How Good is Your School's

Leadership of Change?

(Part 1)

An audit tool for school leaders to support
Strategic Planning for Continuous Improvement

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Leadership of Change

Leadership of change is one of the biggest challenges facing school leaders today. Although change creates opportunities to improve the education of children and young people, change that is not planned properly can result in diminished outcomes, failure to achieve goals, and even resistance by staff and learners.

Quality Indicator 1.3 (How Good is our School 4) highlights the importance of effective strategic planning for continuous improvement. *'Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners*.' *HGIOS4*

Part 1 of this series on Leadership of Change considers the nature of strategic planning and also how school leaders can create the right conditions for change. Part 2 looks at implementing change and evaluating impact.

Strategic Planning

Schools are required to engage in both short- and longer-term planning.

Short-term planning refers to one or two-year planning and the creation of operational school improvement plans which focus on practical and achievable areas of school improvement.

Longer-term planning takes account of fundamental shifts in the educational environment. Such planning reflects the need to build capability over time so that a school is able to respond proactively, rather than merely react to change.

Planning for continuous improvement

There are 3 key features which underpin school planning for continuous improvement:

1   Creating Conditions for Change
2   Effective strategic planning
3   Involving the school community

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1   Creating Conditions for Change

Children and young people have genuine opportunities to participate in decisions about change, while parents, partners and the community play an active role in taking forward the school's improvement priorities. Local business, support services and other partners actively support the school's agenda for change. All staff are committed to change and model this through their day-to-day work.

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2   Effective Strategic Planning

Key Features: Planning for change is evidence-based and linked to effective school self-evaluation. Plans set out key improvement priorities, which are informed by data and information gathered from a wide range of sources.   Improvement plans clearly identify how these priorities will be implemented, along with associated timescales, responsibilities and resources. Improvement priorities address key national and local educational priorities and the central focus should always be improving outcomes for learners.   The improvement plan is shared with staff, learners, parents and the wider school community. Time is protected for professional dialogue, collegiate learning and self-evaluation and senior leaders ensure that there is appropriate professional learning and training to support change.

3 Engaging the School Community

Key Features: Leaders at all levels work to ensure that there is a collective commitment to improvement.   Senior leaders collaborate with staff, learners, parents and the wider community in understanding the need for change and in agreeing improvement priorities. Staff, learners, parents and the wider community are involved in monitoring and review of improvement priorities. Children and young people have genuine opportunities to participate in decisions about change, while parents, partners and the community play an active role in taking forward the school's improvement priorities. Local business, support services and other partners actively support the school's agenda for change. All staff are committed to change and model this through day-to-day work.

Evaluating the Quality of Strategic Planning

The following chart shows an audit for evaluating the quality of your school's strategic planning for change. The full audit of QI 1.3 Leadership of Change can be accessed online.

Use the ***Impact*** online quality improvement tool to complete the traffic lighting exercise and record strengths and weaknesses.
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Creating conditions for change

Senior leaders ensure the need for change is well understood by the learning community.	🔴	🟠	🟢
Senior leaders share a clear rationale for change based on evidence and self-evaluation.	🔴	🟠	🟢
Senior leaders set an appropriate pace of change to ensure positive impact for learners.	🔴	🟠	🟢
Senior leaders encourage staff to think differently and initiate change.	🔴	🟠	🟢
Senior leaders create opportunities for staff to take on leadership roles.	🔴	🟠	🟢
Senior leaders build constructive relationships that foster commitment and collegiality.	🔴	🟠	🟢
Staff are meaningfully involved in school reviews and decisions about change.	🔴	🟠	🟢
Time is protected for professional dialogue, collegiate learning and self-evaluation.	🔴	🟠	🟢

Strategic planning

Improving outcomes for all learners is the central focus of strategic planning.	🔴	🟠	🟢
Improvement priorities address key national and local educational priorities.	🔴	🟠	🟢
Planning for improvement is evidence-based and linked to effective self-evaluation.	🔴	🟠	🟢
Improvement priorities are informed by data and information gathered from a wide range of sources	🔴	🟠	🟢
The school improvement plan sets out key priorities and how they will be implemented.	🔴	🟠	🟢
The improvement plan shows how priorities will be implemented, timescales, responsibilities and resources.	🔴	🟠	🟢
The improvement plan is shared with staff, learners, parents and the wider school community.	🔴	🟠	🟢
Senior leaders ensure that there is appropriate professional learning and training to support change.	🔴	🟠	🟢
Time is protected for professional dialogue, collegiate learning and self-evaluation.	🔴	🟠	🟢
Systems are in place for monitoring and review of improvement priorities.	🔴	🟠	🟢

Engaging the school community in change

Senior leaders collaborate with staff, learners, parents and the wider community in agreeing and implementing improvement priorities.	🔴	🟠	🟢
Parents, partners and the wider community understand the case for change and the planned outcomes.	🔴	🟠	🟢
Children and young people have genuine opportunities to participate in decisions about change.	🔴	🟠	🟢
Parents, partners and the community play an active role in taking forward the school's improvement priorities.	🔴	🟠	🟢
Local business, support services and other partners actively support the school's agenda for change.	🔴	🟠	🟢
All staff are committed to change and model this through their day-to-day work.	🔴	🟠	🟢
Leaders at all levels motivate and inspire others to sustain collective commitment to improvement.	🔴	🟠	🟢
Staff, learners, parents and the wider community are involved in monitoring and review of improvement priorities.	🔴	🟠	🟢

Full audit online at: www.hashtag-learning.co.uk