

National Remodelling Team (NRT)

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Remodelling Resources

Section 9 – Appendix – Pathfinder Learning

V6.0 31.03.04



Module overview

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Purpose

- The Pathfinder learning module introduces the Transforming the School Workforce Pathfinder (TSWP) project which began in 32 schools in September 2002

Audience

- The module is written to assist everyone who is involved in remodelling in schools to understand what was achieved in this successful project and how this forms an important foundation for the national rollout



Pathfinder learning – contents

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Pathfinder outcomes and learning

Analysis of Pathfinder baseline data

The key objectives of the project were to:

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- Focus teachers' time and energy on teaching and learning
- Eradicate time-consuming and wasteful activities
- Facilitate the use of new technologies to improve efficiency and effectiveness
- Assist headteachers and school change teams to optimise the use of resources
- 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 their individual change agenda

Note: The Pathfinder project was not undertaken within the context of the National Agreement



Pathfinder schools

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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 owned the change agenda and implemented successful sustainable change
- Although headteachers were participants in school change teams, schools addressed the leadership needs of the SCT in various ways
- Although Pathfinder schools had access to funding to support their change initiatives – many significant changes were implemented for little or no cost
- The process was monitored and advisers directly supported the schools
- 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

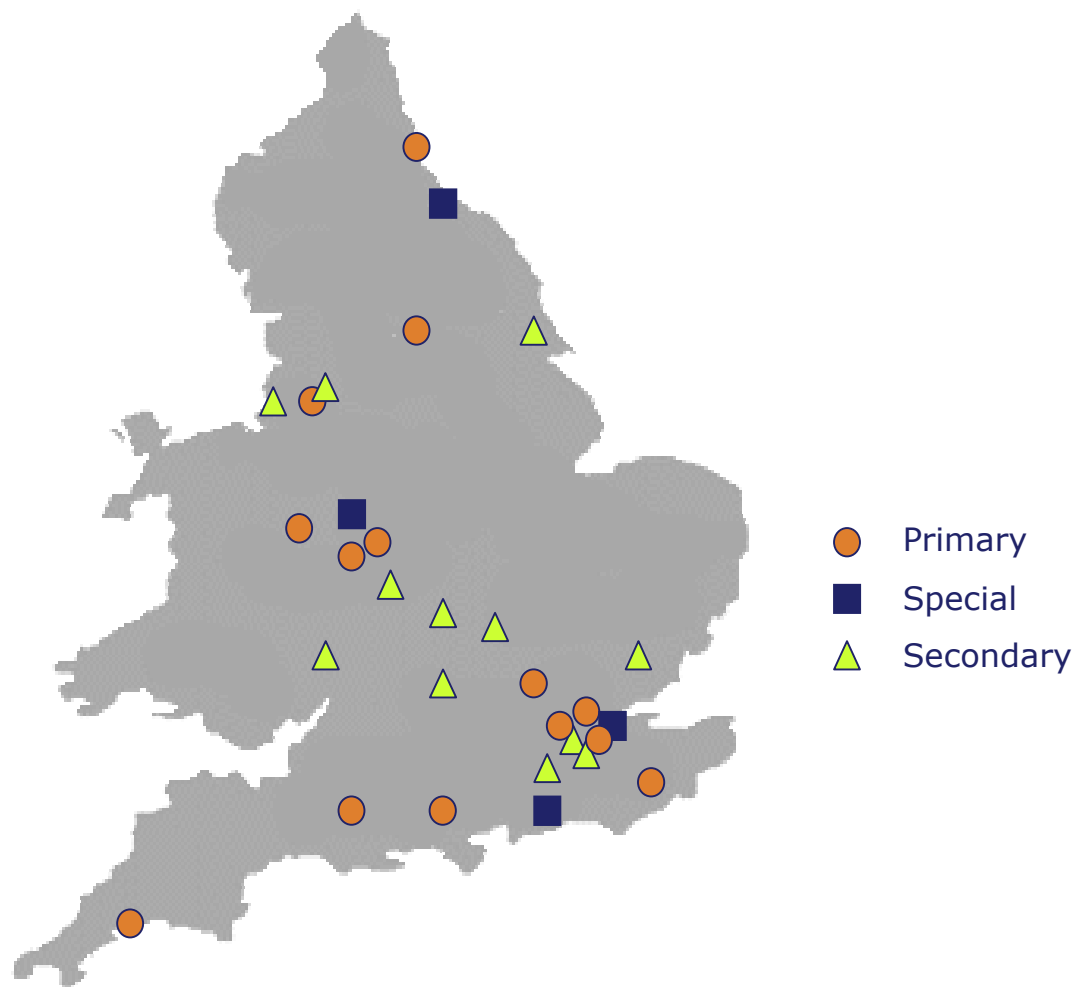


The change agenda was totally owned by the school



Distribution of Pathfinder schools

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Did we achieve the objectives we set out with?

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	Significantly	To a large extent	To some extent	Not at all
A self-directed and supported change process?	47%	46%	7%	
The learning and sharing of innovative and effective practices within and between schools?	20%	30%	47%	3%
Focused and energised the school workforce?	23%	47%	30%	
Assisted the school workforce in working together?	33%	40%	27%	
Focused teachers' time and energy on teaching and learning?	47%	23%	27%	3%

(Source: Survey of participating schools, February 2003)



Did we achieve the objectives (cont)

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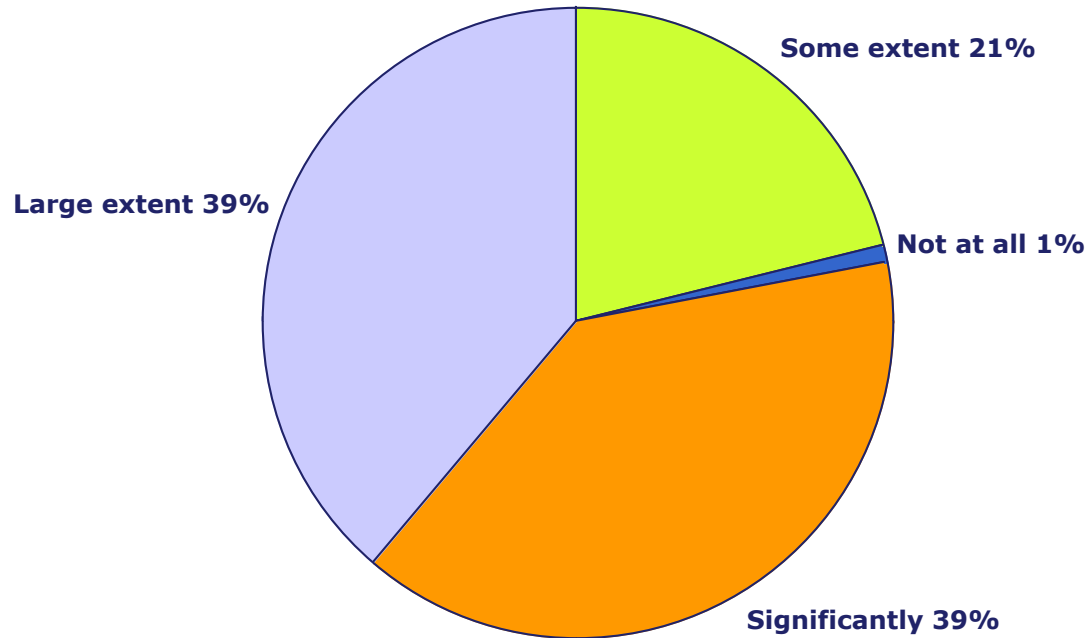
	Significantly	To a large extent	To some extent	Not at all
Helped remove time-consuming and wasteful activities?	30%	50%	20%	
Solutions appropriate to individual context and circumstances?	57%	30%	13%	
Facilitated the use of new technologies?	53%	37%	10%	
Assisted school in optimising use of resources?	23%	57%	20%	
Encouraged school leaders to take control of and lead the change agenda?	57%	30%	13%	

(Source: Survey of participating schools, February 2003)



Overall, the Pathfinder went a long way towards meeting its declared vision and objectives

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... but it is also clear that substantial challenges lie ahead if a national extension of the programme is to be a success

Outcomes from the schools

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- Raised morale
- Fresh, creative ideas
- Common agenda
- Catalyst for whole school change
- Heads were able to “let go” – they had permission to delegate
- 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”



Pathfinder examples: support staff

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Icknield Community College *(Secondary, 481 pupils, Oxfordshire)*

- Resources centre next to staff room – support staff cover all tasks related to administration of pupil issues

Cirencester Deer Park School *(Secondary, 1091 pupils, Gloucestershire)*

- Appointed eight learning assistants, an extra science technician, a family liaison officer and additional admin support

Bramford Primary School *(Primary, 499 pupils, Dudley)*

- Major attack on bureaucracy – recognised the need for “teams of professionals”, not just teachers, to address workload issues

Pathfinder examples: support staff

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Brunswick Primary *(Primary, 329 pupils, Kent)*

- Some TAs volunteered for further training to enable them to cover for planned absences

Corsham Primary *(Primary, 365 pupils, Wiltshire)*

- Appointment of five Teachers' Personal Assistants (TPAs) – do photocopying, word processing, filing, mounting displays, minuting meetings, etc, giving teachers and TAs more time to work with pupils

Pathfinder examples: remodelling

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Langley Junior *(Primary, 254 pupils, Plymouth)*

- New school week from January 2003 – Wed afternoons enrichment/staff non-contact with local experts, including teachers from secondary schools

St Anthony's *(Special, 141 pupils, Chichester)*

- Teachers working fewer hours than a year ago, feeling considerably less overloaded, more valued, more time and energy to helping pupils learn – cohesive teaching team includes Associate Teachers, Special Support Assistants and TAs

Pathfinder examples: remodelling

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Compton Primary *(Primary, 112 pupils, Hampshire)*

- Through TSWP the school was motivated to explore the best use of resources to maximise learning and reduce workload and considered the role of the school in fast developing technological age

Forest Hall Primary *(Primary, 275 pupils, North Tyneside)*

- “Teachers are here to teach children, not to do paperwork. This project is going to be worthwhile all round ... the children will access activities they would not normally experience.” *(Parent)*

Pathfinder examples: ICT

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- Philip Morant: Establishment of an ICT-based school learning centre for up to 118 students – “no cover” policy; pupils have individualised learning programmes, based on what they are doing in lessons
- Prince Albert: Soundfield systems in all Key Stage 2 classes. Result: (i) supports inclusive policy for children with learning difficulties; (ii) supports good behaviour management; (iii) protects teachers from voice strain
- Laptops are used for planning, able to work through whole-school networks – widespread sharing
- Laptops assist with preparation for lessons using interactive whiteboards – many schools have installed these in some classrooms – two primaries in all classrooms

Sustainability of programme

We will endeavour to find funding from somewhere to support the employment of the TA/Resource Managers, as they are making such a difference to standards and levels of pupil achievement

Much of the programme can be sustained ... some HoFs are looking at investing more heavily in support time as opposed to extra teaching hours ... the programme has to be sustainable as staff at the school are beginning to see the lasting benefits of the programme so far

You just learn so much from working together and reflecting on wacky ideas and good practice

However much lateral communication is planned – it's never enough. Identify and nurture the creative energy source, ensure it has a voice and incorporate it within the Change Team structure

A collaborative way of working through groups of schools is the only way forward and it will take time and sensitivity to win hearts and minds

Pathfinder learning – contents

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Pathfinder outcomes and learning

Analysis of Pathfinder baseline data



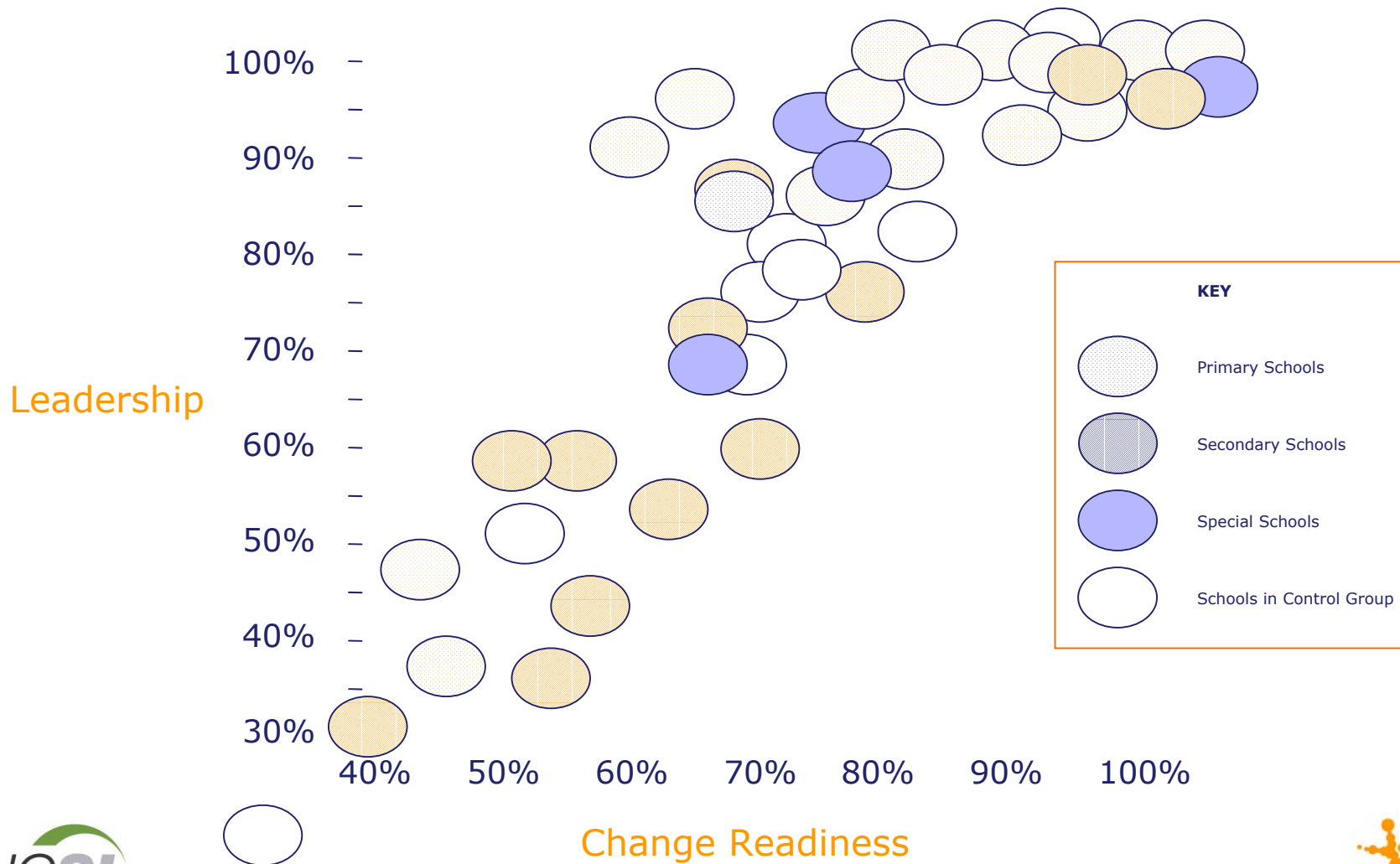
Leadership versus Change Readiness – analysis

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- An analysis of teachers' views on school leadership and change readiness in each of the three groupings: special needs (4 schools), secondary (12) and primary (16)
- The leadership analysis summarises teachers' views on whether there is a clear sense of direction, clarity about aims and purpose and good leadership at each school (data taken from Evaluation reports Section 5 School Leadership, Sub Section 5.2 Leadership and Management)
- The change readiness analysis summarises teachers' views on whether there is an effective approach to managing change, a readiness to accept change and an acceptance that change is a must at each school (data taken from Evaluation reports Section 3 The Nature of Work, Sub Section 3.2 Pace and Manner of Change, 3.2.2 Teachers' Views ...)
- Control school data has been added to the analysis

Leadership versus Change Readiness – results (teachers' views) – all schools

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Leadership versus Change Readiness – findings

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- There is a strong correlation in all phases between a school's leadership capability and its readiness for change
- Those schools with higher scores for leadership capability and readiness for change were not necessarily the highest achieving schools and vice versa
- School size had no material impact on the leadership/change readiness review
- The leadership and change readiness views of support staff, school by school, broadly mirrored those of their teaching staff
- These analyses were particularly useful in determining those schools within the Pathfinder pilot where focused change management support might be required

What were the workload issues?

ICT-wireless links needed to make records more accessible and cut paper bureaucracy

Restructuring of the school day – earlier start and later finish

Future structure of homework and assessment

Collecting, collating & banking lunch money is very time consuming

“All work that prevents me from having quality time to plan and deliver good lessons with energy and enthusiasm”

Blurring – role of teacher and classroom assistant

Amount of admin generated throughout the school results in a wide variety of tasks, requiring different levels of skills

Keeping up with new technology and making full use of time-saving software

Increasing demands for accountability – more rigorous evidence required by a wider range of audiences

Lack of clarity re allocation of responsibilities in admin team

What were the workload issues (cont)?

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Curriculum planning,
short and medium-term,
nearly all paper-based

...paperwork that is purely to give
measurable details to politicians, who
have to prove that they are raising
standards so that they can be re-elected

More efficient procedures
needed for fixing technical
problems, loading software
and training staff

Lesson
preparation!

Meeting the needs of
mixed-age classes with
wide ability range

Amount of non-contact time
minimal, increasing workload on
teachers

Mentoring new staff
when there is frequent
turnover

Storage of, and access
to, resources and
curriculum materials

Pathfinder process
creating workload

The 12 workload aspects from the Birmingham* reports

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* Birmingham University was commissioned to undertake a baseline survey at the beginning of the Pathfinder project; a re-measurement was undertaken at the end of the academic year (and we await the results ...)

Aspects of increasing time spent on non-teaching tasks, such as: photocopying; filing; money collection; acting as a social worker; administration; paperwork; form filling; duplicating information; typing letters

Aspects of MARRA, such as: lack of time for; overburdening amount of; unnecessary components of, marking coursework

Aspects of new government or school initiatives, such as: too many; too time-consuming; creating overload; nature of constant change; lack of co-ordination of initiatives

Aspects of cover and erosion of/lack of non-contact time, such as: teaching too many classes; lack of non-contact time; too many supervisions and duties; covering for staff absences; teaching timetable too full

Aspects of planning, such as: poor planning within school/department; lack of time set aside for planning; plans produced being ineffective for their purpose; duplication of planning information; lesson planning; target setting

Aspects of general bureaucracy: [respondents will have used the term "bureaucracy" as opposed to "form filling", "administration", "filing", etc which may not be deemed to be bureaucratic]

Aspects of meetings and/or staff training, such as: unnecessary meetings or training; too many meetings; outcome of meetings/training being unproductive

Aspects of pupil behaviour, such as: poor discipline in school; amount of time and effort needed to deal with behaviour problems; form filling specifically related to discipline; increase in behavioural problems in school

Aspects of class sizes

Aspects of use of data and information, such as: poor processing and use of data; ineffective systems established for data use; lack of communication of necessary data; poor access to data; inappropriate form of data; inefficient ICT systems/hardware/software; handling data more than once

Aspects of curriculum change, such as: size of the curriculum; new initiatives such as Literacy and Numeracy strategy; content changes; flexibility issues; depth of knowledge required

Aspects of resources, such as: poor or inadequate resources; poor use of physical space; rooming problems; storage problems

Once schools had worked through the Mobilise and Discover stages of the change process, their views about the drivers of workload had changed (this can be seen in the graphs on the following pages)

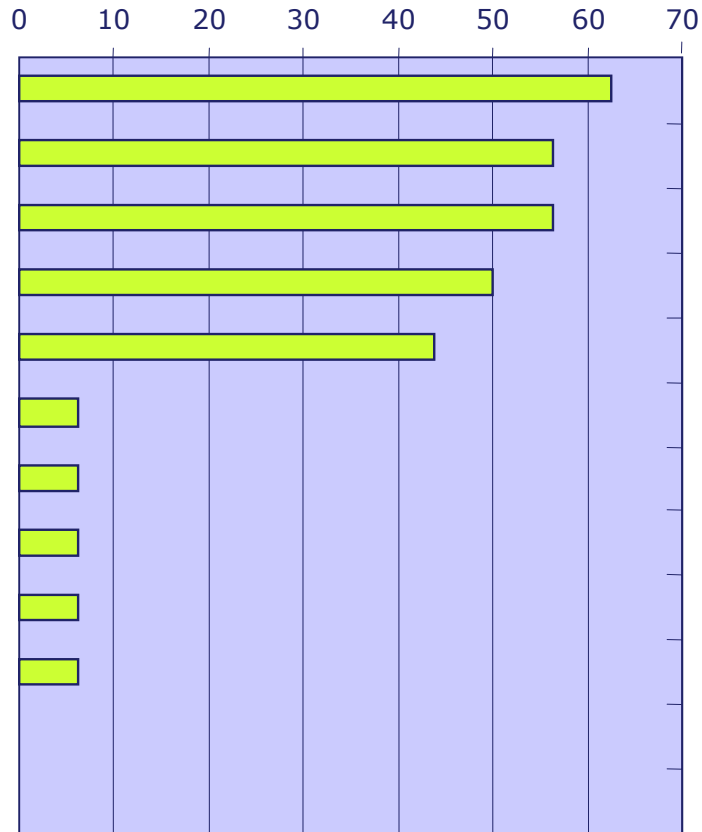


Comparing Birmingham baseline with Discovery stage workload issues – primary schools

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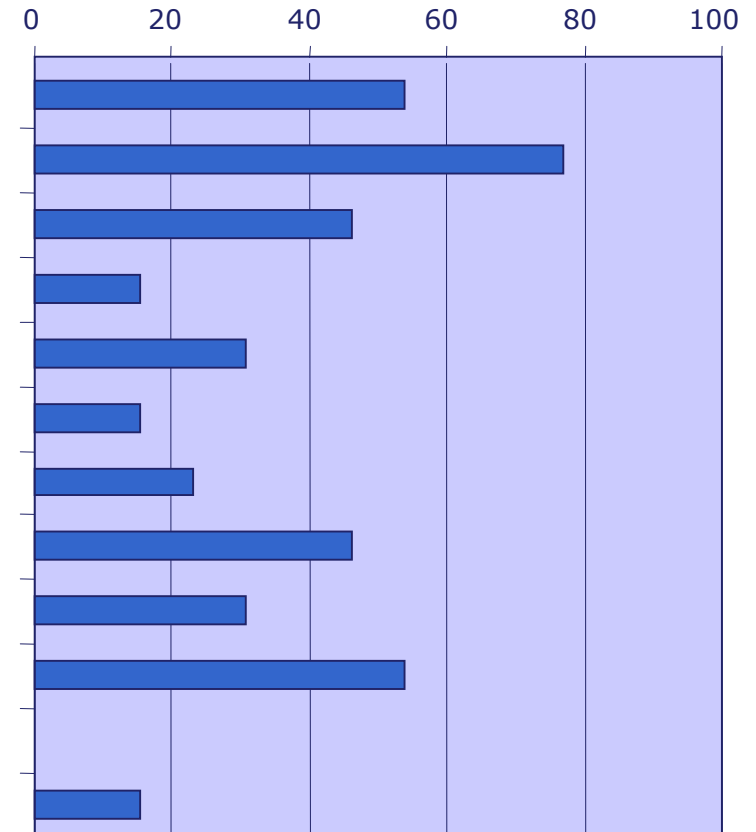
Birmingham data

Percentage response



Discovery Stage

Percentage response



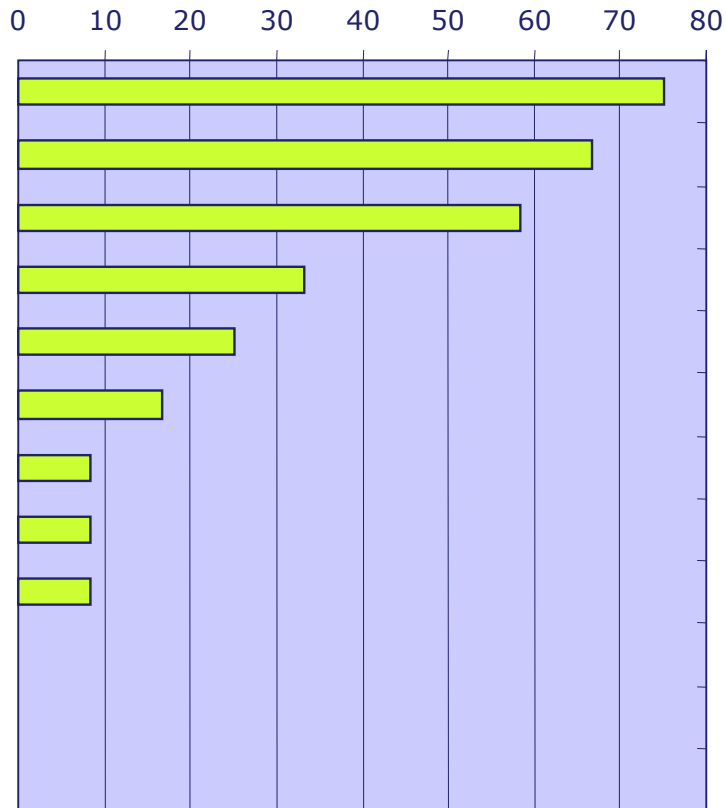
- Aspects of planning**
- Non-teaching tasks**
- Aspects of MARRA**
- Govt etc initiatives**
- Cover and erosion**
- Pupil behaviour**
- General bureaucracy**
- Data and information**
- Curriculum change**
- Resources**
- Class size**
- Meetings/training**



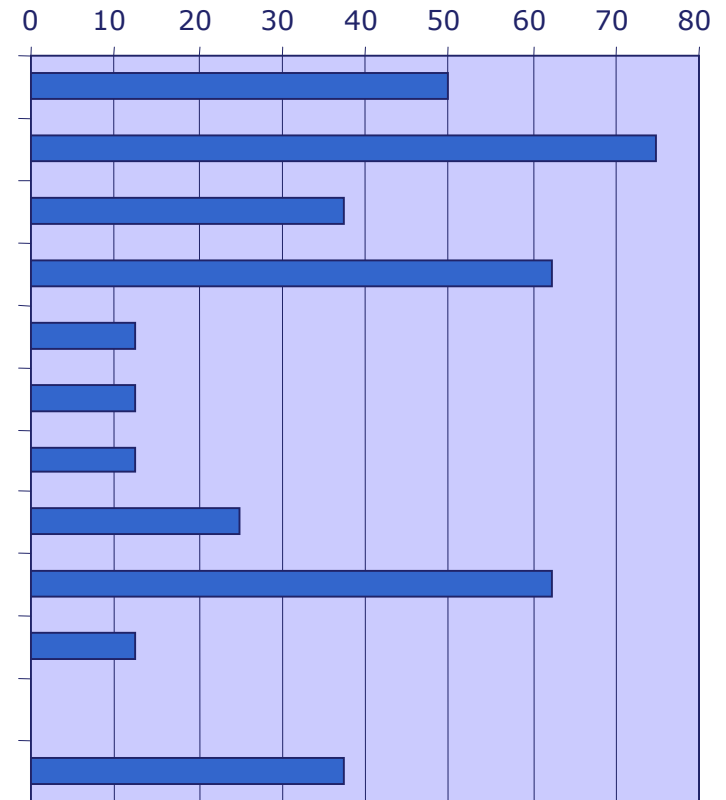
Comparing Birmingham baseline with Discovery stage – workload issues – secondary schools

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Birmingham Data
Percentage response



Discovery Stage
Percentage response



- Non-teaching tasks
- Aspects of MARRA
- Cover and erosion
- Pupil behaviour
- Govt etc initiatives
- Class size
- General bureaucracy
- Aspects of planning
- Data and information
- Meetings/training
- Curriculum change
- Resources

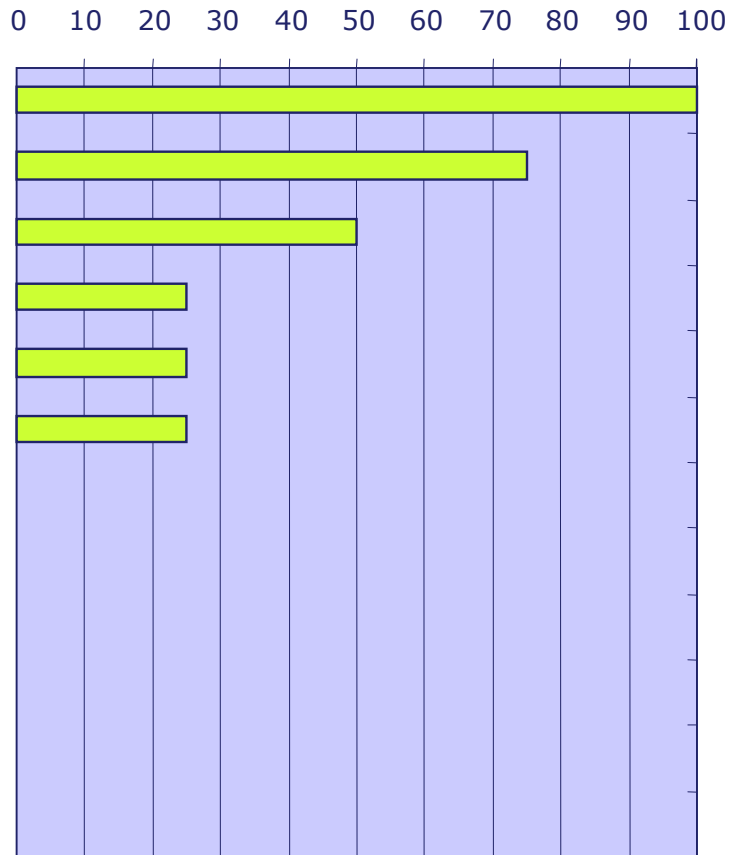


Comparing Birmingham baseline with Discovery stage workload issues – special schools

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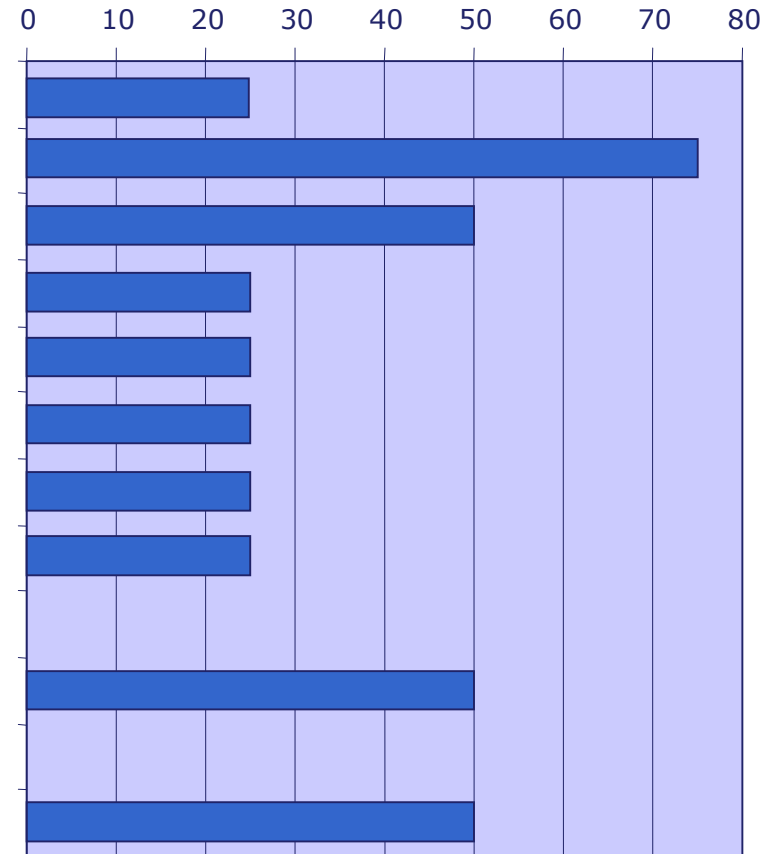
Birmingham data

Percentage response



Discovery Stage

Percentage response



- Aspects of MARRA
- Non-teaching tasks
- Govt etc initiatives
- Cover and erosion
- General bureaucracy
- Meetings/training
- Aspects of planning
- Pupil behaviour
- Class size
- Data and information
- Curriculum change
- Resources

