



Managing Change

The EYFS reforms



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WIDER ALLIANCES . NARROWER GAPS



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Aims of our training

- Introduction to EYFS reforms
- Challenges from the sector in managing change
- Exploring Models of Change - Rachel Gillet – Kenilworth and Whitnash Nursery Schools & Early Years Teaching Centres, Warwick
- Supporting Emotions - Lucy Driver - Bristol Early Years Teaching School Alliance
- EEF change implementation guide – Eileen Allpress – Highfield Nursery School, Ipswich, West Ipswich TSA.
- A case study in change management

Please be mindful of Zoom professionalism and protocols

Summary of EYFS reforms

1. Understand the Change



What has changed?

- EYFS has been reformed for September 2021 by the DfE. (statutory)
- Development Matters has been re-written (DM2) (non statutory guidance)
- Birth to 5 matters has been developed (non statutory guidance)

Why?

- Increased emphasis and time for communication, the bedrock of thinking and learning
- Inclusive for all children with more time to consolidate and deepen learning to narrow 'gaps'
- Reduce workload so more time is spent beside children
- Assessment and tracking expectations have not been effective in supporting progression for all so far



1. Understand the change

How will that effect us in practice?

- We will have more time to work beside children as less ‘evidence’ will be required
- Our professional judgements will be important and valued.
- Our focus will be drawn to **communication** and extending the ‘back and forth’ conversations across all aspects of learning for all children.
- The ‘Educational Programmes’ are more detailed in some aspects and some language has changed
- We will focus on our ‘curriculum’ and what we want for children rather than planning to assessment outcomes.
- We will need to be confident of **what we already do that supports learning well**
- We will all need to be able to articulate **what we know about a child** and **what is next for them, tell their story.**
- We will need to reflect on some aspects of our practice, such as our assessment and tracking of children and **reduce** all that is not ‘useful’
- We will need to think about how we communicate these changes widely to our communities, Parents and Governors/stakeholders





Introducing the PVI EYFS Reform Pilot

- Approximately 120 PVI settings involved directly in pilot
- Diagnostic Tool to identify strengths and challenges
- Bespoke SLE support for settings – 2 days
- Further LAs expressed interest
- CPD Offer to all

Challenges for the Sector

Over 108 settings have responded to our diagnostic and outlined their concerns, this selection is representative of the wider response:



There is a time issue. Getting the staff all together to undertake training. There may be reluctance to change, and getting the team to accept change.

It takes a long time to train staff to be confident. There are staff that have been here a long time and are not ready for change. • Making sure there is a smooth transition to the new Statutory EYFS. There may be some gaps in leadership knowledge and therefore the team's knowledge of the changes.

Challenges for the Sector cont.



Supporting the staff in implementing the changes. Although the staff are very open to learning and accepting of change, there is a lot to take in. We feel it is the SLT team responsibility to help staff to understand the reforms but in smaller chunks. As a result, we feel that the SLT team require training and support to understand the reforms so that we can support staff.

We are also concerned that if we are not ready for the reforms that Ofsted will pick up on this and this will change our grade

Getting the staff on board especially re the original EYFS and training for the more mature staff. Now there will be more changes for staff to address.

Staff taking responsibility/ownership for putting planning into practice and having confidence to talk about it

Confidence of leadership & management to be able to implement the reforms and cascade information to all members of staff (developing a shared understanding)

Unable to disseminate the EYFS reforms to staff due to the pandemic through a full staff meeting for example. We are currently relying on emails to share changes





Principles of Change Management: 1: Understand Change

To manage and promote 'change' you need to understand the benefits and reasons yourself and have clear in your mind the answers to the following questions:

- What needs to change?
- Why is it changing?
- How will it effect the way we work?
- What will the benefits be?
- What will need to happen for the change to be successful?

Principle 2: Plan Change

Change does not happen by chance it needs to be clearly thought about and you need to plan the process of change:

- What will your first steps need to be?
- How will you engage the level of support you need? Do you need financial support?
- Involvement: Who is able to support you through **these** processes? Do you need external help or training? Internally what role will people play?
- Support- how will you involve people so they 'buy-in' to the change?
- Impact- what will success look like?





Principle 3: Implement Change

So how exactly are you going to make change happen?

- Ensure that everyone involved in the changes understands what needs to happen – and what it means for them.
- Agree success criteria for your changes, and make sure that they're regularly measured and reported on.
- Map and identify all of the key stakeholders that will be involved in the change and define their level of involvement.
- Identify any training needs that must be addressed in order to implement the change.
- Appoint "change agents," who'll help to put the new practices into place – and who can act as role models for the new approach.
- Find ways to change people's habits, so that the new practices become the norm.
- Make sure that everyone is supported throughout the change process.



Principle 4: Communicate Change

- Communication is the make-or-break component of change management. The change that you want to implement has to be **clear and relevant**, so people understand what you want them to do and why they need to do it. But you also have to set the right tone, so that you get the **emotional reaction** you're hoping for.
- It's a good idea to link the changes that you're planning to your organisation's principles and ethos or vision statements . Not only will this help people to see how the change positively impacts the "bigger picture," it will also provide them with an inspiring, shared vision of the future.



Recap 4 principles.

1: Understand Change

2: Plan Change

3: Implement Change

4: Communicate Change





Example of a change model

John Kotter's 8-Step Change Model

- **Step** One: Create Urgency. ...
- **Step** Two: Form a Powerful Coalition. ...
- **Step** Three: Create a Vision for **Change**. ...
- **Step** Four: Communicate the Vision. ...
- **Step** Five: Remove Obstacles. ...
- **Step** Six: Create Short-Term Wins. ...
- **Step** Seven: Build on the **Change**. ...
- **Step** Eight: Anchor the **Changes** in **Organisations** Culture.





Example of Change Model

- The ADKAR Change Management Model is a particularly useful tool that you can use to help communicate your change. It outlines five things you should address in your communications:
- Awareness (of the need for change).
- Desire (to participate in and support it).
- Knowledge (of how to change).
- Ability (to change).
- Reinforcement (to sustain the change in the long term).



Over to you.....

Reflect on the steps of change in any of these models.

- What aspect of managing change do you find most difficult?

Please use the chat function to share your thinking, and we will respond.



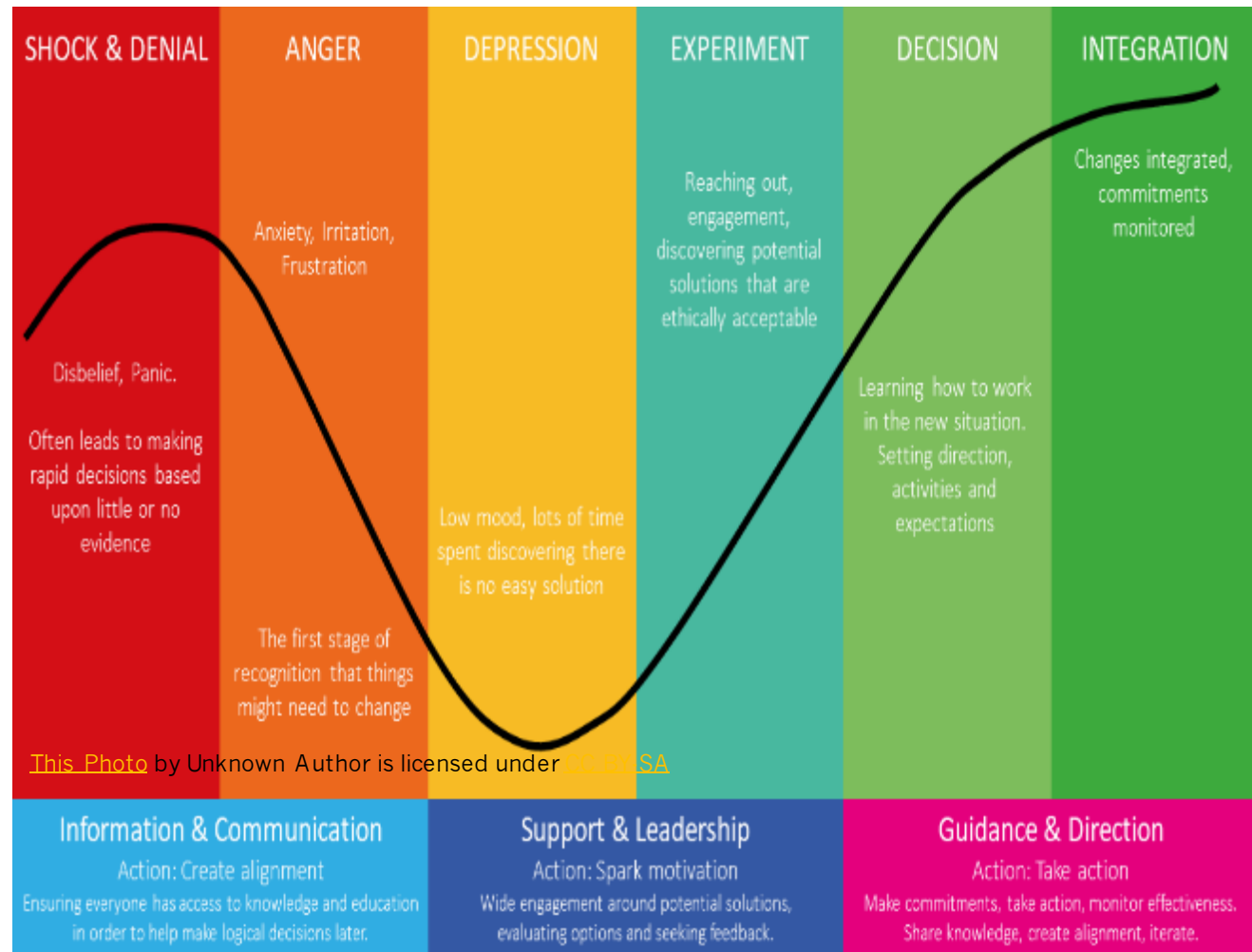
Model of Emotional Responses to Change

Coaching individuals through the 'Change Curve' Kubler-Ross:

- Stages 1 and 2 - Blaming Self and Others.
- Stage 3 – Confusion.
- Stage 4 – Acceptance Rationalisation.
- Stage 5 – Problem Solving.
- Stage 6 – **Moving** On.

Make a space for Stages 1, 2 and 3: Listen, let them vent, don't react, keep calm. People emotionally need to go through the stages to reach 4,5 and 6

Kubler Ross Change Cycle



Individual Differences

DRIVERS (Kahler 1975)

- Be Perfect
- Be Strong
- Try Hard
- Please People
- Go Faster



Myers Brigg Personality Types

Pack Dogs

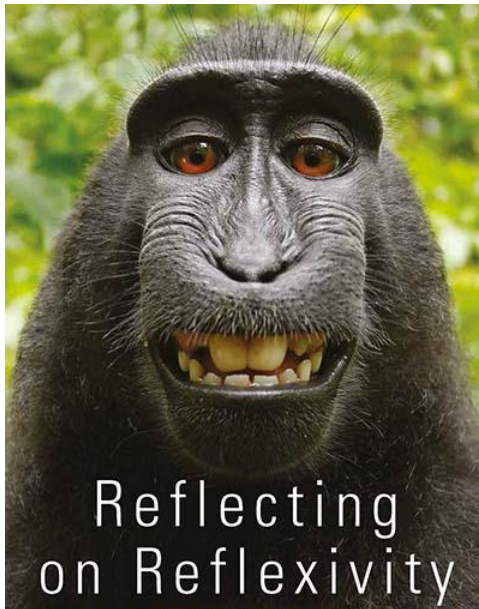
Which one is your go to driver?
Do you recognise any of your team
in these drivers?



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Reflexivity

REFLEXIVE - *taking account of itself or of the effect of the personality or presence of the researcher on what is being investigated.*

Reflexive practitioners engage in *critical self-reflection*: reflecting critically on the impact of their own background, assumptions, positioning, feelings, fears, needs, behaviour while also attending to the impact of the wider organisational, ideological and political context.

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Leadership Characteristics that support Change

Successful change leaders tend to show the following characteristics:

- The ability to build coalitions and inspire trust .
- Strong communication skills at every stage.
- Emotional intelligence to pick up on resistance to change and acknowledge the personal difficulties that people have with it.
- The ability to think strategically and link the change to the "bigger picture."



Emotional Intelligent Leadership : Dan Goleman

Self-awareness:

- Emotional self awareness
- Accurate self awareness
- Self confidence

Social awareness:

- Empathy
- Organizational Awareness
- Service

Self-management:

- Self control
- Transparency
- Adaptability
- Achievement
- Initiative
- Optimism

Relationship management:

- Inspiration
- Influence
- Developing others
- Change catalyst
- Conflict management
- Teamwork and collaboration

Checking in at

Supervision

New EYFS says: 'providers must put appropriate arrangements in place for the supervision for staff who have contact with children and families. Effective supervision provides support, coaching and training for the practitioner and promotes the interests of children (and families). It should foster a culture of mutual support, teamwork and continuous improvement which encourages the

...to address 'live issues.'



- **Supportive/restorative** – how is work affecting practitioners personally
- **Developmental** – development of skills through exploration and reflection, extend understanding,
- **Management** – quality assurance and safeguarding, ensuring agreed aims, principles, policies and practice upheld, service comes first

Responsibility to '**contain**' staff and enable them to **THINK WELL**

Are teams owning and feeling confident with the changes?

Crucial C's:

Connect (to the values, direction, team)

- I believe I belong

Capable

- I believe I can do it

Count

- I believe I matter

Courage

- I believe I can handle what comes

Lew and Bettner 2012





Time to Move

How might you and your team might keep emotionally safe and engaged through the process of change?

- Please pose any questions or comments in the chat function
- See you in 10 minutes!




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WIDEK ALLIANCES - NARROWER GRIPS

The <https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/evidence...>

EEF: Implementing Change as a Process



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- Treat change as a process, not an event; plan and execute it in stages.
- Create a leadership environment and team approach that is conducive to good implementation.



EXPLORE: Define the problem you want to solve and identify appropriate training or approaches to implement

PREPARE: Create a clear implementation plan, judge the readiness of the team to deliver that plan and prepare the team and resources.



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- **DELIVER:** Support staff, monitor progress, solve problems, and adapt

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WIDER ALLIANCES, NARROWER GAPS

- **SUSTAIN:** Plan for sustaining and scaling an intervention from the outset

1

FOUNDATIONS FOR GOOD IMPLEMENTATION

Treat implementation as a process, not an event; plan and execute it in stages



- Treat implementation as a process not an event.
- Allow enough time, particularly in the preparation stage; prioritise appropriately.
- **Do fewer things better** – stop approaches that aren't working.

FOUNDATIONS FOR GOOD IMPLEMENTATION



1

Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.



2

Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.



EXPLORE

3

Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.



PREPARE

4

Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
 - Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
 - Develop a targeted, yet multi-stranded, package of implementation strategies.
 - Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - Introduce new skills, knowledge, and strategies with explicit up-front training.
 - Prepare the implementation infrastructure.



DELIVER

5

Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.



SUSTAIN

6

Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

IMPLEMENTATION PROCESS BEGINS

Treat scale-up as a new implementation process

Identify a key priority that is amenable to change

Continuously acknowledge support and reward good implementation practices

Systematically explore programmes or practices to implement

Plan for sustaining and scaling the intervention from the outset

Examine the fit and feasibility with the school context

STABLE USE OF APPROACH

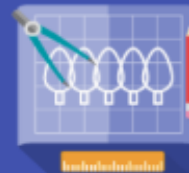
Use implementation data to drive faithful adoption and intelligent adaption

Reinforce initial training with follow-on support within the school

Support staff and solve problems using a flexible leadership approach



SUSTAIN



EXPLORE



DELIVER



PREPARE

ADOPTION DECISION

Develop a clear, logical and well specified plan

Assess the readiness of the school to deliver the implementation plan

Prepare practically e.g. train staff, develop infrastructure

NOT READY
- ADAPT PLAN

READY

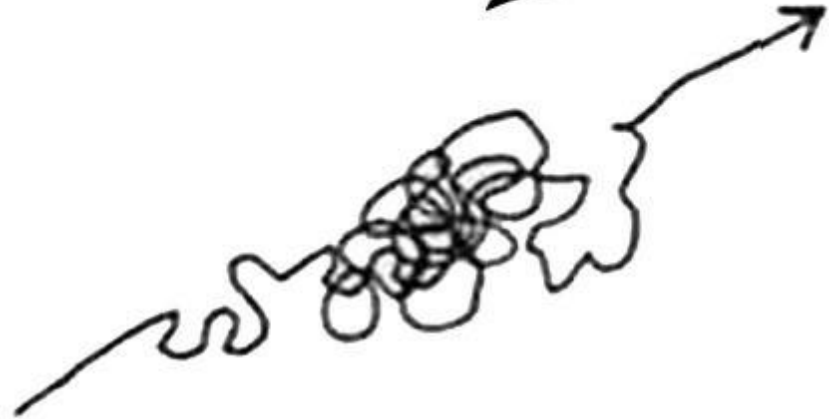
DELIVERY BEGINS

Success



what people think
it looks like

Success



what it really
looks like



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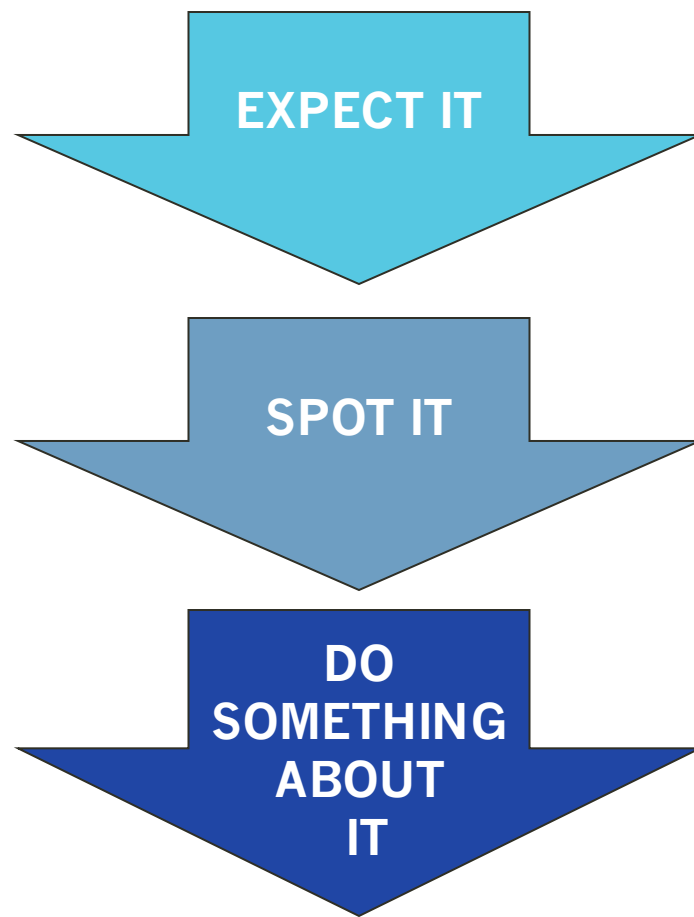


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Monitoring



- Why do we monitor?
 - *Identify successes and weaknesses
- What do we monitor?
 - *Fidelity to 'active ingredients'?
 - *Acceptability, feasibility, reach, costs?
- How and when do we monitor?
 - *What methods/ processes/ strategies will you use?
 - *Short, medium, long-term changes





Reflections so far...



Take a moment to reflect on the different models we have shared with you so far.



What elements or models might help you with the process of change in implementing the EYFS reforms?



What would help you overcome any barriers?



Telling Our Story: A process of change

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Planning EYFS reforms

A Foundation for change:

Our Leadership environment

Understanding: A vision and coalition for change

- Met together as a leadership team and revisited 'what we wanted for children' at our Nursery
- We reminded ourselves of our shared values work
- We shared again that we wanted children to explore, enquire and exchange communication and ideas

Desire to participate (agents of change) & Acknowledging our feelings



- We reflected on the **principles** behind the changes and felt 'excited' by more **freedom** and **permission to work beside children**, to **communicate** and **spend time talking with children**, to **reduce paperwork** and 'observations' and **be in the moment** 'co-constructing learning'. To consider a **new approach to assessment**. As a leadership team we wanted to ensure that we were ready to communicate this to our team.
- We acknowledged that we as leaders and our teams would at times feel challenged or worried by the changes as we went through the process. We need to create simple steps that would support us not to feel overwhelmed at a point when life is quite overwhelming.



Communication: A step by step approach

- We communicated the changes across the team initially by watching an online webinar together *“An Introduction to the EYFS reforms” by Dr. Julien Grenier (writer of DM2)*. This gave all of the team an overview of **why things were changing** and a brief top down explanation of the **reason and evidence for those changes**.
- We then provide time to talk, **how did the changes sit with our ‘vision for the child’?** What did we **like** about the changes? What supported our current practice?
- The SLT listened to the staff and heard their worries (managing something new, new language, so ‘used to’ the old DM etc) and also their anticipation, there were definitely elements that felt exciting. (reduced workload, more time with children, greater valuing of professional judgements)



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Quick wins and support

With the team we acknowledged that there were already many things we thought we did well to support children's learning and development so the SLT could reassure the team that we were not looking at an 'enormous' change but a **process of refining and embedding specific work** that could support us to continue to:

1. Improve communication and provide more **time** to communicate with children.
2. Reduce workload and consider what is really important in terms of observation and assessment and the paperwork that creates
3. Think about how we may 'scaffold up' and really begin our work with each child based on their starting points taking **time** to understand their skills and needs.

Despite our team being a very '**established team**' many of whom have been in post for 15 years plus we found there was a lot of **enthusiasm**, this felt like a '**return**' to a freedom to work beside children in a truer sense and not to feel pressure to 'document' as much of that work...making **time to talk**.

The SLT felt confident to take away some worry and did not focus on the documents or looking in specific detail at what is 'different' Instead the management of change would focus on our assessment and documentation practices.

The team then asked questions **What will that look like? Will we know enough about the children if we document less? How will our assessment practices change?**

Planning Change

- It was then time to look at the detail:

It was clear we would need to **tell the story** of our work and the process of change we were considering so that our **whole team could articulate it** to parents and the community and any visitor to our Nursery.

Our discussions with the team so far had outlined that **‘assessment processes were too detailed’** and **‘took a lot of time’**, we collected a **‘lot of ‘evidence’** and that focus for the staff meant other aspects were **‘squeezed’** (such as conversations!)

The SLT had become interested in a system developed by BEYA (Barnett Early Years Alliance) called OPAL (Observing Play and Learning) because it aligned with our work and principles. It seemed to be very close to what ‘we wanted for children’





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Communication and shared focused work

- The team were able to access an online presentation about OPAL delivered by BEYA. We then discussed how it aligned to our current practice and allowed us to keep the best of what we already do.
- The SLT also worked beside the team who have for sometime wanted to explicitly include **Characteristics Of Effective Learning** in our assessment processes. We often feel changes and progression within these aspects are more significant. We mapped out work on COEL so we could link this to the OPAL milestones and consider the child as a learner during their spotlight months.



Building on (anchor) the Change

- A Plan for the Summer term had developed from our shared understanding and growing enthusiasm to be flexible and free, with more time beside our children.

Summer term 2021:

- Download and share OPAL, trial its use in May and link it to our current systems of Pen Portraits and Parent Pen Portraits.
- The SLT will support the use of COEL during spotlight months so that we explicitly also consider children as learners.
- The EHT will look at the possibility of an Online Learning Journal that links to OPAL, costing the change from previous system for September 2021.
- SLT will map out 'spotlight' assessment months for children based on their ages when new cohort is known and plan 'observation' time
- Communication with the Parents of the September 2021 cohort will outline our Approach to assessment and manage expectations, we may use BEYAs phrase "You can not be in the moment if you are observing it"
- All of these changes will be shared with our Governing team and we will update our website with information for the wider community.



Sustaining and Embedding Change- A Reflective Process



- During every process of change we need to plan reflection points. 'What does the workload look like?' "What are staff bringing to supervision that we need to consider for the team?" This will be considered in May and July.
- Have clear success criteria and then stop at planned times to check that these have been reached or that we are still working towards them. Has each child had a spotlight assessment? How are Parents responding to the slight changes?
- Consider what has gone well and what may need addressing again from another angle. We will not get everything right first time but are we at a point where we can implement this more fully from September.
- There will be challenges to overcome, usually time to think and talk together, so how will this be managed, costed etc. **If it is important it needs to be given time.**
- Consider that it may raise issues for CPD, there may be staff members who need further training to support their confidence, what is available? how might peer work support, mentoring/supervision be beneficial?

Summary of key elements in our Management of Change

- Begin with a shared vision. **‘Tell your story’**...what do you offer and why...what do you want for children...what does this look like. Give everyone that voice across your team.
- Understand what is changing and why.
- Communicate this (Lots of free support online at the moment all of our training we found has been free!)
- This will need time, it is statutory and about to happen so time must be planned and found, even if it is a shared lunchtime discussion, an hour to watch a webinar etc.
- Listen to the team, collect and consider their worries or these will become barriers



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Summary of key elements in our Management of Change



- Tune into the positives, reduced workload is a massive plus, most practitioners will also really enjoy time to really get to know a child and for that to be valued. After all none of us got into this line of work because we loved paperwork!



- Recognise some aspect/worries may need outside 'expert' support, this can work equally well online as long as you then have time to discuss in person in your setting.



- Identify your quick wins, your strengths the aspects of your work that already fit the principles.



- Try to plan steps you will take across the Summer term together, be clear about support and help and who and when will complete and communicate each step. As this work takes place you will gradually become more familiar with the educational programmes etc. *Eat the elephant one bite at a time*



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Golden Nuggets

What are yours?



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