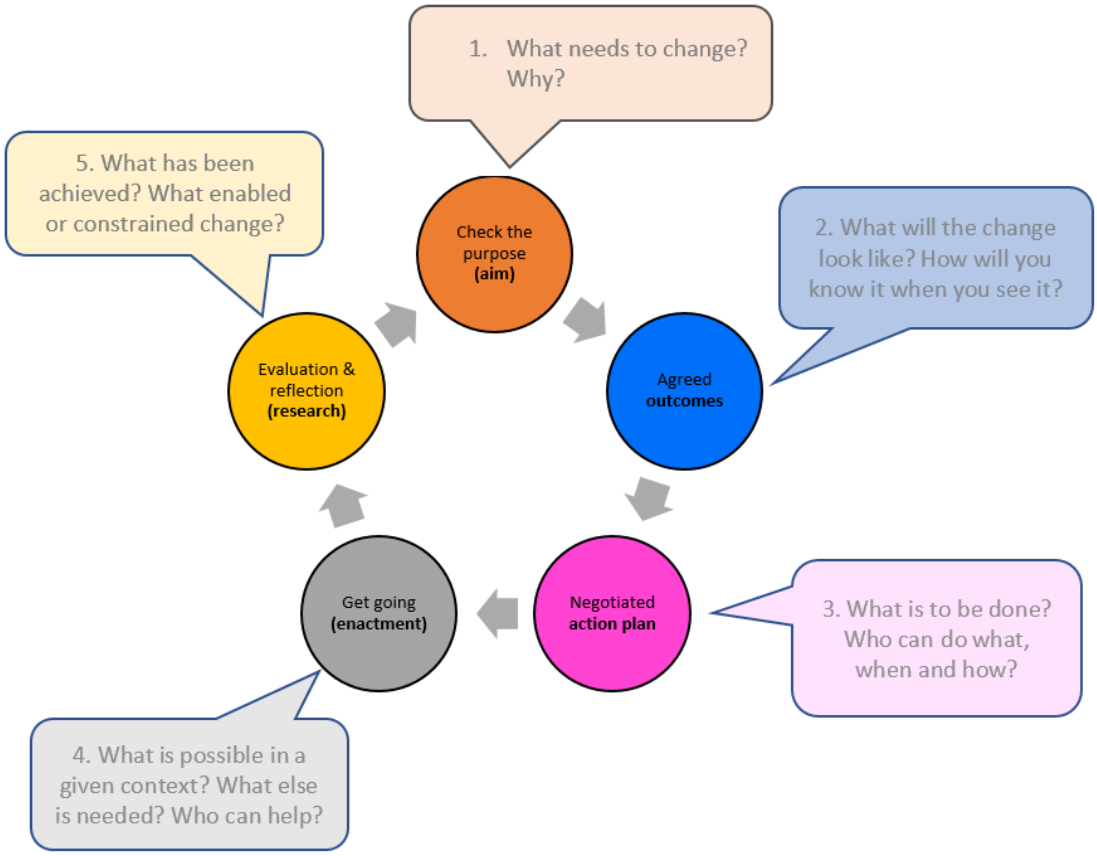
Toolkit process

The image below presents the toolkit process and is designed to guide teachers and school leaders through the stages of planning, implementing and evaluating change in their schools, in five steps. Although the five steps are presented as distinct stages, it is important to keep in mind that change is an iterative process that may involve several cycles as well as moving back and forth between the different stages and raising questions along the way.



STEP 1 – Check the purpose: Establishing a need for change is a key step in starting off a change process.

- Capture diverse perspectives including students
- Two-way dialogue
- Find a way for all voices to be heard

STEP 2 – Agree desired outcomes: Different people will have different understandings of what the desired outcomes should be or how they could be achieved. Agreeing a shared vision of what an improved practice may look like is critical for everyone to commit change.

- Clarity of communication
- Agree terminology

STEP 3 – Negotiating action plan: Planning a course of action that those involved will undertake together is central to achieving the desired outcomes. Different people will have different roles and will need to negotiate and coordinate collective action.

- Allow time for reflection
- **STEP 4 – Get going**: Implementing the plan is what gets the change process going. It does not mean that everything will go according to plan, or that everything that was planned will be possible. New issues or additional people may need to be involved along the way.
- Hard to reach' vs 'hardly reached' people, need different approaches

STEP 5 – Evaluate the impact: Evaluation and reflection on the impact is essential for identifying both intended and unintended outcomes. The extent to which the desired change has been achieved will inform further planning and actions.