

MLLC Change Initiative

Your submission may be based on a change initiative you led or on one that you are planning.

Start with why:

What was your change initiative? Why did you choose it? What was the intended impact on learners and/or colleagues? (Minimum 50 words.)

My change initiative focused on implementing an asset-based approach to writing assessment for primary pupils. I chose this after reviewing attainment data with the Senior Leadership Team, which revealed a noticeable decline in writing outcomes. The initiative aimed to improve pupil confidence, engagement, and attainment by recognising and building on individual strengths. In addition to these aims, the intended impact was to upskill teachers in asset-based assessment practices, increase learner confidence in their writing abilities, and strengthen teacher confidence in differentiating writing instruction to better meet the varied needs of all learners. Ultimately, the overarching goal was to raise attainment in writing across the school by fostering a more inclusive, strengths-focused approach to teaching and assessment in writing.

What's the learning:

In what ways does your learning from the MLLC programme relate to your leadership of this change initiative? (Minimum 150 words.)

My learning from the MLLC programme supported me in reflecting on how I had led the early stages of implementation of the change initiative and will directly influence how I lead the implementation of asset-based assessment in writing going forward.

In particular, Module 1 enhanced my understanding of self-awareness and its critical role in effective leadership. Through exploring the concept of self-leadership, I was able to identify and reflect on my own leadership traits, recognising both strengths and areas for further development. Developing emotional intelligence, especially as defined by Daniel Goleman, allowed me to reflect on my journey with the change initiative to date and better understand how my emotions influence my interactions with others and how I respond under pressure. This reflection deepened my appreciation for the importance of emotional regulation and empathy in leadership. I also critically evaluated my own emotional intelligence, identifying areas I needed to strengthen, such as active listening and remaining composed during challenging conversations. Furthermore, this module encouraged me to examine my core values and how they shape my decision-making and leadership style. As a result, I have become more intentional in fostering a values-based environment for change. The learning from this module had a direct impact on how I will engage colleagues in the initiative going forward but also reassured me in my leadership journey to date and my approach of ensuring others feel heard, respected, and empowered throughout. This is something I will take forward with me.

Module 4, which focused on using data to inform change, was particularly relevant to my initiative. The entire process was rooted in a detailed analysis of attainment data conducted alongside the Senior Leadership Team, where we identified a decline in writing outcomes that required targeted intervention. This evidence-based approach ensured that the change was purposeful and directly aligned with learner needs. The module reinforced

the importance of using both quantitative and qualitative data to identify trends, diagnose issues, and measure impact over time. It also strengthened my confidence in using data as a driver for improvement, not only to guide decision-making but also to justify change to stakeholders and gain their support. Being data-driven allowed me to plan with clarity and precision, ensuring that the strategies implemented were both relevant and measurable. This analytical approach continues to underpin my leadership style, helping me lead change initiatives that are informed, focused, and responsive to the needs of the school community.

Additionally, Module 5 on engaging others in change was instrumental in my recognition of how I involved staff in the process—building shared ownership, listening actively, and supporting colleagues through collaborative professional dialogue and the positive impact this approach has during periods of change.

These modules combined to strengthen my confidence and capability in leading purposeful, values-driven change.

What's the approach:

What approaches did you take to the change initiative and why? (Minimum 100 words.)

My change initiative began before I started the MLLC programme, and I initially applied Kotter's 8-Step Model for Leading Change. I had previously used this model successfully in a former role as a transport manager and found its structured, step-by-step process effective in creating urgency, building a coalition, and embedding change. However, as I progressed through the MLLC programme, I deepened my understanding of the human side of change. I recognised the value of William Bridges' Transition Model, which focuses on the emotional and psychological journey individual's experience. Moving forward, I plan to incorporate this approach to better support colleagues through change, recognising that successful change is not only about external processes but also internal transitions. By combining both models, I aim to lead change more compassionately and sustainably.

What are the challenges?

What blockers did you face and how did you overcome these? (Minimum 50 words.)

The main challenges included initial resistance to change and the differing approaches to teaching and assessing writing between the lower (P1–3) and upper school. These differences created a lack of consistency and presented barriers to implementing a whole-school approach to asset-based assessment. Additionally, some staff expressed uncertainty around shifting from more traditional assessment methods to a strengths-based model, particularly in terms of how it would impact planning, feedback, and progression. These blockers were addressed through open, honest discussions with staff, where concerns were acknowledged and explored in a supportive environment. I facilitated opportunities for collaborative review of the proposed processes, ensuring that all voices were heard and that staff felt a sense of ownership in the change. This collaborative dialogue allowed us to co-construct a shared understanding of the initiative's purpose and practical application. As a result, we made thoughtful adaptations that respected the developmental differences between early and later stages, while still aligning with the core principles of asset-based assessment. This experience reinforced the importance of flexibility, clear communication, and co-creation when leading change across diverse teams.

What next?

What are your next steps with the initiative and/or your own professional learning? (Minimum 50 words.)

The next steps for the initiative include ongoing meetings with the Literacy Lead to evaluate progress and determine context-specific next steps. We will continue internal writing moderation and aim to repeat the successful learning community moderation to maintain consistency across stages. Additionally, I will deliver further CLPL sessions to support staff in embedding the asset-based approach and utilise the CREATE coaching model to guide and sustain professional growth. The intended impact of the initiative is to upskill teachers in using asset-based assessment strategies, increase learner confidence in writing, build teacher confidence in differentiating writing instruction to meet diverse needs, and ultimately raise attainment in this important curricular area.

For my own professional learning, I will continue the reflective journal I began through the MLLC programme, using it as a tool to support ongoing development. I also plan to apply the skills and insights gained to a future change initiative and explore further leadership opportunities with a view to progressing into a senior leadership role.