

Sample of the Online Mental Health Lead Toolkit

This is a shortened version of Step 2.4.
This step is sub-divided into 8 'mini' steps in the Toolkit

Step 2.4. John Kotter: The 8-Step Model of Whole-School Change

Author

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Lesson Description

Understand how to apply Kotter's model to implementing a culture of staff well

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Step 2.4. John Kotter: The 8-Step Model of Whole-School Change

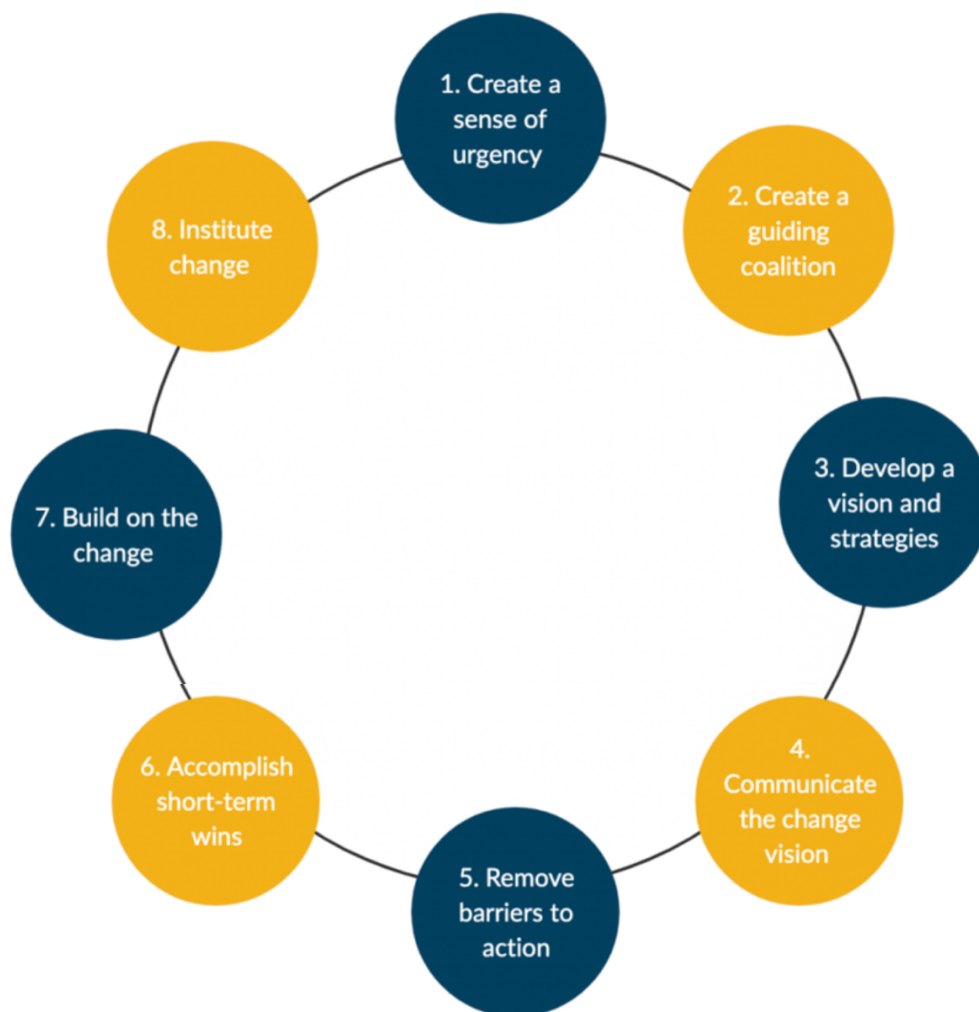
Documents required: None

John Kotter

John Kotter, leadership and change management professor at Harvard, proposed an 8-Step Change Model in his book 'Leading Change' in 1995. It has been very influential in identifying the stages in organisational change.



Kotter's model is built on the work of Kurt Lewin, a German-American psychologist regarded as one of the pioneers of social and organisational psychology. The process of implementing a culture of staff wellbeing and mental health in the Teach Well Toolkit Programme is based on Lewin's work.



Kotter points out that all 8-steps must be completed for successful organisational change. Omitting any of the steps could lead to implementation of the change failing.

Applying Kotter's 8 steps to the implementation of a whole-school culture of staff wellbeing and mental health

1) Create a sense of urgency: It is likely that your staff will support the implementation of a whole-school culture of wellbeing and mental health. The pressure on staff in schools is widely recognised. You might have staff absent with mental ill-health. Or some staff might be leaving because of stress or workload in the teaching profession. The results of **Doc 2: Online Survey: Identifying Issues of Staff Wellbeing and Mental Health if you are a Teach Well Toolkit School member, or the survey that you create if you are a Teach Well Toolkit individual member (see Step 3.2 for how to do this)** will highlight to what extent a lack of wellbeing is affecting the day-to-day lives of staff in your school and the importance of improving their mental health.



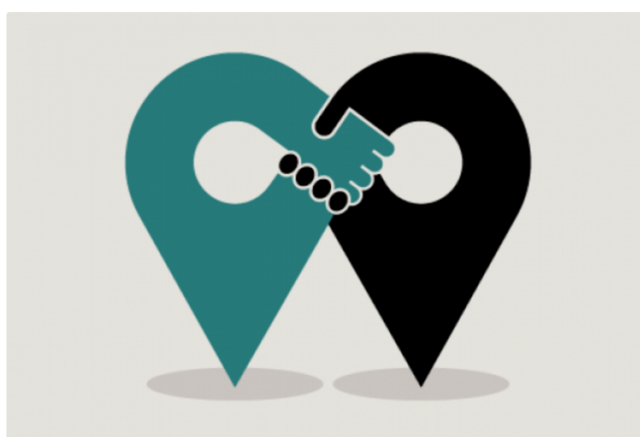
2) Form a powerful coalition: Although you will probably be leading the change as your school's wellbeing and mental health lead, it is important that you are supported by a team of staff. The team might comprise of, for example, SLT; middle leaders; pastoral leaders; or a Staff Wellbeing Group formed from a cross-section of staff volunteers. The team will help you to communicate effectively with staff, take responsibility for tasks that you delegate to it, create an action plan and promote whole-school change.



3) Create a vision for change: Paint a picture of how the school will change for the better and the improvement in staff wellbeing you are aiming to achieve by the end of Term 3. It might be helpful to create a diagram or table comparing staff wellbeing now with how you would like it to be in the future.

7) Build on the change: Long-term whole-school change often fails when the change process comes to an end and there is a weak plan to sustain it beyond its initial phase. At the end of Term 3, it is vital that a plan is put in place for Years 2 and 3. Review data from the second time the survey is completed at the end of Term 3 and compare it with the results of the first survey.

Plan Year 2 on **Doc 14: Staff Wellbeing and Mental Health Action Planning Template Year 2**. Use your own School Improvement Planning Template or our Template (See Step 7.1) to record broader plans for further development in Year 3. Combined with the current year - Year 1 - whole-school staff wellbeing and mental health then becomes a three-year continuous rolling programme, integrated with your School Improvement or Development Plan.



8) Anchor the changes in the culture of the school: Altering staff habits and processes is not always enough to change whole-school culture. Keep your key stakeholders such as SLT, middle leaders, pastoral heads, the staff wellbeing group and governors on board by communicating regularly with them and thanking them for their hard work and commitment. Ensure that staff wellbeing and mental health is included in the induction of new staff, trainees and supply staff. Celebrate staff who have taken the change on board and can show positive benefits. If your school belongs to a MAT, share your success with other schools in the Trust and encourage them to join you.

Kotter emphasises that change is not a simple nor a quick process. Organisation change fails, he argues, because of lack of detailed preparation or when the project is not seen through to the end. By delivering the Teach Well Toolkit Programme, you will avoid both of these stumbling blocks. Here is Kotter's 8 step change model, organised into three phases: 1) Create a climate for change; 2) Engage and enable the organisation; 3) Implement and sustain the change. You might find it helpful to use these phases and their corresponding actions in the delivery of Kotter's model.