

Unit 8: Management of Change

AIM

The aim of this unit is to enable newly recruited inspectors to manage and direct educational changes in schools.

LEARNING OUTCOMES

By the end of this unit, the inspectors will be able to:

- describe change
- identify agents of educational change
- identify need for change in education
- identify factors that militate against change
- describe ways of encouraging adoption of change
- describe the role of inspectors in facilitating change
- describe a school development plan as a change management tool
- assist in the drafting of a school development plan.

KEY SKILLS FOR MANAGING CHANGE

- observation
- planning
- interpersonal
- communication
- resource management
- supervisory/advisory
- training

CONTENT SUMMARY

- 8.1 Description of Change
- 8.2 Agents of Change in Education
- 8.3 Needs Identification for Educational Change
- 8.4 Encouraging Adoption of Change
- 8.5 Factors that May Militate Against Change
- 8.6 The Role of Inspectors in Facilitating Change
- 8.7 The School Development Plan as a Change Management Tool
- 8.8 How to Draft a School Development Plan

8.1 DESCRIPTION OF CHANGE

Activity 8a

Discuss in groups, your understanding of change in education. In what areas of education have you experienced some changes? Present your findings to the whole group and try to develop a common understanding of changes in education.

Key Information

Description of change in education can be understood to include:

- changes in teacher and pupil performance
- changes in administration
- changes in the curriculum
- changes in education policy
- structural reforms (e.g. career structure)
- changes in the technology of education.

8.2 AGENTS OF CHANGE IN EDUCATION

Activity 8b

What issues do you consider to be responsible for bringing about changes in education as identified in Activity 8a? Discuss the above question in your original groups and report back.

Key Information

Things that may bring about change in education may include:

- government legislation
- societal expectations
- employment and labour requirements
- innovations in teaching
- technological developments
- international relations
- inspection reports
- research
- demographics

8.3 NEEDS IDENTIFICATION FOR EDUCATIONAL CHANGE

Activity 8c

List and discuss the techniques you would use to identify changes in education systems.

Key Information

The need for change can be identified/revealed, among other ways, through:

- critically analysing the aims of the educational system
- evaluating the level of attainment of the aims
- observing the gap between the intended goals and the performance level
- carrying out research on educational issues
- recognising innovations in pedagogics and educational technology

- understanding changing societal expectations of education through consultation
- observing demographic changes
- recognising success and the realisation of potential.

8.4 ENCOURAGING ADOPTION OF CHANGE

Activity 8d

As individuals, reflect on some changes in the education system during your teaching career which were easily acceptable and those which were less acceptable to teachers.

- (a) For those which were acceptable, what do you think made them easily acceptable?
- (b) For those which were less acceptable, what would you suggest should have been done to make them more acceptable?

Brainstorm your findings together as a group and try to establish common points.

Key Information

Some issues important in creating an atmosphere conducive to change include:

- providing enough information about change
- involving people in effecting change
- giving people time to internalise change
- rebuilding self-esteem in people
- making every participant in the change process a winner
- retraining and/or inservicing those responsible for effecting change
- ensuring availability of necessary resources.

NB: Your ability to handle resistance to change will depend on your awareness of the sources of that resistance.

8.5 FACTORS THAT MAY MILITATE AGAINST CHANGE

Activity 8e

As a group, discuss factors that you think may make change initiatives unsuccessful or result in them not being undertaken.

Cross check your findings with the key information given.

Key Information

- fear of the unknown
- lack of information
- misinformation
- threat to core skills/competences
- threat to status

- threat to power base
- no perceived benefits
- low trust organisational climate
- poor relationships
- fear of failure
- fear of looking stupid
- reluctance to experiment
- custom bound
- reluctance to let go
- peer group norms (esp. among teachers and pupils)

8.6 THE ROLE OF INSPECTORS IN FACILITATING CHANGE

Activity 8f

In pairs, identify any current changes in the education system of your country.

- what role would you play as inspectors in realising these changes?
- briefly outline the steps you would follow

Present your findings to the whole group.

Key Information

The role of the inspectors in facilitating change includes the following steps:

- identifying the implementers of the change
- disseminating information about change
- ensuring provision of necessary resources
- training/retraining and/or inservicing the implementers
- continuously evaluating and redirecting the change process towards its goal.

8.7 THE SCHOOL DEVELOPMENT PLAN AS A CHANGE MANAGEMENT TOOL

Activity 8g

Discuss as a group, the following questions:

1. In what way do you think a school development plan is a change management strategy?
2. What
 - should the planning process involve?
 - is its focus?
 - are its attributes?

Key Information

1. The school development plan is a deliberate change process for the purpose of attaining the school's aims.

2. The school development plan should focus on the *aims and values* of the school, especially the following areas:

- curriculum
- staff and staff development
- organisation and management
- premises
- finance
- parents and community values

3. The attributes of a school development plan are that it:

- contains a set of realistic and prioritised objectives
- includes a timescale
- defines individual and collective responsibilities
- outlines the resources
- is presented in an easy-to-follow format

4. In drawing a school development plan, one has to consider the following:

- where the school is (current situation)
- where it wants to go (vision)
- how it intends to get there (strategy)

8.8 HOW TO DRAFT A SCHOOL DEVELOPMENT PLAN

Activity 8h

Imagine you are school heads. In groups, brainstorm how you would go about drafting a school development plan. Report your findings to the whole group.

Key Information

Drafting a school development plan involves the following:

- Construction of a shared vision
- Reviewing the current situation
- Establishing priorities
- Action planning
- Taking and monitoring the action
- Evaluation

Trainer's Note

Refer to Unit 13 of Module Four for more on school development planning.

PERSONAL ACTION PLAN

Take a few minutes to reflect on this unit and note any actions you feel you should take.

REFERENCES

- Blake et al (1989) *Change by Design*, Addison Wesley, US
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