



# Leadership of Change

Leading the development of a new school or significant redevelopment requires a detailed understanding of change processes, as well as an understanding of the kind of leadership needed for navigating through an entire change process. Small changes and dilemmas are usually addressed by leaders through offering quick solutions and decisions. This is done by providing technical solutions and exercising influence. However, whole system-wide change requires a different leadership approach and framework. Adaptive leadership and systems change leadership are approaches to leadership that focus specifically on change contexts. Adaptive leaders, as well as systems change leaders understand the complex processes of change, as well as the key drivers for enabling effective growth. It is essential for school leaders undergoing significant change to consider the following question: *how effectively is your school managing and leading complex change?*

## Key Ideas | Whakaaro

- Significant change is unsettling, emotive and risky, as 'solutions' are unknown, and change requires a letting go.
- Leading school-wide (or systems) change requires a different leadership approach.
- Adaptive leadership is a framework that includes helpful principles for navigating change.
- Systems change leaders foster collective responsibility, generative conversations, and the co-creation of a future.
- School leaders recognise that ākonga need to be at the centre of all change and are consultative and collective in their approach to journeying with mana whenua, whānau, and all key stakeholders.

## Key Resources | He Pounamu

1. *A Signposts Tool for School Leaders Engaging in Change Toward Innovative Learning Environments* (Tārai Kura, 2021). This roadmap tool is designed for leaders to evaluate their progress in nine principles needed for school transformation. <https://tinyurl.com/change-leaders-roadmap-tool>
2. *What schools for tomorrow? Futures thinking and leading for uncertainty* (Tracey Burns, 2022). This paper argues that futures thinking is an essential component of leading educational systems in increasingly uncertain times. It suggests that we need to build long-term, strategic thinking in education and reinforce futures thinking, to help identify potential opportunities and challenges, and stress-test against unexpected shocks. <https://tinyurl.com/leading-for-uncertainty>
3. *Leading Sustainable Change* (Grow Waitaha, 2018). In this resource school leaders who successfully led their school through change share their insights. The resource includes a quick guide, as well as a detailed roadmap for leading change. <https://tinyurl.com/leading-sustainable-change>
4. *Leading Change: Journeying with Teams and Communities through School Transformation* (Tārai Kura Online Series, 2022). Tumuaki share their journeys of leading staff and communities through change in these resources - <https://tinyurl.com/Leading-change-event-video> and <https://tinyurl.com/Leading-change-synopsis>
5. *Change leadership and the transition to innovative learning environments* (Mark Osbourne, 2018). This article introduces a theoretical framework comprising three essential stages when leading staff through the process of transitioning into an ILE: (1) preparing for change; (2) implementing change; and (3) sustaining change. <https://tinyurl.com/Change-leadership-article>. You can also access the full research thesis: *Change leadership when implementing innovative learning environments* (July 2020) <https://tinyurl.com/ILE-change-leadership-PhD> )
6. *Education Environment Scan* (Derek Wenmoth, 2022). This document draws on information from a wide range of sources to provide an environment scan aimed at assisting education leaders to determine the future direction of their organisations and of the system as a whole. <https://tinyurl.com/Education-environment-scan>
7. *Teaching, School, and Principal Leadership Practices Survey Tool* (NZCER, 2022). This free survey gives a principal a snapshot of what is going on and references his/her practice against their staff (available terms 2 and 3 of each school year). <https://www.tpsurveys.org.nz/>
8. *'It's time, transformational timetables practices'* (NZCER, 2021). This research project explores the ways five diverse secondary schools shaped their timetables to support innovation in teaching and learning, which promote collaborative practices for teachers and learners. <https://tinyurl.com/Transformational-timetabling>

