



building schools for the future

Change Management Plans within Strategy for Change

**Document Status: Issued
January 2008**

Document Properties	
Document Author	Education Director
Document Owner	Education & Planning Director
Organisation	Partnerships for Schools
Title	Change Management Plans within Strategy for Change
Document Type	Guidance
Review Date	December 2008

Abstract

Change Management Plans are key outcomes of Local Authorities' and individual schools' Strategies for Change (SfC). This Guidance Note sets out the scope and challenge entailed and the expectations of SfC Parts 1 and 2, establishes some key principles, identifies specific target groups, explores issues of capacity-building and resourcing, raises awareness of the need to plan for the monitoring and evaluation of the impact of change, and provides a structure for thinking and planning.

Version History

Date	Editor	Version	Status	Reason for change
20.12.07	MB	V1.0		New guidance

Partnerships for Schools

Change Management Plans within Strategy for Change

Contents

1. Introduction	3
2. Change Management strategies for the Local Authority	4
3. Individual schools' SfC Change Management Plans	5
4. Target groups	5
5. Two key focuses of change management and organisational culture	6
6. Capacity building	8
7. Alignments and pooled resources	9
8. Timelines	10
9. SfC Part 1 and Part 2 Change Management Plans	11
10. Change Management Plans in the Outline Business Case	11
11. Change Management plans for ICT	11
12. Monitoring and evaluating change	12
13. Possible elements of a change management plan	12
14. Ten questions	17

Partnerships for Schools

Change Management Plans within Strategy for Change

1. Introduction

Strategy for Change (SfC), as the first formal component of the Building Schools for the Future (BSF) approvals process, sets out the local authority's aspirations and strategy for 11-19 education provision in all settings in which young people learn, in extended provision and community access. It does so by focusing on a robust appraisal of current strengths, key challenges and opportunities, setting out proposals for change in relation to key policy areas. These changes, many of which will be innovative, radical and a significant departure from present and historical practice are intended to bring about step changes in outcomes for children and young people.

The expectation is that the proposed changes should not be merely incremental or simply aspirational – they should be innovative and ambitious, and bring about rapid and accelerated change. The proposed changes should be underpinned by challenging, measurable outcomes (in the form of key performance indicators and Collective Partnership Targets) to which the local authority (LA), its partners and its schools will be accountable.

The Strategy for Change process – at both LA and individual school levels – is designed to encourage systematic reflection, analysis and planning: focusing on planned outcomes in performance and practice (for children and young people, families and communities) and, working back from there, identifying the organisational and cultural changes required. Associated with these changes is the identification of implications for change and how these will be led and managed (expressed as a change management strategy) and definition in relation to the ways in which the success of the changes will be measured (expressed as key performance indicators – KPIs).

Strategy for Change encompasses the breadth of educational and children's services provision and extends to contributions it can make to community regeneration priorities; and SfC needs to demonstrate how BSF funding will act as a catalyst to enable the changes to be effected and to lever improvement at a faster rate than would otherwise be the case. The nature of this process of strategy development - particularly the comparison between current and desired future positions - is a form of gap analysis, enabling clarity in relation to the extent of the 'journey' and its implications for structures, systems and processes; people and working practices; and resources.

The change management plan in SfC is the response to this gap analysis, communicating a clear understanding on the part of the LA of the strategic intent, the distance to be travelled, and the scope and complexity of that 'journey'; articulating how that demand will be managed and delivered systematically, over time; and what the LA's leadership, coordination, monitoring and evaluation role will be within it.

Change management strategies are not, in themselves, BSF-dependent and the change management programme should be implemented as soon as possible, preferably well in advance of entry into the BSF programme, in order to stimulate and

support education leaders and schools to prepare their staff and students for new policies, procedures and working practices.

2. Change Management strategies for the local authority

The LA's Change Management strategy should:

- highlight and set out its response to needs, challenges and opportunities which affect the whole, or a large part, of its provision and estate (all schools, centres, units, other places of learning and extended provision);
- identify target areas for focused attention, intervention or support (e.g. underperforming schools, vulnerable or low performing groups, or particular challenges affecting specific geographical parts of the authority);
- build on current analyses and strategies, e.g. in relation to the Children and Young People's Plan (CYPP) and community strategy; and make links to other change management strategies which may exist, e.g. in other branches of children's services, or corporate plans; and demonstrate how BSF can be an enabler for other children's programmes;
- address/remove barriers to progress and sustainable improvement for all schools causing concern; and pay proper account to its responsibilities in relation to intervention (e.g. in schools in categories);
-
- identify the different groups for whom specific change management plans are required and the different approaches needed (e.g. LA officers, school staff, governors, students, parents/carers, other multi-agency professionals et alia);
- break down the significant change required, and the challenging ambitions set out in the SfC, into manageable, achievable and realistic steps.

In doing so, the LA's change management strategy should:

- set out clear objectives, priorities and timescales;
- identify the forms and methods of change management suited to the identified need of different aspects and audiences;
- confirm where the resources exist within the LA, its schools, and externally and how these are to be applied (time and money);
- establish how the development and management of detailed plans will be undertaken;
- demonstrate how the plans will be underpinned by KPIs (and other outcomes);
- describe how monitoring and evaluating the impact of the strategies will provide valuable information and influence future planning;

- build capacity by utilising, where possible, existing tools and resources, e.g. self-evaluation processes and external evaluations, to complement the BSF change management plan; and
-
- identify where the responsibility for leadership, coordination and impetus lies.

The LA's change management strategy should be developed in liaison with others who have change management plans and interests, e.g. integrated children's services teams around the child, and statutory stakeholder groups.

It should be recognised that the change management challenge is long term, and extends well beyond Strategy for Change, through the Outline Business case stage (in which there are additional requirements), throughout procurement; and beyond, after the capital investment is complete.

3. Individual schools' SfC Change Management Plans

Each school in the BSF programme is expected to develop its own Strategy for Change and, as part of it, its own change management plan. There may indeed be a further need for change management plans to be developed in relation to structures beyond the individual school – which throw up their own challenges – for example, campuses, all-through schools, co-locations, federations, education improvement partnerships (EIPs) and integrated children's services localities or districts.

Each individual school's Strategy for Change needs to have a similar outline plan, suited to the local intents and context, providing reassurance about the recognition of the change requirement and the capacity needed to deliver it. In other words, how the 'vision' will be turned into reality.

Clearly, the individual schools' strategies and the LA-wide strategy need to be closely aligned, so their development progresses in parallel, as an iterative process. Indeed, the way in which the LA works with its school to co-design this plan might be an important element of the change management strategy in its own right. A similar alignment should be made with the required, parallel PE and sport 'vision', with similar benefits.

4. Target groups

The groups for whom specific change management plans are likely to be required include:

- **LA officers** (and, potentially, elected members) (e.g. how they develop their roles in strategic leadership, long-term planning, support and challenge, monitoring, scrutiny and evaluation, intervention, commissioning and promoting collaboration);
- **school leaders** (at all levels – how they provide direction and strategic leadership, develop teamwork, support and energise staff, set objectives and KPIs, monitor and address under-performance, and create the energy, culture, drive and creativity to raise expectations and secure innovative and effective developments);

- **teaching and support staff** (in particular how staff will develop their vision, leadership, knowledge, skills, expertise, confidence and creativity to provide 21st century education – e.g. new curricular models and personalised learning that increase access, participation and achievement for all, the delivery of Every Child Matters outcomes in ways that radically increase inclusion and attainment, with imaginative and effective use of ICT in teaching, learning, planning and administration);
- **parents and carers** (for whom the changes proposed should mean increased involvement in their children's education and a more central role in the direction of the school and, for vulnerable and at risk groups, opportunities to extend their own learning and employability);
- **children and young people** (e.g. how they will be supported in developing the skills, expertise and confidence needed to engage in a personalised curriculum as more independent learners, possibly working on more than one site, exploiting the potential of ICT, having a real 'voice' and leading their own learning);
- **school governing bodies and foundations** (e.g. how they develop their roles in strategic leadership, monitoring and accountability; how they marshal and deploy their potential influence; how they improve the efficiency and effectiveness of their work; and, in some cases, how they manage formal or informal joint governance arrangements with other schools); also – their understanding of new, innovative developments that will require changes in policy as well as practice
- **the wider community** (e.g. the way in which they benefit from the school resource – its opportunities for learning and services, site and facilities, and its resources and expertise – and fully exploit the school's contribution to adult skills, community cohesion and local regeneration).

5. Two key focuses of change management and organisational culture

The understandings of change management and organisational culture change in SfC are based on a number of principles: firstly that a clear strategic intent is established, i.e. that all 'stakeholders' have a vivid and shared image of where they want to be. To ensure that this first step in the change process is sufficiently ambitious and innovative, and that all options have been explored and tested, schools and local authorities might find it illuminating to look beyond their own institutions and immediate networks (including forums outside of education) for challenge, stimulus and ideas which test orthodoxies and present alternative paradigms.

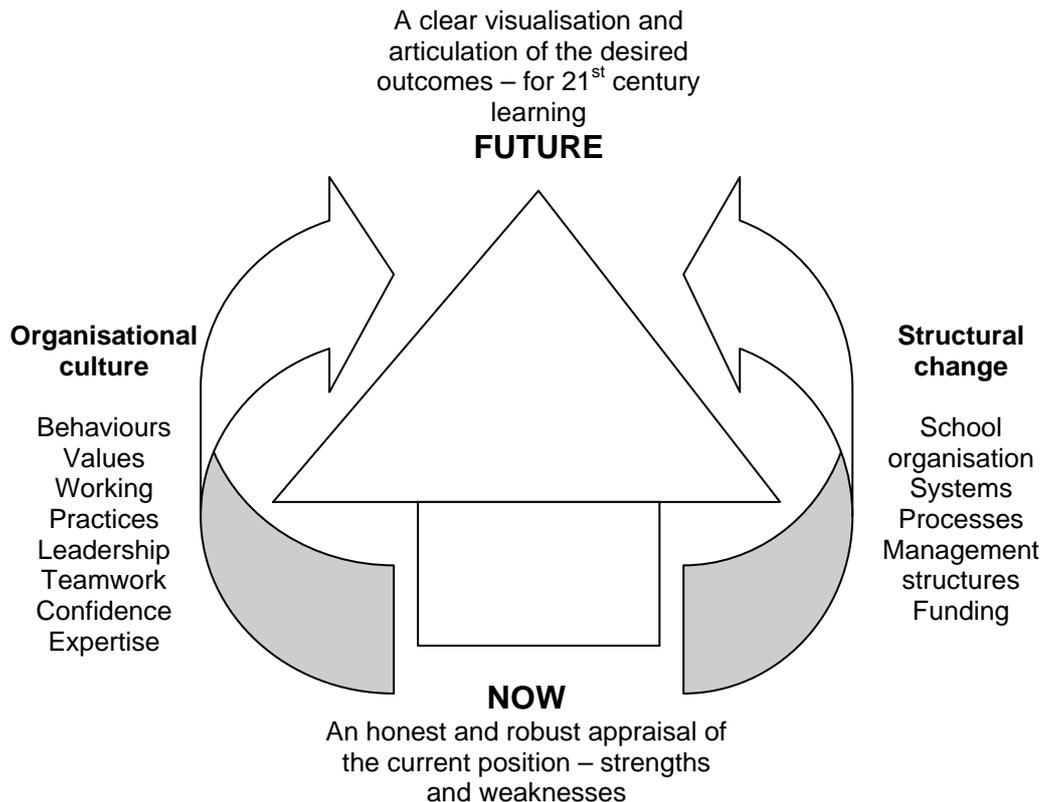
Secondly, it is vital that this strategic intent is widely 'owned' and believed in, by all participants in the undertaking; and that the process of development of the strategy has fully involved leadership teams, governors, staff of all types, parents, children and the wider community as a minimum.

Thirdly, having established the 'destination', a thorough analysis of the change requirements has to be undertaken. To facilitate this analysis, two related strands

need to be addressed in parallel, if change is to be successfully managed. These two strands are:

1. **structural and organisational change** (how we organise things differently – structures, systems, processes);
2. **behavioural and cultural change** (how behaviours, working practices, values, confidence and skills can be developed, and cultures grown).

This is illustrated in this diagram:



The Change Management Plan should attend to how the changes required will be facilitated, supported, effected, monitored and evaluated in relation to both strands:

- **Structural and organisational changes:** how changes to structures and systems, processes, school organisation, school status, and similar will be brought about in a systematic, timely way, and the risks managed.

Examples:

The expansion of one school, and reduction in the size of another
The amalgamation of two governing bodies or trusts into one
The reorganisation of special educational needs provision, to include co-location of specialist units on mainstream school sites
The creation of a hard federation
The establishment two 'full-service' extended schools, and extended provision in all others, in response to identified local needs

Changes to the curriculum to reflect future teaching styles / organisation such as stage rather than age, common timetabling across schools, travel plans etc

- **Behavioural and cultural changes:** how working practices, values and attitudes can be modified over time to suit the transformational, innovative expectations and ways of working identified.

Examples:

Developing team working skills and practices, e.g. teachers working in teams with teaching assistants and others, to suit new pedagogies in competence-based curriculum; multi-agency team working; and making full use of new technologies
Improving the quality, rigour and role of school governance
Providing the skills and confidence required for preventative, rather than reactive, interventions in relation to behaviour management, leading to improved access to learning, increased social inclusion and higher achievement
Developing a more entrepreneurial and risk-taking workforce, embedding real contexts drawn from the world of work in the school curriculum
Leadership development, at all levels, to drive innovation and achieve sustainable change and leadership models in all schools
Cultural changes in relation to staff and parents/carers' attitudes of how much responsibility young people can take for their own learning, and their confidence to negotiate individualised / personalised programmes.

These two focuses are clearly inter-related, but it might be helpful in the plan to distinguish between the two in order to demonstrate that attention has been given to both.

Some possible elements of a change management plan are included at the end of this Guidance Note.

6. Capacity building

In order to complement the capacity of LA, and of headteachers, leadership teams and governing bodies, in leading and managing change, and creating engines for change within schools and the LA, consideration should be given to establishing, energising and empowering:

- change champions and change agents
- innovation teams/transformation teams, comprising membership across the school community
- 'responsible owners' for each part of the plan
- change delivery teams;

who could lead thinking, stimulate innovation, apply learning from international evidence-based research, provide challenge, plan change methods and deliver parts of the programme.

As BSF is a long-term programme, stretching well beyond the completion of capital works, it is important to consider in the change management plan how to create long-term 'engines' for change, embedded in schools and LAs. This will give rise to thinking about issues such as succession planning, distributed and networked leadership, collaboration and partnership and system leadership.

Consideration might be given to how new ideas will be stimulated and explored, orthodoxies challenged, and the recognition of the need for change established e.g. by structured visits to innovative schools in this country and abroad; through the use of professional development opportunities, e.g. training days; through collaborative activities with other schools and organisations; and so on.

It might be helpful, when considering capacity, to distinguish between the demand for programme management at LA and individual school levels during the BSF planning-design-construction period and the requirement for innovation and educational transformation leadership longer-term. To expect both roles to be fulfilled adequately by one team – in a school or in a LA - might be unduly ambitious.

7. Alignments and pooled resources

The LA will need to identify revenue funding for change management in the same way as it does for technical adviser support and consultancy. However, this need not be a completely new revenue allocation. In developing the change management plan, the LA and schools will want to build on existing effective practice, extend it with additional and new strategies and sources of expertise and funding, and demonstrate how BSF will enable its achievement and potential impact.

Existing practice and resources which could be harnessed and aligned might include:

- The LA's and schools' CPD strategies and provision
- Incorporating the role and contribution of School Improvement Partners (SIPs), the 'single conversation' and building on self-evaluation and self-review processes (e.g. SEFs, Becta – for ICT, Hargreaves)
- Local approaches to Workforce Reform / Remodelling, and other work with /support from the TDA, e.g. extended services and targeted youth programme
- Change leadership currently being undertaken by City Learning Centres and e-learning teams
- Local arrangements for and experience of EIPs, EiCs, EAZs and successors to LIG collaboratives
- Work with, and support received from:
 - National Strategies teams
 - City Challenge (where it exists)
 - Specialist Schools and Academies Trust, in relation to schools' specialisms, and the impact of leading edge and training schools
 - National College for School - Leadership (e.g. NPQH, LPSH, LTFM, SLICT)
 - Innovation Unit, including 'Power to Innovate'
 - other agencies, charities and trusts
 - colleges and HEIs, formal and informal
 - and similar.

Existing and planned work with key partners should also form part of the strategy. Such partners should include:

- The local LSC and providers (e.g. in relation to 14-19 provision)
- PCTs and other agencies and services (e.g. in relation to Every Child Matters, Children's Trusts and the Children and Young People's Plan)
- Primary schools (e.g. in relation to transition)
- Dioceses, where applicable

- Sports Governing Bodies, associations and clubs and similar.

The plan should seek to utilise national and international evidence and thinking to stimulate and guide its construction, including work being undertaken in organisations such as the Innovation Unit, NCSL, OSC, SSAT, National Strategies, QCA, Becta, National Governors' Association, Sport England, The Arts Council of England, teacher and headteacher unions, subject professional associations and other organisations in the public and private sectors, e.g. Futurelab, Demos, the Young Foundation and so on.

Within the BSF programme, it will be vital to identify how the Local Education Partnership (LEP) is engaged as a key partner in planning, creating capacity and delivering the change management agenda, long-term.

The change management plan in SfC will seek to explain how these and other resources will be used to complement in-house capacity (LA and school) in order to structure and deliver an ambitious and far-reaching change management requirement. Part 2 of SfC requires a resources chart to be submitted, as an appendix, as part of the outline change management plan.

8. Timelines

Some of the changes proposed in the Strategy for Change will be short-term, some medium and some longer-term. Some are preconditions of others. Some represent major change (paradigm shifts), some are more minor. Some are relatively simple (e.g. implementing a decision following the outcomes of a consultation), others are more complex (e.g. the process for consultation itself). Some are more within a school's control than others. In view of this, it is expected that the change management strategy:

- prioritises the changes;
- identifies dependencies;
- matches the right level of resource to the ambition of the task; and, importantly,
- establishes an outline timeline, well into the future (far beyond the horizon of a typical school improvement plan).

Clearly the timeline, like other elements of the strategy, is subject to review and change in the light of experience. The change management plan should be regarded as an embryonic, iterative, living document.

There should be a recognition that many of the changes planned in the BSF programme, and the SfC stages in particular, are not dependent upon BSF capital investment, that many need to have been achieved before the new or refurbished school is ready for occupation, that the change management programme cannot be started early enough, and that it has a life way beyond procurement.

9. SfC Part 1 and Part 2 Change Management Plans

In SfC Part 1 (the 'what?'), the change management section should:

- demonstrate a clear recognition of the need for change
- provide insights into which particular aspects of the strategy are priorities for change management, based on local context and plans;
- describe what kind of responses are needed, in terms of support, intervention, training, challenge, stimulus and so on; and
- set out how the LA proposes to take a lead role in developing the plan, identifying and coordinating resources to deliver it, contributing to its delivery; and ensuring its impact.

In SfC Part 2 (the 'how?'), a more detailed exposition of the change management strategy is required, along with (as appendices) an Outline Plan and a resources chart.

As well as describing the strategy in more detail, it should explain how new environments and school designs will enable workforce reform, enhanced CPD, multi-agency working (ECM), opportunities for team reflection and planning, PPA time, coaching, mentoring and so on.

10. Change Management Plans in the Outline Business Case

The work done at the Strategy for Change Parts 1 and 2 stages will be further developed, in significantly more detail, in the Outline Business Case (OBC) stage – in the section entitled 'Leading and Managing Change'.

11. Change Management Plans for ICT

With regard to ICT in particular, the identification of and response to change management implications (both at LA and individual school levels) form part of the assessment processes in OBC and form a key component of the 'Fundamental Requirements' in the Output Specification. ICT Change Management Plans contribute to overall Value for Money judgements and ultimately feature in ICT contracts with private sector providers through the LEP structure. Indeed, ICT change management is allocated specific funding within the BSF ICT investment envelope. It is important, therefore, that quality, rigour, comprehensiveness and consistency of approach are adopted throughout the SfC – OBC – Output Spec and procurement stages.

ICT change management plans should encompass both operational/functional demands and the required pedagogical/behavioural change, including relationship change with regard to transfer of responsibilities to the Managed Service. However, as ICT is only part of the changing educational landscape, the change management plans need to be developed alongside and embedded within the wider BSF change strategy. *For further information, see the 'ICT Output Specification' and 'ICT Output Specification Guidance Notes for Local Authorities'.*

12. Monitoring and evaluating change

Part of the change management strategy should be concerned with the ways in which progress towards change goals, and the impact of changes, are monitored and evaluated. Hence it is reasonable to expect that a change management plan should contain targets within the Key Performance Indicator set – the observable, measurable manifestations of the change.

These targets and KPIs can be used merely summatively (did we achieve our intention?) or, more powerfully, diagnostically. Diagnostic use of monitoring data, in relation to key performance areas or critical success factors, provides very useful information about the rate of progress, the alignment of activity with intended goals, and thus performance; and enables changes in strategy, revision of activities and decisions about capacity to be made – so to improve progress and effectiveness.

Alignment of the monitoring and evaluation processes for the change management strategy with other, existing and planned processes, e.g. the schools' performance management arrangements, the schools' SEFs and the LAs' LAAs and forthcoming CAAs, is vital.

It is expected that some change management objectives will be included in the Collective Partnership Targets forming part of the contractual responsibilities of the Local Education Partnership (LEP), where this procurement model applies. (*Note: there is separate PfS guidance on KPIs and CPTs*)

13. Possible elements of a change management plan

The scope, content and priorities of a change management plan will result directly from the changes proposed in the Authority's Strategy for Change and its gap analysis, and are therefore bespoke to that authority's and its schools' needs and challenges. However, some generic areas for change management might include:

Curriculum

For example, how will we manage:

<ul style="list-style-type: none">• Strategic leadership and planning of 14-19 provision, including authority-wide planning of provision in the form and at the levels needed to meet the needs of all learners; and issues arising from collaborative delivery, e.g. multi-site working, shared staff, aligned timetabling, use of ICT, multi-agency support to enable better access and similar?
<ul style="list-style-type: none">• The development of the secondary curriculum, including QCA Big Picture from 2008, and alternative models such as competence-based curricula, project-based learning and similar innovations?
<ul style="list-style-type: none">• Strategies for improving attainment and achievement where underperformance has been identified in specific areas of learning or subjects, or by particular groups of learners?
<ul style="list-style-type: none">• The development of a greater range of appropriate, relevant alternative curriculum and pastoral provision for excluded young people, and those at risk of exclusion?
<ul style="list-style-type: none">• The achievement of ICT's potential as an enabler of a different curriculum experience, new pedagogies and a vastly increased range of learning

resources?
<ul style="list-style-type: none"> • Remote learning, 'anywhere, anytime', facilitated by ICT?
<ul style="list-style-type: none"> • Out of hours learning, extra-curricular activities, residential experiences and similar (so that the curriculum becomes a series of "planned learning experiences" (QCA), in lessons and beyond?
<ul style="list-style-type: none"> • Increasing the benefit of schools' specialisms on all learners' opportunities?

Teaching and learning

For example, how will we manage:

<ul style="list-style-type: none"> • Curriculum delivery through inter-disciplinary team working?
<ul style="list-style-type: none"> • New pedagogies, arising from innovative curriculum reform?
<ul style="list-style-type: none"> • The potential of ICT to provide greater choice of learning opportunities and modes of learning, and to increase motivation and engagement and accelerate improvement in the quality of learning? (<i>Becta e-learning outcomes</i>)
<ul style="list-style-type: none"> • To enable all staff to exploit the potential of learning platforms (VLE/MLEs)?
<ul style="list-style-type: none"> • The systematic development of e-confidence, e-maturity and e-fluency (among pupils, staff, parents, communities)?
<ul style="list-style-type: none"> • Personalisation of the curriculum and the development of Individual Learning Plans for all?
<ul style="list-style-type: none"> • The development of the role of teacher as coach, and reducing reliance on didactic teaching, with associated implications for the changing relationship between teacher and pupil?
<ul style="list-style-type: none"> • Collaboration and sharing of good practice and learning resources between practitioners using ICT? (<i>a Becta e-learning outcome</i>)
<ul style="list-style-type: none"> • Our ability to respond to and systematically develop a wider range of learning styles?
<ul style="list-style-type: none"> • The development of skills in relation to Assessment for Learning? (<i>including learner-focused AfL by utilising ICT - a Becta e-learning outcome</i>)
<ul style="list-style-type: none"> • The development of real student voice (leadership and participation)?
<ul style="list-style-type: none"> • Improved practices in relation to monitoring, target-setting and self-evaluation, including peer approaches within and across educational establishments?
<ul style="list-style-type: none"> • The development of the skills required for remote working (students and staff)?
<ul style="list-style-type: none"> • Increasing inclusion further to break barriers to low performance and disaffection, such as programmes for underperforming learners and groups, NEETs, Looked After Children and expanding provision for Gifted and Talented students? (<i>including the application of ICT - a Becta e-learning outcome</i>)

Every Child Matters, integrated Children's Services and extended provision

For example, how will we manage:

<ul style="list-style-type: none"> • The transition to effective and manageable multi-agency working, including working practices and resolving issues in relation to accountabilities, confidentiality etc?
<ul style="list-style-type: none"> • Ways in which ICT investment can enable the realisation of the goal of the 'team around the child'?

<ul style="list-style-type: none"> • The design, implementation and effective use of common ICT platforms for improved recording and exchange of data, and pupil tracking and monitoring?
<ul style="list-style-type: none"> • The replacement of reactive resourcing with preventative interventions?
<ul style="list-style-type: none"> • To exploit the potential of co-located services, including as part of extended school provision for pupils and adults who are at risk and vulnerable?
<ul style="list-style-type: none"> • New and improved opportunities for developing adult skills and employability and family learning, to show an impact on community regeneration?
<ul style="list-style-type: none"> • Opportunities to expand the quality and access to provision for sport, arts and culture?
<ul style="list-style-type: none"> • To achieve healthy school status for all and significantly improved nutrition standards?
<ul style="list-style-type: none"> • How ICT can enable monitoring of matters such as diet, health, exercise, medical needs and the like – both for children and the community – and lead to timely information which facilitates early intervention and preventative action?
<ul style="list-style-type: none"> • How ICT can enhance child safety and child protection?

SEN and inclusion

For example, how will we manage:

<ul style="list-style-type: none"> • Transitions in the role, focus and specialisms of special schools?
<ul style="list-style-type: none"> • To clarify and develop the function and purposes of units and services co-located with mainstream schools in order to increase inclusion and achievement?
<ul style="list-style-type: none"> • To extend and enhance the impact of the outreach role of special schools and services in increasing the skills and capacity of mainstream schools to meet the needs of all young people?
<ul style="list-style-type: none"> • Significant advances in access and inclusion through the use of ICT, included adaptations?
<ul style="list-style-type: none"> • Changes to the role and function of PRUs, behaviour partnerships and agreeing and implementing associated protocols?
<ul style="list-style-type: none"> • The further development of learning support units, and similar?
<ul style="list-style-type: none"> • Significant improvements in staff's skills and capacity in relation to behaviour management?
<ul style="list-style-type: none"> • The implementation of particular strategies for vulnerable groups (e.g. newly-arrived families, looked after children, teenage pregnancy)?
<ul style="list-style-type: none"> • Particular strategies for improved social inclusion and cohesion)?
<ul style="list-style-type: none"> • To achieve a 'no exclusion' policy?

Pastoral and transition arrangements

For example, how will we manage:

<ul style="list-style-type: none"> • The design and introduction of new and different transition arrangements from primary to secondary school, and particular arrangements for year 7, e.g. home bases, smaller teaching teams?
<ul style="list-style-type: none"> • The change to vertical tutoring, mixed age arrangements, house systems etc?
<ul style="list-style-type: none"> • To extend mentoring arrangements (e.g. adult, business, peer)?
<ul style="list-style-type: none"> • The introduction of academic reviews, based on improved monitoring and

target-setting?
<ul style="list-style-type: none"> • The provision of better targeted support for particular groups, e.g. vulnerable children, LAC, children at risk of exclusion, newly-arrived, mobile groups?
<ul style="list-style-type: none"> • Approaches to citizenship education, linked to community identity and social cohesion?
<ul style="list-style-type: none"> • The use of ICT to enhance information to support learner transitions between institutions and sectors? (<i>a Becta e-learning outcome</i>)

School organisation

For example, how will we manage:

<ul style="list-style-type: none"> • The establishment of trusts, federations or other collaborative partnerships?
<ul style="list-style-type: none"> • The creation of change champions and innovation teams in schools?
<ul style="list-style-type: none"> • The further development and embedding of specialist statuses, and sharing that expertise as an authority-wide and community resource?
<ul style="list-style-type: none"> • The development and realisation, within and across schools, of extended school provision to meet identified need?
<ul style="list-style-type: none"> • A process by which we achieve a position where schools 'at the heart of their communities' can actively contribute to community cohesion and regeneration?
<ul style="list-style-type: none"> • To identify and secure joined up strategy and funding opportunities, e.g. sport, health, social care)?
<ul style="list-style-type: none"> • Changes to the size, type and status of schools?
<ul style="list-style-type: none"> • Consultations on and the implementation of school amalgamations and closures?
<ul style="list-style-type: none"> • The implementation of changes to schools' admissions policies and procedures
<ul style="list-style-type: none"> • The introduction of innovative transition arrangements from primary to secondary and secondary to other provision?
<ul style="list-style-type: none"> • The development of places of learning other than schools?
<ul style="list-style-type: none"> • Monitoring of environmental sustainability and safer environments, including through ICT?

Workforce Reform

For example, how will we manage:

<ul style="list-style-type: none"> • The appointment of non-teaching staff to lead and manage administrative and management functions?
<ul style="list-style-type: none"> • Issues and sensitivities arising from the introduction of the authority-wide managed service?
<ul style="list-style-type: none"> • The development of multi-disciplinary teaching teams?
<ul style="list-style-type: none"> • The removal of unnecessary administrative functions from teachers, e.g. utilising ICT?
<ul style="list-style-type: none"> • The change in 'ownership' of learning (from teacher to learner) that 'anytime, anywhere' access to ICT brings into question; and the developing role of the teacher as facilitator, coach or mentor?
<ul style="list-style-type: none"> • The development of Personal Learning Plans and identification of mentors for all staff?
<ul style="list-style-type: none"> • Improvements in the rigour of performance management arrangements?

<ul style="list-style-type: none"> • Enhanced recruitment and retention?
<ul style="list-style-type: none"> • To incorporate Children's Workforce developments, to accelerate progress with implementation?

Collaboration

For example, how will we manage:

<ul style="list-style-type: none"> • To promote and embed collaboration between schools, (e.g. collegiates, collaboratives, alliances, networked learning communities, partnerships, trusts, federations)?
<ul style="list-style-type: none"> • The promotion and embedding of collaboration between schools and others (e.g. colleges, HEIs, businesses, communities, charities)?
<ul style="list-style-type: none"> • The establishment and use of virtual learning spaces?
<ul style="list-style-type: none"> • The development of peer staff and peer pupil collaborations within and across schools/other providers?
<ul style="list-style-type: none"> • The developing of networks and 'connected schools' – using ICT and other methods to connect school and home, school-school, school-community, and so on?
<ul style="list-style-type: none"> • Collaboration and sharing of information and resources between learning providers through ICT? (<i>a Becta e-learning outcome</i>)

Leadership

For example, how will we manage:

<ul style="list-style-type: none"> • Leadership development for headteachers and senior leadership teams?
<ul style="list-style-type: none"> • Leadership development at all levels within and across schools and in the LA, with a view to developing sustainable leadership models?
<ul style="list-style-type: none"> • Exploration with schools of the potential of different models of leadership: e.g. system leadership, networked leadership, distributed leadership?
<ul style="list-style-type: none"> • To establish the role and function of the Executive Head?
<ul style="list-style-type: none"> • The achievement of ICT's potential as an enabler for leadership, management and administration (including data exchange, pupil tracking, planning, assessment and target-setting, security)? (<i>a Becta e-learning outcome</i>)

Governance

For example, how will we manage:

<ul style="list-style-type: none"> • Improvements in the quality, expectations and effectiveness of governance arrangements (of schools and federations), in relation to strategic leadership, accountability and challenge?
<ul style="list-style-type: none"> • Changes to the composition of governing bodies to better meet the skills requirement of a 21st century school?
<ul style="list-style-type: none"> • The establishment of joint governance arrangements between schools where collaborative delivery arrangements demand coordinated leadership?
<ul style="list-style-type: none"> • The facilitation and establishment of trusts, recruiting sponsors and developing other links, e.g. with HEIs and business partners?

LA-school relationships

For example, how will we manage:

• To develop further the LA's role as commissioner, rather than deliverer of services?
• The LA's developing role as champion of pupils and parents?
• Improvements in the LA's approach to monitoring, differentiated support and challenge, and its intervention strategies?
• Partnering relationships between the LA and its schools?

Parental involvement

For example, how will we manage:

• Increased parental involvement in their child's learning?
• Greater involvement of parents in their child's school, e.g. consultation, decision-making?
• The development of family learning and opportunities to increase parents' employability?
• Improvements in communication with parents, and parents with school?
• The broadening of parental access to learning resources and curriculum information?
• To achieve improved parental access and connectivity through ICT?

14. Ten questions to stimulate thinking about change management in LAs and schools

1. To what extent is change management different from school improvement, CPD, workforce remodelling or ITT?
2. What would we expect the scope of our change management strategy to be? Do we agree that it should contain planning for both structural and behavioural changes?
3. Which stakeholder groups should be included in the change management strategy?
4. How long-term should our change management plan / strategy be? Is it a progressive plan? Do we need a timeline?
5. How detailed should our change management plan be? Should it cover everything that needs to be changed, or should it be prioritised?
6. How are we going to resource and fund our change management strategy, such that it is achievable and has real status? How much alignment can we realise with other national and local initiatives?
7. To what extent do we see capacity-building (e.g. sustainable leadership, system leadership, change champions et al) as key?

8. To what extent should the strategy explain how the monitoring and evaluation of the impact of change will be undertaken, and what is the relationship with KPIs?
9. Should our change management plan be linked to performance management arrangements?
10. To what extent can we involve the Local Education Partnership (LEP) in delivering the change management objectives?