

managing change

Not all resistance to change is 'bloody-minded'. You must sometimes understand how to manage change, by understanding that there are genuinely professional issues.

There are three areas of development to think about...

	area	thinking	possible issue
a.	action	the programme	clarity and credibility
b.	setting	the organisation where it is located	links to how things work
c.	people	the human resources - inside and outside - to make it happen	preparation and support

It is not usually possible to introduce changes by working on only one these areas. If a change is to 'take', it is usually necessary to work on at least two – probably all three - areas.

And there some choices to be made inside each area.

a. programme development

Asking 'what needs to be planned now concerning the action?'

- on a **scheme** of work – setting out what we are going to do;
- on **delivery** – providing materials and processes showing what needs to be done;
- about **evaluation** – knowing how we will learn from this.

b. organisation development

Asking 'what needs to be planned now concerning the setting?'

- with **policy** – making this work part of way the school or college presents itself to stakeholders;
- on **procedures** – developing existing and new roles and establishing them with links and resources;
- concerning **culture** – making this work part of the way its own people appreciate and value the school or college.

c. human-resource development

Asking 'what needs to be planned now concerning the people?'

- for **commitment** – helping people believe in the work and go about it with energy and enthusiasm;
- on **skills** - offering help and practice in what people need to be able to do;
- about **understanding** – helping people grasp how the programme works, so that it can be adapted to suit different styles and situations.

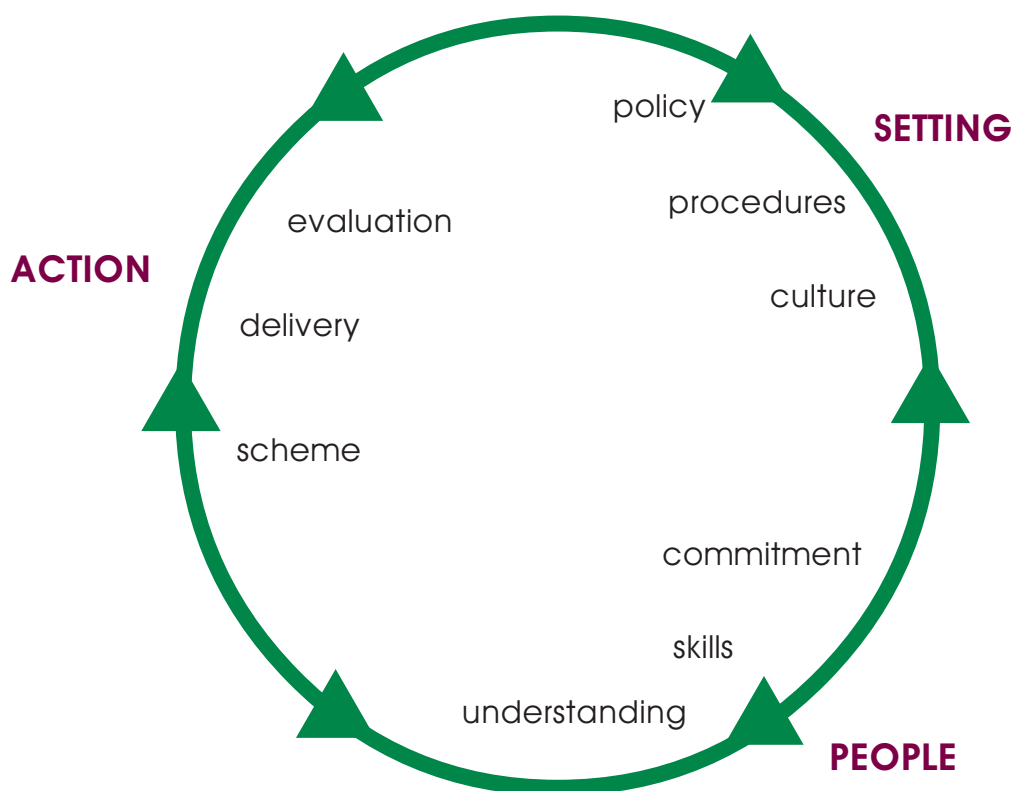
Examining the chart on the following page will show how each of these element depends for its effects on neighbouring elements. In this way each change builds its own momentum - from the gathering 'push' of more than one area and more than a few elements..

There is no single order for doing this work. Each change needs its own timetable.

careers work in schools and colleges

The chart shows a plan worked out by a maths teacher and a careers coordinator, working together - where necessary - with other people. The plan will help students use their learning about mathematical probability, when making senses of information about careers.

what?	who?	area?
1. <i>Agree what can be done & get work-life statistics</i>	<i>Coordinator, Head of Maths & Personal Adviser</i>	action/scheme
2. <i>Set out plan showing outline material & negotiate timetable space</i>	<i>Careers Coordinator & Head of Maths</i>	action/scheme setting/procedure
3. <i>Design method and materials and work through them for both maths and career-learning outcomes</i>	<i>Maths Teacher & Coordinator</i>	action/delivery people/skills
4. <i>Making it work</i>	<i>Maths Teacher & Coordinator</i>	action/delivery
5. <i>Follow-up and report to management</i>	<i>Head of Maths, Careers Coordinator & Personal Adviser</i>	action/evaluation setting/policy



It is never necessary to do everything, and certainly never possible to do it all at once. Each different change will identify its own needs for support - in its location and at that time.

Using this framework in your own work will suggest how an existing change might be strengthened, or how a new change can be set in effective and sustainable motion.