# 3. Comparison of other examples of implementation

## Focus questions:

* How can teachers learn from other schools’ journeys?
* How do we develop a strong vision and framework to shape our own?
* What is our change vision?

## Activity 5: Other schools’ journeys

Exploring other schools’ journeys is an effective way to see a variety of practices across NSW. This may inform what you include in your case for change, how you communicate it and how it will express itself in teaching and learning in your local context.

1. Engage with one or more of the following case studies:

* Kirrawee HS - <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/school-journeys/kirrawee-high-school-portrait-of-a-graduate>
* North Kellyville PS - <https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/school-journeys/the--nk-way----building-a-shared-vision-at-north-kellyville-ps>

1. How did the school leadership teams effectively make a case for change? What actions did they take and how did they ensure the school community was involved and supportive? You may like to take notes using the concept map below from Anthony Muhammad and Luis F. Cruz’s Time For Change (2019), page 21. This concept map identifies the four skills of transformational leaders and focusses on action.
2. After exploring the case studies, share your ideas.
3. Select one or more key aspects from the case studies that could be effective in your context. You may like to use conscience alley as an activity to support this process.

### **Instructions for the optional conscience alley activity**

1. Participants each choose an element from a case study that they think could be effectively used in your own context. Think of reasons why it could be useful for your own school vision, be ready to share that in 2 sentences.
2. One person is kept aside and then the group divides in half lining up in two rows.
3. As the one person slowly walks between the two rows, each person attempts to persuade them to add their idea to a list of ideas/strategies for more serious consideration.
4. The one person adds ideas to a list based on all the mini-pitches during the walk down the alley.

Further information on using the conscience alley strategy can be found on this page: <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/models-of-teaching/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/conscience-alley>

## Activity 6: Connect ideas with actions

1. Brainstorm a list current school programs and new ideas for school initiatives (as inspired by your reading and PL so far) onto post-it notes.
2. Place each one on the graph on the next page in the appropriate quadrant and share with the group why you placed it there. This will help you to evaluate which programs are still effective and which ones may be removed creating space for new ideas that more effectively target the changing needs of students in light of earlier activities in this pack.
3. Select one of your proposed new initiatives and workshop it to co-construct a way forward for your school. In planning out your action, consider answering questions such as:

* links to your Strategic Improvement Plan
* aims and intended outcomes
* strategies that may be appropriate
* training teachers and students may need
* measuring effectiveness and reviewing the program at key points

You may consider using a 4Ps approach as outlined in this blog: <https://www.edutopia.org/article/starting-small-helps-keep-innovation-manageable>

### Value of old and new school initiatives

|  |  |  |
| --- | --- | --- |
|  | **Old initiatives** | **New initiatives** |
| **High value** |  |  |
| **Low value** |  |  |

## Optional readings/viewings on leadership and change of culture

Getting Smart blog “Rethinking Scale: An Important Foundation for a Complex Challenge” by Erik Day <https://www.gettingsmart.com/2019/09/rethinking-scaling/>

AITSL “Essential Guide to PL: Leading Culture” <https://www.aitsl.edu.au/tools-resources/resource/the-essential-guide-to-professional-learning-leading-culture>

AITSL “How do I build momentum for change?” (PDF of Powerpoint – part of the coaching modules, especially “How do coaching conversations work?”)

AITSL “Lit review – a culture of trust enhances performance” 2013 (on trust and school improvement) <https://www.aitsl.edu.au/docs/default-source/default-document-library/insights---literature-review---a-culture-of-trust-enhances-performance.pdf?sfvrsn=6862e83c_0>

AITSL “Build a professional growth culture” (video 3 min) refers to Aust Teacher performance and Development Framework and Aust Charter for PL of teachers <https://www.aitsl.edu.au/lead-develop/develop-others/build-a-professional-growth-culture>

Muhammad and Cruz “Time for Change – 4 essential skills for transformational school and district leaders”, Solution Tree Press, 2019. The book explores, via short scenarios, how to communicate the rationale, establish trust, build capacity and get results.