

Module B: A Whole School Approach

Unit B2 How to embed the whole school approach

Introductory lecture

A changed society – a complex society of choices



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Learning organizations

- Learning organizations do learn at individual-, group- and organizational levels
- The single most important component is the individual. Without individual learning there will be no organizational learning

Strategic knowledge development/creation

- Limited resources at a well situated community/municipality level will result in qualitatively more effective education than a flow of resources with no strategic plan of action
- Strategic knowledge development at school level implies a plan, set by the management at each school, regarding the school's knowledge development

Gap analysis

Picture of the future

Develop a plan for filling the knowledge gap:

- Knowledge building
- Employment
- Hiring

(Irgens, 2000, p. 138)

Picture of the present:

- Tasks analysis
- Mapping existing competence

Implementation

- Implementation consists of the process of putting into practice an idea, program, or set of activities and structures new to the people attempting or expected to change (Fullan, 2001, p. 69)

Aspects of successful change

- Cooperation at district and school level
- Complementary roles
- Leadership
- Ownership through involvement
- Shared goals
- Change through cooperation
- Long term effort
- Multifaceted measures

Head teacher's role



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Readiness for implementation

- The school's ability to handle change
- Involving the head teacher
- Change has to be meaningful to all staff
- The school's capacity to engage and sustain continuous learning
- Ability to choose the right project

Creating ownership

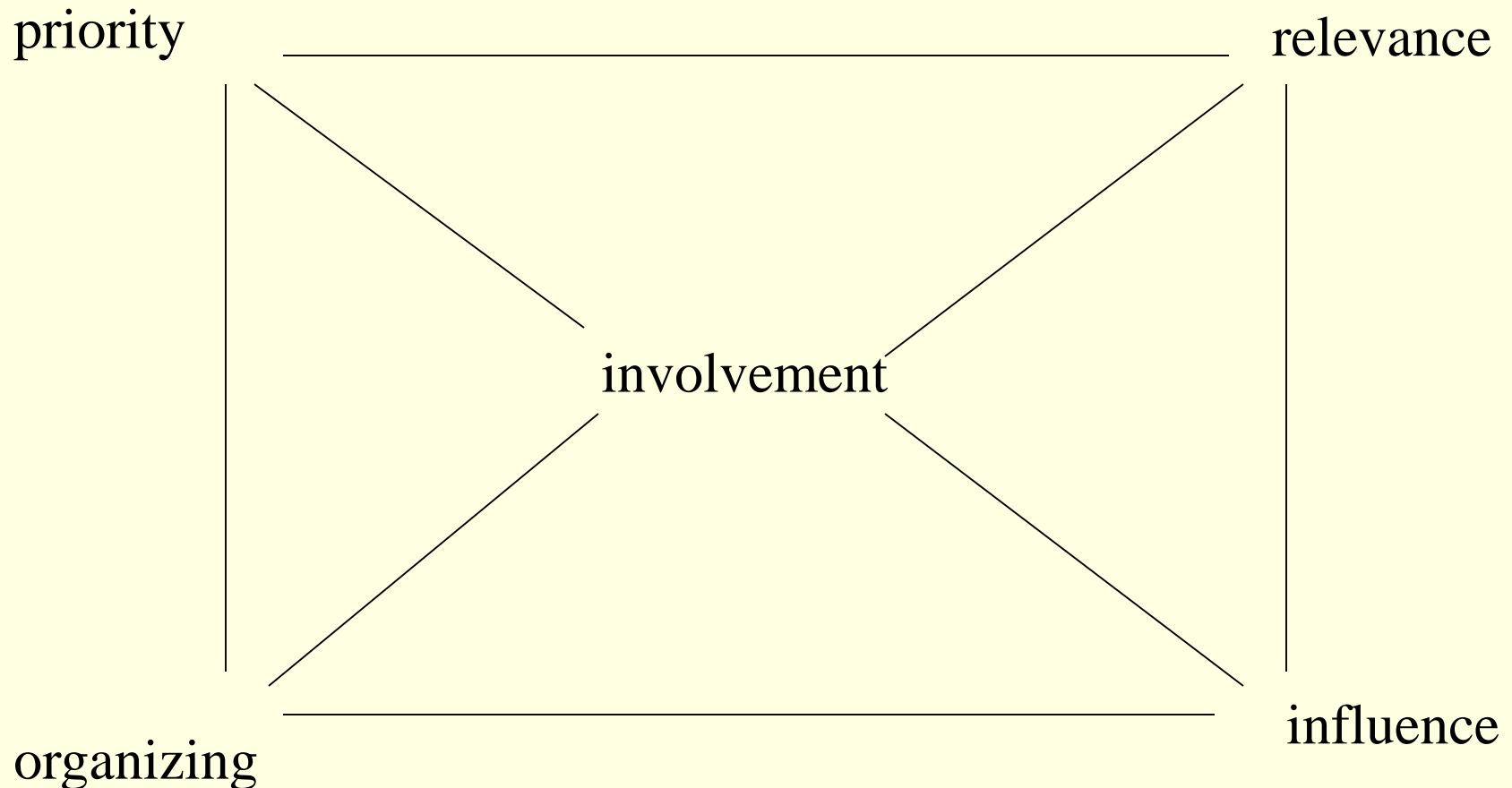


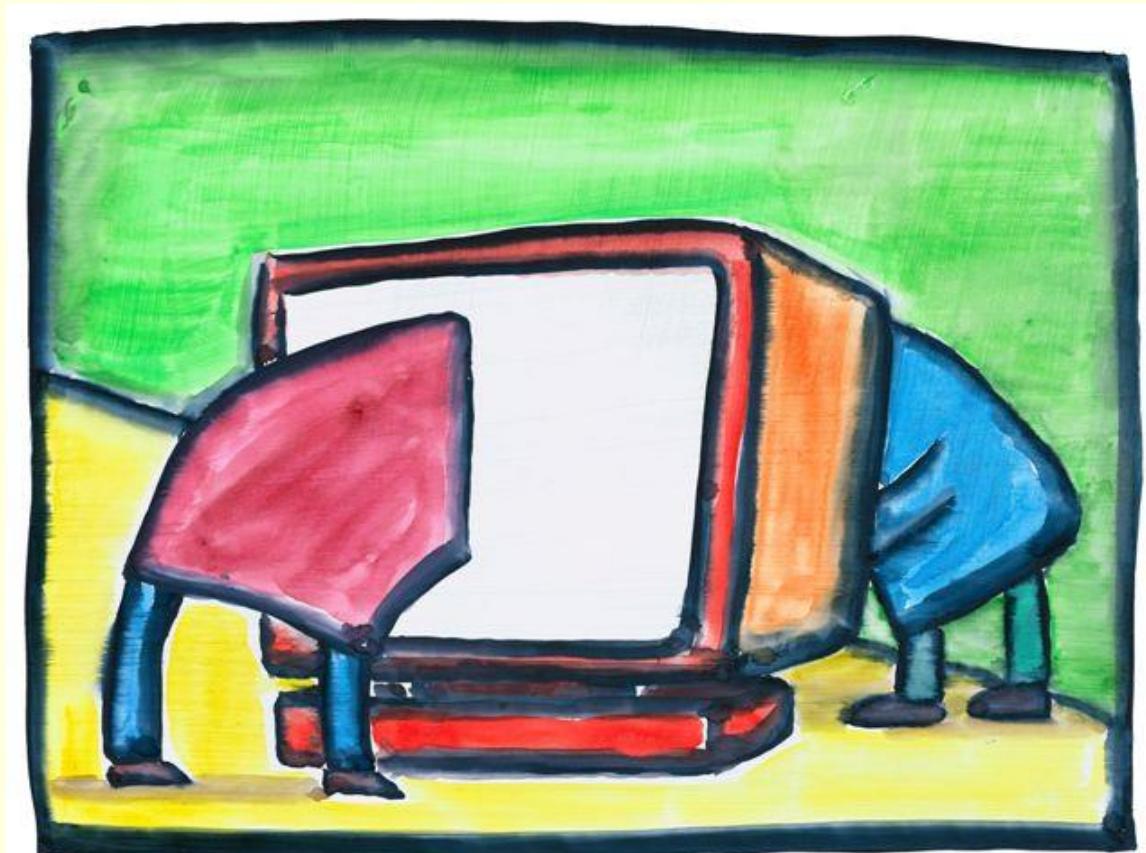
Figure devised by Unni Vere Midthassel,

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Long-term effort

- Long term focus on school violence
- Selfregulating and ongoing processes

Multifaceted measures at the same time



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Implementation

- Implementation in order to realise program in schools has proved to be a challenging process
- The key to successful implementation:
 - identify and overcome barriers

Resistance and barriers

- Four types of barriers in change processes in school
 - Psychological barriers
 - Practical barriers
 - Value and power barriers (Skogen, 2004, p.75)

Dealing with psychological barriers

- Coping with insecurity in systems and individuals
 - Mapping contextual conditions
 - Individual consultation
 - Information, information, information

Dealing with practical barriers

- Time
- Resources
- Ambiguous goals
- System

Dealing with value and power barriers

- Preventing influence of value and power barriers on the change process
 - build power as a leader of change
 - involve the head teacher/management

Resistance and barriers

- Resistance is a complex and relative phenomenon
- Time, knowledge, economics and the organization's ability to cope with changes related to new responsibilities or tasks are important for innovation
- Resistance depends on prior experience of change processes
- Amount of problems in the initial phase and in innovation fatigue will have an impact on change