

Achieving sustainable systemic change: an integrated model of educational transformation

Professor Shelda Debowski

Director, Organizational and Staff Development Services,

University of Western Australia

Shelda.Debowski@uwa.edu.au

Phone: 61 8 6488 3845

Many educational communities seek to promote sustainable systemic change to embed new teaching or structural initiatives. However, many also fail to build strong staff engagement with the change process and its consequences. This paper reports on a research study undertaken for Scotch College in Perth, in which the factors that can influence change were examined. The paper provides an overview of the major factors which can enable or impede effective change. Drawing on leadership and change management theory, the paper explores the key factors which should be considered in achieving systemic change in educational communities. It argues that leadership is a key factor, but that it must operate across all levels of the community. The paper also suggests that structural factors within the educational setting also require considerable review to enable full staff engagement with the change agenda. Examples from the Scotch College experience will be used to illustrate the challenges which may need to be addressed. A model for sustainable systemic change will be presented, along with some broad framing principles which may assist other educational communities seeking to promote their change initiatives more effectively.

Many educational communities seek to enhance their educational practice as part of an ongoing goal of quality improvement. However, the process of reforming curricula, educational strategies or broader educational frameworks can generate significant negative consequences unless the school also recognises and manages the related issues. Educational reforms operate within a larger framework of cultural, professional and systemic constraints that must be acknowledged and addressed in conjunction with the desired educational change (Burke, 2002)

This paper explores the ways in which an educational community might approach major change initiatives. A model of sustainable educational change is outlined and then illustrated using the experience of Scotch College, a leading boys' school in Western Australia. The paper will argue that three levels of reform need to be addressed: the systemic, the group / cultural and the individual's own skill set. It will also explore the complexities that may arise in school settings where the infrastructure and support for systemic change is less well enabled. The implications for those in leadership roles will also be explored.

Change in Educational Communities

Change is a natural by-product of organisations. Most educational institutions will at various times find it necessary to refine and adapt their systems and processes to accommodate changing community expectations, market forces and evolving educational practice. In the case of educational communities, change processes are often directed toward moving the institution from sub-optimal outcomes to a performance which better positions its students and its own reputation as an effective educational provider (Blanchard, 2003; By, 2005).

While change has been an ever-present phenomenon, the rate and complexity of change has greatly increased (Burke, 2002). Technological advancements and globalization have encouraged a wider scoping of possibilities and easier identification of better practices. The growing sophistication of systems and theories has resulted in a concomitant focus on how various options may work in conjunction with other areas of knowledge. This merging of multi-disciplinary change foci has certainly been evident in school-related research and practice.

It is neither desirable nor realistic to avoid change. Professionals are expected to evolve as new knowledge and understanding informs their theoretical base and professional skills. Research, technological advancements and knowledge from many different disciplines provides an ongoing cornucopia of ideas and resources that can enrich and improve the work teachers undertake. Unfortunately, that very breadth of knowledge is also the factor which deters many people from clarifying how or what should be reviewed and redeveloped as better professional practice (Brownhill, Wilhelm & Watson, 2006). Good intentions can be lost in the hurly-burly of everyday existence until the urge to change has faded. In the case of school communities, the very busy daily push to meet deadlines, manage student learning and accomplish the myriad duties required of teachers makes reflection, change and renewal particularly challenging.

As professionals teachers are expected to monitor what is happening in their broader professional community and acquire new skills and knowledge to enable better performance (Down, Chadbourne & Hogan, 2000). The body of knowledge that they bring to the role requires a substantial educational grounding which must then be re-informed and updated regularly (McCormack, Gore & Thomas, 2006). Sources of support include professional communities that offer seminars and conferences to assist in that reflection and renewal. The opportunity to meet with other teachers and to explore their perceptions of the issue under discussion is an important means of re-affirming the value of teaching. It also offers a chance to share good practice and other insights. However, teachers then experience the significant challenge of transferring that learning back into their own teaching context (Bennett & Marr, 2003; Hesketh & Ivancic, 1999; Wexley & Latham, 2002). The particular school setting, the teacher's own area of expertise, the culture of the educational community and the students themselves are but a few of the factors that will determine whether any of that professional up-skilling will successfully translate back into the teacher's own classroom. In many cases, the fervour and commitment to integrate a better way of doing things can be lost when faced with the reality of the school, class and students. This failure to transfer can then impact on the individual's enthusiasm, motivation and commitment to the profession (Wexley & Latham, 2002).

Teachers who manage to bring new knowledge back into their work setting still face considerable challenges. If they adapt their own individual teaching to apply new forms of practice and knowledge, they may find that their innovative processes are hard to mesh with the existing structures and forms that are in place within the school or subject areas. Colleagues may be less appreciative of their efforts or not even recognise that new and improved processes have been developed by their peers. In worst-case scenarios, they may be quite suspicious or dismissive of the new methods that have been trialled. Conversely, if the teacher is part of a community seeking to enhance and change its practices, the supportive, dynamic change setting vastly increases the change commitment. Further, the robust debate and interchange between colleagues can frequently generate innovative ideas that better relate to the local school context. And the process becomes much more enjoyable as colleagues interact, support and recognise their peers' efforts and achievements. Clearly, this is a more optimal environment in which to seek and implement effective educational reform.

A major change process occurs when an entire school moves toward a different way of envisioning or enacting its mission. The decision to effect a systemic change will normally be driven by the need to remain competitive, address quality assurance issues, or to meet the evolving expectations of the various stakeholders (which include parents, teachers, the school board or students). For the institution the focus will frequently be directed toward strategically repositioning the school's directions, systems and / or processes to enhance the student experience and learning outcomes. The path to that outcome will vary, depending on the school context, student characteristics and stakeholder expectations.

There are major advantages in promoting whole school change strategies. First, they provide an important platform for review and reformation of the existing practices and principles – a healthy process to undertake every few years. Second, they promote a widespread common culture and ethos that promotes complementary understanding, philosophies and sharing of good practice. Third, they offer the opportunity for teachers to test their understanding and innovate in their local work setting – thereby enabling better learning transfer. However, a positive experience of systemic change is predicated on the application of effective change management strategies which positively engage the many stakeholders. Teachers working in an evolving school setting may perceive the change to be exciting or threatening. Their response can relate to their own needs, perceived capabilities, expectations of the work setting or previous change experiences. The warmth of reception may also be determined by the manner in which the change is enacted. Even keen advocates can be lost if the leadership and management of change is poorly done. The factors that influence successful change are therefore important considerations when seeking to achieve successful educational transformation.

This short overview of change processes highlights three key issues. First, change is an important outcome of educational professional practice which ensures teachers remain current and engaged with their sphere of work. Second, the scope of potential educational change is immense, and needs to be carefully focused to ensure the identified change programme is manageable and achievable. That is, planned change

which is strategically directed guides resource allocation and goal achievement (Burke, 2002). Third, change is ideally positioned within a supportive community which also seeks similar outcomes. The challenge for schools is therefore how to address these three issues to make change a smooth and engaging process which will encourage widespread commitment, ready adoption and a supportive community in which the change operates.

Change Theories

There are many sources of guidance on how to generate successful change within a work community (e.g. Burke, 2002). Successful change is predicated on its acceptance by those who will implement and support the necessary processes. Within a school setting, the teachers are a critical stakeholder group that must see the value of the change and also desire its introduction. This can be a major challenge for school leaders who need to promote goals and mobilize the professional desires of their staff to achieve even higher levels of performance.

Beer and Nohria (2002) suggest that two causal models inform change processes. *Theory E* operates from an economic and rationalist framework in which organisational structures, goals, processes and systems which require adaptation are identified and altered. This model recommends a top-down strategy where strong leadership drives the reform process and people are strongly encouraged to accept and integrate the identified changes. In the case of a school setting, changes to the curriculum model or assessment practices could reflect this theory. This model is particularly suited to large scale systemic change which requires careful integration of various systems and processes and potentially, re-tooling of institutional processes. However, change conducted in this manner can be rejected by the school community if there is insufficient engagement by those who will use the systems once they are developed.

Theory O recognises this risk, emphasizing the importance of building organisational capability across the whole community (Beer & Nohria, 2002). An inclusive and innovative culture is promoted, with all members of the community building ownership and familiarity with the change agenda and its consequences. The accretive development of principles and practices suits the community and accommodates different members. A school, for example, might focus on sharing good practices across members, or reviewing its teaching assurance processes through a collaborative review. The desired outcomes (and processes of change) would be determined in consultation with these stakeholders. That is not to say that the process is not guided by strong vision and leadership. However, it does promote wider recognition of the part all members of the change community play in building sustainable change.

The successful achievement of a major school reform therefore requires careful consideration of many factors. Burke (2002) argues that there are both transactional and transformational processes which need to operate in tandem. Transformational elements are those which influence the behaviour and motivations of the individuals. These may include the articulated goals and mission of the school, organisational culture, employee expectations and the leadership which is in place. Transactional factors are the

operational processes which enable effective change to occur. These include management practices, systems, policies and procedures, work and reporting structures, work group support for change and the individual's role and capacity to undertake the new tasks or responsibilities.

A Model of Strategic Educational Change

Drawing on these conceptions of strategic change, a Model of Strategic Educational Change is proposed (see Figure 1.) The model emphasises three layers of organisational enhancement which operate conjointly to encourage widespread engagement with and acceptance of the educational change programme (Burke, 2002). These are the organisational, work group and individual elements. It also suggests that there are other sources of influence which play a large role in determining the degree to which the change will be achieved. These are also explained below.

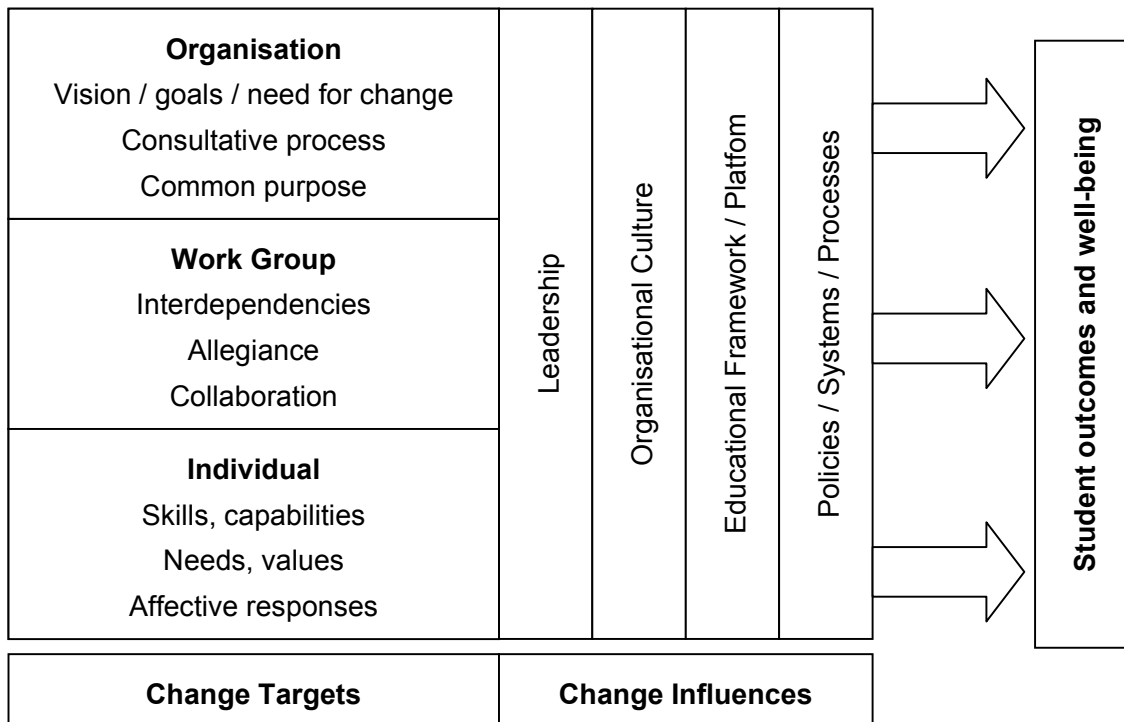


Figure 1: A Model of Strategic Educational Change

Change targets

The model highlights the importance of promoting change across the various levels within the school. At the broad organisational level, the school needs to encourage a common understanding of the change across its entire community (Blanchard, 2003). Good articulation of the need for change and the likely outcomes are paramount. Ideally, each member of the school community should be able to describe how the proposed change will improve the school, their own work group and themselves. They should have a clear picture of the final outcome and how it will impact on student outcomes and well-being. There may be other benefits that can also be identified. Ongoing communication and consultation are most important strategies to increase member contribution (Deetz, Tracy & Simpson, 2000).

A work group in a school might comprise teachers working with particular year groups or within a subject disciplines. At this level, the potential impact of any change can be strongly felt. Curriculum structures, timetabling and assessment practices may all be impacted by a change in the overall school strategy. Teachers are likely to consider how any proposed change (such as curriculum reform) may impact on their own management of the learning context and the student experience. They are likely to review the changes to work practices that will be necessary and to consider how they will need to adapt. Work group members are likely to explore their common understanding of the proposed changes and to then review how it will interact with other elements of their work. The teachers' allegiance to their work group can sometimes counteract the change agenda. Leadership within this level is critical in assisting with the consideration of change ideas and the testing of new concepts. Change agents within those communities can be particularly important, as they encourage a positive focus on the programme and member engagement.

While teachers operate as members of their respective work groups, they also maintain a strong individuality. Classroom practice and the support of student needs reflect the individual teacher's own professional concept and identity. Teachers will therefore bring many personal and professional perspectives to the change process and this needs to be recognised in encouraging new modes of working (Quinn, Anderson & Finkelstein, 2002). At a basic level, the focus for the reform may be challenging for some – particularly if it incorporates new skills and knowledge that have not been developed prior to this time. Each teacher also possesses different aspirations and conceptions of their work. Some will strongly desire the change process, while others may see it as threatening and destabilizing. Change agendas therefore need to incorporate many opportunities to reassure and provide assistance to individual teachers as they develop new capabilities. The level of support they may anticipate during the change process can be a major factor in determining how change-ready an individual feels.

Change influences

The model suggests four primary areas that play a major influencing role in enabling systemic change. Effective leadership of the change process is fundamental to its success (Buckingham, 2005; Hunt & Buzan, 1999; Johnson & Uline, 2005; Kamener, 2004). Leadership operates not only at the senior level through the principal (and possibly the school board), but throughout the various layers of the school. Those who lead work groups, houses, curriculum or year levels all play a critical role in guiding and promoting the change strategy. Each leader contributes by articulating the vision and interpreting it in the local sub-context to illustrate how the process will impact on both work roles and individuals. They lead through their own modeling of the desired changes and by assisting others to translate the necessary processes into their work activities. As senior leaders they offer an important mechanism for people to seek advice and to provide feedback on the translation of principle into practice. They can also play a significant role in identifying issues that require further consideration. Many of these teachers will be keen to assist in the change strategy. However, their engagement and support will be predicated on how well the communication and educative strategies are managed.

A second major influence is the prevailing organisational culture (Hunt & Buzan, 1999). A culture that encourages innovation, quality outcomes, collaboration and high performance can significantly influence the likelihood of individual commitment and engagement with a change agenda (Debowski, 2006; Gilbert & Trudel, 2005). Teachers will be less risk averse if they feel that learning is encouraged and errors are accepted (Bean, 2006). This will be particularly important where the desired changes necessitate the adoption of alternative behaviours and patterns. Supportive, positive colleagues can be very powerful mechanisms to promote different forms of behaviour. School cultures can be positive, robust and constructive, or they can undermine the change agenda considerably. Even in a positive environment, work groups and individuals can make a significant impact if they are highly resistant to the proposed change process.

The third influence relates to the educational framework or platform that operates (Hunt & Buzan, 1999). The principles, standards and likely consequences of the change on educational practice need to be clear and unequivocal (Adamson, Nickle, Serebrin, Waterman & Barrett, 2004; Cooper, Ehrensall & Bromme, 2005; Speck & Knipe, 2005). There also needs to be time to digest, explore and test the application's impact on group and individual work contexts. In a school setting there may be a particular focus on reviewing and confirming the operating curriculum framework, the clarity of anticipated outcomes and the likely standards by which a teacher's revised activities will be measured.

One of the factors that strongly determines whether a change process will be adopted relates to how effectively the associated systems, processes and expectations are re-engineered to create an integrated and seamless architecture for change. A focus on quality teaching enhancement, for example, may necessitate new processes for feedback on performance, alternative mechanisms for staff development and stronger integration of support to new teachers. Reward systems may warrant review (Marsick & Watkins, 1999). What gets rewarded? How does quality teaching count? How is it assessed? Each change strategy requires careful review to determine what aspects of

the school activities require associated refinement or reformation. The more the school can create synergistic systems and processes, the greater the likelihood of full adoption by those concerned.

The way in which the model translates into a reform agenda is best illustrated by exploring one example of a major change initiative.

Change in Context: The Scotch College Experience

Scotch College is a leading private boys school in Western Australia. With a long history of quality education and strong pastoral care for its boys, the College aims to provide an education which is of high standard and which best prepares its students for their future role as leaders. The College has undergone a number of transformations over the last few years, including implementing the International Baccalaureate in its lower secondary school.

Teachers in the College are talented and committed. They are dedicated to providing a quality learning experience for their charges, and aim to work to as high a standard as possible. However, many also commenced at the College many years before and this makes renewal and up-skilling more challenging, given the demands within the school timetabling. The College is very supportive of teachers' efforts to further develop their skills and capabilities. However, it also recognises that their mission to provide the best education for its students requires regular renewal of teachers, the curriculum and associated infrastructure. As part of this process, the school had introduced a performance review process for teachers under probation and those seeking promotion to Senior Teacher.

In 2006 the College elected to introduce a new *Instructional Intelligence* development programme for teachers (Bennett and Rolheiser, 2001) under the guidance of the Director of Teaching and Learning. The programme provides teachers with an opportunity to develop their classroom practice with the guidance of their peers and an expert facilitator / coach – a powerful learning mechanism (McDowall-Long, 2004; Wexley & Latham, 2002). This project was a significant commitment by the school – both financially and emotionally. It was recognised that it would have the best chance of influencing school practice if linked to other elements of organisational change and renewal. A consultant from the University of Western Australia was therefore commissioned to provide guidance on the various aspects that should be integrated into the change process to encourage widespread adoption of the change initiative and to enable full integration of the outcomes to further enhance Scotch College's outcomes and reputation.

Following consultation and review of the College processes and extant literature on the various aspects of the change process, the consultant provided a range of briefing papers and some models for change. The papers explored various aspects that would be likely to influence the outcomes of the project, from the changing understanding of boys' education, determining standards for teachers' classroom practice and the factors which impact on successful change. The papers were initially shared with the Executive

and the Council, where the concepts and ideas were endorsed. It was then decided that every teacher would be provided with a full copy of the papers to enable their consideration and reflection on the need for change and their role in that change process. Two workshops with staff were conducted. The first, before the report's release, explored the changing context for boys' education, encouraging teachers to re-engage with their commitment to provide a quality learning experience for their students. Subsequently a second presentation on the briefing papers was provided, with time for teachers to explore how they might be impacted by the proposed innovations and the *Instructional Intelligence* development opportunity. Teachers were also asked to explore how they might share their best practice.

These preparatory processes then led naturally into the call for volunteers to participate in the *Instructional Intelligence* programme to be held over semester 2, 2007. The response was outstanding, with the Headmaster, Director of Teaching and Learning and many other teachers expressing great enthusiasm to be part of this learning experience. Two cohort groups have been selected for the pilot. They will spend a full semester working with their peers and exploring enhanced teaching practices in the classroom. The goal will be to provide teachers with a full opportunity to reflect, test new teaching strategies and to work with their peers in a collaborative learning context. At the end of the semester, these teachers will be provided with ongoing support as they explore other elements of their classroom practice.

The Scotch College strategy has included deep consideration of many aspects of the *Model of Strategic Educational Change*. A classroom practice framework and revised student feedback form has been constructed to assist teachers participating in the programme. The intention is to use these instruments more widely once they have been tested by this pilot group. The framework will also enable more careful articulation of the criteria for promotion to senior teacher and the probationary review. While the framework was initially constructed by the consultancy and *Instructional Intelligence* teams, it subsequently went through significant review and consultation with staff. It is also seen as a working tool that will be refined regularly to best reflect the teaching environment of Scotch College.

This brief synopsis of the Scotch College strategy illustrates many of the principles which can assist smooth introduction of a change process. The next section outlines how they illustrate the Model of Strategic Educational Change.

Reflections on the Scotch College Strategy: Change Influences

Leadership of the change agenda has been consistently evident from pre-conception throughout the programme. The Headmaster provides strong leadership in his personal affirmation of the values relating to boys' education and his promotion of the need for ongoing enhancement of the College's processes and outcomes. His mentorship of staff involved in the teaching and learning programme and other senior leaders provides a model for others in the College to emulate. Similarly, the Council's strong sponsorship of the proposed agenda signals its importance. The role of the Director of Teaching and Learning has been pivotal in the process of conceptualizing the change agenda and promoting its benefits and opportunities. Meetings with work group leaders have

commenced to explore their role in the reform process.

The change strategy has been clearly focused on providing the best outcomes for the students at Scotch College. There is a clear and unequivocal determination to enhance their college experience and increase student engagement with their classroom activities. This strong, targeted link to the ultimate purpose of the College has been very persuasive. The first workshop attended by teachers provided an opportunity for them to think about how education for boys should be structured (Martin, 2003; Martino, Mills and Lingard, 2005; Weaver-Hightower, 2003). It encouraged widespread discussion of the principles that should be evident in the College, and provided each individual with an opportunity to reflect on what, why and how they teach.

The development of clearly articulated expectations and standards offers sound guidance during the change process. In the case of Scotch College, several sources of guidance were promoted. First, the College introduced the *Guiding Principles for Success in Educating Boys* (2006) to highlight the basic expectations of good teaching to which all teachers should subscribe. Second, it developed a purpose-built *Scotch College Quality Teaching Framework* which explicitly described the classroom practices of teachers across a four-point behavioural continuum and across a number of performance elements. This framework offered strong guidance on the teaching standards which were anticipated from all staff within the College, and was trialled with the pilot group participating in the *Instructional Intelligence* programme. Third, the change strategy included a strong reliance on peer group feedback, thereby enacting another method of providing feedback and guidance on standards and outcomes.

The organisational culture across the Scotch College community is strongly focused on promoting the best outcomes for their students. The affirmation of the change programme goals were explicitly addressed in various public forums and in consultation with individuals and groups by the Headmaster, Director of Teaching and Learning, senior executive and others in leadership roles. Those leading curriculum, house or year teachers were encouraged to see themselves as strong advocates and to embrace the quest for enhancing classroom practice. The forums on the change programme also emphasised that this is a reform for all teachers, not simply those participating in the programme.

The redesign of systems, policies and processes is an area that requires careful management and development. To date, the College has identified potential areas that warrant stronger alignment with the change programme they have commenced. These include the introduction of regular reviews and feedback to all teaching staff on their performance to enable ongoing development targets. However, much of the work to be undertaken will result from the feedback and leadership by those participating in the *Instructional Intelligence* programme as they experience the value of peer review. The desire to enhance the existing systems and practices and the readiness to review and improve those processes is strongly articulated and supported by those in leadership roles. The College is aiming to achieve strong engagement and ownership from teachers and recognises the change programme could take some years to enact many of the potential strategies.

Reflections on the Scotch College Strategy: Change Targets

The change strategy at Scotch College has focused on working from a reflective / peer learning process with individuals across the school community. In the first semester of the change programme, twenty members of the teaching community are gaining the opportunity to explore their teaching in a safe, supportive environment where they can test new ideas with the assistance of their coach and peers. In other teaching environments, this strategy has resulted in strong advocates who have promoted and guided the change permeation across the teaching community (Bennett & Marr, 2003). The opportunity to explore one's teaching and to construct meaningful and realistic development goals encourages the openness and learning environment which invites new strategies and growth. Similarly, the provision of coaching and peer mentorship is extremely beneficial in enhancing motivation, a review of professional needs and directions, and a willingness to take risks in embracing new work practices. The College has recognised the importance of maintaining support for these participants once they complete the formal programme.

At the group level, the College has focused on assisting those in leadership roles with a view to promoting a communal focus on quality teaching at all levels. Various groups will be able to access the change facilitator during her time at Scotch College. They will also be encouraged to review the Quality Teaching Framework to customize it for particular disciplines and year levels. Groups and individuals will be encouraged to share their resources, good strategies and other desirable practices to demonstrate how the framework might operate in different classroom contexts. The impact of the peer learning experience will be particularly influential in encouraging this collaboration (Andrews & Lewis, 2007; Gilbert & Trudel, 2005).

At an organisational level the College has made considerable effort to increase the whole community's understanding of the programme and its goals. It is ensuring there are regular forums for discussion and using skilled facilitators to lead the events toward specific outcomes. A website for sharing good practice and logging ideas and suggestions for the project is in construction and will enable deeper consultation. The clear establishment of the project, a recognizable name and ongoing communication about the programme all assist with building strong identity and commitment.

Some final reflections on sustainable systemic change

The Scotch College experience demonstrates how a sustainable change strategy can be enabled. The *Model of Strategic Educational Change* demonstrates the importance of building a cohesive and articulated process that can be readily understood by all, and which has viable and focused outcomes. The fact that this change programme clearly links to the College's mission and vision makes it far easier to outline and build commitment. The programme, in fact, supports the different teaching and learning goals that have been framed and developed by staff over the last few years. This is therefore a natural progression toward goal enactment.

The factor that clearly stands out in this programme of change is the strong leadership –

at both senior levels and throughout the community. This is not one individual's project, although there are clear sponsors. It is, instead, a community project in which many people wish to be major change agents. They have seen the value for their own professional development and in the process can also play a role in building a stronger teaching outcome for the whole school community.

The articulation of this model in this case study demonstrates its practical application. However, there are some potential factors that may impede its translation into other school settings. Firstly, the College has invested heavily in this programme, particularly in seconding a facilitator to work with staff and in providing time relief when they undertake peer review activities. Secondly, the change reform is the result of many years of progressive refinement of the strategic agenda. It is a consequence of previous change and therefore has the benefit of successful change processes that have previously been undertaken. Thirdly, the programme is situated in school where there is high stability and a strong student pastoral care / high performance culture. This context provides a readiness for the changes to be introduced. Finally, the Council is firmly behind the College in its quest for enhancing classroom practice. This certainly makes the process much smoother.

Guidelines for change leaders

The model provides some clear guidelines for other leaders wishing to introduce a major change programme. The following principles may be of value when planning an effective strategic educational change.

1. *Provide a clear and engaging message as to why the change is necessary.* Where possible, link the change process to the mission of the school and its priorities.
2. *Offer a clear vision of the future.* What will the changed school community look like? What are the potential benefits for the school, work groups and the individual?
3. *Build ownership across the key stakeholders.* Who are the people who can assist with promoting the change strategy? How can they assist? Do they need additional support or skills to enable their contribution and leadership of the change? What issues may they have? How can they be addressed?
4. *Communicate frequently and openly.* Canvass opinion and feed-in. Provide regular feedback.
5. *Plan carefully for the change process.* Identify key activities and events and ensure these are planned sufficiently ahead of time to build awareness and an appetite to be part of these experiences.
6. *Make it zing!* The presentation of the change agenda needs strong leadership from many people and an attractive identity also assists. An engaging title and readily understood description of the programme of changes promotes wider discussion of the project across the community.
7. *Consider the whole context in which the change will operate.* Drawing on the change model, recognise the importance of reviewing all aspects of the systems, processes and standards to ensure the change is well embedded in existing

structures and expectations. The integration of reward and recognition schemes can also be beneficial: how will people be recognised for their contribution to the change?

8. *Ensure there are sufficient resources to enable the change to happen.* Resources may include time, programmes and learning materials. There may also be benefit in drawing specialist or dedicated expertise to assist with the change and its management. Leadership development for change agents is a particularly important area to consider if strong support is required from work groups.
9. *Recognise that sustainable, embedded change takes time.* Even the most strongly supported agendas take time. Allow sufficient ease to review and redesign systems and to promote strong transfer of new skills. And make sure the desired change is robust enough to last the distance!

Conclusion

The *Model of Strategic Educational Change* offers a useful framework to apply into educational communities when substantial structural and cultural change is sought. The importance of reviewing both practice and systems along with values and expectations has been strongly emphasised in this paper. The Scotch College case study highlights the criticality of building a clear and consistent message across the various activities within the school community. It also demonstrates the importance of applying the principles outlined in this paper to build commitment across individuals, work groups and the organisation as a whole. Careful consideration of change targets and change influences can greatly assist in achieving sustained educational change which is welcomed by those who are being asked to shift their professional practice.

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About the Author:

Professor Shelda Debowski directs Organisational and Staff Development Services at the University of Western Australia. She has previously worked as a teacher librarian, human resource management and library academic. She is the President of the Higher Education Research and Development Society of Australasia (HERDSA) and has published extensively on knowledge management, information literacy, educational practice and organisational development. Shelda has worked as a leadership consultant and educator for many years, and has worked with a number of secondary schools and school sectors.