Aims

- To explore the 8 Factors for Leaders of Change, as suggested by Fullan (2005)

- To discuss the challenges and adaptations of leading educational change in an international context, based on three case studies

- To reflect on the key learning from delivering these programmes

- Q&A session for the last 5-10 mins

About Jo

- 28 years of experience in education including 15 years as a primary school teacher
- 16 years of experience in leading change beyond my own school in a variety of roles including as a lead teacher, consultant, LA school improvement adviser and as a leadership coach
- Two current roles at Oxford Brookes University- as the Academic Lead for International CPD and as a senior lecturer in Primary Mathematics in our ITE team
- Research interests include the psychology of early maths, working with multilingual learners and leading educational change in an international context
- Strong personal interest in travel and cultural experience, including language learning

Types of Programme Delivery

- UK-based 'school immersion' programmes, with a mixture on on-campus theory and in-school practical experience
- ➢ Case study- a year-long programme for 21 teachers from the Kingdom of Saudi Arabia

- In-country one-off conference presentations and workshops
- ➢ Case study- an international school-based hub running conferences for head teachers from across China and South East Asia

- Blended programmes with several face-face in-country programmes and virtual sessions in between
- ➢ Case Study- the setting up of an Early Years Teacher Training Programme in Rural Northern India

UK-based School Immersion Programmes

- A one-year long programme based in the UK, for 21 teachers from the Kingdom of Saudi Arabia
- Overarching aim to build a world-class education system as part of the Vision 2030, for a 'life beyond oil'
- Teachers were from all phases of education
- Key areas of research/ development included Assessment for Learning, Independence and Resilience, Growth Mindset, SEND/Inclusion, Questioning/Higher Order Thinking skills, Phonics, Computer Science, Mathematics and Using Coaching Techniques
- Programme included English Language Learning, School Immersion and Theory-based campus sessions

In-country conference presentations and workshops

- Developing partnership with an international school in Nanjing, China
- Conference for head teachers from across regional international schools
- All 50 head teachers were Chinese, with very little English language
- Key note session delivered around 'Leading Educational Change in a School Setting'
- Follow-up workshop
- Potential to undertake a credit-bearing distance learning PG Cert or MA afterwards

Blended programmes with a mix of in-country training and web-based sessions

- New programme run by an NGO to train low-income rural girls to become teachers of Early Years pupils (3-7 year-old)
- Based in a university in Talwandi Sabo, Punjab, N. India
- Very rural setting, mainly agricultural area
- Trainee teachers receive a mixture of campus-based and in-school training for one year (postgraduate level)
- The university has 500 associated schools, as part of an education trust
- My role- to support the development of the course through face-face visits and distance support for course's lecturers

Fullan's (2005) 8 factors for leaders of change

https://michaelfullan.ca/wp-content/uploads/2016/06/13396067650.pdf

1. Engaging people's moral purposes
2. Building capacity
3. Understand the change process
4. Developing cultures for learning
5. Developing cultures of evaluation
6. Focusing on leadership for change
7. Fostering coherence making
8. Cultivating tri-level development

The Change Process- the shift from 'my' to 'our' (Fullan, 2015)

1. Define closing the gap as the overarching goal.
2. Recognise that all successful strategies are socially based and action orientated.
3. Assume that lack of capacity is the initial problem and then work on it continuously.
4. Stay the course though continuity of good direction by leveraging leadership.
5. Build internal accountability linked to external accountability.
6. Establish conditions for evolution of positive pressure.

Challenges and adaptations to the UK-based programme

- Differences in implicit cultural principles
- Punctuality and attendance
- Recruiting host schools during high-profile media coverage
- Managing host schools' expectations
- Managing participants' expectations
- Unexpected changes

Challenges and adaptations to the in-country conferences

- Language barriers
- Differences in educational contexts
- Opportunity to follow-through with more detail/questions
- Measuring impact/ sustainable change

Challenges and adaptations to the Blended Programme

- Limited resources
- Limited models of the taught pedagogy
- Language- translanguaging for clarity
- Desire of participants to please and not to challenge/question if they don't understand
- Trainees' schools perceptions of visits- 'getting the job done'

Key Learning from these Programmes

Fullan's (2005) 8 factors for educational change

1. Engaging people's moral purposes- *what is the point of the programme?*
2. Building capacity- *identifying and nurturing key agents of change*
3. Understand the change process- *Identifying and appreciating the most effective route to transformational and sustainable change*
4. Developing cultures for learning- *Developing systems for participants to support one another beyond the programme's end*
5. Developing cultures of evaluation- *measuring impact*
6. Focusing on leadership for change- *embedding at all levels*
7. Fostering coherence making- '*pulling in the same direction*'
8. Cultivating tri-level development- *Managing expectations*

Final personal reflections

- Challenges and adaptations build deeper understanding of inter-cultural ways of working.
- Maintaining a flexible approach is essential whilst maintaining your moral purpose and your focus on the programme's fundamental aims.
- Steps of change are different sizes but embedding them is essential for transformational change.
- Different parts of the world but same concerns- achieving the best outcomes for pupils.

Any questions?

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5. Build internal accountability linked to external accountability.
6. Establish conditions for evolution of positive pressure.

Please get in touch…

- If you have any further questions, comments or aspects that you would like to share, email me at: jskelton@brookes.ac.uk

Thank you for participating!

References:

Fullan, M. (2016) *The New Meaning of Educational Change.* Abingdon, UK; Routledge,

Fullan, M., Cuttress, C. and Kilcher, A. (2005) '8 forces for leaders of change', *Journal of Staff Development*, 26.4, p54-64