

# Digital Change Analysis Scan

## OVERVIEW

The data presented here, is the result of brief interviews and questionnaire responses across a variety of industries. Respondents include classroom teachers at two different high schools in New Zealand, including administrative leadership, and several professional service industry e-training providers. While the respondents come from a variety of backgrounds, the commonality is that they all are leaders in digital education.

1. Can you provide an example of an organizational change related to digital learning that was successfully implemented?
2. What role did leadership play and what were some important steps that a leader or leaders took within the process?
3. What challenges did they (or you) need to overcome?

## Responding to Organisational Change

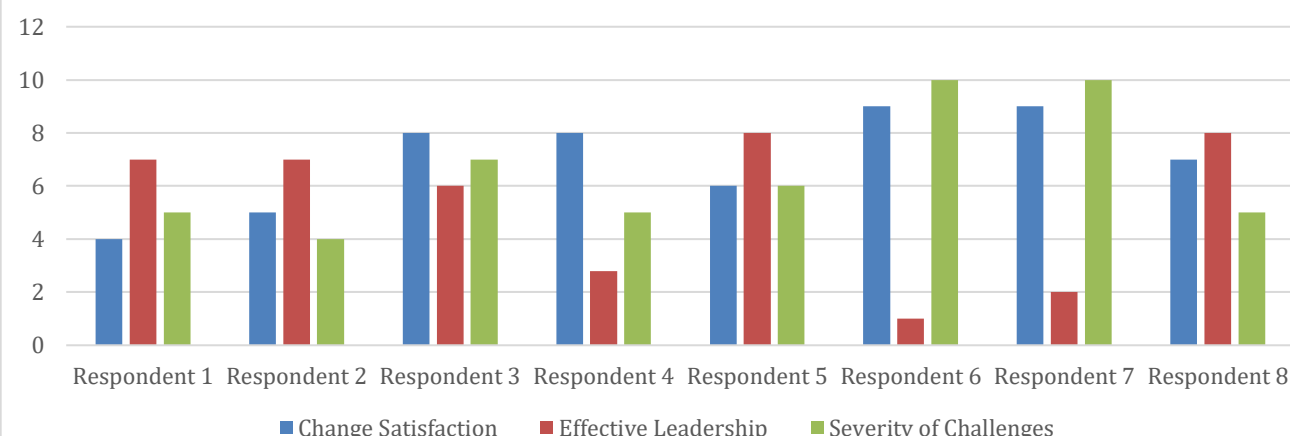


Figure 1 – Evaluating Responses to Organisational Change

Responses to Q1		Responses to Q2		Responses to Q3	
R1: two new positions of responsibility created for people leading a group of facilitators		R1: Senior Leadership Team (SLT) were responsible for creating the new positions. Prior to this point there had been investigation of three different LMS systems at school, this was instigated by school leaders. Based on the feedback, they had to decide on the best system for seeing the school into the foreseeable future.		R1: Bias from some staff for each of the three systems. Some staff were vocal in their dislike of each of the LMS systems. The leadership team had to come to a decision and explain this clearly to the staff. The implementation was then staged - first to teachers interested in leading the change (one or two facilitators from each Faculty) lead by the two staff with the new positions, they were given some training, and then teachers who wanted to try the new LMS were given training by the facilitators in each Faculty. They are trying the new LMS (about 60 staff out of 170) for the year. Full roll out of the new LMS will be in 2019. All staff will be given training to prepare during professional development throughout 2018.	
R2: The integration of Google platform, for use with new LMS		R2: School LMS leaders, in addition to 1 or 2 LMS leaders in each department. Main leaders are in direct contact with LMS company and are in charge of the implementation of the LMS. This means that when we as faculty leaders have a question, we go straight to school LMS leaders.		R2: The haters. There has been so much technological change in the last 5 years at the school, people are asking why they should invest their time in it after they have spent the last 2 years getting to grips with one medium and now have to change. People spend so much time getting to terms with one thing, and then have to get to grips with another. I think it is different if you are technologically curious, or have grown up in this kind of world, but a lot of the older staff question why? How is this any better?	
R3: Gradual BYOD implementation, starting with Year 9, continuing the following year with the next Year 9 group		The school leadership lead this change; it became a compulsory requirement. Departmental PD sessions trained staff on effective e-learning pedagogy and applications.		R3: The school needed to ensure that all students were able to obtain a device for their in-class learning; in some cases, cost was prohibitive. Teachers had to get used to students completing work online Teachers had to be effective e-learning managers of learning, including planning for network failure. Students needed to manage their devices charging, usage etc. Steep learning curve for many teachers. An updating of teaching practice to incorporate technology was required.	
R4: An IT vision group consisting of people from all departments in the school. Leaders did screen casts and held school-wide PD to teach.		R4: There is an IT vision group made up of people from all of the different departments in school. The leader of this group is the Deputy Principal and the Head of IT Systems. Leaders did screen casts and held school-wide PD to teach.		R4: The pace was moving too fast and groups were not differentiated to the substantially different levels of ability within the staff.	
R5: Implementing a hybrid delivery model for high school continuing education adult learners		R5: As the pilot was spearheaded by the Province, at the school board level there was little control over how the process unfolded. The school board management team took steps in recruiting teachers into the program, along with coordinating the adoption of hybrid courses into each of the adult high schools.		R5: Some teachers felt that they did not receive the supports they needed in the transition (e.g., lack of training). Also students were not well informed of what a hybrid course entailed and required of them. Better communication with both staff and students would have helped ease the transition.	
R6: All online material needed to be removed, labeled with level of clearance required to read material, and re-uploaded to the LMS.		R6: Change was a top-down requirement, and we had a timeline we had to follow. Our group was the last organisation across the organisation to comply because of a single school. My team let management know at each update which school and which course needed work until someone higher ordered them. There were a lot of politics involved in the reasons why requirements weren't followed. It became less about leadership and more about politics and egos. An authoritarian environment finally enabled forced compliance.		R6: The politics and refusal to cooperate. It was not overcome--orders and direct conversations from authority lead to cooperation	
R7: Industrial safety training shifted to online learning		R7: Change was the boss's idea, and the time allotted for implementation was short. He basically said "this is what I want" in a general sense and trusted it would happen. The small organization allowed for the process to take place quickly without being stifled by extensive consultations or red tape.		R7: Large number of end-users (the workers who were being trained) were resistant to the change. There was plenty of trouble-shooting because of tech problems. A lot of trial and error because of jumping in so quickly without any significant planning. Everything took place under a hectic time crunch.	
R8: gradual introduction of BYOD following a two years of trialling. BYOD introduced BYOD 1 year at a time.		R8: This was a top down initiative relying on a core group of trainers with both technical and pedagogical expertise. This has improved since the early years. The overall drive came from SLT but actual implementation depended on a distributed leadership model, which is always going to be the case in such a large school		R8: Some mentioned above but the key one is of course staff resistance which is partly based on genuine concerns about devices but also because those staff feel threatened by the change in pedagogy and the student centred nature of the learning that comes with devices. The challenges are significant but we are incredibly well resourced in comparison to many NZ schools (middle management units for trainers, supportive parents, IT support, good wireless infrastructure)	

Figure 2 – Qualitative Responses to Survey Questions