

TOOL for change-agent teachers- Individual and group-work:

# Mapping the school's orientation to change

by Killion & Roy, 2009<sup>i</sup>- adapted by Armstrong, 2011<sup>ii</sup>

Explore your school's openness to change by thinking about what you need to do to ensure success.

**Time:** 55 minutes total

## INDIVIDUALS (Time: 5 minutes)

Recall a change the school has been involved in during your time on the staff.  
Write your responses to these questions:

- ✓ What was the change?  
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- ✓ Who initiated it?  
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- ✓ When did it occur?  
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- ✓ Who led the change effort?  
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- ✓ What happened with the change?  
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- ✓ How long did it last?  
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- ✓ How successful was the change?  
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- ✓ How did you feel about the change?  
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- ✓ How successful do you think you were with making the change?  
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- ✓ How many changes has the school undertaken in the last two years?  
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- ✓ How does the staff of the school generally respond to change?  
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**In small groups (Time: 25 minutes)**

1. Share your notes about the change you recall. (2 minutes each)
2. As a group, describe the school’s orientation to change. How well does the school respond to change? What kinds of change are more accepted? Who are the school’s champions of change? How successful is the school in making changes?
3. Be ready to report your assessment of the school on this question: On a score of 1 to 10, with 10 being open, enthusiastic, and ready for changes that improve teaching quality and student learning to 1 being highly resistant and suspicious of anything new, where do you think the school is in its orientation to change? (10 minutes)
4. As you think about implementing or refining collaborative professional learning within the school, what challenges do you anticipate? What might be done to head off some of those challenges to ensure success from the outset? (10 minutes)

5. Identify a group spokesperson 5. to share your group's response to Parts 2 and 3 with the whole.

### **Whole group (Time: 25 minutes)**

1. Ask each group spokesperson to share his or her group's response to questions 2 and 3 in no more than 2 minutes each.
2. Have staff share responses to these questions:
  - a. What did you learn about the school's orientation to change?
  - b. What actions will you take as a whole staff to ensure that you are successful with this change?

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<sup>i</sup> Killion, J. & Roy, P. (2009). *Becoming a learning school*. Oxford, OH: NSDC.

<sup>ii</sup> Armstrong, A. (2011), *4 strategies to help educators overcome resistance to change*. Tools for schools 2011, Vol.14, No.2