

# DE-STREAMING

## RESOURCE: ‘REDUCE CHANGE TO INCREASE IMPROVEMENT’ BY VIVIANE ROBINSON

He aha te kai a te rangatira? He kōrero, he kōrero, he kōrero.

What is the food of the leader? It is knowledge. It is communication.

### Purpose - *Why you might use this resource*

To build our knowledge and understanding of how to ‘engage teachers’ theories of action’, which are in their heads and those which are in use

### Audience

Other facilitators, teachers, leaders

### Key Points

- Chapter 1 Too much Change, Not Enough Improvement pg 1-12
  - “By making the distinction between change and improvement, we increase leaders’ responsibility for developing and communicating the detailed logic of how their proposed change will produce the intended improvement.”
- Chapter 2 Understand the Challenge of Improvement pg 13-23
  - “Since human behaviour is anchored in theories in use, the target of change is not actions but the *theories in use* that sustain them.”
- Chapter 3 Two Approaches to Leading Improvement pg 25-35
  - Successful reform requires a strong and sustained coalition between change leaders and implementing agents. While the *bypass approach* is unlikely to produce the degree of trust to forge such a coalition, the *engagement approach* will.

- Chapter 4 The Four Phases of Theory Engagement pg 37-70
  - “Leaders who engage in constructive problem talk position themselves as part of the problem, as well as part of the solution.”
- Chapter 5 Learning How to Lead Improvement pg 71-86
  - engage others’ thinking
  - unpacking what effective looks and sounds like
- Chapter 6 Learning How to Lead Improvement pg 87-108
  - “Unless the new knowledge and skills (of professional learning) are consistent with [teachers’] existing theories of action, the learning required for improvement will not happen without engagement.”

## Link(s) to key documents

1. Book - REDUCING CHANGE TO INCREASE IMPROVEMENT - VIVIANE ROBINSON  
Purchase  
<https://docs.google.com/document/d/1ziNX6Bb2g1uDXDXCoSMq7aFSoOGc10SJANSFjnPx5E/edit?usp=sharing>  
Webinar [Reducing change to increase improvement - THE EDUCATION HUB](#)
2. Strategy 1 - INSIDE-OUTSIDE CIRCLE [Layout 1 \(responsiveclassroom.org\)](#)
3. Strategy 2 - PLACEMAT [Support Material: Placemat Activity \(learnalberta.ca\)](#)
4. Strategy 3 - JIGSAW <https://www.kent.edu/ctl/jigsaw>

## Suggestions for Use

(Ideas for facilitators about how this resource could be used/ Examples of activities/Important questions to consider)

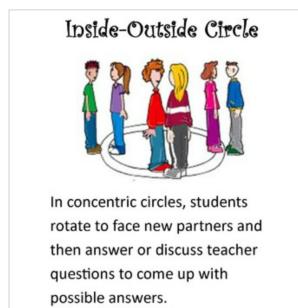
1. **Before** your professional learning hui (2 weeks):
  - **Intension:** to explore the wisdom the book ‘Reduce Change to Increase Improvement’ provides leaders
  - **Purpose:** to understand the importance of and how to engage kaiako in change
  -

- Check how many groups of eight you can make from your team of kaiako
- Invite to pre-read the book and
- Invite to jot down reflections on (can use the internet to find info)
  - change versus improvement
  - why teachers beliefs must be surfaced before change can take place
  - persuasive process versus dialogic process
- Consider the implications for destreaming across your kura.

## 2. During your professional learning hui (2 hours):

### **Activity 1:** whakawhanaungatanga.

- Inside-Outside Circle strategy

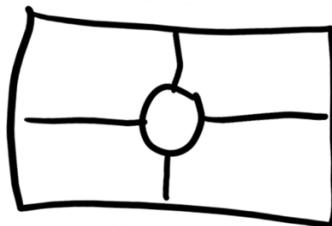


[Layout 1 \(responsiveclassroom.org\)](http://responsiveclassroom.org)

- Four rounds
  - i. something you did today that had a positive impact on a student's learning & how you know
  - ii. your understanding of change versus improvement
  - iii. why teachers beliefs must be surfaced before change can take place
  - iv. the difference between persuasive process versus dialogic process
- Use the final pairs to set up **groups of eight** in the room, your 'home team' ready for the next activity

## **Activity 2:** creating the stable foundation from which the learning experience will build upon.

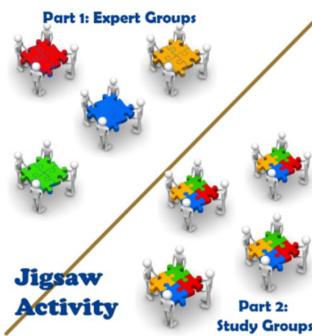
- Think about a kura-wide change that was made that you were involved in that worked well and has been sustained / maintained - why did it work well?
- Outline and use a 'Placemat Strategy' to write down your reflections, share these with the group and identify common themes for what helped the change to work well and be sustained / maintained



[Support Material: Placemat Activity \(learnalberta.ca\)](http://learnalberta.ca)

## **Activity 3:** the opportunity for new learning, deeper understandings, grappling with different perspectives and ideas.

- Outline the 'jigsaw strategy' and use to



<https://www.kent.edu/ctl/jigsaw>

- Number off 1 - 8 within your 'home team'
- Go to your number 'expert team' to
  - i. read a chapter or part of (4x A3 copies of the necessary pages, 1 between 2), without interruption
    - 1 = Chapter 1 pg 1-12
    - 2 = Chapter 2 pg 13-22
    - 3 = Chapter 3 pg 25-35

- 4 = Chapter 4 part A pg 37-49
  - 5 = Chapter 4 part B pg 50-69
  - 6 = Chapter 5 pg 71-86
  - 7 = Chapter 6 part A pg 87-96
  - 8 = Chapter 6 part B pg 98-108
- ii. identify, as an individual, your 10 key points from the chapter
  - iii. agree, as a group, to
    - create a brief (250 word) summary of the chapter
    - the top 5 key points from the chapter and why they are important to reduce change and increase improvement
- Return to your ‘home team’ to
    - iv. report back to your home group
    - v. create meaning together
    - vi. surface any questions and grapple with these using a dialogic process to develop your collective and shared understanding
      - share and understand different perspectives
      - listen to understand - pause, paraphrase, inquire
      - speak to be understood - say what, say why, invite others’ thinking
      - show respect for self and others
      - use valid information
      - seek internal commitment to move learning forward
- identify your actionable next steps with respect to ‘reducing change to increase improvement’ and how best to approach the destreaming kōrero

### 3. **Beyond** your professional learning hui:

- Implement and monitor what the reading and discussion prompted you to start.
- Read about flexible grouping.
- Read about activating ākonga as learning resources for each other.
- Trial a new flexible grouping strategy.
- Trial a new ‘activating ākonga as learning resources for each other’ strategy..

Questions to consider:

1. What learning will you and your team need to engage with around engaging each others' 'theory of action'? How will you practice and support each other to do this well?
2. When might you engage the team in developing or revisiting a set of team NORMS / MATEs / agreed ways of working, to help move you all forward?
3. When might you engage the team in a workshop to establish your schools core purpose, role clarify and connection to the why of detreaming?
4. What change model might you use to implement and monitor change?
  - a. EG Renihan or Fullen or Le Fevre
5. What learning will you and your team need to engage with around 'destreaming'?
6. What is an effective plan and timeline look like?