LEADING CHANGE FROM THE INSIDE

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INTERNATIONAL CONFERENCE ON THINKING
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Teacher Designed Schools Network

- Teachers know how to design magnificent schools
- Powerful processes are needed to help them do this
- This network currently has 52 schools across Australia, New Zealand, the UK, USA and Norway
- It is based on total respect for the knowledge of teachers
- Such schools need strong leadership, as well as management
BILL MARTIN and JOHN EDWARDS
SHARED VISION PROCESS

- Inquiry Probes
- Shared Vision
- Preparation for Action Plan
- Task Identification, Sequencing
- Long Term Plan
- Stewardship Conferences
- Implementation – Action Learning Spirals
INQUIRY PROBES

- PROBES ARE QUESTIONS DESIGNED TO REVEAL THE PERSONAL PRACTICAL KNOWLEDGE, BELIEFS AND VALUES OF YOUR PEOPLE
- THEY SHOULD COVER ALL OF THE MAJOR AREAS IN THE LIFE OF YOUR ORGANISATION
- WE USUALLY USE 8 PROBES
- YOU NEED TO CAREFULLY CHOOSE WHO YOU INVITE TO DO THE PROBES
Sample School Inquiry Probes

- What activities by teachers most impact on deep student learning?
- How do we design for the success of all students in our school?
- What are the best ways to ensure that staff, students and families have an appropriate balance in their lives?
- What benefits do we expect from parent and community involvement in our school?
- What major innovations should we implement?
NEW ZEALAND SECONDARY TEACHER

“What I enjoy is the fact that consensus p***es off those who dominate, and when voices are heard that are usually stilled. Change has begun and pride and prejudice have shown up. The concept will take a while to be understood as it blows away outmoded structures of thought.”
NORWEGIAN PRIMARY TEACHER

“Wow! You have left me feeling happy and enthusiastic that we are embarking on a 3-year journey together that will enable us to improve ourselves, our life, and that of all the children who come into our school.”
“Well grounded principles and philosophy of leadership followed by a believable framework for success, mixed in with plenty of humour and honesty. I am very excited about the journey ahead.”
SHARED VISION

- The shared vision is a rich description of the way the organisation will be, written in the present tense. It is usually about one page in length.

- A number of drafts are created from the inquiry probe data.

- These are critiqued and the second iteration of the shared vision is created.

- Critiquing continues, monthly, until there is agreement - publicly affirmed.

- The core values we will live by are extracted from the vision, clarified & articulated.
AUCKLAND SECONDARY TEACHER

“I have so enjoyed these two days, it reminded me why I wanted to become a teacher and refreshed my vision of myself as a teacher.

It was wonderful to see our vision emerge.

Thank you so much, I cannot wait to get started and build the school which we have envisioned.”
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STORMING
The Struggle to break free from current reality

- CHALLENGE TO MINDSETS
- POTENTIAL CONFRONTATIONS
- SURFACING OF EGO & FACTIONS
- USE/ABUSE OF POWER & POLITICS
- COLLECTIVE AWARENESS
- CLARIFYING TRAINING NEEDS
- ACTION LEARNING
- DEVELOPING FOCUS AND COMMITMENT
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PREPARING FOR ACTION

- Themes are extracted from the draft vision which identify areas that need addressing to get from current reality to the shared vision.
- Teams are formed around the themes. Every teacher participates, others may also join.
- Teams explore, trial and prepare for 9 - 12 months.
- They explore the world’s best practice and how to make that work within their context. They also generate unique innovations.
- Each team presents a tight set of task descriptors to the staff - “what we need to do to make our vision a reality” with backup data.
LEVELS OF PERSPECTIVE (Daniel Kim)

Vision

Mental Models

Systems & Structures

Patterns of behaviour

Events

Leverage
CREATING YOUR LONG TERM PLAN

☐ AT THE END OF THE PREPARATION FOR ACTION PHASE, EACH TEAM PRESENTS THEIR RECOMMENDED ACTION STRATEGIES TO ACHIEVE THE VISION

☐ THE LEADERSHIP TEAM THEN NEEDS TO SEQUENCE THESE STRATEGIES INTO A LONG TERM PLAN

☐ THE SEQUENCE IS BASED ON STAFF FEEDBACK, LEVEL OF PERSPECTIVE, IMPACT ON STUDENT LEARNING, TIME, LOGISTICS, TRAINING NEEDS AND COST

☐ THE LONG TERM PLAN TAKES YOU INTO THE NORMING STAGE
STEWARDSHIP CONFERENCE

- THE HEADTEACHER (OR ANOTHER LEADERSHIP TEAM MEMBER) MEETS WITH EACH STAFF MEMBER, IN TURN, AND FORMS A PERSONAL VERBAL CONTRACT

- FIRST YOU SHOW THEM THE SHARED VISION AND THE LONG TERM PLAN, AND SEEK THEIR COMMITMENT TO WHAT THEY WILL DO TO HELP THE SCHOOL ACHIEVE THE SHARED VISION

- THEN YOU ASK THEM WHAT YOU CAN DO AS A LEADER TO HELP THEM DO THIS, AND ALSO TO ACHIEVE THEIR PERSONAL VISION, WITHIN THE SCHOOL SHARED VISION

Bill Martin
"This has been very empowering as it has clarified my thinking and enhanced my classroom practice. I was quite overwhelmed by how much I know and humbled by the children's willingness and enthusiasm. I love our shared vision, it empowers everyone."
2ND AUCKLAND INTERMEDIATE TEACHER

"Being together was a fantastic experience - to share opinions/views/ideas in a 'safe non-threatening' environment where you felt that you were not judged for being who you are. It's amazing to work with a team who all are passionate about making our school truly a dream school where everyone loves to learn powerfully. There were no energy vampires, we are all sources of energy and we energise each other"
AUSTRALIAN PRIMARY PRINCIPAL

“Yesterday at school was amazing. The minute I walked in I felt empowered for the first time in my educational life. I have a crystal clear vision of where we are going. I have clarity on how to do this and at last an understanding of why I need to do what I need to do.

I was asked to take on another two roles outside my school ... up came this little voice and asked “does this take me closer to our vision or further away” ... for the first time I said no ... I do not want to be an EVENTS manager anymore.”
MENTAL MODEL - PROACTIVITY

VISION

↑

Creative Tension

Focus on what we want to create

Focus on how we feel and on getting rid of bad feelings

(Robert Fritz)

Structural Tension

CURRENT REALITY

Reactive Tension

VISION

↑

Focus on what we want to create

Focus on how we feel and on getting rid of bad feelings

(Robert Fritz)
NEW ZEALAND PRINCIPAL

“Personally, I was probably on the road to burn out. Doing too much, spending too much time at school and getting myself totally out of balance and stressed to the max!

I can’t believe the sense of freedom I am feeling since we have begun this journey.”
AUSTRALIAN PRINCIPAL

“The Teacher Designed Schools Process has rejuvenated this school and brought heaps more enjoyment to my work.”