Maximising the chances for sustainability

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and
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Broadening Restorative Perspectives Conference
Melbourne, 2013
Making a case for change

Putting an implementation team together

Creating a vision for the future

Communicating the vision to capture hearts and minds

Removing obstacles and empowering action

Generating short-term wins

Keeping the pressure on

Maintaining the gains

Implementing and Embedding change

Getting ready For change

Overcoming inertia and getting the ball rolling

John Kotter
Step 1 – Making a case for change

Get a small team together to do the following work:

➢ Use and interrogate data
➢ Identify imperatives
➢ Identify threats and opportunities
➢ Feed all this back to stakeholders and use this to engage them in robust dialogue

Getting Ready for Change

Blood and Thorsborne, 2013
Step 2 – Putting an implementation team together

- Call for expressions of interest - check for spread of skills, weaknesses
- Ensure team members represent spread of stakeholders
- Ensure team has members who are respected and are good practitioners
- Consider having a reference group of students and/or parents
- Do some team building

*Getting Ready for Change*  Blood and Thorsborne, 2013
Step 3 – Creating a Vision for the Future

Team to work on this:

- Develop a summary that captures the future
- Adapt current vision to capture RP focus
- Define underlying values as behaviours (including adults)
- Develop a strategic plan for roll out of RP
- Become fluent in the vision

Getting Ready for Change

Blood and Thorsborne, 2013
Step 4 – Communicating to capture hearts and minds

- Talk about the vision at every opportunity
- Address concerns and issues - create opportunities for this and *listen carefully and report back*
- Tie all decisions back to the vision
- Explain inconsistencies (transparency)
- Talk the talk and walk the talk

*Overcoming inertia and getting the ball rolling*

Blood and Thorsborne, 2013
Step 5 – Removing obstacles and empowering action

- Recruit people to deliver the changes
- Remove obstacles that impede the vision
- Change structures, operations, roles
- Put RP into performance measures
- Develop a PD program
- Recognise and reward those making the change

Overcoming inertia and getting the ball rolling

Blood and Thorsborne, 2013
Step 6 – Generating short-term wins

- Choose projects that are likely to succeed and don’t need critics’ support
- Talk up the successes at every opportunity
- Celebrate the wins
- Keep everyone in the loop about what is working and why it is
- Acknowledge and reward staff who meet targets

*Overcoming inertia and getting the ball rolling*

Blood and Thorsborne, 2013
Step 7 – Keeping the Pressure on

- After every win, analyse what worked and what needs improving
- Set new goals
- Adopt a continuous improvement approach
- Hire and develop people who can implement the change vision
- Add new blood to the team

Implementing and embedding the change

Blood and Thorsborne, 2013
Step 8 – Maintaining the gains

- Encourage leadership through all levels of staff
- Hire to fit the vision and change ideals
- Link new behaviours to improved performance
- Publically recognise the contributions of the original team
- Plan for succession

*Implementing and embedding the change*

Blood and Thorsborne, 2013
Above the Line: What has to be done – System Infrastructure

Below the Line: How it has to be done – Human Infrastructure

Blood and Thorsborne, 2013, Adapted from Wheatley, Dalmau et al
6 Circle model – 3 of the Contributors

Meg Wheatley

Tim Dalmau

Richard Knowles

Blood and Thorsborne, 2013
Successful Change

System infrastructure is WHAT has to be done to achieve the changes

This is underpinned by other deeper processes referred to as human infrastructure – HOW things are done

Separated by a green line

Blood and Thorsborne, 2013
Green line – Above & Below

Matters that involve the intellect, the left brain, rational bits, the “head” - responsible for the management and the execution of tasks and plans (WHAT)

Matters to do with our emotions, our commitment, our right brain, our irrational bits – it is the quality of leadership that will influence buy-in and whether or not hearts are captured (HOW)

Blood and Thorsborne, 2013
Communication and information

- Access to information
- Open and honest communication
- Briefing, explanation, asking, feedback
- Transparency
- Minimises rumour and gossip

“Information is like oxygen”

Zuieback, 2012

Blood and Thorsborne, 2013
Relationships and Connections

- Development of trust
- Relationship at the core of school culture
- This value modeled first with staff
- Leadership must be “relational”
- Not just between two people, but between faculties, teams, connecting all parts of the system, horizontal and vertical

Blood and Thorsborne, 2013
Identity and beliefs

- Our actions are driven by our values and beliefs about who we are.
- The school has to decide who it wants to be, what it wants to be known for (*vision*).
- The school has to decide what is important to model and teach, what it stands for (*values*).

Blood and Thorsborne, 2013
IMPLEMENTING RESTORATIVE PRACTICES IN SCHOOLS

A PRACTICAL GUIDE TO TRANSFORMING SCHOOL COMMUNITIES

MARGARET THORSBORNE AND PETA BLOOD