

## IMPLEMENTING CHANGE

<b>Full reference</b>	Hall, G. E. and Hord, S.M. (2001) <i>Implementing Change: Patterns, Principles and Potholes</i> . Boston: Allyn and Bacon
<b>Aims and purpose</b>	The Concerns-Based Adoption Model (CBAM) was first developed in the late 1970s. The book outlines basic principles about change and describes the different elements of CBAM and related issues, aimed at helping readers improve their understanding of the change process and how to facilitate change in ways that are responsible and beneficial. (p. xvii)
<b>Method</b>	The ideas, research findings, and case examples presented represent the authors' cumulative understanding of the change process after more than thirty years of first-hand experiences, as participants, facilitators, and researchers
<b>Key findings/ ideas presented</b>	<p><i>Principles of change</i></p> <ol style="list-style-type: none"> <li>1. Change is a process, not an event – it can take several years to be implemented at a high level. If it is seen as an event, the plan for implementation will be tactical rather than strategic</li> <li>2. There are significant differences in what is entailed in development and implementation of an innovation – one is about all of the activity to create an innovation; the other addresses establishing its use – they need to be thought about as opposite ends of a balance – change facilitators are visible and dynamic, implementation facilitators need patience to work daily with teachers who are figuring out how to use the innovation</li> <li>3. An organisation does not change until the individuals within it change – the rate of making change and developing skills and competence will vary among individuals, although interventions can be targeted towards subgroups or the whole organisation/group</li> <li>4. Innovations come in different sizes – they may be products (eg computers, curriculum materials, assessment techniques) or processes (eg constructivist teaching techniques, student teamwork, principles of self-esteem). Often several innovations will masquerade as one, and some innovations are larger than others</li> <li>5. Interventions are the actions and events that are key to the success of the change process – little ones (“one-legged”) can often be the most important</li> <li>6. Although both top-down and bottom-up change can work, a horizontal perspective is best – all of the actors need to be viewed of as on the same plane, with none higher or lower than others. They are all members of one system and need to learn to do their own job well and trust that others will in the system do that too</li> <li>7. Administrator[ie headteacher and senior] leadership is essential to long-term change success – long-term support from these people is essential to ensure the innovation doesn't wither and get forgotten</li> <li>8. Mandates can work – if the strategy has clear priorities, expectations that the innovation will be implemented, continuing communication, ongoing PD, on-site coaching and time for implementation</li> <li>9. The school is the primary unit for change – although schools are not, and should not be islands, and need outside support. At least some of the key interventions will need to be targeted specifically for each school</li> <li>10. Facilitating change is a team effort – ongoing leadership for change is necessary for success, as is collaboration among those leading change efforts. Teachers play a critical leadership role in whether change is successful or not</li> <li>11. Appropriate interventions reduce the challenges of change – if the process is facilitated well, change can be fun. If there is major pain in change, it is most likely that the leadership for the change process hasn't understood what is entailed and required to facilitate the process</li> <li>12. The context of the school influences the process of change – this includes physical features (size, resources, policies, structures etc) and people factors (attitudes, beliefs and values of individuals involved and relationships and norms that guide individuals' behaviour</li> </ol>