



Alberta Regional Consortia



Webinar Topic: Change and Resistance

Overview:

Today you will understand causes of resistance so that as change agents, you will be able to leverage this information to improve relationships with teachers and develop ways to respond to their needs in ways that will result in deeper implementation of practices that will best serve students. You will also consider two types of change and the impact each has on systems.

Key Points:

- ♦ Systems don't change until the people in the systems change.
- ♦ Those who lead change operate from the perspective of assuming positive intent.
- ♦ People respond differently to change
- ♦ Change can cause divisiveness
- ♦ Conflict is a natural part of change
- ♦ Change is a process not an event
- ♦ Too many changes can derail all improvement efforts
- ♦ There are two kinds of change: technical and cultural
- ♦ Technical changes are changes in learning tools and structures.
- ♦ Schools need to develop a healthy culture in order for technical changes to be most powerful.
- ♦ Schools with healthy school cultures do things because they are the right things to do for students. They operate from a sense of responsibility.
- ♦ Schools with unhealthy school cultures do things because someone makes them do them. They operate from a sense of accountability.
- ♦ Schools with healthy cultures seek technical changes that result in higher levels of learning for all students.

Inquiry Questions:

- ♦ What can we do to make it easier to implement new practices?
- ♦ Why do people resist change?
- ♦ What might you do to support a teacher who is resisting implementing a learning plan?
- ♦ After considering the questions to consider below, what ideas do you now have for addressing resistance to change?



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Questions to Consider When Introducing a Change:

- ♦ Why did we choose this intervention?
- ♦ How much and what kind of support will be needed to implement the initiative?
- ♦ What experience(s) do teachers have with this initiative?
- ♦ What do teachers already know about this initiative?
- ♦ Who is doing the work with this initiative?
- ♦ What experiences have teachers had in the past that might influence their response to this initiative?

Consider the strategies to address change in the box below. What other strategies would you add to this list?

Strategies to Address Change

- Seek powerful and proven practices
- Use data
- Provide support through coaching
- Gain commitment
- Focus on a few practices
- Align professional learning with practices
- Build trust and develop relationships

Complete the Action Plan Below. What support will you need to implement it?

ACTION PLAN

- ♦ What concepts from today's webinar will you focus on developing?
- ♦ What specific action will you take to implement these actions?
- ♦ When will you start and finish?
- ♦ How will you know you have been successful?
- ♦ What will you do first to initiate your plan?



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Extend Your Thinking Through Collaboration with Others:

1. What do you know about change and resistance? Think on your own and then share with a partner.

2. Where Are We Now: Poll

Think of a school or system that you currently work with. Assess their response to change. Think in terms of current state. Complete the poll by marking A- most of the time or B- Seldom. Share your result with others. What are the implications of this information?

Question:	A.	B.
1. Teachers in our school embrace change.		
2. We have a history of successful change efforts to draw from.		
3. We address resistance using thoughtful strategies that honor different perspectives.		
4. Resources are available to support change initiatives.		

3. Complete the action plan below. Share your Action Plan with others. Ask for feedback from each other and make adjustments as needed.

ACTION PLAN

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Resources

Knight, J. (2009, March). What can we do about teacher resistance? *Phi Delta Kappan*, 90 (7), 508-513.

Muhammad, A. (2009). *Transforming school culture: How to overcome staff division*. Bloomington, Indiana: Solution Tree Press.