

2, 5, 10

change management for a rapidly changing world

Ross Peters, Managing Partner, EXPLO Elevate

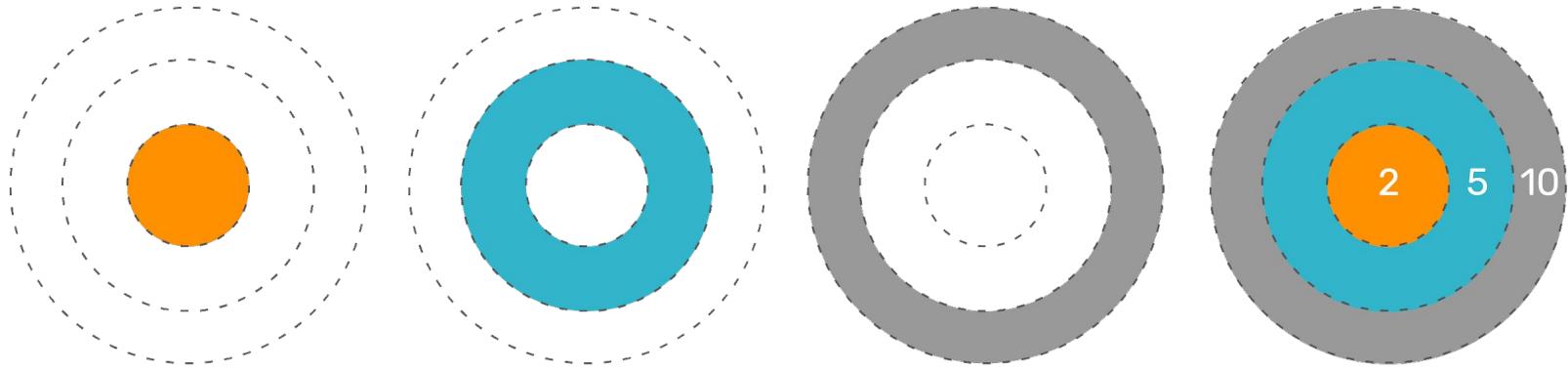


Pick a moment when you were the most engaged or most joyful or most lost in your own learning.

- **Doesn't have to be in a school setting, but certainly can be.**
- **Try to remember three to five specific details you have not remembered in a long time.**
- **Be willing to share your story and details with your school counterpart.**

Keeping the the important stuff front of mind





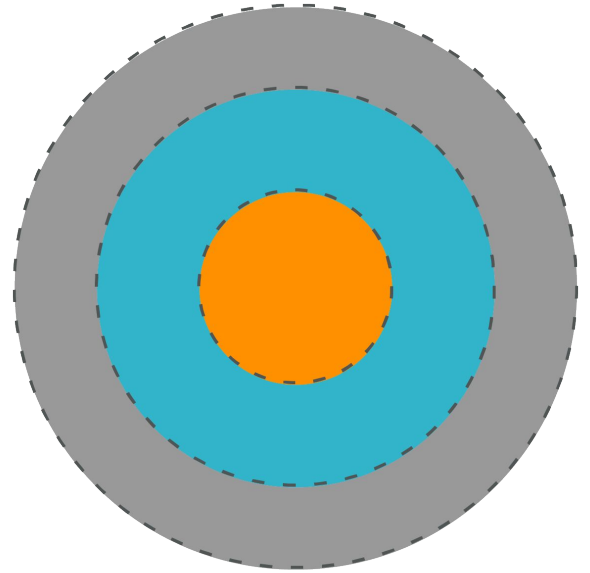
2-5-10

Change Management for a Rapidly Changing World



Unprecedented demand for things that don't go together easily

- Decisive leadership
- Tighter change timeline
- Increased community input
- Greater transparency/clarity regarding the change process



HACKING NORMAL CHANGE PROCESS...

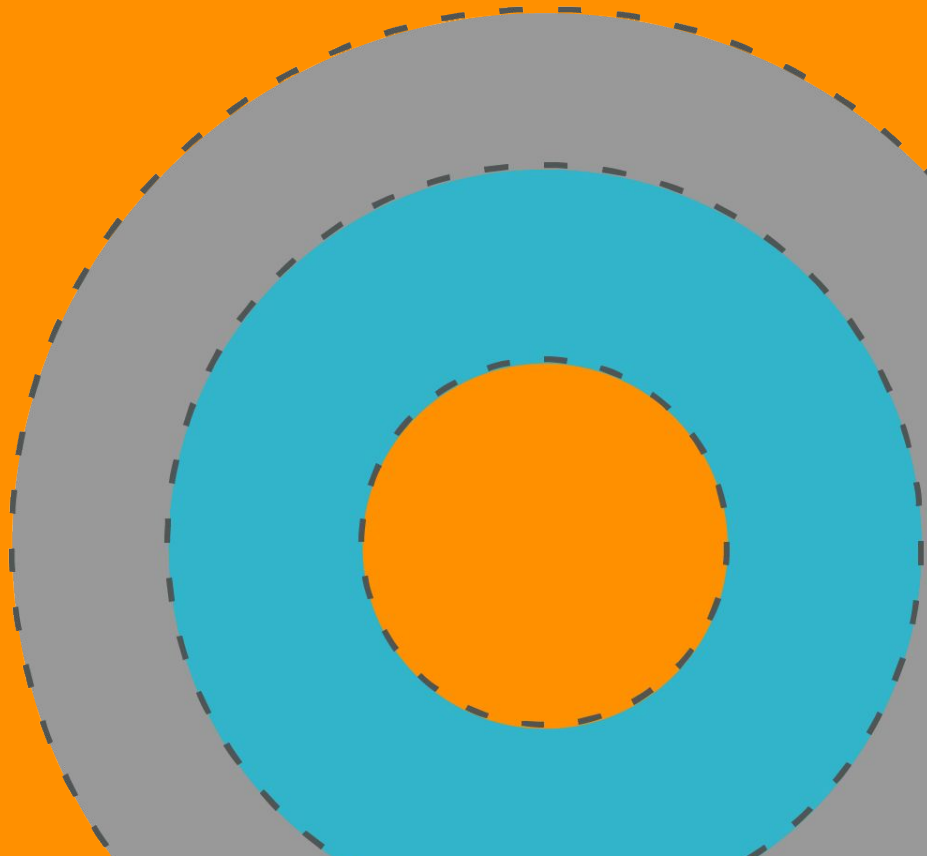
- What does normal process look like?
- How do people feel at the end?
- How should they feel?
- How does process affect ability to execute?
- The "The Skipped Question"
How can this process set the stage for what is next?

TRANSFORMATION STARTS FROM HERE.



A PLAN...

- Think widely enough
- Define a small number of goals
- Listen to representative voices
- Be clear about challenges
- Foreshadow the direction
- Make the compelling case
- Make the trains run on time



Problem:

Change processes risk creating mission, value, and values drift





#progressculture



Progress Culture

Big Goal:

to transform the school into a Progress Culture, in which normal will include the ongoing ability to reflect on and respond to a changing world, while deepening the mission and values of the school.

This historical moment requires not that we imagine the world will reach a new normal or stasis, but rather that we create within our school a new normal regarding how we respond to an ever changing world.



With the people from your school, list the topics within the AI conversation as you understand it now.



Monday, January 16, 2023
Today's Paper

The New York Times

World U.S. Politics N.Y. Business Opinion Science Health Sports Arts Books Style Food Travel Magazine Real Estate

Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach

- Popular tools that use artificial intelligence can deliver information, explain concepts, generate ideas — and, in some cases, write entire papers.
- The rise of chatbots like ChatGPT is prompting a potentially huge shift in teaching and learning, with some colleges completely redesigning courses.

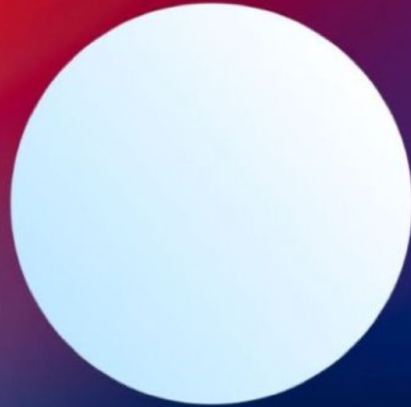
5 MIN READ



Lizzie Shackney, a law and design student at the University of Pennsylvania, said she saw both the value and limitations in A.I. tools. Steve Legato for The New York Times



GPT-4



100,000,000,000,000

GPT-3



175,000,000,000



Progress Culture



Always make what is best for students the alpha and omega of the conversation.

Ask hard questions about why you do what we do in the context of the mission and strategic vision of the school.

Be resolute in building in the best answers to those questions into the fabric of the school.



Progress Culture



**Be thoughtful in
defining what
progress is.**

In other words, keep a keen eye
on what should never change in
your school.



Progress Culture



Develop a faculty community that will be strong enough to implement the best ways forward.

Recognize the importance of inclusive and consistent communication with all constituents.

Be prepared to learn and to learn from others both other schools and other professions.

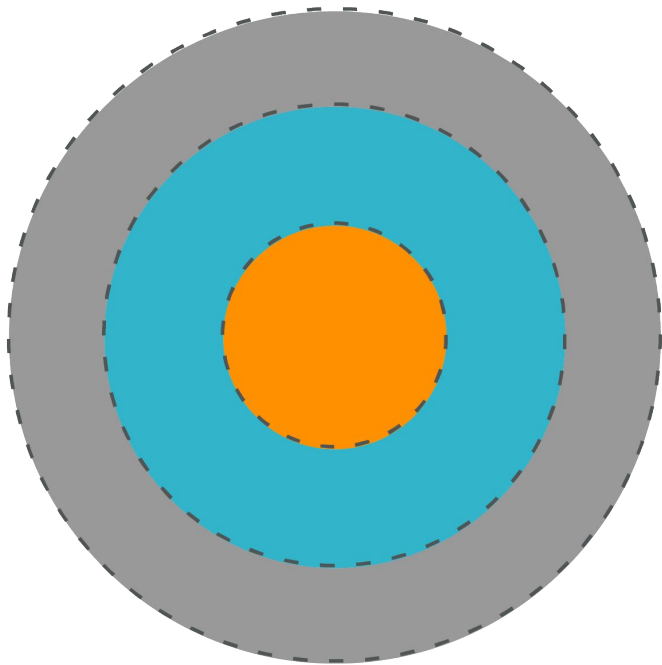




#change2510

The Change Management
Partner in a Progress Culture





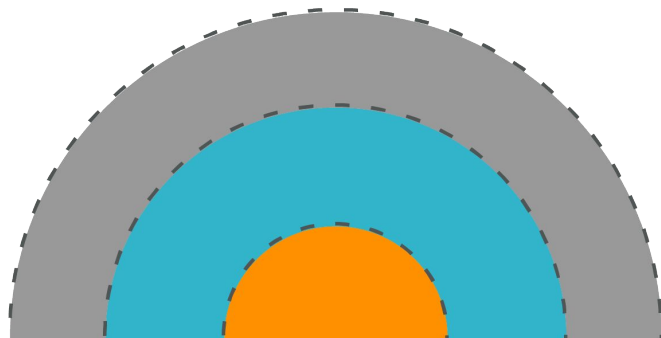
The bad habits of school change:

- Micro-managed
- Create precarious risk
- Become culturally corrosive
- Exclude people affected by potential change
- Likely to weaken community fabric right when the school needs it most

2, 5, 10

Recipe for Success

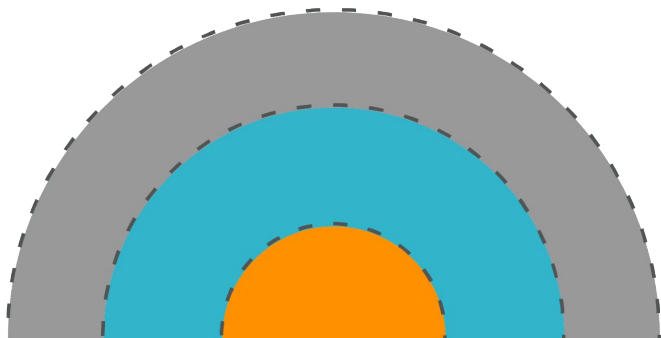
- Not the only way; not a magic wand, but it is a powerful way of thinking about approaching complexity.
- Purposeful and transparent
- Replicable
- Scalable
- A frame for thoughtful, inclusive, and equitable change processes.



Approaching a Change Initiative This Way:

- Creates appropriate and manageable expectations for progress. (appropriate transparency)
- Prevents an organization from overpromising and under-delivering.
- Positions the people leading the conversation to maintain focus on what is most important.

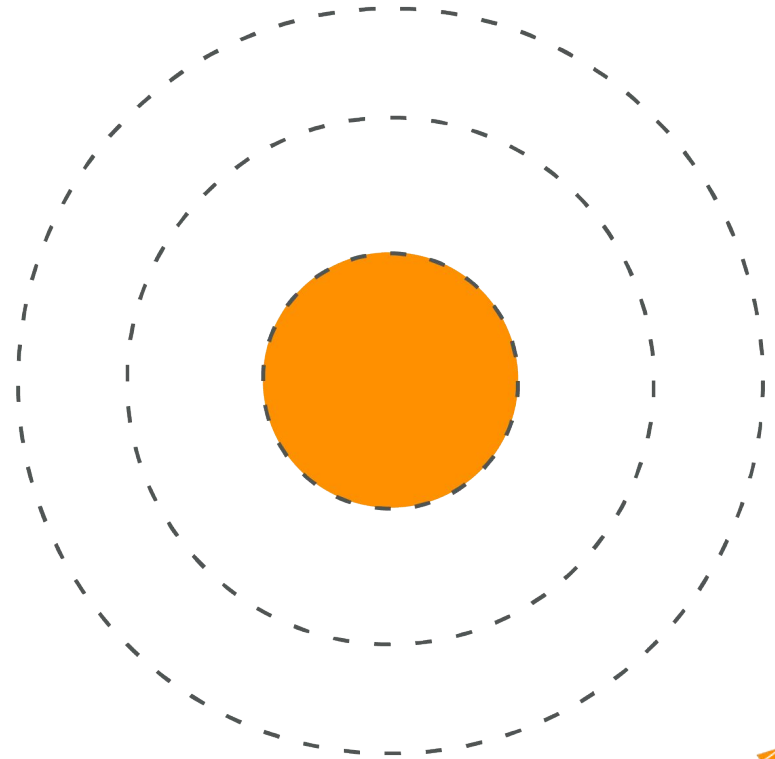
Nothing is more important than the TWO, nothing on the list of TEN should stand in the way of getting as much out of the FIVE as possible.



2

“NON-NEGOTIABLES”

There is room for two priorities that are non-negotiable. These are the goals that, if not met, should result in abandoning or re-starting the process. The TWO is an opportunity for the leader to create the all-important frame for the process. The TWO is the CHARGE. The leader should not define more than the TWO, but the TWO allow the leader to provide the larger compass for the scope of the work.



The TWO have a hidden No. 3



Hidden No. 3:

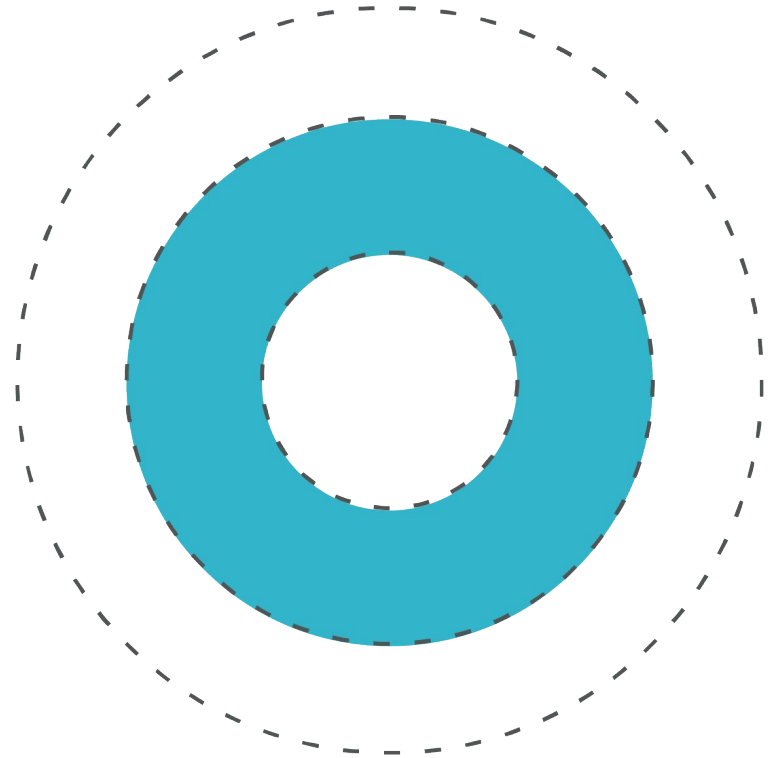
At the end of the process, the community should be more ready to take on whatever is next. ...and there is inevitably a lot that will be coming next. Avoid treating this work as an end unto itself. It should serve not only the immediate challenge of opening the school year well, but also position the school to continue to move ever forward.



5

“CRITICAL INGREDIENTS”

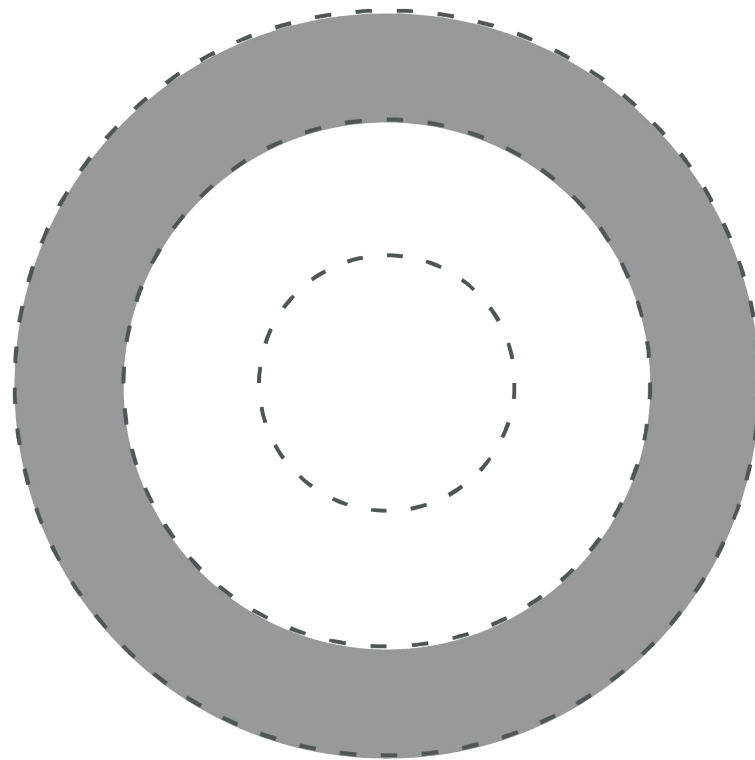
There is room for five critical items. The hope is that all five will be largely intact at the end of the process; however, there has to be a recognition from the start that compromise and a kind of horse trading is likely. There is clarity from the beginning that while the FIVE are hugely important, there is no doubt that they may have to undergo some compromise to get to the ends of the process described in the TWO.



10

“WOULDN'T IT BE NICE IF' GROUP”

These are the items that capture other hopes for the initiative. Getting all of them would be like hitting the lottery, getting six of ten would be good news. The TEN creates the chance to dream about what would be ideal. The conversation involving the TEN can also provide the leader and the leadership team with unique insight into what the school community values.

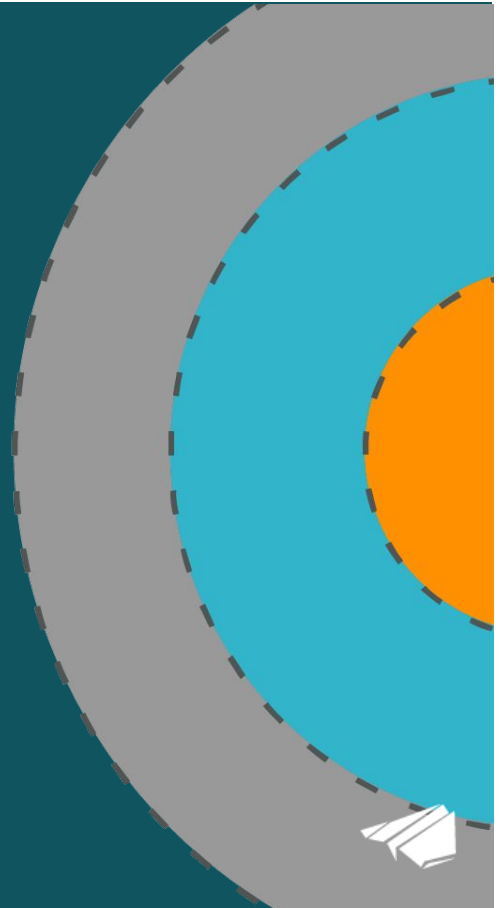


Responsible: Leadership/School Constituents



Get to obstacles last...

If you start with them,
you never get beyond them.
(Don't worry, they will still be there.)



Generative Work:
What are your
school's
questions in the
next 6-18
months/2-3 years?

- Faculty Question:
- Student Question:
- Marketplace Question:
- Family Question:
- Program Question:





Our Center of Gravity

AT THE OUTSET OF OUR STRATEGIC PLANNING PROCESS, WE NAMED TWO NON-NEGOTIABLE CONDITIONS THAT WOULD LIVE AT THE CENTER OF OUR PLAN AND AROUND WHICH ALL STRATEGIC PRIORITIES WOULD ORBIT.

1

Highlands will be resolute in discovering and delivering the best instructional models to serve all our students. These models will balance high academic expectations while preserving childhood within a community of acceptance and belonging.

2

Highlands will set the bar for excellence and innovation in Early Childhood through 8th grade education in Alabama and beyond, including committing to securing financial pathways and resources for enduring sustainability, attracting, hiring, and retaining exemplary independent school professionals; and promoting optimal enrollment growth and retention for the future.

NEXT, WE SELECTED OUR SIX MOST PRESSING STRATEGIC PRIORITIES:

Student Experience

Faculty & Staff

Diversity & Belonging

Campus & Facilities

Teaching & Learning

Finances & Resources

High academic expectations

while *preserving* childhood



The ideal school for the leaders of tomorrow...

Finances & Resources



HIGHLANDS WILL REIMAGINE AND IMPLEMENT A COMPREHENSIVE FINANCIAL STRATEGY SO THAT THE SCHOOL WILL FLOURISH.

We will

- Build the School's financial resources in order to ensure that it can serve its current and future students and their families
- Refine the school's retention strategies while the Board and leadership consider thoughtful enrollment growth

Campus & Facilities

HIGHLANDS WILL DEVELOP SHORT TERM AND LONG-TERM CAMPUS MASTER PLANS THAT MAKE OUR SCHOOL IDEAL FOR THE LEADERS OF TOMORROW.

We will

- Consider possible enrollment growth at key inflection points, as well as reflect a commitment to outdoor education and outdoor classrooms
- Address necessary facilities upgrades
- Complete a long-term enrollment plan to identify opportunities for growth at key grade levels and pinch points related to current physical campus



...fully aligned
with *The
Highlands Way*





Understanding the moment



State of Play

Any independent school operates under a dramatically changed context than when it was founded (even if it was founded in 2019).

- The marketplace has transformed.
- Our learning of how to best serve students has evolved *and is evolving*.
- We can't hide from the fact that any school is inextricably linked to the world around it.
- The teaching profession bears the scars of cultural diminishment.
- Necessity of and character of parent partnership has created tension.
- Increasing complexity of leadership role is unsustainable without better mechanisms of support.



Marketplace Transformation

- Tuition rising faster than inflation since 1958.
- Changing demographics
- Increasing wealth disparity.
- Cultural bifurcation.
- Myriad reasons to choose independent schools AND many reasons to not choose them, thus creating culture of shoppers. (Competing against free).
- What would you add, reword, or challenge given your specific context?



Evolving Understanding of Student Learning

- **We know more now about how students learn, yet teaching practice lags behind.**
- **We know there is inequity on our learning environments.**
- **School is intended to serve students, but too often we have designed around adults.
(examples? counterpoints?)**



Link Between School and World, World and School

- Schools are culturally porous.
- Independent Schools can no longer define themselves as **apart from rather than a part of the world where our students will serve and lead.**
- Balancing exposure to outside world with safety fears.
- Decreasing civility in outside world finds its way into schools.



State of the Profession

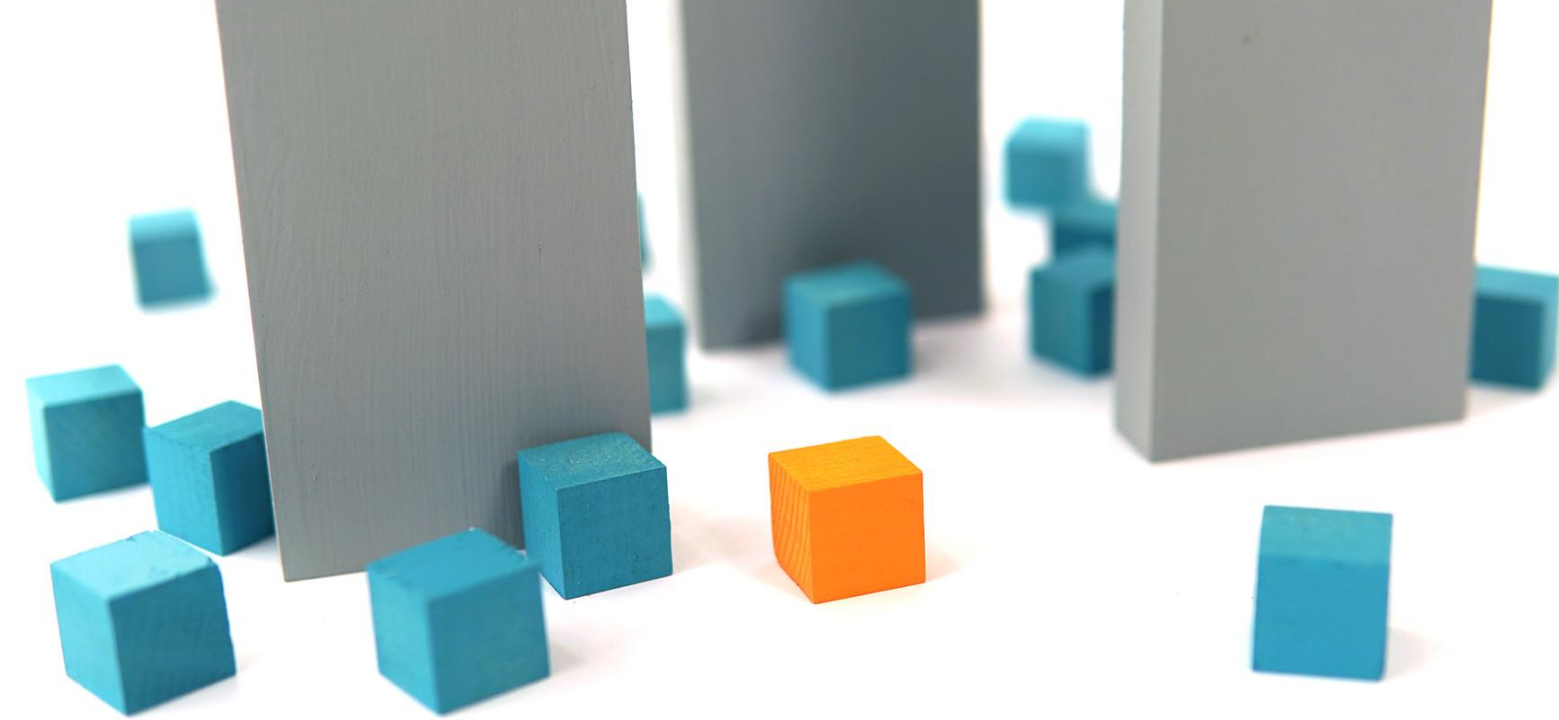
- Teaching practice is in a slow renaissance.
- Pandemic sped practice from evolution to revolution.
- Increasing faculty and administrative gap. (Vertical Empathy corrosion.)
- Faculty and staff costs are rising against a backdrop of stagnant salaries and benefits.
- Young teachers are leaving the profession...or increasingly bouncing from school to school.
- Constricting talent pool.
- Faculty too often does not mirror the diversity of the student body.



Family Partnership Tension

- Schools haven't defined what we mean by family partnership clearly, so others define it for us.
- Schools have rewarded the squeaky wheel.
- Trust is easy to lose, and slow to build on both sides.
- Culture of shoppers.
- Schools misunderstand and struggle to face the full communications challenge.



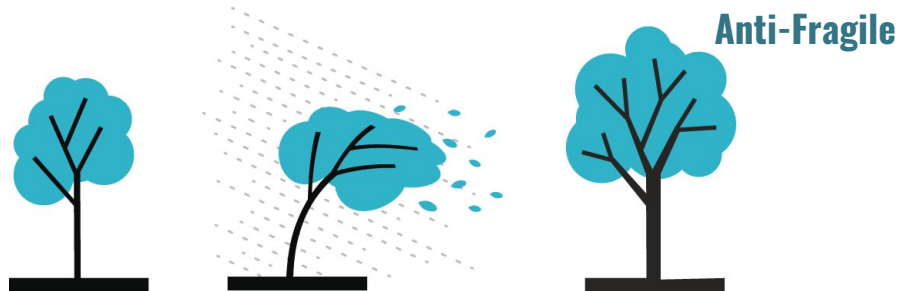
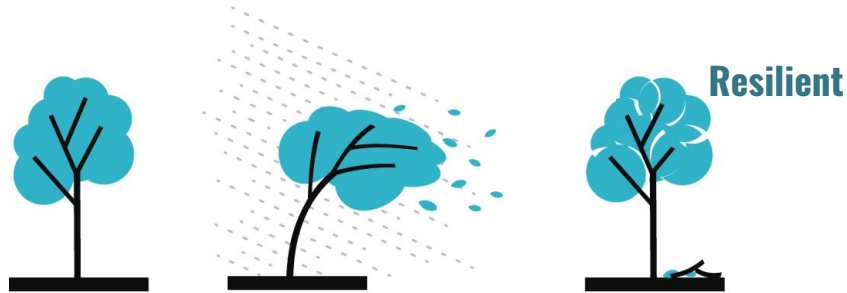
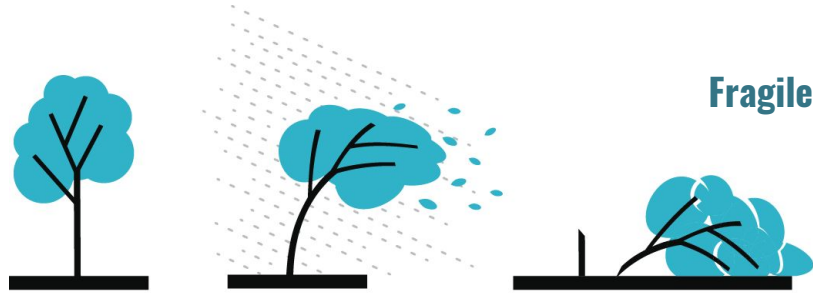


THIS STATE OF PLAY REQUIRES THAT SCHOOLS **develop a fluid understanding of where to be in relation to personnel and to strategic or tactical demands.**



Anti-Fragility vs. Resilience

Anti-fragility: something that becomes stronger or more successful because of a force acting against it, versus something that is built just to withstand a force acting against it (resilience).



**A Progress Culture is
not simply a Resilient
Culture but an
Anti-Fragile Culture**



**Generative Work:
What are the
questions the
your school must
answer in the
next 2-3 years?**

- Faculty Question:
- Student Question:
- Marketplace Question:
- Program Question:

