

Conference paper from Teacher Christian Fellowship of NSW : DEVELOPING A SUPPORTIVE SCHOOL CONTEXT

Rob Spence, District Guidance Officer, Campbelltown

A Model for Effective Change

Over my thirty-three years in education I have introduced a number of significant innovations in schools, and systems changes at both local and regional levels. The model below is based on action research as to why these innovations were successful. The five concepts for effective change can be applied to any project within a school and not just in relation to behaviour management systems.

Concept - Personalise

Actions	Notes and script
Try and establish a positive relationship with members of the school community before you try and affect change.	It is usually not a good idea for your first encounter with people to be based on trying to make changes!! "I am concerned about ..." "I have been trying to think of how to address this issue."
Talk with a cross section of people.	"I was wondering if it would be good to ..." "What are your thoughts?" "How would this benefit you?"
Ensure people can see a benefit for themselves.	"I can see ..." or "I can hear ..." or "It feels like ..."
Listen for the language used by others. Use the same language and terminology. Be wary of your own jargon.	Once you tune into other staff you may need to make changes to your original plan because you have become aware of some other ideas that are good and fit in with the needs of the school. The wider the ownership, the more chance the changes have of occurring.
Be prepared to make changes to your original plan.	