

MLLC Change Initiative

2025-26



Your Change Initiative

You should write about the change initiative you led, including how your learning from the PLAs informed your leadership, and what the impact has been (or is expected to be).

Start with the why

What was your change initiative? Why did you choose it? What was the intended impact on learners and/or colleagues?

My change initiative was a refresh of our Curriculum Framework. We created a new planning document which:

- Bundled outcomes for Social Studies/Science/Technology coherently in a 3 year rolling programme for each level, to ensure coverage across the levels.
- Created 'Focus Weeks' across the year to cover RME, STEM, HWB outcomes.
- Created Skills Groups to cover Exp Arts/HWB/Tech outcomes over the year, allowing teachers to lead in their specialised area.
- Bundled Exp Arts Outcomes that are covered through performances and celebrations throughout the year.
- Created a school wide calendar for HWB to ensure progression and consistency.
- The plan worked alongside newly created progression pathways for subject areas.
- Literacy and Numeracy was delivered in 'Protected Time' in the mornings.

I chose this as, along with colleagues, we felt we needed to evaluate how we taught across the week, term and year, to ensure breadth and depth of the curriculum while prioritising Literacy, Numeracy and HWB. The impact on learners would be that there are improved levels of attainment in Literacy and Numeracy and a coherent coverage of all other curricular areas. The impact on colleagues would be 'protected' time for key areas, and through the establishment of focus weeks, a less cluttered week, which as well as beginning to address workload, would result in improved outcomes for the learners.

What was the learning?

What were your key takeaways from the PLAs? In what ways did your learning from them influence your leadership of this change initiative?

From the first PLA I recognised my strong communication skills and my strength in forming positive relations with people. I was able to reflect on my strengths, such as decisiveness, my ability to lead by example, and being comfortable not being an 'expert' and being happy to ask for support or advice.

I was able to acknowledge the aspects of middle management that I find more challenging, such as being more reactive than proactive, lacking confidence in my own leadership skills, and being too emotional or keen to please people. I felt that

this activity supported me in reflecting on where I am and where I would like to be as a middle leader.

The PLAs around Engaging others in Change, and Change Models were useful tools in reflecting on my own role in how well we are already doing in engaging others in change and what our next steps would be. Looking at the change models validated how I can implement change effectively.

I felt that PLA 4 helped me to understand the 'why' of data, but also gave me confidence in acknowledging that understanding and using data effectively is something that I do well and should have more confidence in.

Looking at 'Becoming an anti-racist educator' was a really interesting exercise for me, and it helped me to establish how we can address racism in our setting and promote diversity.

In summary I think I developed confidence in my role as a middle leader and what my responsibilities are, an understanding the 'why' behind my change initiative and acknowledging that I am already in a good position when it comes to making change and am effective at doing so.

I feel validated about what my strengths already are, and I am confident in my responsibilities as a middle leader.

I think it gave me confidence in leadership in general, almost as if to evidence that I was already doing a good job engaging others in change.

'Teaching' me how to implement change effectively helped to ensure a positive outcome with the change initiative.

What was the approach?

What approaches did you take to the change initiative and why?

Working with my line manager, we created a basic plan for how we wanted the curriculum framework within our school to develop. Having a starting point to bring to staff at the initial stages was helpful in demonstrating what we needed to do. From the very early stages, we worked closely with staff to ensure they were (and therefore felt) part of the process.

Together we made sure we were clear on the purpose of the change initiative, it's benefits to our learners and what we hoped to achieve by undertaking it.

Genuinely listening to ideas and concerns from staff, and acting on those in the planning of the framework, ensured it was a collaborative project and not SMT 'dictating' how the curriculum should be delivered.

Engaging the staff at all points of the development allowed them to have ownership over the change, and therefore there was less resistance to change.

What were the challenges?

What blockers did you face and how did you overcome these?

Initially, a feeling from staff of ‘Why are we doing this?’ or ‘Is this another bureaucratic task with no impact?’. This was addressed by discussing the WHY in detail, and giving examples of how it would benefit learners and teachers. The phrase ‘cluttered curriculum’ and ‘all the extras we have to do’ came up regularly, so by showing examples of how the week/term/year could look, it allowed us to share the benefits of the change.

Staff who were maybe more ‘set in their ways’ found it quite challenging to look at delivering the curriculum in a different way and shared their concerns. Listening and acknowledging these concerns was very important and I feel that my good relationship and communication skills were helpful in this area. For example, prioritising L1+2 and how that was managed in the new framework planning.

Also, I felt that this gave me a good opportunity to be more assertive, while at the same time encouraging staff to step out of their comfort zones.

How the outcomes were organised in the new framework was a difficult task and it was challenging at times for everyone to be in agreement.

Again, good communication skills were imperative in ensuring this was a success. I also feel that my role as middle leader allowed me to confidently be the ‘go between’ and negotiate/liase with the Head Teacher and colleagues alike. I felt confident in my responsibilities in this role.

What has been the impact?

On you, learners, colleagues, others? If the full impact of the initiative is yet to be seen/measured, what impact do you expect, and how will you know? Any unintended outcomes?

Leading this initiative was an excellent opportunity for me to implement approaches and skills I have learnt through the PLAs. It gave me confidence in my abilities as a leader and showed me where my strengths were.

The impact on colleagues was a less cluttered week to plan, and a more streamlined approach to teaching all areas of the curriculum. It prioritised Literacy and Numeracy in the mornings which allowed teachers to have a sense of getting down to the ‘basics’ and ensuring the best outcomes for their pupils. It allowed ease of planning, as the outcomes were already planned throughout the year, and allowed time to cover outcomes in more breadth and depth by using the 3 year plan. Having a clear, consistent approach to planning across the school allows for reduced unnecessary workload for staff.

The most important impact was on the learners. Having Literacy, Numeracy and HWB prioritised allowed more time to make progress in these core areas. The bundling of outcomes for IDL allowed time across the level to learn about different topics in a more meaningful way. A structured approach to HWB topics meant that children could be grouped in appropriate ways for some HWB topics. The skills groups provided opportunities for more in depth teaching and learning of key areas

that can sometimes be lacking. Focus weeks allowed for a fun, engaging, different way to learn about certain areas of the curriculum.

To some degree, the impact has been seen and measured, but a thorough evaluation at the end of the 3 year cycle will allow us to see the full impact of the project.

What are your next steps?

What are your next steps with the initiative and/or your own professional learning?

Continue to evaluate the Curriculum Framework Refresh throughout the year and listen to feedback from staff. Adapt the planner for Year 2 and 3 as is necessary. Ensure the framework is adapted in line with current national developments in Education.

For the remainder of my Acting PT post, try to reflect on my own practice and use the learning and tools from the course to further develop my skills in Middle Leadership. Be more confident in my own abilities and more proactive in seeking opportunities for leadership in my setting and beyond.