
Transformational Leadership

Knowledge of Change Management

Maureen Ference

Glendon School

maureen.ference@gmail.com (personal email)

- **Leadership Quality Standard**

- Competency: Embodying Visionary Leadership

- *“Promoting innovation, enabling positive change, and fostering commitment to continuous improvement”*

(Alberta Education, 2018, p. 3)

What I am currently doing...

Positive



Actions to Start

Interesting



Actions to Consider

Challenging



Actions to Discuss



Every day, schools choose between **getting by** or **getting better**.

Schools that choose to get better engage in deliberate planning to improve, and in doing so embark on a process that is both challenging and invigorating.

The commitment to getting better is really a commitment to **shifting the culture of the school** to make learning by all a reality.

Getting By or Getting Better: Applying Effective Schools Research to Today's Issues
Wayne Hulley & Linda Dier, 2009

Transformational Leadership

What is it?

- Efforts leaders put into challenging its current culture and beliefs about instruction and student learning

(Darling-Hammond et al., 2010)

Understanding Change Management

Why is it important?

Missing factor in many failed efforts of change or innovation is “appreciation and use of... change knowledge... the presence of change knowledge does not guarantee success, but its absence ensures failure” (Fullan, 2005, p. 54)

The key to changing practice is through understanding the change process... both the concerns and pressures associated with the change (Roy, 2005)

Challenges of School Administration

What does the research say?

- New principals overwhelmed with scope of position, including experiencing challenges in leading change (Caposey, 2016)
- Principals experiencing resistance to innovation as a challenge to implementing change (Sincar, 2013)
- Novice elementary principals challenged with recognizing change and the existing school culture (Stevenson, 2008)
- High school principals professional development needs in gaining knowledge in facilitating the change process and sustaining and motivating for continuous improvement (Salazar, 2007)

To produce fundamental change
we must change a school's



STRUCTURE

Policies
Procedures
Rules
Relationships

how the school is organized



CULTURE

Assumptions
Beliefs
Values
Habits

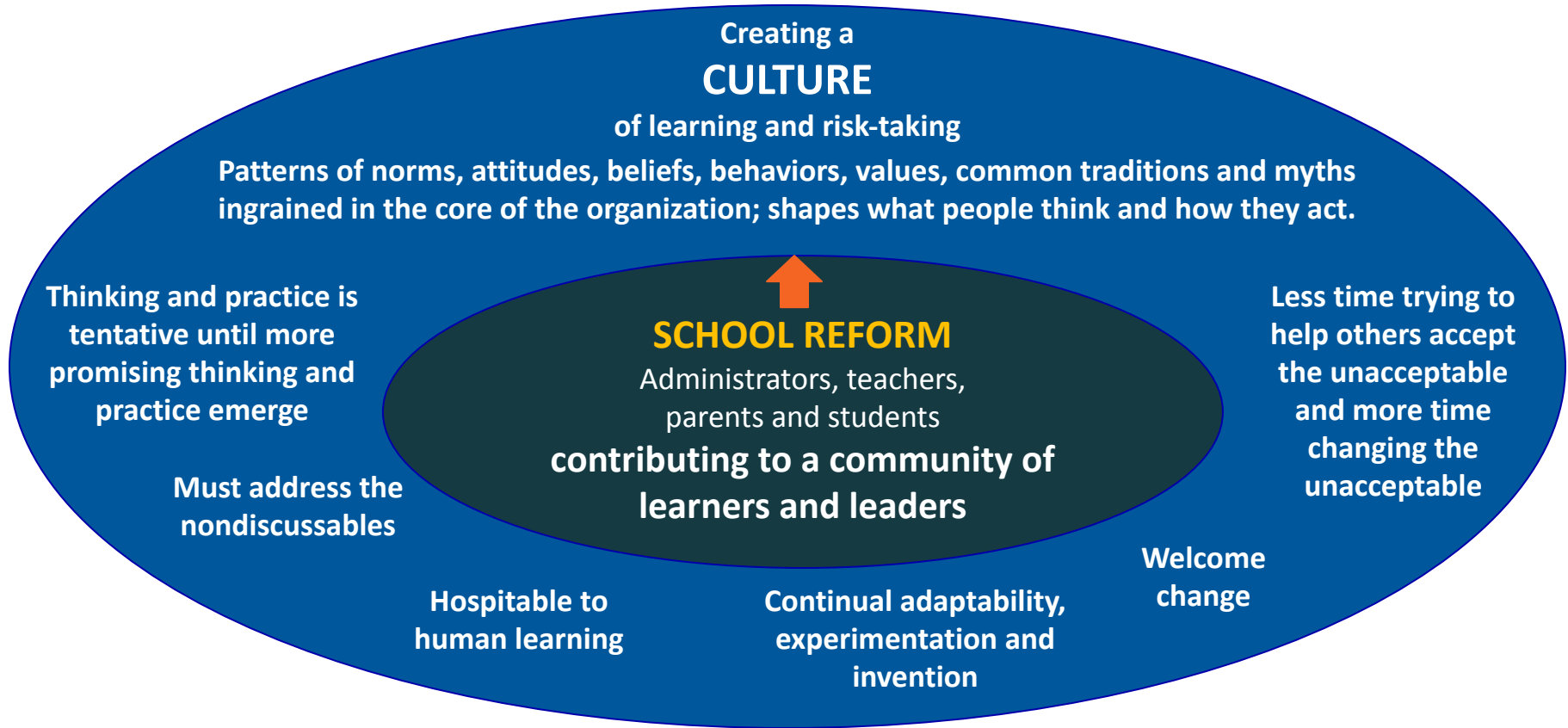
how people think, feel, act

Change begins with beliefs

As Phil Schlechty (2001) reminds us,

Change begins with beliefs; beliefs about what the present circumstance of the system is, beliefs about what it should be, and beliefs about discrepancies between the way things are and the way they should be. . . .

It is important for leaders to understand that in leading change, beliefs and the symbols by which beliefs are expressed are among the most basic tools of the leader's trade and that they must learn to express beliefs in clear and compelling ways as well as to hear and understand others' expressions of beliefs.



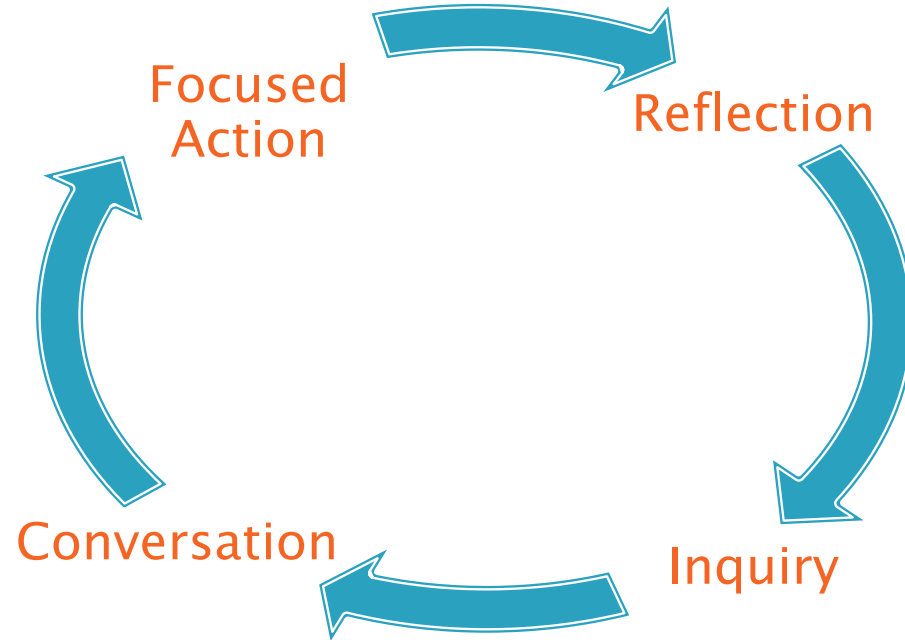
EVERYONE IS A LEARNER, EVERYONE IS A TEACHER

A reculturing that....

activates and deepens moral purpose through collaborative work cultures that respect differences and continually build and test knowledge against measurable results - a culture within which one realizes that sometimes being off balance is a learning moment.

(Fullan, Leading in a Culture of Change, p. 53)

Self-Renewing/Improving Schools...



1. What behaviors get rewards and status?
2. Do we acknowledge, honor and celebrate our differences or do we expect conformity?
3. Do the adults model the behavior they expect of youngsters?
4. Do parents experience welcome, suspicion, or rejection when they enter the school?
5. Do students get help when they are not learning or do students believe if they don't learn we will punish them or we do in fact punish them?
6. Are staff members expected to be learners? What do we have in place to support adult learning?
7. Are staff given time to share their craft knowledge with each other; given time to reflect on their practices?
8. Do principals share their leadership with others, or are they only ones who get to make the decisions?
9. Are staff members encouraged to take initiative and experiment with "no blame" or are they reprimanded?
10. Do staff members work together to solve professional issues or do they do it in isolation?

All learning organizations are driven by the persistent **questioning** of the status quo and by a constant search for a better way to fulfill the organization's purpose more effectively.

For schools, the focus of the driving questions must be enhanced student achievement.

Schools that are in the habit of asking themselves tough questions that focus on the achievement of their students are cited by researchers as “the schools most likely to see significant gains as a result of their change efforts.”

Professional Learning Communities (p. 109)

My conversation with you today...

Confronting others with the reality of what is happening is not an act of violence but an act of compassion.

The way we treat people poorly in organizations is mostly by acts of omission and non-communication.

There is the feeling of withholding and caution that we justify by saying, "I don't want to hurt them."



Conversations

Conversation is informal talking in which participants share information, anecdotes and opinions to learn from one another or simply enjoy each other's company.

When the conversation takes on an organized purpose to either deepen understanding or make a decision, we consciously engage in dialogue or discussion.

Adaptive Schools



- Seek to understand
- Construct meanings
- Expansive process

DIALOGUE

- **Objective:** To understand what others understand
- **Means:** listening passively and actively
- **Characteristics:** to be curious; open minded; eager to learn

- Sharing points of view
- Want to persuade
- Narrowing process

DISCUSSION

- **Objective:** to agree upon a decision
- **Means:** shifts between listening, reflecting, developing ideas and speaking
- **Characteristics:** holistic judgements (see it as a whole) and reasonable decisions

- 1. What is the worst possible outcome if we never changed what we are doing?**
- 2. What is the worst possible outcome if we do change what we are doing?**
- 3. What is the best possible outcome if we change what we are doing?**

David R. Schumaker, William A. Sommers: Being a successful principal (p. 74)

Criteria for determining a school-wide improvement goal

- What has the greatest impact on student learning?
- What do we have the most control over?
- Would it have a great impact on student learning?
- Is it a need in our school?
- Are staff members willing to support it?

Northern Lights School Division
APEGGA Science Olympics sponsored by Devon 2012

WE NEED YOUR INPUT to help our staff and our sponsors with planning the 2nd Annual APEGGA Science Olympics sponsored by DEVON.

Sponsors, volunteers, judges, community members, teachers, students, and parents:

To ensure the experience continues to be challenging, fun and rewarding for our students, we are looking for ways to improve our event for 2013.

Continue doing . . .	Stop doing . . .	Start doing . . .

If you would like to talk to a staff member from the hosting school (H. E. Bourgoin Middle School) regarding your thoughts and ideas, please provide us with your name and number and we will contact you personally. **THANK YOU FOR YOUR INPUT.**

Submitted by (optional)

Phone number (optional)

Christmas Concert - Start/Stop/Continue

Please provide feedback for our Christmas Concert.

This form is automatically collecting emails for Northern Lights School Division. 69 users. [Change settings](#)

START doing

Long answer text

STOP doing

Long answer text

CONTINUE doing

Long answer text

STRENGTHS/SUCCESSORS (green)

- What do we want to keep doing?
- What makes Glendon School “Awesome?” “Unique?”
- What practices/procedures/factors have a positive effect (enablers) on teaching and student learning?

WEAKNESSES/CHALLENGES (yellow)

- What do we want to improve doing?
- What are staff and/or students most challenged with on a daily basis?
- What practices and procedures need to be reviewed?

OPPORTUNITIES (blue)

- What do we want to begin doing that would positively impact teaching and learning?

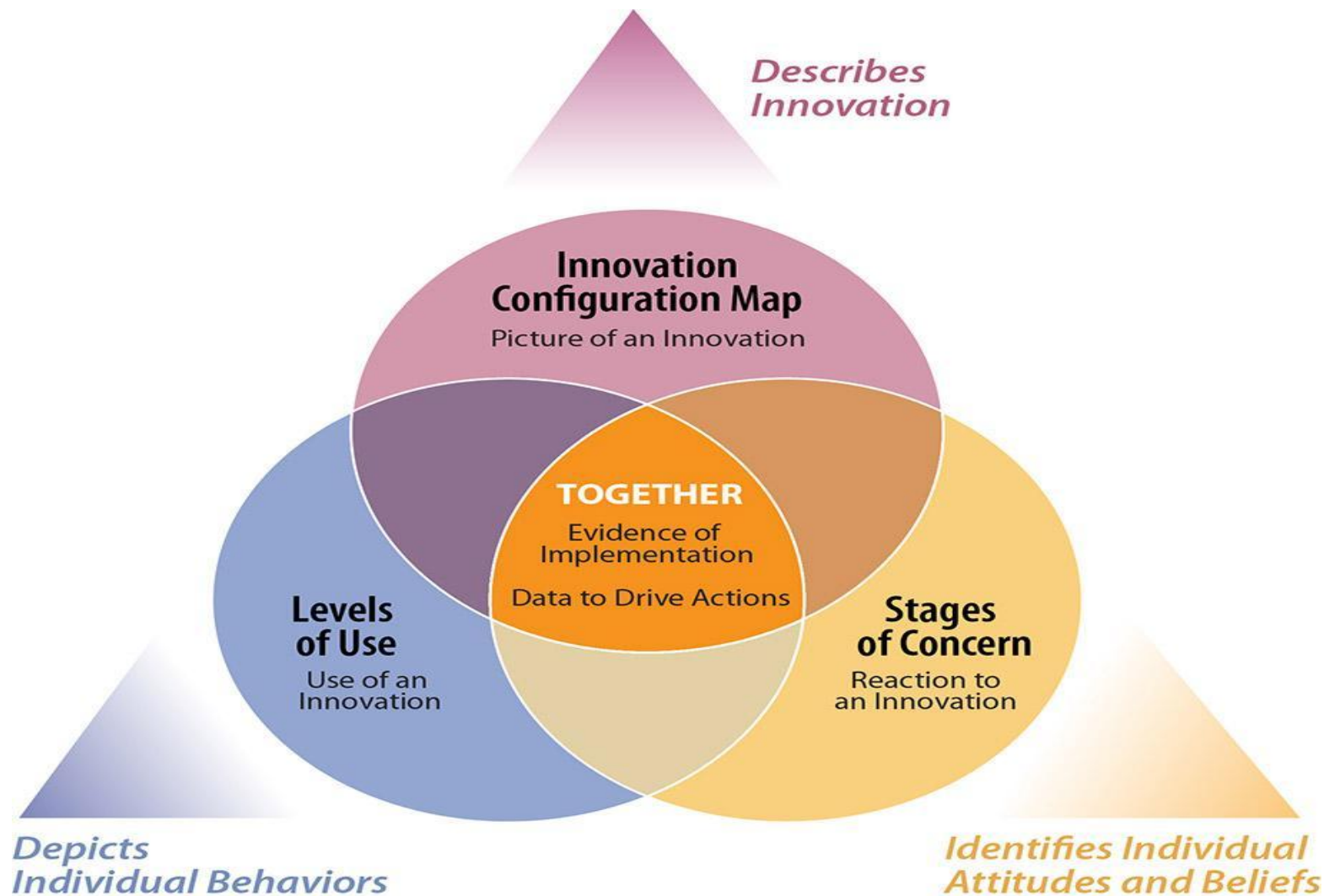
THREATS/DITCHERS (red)

- What do we want to stop doing?
- What are the ‘internal’ and ‘external’ threats to Glendon School’s success?
- What practices/procedures/factors have a negative effect (barriers) on teaching and student learning?

People's level of interest and concerns about the changes are different.

Concerned Based Adoption Model (CBAM)
“A Scenario”

- 1. Statement of Concern**
- 2. Stages of Concern**
 - *Typical Expressions of Concern about Innovation*
- 3. Concerns and the Facilitation of Change**
 - *A Principal's Response to the Stages of Concern*



Stages of Concern

Typical Expressions of Concern about Innovation (Change)

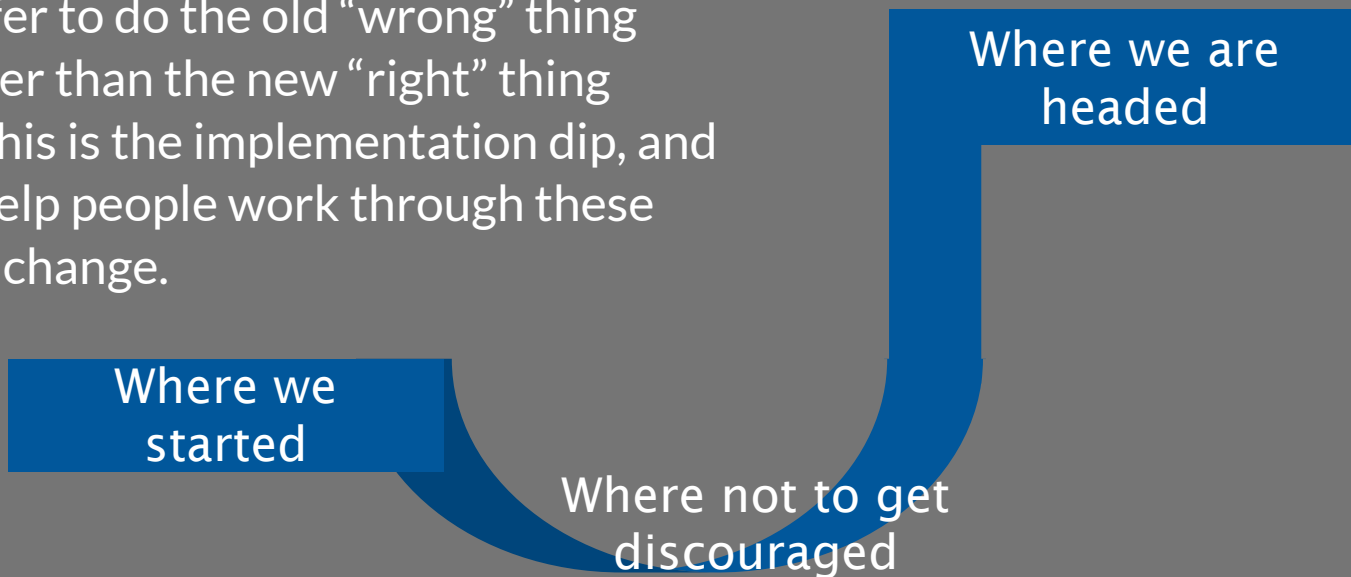
Concern Group	Stages of Concern	Question you may ask/ Statement you may say	Expression of concern	Level of Use	Behavioral Indicators of Use
Self	0. Awareness	I am not concerned about it.	Teachers have little concern or involvement with the innovation.	Non-use	The user has no interest, is taking no action.
Self	1. Informational	I would like to know more about it.	Teachers have a general interest in the innovation and would like to know more about it.	Orientation	The user is taking the initiative to learn more about the innovation.
Self	2. Personal	How will using it affect me?	Teachers want to learn about the personal ramifications of the innovation. They question how the innovation will affect them.	Preparation	The user has definite plans to begin using the innovation
Task	3. Management	I seem to spend all my time getting materials ready.	Teachers learn the processes and tasks of the innovation. They focus on information and resources.	Mechanical	The user is making changes to better organize use of the innovation.
Impact	4. Consequence	How will using it affect my students? How can I refine it to have more impact?	Teachers focus on the innovation's impact on students.	Routine	The user is making few or no changes and has an established pattern of use.
				Refinement	The user is making changes to increase outcomes.
Impact	5. Collaboration	How can I relate what I am doing to what others are doing?	Teachers cooperate with other teachers in implementing the innovation.	Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
Impact	6. Refocusing	I have some ideas about something that would work even better.	Teachers consider the benefits of the innovation and think of additional alternatives that might work even better.	Renewal	The user is seeking more effective alternatives to the established use of the innovation.

Assumptions of the Concerns-Based Adoption Model (CBAM) *Change is a process - not an event; Change is highly personal; Change is made by individuals first, then by the organization; Change follows developmental stages/growth in feelings and skill*

- In adapting change there is always a phase described as an

Implementation Dip

Some people prefer to do the old “wrong” thing competently rather than the new “right” thing incompetently. This is the implementation dip, and leaders need to help people work through these early anxieties of change.



PLANNING TO PLAN

Changing to improve
(not based on data)



Implementing new
programs,
strategies,
activities

PLANNING TO IMPROVE

Changing based on data



Based on meaningful data or
critical evidence about student
achievement and overall school
success in terms of providing a
climate and environment
conducive to optimal learning.

SYSTEMIC STRUCTURE

Generative

What causes the patterns of behavior?

Address the underlying causes of behavior at a level at which patterns of behavior can be changed.



PATTERNS OF BEHAVIOR

Responsive

What are the long term trends and their implications?



EVENTS

Reactive

Who did what to whom?

Dare to Disagree

[tps://www.youtube.com/
watch?v=bNBhOtuoD5o](https://www.youtube.com/watch?v=bNBhOtuoD5o)



—

**Don't Wait
for
PERFECT**

Ready
~~Aim~~
Fire
Aim ←

A handwritten diagram illustrating a cycle. The words 'Ready', 'Aim', 'Fire', and 'Aim' are written vertically. The second 'Aim' is crossed out with a red line. A red arrow starts from the right side of the second 'Aim', loops around to the right, and points to the third 'Aim'.

How Wolves Change Rivers

[https://www.youtube.com
/watch?v=ysa5OBhXz-Q](https://www.youtube.com/watch?v=ysa5OBhXz-Q)



School principals in their role as change agents, are essential for a school to continue to self-renew.

Moose & Huber (2007)
