



School Transformation Process

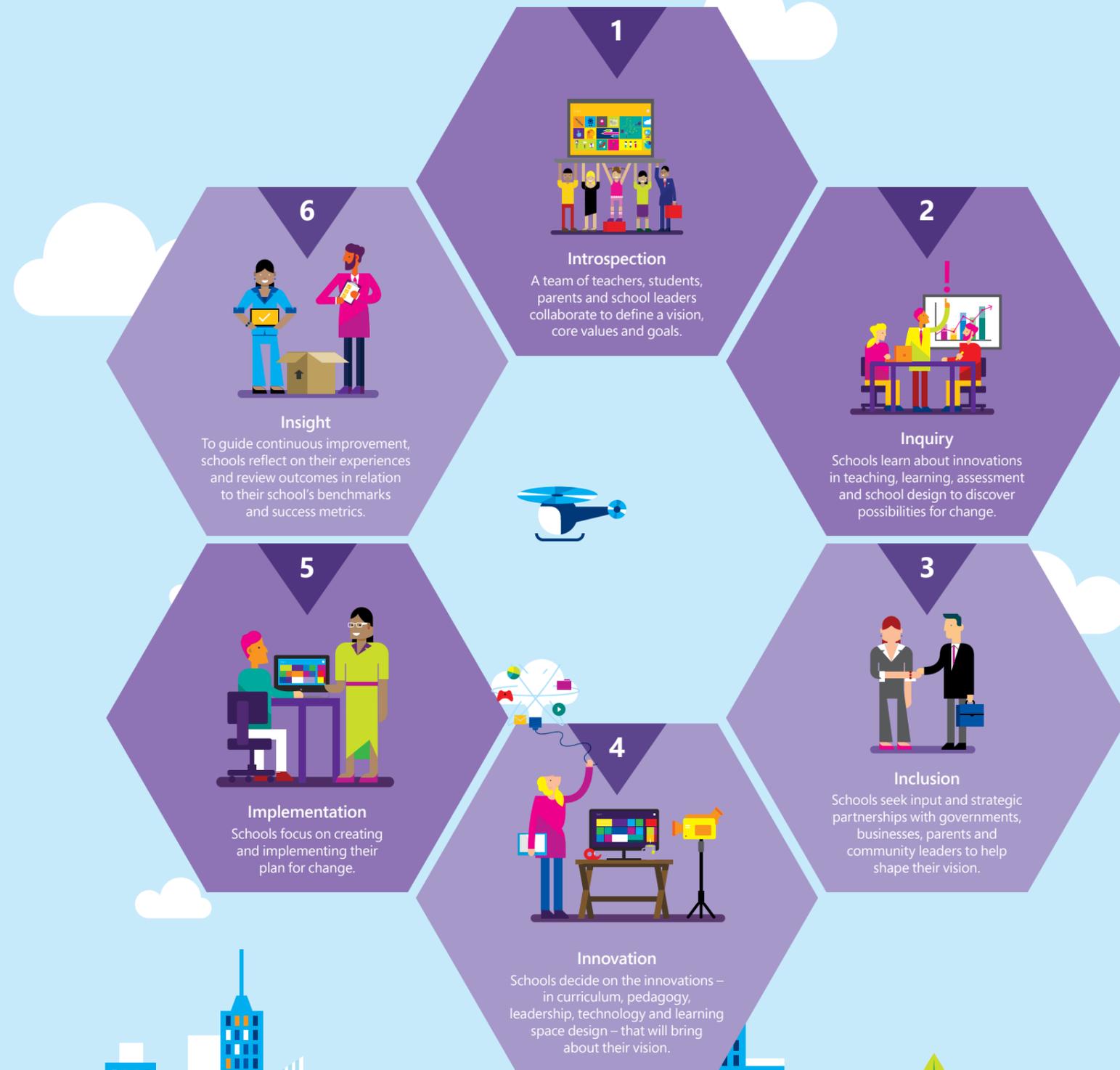
A guide to formulating and
implementing a vision for change

School Transformation Process

The School Transformation Process helps schools or school systems reflect on, plan and undertake changes in education for 21st Century learning. You can use the six phases of the process to take a closer look at important issues and prioritize action. Phases can be undertaken in any order or simultaneously. Insights you gain initiate new cycles of the process for continuous improvement.

Why does it matter?

- It's a proven process for envisioning, managing and monitoring change
- It's built on experience, ensuring you work efficiently and effectively
- It provides a simple and flexible structure to follow, so you can innovate in a way that's right for your local needs
- It works with the Microsoft Education Transformation Framework to give you a comprehensive guide for reform.





1 Introspection

Collaborate to define a vision, core values and goals.

What does success look like?

The aim here is to develop a set of values and goals that will help you achieve the vision that students, teachers, leaders and the community have for your school. This includes adopting an approach to transformation that's flexible enough to address continual change.

How do we achieve it?

Involve stakeholders early in the vision-setting process to focus on reflection and discussion of core values and goals. This will ensure you start with a strong vision. Also, establish learning communities within and among participating schools, as this will be critical to the success of your reform efforts.¹

Activities

- Develop a supported vision for school change and define what 21st-century learning means within your local context
- Explore the process of innovative school design and the leadership needed to deliver the changes
- Begin to establish pedagogy, culture and project benchmarks, as well as success metrics.

Key considerations

- Teachers are more likely to participate when school leaders communicate a clear and consistent vision, support new teaching approaches, and are proactive mentors to staff
- To ensure inclusion and representation of everyone's aspirations, engage stakeholders within and beyond the school on developing a shared vision for change
- Build trust and provide structural support for transformation of teaching and learning.²

1. Hargreaves, A. and Stone-Johnson, C. "Evidence-Informed Change and the Practice of Teaching." In J. Bransford, D. Stipek, N. Vye, L. Gomez and D. Lam, eds., *The Role of Research in Educational Improvement*. Cambridge, MA: Harvard Education Press, 2009; Bateman, H. V. "Sense of Community in the School: Listening to Student Voices." In A. Fisher, C. Sonn and B. Bishop, eds., *Psychological Sense of Community: Research, Applications and Implications*. New York: Springer, 2002.
2. ISP Year 1 Highlights 1_8_09.pdf, "Year 1 Evaluation Report Highlights" available at <http://innovativeschoolsonline.com>

2 Inquiry

Discover the possibilities for change.

What does success look like?

The goal of this phase is to identify best education theory and practices. This will give you a starting point for modifying your current practices and school design, and will contribute to your vision and plan.

How do we achieve it?

Investigate:

- 21st-century teaching, learning and assessment
- Ongoing professional development
- Leadership and a culture of innovation
- Environments and facility designs for learning.

Research successes in other systems, especially the relationships that enable transformation in a coordinated, collaborative way.

Activities

- Research and identify curriculum, instruction and leadership best practices and innovations
- For further guidance and inspiration, cultivate relationships with local, national and international advisors.

Key considerations

- Before adopting changes, think systemically about innovation and examine the best practices of others within their specific contexts
- Explore how your proposed changes will affect other areas
- Recognize that technology is a tool for making innovation possible.

3 Inclusion

Seek input and strategic partnerships to help shape the vision.

What does success look like?

Inclusion helps school leaders understand and develop strategies for building support. The outcome is broad collaborative partnerships, within and beyond the school, that can strengthen your vision and give you access to further resources for change.

How do we achieve it?

Mobilize, listen to and engage the wider constituency of people who'll contribute to building and enacting the vision. Also ensure that teachers are as engaged as parents, the community, other schools, business and government.

Activities

- Use online communities and face to face workshops with the larger community – including government officials, parents and other schools – to develop collaborative relationships and feedback mechanisms
- Learn from community members and tap into community resources to explore the sustainability and scalability of change.

Key considerations

- Innovations easily attract early enthusiasts, but it is harder to convince more skeptical educators to do the hard work of implementation³
- Inclusion is important, and equally important are the particulars of who is included.⁴

3. Hargreaves, A. and Fink, D. *Sustainable Leadership*. San Francisco: Jossey-Bass, 2005.

4. Penuel, W., Riel, M., Krause, A. and Frank, K. "Analyzing Teachers' Professional Interactions in a School as Social Capital: A Social Network Approach." *Teachers College Record*, 2009, 111 (1), pp. 124-63.

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Innovation

What does success look like?

By this stage everyone involved should be able to clearly articulate a unified approach to innovation and you'll decide which innovations – in curriculum, pedagogy, leadership, technology and learning space design – will achieve the vision.

How do we achieve it?

Encourage everyone involved to offer ideas for innovation. At this point you should identify critical differences and resolve them to create a unified vision. Consider leading-edge practices from schools or businesses around the world that could be used and think creatively about how you can make effective change within any local constraints.¹

How to bring about the vision.

Activities

- Evaluate what's been learned to determine the appropriate innovations needed to achieve the vision
- Consider the best methods and ideas in all areas, including those outside of education
- Deepen knowledge about teaching with ICT to help students learn
- Use the Microsoft Education Transformation Framework as a tool for in-depth analysis and assessment of your ideas for innovative transformation.

Key considerations

- Does your vision represent true transformational change?
- If your vision is incremental, is there a plan for a more fundamental shift in the near future?



5

Implementation

What does success look like?

Although tasks and timelines will vary, your implementation phase may include learning space construction, professional development, creation of the technology infrastructure or piloting new practices.

How do we achieve it?

Now you're ready to put ideas into practice by creating and executing your detailed plan for change. A critical component of this phase is developing benchmarks and success metrics to evaluate the effects of the changes and innovations in promoting better learning for students.

Create and implement the plan for change.

Activities

This is the time to:

- Collaborate online to share innovations, implementation plans and success metrics
- Meet face to face to celebrate progress, share learnings and address concerns
- Construct new learning spaces, including technology infrastructure
- Pilot new teaching and learning practices, along with professional development.

Key considerations

- Many teachers will need in-depth training on innovative uses of technology for teaching and learning, or on innovative pedagogies²
- Remember that technology implementation is key to reforms, but technology isn't valuable by itself.

6

Insight

Reflect and review to guide continuous improvement.

What does success look like?

Based on your reflections and data gathering, your school will be able to use the School Transformation Process to develop new ideas and processes for further change.

How do we achieve it?

Invest time and resources in extensive analysis, reflection and review to improve the next phase of ongoing innovation and sustainable improvement. Also gather insight into how your innovative transformation can scale to extend reforms within your school or further afield.

Activities

- Reflect on your experiences throughout the process and review outcomes in relation to your school's benchmarks and metrics
- Develop new processes for continued change
- Begin to think about how your innovation successes can scale to other, similar schools
- Take part in Measuring and Evaluating Success Virtual University online seminar.

Key considerations

- School reform is a dynamic process. To successfully adapt to changing contexts, you'll need to constantly evaluate progress, letting you to respond to emerging issues and needs.

1. Pfeffer, J. "No Excuses Leadership." Leader To Leader, Fall 2007, 46.
2. ISP Year 1 Highlights 1_8_09.pdf, "Year 1 Evaluation Report Highlights" available on <http://innovativeschoolsonline.com>



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