

National Remodelling Team (NRT)

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Remodelling Resources

Section 4 – Remodelling in Practice

V6.0 31.03.04



Module overview

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Purpose

- The remodelling in practice module is a practical guide to working through the remodelling change management process
- The guide contains suggested outcomes for remodelling, together with activities and tools that could be used to achieve them

Audience

- The module is written to assist the headteacher and members of the school change team (SCT)



Remodelling in practice – contents

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Introduction

Mobilise stage (and Launch Event)

Discover stage

Deepen stage (and Regional Event 1)

Develop stage (and Regional Event 2)

Deliver stage (and Regional Event 3)



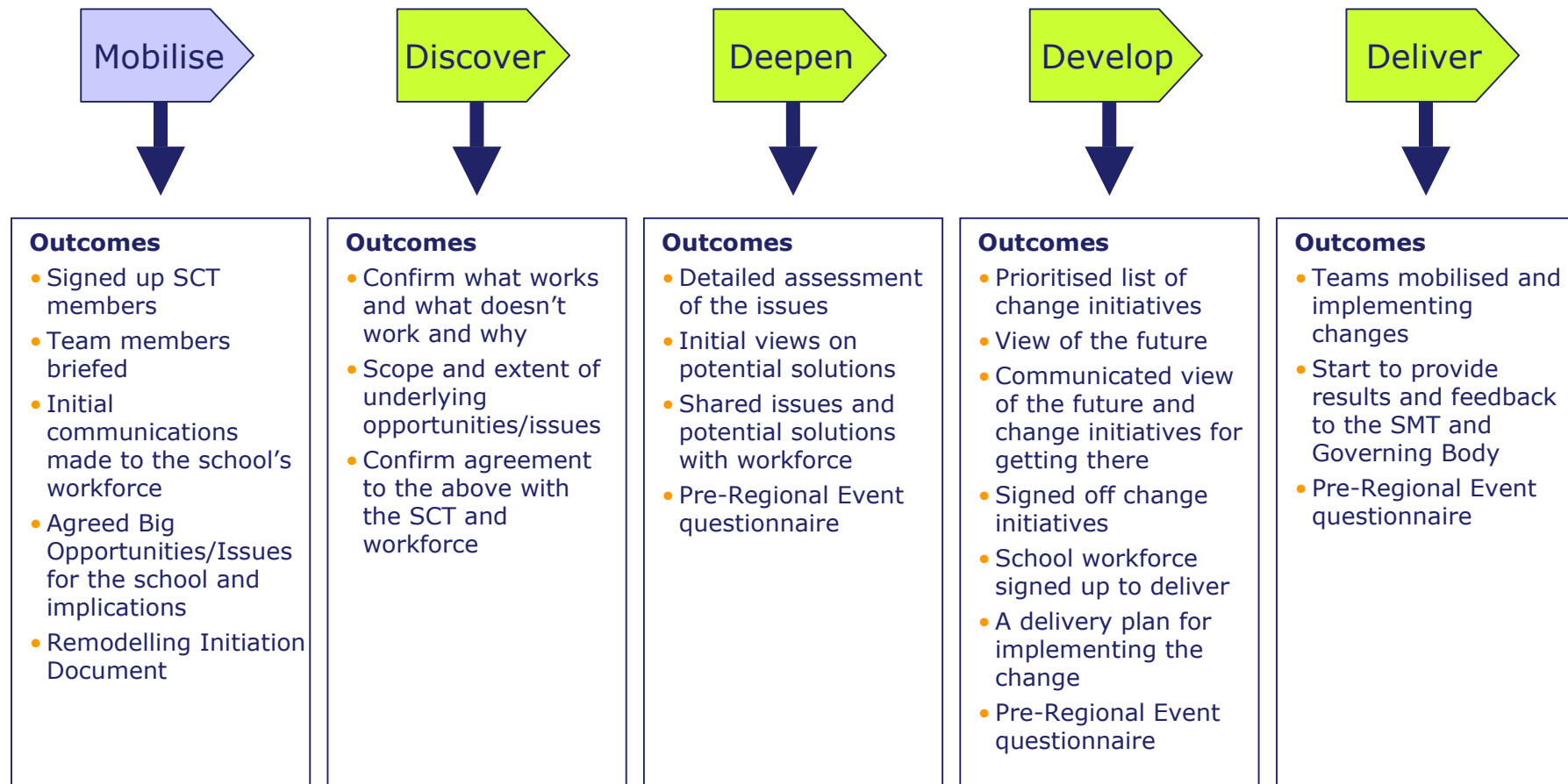
This module describes how a SCT can undertake each stage of the remodelling process

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- This module is a guide, rather than a recipe that must be followed to the letter
- You can be creative about how you follow the change process – each school will take a path that makes sense for them
- You can select appropriate tools that will help you. We introduce some useful templates and tools in this module, but you may wish to use others that you are already familiar with
- The templates and tools help teams to work more effectively; they create inclusion and build commitment. The tools are further described in the Remodelling Tools module

There are some suggested outcomes from each stage

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A School Change Team (SCT) needs to be created to deliver these outcomes

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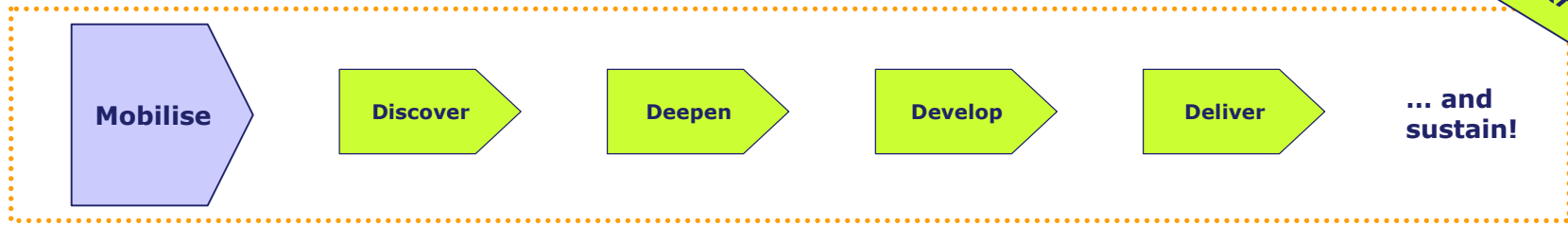
Role of a School Change Team

- Represent a cross-section of the staff in the school (teachers, administrators, support staff etc) and others representing the wider schools community (governors, parents, pupils etc)
- Represent other members of the school workforce who are not in the SCT
- Be prepared to bring along their own, and others', workload issues and views on workload and contribute on a constructive basis
- Act as the communications channel back to the school workforce
- Be prepared to oversee, and where appropriate, be part of the change initiatives
- The SCT is likely to look different in each school – in terms of its composition, how and when it meets, the roles of people on the team, the time commitments team members make etc

At each stage we expect schools to be thinking, feeling, saying and doing different things

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EXAMPLE



End of DISCOVER Stage

Thinking

- I'll put more thought and effort into this – this will be harder than I imagined

Feeling

- I feel we are focusing on the important things ...at last – I am anxious about how everyone will respond

Saying

- "Let's build on our success and work to understand our weaknesses"

Doing

- Delving deeper to find real issues – ready to work

End of DEEPEN Stage

Thinking

- The way forward is not clear – it will be challenging to reach some conclusions and agreements in the team

Feeling

- I am confused about how we will address some difficult issues – staying with this process is hard work

Saying

- "There's a lot to put right but we have some possibilities and resources are available"

Doing

- Forming teams to address the key issue/problem areas

End of DEVELOP Stage

Thinking

- This looks promising, we have the right things in place and are starting to make progress

Feeling

- I am feeling more comfortable about possible solutions and I'm having more time to do the things I want

Saying

- "We have a way forward, not all the answers but we're making a start"

Doing

- Getting involved in one or more initiatives to deliver solutions

End of DELIVER Stage

Thinking

- This programme has already changed attitudes and work processes in schools

Feeling

- I'm in control, and this is a much better place to be working in

Saying

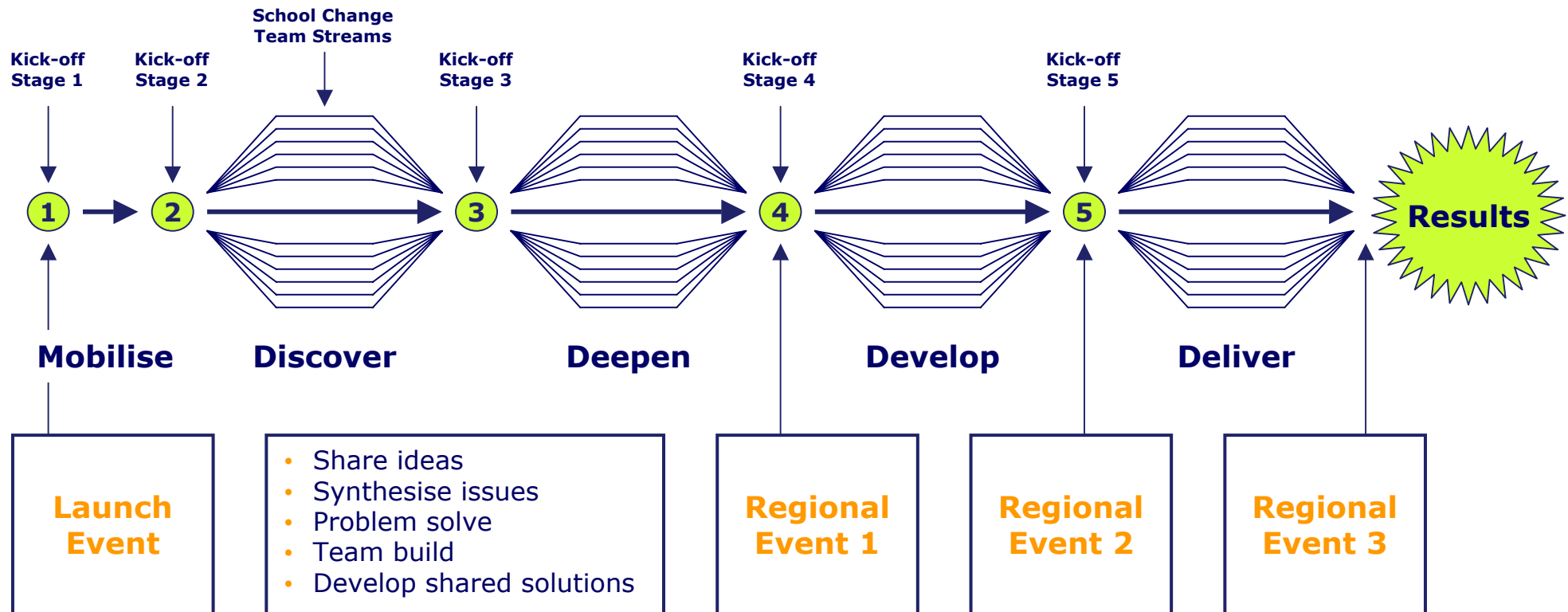
- "This is great! How can I get more involved?"

Doing

- Remaining fully involved in change projects and seeking further opportunities for work collaboration

At key milestones in the remodelling process, your LEA will be hosting Regional Events

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Regional Events are one-day events delivered by your LEA Remodelling Adviser



Format of Regional Events

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- The Launch Event and the Regional Events will typically involve headteachers and one or two other members of each SCT
- These gatherings enable peers to share experience, clarify learning and support each other in planning subsequent stages of the change process
- Each event has a structured framework for working and lasts one day
- Before each Regional Event you will be asked to complete a brief web-based survey that captures your progress to date through the remodelling process
- After each Regional Event you will be asked to complete a brief web-based survey to rate the quality of the event and its value it provided to you

Each Regional Event will:

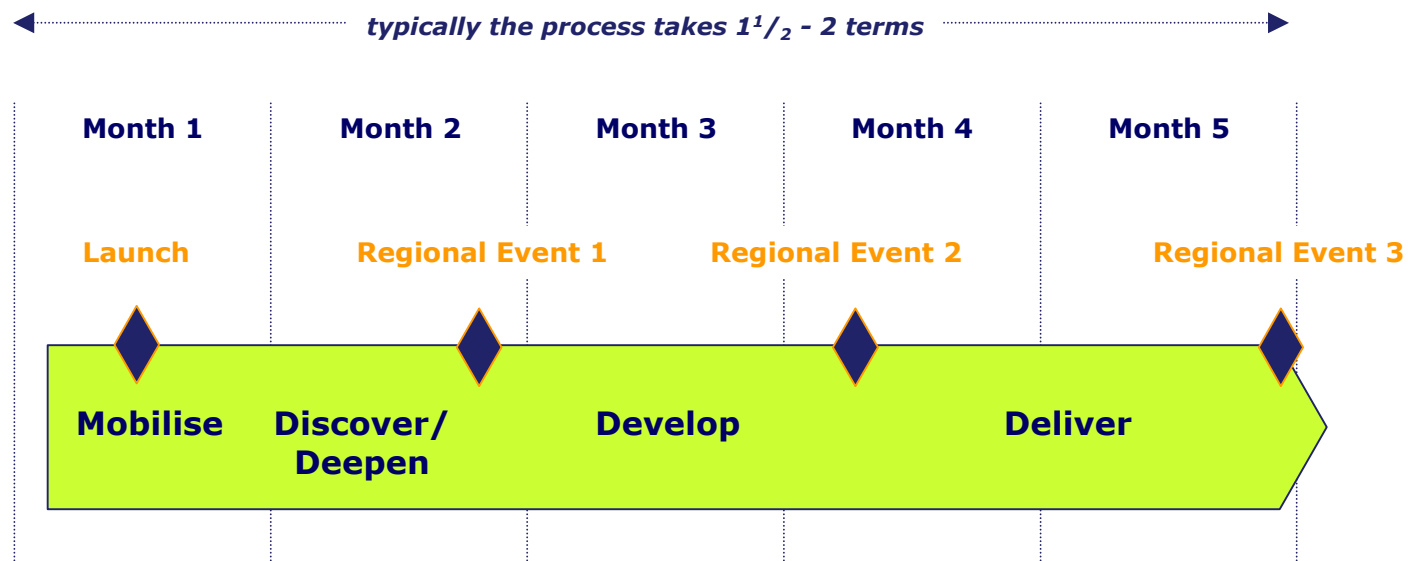
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- Involve a number of schools who are following the remodelling process and will be facilitated by the LEA Remodelling Adviser
- Involve elements of both review and forward planning
- Enable participants to experience some of the tools they might use, putting them to work on real issues
- Include several opportunities for formal and informal networking during the day
- Become increasingly self-directed by the participants
- Link closely to and directly draw on all remodelling resources available through the NRT website

The pace that schools move through the change process will vary

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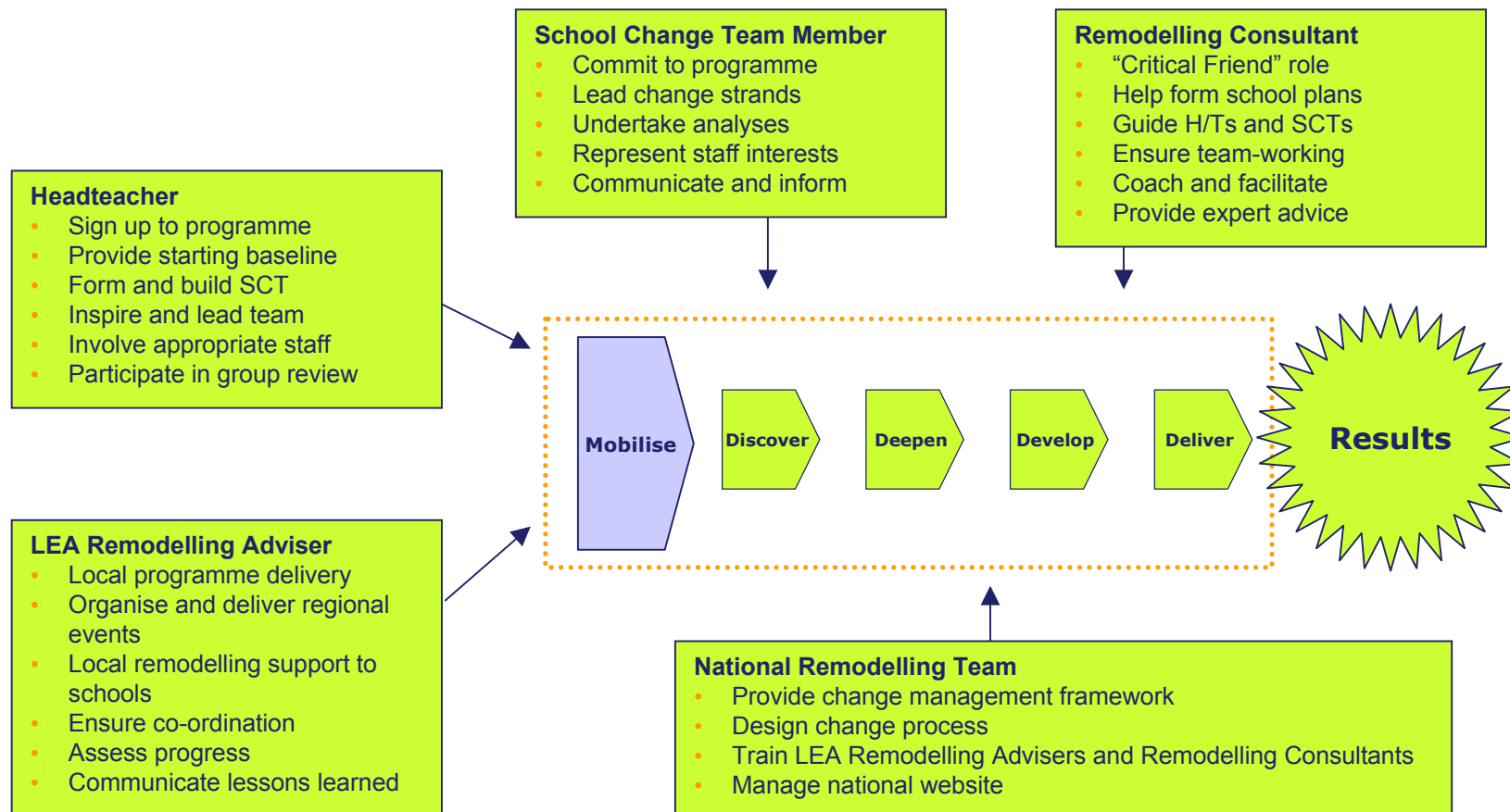
The diagram below provides a guide for timings of the process stages and Regional Events:



- Schools within each LEA will undertake remodelling in groups
- Each LEA is likely to plan the timings of events slightly differently to take account of start date, school holidays, availability of support for remodelling etc.

Roles supporting the remodelling process

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Details of additional support are available in the Remodelling Support module



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Mobilise stage (and Launch Event)

Discover stage

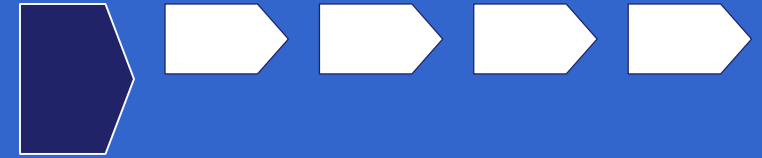
Deepen stage (and Regional Event 1)

Develop stage (and Regional Event 2)

Deliver stage (and Regional Event 3)



Overview of the Mobilise stage



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The school will have recognised the need for change and have identified their Big Opportunities/Issues

Activities

- Identify and appoint SCT members
- Brief the SCT team including review of context and the need for change
- Communicate with school
- Workshop and agree the school's Big Opportunities/Issues and their implications
- Prepare a plan for completing the remodelling process

Tools

- Brainstorming
- Stakeholder Mapping

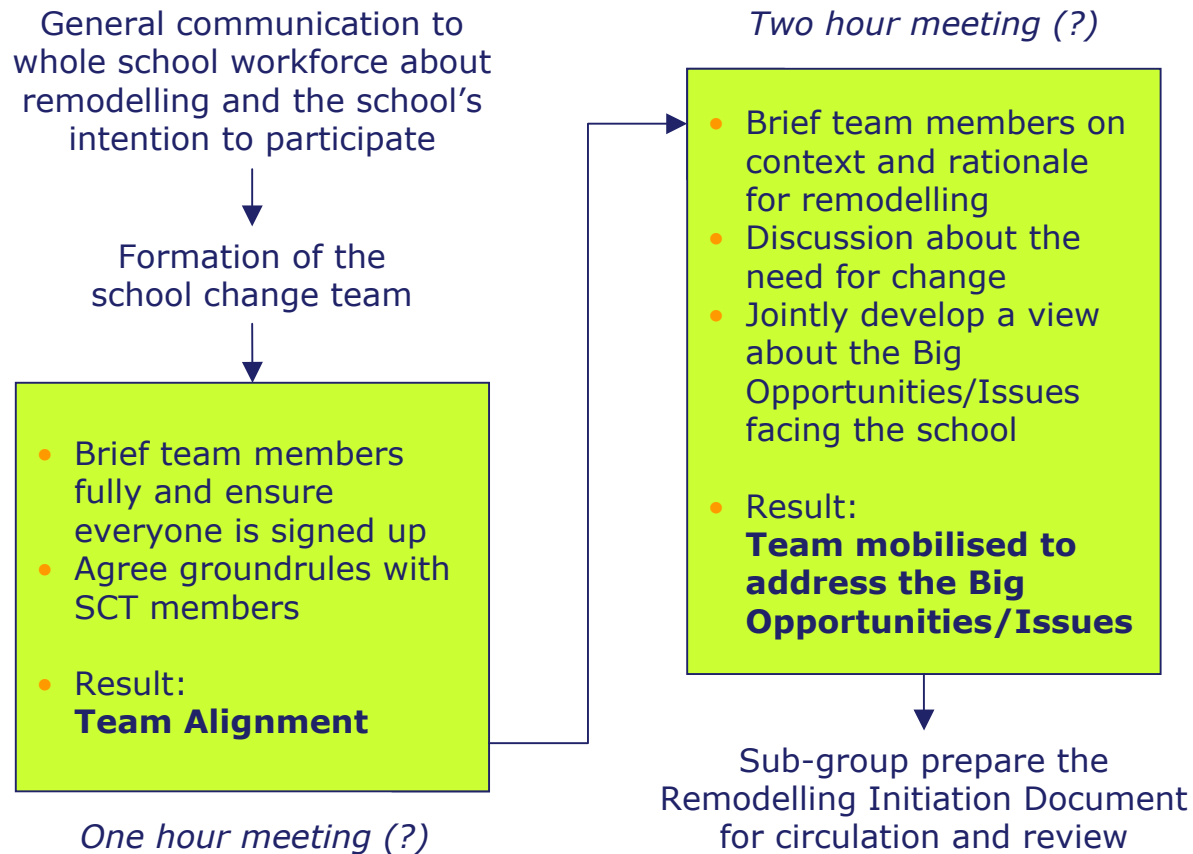
Outcomes

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

- What team members are thinking, feeling, saying and doing

Suggested key questions for schools to address

- What is the best way to involve the whole school community in remodelling? Who will make this decision?
- Who will be part of the SCT? Who will make this decision?
- What needs to be communicated about remodelling and to whom?
- What stakeholders need to be considered/managed?
- Do people have a view about what a remodelling school is like?
- What conversations does the SCT need to have in order to create strong team alignment?
- What needs to happen to mobilise everyone around the school's Big Opportunities/Issues?



09.30 *Arrival, registration and coffee*

10.00 Welcome

Agenda and logistics

Context and programme
overview

Introduction & roundtable
session

Plenary feedback

Coffee

Change management process

12.15 *Lunch*

13.00 Q&A

Remodelling in your school –
Mobilise Stage

Roundtable session

Feedback

Remodelling in your school –
Discover and Deepen Stages

Coffee

Roundtable session

Feedback

Remodelling resources

- Sources of support

- Materials (notes, skills, tools)

- Website demonstration

Wrap up, WWW/EBI and next
steps

16.15 *Close*

Form your school change team (SCT)

- This is one of the most important steps in the change process because the people involved will have a direct impact on the quality of result
- The headteacher is likely to lead the formation of the SCT, however, discussing the options for forming the team with a number of colleagues is often helpful as is taking time to make decisions about the SCT membership:
 - don't invite the "usual suspects"
 - don't always assume it's your senior management team
 - don't make it an elite team
 - look for diversity of contribution
 - look for balance in people's attitude towards change
 - think about development opportunities for people
 - think about team membership that looks like a diagonal slice through your organisation

Stakeholder Mapping would be a useful tool to ensure diversity and balance in your SCT - see the Remodelling Tools module

Choose a model for your SCT

- In many cases, a single SCT will be formed to work through the remodelling process; its size will reflect the size of the school and the diversity of contribution
- However, there are many possible models for an SCT that reflect the school's size, organisation, issues etc. For example:
 - Multiple change teams each focused on a particular issue area
 - Utilising an existing team as the SCT
 - The SCT could be the entire workforce
 - Neighbouring small schools may form a joint SCT
 - A core SCT may be small, but everyone is involved in a series of workshops at each stage
- One size doesn't fit all!

Identify SCT members

- The membership of the SCT should represent the diversity of the wider school community; an inclusive team will build create better solutions
- It is not necessary to have everyone on the SCT, but rather the objective should be to identify a group that in some way will bring everyone's voice into the room; it is important to involve blockers and resisters, as well as strong advocates for change
- Accordingly, the SCT should include a good cross section of the staff in the school from managers, through teaching staff and support staff
- The headteacher should consider whether, and how, professional association/union members, parents, governors and pupil representatives should be included

The role of SCT members is to:

- Reflect the views of other members of the school workforce who are not in the SCT
- Be prepared to bring along their own, and others', workload issues and views on workload
- Actively involve others who are not in the SCT as appropriate, for example, professional association or union representatives where contractual changes are being explored; the SCT should not expect to have all the answers
- Act as the communications channel back to the school workforce
- Contribute on a constructive basis
- Be prepared to oversee, and where appropriate, be part of the change initiatives

It is likely that the SCT will be a new team

- New teams will require some attention in a number of areas to get them working effectively:
 - think about the way the team should behave; how different is this from other examples
 - how will you encourage the full contribution of the group? Make sure everyone understands what each other brings to the party
 - consider the demands being made upon people's time – the SCT must embrace work/life balance
- New teams will need:
 - to share a clear view of goals and objectives
 - to make agreements about how they will work together
 - leadership from the headteacher to coordinate the efforts of the team (especially early on)
 - to establish some structures and processes in order to work effectively
 - to nominate one member of the SCT to facilitate each meeting or workshop – rotate the role; it is better not to have the headteacher acting as the Chair
 - to monitor how they are doing

- Brief the SCT on the context and rationale for remodelling
- Brief the SCT on the remodelling process
- Brief the SCT on the role of an SCT member
- Sharing of objectives/goals for remodelling at the school
- Develop groundrules that describes how the team will work
 - ability to listen, being positive and constructive etc
- Agree time commitments. Members' time should be used wisely
- Agree practical issues for the SCT:
 - when and where to meet
 - who should be involved and at what stages; it is unlikely that everyone will be involved in everything
 - whether other ad-hoc or expert contributions are needed to help the SCT

- The headteacher should decide how he/she is going to communicate the remodelling process to the wider school population
 - governors, parents, pupils etc
- A basic pack can be built by selecting some key slides from these remodelling resources
- When (at each phase?) How (newsletters, notice board?) Who (head or SCT)
- Depth of communication (headlines or detail?)

Agree the Big Opportunities/Issues facing the school - the focus for remodelling

- The school will agree **the main issue** or issues facing the school or the main opportunity that will provide **focus for the school's remodelling initiative**
- These are not at a micro level
- Typical issues would be National Agreement implementation, teacher workload, work/life balance, exam results, pupil behaviour etc.

<p>Purpose What are the Big Opportunities/Issues facing the school?</p>	<p>Timescale What are the key timescales for this project?</p>
<p>SCT involvement A grid showing who will meet, when (dates – probably SCT meetings) and purpose of meetings</p>	<p>Wide communication A grid showing what needs to be communicated, to whom, when and how</p>

Remodelling in practice – contents

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Introduction

Mobilise stage (and Launch Event)

Discover stage

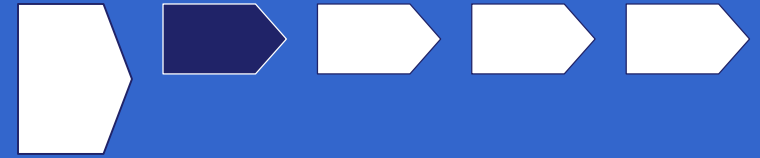
Deepen stage (and Regional Event 1)

Develop stage (and Regional Event 2)

Deliver stage (and Regional Event 3)



Overview of the Discover stage



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Discover underlying issues around the Big Opportunities/Issues and start to build commitment

Activities

- A number of 1 to 2 hours workshops with staff member groups to capture what works and why, what doesn't and why (see template)
- Include discussion on rational, political and emotional aspects
- Build commitment in the SCT and broader school workforce
- Assess the size and scope of the Big Opportunities/Issues and discover views on the underlying issues
- Identify any potential quick wins

Tools

- Brainstorming
- Stakeholder Mapping
- Prioritisation Matrix
- SWOT

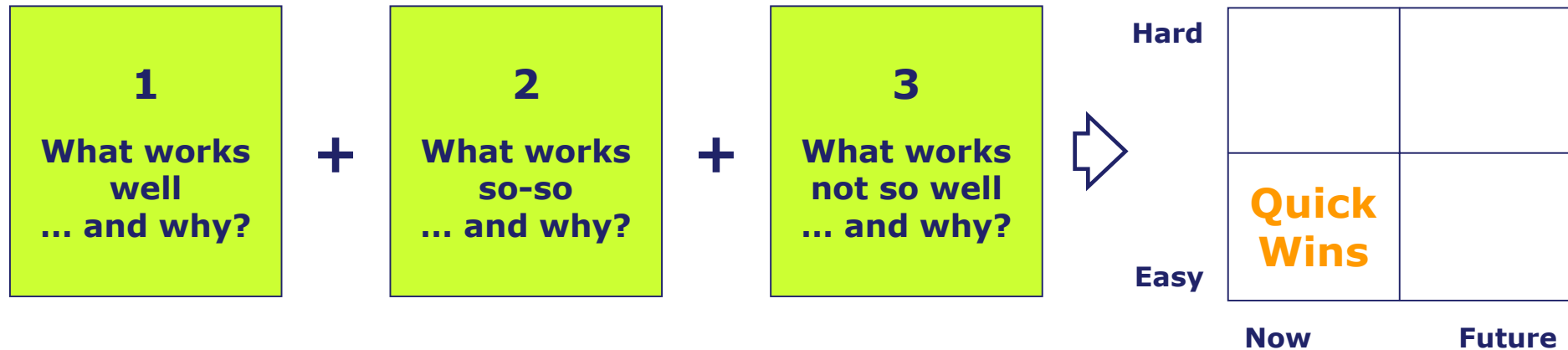
Outcomes

- Confirm what works and what doesn't work and why
- Scope and extent of underlying issues
- Confirm agreement to the above with the SCT and workforce
- What team members are thinking, feeling, saying and doing

Suggested key questions for schools to address

- What is working well today and why?
- What are the workload issues and what impact do they have?
- What are the work/life balance issues and what impact do they have?
- How ready is the school workforce for change?
- Have we got commitment to change?
- What are the revisions (if any) to the Remodelling Initiation Document?

Hold "What works ...?" workshops



- The "What works ...?" questions are not assessing what is "good" and what is "bad". They are intended to create a picture of the "truth about today" ... you are where you are
- Answers to the "What works ...?" questions will be rational, political or emotional. It will require harder work to reveal the political and emotional data - but this is as important as the rational data
- Working on the "why?" component of the questions helps to begin uncovering some of the underlying issues
- Some of these issues (particularly the "so-so" issues) may be candidates for a Quick Win for the SCT

What is working well in your school?

What works well?	Why? (what is the learning?)
<ul style="list-style-type: none">••••••••••	<ul style="list-style-type: none">••••••••••

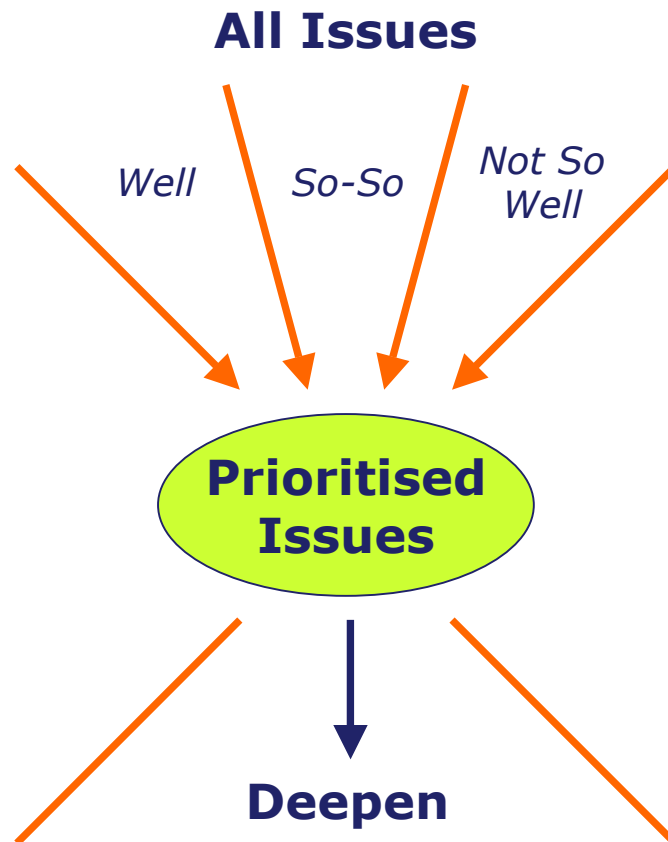
What is working so-so in your school?

What works so-so?	Why? (what is the learning?)
<ul style="list-style-type: none">••••••••••	<ul style="list-style-type: none">••••••••••

What is working not so well in your school?

What works not so well?	Why? (what is the learning?)
<ul style="list-style-type: none">••••••••••	<ul style="list-style-type: none">••••••••••

Prioritise issues that the SCT believes the school needs to address



- How do the issues identified through the “What works ...?” process relate to the Big Opportunities/Issues identified in the Mobilise stage?
- What factors are you taking into account when you prioritise?
- Are your issues having a major impact on workload or work/life balance?
- Is there agreement in the SCT about what issues require further analysis?

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Introduction

Mobilise stage (and Launch Event)

Discover stage

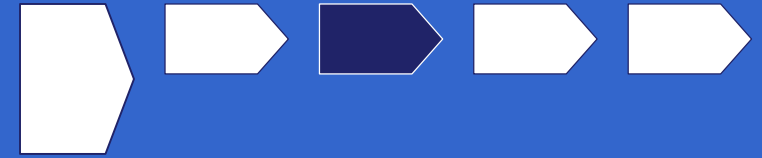
Deepen stage (and Regional Event 1)

Develop stage (and Regional Event 2)

Deliver stage (and Regional Event 3)



Overview of the Deepen stage



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Create a greater understanding of the scale and scope of the change required

Activities

- Deepen understanding of the issues and implications
- Develop ideas regarding the root causes and source of issues (see template)
- Assess those staff members most affected
- Begin initial analysis of how solutions may be developed
- Begin to implement any quick wins identified
- Form sub-teams as appropriate
- Share results of deeper analysis with school workforce
- Prepare for first Regional Event

Tools

- Brainstorming
- Brownpaper Technique
- DILO Analysis
- Fishbone Analysis and Five Whys
- Prioritisation Matrix
- PSTB

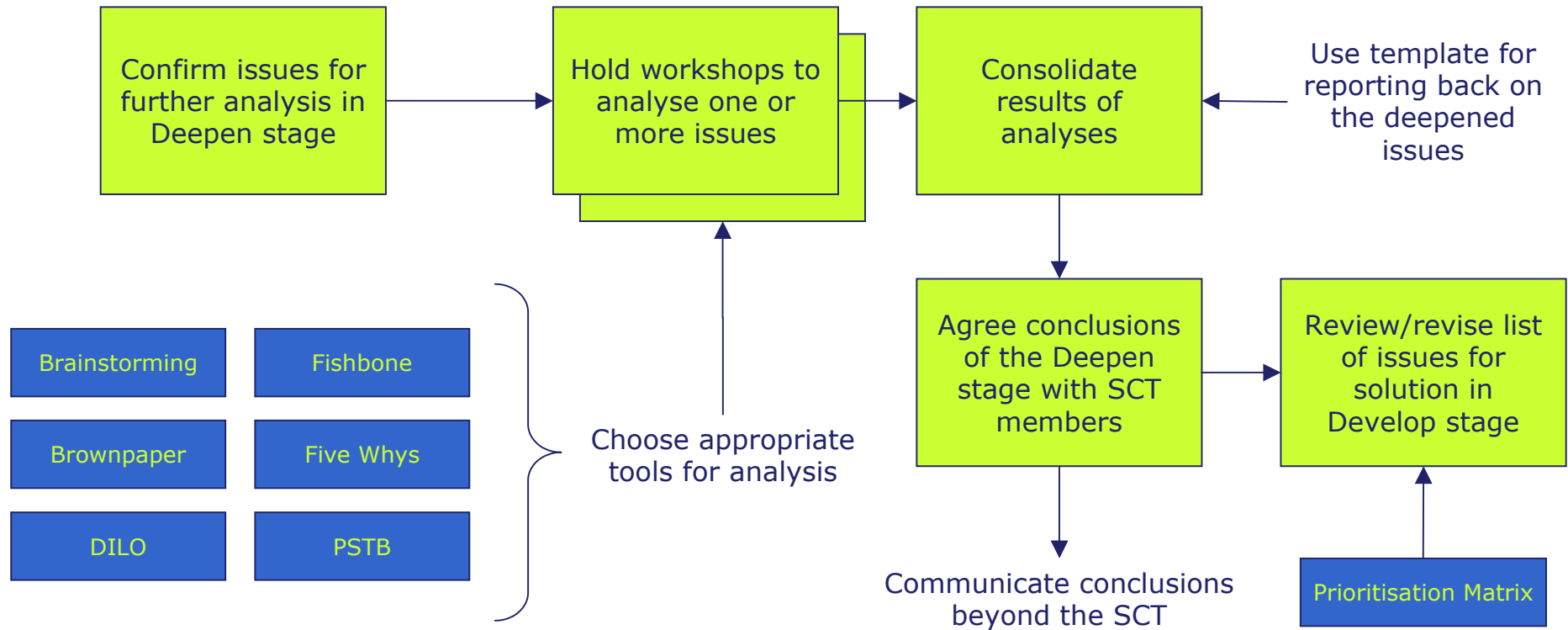
Outcomes

- Detailed assessment of the issues
- Initial views on potential solutions
- Shared issues and potential solutions with workforce
- Pre-Regional Event questionnaire
- What team members are thinking, feeling, saying and doing

Suggested key questions for schools to address

- What contributions are needed to deepen our understanding of the priority issues?
- How do we involve the right people?
- What are the underlying causes to the priority issues?
 - Workload
 - Work/life balance
 - Other
- Who is the most affected by the issues and to what extent?
- Have we some initial views on potential solutions?
- How do we make progress on implementing quick wins?
- How do we communicate results?

Suggested activities



Suggested tools for use in the Deepen stage

Tool/technique	What is it?	When would you use it?					Why would you use it?
		Mobilisation	Discover	Deepen	Develop	Deliver	
Brainstorming	A technique to capture free flowing ideas from a group.	✓	✓	✓	✓		To generate wide-ranging ideas in a group.
Brownpaper Technique	A technique that uses a large area of brown paper upon which is typically mapped a process – it therefore provides a “high touch” visual representation of a process, including activities, interfaces, decision points and information sources.			✓			To enable the school to understand the processes impacted by potential issues. It is also a good technique to gain team buy-in involvement.
Fishbone Analysis and Five Whys	Techniques to help understand the root causes of issues.			✓			To understand underlying causes.
DILO	A technique to map a “Day In the Life Of” a role in the school.			✓	✓		To understand how roles impact varies.
Prioritisation Matrix	A technique for helping to prioritise options.		✓	✓	✓		To prioritise options.
PSTB	Problem Solving/Team Building – a structured approach to problem solving.			✓	✓		To take an issue and develop an action plan.
Stakeholder Mapping	A tool to identify the change project’s stakeholders and increase their support.	✓	✓	✓	✓	✓	To identify ways to align stakeholders.

**Deepen
stage**

Report back on the deepened issues

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Issue	Underlying causes	Organisation impact	Staff/morale impact	Potential solution(s)
• • • • • • • • • • • •				

Implement quick wins

Issue	Quick win to be implemented	Who will implement?	When will it be implemented?	How will it be implemented?
<ul style="list-style-type: none"> • • • • • • 				

- Quick wins are those changes that members of the SCT agree are “just-do-its”; attributes of a quick win are:
 - Easy to do
 - Quick to implement
 - Require minimal resource
 - Clear responsibility for making it happen and delivering the benefits

9.30 *Arrival, registration and coffee*

10.00 Welcome

Agenda and logistics

Roundtable

Remodelling update

- Where are we in the process?
- What have we learnt to date?
- Discover/Deepen stage feedback

Schools' learning exchange

- What progress have you made?
- What have you learned?
- What challenges do you have?

12.45 Lunch

13.45 **Change process**

- Develop stage

Next steps roundtable

- What am I going to do before Regional Event 2?
- Planning discussion
- Table feedback

Wrap up and next steps

- WWW/EBI

15.45 *Close*

Sample
Programme

Remodelling in practice – contents

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Introduction

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Discover stage

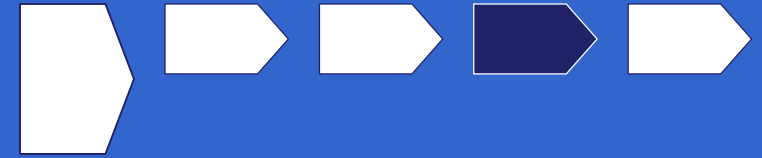
Deepen stage (and Regional Event 1)

Develop stage (and Regional Event 2)

Deliver stage (and Regional Event 3)



Overview of the Develop stage



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Develop the view of the future and strategy for the change combined with delivery plan

Activities

- Develop a view of what the future looks like as a remodelling school and the change initiatives to get there
- Assess the capacity of the school workforce to work on the initiatives
- Agree the initiatives and work plans required to address the issue
- Sign up teams to work on the initiatives
- Prepare for second Regional Event

Tools

- Brainstorming
- DILO
- Force-field Analysis
- Prioritisation Matrix
- PSTB
- Stakeholder Mapping

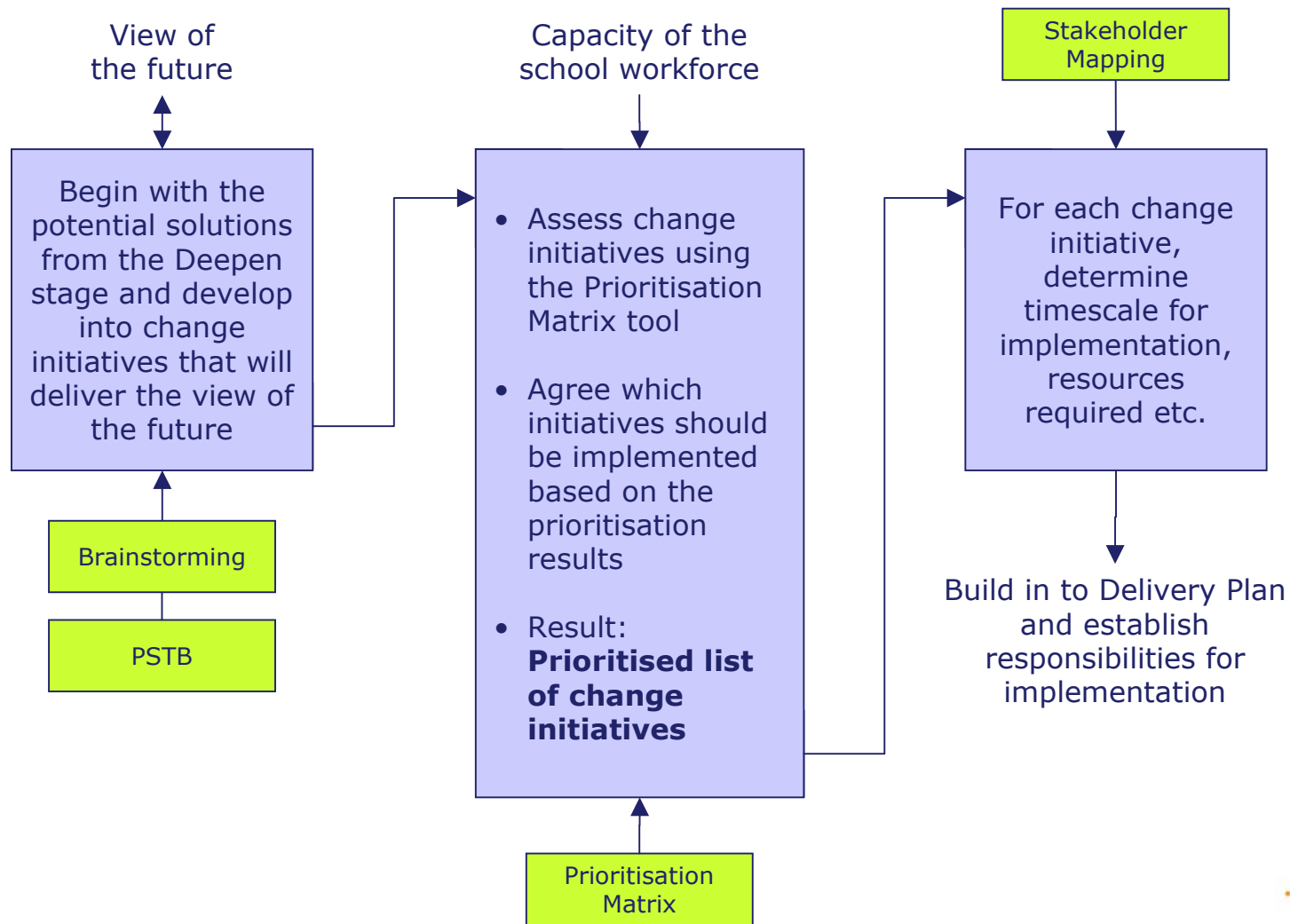
Outcomes

- 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
- What team members are thinking, feeling, saying and doing

Suggested key questions for schools to address

- What is the agreed view of the future for the school?
- Who needs to be involved in developing the change initiatives?
- Who needs to be consulted/communicated with?
- What is the prioritised list of change initiatives that will deliver this future view?
- What will you do with change initiatives that haven't been prioritised highly?
- Have you collaborated with other schools to improve the quality of your view of the future and to exchange ideas about how you will bring about these changes?
- Who should be involved in building the plan for delivering the change?
- What is the plan for delivering the change?
- Are resources and staff assigned to the change initiatives?



Develop a view of what the future looks like

Some typical characteristics that may be evident in a remodelling school:

- Teaching and learning is the main focus
- There is a change team involving many levels of workforce
- Many levels of the workforce are involved in making decisions
- Tasks and activities are undertaken by the appropriate resource within flexible working patterns
- It is 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 school

- On the left are presented some typical characteristics of a remodelling school.
- What will you see in your school once the change initiatives have been implemented?
- Does this view of the future feel right? Is it compelling?
- Should any of your change initiatives be revisited/revised?

All schools may need to prepare a plan which:

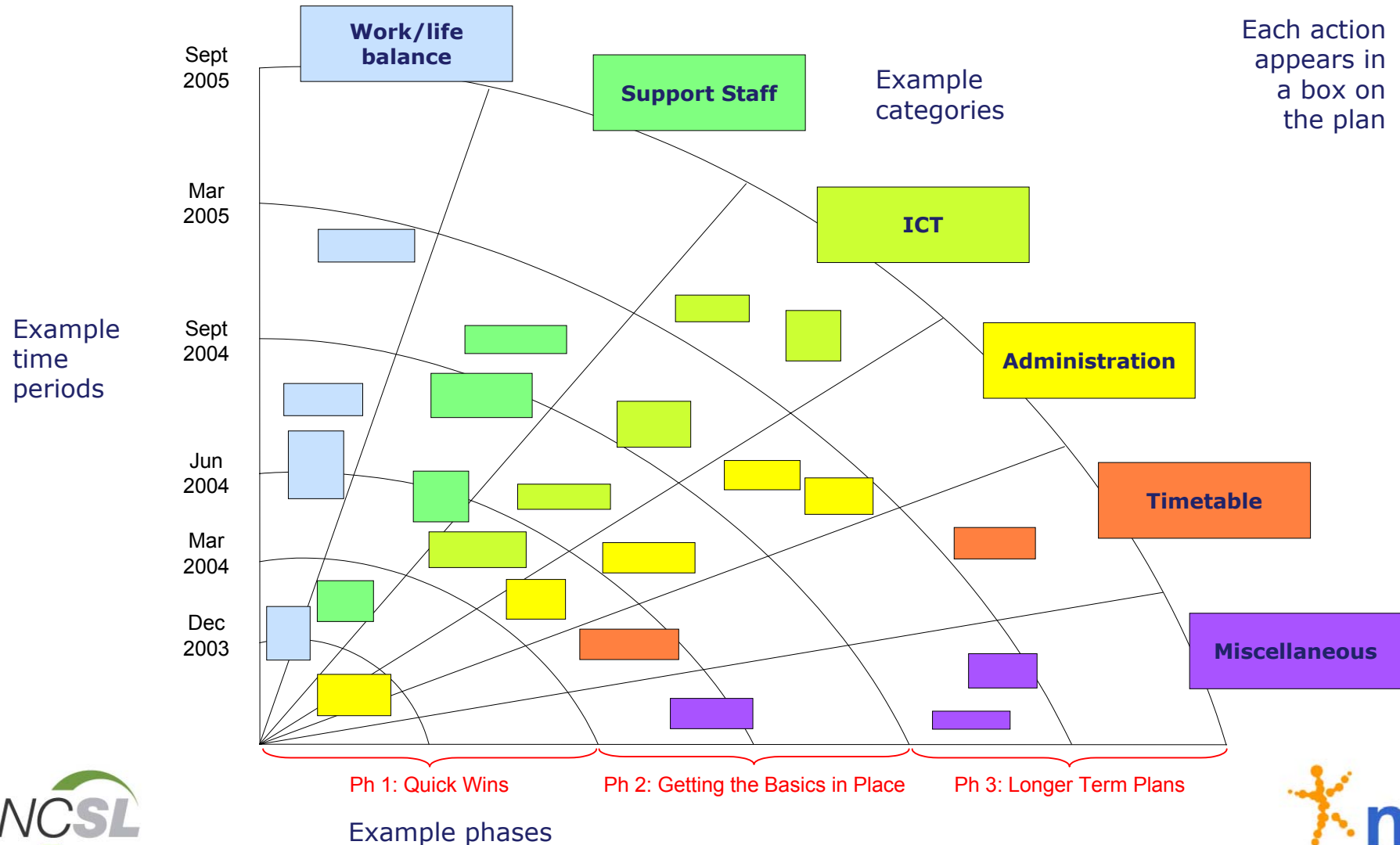
- Is developed by the SCT, in response to the particular workload issues identified by the whole school staff
- Highlights rational, political and emotional benefits
- In time could be linked to the school improvement plan
- Informs the governing body
- Addresses the contractual implications of the National Agreement

**Plans will ideally be part of the normal
school development/improvement
planning process**

**Develop
stage**

A sample picture for communicating the plan

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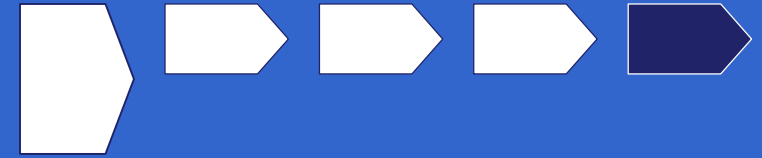
Deepen stage (and Regional Event 1)

Develop stage (and Regional Event 2)

Deliver stage (and Regional Event 3)



Overview of the Deliver stage



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Deliver the results identified in the delivery plan

Activities

- Confirm the change initiative plans
- Begin to implement changes
- Monitor implementation progress
- Measure and evaluate effectiveness of change
- Identify where further issues are arising
- Kick off any new initiatives
- Capture learning and feedback to SCT and SMT
- Plan periodic SCT sessions to renew and revise remodelling plans

Tools

- Stakeholder Mapping
- Others ad-hoc as appropriate

Outcomes

- Teams mobilised and implementing changes
- Start to provide results and feedback to the SMT and Governing Body
- Pre-Regional Event questionnaire
- What the team are thinking, feeling, saying and doing

Suggested key questions for schools to address

- How well is the roll out of the change initiatives progressing?
- Is there appropriate support for people making changes?
- Where are the major impacts expected?
- Are there quantifiable impacts and what are they?
- How will implementation be monitored?
- Are stakeholders being actively managed during implementation?
- What is the learning and feedback?
- How will we sustain the remodelling process?
- How should we renew our remodelling plans?
- What further initiatives are in the pipeline?
- Who needs to play a future role in the school's remodelling?
- Are we networked with appropriate people/schools?