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Contents

Organisation Design Guide	1
Introduction	3
Navigating this guide	4
What is organisation design?	5
What are some examples of leading school design?	34
How do I implement changes to my organisation design?	43
Appendix 1 Quick Test for principals: Does our school need an organisation design review?	45
Appendix 2 Tools and templates	46
Appendix 3 Glossary	52
Appendix 4 Additional information	53

Introduction

We are all committed to making our Victorian schools the best that they can be.

Given the talented teachers and school leaders in our state, the Department of Education and Training's vision to be a world leader in all aspects of education is achievable. The Victorian government is committed to establishing Victoria as the 'Education State'* and is providing significant support to Victorian schools.

Schools and their workforces are at the centre of this vision. With effective organisation designs in place, Victoria can achieve its vision to be a world leader. The Department is working with you to support you and all school leaders by providing world class tools. This guide is designed to assist you as a school leader in implementing and sustaining effective organisation designs for your school.

An effective organisation design will support your school in achieving its strategic, educational and cultural outcomes. A good design improves efficiencies, drives desired outcomes, sparks innovation and distributes responsibility within your school. It also contributes to the wellbeing of all those in the school, including staff and students. With an effective school organisation design, you will have greater capacity to build community relationships, develop your networks and focus on strategic activities to improve educational outcomes. All of this will contribute to delivering the 'Education State' vision.

How the guide was developed

This guide was developed by Ernst and Young (EY), a global leader in advisory services and organisation design.

In addition to this subject matter expertise (from experience both global and local, across multiple sectors), inputs were gathered from a variety of stakeholders shown in the diagram below.

The different inputs into developing this guide were:



The primary intention of this guide is to assist you as principal to design a school organisation structure that achieves effective leadership and decision making and maximises student outcomes. The guide describes best practices in organisation design and provides pointers for principals to design fit for purpose school organisations. The guide provides design frameworks that can be applied to all schools within Victoria including large and small, rural and metropolitan, primary, secondary and special schools.

*Find more information about the 'Education State' in schools on the Department's website: [Education State](http://www.education.vic.gov.au/about/educationstate/Pages/default.aspx) at <http://www.education.vic.gov.au/about/educationstate/Pages/default.aspx>

Navigating this guide

Section Name	Description	When to use it?
Section1: What is organisation design?	An introduction to organisation design	If you are unfamiliar with organisation design, consult this section to understand what it is about
Section 2: How do I 'do' the design?	Outlines the phases and key steps of the organisation design process for a school	Use this section as a guide to plan the organisation design process for your school
Section 3: Some examples of leading school design	Provides practical examples of how other schools have responded to pressure points through organisation design changes	Refer to this section to understand the challenges faced by your peers and how organisation design assisted them
Section 4: How do I implement changes to my organisation design	An outline of things to remember while moving to a new organisation design	Use this section as a guide to manage the change and maintain staff engagement
Appendix	<p>A Quick Test to determine whether you should re-organise your school design as well as:</p> <ul style="list-style-type: none"> • Tools and templates for use during the process • A list of frequently used words and acronyms. • A list of external sources for additional information about organisation design 	Refer to this section if you are considering redesigning your school design

What is organisation design?

Organisation design is the deliberate process of configuring structures, processes, reward systems, and people practices and policies to create an effective organisation capable of achieving the business strategy - Jay Galbraith (organisational theorist)

Organisation design within a school context is the process of aligning organisational elements with your school's strategic plan* and operational (day-to-day) requirements. It helps to focus your staff and the school towards delivery of the strategic plan. The strategic plan is aligned with the student profile and the number and types of leadership and support roles. Often this is not an easy task. A good organisation design however, provides a vision to move to over time.

Organisation design is about how your school:

- Groups responsibilities around work
- Allocates decision making authority
- Defines jobs
- Binds teams together structurally to maximise their effectiveness
- Translates your school strategic plan into actions and results through the design of jobs and their relationships to one another

Organisation design involves the integration of structure, processes and people to support the implementation of the strategic plan and therefore goes beyond traditional tinkering with 'lines and boxes.' When the design of your school matches your intentions, everyone will be primed to execute and deliver them.

Why is organisation design relevant to your school?

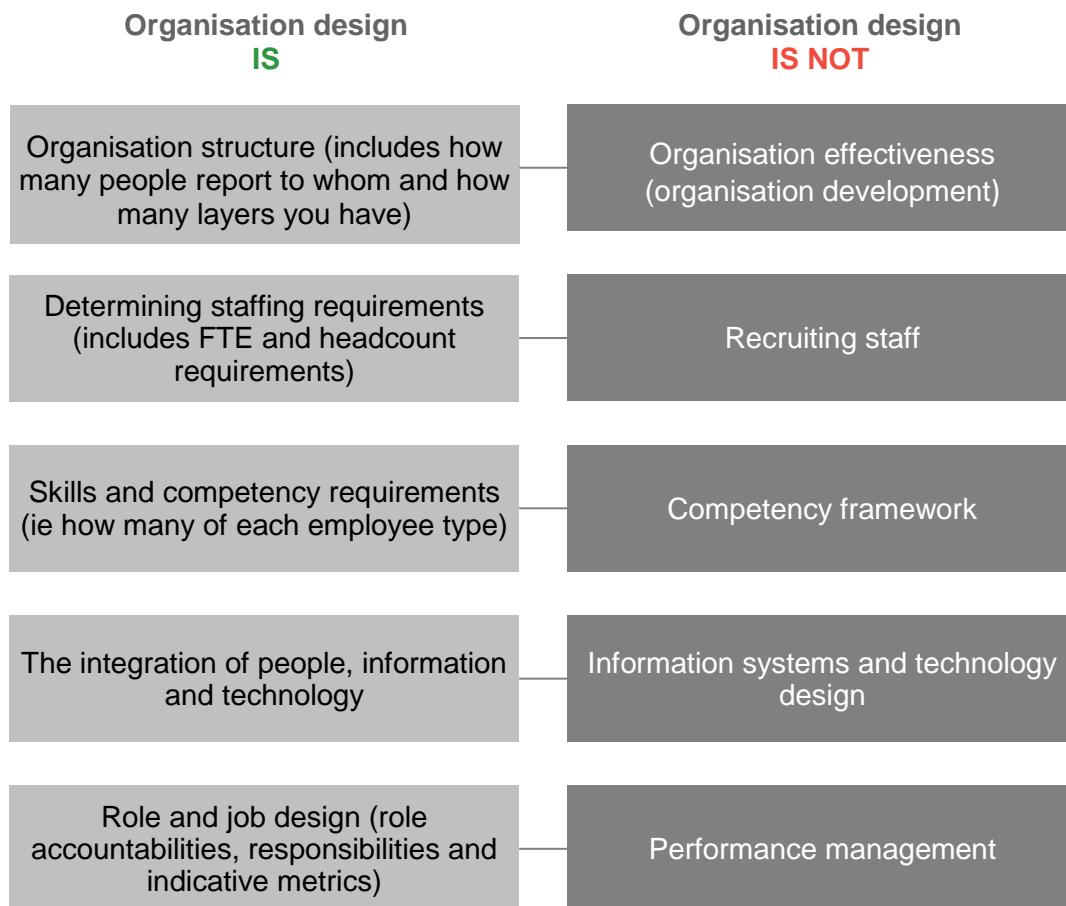
- Creating an effective organisation design to support your school's strategic, educational or cultural goals can improve efficiencies, drive desired behaviours, spark innovation and distribute responsibility within schools.
- Schools are becoming increasingly complex, and need to transform themselves to respond to changing funding, student / parent and regulatory pressures.
- With an effective school organisation, you will have more time to build community relationships, develop networks and focus on more strategic activities to improve educational outcomes.
- A good organisation design will contribute to the wellbeing of principals by helping you and your colleagues to delegate responsibilities where beneficial.

(WHY) is it needed?

What does a well-designed organisation look like?

"It has well-defined processes. There are clear links between the functions. We can see close fit between strategic plan, delivery and output. People in the organisation understand their roles and can confidently play their part. Work flows smoothly through the organisation and the outcome meets stakeholder expectations." – EY

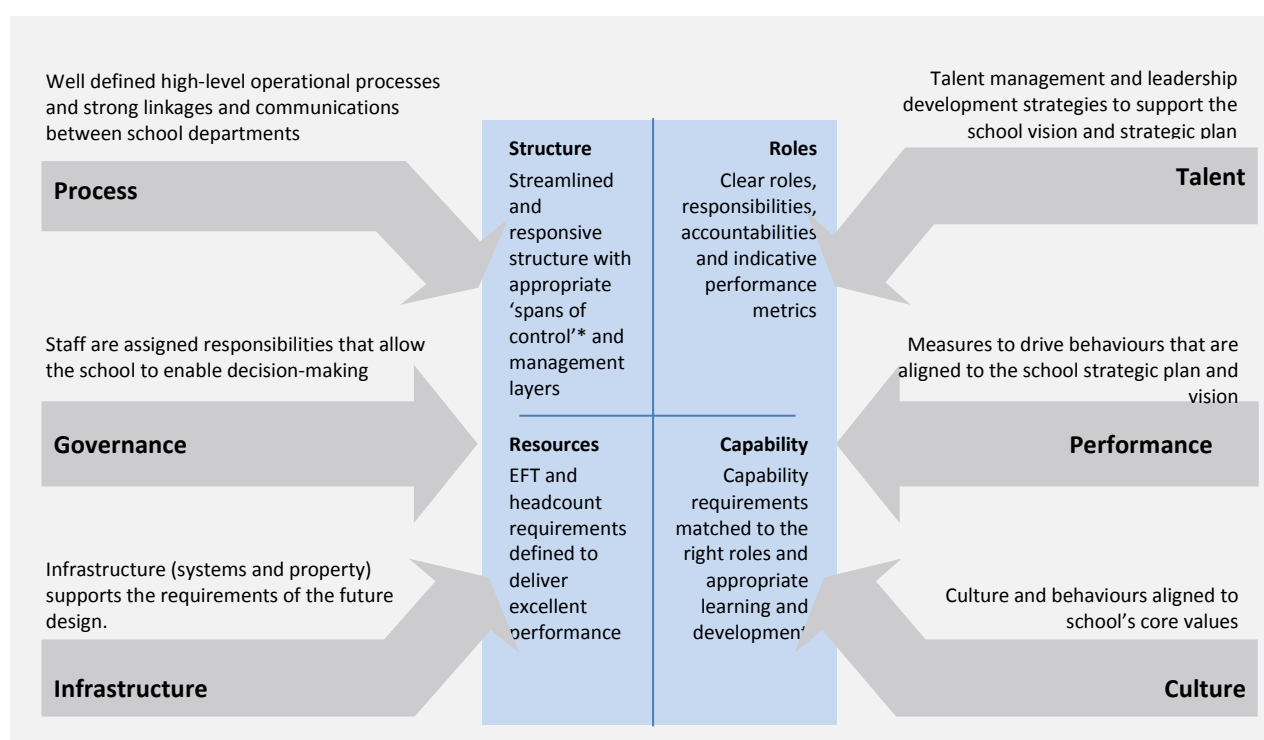
The **strategic plan is the school's statement to its community about what it stands for and intends to do, over the next four years, to improve student outcomes.*



Scope of organisation design

The scope of what should be considered in the design of a school is outlined in the diagram below. The four core components of the design are structure, roles, resources and capability.

Process, governance, infrastructure, talent, performance and culture should also be reviewed as a result of any organisation design to ensure they are aligned and enhance the overall design. This increases the likelihood that the organisation design will be sustainable.



Use the '**Quick test: do I need to reorganise?**' in Appendix 1 to determine if you need to review your school's design.

Also find out key learnings from several high performing schools in Section 3.

****Span of control** refers to the number of staff directly reporting to a manager. A span of control of seven indicates that seven staff are directly reporting to one manager.*

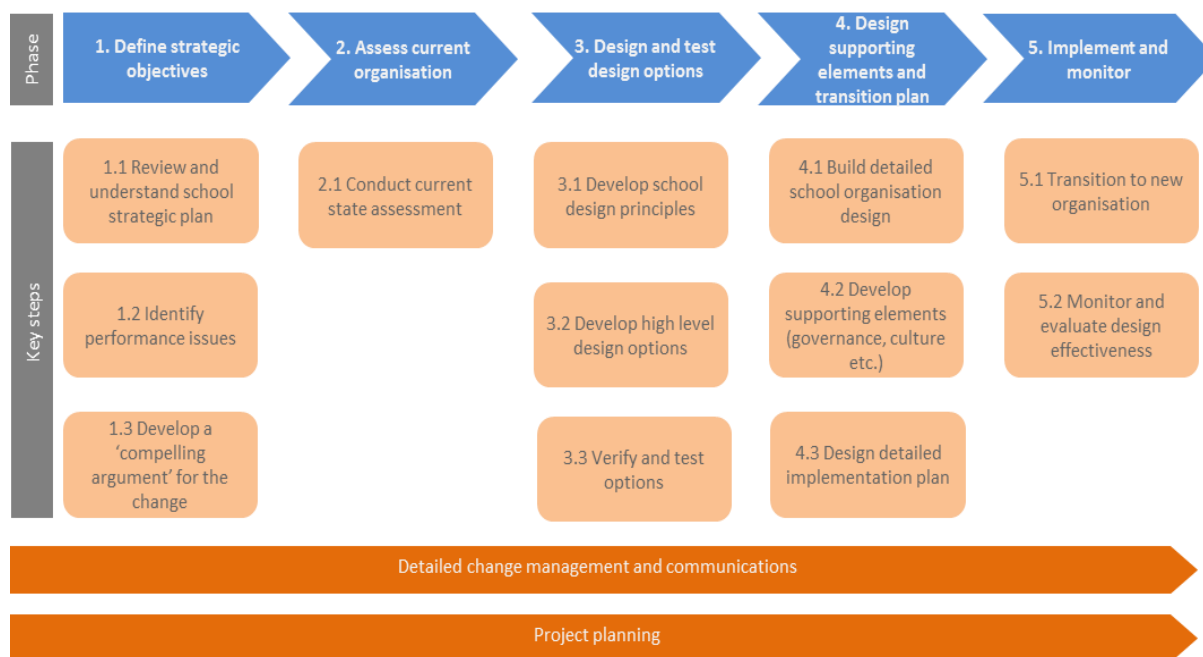
How do I 'do' the design?

“Architecture does not create extraordinary organisations by collecting extraordinary people. It does so by enabling very ordinary people to perform in extraordinary ways” – John Kay (economist)

Organisation design methodology

The organisation design methodology included in this guide is based on EY's organisation design framework and is commonly used across public and private sector organisations around the world. The version in this guide has been adapted for Victorian government schools.

EY's experience has shown them that the process you go through to design an organisation is more important than the 'design' itself. Using the step-by-step guidance of this methodology will help ensure alignment between your school's strategic plan and structure.



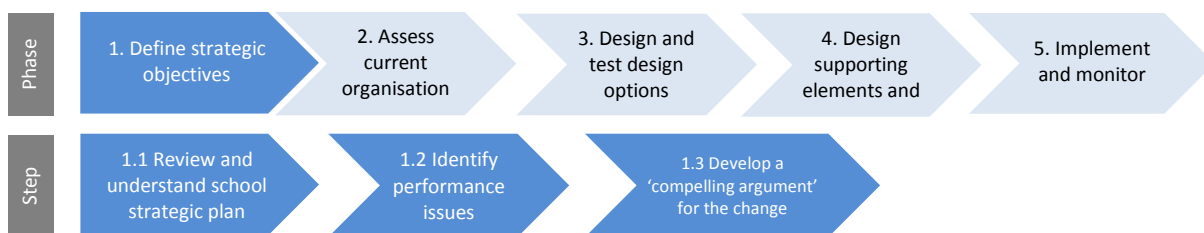
How to read this section:

The organisation design methodology consists of five major phases as shown in the diagram. Each of these phases is divided into steps.

The following sections are included under most phases and steps to provide guidance:

- 1) **Objective** explains the need / requirement for this phase
- 2) **Key challenges** that you could face
- 3) **Activities and outputs** to be completed for successful completion of this step
- 4) **Best practices** to consider
- 5) **Hints and tips** to provide guidance for successfully implementing this phase
- 6) **Examples** of outputs under this step
- 7) **Tools and templates** are included in the Appendix

Phase 1: Define your school's strategic objectives



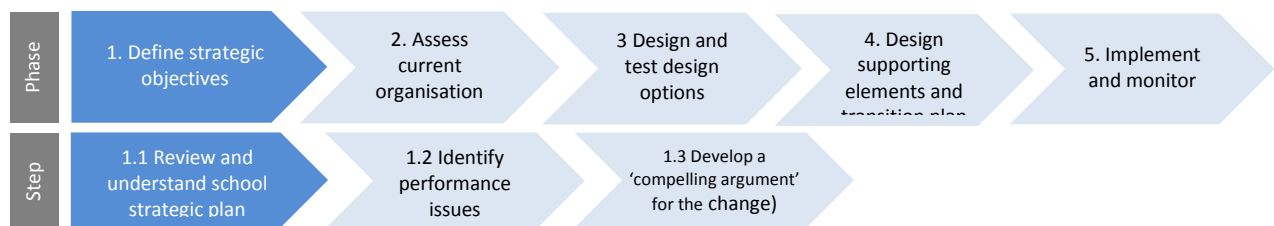
Objective: This phase involves consideration of your school's strategic plan to understand any different performance issues that may need to be addressed. Additionally, it allows you to develop a compelling argument for the organisation design process to enable buy-in from your key stakeholders (staff, students, parents, community etc.). Please note that your stakeholders vary at different stages of the process.

Key questions to ask in this phase:

- Which goals are our school trying to achieve through an organisation redesign?
- Is our school's strategic plan clear and endorsed by key stakeholders?
- Will an organisation redesign address the issues identified?
- What benefits may there be in changing the organisation design? Do these outweigh the potential costs and necessary change efforts?

Key challenges	Best practices to consider	Hints and tips
<ul style="list-style-type: none"> • Having a shared vision about what you are trying to achieve from this process will help create the right design principles* in Phase 3 • Lack of strong support from key stakeholders for this review process (such as leadership team, school council) will result in resistance during implementation • Setting up a difficult timeline or unrealistic objectives could result in mismatched expectations and reduce morale 	<ul style="list-style-type: none"> • Finalise your school's strategic plan with stakeholder agreement prior to starting the organisation design • Have a written document on the vision / purpose statement and strategic initiatives of the school • Use outcomes from this phase as the guiding document for your organisation design process. 	<ul style="list-style-type: none"> • Discuss your strategic direction with your stakeholders to identify a common objective for the design • Organisation design can be a complex change. Principals and the leadership team must visibly champion this effort • Treat the organisation design process as a project (refer to Section 4 of the document) • Document any assumptions, so they are clearly understood by stakeholders.

1.1 Review and understand your school's strategic plan

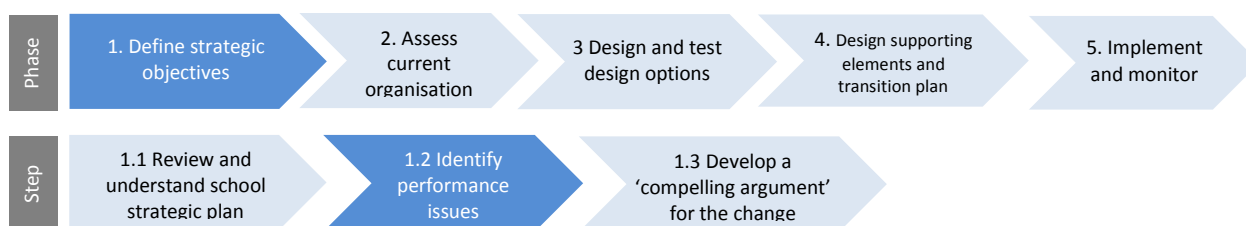


Objective: Consider your school's strategic plan in the context of being a basis for the organisation design.

Activities	Outputs
<p>Understand the short and long term goals of your school based on the student profile</p> <p>Refer to the school strategic plan to understand how organisation design should align with it</p> <p>Define and agree on the organisation design approach and expectations from the design</p>	<p>An understanding of the school strategic plan in the context of organisation design that will aid in defining the next steps</p>



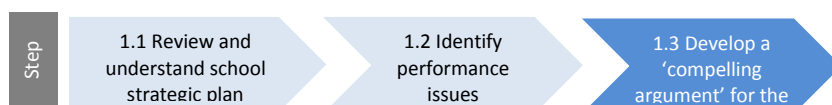
1.2: Identify areas for improvement



Objective: Define the challenges and / or aspirational ideas that are driving the change in your school's organisation design.

Activities	Outputs
Confirm performance issues with key stakeholders and collect aspirational ideas	An understanding of school's current 'pressure-point' areas
Gather data on current 'pressure-points' from various stakeholders	A collection of aspirational ideas

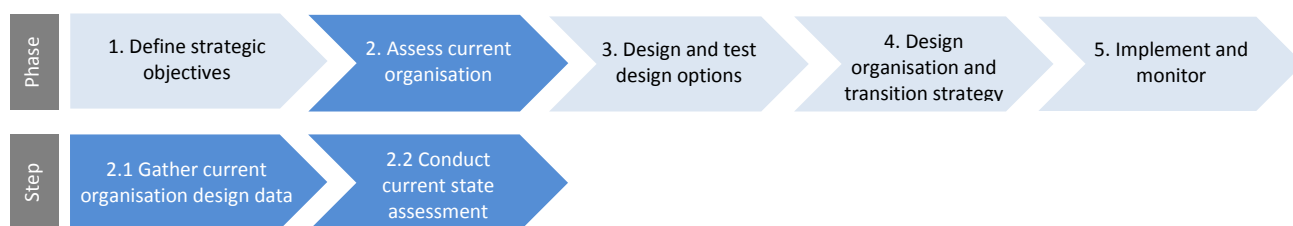
1.3 Develop a 'compelling argument' for the change



Objective: Develop a compelling argument for undertaking a design review. This includes the key initiatives, benefits and possible impacts from the organisation design process. A template to develop this can be found in the Appendix.

Activities	Outputs
Understand the potential extent of change to arise from the organisation design process	Defined vision for the design
Identify high level school processes that may be impacted by the design	'Buy-in' on the need for organisation design from key stakeholders
Conduct a high level cost / benefit analysis	
Ensure key stakeholders support the vision for the organisation design process	

Phase 2: Assess your current organisation



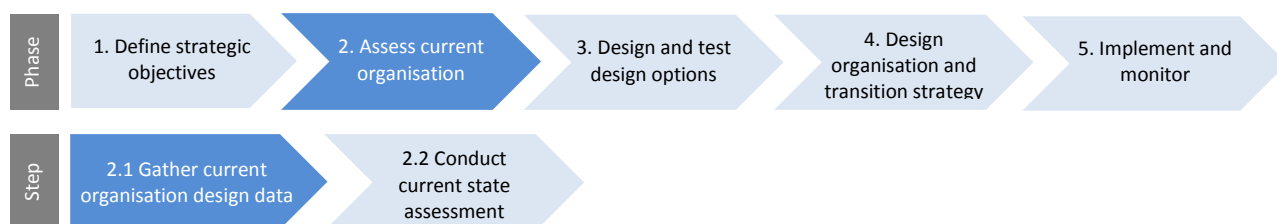
Objective: This phase helps bring together data on the current organisation design. It provides clarity on any constraints (eg expiration dates of fixed term employees or tenure renewal dates for those in leadership) as well as opportunities for improvement (eg role duplication or process gaps).

Key questions to ask in this phase:

- What is the current school structure?
- How well are core processes (such as enrolment, curriculum and classroom delivery) perceived to be functioning within the school?
- How can the school better deliver student outcomes?
- How does our school compare to similar schools in our network and externally? What lessons can be learned?

Key challenges	Best practices to consider	Hints and tips
<ul style="list-style-type: none"> • Key stakeholders may struggle to agree on how the current organisation is structured, or disagree on accountabilities • Current state processes may not be documented • Lack of performance standards for school performance functions may make it difficult to adequately assess some processes • Lack of access to organisation design information from other schools 	<ul style="list-style-type: none"> • Ensure there is a current state structure diagram • Ensure documents related to governance structures, committee members and committee responsibilities are available • Begin with current design and identify strengths and weaknesses 	<ul style="list-style-type: none"> • A diagram representing current state provides a high-level view of the current structure and it is easier to locate duplication and gaps • Speak with a cross-section of school staff to provide valuable insights into how well various functions are operating in the school

2.1 Confirm your current state design



Objective: Clearly understand and document how your school currently operates.

Activities	Outputs
Define current organisation structure with inputs from key stakeholders Capture available data on current organisation design (such as roles, governance, processes etc.)	Confirmed current organisation design (including structure, roles and responsibilities, processes, governance etc.) to help assess these elements

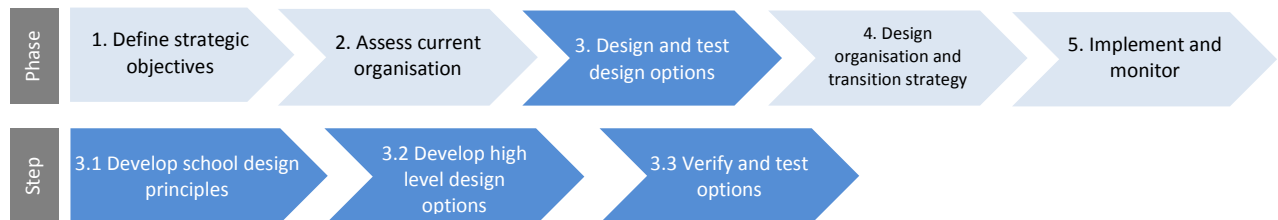
2.2 Conduct a current state assessment



Objective: To identify what is working well and what isn't. A template is located in the Appendix.

Activities	Outputs
Review core elements for what is working well and what could be improved(i.e. structure, roles, resources and capabilities, workloads, achievement of goals) Assess supporting elements for what is and isn't working well: governance, high level processes, infrastructure (e.g. staff management and performance systems)	A detailed assessment of various organisation design elements to inform the design principles (Phase 3)

Phase 3: Design and test the design options



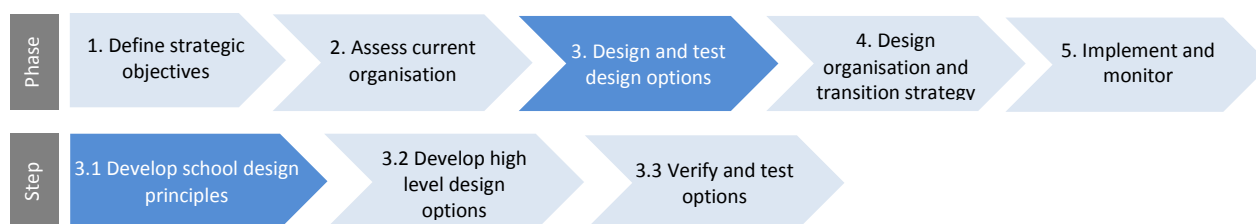
Objective: Prepare design guidelines, develop high level design options, test and validate key assumptions.

Key questions to ask in this phase:

- Have the design principles been agreed to by key stakeholders?
- Are key stakeholders clear on the future high level design?
- Have we created two or three high level options for a future design? Do these depict the key roles and responsibilities of school functions?
- Is there a finalised organisation structure for the school?
- Have we tested to check if the proposed school design will perform as expected? Should we discuss the high level structure with other principals in the network?
- Is our leadership team satisfied that the optimal structure has been selected?

Key challenges	Best practices to consider	Hints and tips
<ul style="list-style-type: none"> • Disagreement of key stakeholders on design principles or preferred design option might stall the process • Jumping ahead and putting names in boxes without first considering the key capabilities required in different roles might undermine the value of the organisation design process 	<ul style="list-style-type: none"> • Design principles must be specific and achievable • Design principles will serve as a guide whenever organisation design needs validation and verification • Many organisations structure themselves based on their value chain* to ensure appropriate focus on core activities (see Step 3.2) 	<ul style="list-style-type: none"> • Design principles are formed from current state analysis and the identified strategic plan for the school • Have no more than 6-8 guiding principles, and prioritise them if possible • Focus on 'how it will work' (the process, roles, capabilities, behaviour) in addition to 'what the school will look like' (the structure and charts)

3.1 Develop your design principles



Objective: Confirm a set of principles which will help guide the future organisation design and provide a framework for evaluating design options.

Activities	Outputs
Hold meetings with key stakeholders to develop design principles Assess strategic plan (Phase 1) and current state (Phase 2) to finalise design principles	Agreed set of design principles that will act as inputs into developing the high level design options for the school (see next page for an example; also available in the Appendix, is the template to develop design principles)

What are design principles?

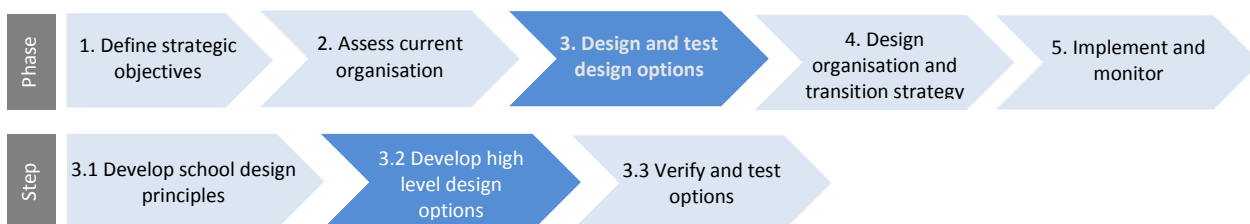
- 'Should' statements that reflect the demands on the school
- Statements describing what the school needs to accomplish based on what needs to get done now and in the future
- Specific criteria that describe the features needed to achieve the school's performance objectives, e.g. student welfare focus
- Guides for developing organisation design alternatives
- Guidelines to identify and resolve conflicting views on future organisation

What aren't design principles?

- Platitudes, truisms etc., that do not significantly guide future design
- Restatements of performance objectives

Example	Strategic Goal of the Redesign: Improve the effectiveness and timeline of decision making within the school		
	<i>This goal will depend on the school's strategic plan. Articulate it as clearly as possible, as it will help you choose among alternative organisation options during a redesign</i>		
	Organisation Design Challenges	Design Principles	Design Actions
Structural	<i>This column details the challenges; essentially, the barriers the new organisation design must eliminate</i>	<i>This column details the features of the organisation design that will best support the school's strategic plan and address challenges. They provide an objective basis for determining which organisation design option is the best fit for your school</i>	<i>This column details how each design principle might look in practice</i>
	<ul style="list-style-type: none"> All decisions currently sit with the principal There are a large number of direct reports to the principal which requires significant time to manage 	<ul style="list-style-type: none"> We will create single points of accountability for key decisions across the school leadership team The number of direct reports to the principal (span of control) will be optimal 	<ul style="list-style-type: none"> All decisions, other than people management, will be delegated to the leadership team The span of control will be less than 10
	<ul style="list-style-type: none"> There is confusion about who is accountable for what Assistant principals are performing activities that could be performed by someone else (e.g. timetabling) 	<ul style="list-style-type: none"> We will create clear points of accountability for key activities at appropriate levels within the school 	<ul style="list-style-type: none"> All staff will have position descriptions which provide clarity on their accountabilities
Resourcing	<ul style="list-style-type: none"> Funding constraints are impacting our resourcing plans 	<ul style="list-style-type: none"> We will utilise ES staff wherever possible to free up teachers from administrative tasks We will share key roles with other schools where appropriate We will use different resourcing plans where feasible 	<ul style="list-style-type: none"> We will utilise ES staff for administrative tasks We will share the Business Manager and Facilities Manager positions with other small schools

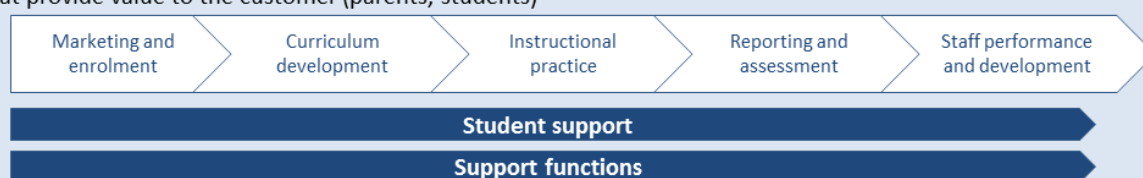
3.2 Develop high level design options



Objective: Develop a range of options to review, test and validate against the strategic plan. The ultimate design may end up being a combination of a number of options.

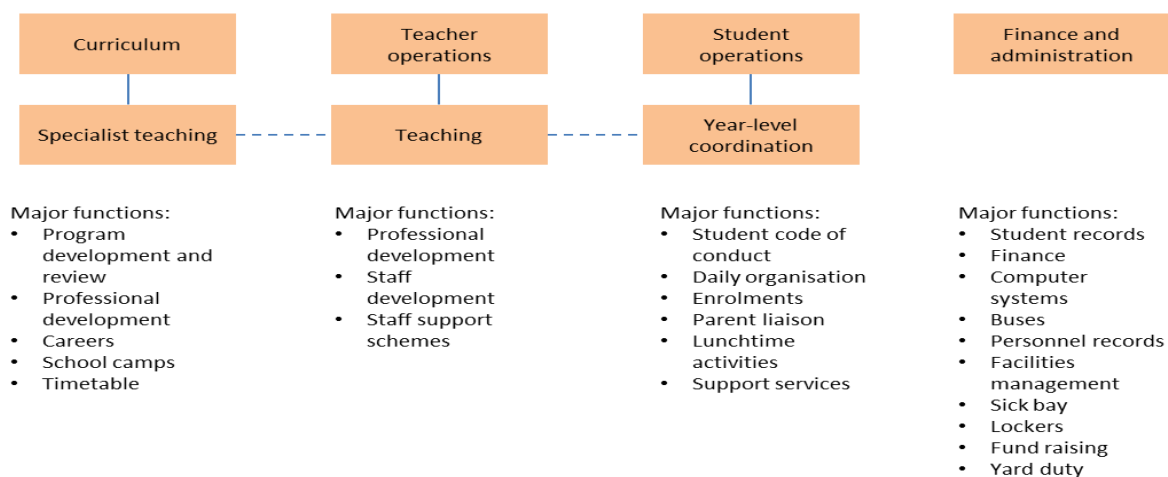
Activities	Outputs
<p>Develop two or three design options for the future school structure and document the pros and cons of each option. Examples are provided on the next page</p> <p>Ensure that all processes that provide value to your school (such as marketing and enrolment, curriculum development, reporting and assessment) are all accounted for in your high level design. Use the value chain below as a reference</p>	<p>High level design options identified to be assessed.</p> <p>A template to assess high level options can be found in the Appendix</p>

This is a potential value chain for a school organisation. A value chain provides a high level sequence of activities that provide value to the customer (parents, students)

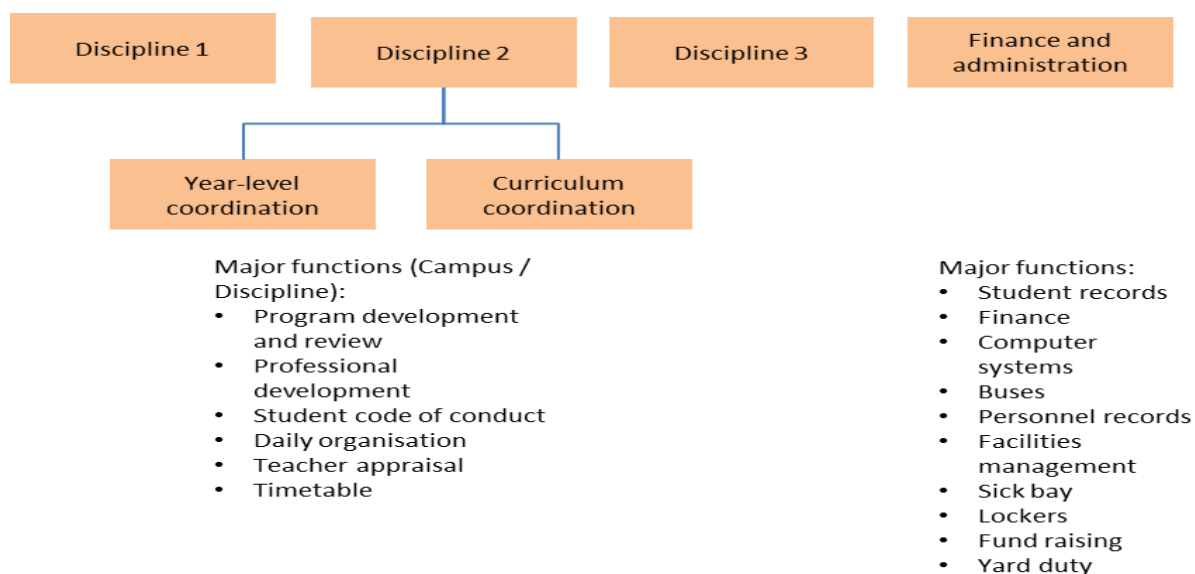


High level design examples: In developing high level options, a school might consider the use of different models – for example, a functional model organised around functions; a 'mini-school' model organised around 'mini-schools' or campuses or a mixed model which has components of both.

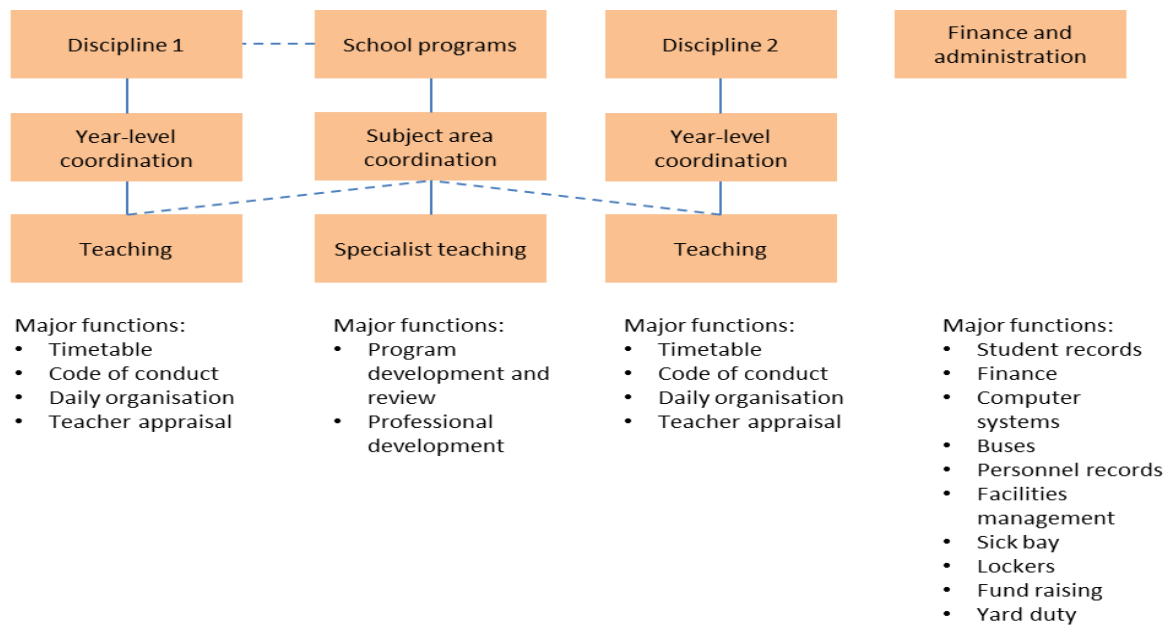
Functional model example



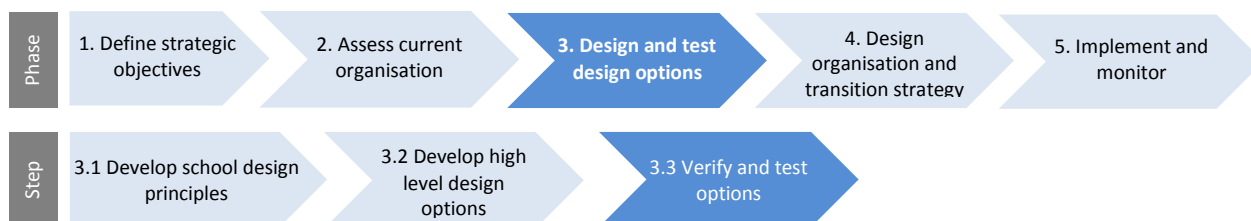
Mini-School model example (can alternatively be organised around campuses as well)



Mixed model example (can alternatively be organised around campuses as well)



3.3 Verify and test options



Objective: Test the high level designs against your design principles and assess whether the design will help you achieve your school's strategic plan as identified in Phase 1.

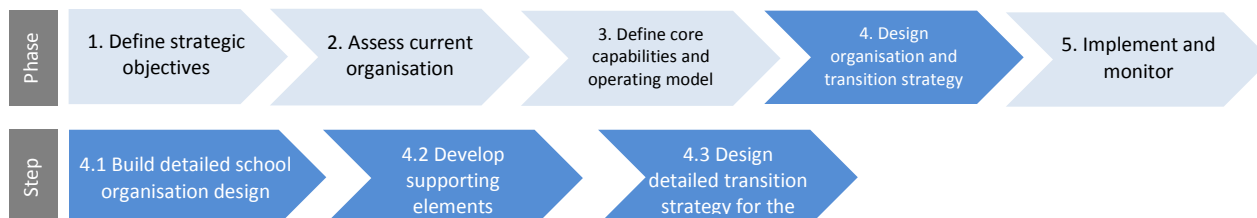
Activities	Outputs
<p>Review the new design to check whether it will eliminate the pressure-points from stakeholders' perspectives (from Step 1.2)</p> <p>Assess design options with your stakeholder group against the design principles (see following examples)</p>	<p>Finalised high level design option that provides the basis for the detailed organisation design</p>

Following on from the examples provided in Phases 3.1 and 3.2, where design principles and high level designs were developed, the options are now tested against design principles (on a scale 0-2):

Example	Design Principles	Functional Model	Mini-School' Model	Mixed Model
Structural	1. We will create single points of accountability for key decisions across the school leadership team	2	1	1
	2. The number of direct reports to the principal (span of control) will be optimal	2	2	1
Accountability	1. We will create clear points of accountability for key activities at appropriate levels within the school	2	1	1
Resourcing	1. We will utilise ES staff wherever possible to free up teachers from administrative tasks	2	2	2
	2. We will share key roles with other schools where appropriate	2	1	1
	3. We will use different resourcing plans where feasible	2	2	2
	TOTAL	12	9	8

In assessing the options, a simple scoring system can be used (e.g. 0 = option does not meet design principle, 1 = option partially meets design principles, 2 = option fully meets design principles). In the example above, using this scoring, the functional option would be the best option for this school, based on design principles.

Phase 4: Design organisation and transition strategy



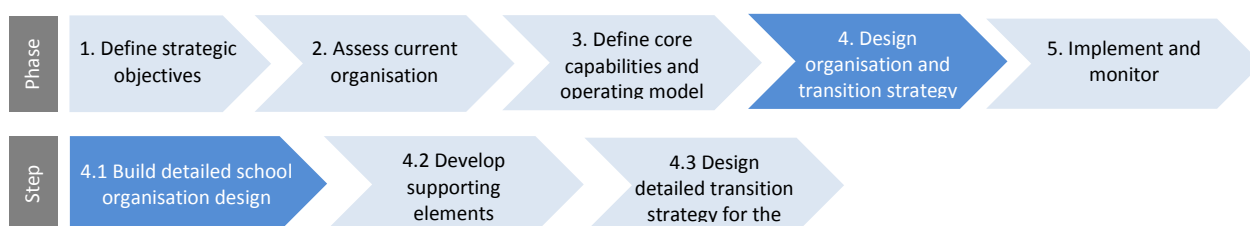
Objective: This phase is focused on developing the detailed design for your school. As shown in Section 1, organisation design comprises core and supporting design elements. Considering all of these elements is central to the successful development of the school organisation design.

Key questions to ask in this phase:

- Have all the elements of an organisation design been built on?
- Have transition timelines and accountabilities related to the transition been developed?
- Have risks been highlighted in the transition (e.g. staff engagement levels) and plans developed to mitigate these?
- Have the transition strategy and timelines been communicated to all relevant stakeholders?

Key Challenges	Best practices to consider	Hints and tips
<ul style="list-style-type: none"> • Separating the people you have now from the design you need to be successful going forward. Often we design with people, or a person, in mind. This can result in a less than optimal design that falls apart if that person leaves or performance drops 	<ul style="list-style-type: none"> • Maintain involvement from all stakeholders for a smooth transition • Keep the end state in mind and create transition plans working back from the end • Consider all core design elements in the design phase. None of the elements can be postponed for 'later' 	<ul style="list-style-type: none"> • Organisation design is a complex process and sometimes requires a high degree of change to many elements of organisation design. In this case, consider phasing the organisation design process

4.1 Build detailed school organisational design



Objective: As highlighted in Section 1, there are a number of core elements that need to be considered when designing your school. Each of these is explained in detail in the following pages as sub-steps:

- 4.1.1 Structure
- 4.1.2 Roles
- 4.1.3 Resources
- 4.1.4 Capability

Activities	Outputs
Define key roles / jobs within each team based on organisation capabilities Define resources required for each stage and capability required Develop the structure to manage these resources Finalise the number of Equivalent Full Time (EFT) for different roles in the school	Finalised detailed core design elements of organisation design (detailed structure, role descriptions of various roles in the structure, EFT requirements)

4.1.1 Build detailed school organisational design - Structure

Structure: The structure depicts the physical placing of roles and people in a school. The structure is key to organisation design in terms of span of control, management layers and governance. This is often used as the starting place but in reality this should be done after the other core elements have been considered.

Key questions to ask in this step:

- Does the finalised structure fit with the strategic plan?
- Which roles should report directly to the principal?
- What is the ratio of leader to reporting staff?
- Is the structure conducive to team communication, collaboration and knowledge sharing?
- Does the structure enable effective and efficient decision-making at all levels?

Best practices to consider

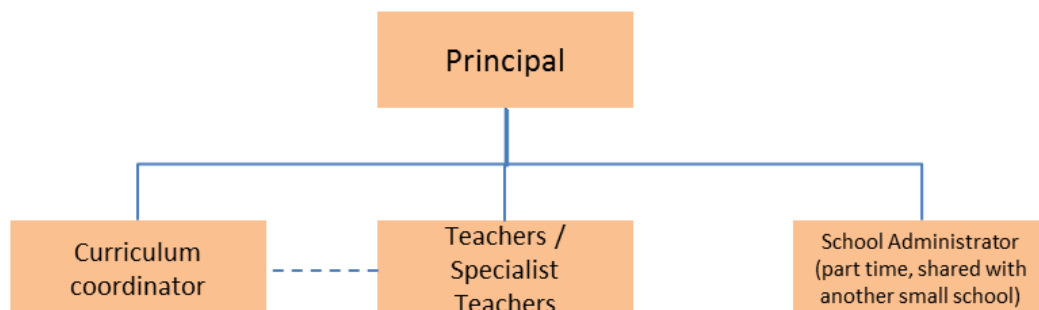
- Span of control can be higher when positions are similar and low in complexity. The span of control should be lower when the positions reporting to a manager are specialist positions or manage high complexity
- Leadership layers between the principal and other staff should be as few as possible, based on the size of the school. This ensures quicker decision making and ease of communication flow between layers
- An organisation should be designed around the roles required not around people. Avoid designing around a person unless absolutely necessary

Hints and tips

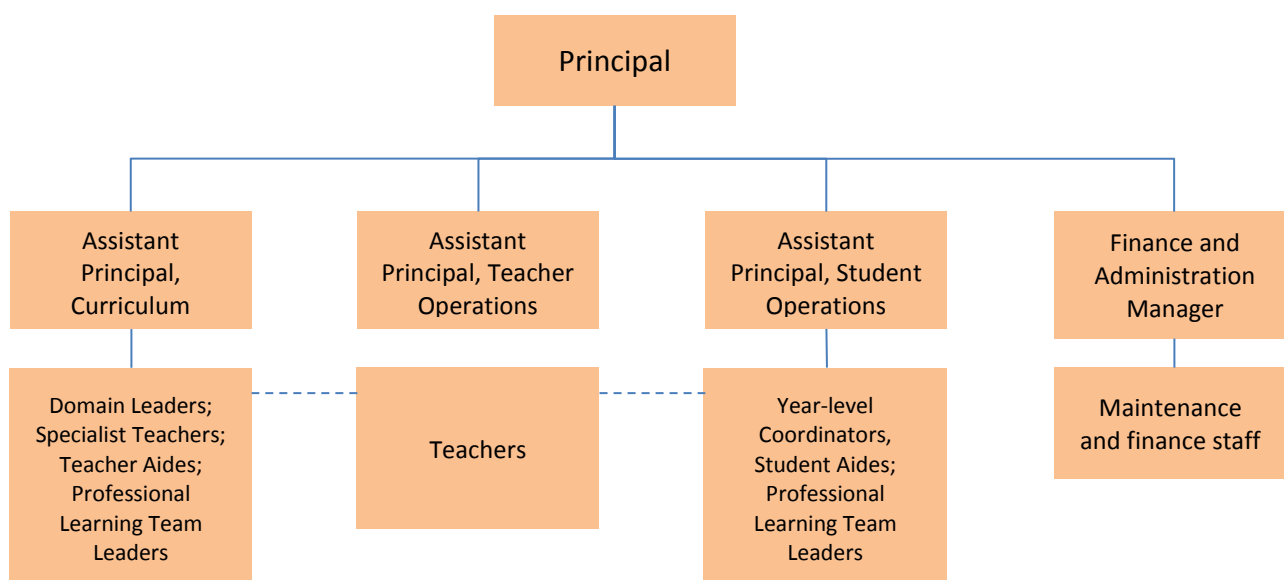
- An effective organisation structure can have a positive impact on your role of principal. For example, having the appropriate span of control will result in increased time to work on priorities
- Additionally, a narrow span of control may mean more leaders are required to manage the same number of staff, adding to the leadership layers within the school. Finding the optimal balance between span of control and leadership layers is a challenge but very important to do
- In determining what roles should report to a principal, think of what activities need to be the priority of focus

In Phase 3, the recommended high level option was the Functional Model, which could be represented structurally as below:

Small school structure 'example'



Large school structure 'example'



4.1.2 Build detailed school organisational design - Roles

Roles: Roles define the responsibilities assigned to employees within the organisation. If the roles are not clearly defined this can lead to confusion, duplication of effort or lack of accountability for key activities.

Key questions to ask in this step:

- Are position descriptions available for all positions?
- Are performance measures listed for every role in our school?
- Are assistant principals used effectively, rather than in a 'trouble shooter or buddy role' in the absence of the principal? Do they have accountability for distinct activities?
- Are we using leading teachers efficiently?

Best practices to consider

Ensure role descriptions are designed for all roles in the school (see following page for example) and include:

- Objective / scope of the role
- Important responsibilities of the role
- Capabilities necessary for the role
- Key Performance Indicators for the role

Hints and tips

- Your school's strategic plan, and in turn the annual implementation plan, provides a good basis to plan for individual performance
- Create portfolios for your assistant principals. Some of the roles an assistant principal can perform are:
- AP (student operations) – manage school operations
- AP (curriculum) – manage teaching and learning programs
- AP (staff) – manage staffing, support and developmental programs
- AP (campus) – manage the campus, facilities and business manager responsibilities
- Roles should be 'distinct'. Ensure that you aren't creating 'mini-principal' roles for assistant principals, by using them as a backup for your responsibilities

To identify which roles are accountable for which activities, a RACI (Responsibility, Accountability, Consult and Inform) matrix can be used. A RACI template has been provided in the Appendix to help with that process.

An example role description is provided below. This is intended as a guide only and to highlight the necessary information that should be included.

Leading Teacher, Student Services - Role description		Competencies	
Leads student services throughout the school and coordinates the school based services that students receive		<ul style="list-style-type: none">• Demonstrated high level understanding of initiatives in student learning including the Standards, the Principles of Learning and Teaching and Assessment and Reporting Advice and the capacity to provide leadership in the alignment of these areas• Exceptional written and communication skills, including the ability to liaise with a range of internal and external stakeholders	
Scope			
Reports to the assistant principal. Works as a member of the leadership team, in partnership with the Student Learning Leader on student course selection processes and the School Counsellor			
Key responsibilities		Key Performance Indicators	
<ul style="list-style-type: none">• Articulates a vision for Student Services which reflects the specific needs of gifted / talented students and their place in a unique environment• Works as a member of the Leadership Team to ensure the provision of programs within the school complies with state wide and school policies and guidelines• Provisions an integrated and school wide health and wellbeing program• Manages, directs and guides the Student Services team to ensure that key areas of Student Services are implemented• Ensures that accurate records are maintained in all areas relating to student management including attendance and reporting• Communicates regularly with all community members• Works with the Student Learning Leader on student course selection processes• Works closely with the School Counsellor to deliver integrated support to students and train Coordinators as required• Works in partnership with the School Counsellor and the Coordinators of Dance, Music and Visual Arts in managing the school's review process for students		<ul style="list-style-type: none">• Compliance• Effective provision of programs:• High participation rates• Improved wellbeing• Adherence to budget• Student satisfaction	
		Reports to:	School Principal
		No. of EFTs managed:	4

4.1.3 Build detailed school organisational design - Resources

Resources: Resources refer to the individuals that are needed to fill the roles within the new organisation design. The Resources stage also considers the number of FTE required in order to operate the school effectively.

Key questions to ask in this step:

- What are the current demographics of our school and are there impacts to the future design (for e.g. number of staff)?
- What is the current headcount and FTE and how might this change within the new organisation design?
- How many FTE are required by process, activity and functions?
- What is the current staff turnover and how will this impact the recruitment plan for the new structure?

Best practices to consider:

- It is good practice to identify unique roles in an organisation even if your current capacity to fill these is limited. Over a defined period of time, filling these positions or upskilling staff to take up these roles is recommended
- Many organisations have adopted flexible resourcing models to address funding or talent gaps. Police, for example, use non-constabulary resources to undertake duties previously completed by constabular staff. One Victorian school council uses parents to perform administrative tasks to support teaching teams. At this school, parents also open the library three days a week during break time. The school has also had a trial with ES staff opening classrooms 10 minutes before school starts to allow children to come in, socialise and get organised for the day. This resulted in a decrease in late arrivals.

Hints and tips:

Think about the wider school workforce. Consider how to leverage a wider network of people in contributing to effective learning outcomes for students. This could include:

- ES staff – using ES staff for non-teaching roles to complement and supplement the work of teachers has been found effective in schools. Many schools in Victoria utilise ES staff to cater to community relations and also to manage business managerial functions.
- Parent helpers and education consultants

The Department's [workforce planning tool](http://www.education.vic.gov.au/hrweb/workm/Pages/wrkplanSCH.aspx) is available to help plan your resources. Visit <http://www.education.vic.gov.au/hrweb/workm/Pages/wrkplanSCH.aspx>

4.1.4 Build detailed school organisational design - Capability

Capability: Capability refers to how the school meets the needs of its students using the skills of its staff. In creating an organisation design, it is important to specify capabilities required in order to match the roles and look at capability gaps for development options for staff.

Key questions to ask in this step

- What are the key skills and knowledge that are required for each role?
- Are those skills currently available within our school?
- If there is a gap in capabilities, can these be easily remedied with training and development or is there a need to recruit externally?
- Can some of these capabilities be brought in from a non-conventional workforce?

Best practices to consider

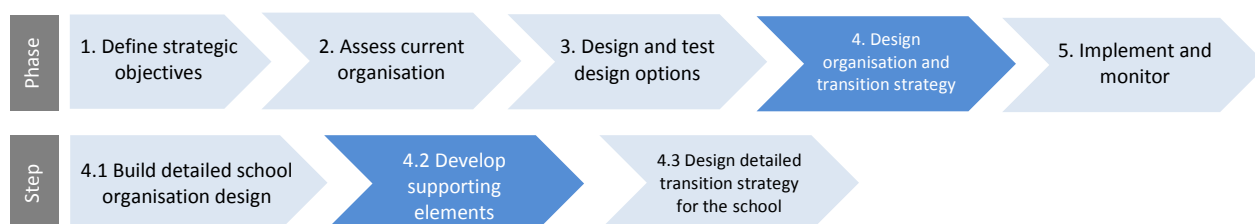
- Capability development is integral to the detailed design and implementation. Failing to meet capability requirements could render a good organisation design useless
- Metrics and measures are developed to assess and monitor the building of school and individual capability

Hints and tips

Defining capability requirements for various roles in the school will be integral to:

- Recruit staff with right capabilities
- Assess current staff based on defined capabilities
- Allocate training and development to staff
- Allow you to identify desired capability within your school networks and explore the option of staff from other schools providing training

4.2 Develop Supporting Elements



Objective: As highlighted in Section 1, in addition to the core elements, there are a number of supporting elements that need to be considered while designing your school. Each of these are explained in detail in the next few pages:

4.2.1 Process

4.2.2 Talent

4.2.3 Culture

4.2.4 Performance

4.2.5 Infrastructure

4.2.6 Governance

Activities	Outputs
Capture requirements for any new/updated supporting capabilities (e.g. infrastructure, processes, talent frameworks, performance etc.) Ensure the supporting elements are aligned with the new organisation design to help organisational harmony	Finalised design for all supporting elements

4.2.1 Develop supporting elements - Process

Process: Process considers how activities and tasks are arranged in order to support school activities.

Key questions to ask in this step

- What are the key processes that support the overall school value chain and how efficient are they?
- Is there overlap and duplication in the work done between them?
- Is there an unacceptable number of errors or re-works?
- Do the roles in the organisation design align with the processes? Are the activities spread appropriately and efficiently between roles?

Best practices to consider

- Conducting an as-is assessment of the current processes helps in assessing the efficiency and weaknesses of processes. This would aid in highlighting process gaps that can be developed
- Developing transition plans for those managing the process is important (e.g. knowledge transfer from one staff member to another)

Hints and tips

- Establish process manuals where applicable (e.g. process manual for the attendance system)
- To ensure that there is minimal effect of the transition process on day-to-day activities, divide the transition into phases

4.2.2 Develop supporting elements - Governance

Governance: Governance considers the decision making structure that supports the execution of the strategic plan.

Key questions to ask in this step:

- What does the governance structure look like (e.g. committees)?
- How are decisions made and are they made at an appropriate level in a timely fashion?
- What controls are currently in place, for example, spend limits?
- Does the governance structure align with our school's roles and responsibilities?

Best practices to consider

- Ensure there is only one person responsible for a particular decision. There may be many people informing the decision making process
- Ensure governance procedures are well documented

Hints and tips

- Committee members and committee responsibilities documented to fulfil any legislative requirements
- All stakeholders should be aware of the channels of information flow. For example, parents can approach the Year level teacher for particular enquiries

4.2.3 Develop supporting elements - Infrastructure

Infrastructure: Infrastructure considers the underlying foundation for the organisation, such as systems or location.

Key questions to ask in this step:

- Does the technology infrastructure need to change to support the organisation design change e.g. access to systems?
- Do individuals and teams have access to the required technology to enable them to deliver to their role description effectively?
- Do staff have the capability to use any new technical systems required in their roles?

Best practices to consider

- Address infrastructure concerns as these tend to cause dissatisfaction by staff
- Transition plans should capture infrastructure plans
- Cost of organisation design should consider infrastructural costs

Hints and tips

- Include infrastructure cost estimates in your 'compelling argument'. This will ensure a better understanding by stakeholders of the need for additional infrastructure
- In case of low budget availability, develop a plan for short term, medium term and long term timeframe

4.2.4 Develop supporting elements - Talent

Talent: Talent considers staff development needs and the development of a plan to meet those needs.

Key questions to ask in this step

- What talent development initiatives exist?
- Are career options discussed with staff?
- Are rotational assignments available for staff members?
- Are top performing staff tracked?
- Are there talent shortages in key areas?

Best practices to consider

- Creating successors for all key roles in an organisation is essential to ensure continuity
- It is important to identify talent needs in the organisation. Transition can be managed in phases over a period of time

Hints and tips

- Avoid creating 'mini-principal positions. Allocate responsibility and authority to staff who report directly to you as principal

4.2.5 Develop supporting elements - Performance

Performance: Performance describes the mechanisms that measure performance and allocate rewards in line with the strategic plan.

Key questions to ask in this step

- What processes are in place for measuring performance?
- Do the performance measurement and recognition criteria relate to Key Performance Indicators of roles?

Best practices to consider

- Look at different opportunities to reward good performers, for example development or training opportunities
- Performance standards should have a direct linkage to the strategic plan

Hints and tips

- Be cognisant of budget restraints, when thinking of awards and rewards. Recognition is also a powerful tool to improve employee morale and acknowledge good performance
- Ensure that all staff are aware of their performance requirements over the year

Find more about the performance and development in government schools process [here](#) or visit <http://www.education.vic.gov.au/school/teachers/profdev/Pages/performancedevelopment.aspx>

4.2.6 Develop supporting elements - Culture

Culture: Culture considers the values, traditions, customs, stories, habits and attitudes supporting the organisation design.

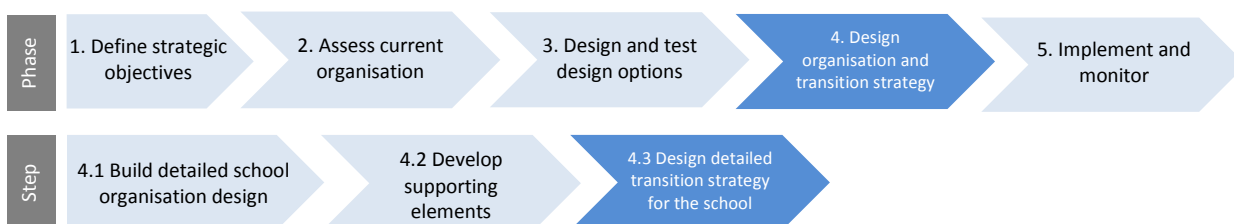
Key questions to ask in this step:

- What are the core values and cultural norms across the school and Department and are they consistent?
- How do people interact, communicate and share information? Are there any prominent groups within the school?
- What is the appetite for change within our school?
- Does the culture support the development of the right capabilities for staff?

Hints and tips

- Part of a Victorian school's culture will emerge from the [Victorian Public Sector Values](#) which can be accessed at <http://vpssc.vic.gov.au/ethics-behaviours-culture/public-sector-values/>

4.3 Design detailed transition strategy for the school

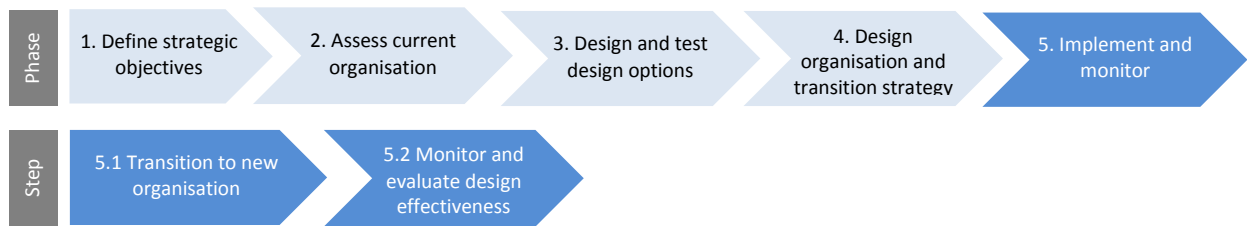


Objective: In this step, you design the plan for transitioning to the new organisation design. Organisation design can be a complex and long process so it is important to consider this step carefully. . Having a transition plan will help minimise disruption to usual school functioning.

Activities	Outputs
<p>Agree on redesign schedule, timelines and approach</p> <p>Design, evaluate and select interim state(s) organisation design to ensure successful implementation over phases; i.e. you may not be able to transition to your ideal organisation design immediately so determine a transition organisation design to get there</p> <p>Define success measures for each stage</p> <p>Communicate transition strategy to various stakeholders</p>	<p>Finalised interim state organisation design which is an input to guide successful implementation of each stage</p>

To help you develop the transition plan, a template is provided in Appendix 2.

Phase 5: Implement and monitor



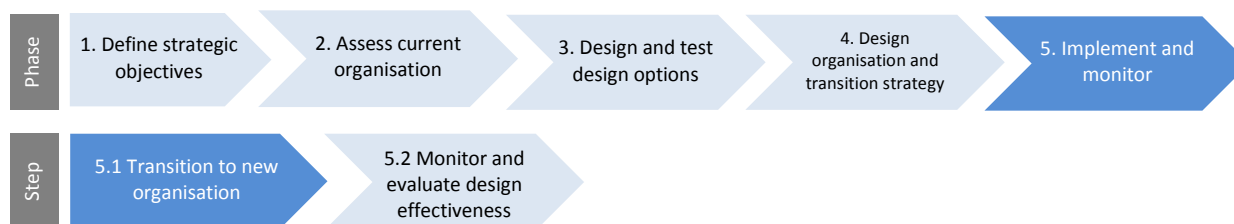
Objective: In this final phase, the organisation design transition is implemented and organisation performance is monitored for continuous improvement.

Key questions to ask in this phase:

- Have implementation plans been executed effectively? Are our school's people, processes, technologies and infrastructure sufficiently in place to enable effective operations?
- What is the level of staff engagement or resistance?
- Have staff been given sufficient guidance (e.g. communications and learning) to operate in the new structure?
- Have actions been defined to sustain our school's improvement?
- Is there a plan for continuous improvement actions?

Key Challenges	Best practices to consider	Hints and tips
<ul style="list-style-type: none"> • With implementation and the change that comes with it, there is a significant possibility that levels of morale for some staff members will decrease 	<ul style="list-style-type: none"> • Use brief staff surveys to understand the pressure-points of staff due to the transition • Have a communication plan throughout the design process to keep staff engaged 	<ul style="list-style-type: none"> • An effective staff retention plan and recruitment plan will help to ensure key roles are not left unfilled at critical times • Ensure a mechanism is in place to respond to staff concerns

5.1 Transition to new organisation



Objective: This step is the actual transition of the school to the new design.

Activities	Outputs
Deliver the detailed school staff transition plan - deploy new structures, roles and resources Keep leaders and key stakeholders informed during implementation to assist in maintaining expectations	Implementation of the new organisation design

5.2 Monitor and evaluate design effectiveness



Objective: This step is important to understand the effectiveness of the new school organisation design and its continual improvement.

Activities	Outputs
Define and agree measures and a method to monitor and evaluate the new organisation Reference against the design principles on a regular basis to determine if they are still being met by the organisation design Use the Quick Test as a way to assess effectiveness. Refer Appendix 1	Performance reporting on the school to facilitate continuous improvement of the design

What are some examples of leading school design?

“It’s what you learn after you know it all that counts” – John Wooden (basketball coach)

The following case studies, based on existing Victorian schools, are provided to show how each school adapted their organisation design to respond to different pressure points.

Case Study 1

About: ‘School A’ is a primary school with a student population of over 300. The school functions in a community with a section of English as Additional Language (EAL) and new arrival population.

Pressure points included:

- Low level of English literacy and lower than average literacy scores for students
- High student drop-off rate
- Inability of parents in the community to pay for child’s education
- New arrival difficulties faced by the parents, resulting in limited focus towards the child’s education
- A large number of staff of child-bearing age

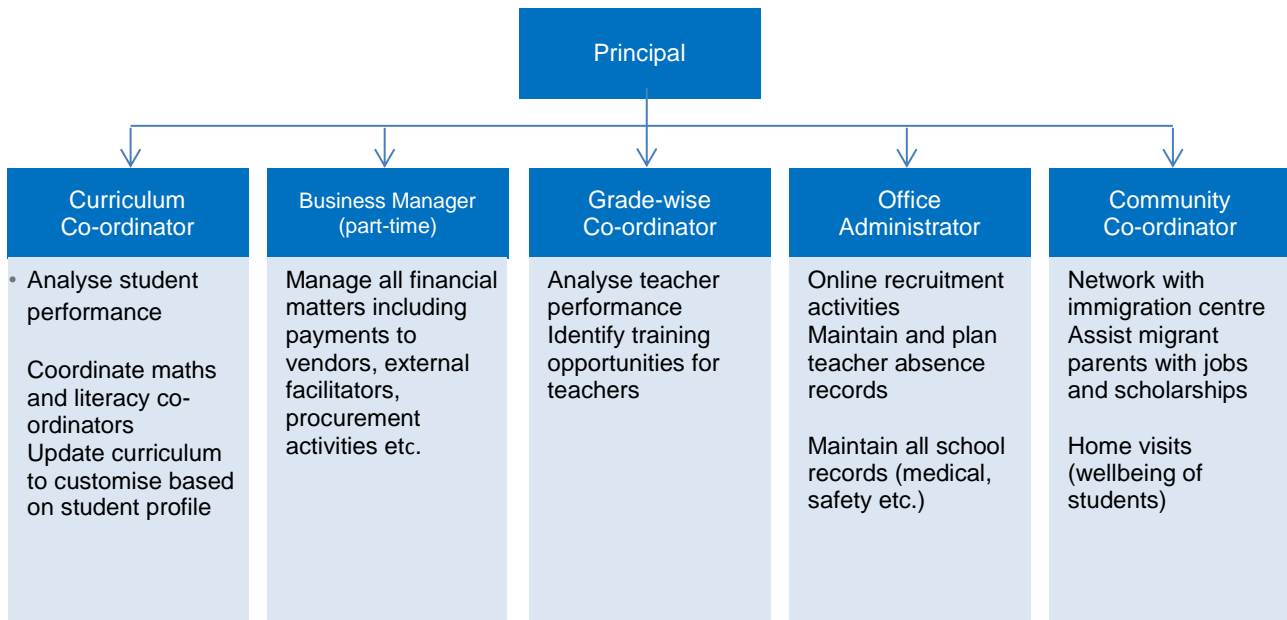
Organisation design response: In response to the above pressures, the principal implemented a number of changes:

- Engaged the help of a volunteering parent to assist with community related challenges
- Created the position of Literacy Co-ordinator, which ensures that teachers are well-trained in this area and able to further develop the state mandated curriculum to suit student needs
- Hired an ES member to help with administrative activities such as online recruitment activities, maintenance of teacher absences and launching facilities related tenders
- Plans to develop a child-minding centre for staff with parenting responsibilities

Results: Based on the above changes, the school saw the following results:

- Literacy scores increased considerably
- High staff retention
- Strong community goodwill

Structure: The organisation structure for School A



Case Study 2

About: 'School B' is a secondary school located in metropolitan Victoria, with 1,300 students.

Pressure points included:

- Large school with high cultural diversity
- High expectations of the community and the Department
- Vision to improve the school's results and performance, despite it already being high functioning
- Increased focus on technology and scientific achievement in terms of leading students into future thinking, innovation and research

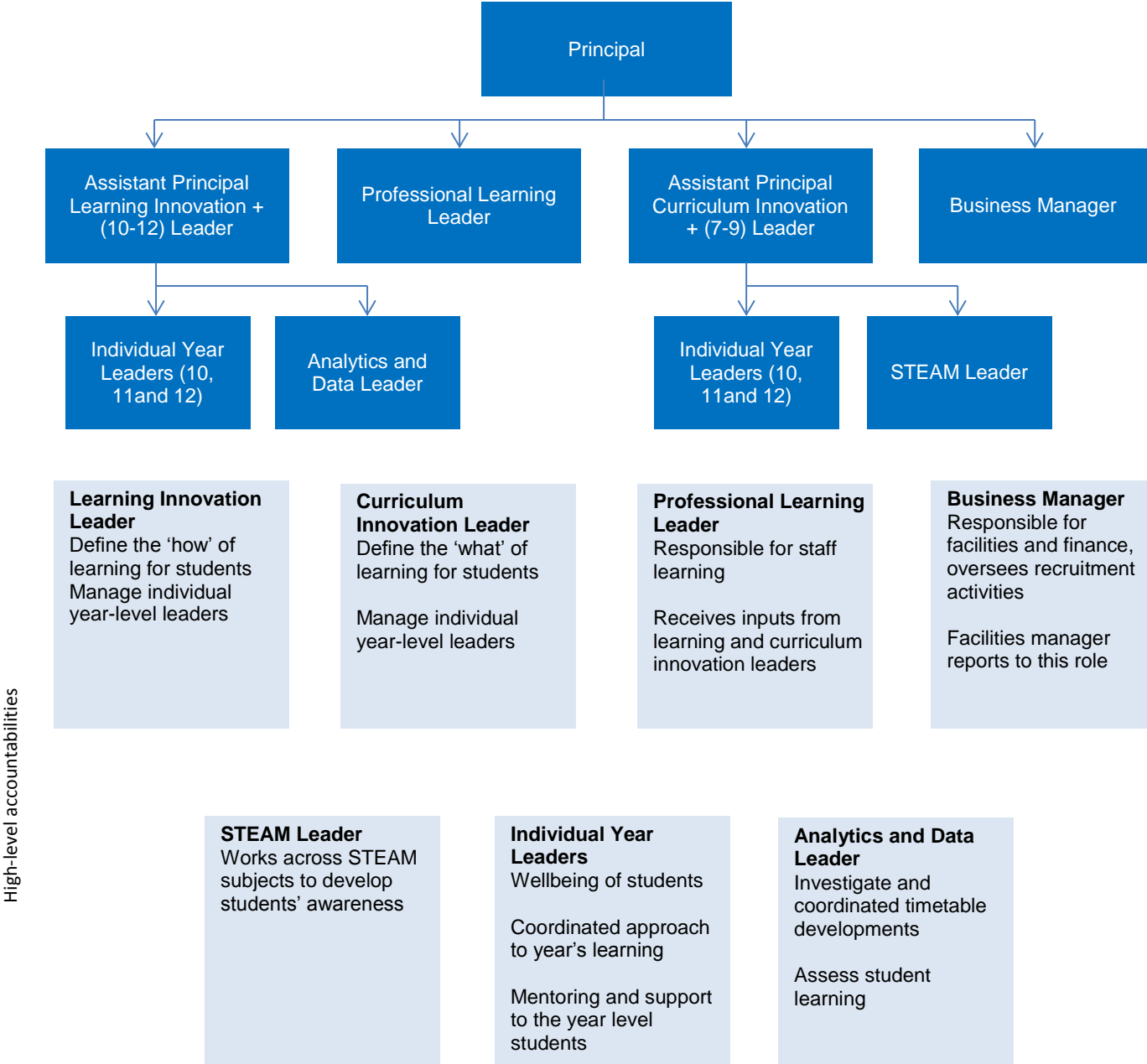
Organisation design response: In response to the above pressures, the principal implemented a number of changes:

- Use of distributed leadership within the school, freeing up time for the principal to concentrate on community and corporate networking. This was achieved by dividing the responsibilities of years 7-12 between two assistant principals
- Allocated performance development responsibilities to assistant principals, in addition to class portfolios. For example, the assistant principal responsible for year 7-9 is also responsible for curriculum and innovation across the school
- Created objective position descriptions with competencies for each unique role so that performance objectives are clear and measurable
- Introduced the STEAM (Science, Technology, Engineering, Arts and Mathematics) Leader role in the school, to help provide coaching to teachers and work closely with science, technology, engineering, arts and mathematics teachers

Results: Based on the above changes in organisation design, the school saw the following results:

- Better focus on student and teacher learning
- Stronger relationship with the (Senior Education Improvement Leaders and Regional Director, due to the principal's time being freed up from various day-to-day activities)
- Improvement in students' focus towards STEAM subjects

Structure: The organisation structure for School B



Case Study 3

About: 'School C' has a specialisation in a 'key learning area' in addition to a focus on high quality academic education.

Pressure points included:

- Developing academic focus, as well as the special key learning area focus
- Working with staff with varied capabilities
- Developing beneficial relationships with art departments at universities and other key learning area related institutions such as international schools
- An enthusiastic and highly involved parent committee

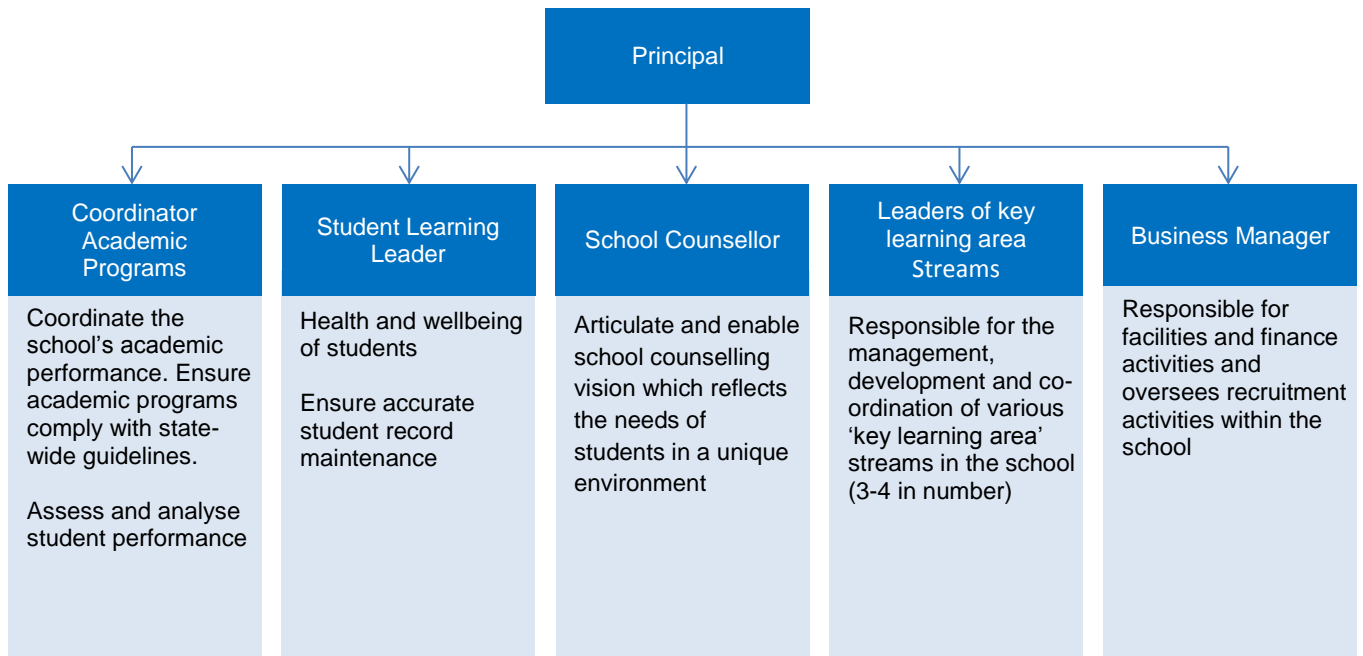
Organisation design response: In response to the above pressures, the principal implemented a number of changes:

- Created a Student Learning Leader role to meet the school's specific needs
- Launched new awards for students and teachers
- Created strong governance within the school, by setting up committees and defining a clear agenda and outputs
- Identified one core performance area for each role, every year. For example, in the current year, the Student Service Coordinator (not shown in structure below) has a performance goal to develop expertise in use of the COMPASS software
- Create key learning area focussed leading teacher roles
- Special focus on academic achievement by introducing the position of Coordinator Academic Programs

Results: Based on the above changes, the school saw the following results:

- Academic scores have improved
- Teachers feel valued and appreciated and want to give more than expected
- Seen to be one of the best key learning area focused schools to feed into relevant programs in universities
- Giving key profiles to leading teachers to lead, has freed time for the principal to build improved relations within the community, with other principals and other key learning area related bodies across Victoria and beyond

Structure: The organisation structure for School C



Case Study 4

About: 'School D' is a rural primary school with 60 students and 8 staff members, including a Chaplain. The school is located in a small bush community of less than 1000 people.

Pressure points included:

- Low student numbers
- High proportion of students with disability and additional needs
- Students and families with welfare needs
- Workforce includes several part time staff

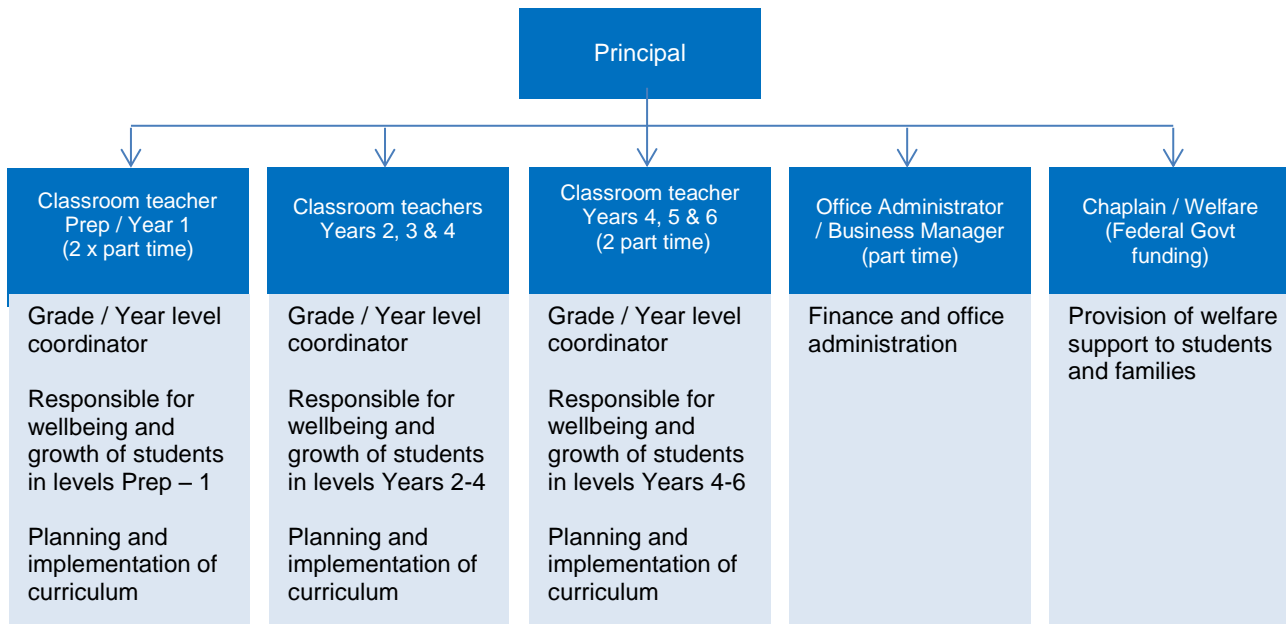
Organisation design response: In response to the above pressures, the principal implemented a number of changes:

- Increased publicity about the school's benefits and approach, to attract new students
- Combined classes for Prep / Year 1; Years 2, 3 and 4 and Years 4, 5 and 6
- Principal provides release support only to classroom teaching to better focus on oversight of school's functions and outcomes
- Encouraged teaching staff to mentor and coach each other in their areas of strength to build learning and teaching practices within the school
- Grouped funding and staffing resources for a cohort of students with disability and additional needs
- Secured a federally funded Chaplain through a competitive process

Results: Based on the above changes, the school saw the following results:

- Increase in student numbers
- Small class sizes
- Integrated approach to providing support to students with disability and additional needs
- Families and students feeling more supported
- Effective utilisation and knowledge sharing of existing staff

Structure: The organisation structure for School D



Case study learnings

Based on these case studies, a number of common themes emerged that are proposed as good organisation design for schools.

Theme	Learnings from practices of high performing schools
Structure	<ul style="list-style-type: none"> Accountability is delegated to staff who report directly to the principal Smaller spans of control are more effective. Anything over 10 is excessive and will increase time spent on administrative or other tasks
Roles	<ul style="list-style-type: none"> Position descriptions are in place for all staff and are clearly written to provide clear guidelines on their accountabilities
Resources	<ul style="list-style-type: none"> Utilise parent aides and ES staff to work on responsibilities associated with the library, student counselling, administrative tasks, facilities management etc For small schools, use the opportunity to share key resources with other small schools (e.g. psychologist, facilities manager, business manager, student aides)
Capability	<ul style="list-style-type: none"> Capability required for a certain role is defined and the staff member's 'as-is' capability is periodically assessed Performance of staff is improved by utilising training and development opportunities
Governance	<ul style="list-style-type: none"> Whilst remaining accountable, the principal may delegate responsibilities to other staff. Various committees, their members and responsibilities are clearly defined. Principals do not form part of every committee
Culture	<ul style="list-style-type: none"> The culture of 'every problem reaching the principal' is avoided by clearly allocating accountabilities and developing detailed role descriptions. For example, designing the chain of command for parent complaints to go through year-level coordinators The 'distributed leadership' culture is encouraged by school staff to take on added responsibilities. This encourages ownership and greater engagement at work
Performance	<ul style="list-style-type: none"> Key Performance Indicators for all staff are identified at the start of every school year

How do I implement changes to my organisation design?

Managing the change

The most challenging step in organisation design is its implementation. How you as principal manage this change will influence not only the efficiency of this change will be but also its effectiveness.

As a leader, your objective is to maintain staff engagement throughout the implementation. This doesn't guarantee that staff will be happy, rather that they can understand and accept the need for making the change and how it aligns to their own work goals.

There are four steps involved in managing the implementation:

- **Assessing the change:** understanding the difference between the current state design (structure, roles and responsibilities) and the proposed future state. This will help identify capability gaps
- **Planning:** how the change is announced and when it will become effective. This stage also involves planning how capability gaps will be closed and any interactions with stakeholders
- **Announcing and making the changes:** this is about building trust and engagement as the changes are made
- **Reinforcing: checking** in to see how people are responding to and recognising the need for change

Things to do before you make a public announcement of the new design

- Know your people and what motivates them about their role
- Speak individually and confidentially with anyone that may perceive themselves as losing something they value

“If they know the ‘why’, people can put up with almost any ‘how’ “ - Friedrich Nietzsche

Managing the design and implementation

To coordinate the activities of both the design and implementation, it is often helpful to use a project management approach. Organising a school excursion can be used as an analogy.

For a school excursion, the desired outcome is achievement of one or more learning objectives. However it is also more than that. Success is also about student and staff safety on the day and, smooth functioning of transport, administrative arrangements and gaining parental permission. The more the students are engaged in the excursion, the more likely they will be to achieve the learning outcomes.

For the teacher responsible for organising the excursion, much of the work is around setting everyone up for success, anticipating problems and preparing to avoid or manage those problems.

The same approach can work for you in managing the implementation of a revised organisation design. Firstly, work out what success might look like. Then list all the activities needed to complete the design and implementation, sequencing them and working through them logically, as per the guide.

Reviewing progress weekly or fortnightly will help you keep track, ensuring you meet your implementation timeframes.

Questions to ask throughout implementation

1. Is it possible to deliver all activities to the desired quality within the timeframe?
2. What might get in the way of completing this and what can I do now to avoid that problem?

3. What else is going on in my school, wider education sector and community that may impact success? How can I take this into account in my planning and what can I do?
4. What else is worrying me?

Governance around organisation design process

Organisation design is a stakeholder intensive process, requiring inputs, reviews and consultation with different stakeholders to ensure their commitment (eg parents, school staff, staff within regional and central DET.).

The table below provides a proposed governance framework for an organisation design project. It uses the RACI tool as outlined in Step 1 and also provided as a template in the Appendix. The framework is used to determine accountability for key decision points and documents which need to be consulted and informed.

Step Number	Decision Points	Principal	School Council	Regional Director	SEIL	Other
Step 1.1	Confirm school strategy	R	C	A	C	
Step 3.1	Confirm design principles	R/A			C	
Step 3.2	Confirm high level organisation design	R/A	I	I	I	C (Leadership team)
Step 4.1	Confirm detailed organisation design	R/A	I	I	I	C (Leadership team)
Step 4.1	Confirm role descriptions	R/A	I			
Step 4.3	Confirm transition plan	R	C	A	C	
Step 5.1	Confirm appointment to roles	R	C	A	C	

R – Responsibility: the person/s has to get the work done and has the resources to do it

A – Accountability: the person assigns the job to 'R' and signs off on the work

C – Consult: these people need to be involved by the 'R' for knowledge or resource inputs

I – Inform: these people are dependent on the outcome and need to be informed of the work done

Appendix 1 Quick Test for principals: Does our school need an organisation design review?

This quick test is intended to help you determine the effectiveness of your schools' current organisation design. Review each statement and select your response from the four choices.

	Strongly disagree 1 point	Disagree more than agree 2 points	Agree more than disagree 3 points	Strongly agree 4 points
1. Focus				
As a principal, I have sufficient time to focus on the school's strategic priorities				
2. Structure				
Our structure helps—rather than hinders—the decisions most critical to our success				
3. Delegation				
Decisions are delegated to appropriate people and do not all sit with the principal role				
4. Roles				
Individuals understand their roles and accountability in our most critical decisions and processes				
5. Accountability				
All staff have position descriptions which outline their accountabilities				
6. Resourcing				
We effectively utilise staff resources within our school				
7. Processes				
Our processes operate effectively across our school and produce timely decisions and action				
8. Information				
Staff in critical roles have the information they need when and how they need it				
9. People				
We have our best people in the roles where they can have the biggest impact				
10. Culture				
Our culture reinforces prompt, effective decisions and action throughout the school				

- 35+ Your organisation design is fit for purpose. Share your learnings with others!
- 31–35 Good, but some room for improvement. Think about where those opportunities might be.
- 26–30 The school's organisation design is a serious barrier to success. Time to have a look at it.
- 10–25 A major organisation redesign is required. Consult the Organisation Design Guide for Victorian Schools.

Appendix 2 Tools and templates

Developing a 'compelling argument' for the change (Step 1.3)

Complete each section to develop a compelling argument for the change.

Background		Key Milestones and Activities		
•		•		
Objectives		Key Assumptions, Constraints, Dependencies		
•		Key Assumptions • Key Constraints • Key Dependencies •		
Benefits				
•				
Scope		Key Risks		
In scope • Out of scope •		•		
Deliverables		Key Stakeholders		
•		•		

Current state assessment (Step 2.2)

This template identifies the strengths and weaknesses of your current school organisation design to provide a current state assessment.

Elements	Rationale for evaluation	Opportunities for improvement
Structure		
Role (eg)	Duplication of work because accountabilities are not clearly defined	Performance measures and job descriptions aligned with identified accountabilities
Resources		
Capability		
Governance		
Process		
Culture		
Infratructure		
Performance		
Talent		
Score of Current Organisation		

Develop school design principles (Step 3.1)

This template is designed to assist you in determining your design principles. A completed example is included in Step 3.1

	Strategic Goal of the Redesign:		
	<i>This goal will depend on the school's strategic plan. Articulate it as clearly as possible, as it will help you choose among alternative organisation options during a redesign</i>		
	Organisation Design Challenges	Design Principles	Design Actions
Structural Accountability Resourcing	<i>This column details the challenges; essentially, the barriers the new organisation design should address</i>	<i>This column details the features of the organisation design that will best support the school's strategic plan and address challenges. They provide an objective basis for determining which organisation design option is the best fit for your school</i>	<i>This column details how each design principle might look in practice</i>

Develop high level design options (Step 3.2)

Scoring high level options against the design principles can be completed using this template. A completed example is included in Step 3.2.

Design Principles	Option 1		
Design principle 1 Design principle 2 Design principle 3 Design principle 4 Design principle 5 Design principle 6 Design principle 7	Score (0-2)		
TOTAL			

In assessing the options, a simple scoring system can be used such as:

- 0 = option does not meet design principle
- 1 = option partially meets design principles
- 2 = option fully meets design principles

Develop supporting elements – Roles (Step 4.1.2)

In determining which roles should be accountable for which activities within your school, a RACI template can be used.

A RACI answers the questions: What has to be done? and Who must do it? It does this by determining for each activity, task or decision made in the school which roles are: **Accountable** (A); **Responsible** (R); **Consulted with** (C) and **Informed** (I).

Activity	Position 1 (eg Principal)	Position 2 (eg Assistant Principal – Enrolments)	Position 3 (eg Lead Teacher)	Position 4 (eg Teaching Staff)	Position 5
Function 1 (eg Enrolments)					
Activity 1 (e.g. Define class-sizes for current year)	C	A, R	C	I	
Activity 2					
Activity 3					
Activity 4					

Guidelines:

- A matrix is produced that cross references activities against roles or departments if appropriate
- An A must be allocated to each activity and not more than one is allowed per activity
- Minimise the number of reviews required (Cs) and the provision of information (I) to a workable level
- Assign roles and responsibilities to eliminate redundancies and gaps

R – Responsibility (who does the work?): the person/s responsible has to get the work done. They have the resources to do it

A – Accountability (who is accountable?): the buck stops with this person who assigns the work to person R and signs off when it is completed

C – Consult (who is needed to help deliver the work?): These people must be given the opportunity to influence plans and decisions prior to finalisation by the “Responsible” party

I – Inform (who needs to know?): These people are dependent on the outcome, hence the need to be informed of the work done

Transition to new organisation (Step 4.3)

To design your transition plan, use the following template by answering specific questions. Some examples have been provided.

PEOPLE

- What is the expected number of staff at risk of becoming surplus (e.g. fewer roles than people)?
- What is the expected number of new roles (i.e. unfilled roles)?

ORGANISATION

- Will there be significant changes to tasks and responsibilities?
- Will there be changes to the reporting structure, relationships and decision making from the way it is today?
- Are new or different capabilities required?

PROCESS / CUSTOMERS

- Will there be any known impacts on internal / external stakeholders e.g. changes in ways of working, processes etc.?
- Will there be any shifts in workload activities resulting from a process change?
- Will there be any expected training requirements resulting from the organisation changes?

OTHER

- Will there be changes in location?
- Will there be changes in how people will work together / ways of working e.g. sharing of resources?

Appendix 3 Glossary and additional reading material

Glossary of terms

Terms	Description
Current state	The existing organisation design in a school
Future state	The future organisation design in a school
Head count	Actual number of staff on a school's payroll
Key Performance Indicator (KPI)	A set of measures that help a school determine if it is reaching its performance goals. Indicators can be both financial and non-financial
Retention	Retaining staff within the organisation
Risk assessment	The identification, evaluation, and estimation of the levels of risks involved in a situation, their comparison against benchmarks or standards, and determination of an acceptable level of risk
Role descriptions	The roles and responsibilities within an organisation. There should always be clear accountabilities
Stakeholder	A person, group or organisation that has interest or concern in the school (eg parents, staff, staff in regional and central DET, students, school council, unions, professional associations etc.)

Appendix 4 Additional information

If you are interested in additional information about the topic of organisation design, access the following links:

Watch

- https://www.ted.com/talks/yves_morieux_as_work_gets_more_complex_6_rules_to_simplify
- https://www.ted.com/talks/ken_robinson_changing_education_paradigms
- https://www.ted.com/talks/margaret_heffernan_why_it_s_time_to_forget_the_pecking_order_at_work

Read

- <https://hbr.org/2014/01/five-questions-every-leader-should-ask-about-organizational-design>
- <https://hbr.org/2011/02/the-importance-of-organization>
- <https://hbr.org/2002/03/do-you-have-a-well-designed-organization>
- <http://www.forbes.com/sites/johnkotter/2012/09/27/the-key-to-changing-organizational-culture/>