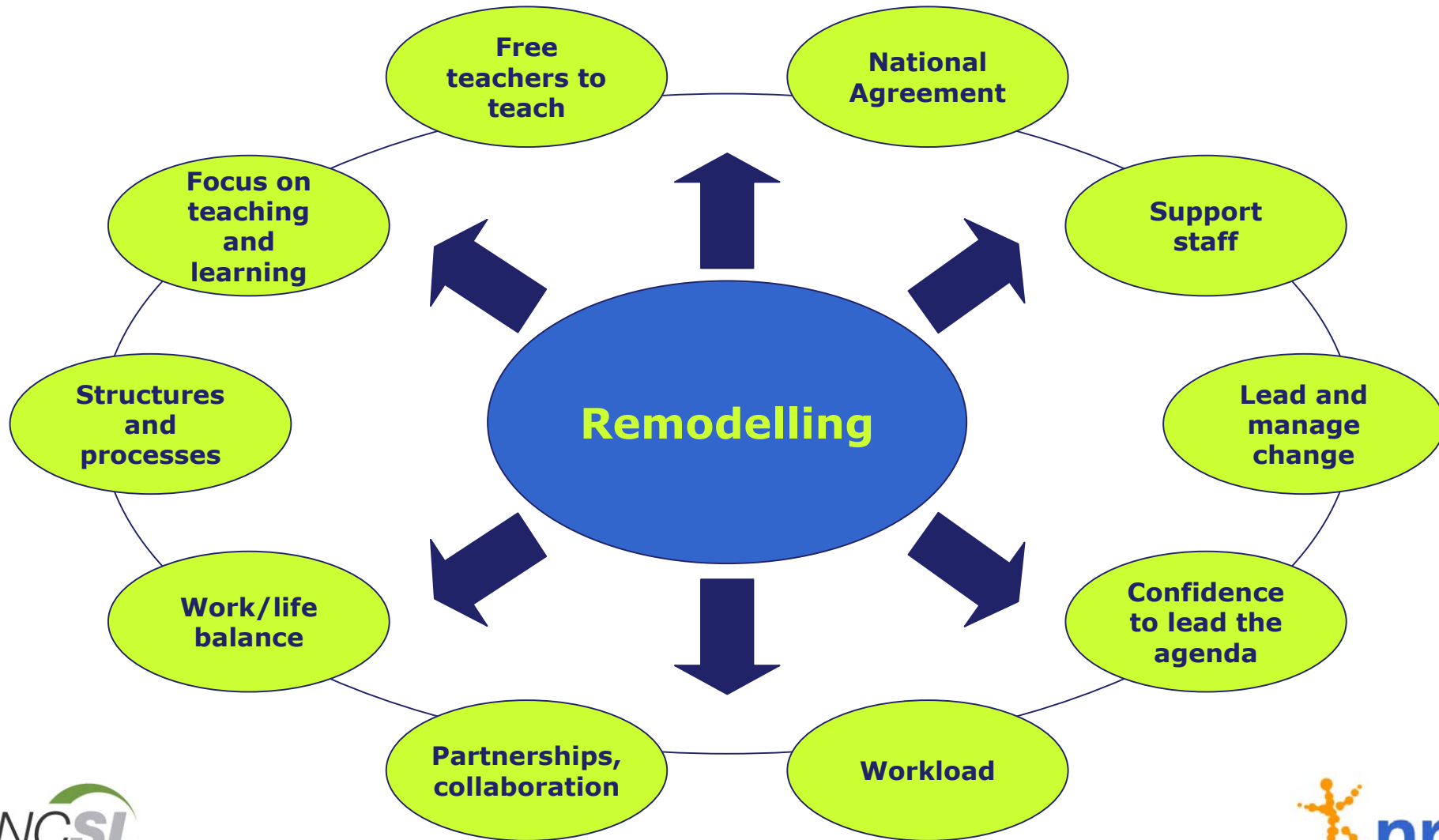
- Learning mentors
- Pastoral managers
- Connexions personal advisers
- Counsellors
- House/school liaison officer

Administration and organisation

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

The remodelling agenda

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Why remodel?

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- National Agreement
- Retention
- Recruitment
- Focus on Teaching and Learning
- Demographics
- Support Staff
- Personalised learning
- Culture Change
- Every Child matters
- Change Management
- Ofsted
- Single conversation
- Buildings



Context setting – contents

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The context for change

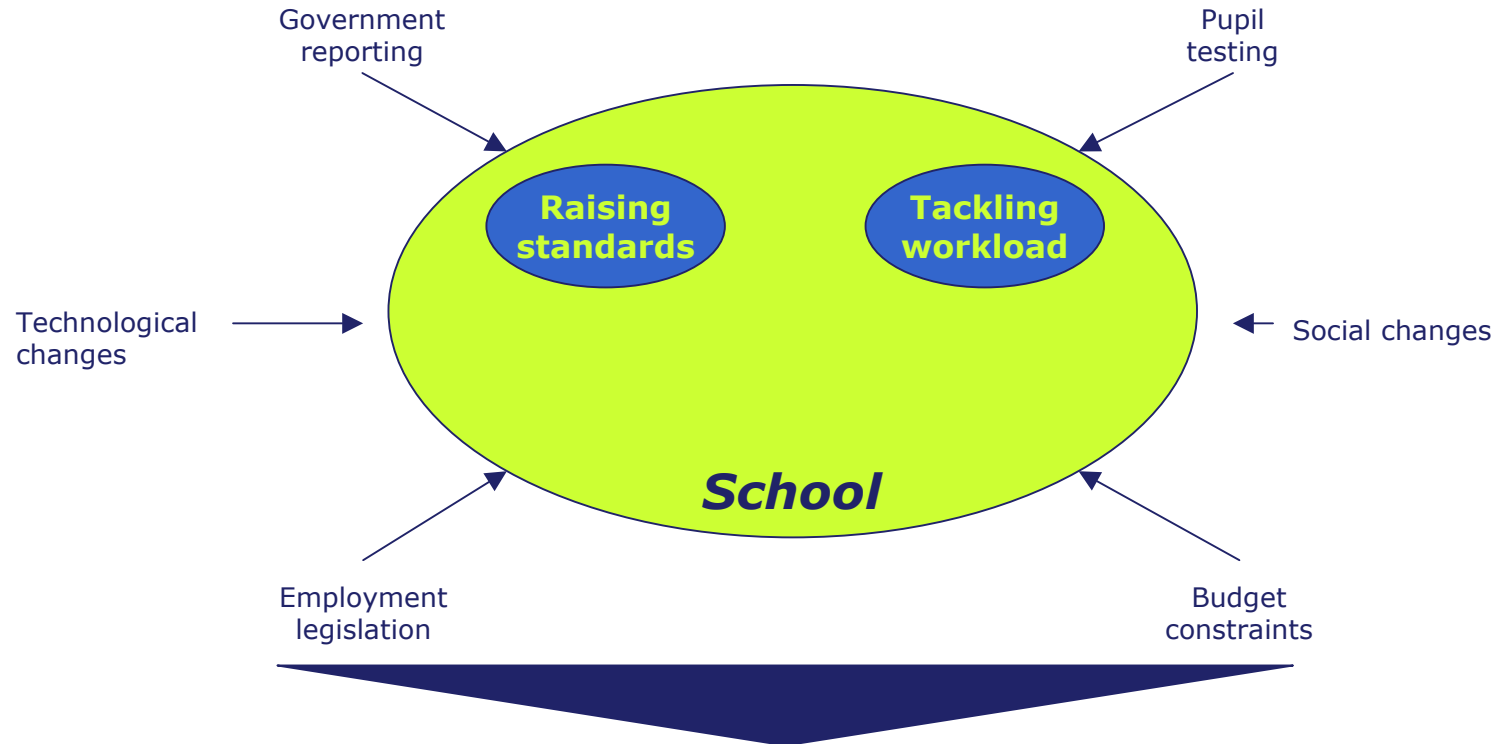
What is remodelling?

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The need for change

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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

***Remodelling 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

Schools that are remodelling successfully may display a number of characteristics (1)

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1. Teaching and learning is the main focus

- The school is taking control of learning provision to meet the school community's own particular needs
- The school is undertaking remodelling as a means of increasing its chances of improving educational standards

2. There is a change process involving many levels of workforce

- There is a SCT, which includes representatives from across the school community
- Pupils, parents and governors feel part of the change process as well as teachers and support staff

3. Many levels of the workforce are involved in making decisions

- The school workforce works together as a professional team to improve the educational experience of pupils through fresh, creative ideas
- The decision-making process involves a range of stakeholders possibly including pupils

Schools that are remodelling successfully may display a number of characteristics (2)

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4. Tasks and activities are undertaken by the appropriate people within flexible working patterns

- There are transitional arrangements prior to the implementation of new staffing structures supported by job descriptions and appropriate training
- There are flexible working patterns for all professional staff – teachers and support staff

5. Implementing the National Agreement

- The school is on track in meeting the requirements of the agreement
- Remodelling schools are likely to have completed implementation well ahead of time

6. Managing change is a normal part of school life

- Remodelling has acted as a catalyst for whole school change in response to identified needs of the school community
- Remodelling is seen as an ongoing process – there is no element of complacency

Schools that are remodelling successfully may display a number of characteristics (3)

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7. Morale amongst the whole workforce is high

- The whole school workforce and pupils are committed, energetic and optimistic
- Morale is high – amongst staff, pupils, governors and parents; there is a “can do” philosophy

8. The school shares experiences and learning with other schools

- It is collaborating with other schools and sharing experiences and learning
- It is considering and learning from other schools’ experiences

9. The work/life balance is acceptable to the whole workforce

- Staff are content with their work/life balance and are playing an active role in creating this balance

10. All workforce and stakeholders are aware of the direction of the school

- Staff, pupils and other stakeholders are clear about the school’s mission, vision and direction; stakeholders have a common agenda

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

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The context for change

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So what was Pathfinder?

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- Pathfinder involved 32 pilot schools.
- A cross section of schools covering secondary, primary and special
- Schools were geographically spread across England to include urban and rural
- The change process involved five main stages during which a multi-functional school change team (SCT) owned the change agenda and implemented successful sustainable change
- Although Pathfinder schools had access to funding to support their change initiatives – many significant changes were implemented for little or no cost
- The focus was to enable school communities to create a self-directed and supported change process in order to free teachers to teach with the aim of securing high standards and sustainable growth
- Results were so encouraging that the DfES has commissioned a national extension of the change process used
- Pathfinder Heads have become committed to the process and many are actively involved in supporting remodelling activities



The process that emerged

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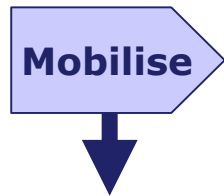
- An individual approach which reflects the situation of every school
- An individual approach which reflects the situation of every LEA
- Partnerships that are based upon collaboration, communication and challenge
- Schools will have a different set of challenges and will find a different set of solutions
- 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



Pathfinder schools experienced an effective change process – now available to all remodelling schools

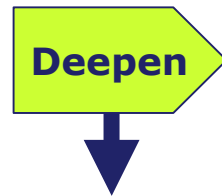
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Start the process



Discover school issues



Deepen understanding



Develop a plan



Deliver results

Outcomes

- Signed up SCT members
- Team members briefed
- Initial communications made to the school's workforce
- Agreed Big Opportunities/Issues for the school and implications
- Remodelling Initiation Document

Outcomes

- Confirm what works and what doesn't work and why
- Scope and extent of underlying opportunities/issues
- Confirm agreement to the above with the SCT and workforce

Outcomes

- Detailed assessment of the issues
- Initial views on potential solutions
- Shared issues and potential solutions with workforce
- Pre-Regional Event questionnaire

Outcomes

- Prioritised list of change initiatives
- View of the future
- Communicated view of the future and change initiatives for getting there
- Signed off change initiatives
- School workforce signed up to deliver
- A delivery plan for implementing the change
- Pre-Regional Event questionnaire

Outcomes

- Teams mobilised and implementing changes
- Start to provide results and feedback to the SMT and Governing Body
- Pre-Regional Event questionnaire

There are four events where schools come together and share experiences and ideas:

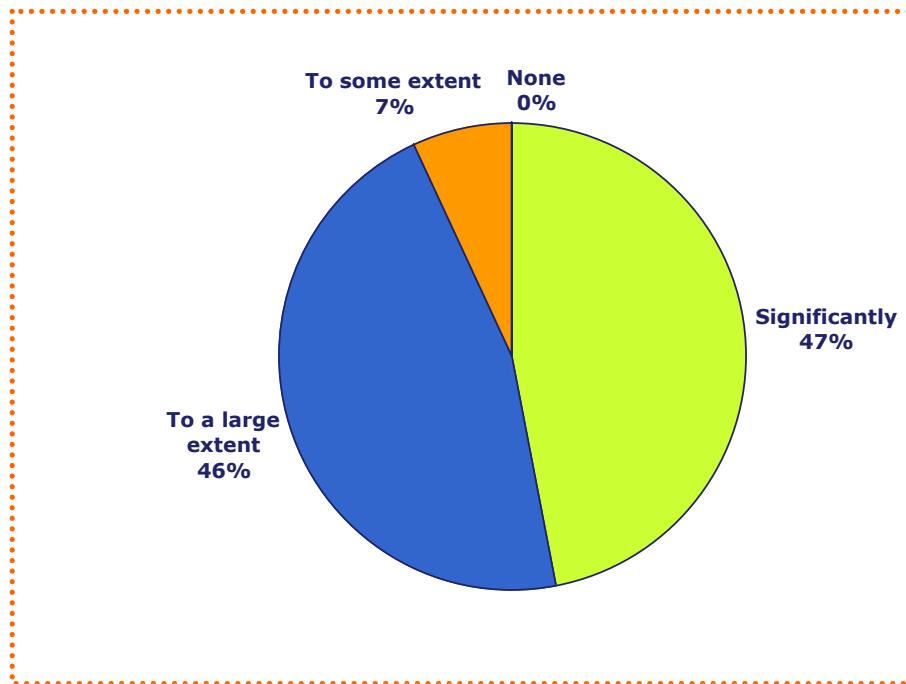
- 1. A Launch Event at the beginning of the process**
- 2. Three further Regional Events after the Deepen, Develop and Deliver phases**



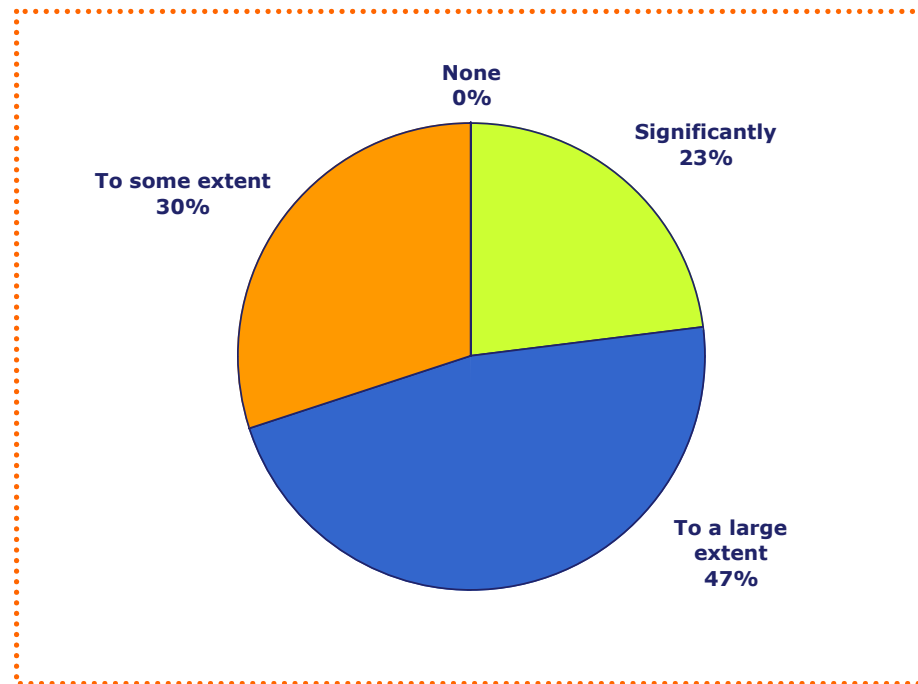
Did Pathfinder achieve the objectives it set out with? (1)

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A self-directed and supported change process?

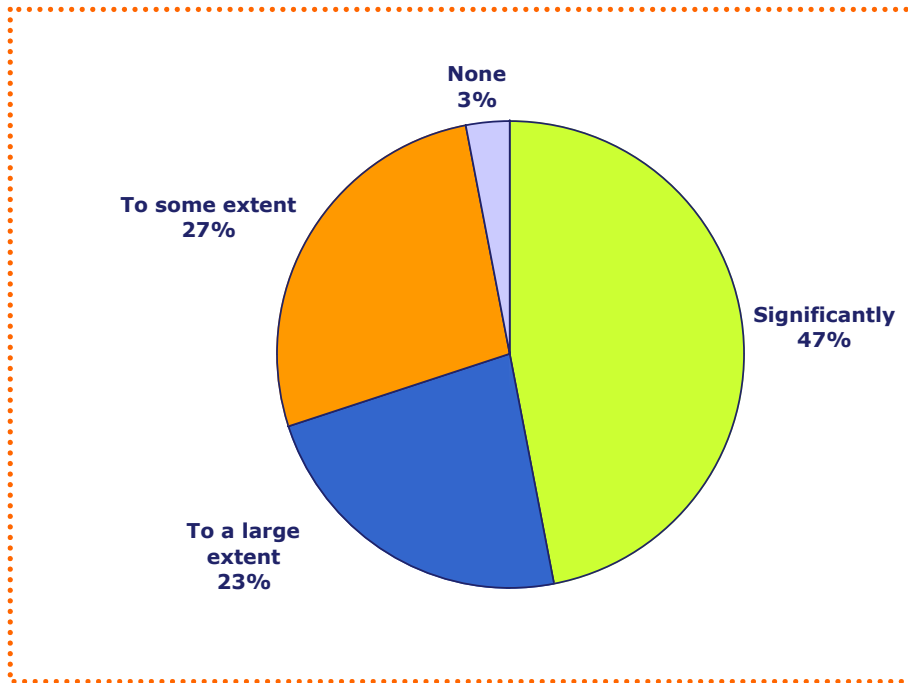


Focused and energised the school workforce?

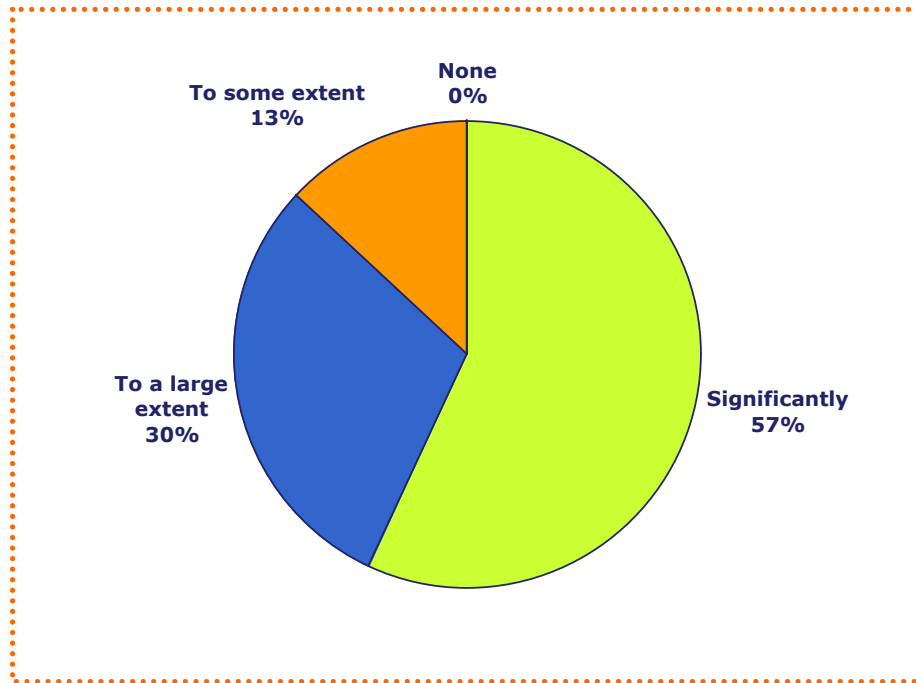


Did Pathfinder achieve the objectives it set out with? (2)

Focused teachers' time and energies on teaching and learning?



Solutions appropriate to individual context and circumstances?



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.)

Context setting – contents

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The context for change

What is remodelling?

Pathfinder

Support for schools



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 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

