

# National Remodelling Team (NRT)

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Remodelling Resources

## **Section 8 – Appendix – Programme Delivery**

V6.0 31.03.04



# Module overview

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## Purpose

- The programme delivery module outlines the key activities that are involved in delivering the remodelling programme to schools in a particular area
- The module is written to assist LEA Remodelling Advisers in carrying out their programme delivery role; it focuses on the planning and logistical skills required

## Audience

- Any LEA Remodelling Advisers whose roles involve direct support to school change teams as they move through the remodelling process, will benefit from the Remodelling Skills module which is aimed specifically at this “critical friend” role



# Programme delivery – contents

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# The overall purpose of LEA Remodelling Advisers is to promote and champion the remodelling agenda and workforce agreement within the LEA

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## School facing aspects of the role:

- Managing the engagement of schools
- Developing a remodelling action plan with effective allocation of associated budgets
- Organisation and delivery of remodelling
- 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, Dioceses, unions, professional 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, NCSL Affiliated Centres and programmes eg HIP, DfES regional advisers, regional Learning and Skills Council etc

## Programme Delivery aspects of the role:

- Work closely with the NRT core team on a regular basis and attend all relevant NRT events
- Successfully complete LEA Remodelling Adviser training provided by the NRT
- Keep NRT informed of the progress of remodelling within the LEA
- Effectively deploy grant 508c
- Establish, maintain and support the NRT process for measuring the impact of remodelling in schools



# 508c funding – 2003/04

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## **In 2003/04, an allocation to each LEA through Standards Fund Grant 508c was to be spent on:**

- Staff resources – LEA and school-based
- Building capacity of schools to implement change
- Funding meetings of schools/Regional events
- Support for networking/dissemination of effective practice amongst schools
- Spreading remodelling message/agenda across the LEA
- Review/evaluation of remodelling initiatives and strategies adopted in schools
- Provision of Consultant Leader support at school level

## **Success measures set out in Stephen Kershaw's note required for 2004/05 allocation:**

- LEA staff working on school improvement, HR and capital issues are up-to-speed with the remodelling agenda, thinking corporately about how they can best promote and support it
- Schools get practical guidance and support
- Examples of progress and good practice by schools are identified, disseminated and celebrated in your area, including by the schools themselves
- More intensive support and challenge is provided in the case of schools which the LEA judges will find it more difficult to respond and manage change
- LEA training for school support staff and governors takes full account of remodelling



# Grant 25 – 2004/05 (1)

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## What is the grant?

- Total grant increased to £29m from £15m
- Each LEA to receive a base of £70,000
- The balance to be distributed on the basis of 30% on numbers of maintained schools and 70% on pupil numbers
- Each LEA is now aware of their specific 2004/05 grant
- Allocations made on assumption of satisfactory progress in 2003/04 in meeting success measures as set out in Stephen Kershaw's note



# Grant 25 – 2004/05 (2)

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## Examples of what LEAs can use the grant for ...

- Support and challenge schools in remodelling their workforce and implementing the reforms set out in the National Agreement
- Co-ordination and delivery of activities to improve support staff training linked to the remodelling agenda
- Provide support for candidates attending the HLTA training (may include supply cover costs, travel and subsistence costs etc.)
- Cost of additional HLTA training places over and above those fully funded by the TTA

*Source: DfES description of Grant 25.*



# Grant 25 – 2004/05 (3)

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## What are the success measures for 2004/05?

- The following are up-to-speed with the remodelling agenda, thinking corporately about how they can best promote and support it and are so perceived by schools:
  - LEA staff working on school improvement
  - human resources
  - governor support
  - capital issues
- LEAs should also work closely with other local stakeholders such as teacher and support staff unions and governors organisations
- Schools get practical guidance and support, including in managing change
- Examples of progress and good practice by schools are identified, disseminated and celebrated, including by the schools themselves

*Source: DfES description of Grant 25.*



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# Planning and reporting

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**The following activities will need to be carried out by the LEA to ensure a sound launch of the programme:**

- Coordinating activities across LEA – to include objectives, key success criteria, timescales, milestones, key participants, communications etc
- Remodelling planning that forms part of the LEA's Education Development Plan
- Financial control
- Budgeting/financial planning
- Reporting
  - Written feedback
  - Impact measurement (national and local)
  - Local reporting requirements
- Chasing schools (questionnaires, progress reports)
- Performance criteria measurement – see Grant 25 success measures
- Consistent templates for information gathering/communications with NRT etc

# To understand the progress and success of remodelling, a number of types of measure need to be in place that are consistent across the country

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## 1) Progress Measures

- Progress measures – we need to maintain a picture of where schools are in their remodelling journeys:
  - Beginning remodelling
  - Completed the Discovery/Deepen stages
  - Completed the Develop stage
  - Completed the Delivery stage
- Additionally, we need to track schools that were engaged in the process (they passed through any of the stages above), but they have dropped out for some reason
- We may also understand something about the population of schools that are not engaged:
  - Those not intending to engage
  - Those remodelling in other ways
  - Others



# Measures (cont)

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## 2) How the process is going in remodelling schools

- End-of-stage surveys will provide an effective way for NRT and LEAs to understand something about the richness of the remodelling process in a qualitative sense
- Surveys should be quick and easy for schools to complete. A short tick box style questionnaire with about 10 questions will be completed by schools via the Web

## 3) Impact of remodelling in schools

- The National Foundation for Education Research (NFER) has been commissioned to undertake an evaluation of the effectiveness and impact of NRT in the first year. NFER will use questionnaires and telephone interviews to collect information and views from a sample of 150 of the 700+ nominated Tranche 1 schools

## 4) Progress of LEA remodelling rollout to schools

- Each term, a short on-line questionnaire will be used to track progress of the rollout
- NRT has run an LEA feedback events in December 2003 and February 2004 to get direct input from the LEAs on how the programme is being received and collect ideas for further developments. Further progress forums are likely on a regional basis.



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# Regional Events are about ...

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- The Launch Event is about building confidence
  - Providing information
  - Building understanding
  - Building skills
- Regional Event 1 is about recognising the truth about today and beginning to see some clarity
- Regional Event 2 is about creating a vision and plan for a remodelling future
- Regional Event 3 is about delivering the planned changes, embedding and sustaining change



# Launch and Regional Events - Purpose

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## Launch Event

- Establish local networks – within and across LEAs where appropriate
- Share progress to date
- Introduce Change Process
- Understand remodelling in practice – and hear from an Early Adopter school
- Determine the practical next steps for the Mobilise/Discover/Deepen stages
- Review the support available to remodelling schools eg:
  - Local LEA level
  - Website
  - Materials

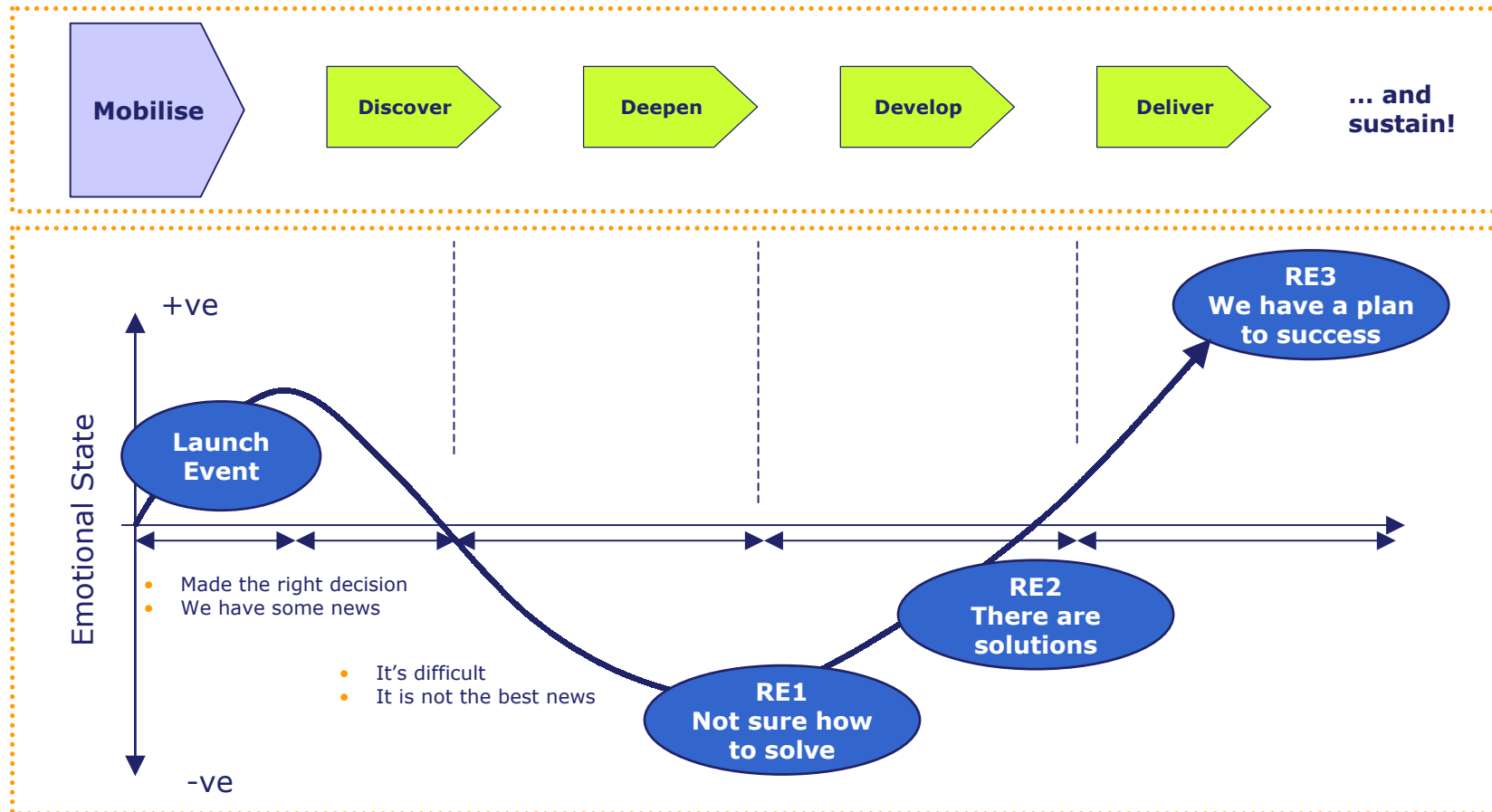
## Regional Events

- Share progress – based on end-of-stage surveys collected in advance
- Review local/national progress
- Exchange ideas
- Synthesise issues
- Develop shared solutions
- Develop networks
- Review activities for the next stage in the change process
- Determine the practical next steps for the next stage
- Update on the support available

# What will happen over the course of the Regional Events?

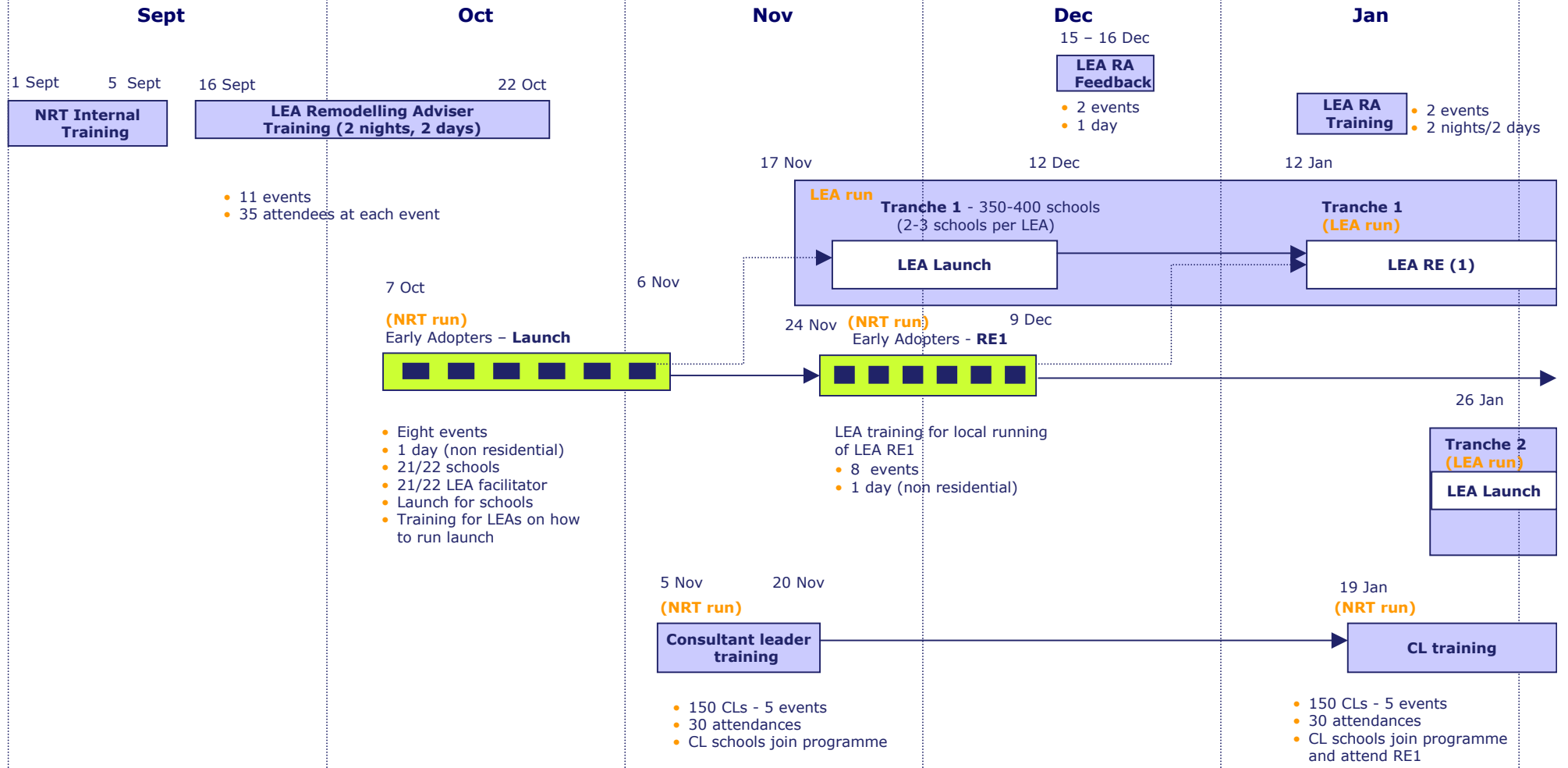
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You will see a snapshot of the schools' paths through the remodelling process ...



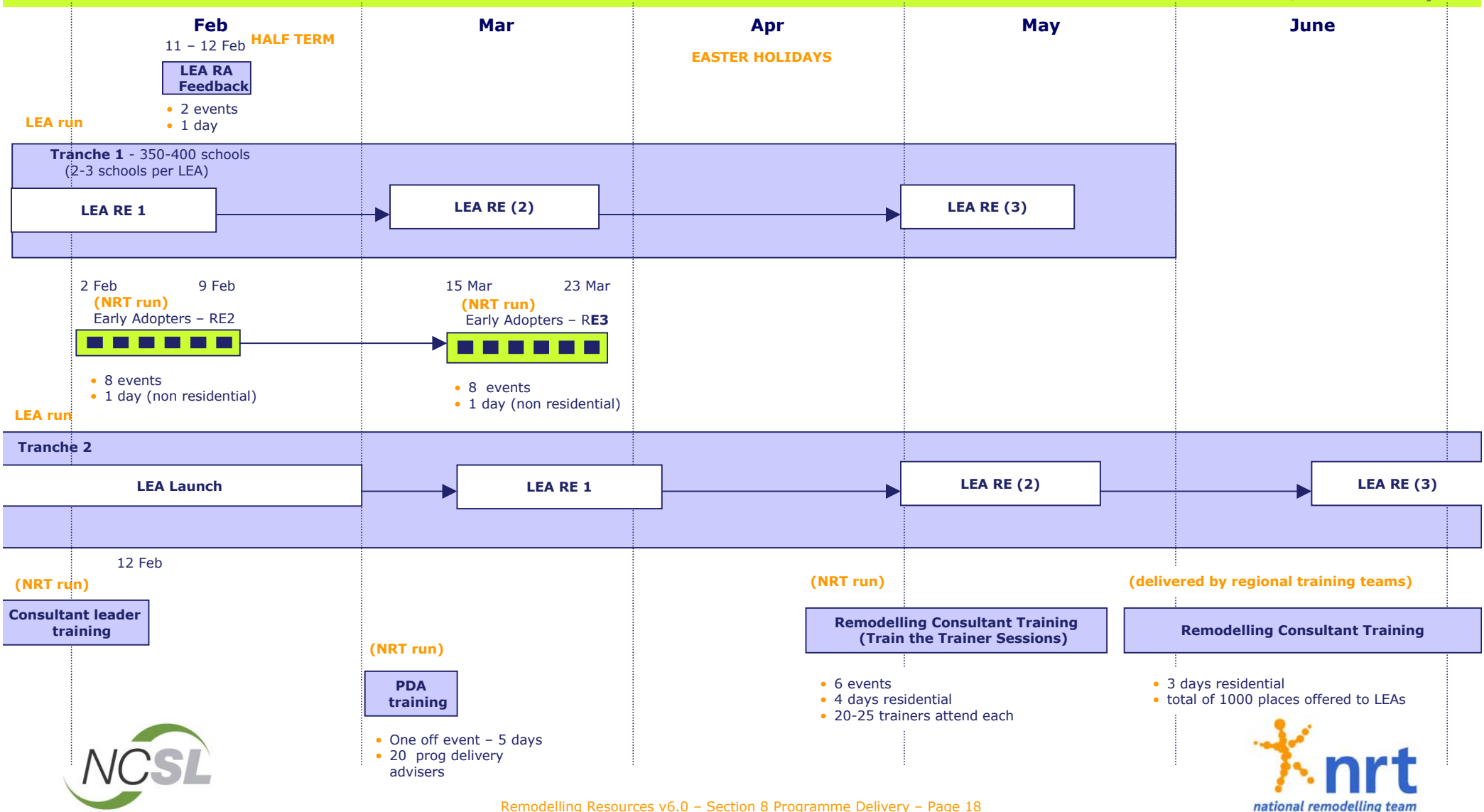
# Major events schedule

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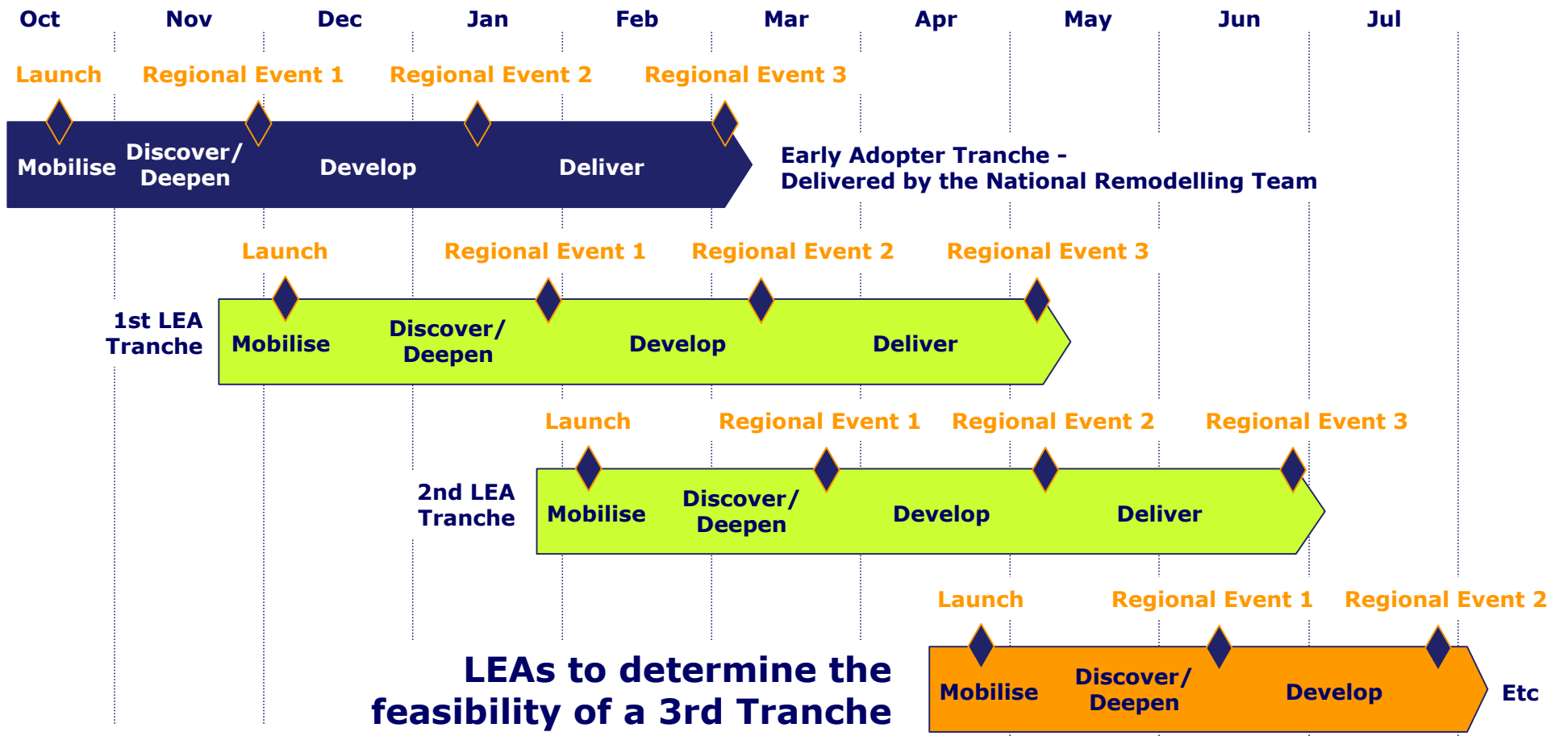
# Major events schedule (cont)

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

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# Successful events require that you attend to three different tasks: People, Process and Practicalities

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People

Who?

Process

What? And When? And How?

Practicalities

Where? And When? And How?

# Attendance at Launch and Regional Events

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Schools	Encourage creative thinking about who should attend – it may be the headteacher with/and a member of the change team. The change team could nominate who should attend? It is also possible that the senior change manager in the school always attends but the other attendee varies between events. Two or three attendees per school is an ideal number
Schools from other LEAs	If the numbers attending a Regional Event are small, either due to the number within a tranche or that the LEA is small, the Remodelling Adviser may facilitate schools from other LEAs attending
Other LEAs' Remodelling Advisers	To share experiences, pool ideas and support each others learning
Supporting organisation such as members of WAMG etc	Ensure contribution is planned and WAMG member is fully briefed
Other LEA representatives	You may decide to invite other LEA managers in order for them to see remodelling progress and to involve them in the process



# Launch Event – sample programme

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**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*



# Regional Event (RE1) – sample programme

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**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*



# Regional Event (RE2) – sample programme

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**9.30** *Arrival, registration and coffee*

**10.00** Welcome, agenda and logistics

## **Remodelling Update**

- Where are we in the process?

## **Schools' Presentations**

- Video of remodelling schools
- Post presentation materials on boards
- Cross-presents in small groups
- Walkabout

## **Five Whys Analysis**

- Table groups use analysis tools on some live issues

**13.15** Lunch

**14.00** **Problem Solving**

- PSTB session working on a live problem

## **Deliver Stage**

- Ideas into Action video
- What are the implications for your schools?
- What are the practical next steps?
- Table feedback

Wrap up and next steps

- WWW/EBI

**15.45** *Close*



# Regional Event (RE3) – sample programme

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**9.30** *Arrival, registration and coffee*

**10.00** Welcome, agenda and logistics

## **Remodelling Update**

- Where are we in the process?

## **Schools' Learning Exchange**

- Detailed exchange of learning to date
- Plenary presentations

## **Schools' Role in Year II Remodelling Programme**

- Roundtable exercise

**13.00** *Lunch*

**14.00** **Future Education  
Environment**

- mind mapping exercise

## **Methods of Sustaining School Change Efforts**

- Introduction to the Balanced Scorecard
- Roundtable exercise

Wrap up and next steps

- WWW/EBI

**15.45** *Close*



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# LEAs may need to manage a number of relationships in order to deliver remodelling including:

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- Headteachers/school change teams
- Governors
- Dioceses
- LEA CEO
- LEA colleagues – mobilising your LEA (internal marketing and comms)
- DfES, including regional advisers
- Local members of WAMG
- NRT
- Remodelling Consultants
- NCSL Affiliated Centres
- Professional associations/unions (local)
- Local councillors
- Local media

***Maintain records of contacts –  
actively manage relationships and progress issues***



# Types of relationship

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Different types of relationship will be apparent, including:

- Influencing – Stakeholders who need to be kept up to date and on board
- Consulting – Stakeholders who need to be consulted to understand their opinions
- Collaborating – Stakeholders who need to be part of the agenda in order to maximise impact
- Reporting – Stakeholders who need to be reported to

It is important that a relationship strategy is developed – see Stakeholder Mapping tool in Remodelling Tools

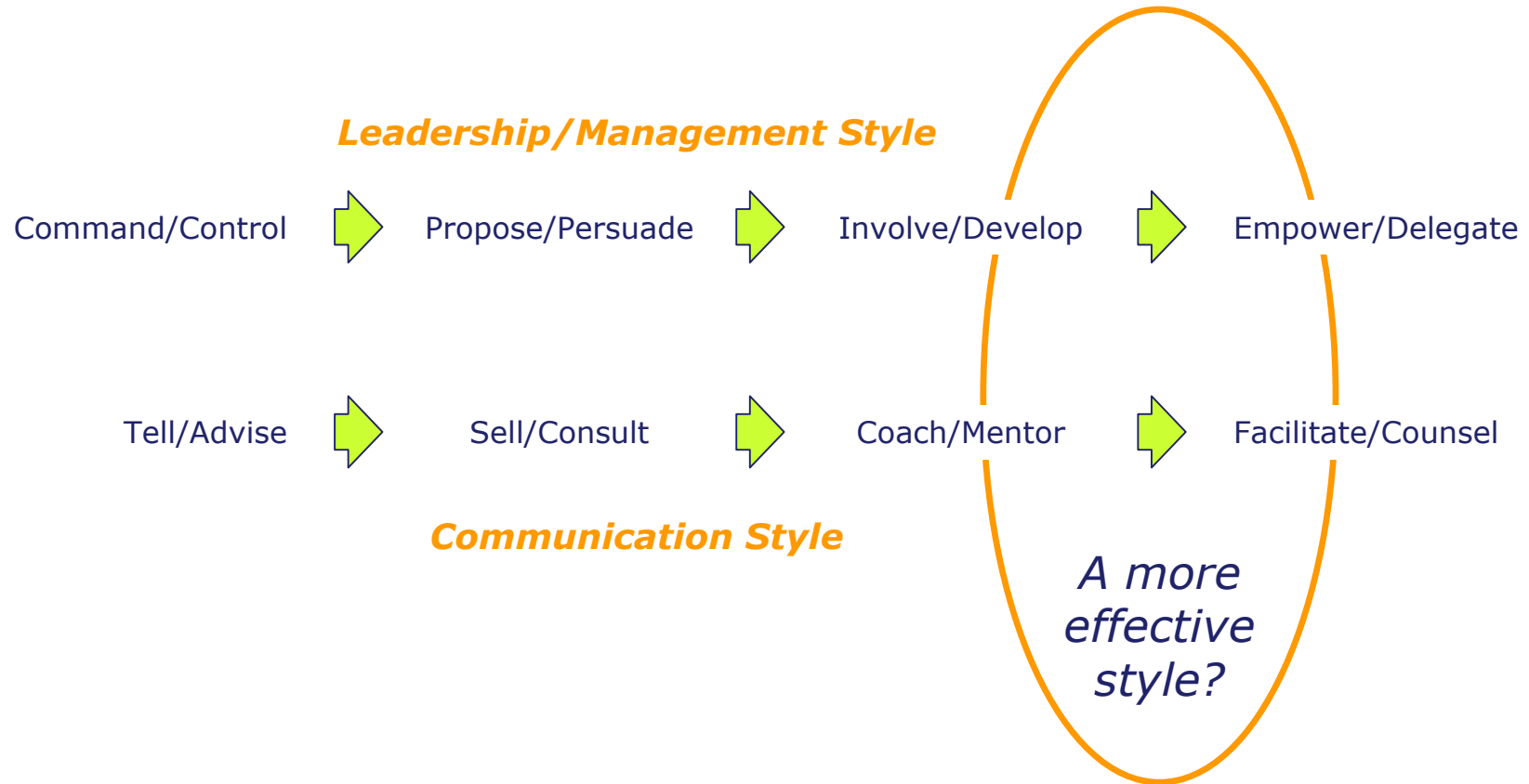
# It is important that the LEA Remodelling Adviser has:

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- Knowledge of schools and all relevant stakeholders. This will generate credibility
- A “Model” for relationships – healthy and productive
- Effective networking to ensure collaboration and sharing of knowledge
- An understanding of all stakeholders’ expectations
- Effective two-way networking
- A communications strategy and objectives
- An ability to manage relationships through various channels e.g. print, media, on-line etc
- Political awareness and sensitivity
- An ability to keep in touch with all major stakeholders regularly

# Style of operating

**In order to effectively manage relationships, a Remodelling Adviser is likely to operate in a style which mirrors that found in a remodelling school**



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# Remodelling Consultants – a skilled resource

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- Each LEA is accountable for the delivery of a quality remodelling programme within its region
- This will require strong management and planning at all stages of the programme
- Critical to this will be the availability of skilled resource
- Remodelling Consultants who play the “critical friend” role in schools will be especially important resources to schools that are remodelling
- The NRT has already trained a large number of NCSL Consultant Leader headteachers who are available to LEAs so that they can be invited to play a part in supporting schools through the change process
- LEAs have identified additional individuals to receive the NRT’s remodelling skills and tools training who will also play the critical friend role
- Each LEA will need to show leadership across any group of Remodelling Consultants - ensuring that schools have access to the right level of support



# How NRT-trained Remodelling Consultants can support schools

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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



# The Pathfinder has taught us that Remodelling Consultants will succeed where

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**They take action:** no Remodelling Consultant can succeed without getting into schools and working directly with the school change teams

**They have a “glass-half-full” outlook:** the Remodelling Consultant must project an energetic and positive persona to schools

**They are able to live with ambiguity:** the Remodelling Consultant must not take ownership for a school’s issues/problems etc – he/she is not there to solve them so often he/she must sit with ambiguity until a school is able to address it in their own way

**They are not as comfortable being “experts”:** there is nothing wrong with being an expert, but this is not helpful in the role of Remodelling Consultant – the SCT must reach its own conclusions



# LEAs will need to build their remodelling capacity in a way that makes sense locally

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## This may include:

- Creating a network of Remodelling Consultants and communicating regularly with them about progress, issues, solutions etc
- Connecting Remodelling Consultants to schools
- Creating a local LEA Remodelling Adviser/Consultant network – regular dialogue – peer support – joint planning etc. May be cross-LEA
- Running Launch Events and Regional Events with support from Remodelling Consultants to organise and facilitate
- Remodelling Consultant evaluation – LEAs are responsible for the quality of the programme delivered across their Authority
- A process of “supervision” may be appropriate – comprising regular status/review/learning sessions