Healthy Schools are Effective Schools
A resource package for improved School Climate

Module 3
How can we make a difference to school climate in our school?
There are four sections in this module that show the elements that assist in supporting school change. This module demonstrates the need for identifying an improvement strategy and how to put your plans into action. It also highlights the importance of integrating school climate change with planning for school improvement and the role of collaboration and team work in assisting change.

Learnings from the Stress Prevention Study and the WorkSafe Guide for Employers on the Prevention of Workplace Stress, ‘Stresswise’ are also included. Emphasis is placed on the importance of consultation with the Health and Safety Representative and employees, and the importance of team work to support improvements.

Examples of work undertaken by some schools are also included.

There are some tips for supporting action learning, building the change process and supporting teams in schools.

What’s in this module?
Change principles – moving towards action
• Consultation
• Elements of change
• The action learning/risk management models
• Supporting change
Identifying issues, prioritising and developing action plans
• The importance of values
• Identifying an improvement focus
• Developing a plan for action
• Some school examples
Using teamwork to support improvement
• Supporting teams in schools

Activities
• Activities to identify an improvement strategy
• Activities to support teamwork and collaboration
When working to improve school climate a variety of strategies can be used to help identify and implement steps for improvement. Importantly, the OHS Act requires consultation with employees and Health and Safety Representatives on OHS matters. For more information see DEECD Consultation & Communication Policy. Schools enhance their ability to comply with the legislation by embedding strategies for improving school climate into the core work of the school.

**Change Principles – Moving Towards Action**

Strategies include:

<table>
<thead>
<tr>
<th>Principles</th>
<th>This means</th>
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<tbody>
<tr>
<td>Using an inquiry-based approach</td>
<td>• Processes are implemented that support an assessment of evidence and reflection and dialogue among staff.</td>
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<tr>
<td></td>
<td>• Data and information is shared with all staff.</td>
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<td>• Activities are designed to engage all staff.</td>
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<tr>
<td>Using an evidence-based approach</td>
<td>• Multiple forms of evidence from a range of sources are used to inform planning.</td>
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<tr>
<td></td>
<td>• Staff work together to understand the data.</td>
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<td></td>
<td>• Further data is sourced to ‘build the case’ if required.</td>
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<tr>
<td>Communicating and consulting about the changes</td>
<td>• Clear and regular processes are used to communicate the strategy and progress.</td>
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<tr>
<td></td>
<td>• Strategies that focus on supporting and communicating change are integrated into any improvement focus. OHS Committees, representative workgroups for identifying and analysing data and developing improvement plans, and a standing OHS item on Principal Advisory and staff meeting agenda’s are just some ways of ensuring effective consultation and communication with staff.</td>
</tr>
<tr>
<td>Ensuring a clear focus for action</td>
<td>• Issues are not approached in isolation but addressed as part of a whole-school focus.</td>
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<td>• Improvement strategies are integrated into the core work of staff – they are not an ‘add-on’.</td>
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<td></td>
<td>• Strategies have clear objectives and specific and measurable short and long term goals.</td>
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<td>• Early and visible ‘quick wins’ are part of the strategy.</td>
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<tr>
<td>Using collaborative practices</td>
<td>• Staff have the opportunity to collaborate through professional learning teams that are supported by the leadership team.</td>
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<td></td>
<td>• Teams have the capacity to influence change.</td>
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<tr>
<td>Review</td>
<td>• Celebrating successes.</td>
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The Action Learning Model

Change involves a whole-school approach and uses strategies and processes that will promote learning and ownership.

The use of an action learning model provides a need for engaging staff in the active promotion of change (see Figure 1).

The action learning model uses reflection as a tool for initiating change. Reflecting on individual and school practices provides an opportunity to examine the values and beliefs that shape the work place environment.

Change processes are more likely to be sustained and embedded in the operations of a school if reflective practices are established as part of continuous action learning.

Supporting Change

Key supporting factors for change include:

- Creating a vision to direct the change effort
- Establishing a sense of purpose and urgency
- Integrating clear and regular processes to communicate the vision and strategy
- Empowering any team to take action
- Planning for early and visible ‘quick wins’
- Monitoring progress and identifying achievements
- Celebrating and building on successes.

For more about Action Learning and tips from schools about implementing the Change Process see Appendix 1

Supporting action learning in schools

Some tips from schools…

- Identify action learning as the key methodology for your school’s Professional Learning Teams.
- Develop a support kit to guide the action learning process.
- Support effective planning and implementation of activities.
- If appropriate use relevant external ‘experts’.
- Integrate action learning activities with school improvement strategies identified in the School Strategic Plan and Annual Implementation Plans.
- Establish opportunities to share key learnings within the school.
- Link participation in professional learning to staff Performance and Development Plans.

Building the change process

Some tips from schools…

- Approach change as a gradual process.
- Focus on developing the core business of your school.
- Build a picture of what is needed by analysing the evidence.
- Focus change strategies on whole-school activities.
- Focus on things that are achievable and that will produce visible results.
- Provide evidence of action.
- Build the relevant language to support change.
- Remove obstacles to change and learning.
- Reflect and evaluate often.
- Communicate regularly on change issues and progress.
Identifying issues, prioritising and planning for change

Integrating school climate improvement with the school planning process
Taking action to improve school climate needs to be a part of the broader focus on school improvement and better student outcomes. In this way, issues highlighted in the school climate data are addressed as part of the school’s key improvement strategies.

Many schools are now also working to ensure that there is a link between improvement strategies and the staff Performance and Development process. Principals may also address school climate issues as part of the Principal Performance and Development plan.

The importance of values
As part of developing a School Strategic Plan and Annual implementation plan, schools focus on clarifying their purpose and values. This assists in the process of identifying the school’s goals and targets.

Reflecting on these values can be an initial step in identifying what is important for staff in working towards an improved workplace environment.

Values are generally clustered around beliefs that focus on the present and how things should be accomplished in the current situation and beliefs about what can be attained in the future. In this way a school’s common values provide a base for understanding what is important in driving current efforts and for what the desired future is.

Discussing these views can help to clarify a school’s sense of direction and purpose and ensure strategies for improvement are in line with these positions.

Use the affinity diagram from appendix four in module two to help identify your school’s values.

Identify an improvement strategy
When developing the School Strategic Plan and Annual implementation plan, schools identify key improvement strategies to support the achievement of their goals.

Improvement strategies focussed on school climate can be integrated into the initial strategic planning process or an existing plan.

Any improvement strategy for improving school climate works best when embedded into the core work of the school.

When working together to identify and plan an improvement strategy consider:

• Identifying areas of integration with school improvement strategies. Such as ensuring strategies are standing items on staff and OHS Committee Meetings.
• Building on existing strengths.
• Identifying the way any activity will fit with existing work tasks and processes.
• Identifying what needs to be done to make a difference.
• Identifying the desired outcomes and how their achievement will be measured.
• Ensuring a clear beginning and end with identified points for reflection and reassessment.
• Ensuring visible benefits or wins for the different stakeholders in the school.

Activities to identify an improvement strategy
Schools have used these activities to generate discussion and explore the data.

• Problem Statement Page 13
• Force Field Analysis Page 14
• Cause and Effect (Fishbone) Diagram Page 15
• Interrelationship Diagram Page 16
• Positives, Negatives & Interests Page 17

These activities are explained further on in this module.
By using a number of different steps to identify a focus for improvement a school can agree about what is important for staff and therefore likely to have an impact in supporting change.

Issues that can impact school climate

When involved in reviewing their data some schools have noted that staff concerns were grouped around a number of themes. For these schools the common areas identified were:

- Communications and consultation
- Staffing matters
- Career opportunities and promotion
- Student welfare
- Resources and facilities
- School discipline and standards
- Staff learning and professional development
- Workload demands
- Staff health and wellbeing
- Role clarity.
- Workplace bullying, harassment and interpersonal conflict
- Change management

<table>
<thead>
<tr>
<th>Principles</th>
<th>This means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarify the current situation</td>
<td>Developing a consensus by using available evidence to clarify and confirm what is happening in the school at the current time.</td>
</tr>
<tr>
<td>Identify the factors causing this situation</td>
<td>Identifying some of the central issues and the factors that may be influencing them.</td>
</tr>
<tr>
<td>Establish the ideal situation</td>
<td>Clarifying what you would like the situation to be in order to achieve the best outcomes.</td>
</tr>
<tr>
<td>Identify opportunities for improvement</td>
<td>Thinking widely (and creatively) to develop possible options for improvement.</td>
</tr>
<tr>
<td>Establish priorities</td>
<td>Prioritising improvement strategies and ensuring that they are aligned with the school’s strategic objectives and are achievable within available resources.</td>
</tr>
<tr>
<td>Assess commitment</td>
<td>Checking staff commitment to the identified improvement strategies and identifying how engagement and ownership will be sustained.</td>
</tr>
</tbody>
</table>

Developing a plan for action

When planning for action consider:

- What key issues need to be addressed?
- The priority of each issue? How do these issues fit with the strategic objectives and planning processes of the school?
- What actions need to happen to address these issues?
- What impact will these actions have?
- How can change be recognised and measured?
- What obstacles might you encounter? How can they be overcome?
- Who is responsible for what task? What are the roles for all involved?
- How can this work be communicated to others?
- What are the timelines?

Developing a plan for action will provide clarity around what is to be done and how it will be achieved.

Key questions to be asked when developing this plan are:

- What? - The activities and programs required.
- How? - The resources needed.
- Who? - The individual or team responsible.
- When? - The times for completion.

Identifying key milestones is a way of measuring and reflecting on progress. The achievement of milestones is a good way to share information and celebrate success.

These can be built into the school’s Annual Implementation Plan.
Schools at work - two examples

The following examples illustrate how issues were identified, improvement strategies implemented and the impact that change had in each school.

School one
Based on an analysis of the Staff Opinion Survey data, the school leadership team and staff identified the main issues that related to school climate. The ‘Roadmap’ was also used to support the analysis. The school was also involved in the Building Continuous Improvement (BCI) program which helped them to build a better understanding of the data.

A number of staff working parties were established to address the school climate issues.

The plans were prepared around specific issues that were noted for improvement.

Two of these concerns were:
• Improving school disciplines and standards
• Improving the impact of workload/work organisation.

School two
A working group, with representation from all school staff including teachers, school administration and Education Support Officers (ES’s) was established to discuss school climate matters that were identified through the Staff Opinion Survey data.

Issues that related to ES’s were then taken to a meeting with all ES’s from the school to verify concerns and identify possible improvement strategies. These concerns were then developed into an action plan as part of the school’s broader strategy for the improvement of school climate.

The planning process and outcomes achieved by these schools are illustrated in the tables on pages 7, 8 and 9.
School 1 - Example 1: Improving student management and standards

<table>
<thead>
<tr>
<th>Planning for action</th>
<th>School improvement strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue impact</strong></td>
<td></td>
</tr>
<tr>
<td>• Time taken away from teaching.</td>
<td>• Establish a review of current discipline policy with a focus on process, consistency of approach and the use of a preventative model.</td>
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<tr>
<td>• Emotionally draining.</td>
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<tr>
<td>• Unpleasant learning environment.</td>
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<tr>
<td>• Increased stress for staff and students.</td>
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<tr>
<td>• Physical and verbal abuse.</td>
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<tr>
<td>• Lack of control by staff and students.</td>
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<table>
<thead>
<tr>
<th>Taking action</th>
<th>Follow up in the second year</th>
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<tbody>
<tr>
<td><strong>Progress in the first year</strong></td>
<td></td>
</tr>
<tr>
<td>• A Student Support working party was established to develop a preventative model for the management of student behaviour. This was supported by a consistent approach for its implementation by all staff.</td>
<td>• The values program was redesigned to meet the needs of all year levels.</td>
</tr>
<tr>
<td>• A values program was introduced based on the values identified by the school.</td>
<td>• The schools vision and mission statement are now displayed in all rooms along with important school procedures.</td>
</tr>
<tr>
<td>• Data collection procedures were introduced to provide information related to teaching and learning and for the monitoring and self evaluation of behaviour.</td>
<td>• Information on the suspension process has been provided to all parents.</td>
</tr>
<tr>
<td>• Class meeting process established.</td>
<td>• Follow-up monitored for all incidents.</td>
</tr>
<tr>
<td>• A consistent approach to suspension was established.</td>
<td>• All staff are trained in restorative practices and the management of class meetings.</td>
</tr>
<tr>
<td>• A consistent approach to the follow up of incidents was established using the restorative model.</td>
<td>• Restorative processes used for all incidents.</td>
</tr>
<tr>
<td>• Greater follow up of data was indicated.</td>
<td>• Class meetings held in class rooms.</td>
</tr>
<tr>
<td>• Student leaders and house leaders were selected.</td>
<td>• Student leaders selected.</td>
</tr>
<tr>
<td>• A new yard incident report form was developed and implemented.</td>
<td>• House captains and vice captains selected.</td>
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<tr>
<td></td>
<td>• Peer mediation program established.</td>
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<td>• Monitors established for office and canteen areas.</td>
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</table>
School 1 - Example 2: Improving the impact of workload/work organisation

Planning for action

<table>
<thead>
<tr>
<th>Issue impact</th>
<th>School improvement strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lack of clarity and consistency around school work processes.</td>
<td>• Develop role descriptions to show links between roles and lines of authority.</td>
</tr>
<tr>
<td>• Increase in mistakes and errors due to lack of clear processes and guidelines.</td>
<td>• Increase team planning time.</td>
</tr>
<tr>
<td>• Lack of clarity about roles and responsibilities.</td>
<td>• Develop consistent whole-school processes and procedures.</td>
</tr>
<tr>
<td>• Uncertainty in the expectations around professional standards.</td>
<td>• Clarify processes around the Program Support Group and Individual Learning Goals.</td>
</tr>
<tr>
<td>• Duplication of work – leading to time wasting.</td>
<td>• Introduce log books for integration aides.</td>
</tr>
<tr>
<td>• Poor communication common.</td>
<td>• Develop a professional standards statement.</td>
</tr>
<tr>
<td>• Deadlines not met.</td>
<td>• Develop a framework and guidelines for a conflict resolution process.</td>
</tr>
<tr>
<td>• Whole-school processes and procedures developed and published on the intranet.</td>
<td>• Prepare a staff handbook for the beginning of the school year.</td>
</tr>
<tr>
<td>• Staff statement of values and expectations developed.</td>
<td>• Review process for school reports.</td>
</tr>
<tr>
<td>• Student reporting process revised – now offers clear expectations and is less labour intensive.</td>
<td></td>
</tr>
<tr>
<td>• Training provided around Individual Learning Goals and their use in the reporting and parent interview process.</td>
<td></td>
</tr>
<tr>
<td>• Staff information folder developed and two-day training provided.</td>
<td></td>
</tr>
<tr>
<td>• Team discussion process more effectively embedded in team meetings.</td>
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</tr>
<tr>
<td>• Staff meetings have working party focus to promote professional dialogue.</td>
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<tr>
<td>• The graduate mentoring program is more inclusive and comprehensive.</td>
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</tr>
<tr>
<td>• Graduate mentoring program developed to include additional graduate release time and mentoring as part of the Victorian Institute of Teaching registration requirements.</td>
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</tbody>
</table>

Taking action

Progress in the first year

• Role descriptions developed. Staff now know where to get the answer.
• Whole-school processes and procedures developed and published on the intranet.
• Staff statement of values and expectations developed.
• Student reporting process revised – now offers clear expectations and is less labour intensive.
• Training provided around Individual Learning Goals and their use in the reporting and parent interview process.
• Staff information folder developed and two-day training provided.
• Team discussion process more effectively embedded in team meetings.
• Staff meetings have working party focus to promote professional dialogue.
• The graduate mentoring program is more inclusive and comprehensive.
• Graduate mentoring program developed to include additional graduate release time and mentoring as part of the Victorian Institute of Teaching registration requirements.

Follow up in the second year

• Clear guidelines established for staff expectations.
• Staff directory updated.
• Use of CRT and split grades to ease staff absence concerns.
• Two staff management meetings a term supported by on-going working party arrangements.
• Literacy and numeracy coordinators in non-teaching roles to provide training to support school expectations in these areas.
• Restorative process training for all staff.
School 2 - Example 1: Improving communication and consultation processes for SSOs

Planning for action

**Issue impact**
EO’s felt:
- Insecure in their jobs and undervalued.
- Not communicated with.
- Decisions were made about their role without their input.
- A high level of uncertainty due to late allocation of funding for students with disabilities.
- Inconsistencies in the way the SSO Performance and Development Plan process was managed.

**School improvement strategies**
- ESO’s meeting to be held fortnightly during school hours.
- ESO’s to meet with the Principal every month.
- A ESO representative to attend the weekly staff meeting – based on a roster system.
- Professional development to be organised relating to the ESO Performance and Development Plan process.
- Daily school bulletin to be distributed to all staff members.

Taking action

**Progress so far**
The ESOs now feel:
- More valued and secure in their jobs.
- They have an appropriate forum to express their opinions and concerns.
- They are functioning more effectively as a team.
- Communications links are stronger.
- Less apprehensive about the Performance and Development Plan process.
Professional Learning Teams can assist in building relationships and supporting collaborative practices that identify and investigate issues related to improving the workplace environment and the enhancement of student outcomes.

Teams that are empowered to take action and have a clear and relevant role in supporting change are an important component for school improvement and staff learning.

Teams that are focussed on learning:

• Identify lessons learned by regularly reviewing work and discussing what went well and what could be improved.
• Share best practice. Team members share the way they do their work.
• Identify expertise by being aware of the skills of their colleagues and using them when needed.
• Coach others by actively supporting others through coaching and mentoring roles.
• Share information regularly.
• Provide learning time. Opportunities for learning are integrated into team meetings.
• Value each member of the team.6

Supporting teams in schools
Tips from schools…

• Delegate adequate responsibility for decision-making. For example allocate some budget responsibility.
• Provide adequate resources for the team to work effectively. For example provide support material such as planning templates and guidelines for team cooperation.
• Integrate the team’s work with the general work of the school.
• Develop leadership capacity. For example develop role descriptions that detail the action and behaviours required and provide leadership development opportunities.
• Communicate and celebrate the work of the teams by establishing occasions where teams can display and talk about their work.

See Activities on pages 16, 17 and 18
Activity No 1 - Problem Statement

Activities to Identify an Improvement Strategy

Problem statements can help define and clarify an issue. It provides a process for thinking about a concern without needing to identify solutions.

When completing the problem statement staff are required to write about specific issues using three headings:

Current: What is the current situation?
Impact: What impact is this issue having?
Desired state: What would be achieved by solving the problem?

Example

In one school this activity was used to help staff clarify issues related to staff involvement in the decision making process.

**current**
Limited flow of information and staff participation in school decision-making.

**impact**
Relevant information on decisions not always available.
Lack of understanding about how decisions are made.
Feeling of not being involved in decision-making processes by some staff.

**desired state**
Clearly communicated and transparent decision-making process where all staff understand their roles and responsibilities.
Force field analysis can help a group to decide what strategies are most likely to support change. This is done by brainstorming what would drive change and the forces likely to restrict this happening. These factors are then ranked in order of strength and placed opposite each other. Improvement strategies are then developed based on the analysis.

**Example**

A school used this tool to develop an understanding of how best to improve feedback received from peers and the school leadership team.

**forces for change**
- Mentoring program providing greater opportunities for peer interaction.
- Increased interest in team work and professional learning.
- Staff Performance and Development plans provide formal feedback process.
- Staff meeting focus on learning rather than administration provides feedback and support opportunities.

**forces against change**
- Not confident in the process of giving and receiving feedback.
- Reluctance to let peers and school management visit classrooms.
- Limited opportunities to talk with peers and school leaders.
- Too busy.

**action**
- Increase feedback opportunities for staff.
Module 3 - How can we make a difference to school climate in our school?

Using the cause and effect analysis process can help draw together collective knowledge around an issue and develop an agreed approach.

This process is usually undertaken after initial work has identified a problem and some of the probable causes. These are used as the framework for the diagram and then staff are asked to ‘unpack’ the issues related to each of the problem areas to build a more detailed picture of what is happening and where solutions may lie.

Activity No 3 - Cause and Effect (Fishbone) Diagram

Activities to Identify an Improvement Strategy

Example

After identifying the implementation of their new student management policy as an issue the cause and effect diagram helped to identify some of the causes and their associated factors.
The interrelationship diagram is a way to assess the degree of impact that individual factors (causes) have within an issue.

This activity works best when the number of possible causes is ten or less.

Once selected, the different causes should be written on separate pieces of paper and then arranged in a circle.

Beginning at one cause, the group then considers if there is a relationship between that cause and each of the others in the circle. Where there is agreement an arrow is drawn to indicate the relationship (NB: arrows can only be in one direction).

This process is repeated for all causes that are listed around the circle.

Causes with many outgoing arrows could be considered to have a major influence on the issue being reviewed.

Causes with many incoming arrows are likely areas to be areas of blockage that will need to be addressed.

Activities to Identify an Improvement Strategy
Activity No 5 - Positives, Negatives & Interests (PNI)

This activity is a way to gain some insight into an issue. Staff are asked to discuss and then record their responses to indicate:

- What the positives of the situation are?
- What the negatives of the situation are?
- What are the matters of interest that could suggest further ways to think about the issue?

Example

In one case investigating possible ways to improve the staff room were investigated using the PNI activity.

<table>
<thead>
<tr>
<th>positives</th>
<th>negatives</th>
<th>interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is room for all the staff. The room is spacious. Fresh fruit is made available each day. etc...</td>
<td>There is limited board space for notices and other material. There is no space for relaxing comfortably. The existing table and chairs make the room quite formal. etc...</td>
<td>Should the staff room be used for staff meetings? Could we use classrooms instead? etc...</td>
</tr>
</tbody>
</table>

school communication
Activities to Support Teamwork

Discover what you really know about your team.
Do you know…

1. What your team sees as its most important performance objectives and challenges?
2. What your team thinks needs to be done differently to improve?
3. What your team members see as the major barriers to their performance?
4. What your team members see as the potential benefits in improving work practices?
5. What support your team members expect from you so that they can improve business outcomes?
6. The key strengths and weaknesses of each of your team members?
7. How aware your team members are of your assessment of their development needs?
8. What each of your team members is currently doing about their development needs?
9. What each of your team members think about your strengths and weaknesses as a leader?

Activity No 6 - Checking Empathy
Activity No 7 - Checking Clarity

Check the following situations – do any of them occur in your team?
If so, then you may need to develop strategies to improve clarity within your team.

1. Cross-over accountabilities for individuals or groups.
2. Objectives are not being accomplished.
3. Work is delayed or incomplete.
4. Confusion over tasks or a lack of co-ordination on jobs.
5. Uncertainty about approval/decision-making processes.
6. Multiple decision points in a process.
7. Revisiting past decisions.
8. Finger-pointing or blame shifting when something fails.
9. Tasks being performed and decisions being made at the wrong levels.
10. Inability to manage interfaces between groups, people and processes.
11. A lot of re-work having to be done.
12. Other.

Activities to Support Teamwork
Activity No 8 - Checking Engagement

Activities to Support Teamwork

How engaged is your team? Are they...

1. Committed to achieving team goals?
2. Exploring ways to implement new processes?
3. Involved in project planning?
4. Designing actions for improving team performance?
5. Committed to solving problems and difficulties?
6. Involved in allocating new tasks or existing tasks to new team members?
7. Managing the work load of team members who are absent?
8. Monitoring and reviewing current performance levels (meeting targets)?
9. Involved in current process reviews (continuous reviews)?
10. Gathering and reviewing feedback?
11. Involved with target setting for the next period?
12. Sharing new knowledge, information and expertise?
13. Actively looking to help each other out?
14. Other.
Check these elements of Learning. Do they apply to your team?

**Lessons Learned**
Projects, activities, tasks are reviewed in order to identify what went well and what could be improved for next time.

**Internal Best Practice**
We regularly share how we implement new practices and the impact they have on our work.

**Experts**
All team members know who the technical “experts” are for all aspects of our work.

**Coaching**
Some team members are designated coaches – we know who they are, their roles are clearly defined and their skills are fully utilised.

**Development Plans**
All team members have up-to-date individual development plans that support the achievement of team priorities, address real learning needs and are updated regularly following leader and peer feedback.

**Information Sharing**
We regularly gather information from other teams, and from outside the school about new ideas. We share and debate new ideas.

**Learning Time**
We devote time in each team meeting to a meaningful learning activity.

**Debate**
We learn from each other each time the team meets because we always debate issues fully, constructively, with input from everyone.
Appendix 1

Assess evidence & reflect on current situation

Monitor progress & collect evidence

Clarify goals & purpose & identify priorities

Select appropriate action strategies & implement

- Build on success & promote learnings
- Promote credibility of change effort
- Review and refocus change effort if required
- Allow for differential uptake
- Create vision to help direct change effort
- Provide clarity around the need & purpose for the change
- Establish a sense of urgency
- Create team with the capacity to lead and manage change

- Plan for short-term wins
- Monitor progress in a visible & transparent way
- Gather data through a variety of means
- Identify & celebrate gains
- Establish processes to communicate the vision and proposed strategies
- Focus on clear, simple & regular communications
- Empower staff to act and encourage initiative-taking
- Provide the resources necessary to assist change
- Identify & clear blockages

-learning

- empathy

-change process

-engagement

-clarity
Module 3 - How can we make a difference to school climate in our school?

Bibliography


References

1 Based on Kotter, 1996

2 Barnett et al, 2006

3 Based on Johnson, 2003

4 Based on material provided by the Stress Prevention Pilot project

5 Based on material provided by the Stress Prevention Pilot project

6 Based on Johnson, 2003

7 Based on material developed by Insight SRC

8 Based on material developed by Insight SRC

9 Based on material developed by Insight SRC

10 Based on material developed by Insight SRC