Compass Education Level 2 Personal Action Plan

Step 1: Identification

Identify Sustainability Challenges that you want to address.
As learning leaders we have not been able to find a sustainable system that allows us to be present in classrooms often enough while simultaneously honouring staff feedback of desiring choice in type & frequency of walkthroughs.

Why is this particular Sustainability Challenge important to you?
We want to have a clear understanding of what learning and classrooms look like in Lower School, as well as honour the important work of teachers. We want to develop a culture of openness and willingness to engage in collective self-efficacy. We want to find opportunities for ongoing professional thinking among teachers without needing external consultants or a day-long course.

What other issues is your central challenge connected to?
Perceptions by teachers of being evaluated, a desire to be more included in decision-making, perceptions by CODs that peer learning from professional colleagues is not embedded in our culture.

Step 2: Setting Your Project System Change Goals & Outcomes!

Now that you are inspired, informed, and have developed a clear focus for what you want to achieve, you can decide how to take action.

First, define your project by setting goals. Next, come up with an effective action plan to make your goals materialize.

Setting Smart Goals

Good goals are the key to great projects
M easurable - Concrete criteria to measure progress helps you stay on track
A ttainable - Visualize yourself achieving your goals. As you grow and develop, your goals become more attainable.
R ealistic - You must be both able and willing to work towards your goals. Your goal is probably realistic if you really believe it can be accomplished.
T angible - If you can see or feel the end product, it becomes more measureable and easier to attain
What is your Change Goal?

Example project Goal:

“Integrate systems thinking into all of my teaching subjects in the next academic year.”

Your Goal Statement: To implement a sustainable system that allows us to be confident in knowing what learning is taking place and looks like, and has a positive impact.

What are some Outcomes you expect to see?
**Step 3: Causal Systems Diagram**

Starting with your change goal, develop a simple causal loop systems diagram illustrating the key elements and relationships of the system that you are looking to change. Remember to identify feedback loops and possible leverage points for intervention.

![Leverage Point](image)

![Causal Connection](image)

Re-in forcing loop—eventually explodes. It has two negative connections, an even number of negative connections creates a re in forcing loop. This confirms that the systems is not sustainable.

An odd number of negative connections creates a balancing loop.

We need explore the relationship between two variables—walk-throughs and desire to be present in the classroom.

Principal and Coods are also leverage points because we are learning leaders who can make decisions that can impact the rest of the system.
What would be some possible outcomes (immediate and delayed) if you are successful in achieving your goal?

- Students knowing who we are and being confident in talking to us about their learning
- Supporting teachers in their professional growth
- Teachers not reporting that walk throughs were stressful
- Collecting enough data and anecdotal evidence to feel confident in discussing what learning at ISH looks like.
- A system that does not cause the CODs stress
- CODs are more confident in describing what great teaching is and is not

Leverage point
Step 4: Your Theory of Change

A Theory of Change (ToC) is a tool to help you describe the need you are trying to address, the changes you want to make (your outcomes), and what you plan to do (your activities). Writing a narrative theory of change can help draw out causal links of your system, and organise your thinking. Writing a narrative challenges your assumptions and helps to identify elements might be missing.

Include in our ToC narrative the following:

- How do you see change taking place to achieve your target
- What causes what? What and who influences what and who? What is the pathway of change?
- And if possible, what sort of timeframe to you envision to make this change?
- Who is involved in this change story?

Theory of Change

- How do you see change taking place to achieve your target
  
  Having identified the leverage point, we will use the iceberg to explore our thinking in regards to the relationship between our desire to be present in classrooms and walk-throughs.

  Strategy: We explore different ways of being present in classrooms.

  In the meantime, we will just be present in the classroom (in many ways) whilst we explore different models of being present in the classrooms.

- What causes what? What and who influences what and who? What is the pathway of change?
  
  Desire to meet 2 purposes of previously being present created tension in schedules & workloads.

  Teacher feedback influenced our model of being present, teacher preferences created conflicts in schedules,

  CODs changing model of walk-throughs to a model of being present to develop a shared experience, a shared understanding of life at ISH, to facilitate collaborative professionalism.

- And if possible, what sort of timeframe to you envision to make this change?
  
  After Spring break (April 2019)

- Who is involved in this change story?
  
  Lower School Learning Leaders and teachers.
## Step 5: Indicators of Effect and Impact

### Along the Way:

At the end of your change efforts you will want to be able to know how much of a difference you really made, so that you can see if you achieved your objectives. Identify a few indicators that you can use to measure, assess various outcomes and impacts of your efforts.

<table>
<thead>
<tr>
<th>Type</th>
<th>Indicator</th>
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</table>
| **Output Indicators** | Schedules, self-accountability matrix, weekly agendas,  
|                    | Staff feedback survey- Keep doing, start doing, stop doing  
| **Outcome Indicators** | Formats of being present: 3 min walk-thru, student-centred coaching (where applicable), planning sessions, writing moderation, guided reading sessions, possible data projects, peer labs,  
|                    | We (learning leaders) are confident that our presence in classrooms is making a difference  
|                    | We (learning leaders) are able to sustain our presence throughout the academic year  
|                    | Positive feedback from staff  
| **Impact Indicators** | Clear distinction between leadership presence and other forms of visits to classrooms e.g. longer visit with specific focus and feedback  
|                    | Leadership presence in classroom becomes the norm- ‘how we do it here’ |
Step 6: AMOEBA Strategy Mapping

CHANGE AGENTS

Who (Person or Group)

(People who introduce new ideas, who know how to make change happen. Translate the Innovator’s ideas in a form that can sell.)

3 CODS

TRANSFORMERS

Who (Person or Group)

(Transformers are the early adopters. They are open to new ideas, and they want to promote positive change.)

CODS & Change Agency

Taskforce

(6 teachers + 3 CODs, )

Strategy for Introduction and Promotion of Innovation

3 minute walkthrough (low in Complexity):

Share examples of multiple perspectives about desire for presence & feedback, present data about managing logistics of trying to meet each teacher’s preferences, communicate the list of tools and protocols used in analysing how to manage walk throughs better. This, for us, is in effect, communicating the ‘why’ of the innovation, the rationale.

Strategy for Gaining Engagement and Endorsement of Innovation

Pilot group for 3 min walk-thru. (Trialability) These 6 teachers experience 3 x 3 min walkthrus and share their feedback with Coordinators so practice can be modified and also with other staff at a Section meeting.

Guiding questions for discussion: mediative questions:

1. What strategies might we use to help teachers feel comfortable with a quick visit?
2. What might be your hunches about how other teachers will feel about these quick visits?
3. What might some of the hesitant teachers need to hear in order to feel comfortable with this?
4. As you experienced these 3 min walkthrus, what comparisons might you draw about this kind of visit and other visits from us?
REACTIONARIES

Who (Person or Group)
(React powerfully against change, because they believe it will harm the culture — or harm them personally)

(3 teachers)

Strategy for Neutralization, Circumvention, or Conversion

Divide & conquer: Individually, listen to their ideas by inviting them to meet personally before the meeting described above. Demonstrate care for their beliefs & opinions. Give them opportunities to share their concerns & their feedback in a closed environment. Seek their advice on how to make this work or any unintended consequences.

In identifying these individuals, we feel once they think their voice has been heard, they will be more likely to be public supporters.

ICONOCLASTS

Who (Person or Group)
The person who identifies the problem that the Innovator is trying to solve. The word means ‘attacker of cherished beliefs.’

Strategies for Engaging the Help of Critical Voices

Invite them to Change Agentry Taskforce meetings. At these meetings, use clear protocols that ensure everyone has the opportunity for sharing. Help improve the new innovation. Invite them to communicate the advantages/disadvantages via presentations, posters, using the innovation in their class - invite the be part of the ‘why presentation to staff

Allocate them in different groups during discussions to share their beliefs about the innovations.

Encourage them to communicate the advantages of the three-minute walk as a sustainable strategy for the learning leaders to be present in class.
**CURMUDGEONS**

**Who (Person or Group)**

Curmudgeons are cynical grouchies and pessimists. For them, nothing will ever change, and if it does, it probably won't be for the better. “I have already been there”

(1 teacher)

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**Strategies for Reducing their Negative Impact on Change**

Talk to them personally. Give them the opportunity to express their cynicism and reinforce the why. Conclude conversation with asking them if they can understand the why even if they don’t agree with it. Possibly, depending on the individual, ask them if they can ‘live with’ the initiative. 3 months into the project, offer them a cognitive coaching reflecting conversation to mediate their thinking.

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Successful innovation: *five critical characteristics*

**Relative Advantage**  
Is the innovation better than the status quo? Will people **perceive** it as better? If not, the innovation will not spread quickly, if at all.

**Compatibility**  
How does the innovation fit with people’s past experiences and present needs? If it doesn’t fit **both** well, it won’t spread well. Does it require a change in existing values? If members of the culture feel as though they have to become very different people to adopt the innovation, they will be more resistant to it.

**Complexity**  
How difficult is the innovation to understand and apply? The more difficult, the slower the adoption process.

**Trialability**  
Can people “try out” the innovation first? Or must they commit to it all at once? If the latter, people will be far more cautious about adopting it.

**Observability**  
How visible are the results of using it? If people adopt it, can the difference be discerned by others? If not, the innovation will spread more slowly.

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**Step 6: AMOEBA Strategy Mapping - see purple text above for our submission**

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**CHANGE AGENTS**

**Who (Person or Group)**

**Strategy for Introduction and Promotion of Innovation**

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Compass Education 2017
TRANSFORMERS

Who (Person or Group)  Strategy for Gaining Engagement and Endorsement of Innovation

REACTIONARIES

Who (Person or Group)  Strategy for Neutralization, Circumvention, or Conversion

ICONOCLASTS

Who (Person or Group)  Strategies for Engaging the Help of Critical Voices

CURMUDGEONS

Who (Person or Group)  Strategies for Reducing their Negative Impact on Change Process

Step 7: How to Sustain your Change Initiative

Sustaining a change initiative for a long time can be a major challenge. Even if you decide not to continue your own involvement, think about the ways that other people involved can sustain their interest in this initiative towards making it the norm.

Some ideas for sustaining an initiative

- Having a Clear Time line
- Collaborating With Other Organizations: By spreading responsibility for your project across several different groups, you’re building a stronger support structure for the future. If one group
discontinues their support, at least there are others who can take on more responsibility.

- **Building Strong Alliances with Adults & Mentors**: Adults & mentors can be a vital source of wisdom, financial resources, and technical expertise that is often required to take a onetime project to a more long-term venture.

- **Plan for Leadership Transition**: You may not always be the person in charge of your project! Leaving the right information so that a new leader can take over is essential. Put together a package of useful information for the next project leader.

- **Keep Good Records and Manage Knowledge**: Keeping good records of your contacts, how you do things, and your achievements will help you to sustain the effect of your project in the future. This includes documenting what you have learned through the process of evaluation.

Describe how you foresee sustaining your change initiative to become the mainstream.

**Timeline:**

**April- May 2019**
- Cods to create a 3min walkthrough matrix to ensure that every classroom is visited twice during May
- First week of May- share Cods findings regarding Walkthroughs with staff, explain the rationale behind this decision, and debrief on action plan.
- May 6- 31st- 3 min classroom visits

**June 2019**
- Jun 5th and 12th- Cods Meeting:
  - 3 min visits input from CODs during LS Cods’ meeting (patterns, trends, feedback from teachers, questions and reflection)
  - Devise plan for ‘Learning Leaders presence’ (Presence Plan) The plan should include: Student-centered Coaching Program 2018-2019, definition of Cods’ participation in planning learning conversations (frequency, schedule feasibility, by invitation? role and purpose), learning focused grade/phase level meetings (writing moderation, data projects, peer labs (e.g.G2 Maths) Invite whole school Heads of Department to brainstorm and be present also.
  - Document plan on Cods’ Folder in the Cloud. Follow ups on plan development should be documented in minutes from Cod's meetings.

**August 2019- Orientation Week**
- Contact experts currently working with school (Shannon and Sacha) to share our plan, seek feedback and recommendations.
- Share our plan with Oscar (Systems and Sustainability consultant) for adjustments and improvements to our plan.
- Contact PGSDL team- share plan and enquire on possible PL opportunities to support successfully carrying out this plan.
- Inform LDT to ensure that calendar of meetings and time allocation for learning focused
conversation

- Update staff on Learning Leaders presence plan/model for academic year 2019-2020. Ensure we have a parking lot area for questions, feedback and suggestions. Hopefully people will feel more confident to add a name to feedback. Respond to feedback at individual or group level during the first week of school (either in Stand up Briefing, Section Meeting or by talking to individuals or small groups depending on the nature of feedback collected)

**September 2019- Plan Implementation**

**November 2019- Check-in time for overall direction of this project**
Possible protocols to consider might be
S/W/O/T
Start a Behaviour Over Time Graph
Systems Archetypes as diagnostic tools for current stage and negative behavioural patterns?
“Limits to Success,” which is especially relevant because of many organizations’ tendency to be obsessed with growth for growth’s sake, often without regard to any limits we might face. This archetype can help you manage the pressure to grow more realistically by helping you choose, anticipate, and prepare for inevitable limits.
The highest leverage in managing a “Limits to Success” situation lies in acting early to address a limit before it starts undermining your efforts.
(From Systems Archetypes Basic pdf)
**Cods level- Trends and patterns found, evaluation**
- Devise a plan to seek feedback from teachers
- Share with Consultants (Oscar, LDT, ‘Great Teaching Model Group’)
- Adjustments to the Learning Leaders Plan

**January 2020- Cycle continues**
Step 8: Change Action Plan

Take some time to go over the steps that need to be taken in order for you to achieve your project goals. The following charts will help you to create your “Action Plan” and prepare for any challenges that might arise.

<table>
<thead>
<tr>
<th>Step</th>
<th>Activity Description (Action)</th>
<th>What actually do you need to do? (Your Objective)</th>
<th>What help will you need? (People, resources, financial)</th>
<th>How will you know you are successful? (what is your success indicator?)</th>
<th>Time frame (when?)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Cods to create a 3min walkthrough matrix to ensure that every classroom is visited twice during May. First week of May- share Cods findings regarding Walkthroughs with staff, explain the rationale behind this decision, and debrief on action plan. May 6- 31st- 3 min classroom visits</td>
<td>Create a self-monitoring framework</td>
<td>Time, matrix for recording presence</td>
<td>Every classroom will be visited twice in May</td>
<td>April- May 2019</td>
</tr>
<tr>
<td></td>
<td>• Jun 5th and 12th- Cods Meeting: -3 min visits input from CODs during LS Cods’ meeting (patterns, trends, feedback from teachers, questions and reflection)</td>
<td>To trial and gather feedback, to communicate plan with teachers</td>
<td>Meeting time, whole school Heads of Dept, student-centred coaches,</td>
<td>A menu of multiple options to have presence, eg planning sessions, moderating writing sessions, Feedback from CODs</td>
<td>June 2019</td>
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**Document plan on Cods' Folder in the Cloud. Follow ups on plan development should be documented in minutes from Cod's meetings.**

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<td>Contact experts currently working with school (Shannon and Sacha) to share our plan, seek feedback and recommendations. Share our plan with Oscar (Systems and Sustainability consultant) for adjustments</td>
<td>Collaborate with other experts &amp; internal support structures</td>
<td>indicating the time allocation is manageable and that they have been present in a variety of ways. Records kept are accurate &amp; timely</td>
</tr>
<tr>
<td>Annual calendar for weekly meetings Experts time &amp; feedback</td>
<td>Feedback from experts will indicate most aspects of the plan have been thought through. Feedback &amp; questions from Parking Lot are</td>
<td>August 2019-Orientation Week-</td>
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and improvements to our plan. Contact PGSDL team- share plan and enquire on possible PL opportunities to support successfully carrying out this plan. Inform LDT to ensure that calendar of meetings and time allocation for learning focused conversation Update staff on Learning Leaders presence plan/model for academic year 2019-2020. Ensure we have a parking lot area for questions, feedback and suggestions. Respond to feedback at individual or group level during the first week of school (either in Stand up Briefing, Section Meeting or by talking to individuals or small groups depending on the nature of feedback collected)

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<tr>
<th>Use CODS meeting time to devise plan</th>
<th>Plan Implementation</th>
<th>Clear plan outlining who, when &amp; where</th>
<th>September 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-in/reflection on progress</td>
<td>Check-in time for Protocols to make</td>
<td></td>
<td>November 2019</td>
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<tr>
<td>Possible protocols to consider might be: S/W/O/T Start a Behaviour Over Time Graph</td>
<td>overall direction of this project</td>
<td>thinking visible</td>
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