

How much change do you get from \$AUD 550 million?

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Abstract

This presentation invites the audience to experience the journey of the new Educational Leaders at Southbank Institute of Technology (SBIT) as its buildings and learning spaces transform from traditional learning rooms into architecturally designed collaborative learning spaces. The Institute is undergoing a \$550 million upgrade to the entire campus. The Educational Leader's role is to lead the change into these spaces through leadership in learning and teaching strategies.

The Educational Leaders role has been developed to engage teachers from the shift from Mode I - lecture driven delivery styles into an acceptance, belief and an upgrade of skills of Mode II delivery strategies. For some teachers this transition will be a smooth process however for some this will entail a shift in their pedagogical thinking.

The presentation will discuss the preparation undertaken by the Educational Leaders for this journey including the support of a 'Change Agent facilitator', and will capture the activities that have been undertaken to date including the use of new and innovative learning spaces and the specific teacher professional development program.

The achievements and strategies for improvement will provide the audience with practical examples of change management specifically in learning and teaching.

History

Change management is typically a difficult issue for the education sector yet there is much good practice to be shared. Southbank Institute of Technology is located in Queensland's capital; Brisbane is undergoing a major fundamental change, not only in its pedagogical approaches but in its campus facilities and operations.

In September 2002 the development of a new Southbank Education and Training Precinct (SETP) was announced by Queensland Premier Peter Beattie as a Smart State Strategy. Smart Queensland developed a range of strategies to make Vocational Education and Training (VET) flexible and responsive to the rapidly changing skills needs for the economy and to modernise the role of Queensland TAFE institutes. Queensland employers had indicated an urgent requirement for alignment of teaching methods that develop necessary skills in students to suit the vigorous and robust working environments the Technical and Further Education (TAFE) graduates will encounter. Ongoing reliance on face-to-face delivery methods was deemed not conducive to Southbank Institute's ability to optimize learning environments for students to suit their transition to the workforce.

As a result, the Southbank campus is being redeveloped under Queensland's first Private Public Partnership (PPP) in the education sector. A Public Private Partnership is a form of contractual arrangement between Government and the private sector which harnesses the skills and capabilities of the private sector in designing, constructing, operating, maintaining and financing major infrastructure projects.

One of the key characteristics of a Public Private Partnership is that the Government maintains control of the infrastructure by monitoring the performance of the private sector. The Government makes payments based on a performance regime and if necessary, can 'step-in' or intervene to ensure services are delivered. A Public Private Partnership brings new incentives to the private sector to deliver infrastructure.

The PPP is providing Southbank Institute with Mode II teaching and learning spaces of a quality unmatched within the TAFE sector. The redevelopment of an educational institution such as Southbank is a complex process and like any complex process, it has taken time.

2007 The year ahead

The Southbank Education and Training Precinct project scope involves a 38 month construction phase and 30 year operation phase. The cost of construction is \$234 million and \$542 Net Present Value (2005) Whole of Life cost - 34 years. This includes 11 new buildings, 4 renovated buildings and onsite student accommodation.

Students in Butchery, Floristry, and Retail Training started their classes in brand new facilities during Semester 1, 2007. Construction work on other buildings is ahead of schedule and currently teachers are preparing to move students in Design technologies, Performing Arts and the Indigenous Australian People's Unit into their new facilities, including a 550-seat auditorium, multi-mode classrooms, and theatre-space.

One of the challenges of the redevelopment project is that Southbank Institute must remain committed to ensuring that business is as usual during construction. The project team and consortium partners have worked closely to ensure that disruptions to teaching caused by construction are minimised with strict noise and vibration testing in place and agreements on hours of work during peak times such as exam periods.

The master plan allows for renovation of four of the existing buildings. Students in the Health, Human Services and Applied Science Faculty can expect to benefit from a major refurbishment of their facilities to commence during this year. This refurbishment includes the development of science laboratories, a hospital-replica nursing ward, operating theatre, purpose built early childhood playgroup area and a dental prosthetic surgery to help us build on our role as Queensland's lead vocational institute for Health and Biotechnology.

New Learning Spaces

The new and refurbished buildings will reflect Southbank Institute's innovative, flexible, and future-focus. Internally, each building has been designed to function as an open space. Mobile partitioning means that learning and display areas can be re-organised to suit different delivery needs. Careful placement of air-conditioning, plumbing, and electrical and information technology connections ensure that the building's infrastructure can support every configuration. This flexibility will allow the institute staff to utilise a range of different learning modes, including group work, live demonstrations, and activity and project-based learning.

As well as providing Southbank Institute with an attractive and modern campus, the redevelopment project will allow for the introduction of Mode II learning - and learning spaces that encompass high level experiential and collaborative learning activities. It will align the student learning experience directly with the work environment, enhancing their work readiness and ability to transition to the higher education sector.

A wide range of pedagogical approaches are available to educational practitioners. These pedagogies can be aggregated into a number of modalities: Mode 1 - teacher centred (formal, explicit teaching) Mode II - learner centred (collaborative learning, formal and informal). Mode 3 - learner centred (collaborative social learning, informal),), (Fisher, K. 2005 TEFMA seminar) These concepts are based on a study of 'The New Production of Knowledge' (Gibbons et al, 1994) where it was found that a new form of knowledge production (Mode II) is emerging alongside the traditional (Mode 1). This new mode not only affects what sort of knowledge is produced but also how it is produced, the context in which it is pursued and the way it provides for the many learning styles of the learners. Fundamentally, Mode 1 represents the traditional scientific approaches to new knowledge development and Mode II represents a 'more open, applied form of knowledge production' (Graham 2003).

The redevelopment will include purpose-built teaching spaces (common learning rooms) adjacent to specialised learning facilities such as laboratories, kitchens and studios. This will allow space and product maximisation and provide a platform for the continuous improvement of products and their delivery, resulting in students who are better prepared for the demands of the workforce with the ability to:

- think critically
- work in teams
- problem solve
- work with multi-modal communication
- make autonomous decisions.

Educational leaders as Change Agents

The skill set of teachers throughout TAFE Queensland Institutes is predominantly based on the traditional method of face-to-face delivery (Mode 1). Mode II teaching and learning encompasses a more flexible method of delivery and is considered to be at the opposite end of the traditional teaching/learning continuum. Immediate benefits of Mode II delivery centre around creating flexibility in student learning through informal and activity based applications. Students are also able to navigate their educational pathway through the effective utilization of information and communication technologies such as on-line learning activities. Currently the dominant proportion of Southbank Institute of Technology courses feature Mode I delivery.

It is obvious that the inclusion of the Mode II spaces would require a shift in teaching practices to ensure the best possible use of these flexible and adaptable areas. To facilitate this, Southbank Institute appointed 10 Educational Leaders.

These Educational Leaders are to drive the change management process in the teaching teams and encourage the use of alternative teaching methods to achieve the continued delivery of quality education and ensure world-class outcomes.

After an extensive selection and recruitment process Educational Leaders were appointed who possessed formal teaching qualifications, a wealth of diverse industry related experience and significant change management experience.

Twelve months into the project the educational leaders agree with the following description of the seven characteristics of the successful change agent in higher education;

Has a sense of purpose

- Is fully aware of the need to change.
- Has a vision of what can be achieved.
- Is realistic about the scale and timescale for change.
- Is flexible about the means to achieve the change.
- Understands the change process.

Has the capability to Act

- Has leadership and interpersonal skills, with political awareness.
- Has a means to promote change (i.e. a role, a project, resources or influence).
- Has knowledge of the institution, its history and its influential characters.
- Develops the influential team.

Sells Success

- Ensures that early successes are achieved.
- Focussed on spreading successful practice.
- Has a communications strategy for selling success.
- Builds appropriate networks to facilitate communication.
- Understands others' priorities in order to offer them clear benefits.
- Offers support and encouragement, not another problem.

Is strategically connected

- Is well connected with sources of power and influence.
- Builds a critical mass of senior people or a senior champion.
- Ensures senior links will last and does not depend on one individual.
- Understands the senior management agenda and sells benefits.
- Makes the link between strategy and operations.
- Encourages senior people to learn by experience.

Is critically reflective

- Builds a non-threatening environment.
- Encourages learning from failure as well as success.
- Makes critical reflection a part of all plans and agendas.
- Promotes reflection at every level i.e. personal, team department, and institutional.
- Records important learning points so they don't depend on memory.

Builds supporting structures

- Ensures mechanisms are in place to continue the innovation and to spread it.
- Embeds the innovation by making it an important part of a wider strategy.
- Supports the innovation with appropriate resources for teaching and learning.
- Ensures that future innovation will also be supported and embedded.
- Develops processes to respond to the needs of institutional 'stakeholders'.

Is opportunistic

- Predicts and uses external and internal levers for change, including political forces.
- Makes use of all available resources, including students, employers and alumni.
- Notices and secures external funding which will support (not dictate) the change.
- Encourages innovation, for example with protected money for innovative projects.

<http://www.jiscinfonet.ac.uk/infokits/change-management/roles/agent>

Educational Leaders: Structure and Location

As new positions Educational leaders were deployed across all 7 faculties across three campuses. Ten Educational Leaders are currently working with over 400 teachers in more than 300 programs strengthening the quality of teaching in the Institute and acting as change agents towards Mode II. As change agents, it was vital that the Educational Leaders are physically present at the teaching “coal face”, accessible to teachers in their staff rooms within faculties and present in lecture rooms, demonstration areas and studios. The phrase coined to describe the Educational Leaders place at Southbank Institute of Technology was “the space between the teacher and the student”.

There is a fundamental decision made that the Educational Leaders are not “operational” or to be “seen” as management but solely dedicated to teaching and learning and the change process. The reporting lines assisted this process as the Educational Leaders reported to the Director of Education and not the Faculty Directors. However, close working relationships were developed with the Faculty directors to support teachers on a daily basis.

There is unequivocal support of senior management and regular meetings maintained the high profile of the change agenda. There is encouragement for Educational Leaders to: attend professional development, undertake visits to other Teaching and Learning organisations and institutions interstate and to discuss and dialogue as a group before becoming heavily involved in the implementation of the change process. This provision of support and time to adjust to the new roles and accept the changes before the Educational Leaders were required to call upon commitment from teachers and faculties was invaluable.

Change and Transition Management

The American change practitioner William Bridges believes there are two processes in change both of which need to be planned for and managed. Firstly the physical or operational change as experienced at Southbank in the relocation to new offices and moving into new teaching spaces. This type of change is predominantly external, situational, and event-based and according to Bridges (1998) typically outcome or results focused, in that organisational change is usually a solution to someone’s perception of a problem or an opportunity.

Transition is an internal, three-phase psychological re-orientation that people go through as they come to terms with a change. It is a process, an inner experience not necessarily focused on outcome or results. It is timed differently from the external changes, and has less definition than the changes it accompanies. (Bridges 1998)

The Educational Leaders however learned very quickly that it was often the transition to the new teaching and learning spaces that teachers were resisting not the change itself. They resist giving up their sense of who they are, their identity as it is expressed in their current work -- “the sage on the stage”. They resist the upheaval of physically locating and the uncertainty of the in-between state. They resist the risky business of a new beginning - doing and being what they have never done and been before. In order to effect change it is important to help people through the transition (Bridges 1998).

Due to this major site redevelopment teachers are at varying stages of the three different phases of the transition process: Endings, Neutral Zone and New Beginnings. The endings phase leads to disengagement from previous delivery; the neutral zone is a kind of fallow time when old habits are extinguished; and the new beginnings period is when people really buy in, get on board and feel at home.

Educative strategies are identified by Thurley and Wirdenius (1973) as one of five different broad approaches to effecting change. This approach involves changing people’s values and

beliefs. By 'winning hearts and minds' people are more likely to fully support the changes being made and move toward the development of a shared set of organisational values.

The extended time frames involved in a paradigm shift to a new pedagogical approach (Mode II) suited an educative approach and it was agreed as the most conducive to moving teachers towards a positive commitment to the changes being made. A variety of activities and approaches were planned including; persuasion; education, training and selection.

Like any change SBIT's move to Mode II has its proponents and its opponents'. Educational Leaders needed to not only generate enthusiasm for the change process and working with the early adopters and converts, but being prepared to challenge and win-over the sceptics.

The Educational Leaders have noted that common reactions to the change included:

- Initial disbelief – “the new classrooms won't work! "" they tried open plan in the seventies classrooms and it didn't work”
- Anger –“I will only book into the Mode 1 classrooms so I won't need to change if I can help it! “
- Acceptance – “if it's going to happen then I might as well do it! “
- Accommodating new reality – “that works quite well and I wouldn't want to change it.”

Anecdotally the move to new spaces was noted to be more positive when the teachers:

- Were involved in the actual design process of the new learning spaces
- Were involved in discussions regarding fittings and fixtures for the new learning spaces
- Saw that the students would benefit from the change
- Do not enjoy the current old teaching and learning spaces
- Understand the big picture and how the change contributes to it
- Feel supported and are given time to adjust to the changes
- Expect to change their teaching gradually
- Believed the change is important and overdue.
- Were excited about moving to new purpose built buildings

The way forward: Educational Leader activities

The first point of contact for new teaching staff with an Educational Leader is at the recruitment process. All selection and recruitment now involves an Educational Leader whose focus is on selecting new teaching, tutorial staff and workplace trainers who are conversant and skilled in a variety of delivery styles required in the new collaborative learning environments and Mode II delivery settings. To do this Educational Leaders have participated in a review of the recruitment process to transform interviews from traditional questioning strategies into simulated classrooms where applicants are required to conduct 20 – 30 minute teaching sessions. This shift in recruitment has anecdotally resulted in providing Southbank Institute of Technology with teachers who have skills and an explicit understanding of the expectations of the delivery strategies within Mode II pedagogy.

With the recruitment process improved the next step was to assist the new teaching staff in the initial months of teaching. An online 'Beginner Teaching Program' was developed and successfully piloted in Health Humanities and Applied Science faculty with 17 new teaching staff. The program provided relevant information on teaching strategies and the introduction of a mentor program with senior staff. The feedback indicated that the staff engaged benefited

from the theoretical information but also the support provided by senior staff and the educational leader. This program is currently being reviewed and revised for future implementation.

The Educational Leaders are undertaking a teaching resource audit. This audit is highlighting the need for guidance in electronic resource storage management for the teachers and teams. Discussions from this audit have begun on the quality of current resources and the types of resources that require redesign. The development of a Southbank style guide for print based resources has occurred and a select group of programs have been repackaged using suitable instructional design methodologies. The appointment of educational writers /designers is seen as vital to the quality development of Southbank learning materials.

An important role of the Educational Leaders has been to support teachers in the utilisation of new technologies. The improved utilization of technologies such as Blackboard and use of online resources is facilitated by individual teachers having access to a laptop computer. Laptops for all full-time teaching staff and the Educational Leaders have been integral in providing support to teachers some of whom had previously shared access to a computer with up to 4 other teachers.

A close working relationship has developed with the online team including the liaison librarians. Educational Leaders have facilitated and/or conducted Blackboard information sessions and training for teachers. The support and encouragement of staff to enhance alternative delivery strategies such as online delivery at the varying levels (online delivery, blackboard, blended) will ensure that delivery is engaging the multiple learning styles of students. Educational Leaders have undertaken the Writing Online Course conducted by *The Learning Place* an Education Queensland initiative in online delivery strategy and development to maintain currency with latest developments to impart skills and facilitate this information to keep delivery staff current.

Developing relationships with individual teachers has been a cornerstone to the supportive nature of the Educational Leaders role. Individual meetings have occurred with individual teachers and this approach has led to teachers anecdotally reporting that they feel supported during the change

Educational leaders have also attended tutorials and lectures of various teaching team members and provided verbal and or written feedback on these sessions. This has frequently been a teacher driven request to attend or with the educational leaders seeking permission from the individual teachers concerned to attend. Discussion with teachers regarding assessment, attendance at SPIG forums regarding new national training package implementation and supervision of Student teachers in Graduate Diploma of Learning and Teaching programs are other examples of Educational Leaders support to individuals.

Plans to manage the emotional responses during the transition phases are also part of the Educational Leaders agenda and much consideration has taken place over this issue. In a transition such as SETP there are emotional responses to the losses that people experience because of the changes. This is normal but often these responses are taken by others as signs that the change is being resisted. Those leading change need to recognise these emotions in others and themselves, and develop ways to manage their own emotions and assist others to manage theirs. Unmanaged, these responses may undermine the changes and have personal consequences.

Educational leaders are conversant with symptoms of high stress levels during major change such as an increased absenteeism, work-related conflict and changes to work performance. The positive influence of stress can motivate some employees to accept change and relish new

opportunities whilst other employees may experience negative stress reactions such as anger, distrust, withdrawal, rejection and depression, resulting in

- Health problems such as headaches, insomnia, stomach upsets, etc.
- Decreased motivation and risk taking
- Increased sick leave and higher staff turnover;
- Internal conflict as they question their loyalty to the organisation itself (DeMattia & Ijzermans, 1996).

Educational leaders also participated in many Institute committees and forums to ensure that the pedagogical change is undertaken in context of the broader change agenda. These include; Moderation and Review of Assessment Committee, Southbank Staff Awards Committee, Student experience survey working group, Institute technologies group, Teaching and Learning Conference Committee and the Professional Development Committee.

In the context of an educational approach to change the Professional Development field has been an area where Educational Leadership has revitalised and driven major changes at Southbank Institute of Technology. Educational Leaders have also been working both with individuals and teaching teams to establish appropriate and innovative professional development programs for staff

Educational leaders have also formed or joined existing Professional Development committees based in faculties and as a consequence faculty Professional development days, lunchtime teacher's forums have been supported by Educational leaders building the links for educational staff through learning communities that foster collaboration on pedagogy.

The Southbank annual Teaching and Learning conference has been an effective vehicle for dissemination of new innovations in teaching and learning. Educational Leaders presented a keynote address and breakout sessions in 2006 and this provided a platform of credibility and trust in the role. This two day event however was not the forum to adequately prepare and up skill teachers for the new teaching and learning delivery strategies that they may require in the redeveloped campus. Educational Leaders have developed an Institute wide Mode II Professional Development plan for which implementation began in February 2007.

Development of the Multi Mode Professional Development

The Educational Leaders agreed that all teachers were to be offered a series of professional development activities to assist in the transition to mode II spaces. Prior to developing this training six Educational Leaders undertook 'Introduction to Teaching in the Collaborative Learning Centre' delivered by the Teaching and Educational Development Institute (TEDI) at the University of Queensland.

The timing of the teacher training was a critical issue and it was decided to train all teachers regardless if they were scheduled to move into new learning spaces in 2006 or 2008. This was a specific decision that took into account the possibility that learning spaces that were not fully utilised may be allocated to any requesting teacher or faculty. It also took into account that staff from faculties that would not relocate until 2008 would not feel like they were being left behind. This decision goes against a commonly held change management staff development practice of training too far out from the event.

It was critical that planning and liaising with the PPP team and the Institute's Facilities Unit with regard to moving schedules was carefully orchestrated to ensure that those who were moving first had the opportunity to access the training prior to other staff. Initially it was thought that the training room would be in one of the new buildings, however it became obvious that this was not

going to be an option and that a new training area needed to be sourced. This was done successfully and the Educational Leaders unit in conjunction with PPP and facilities created a simulated collaborative learning space to be used exclusively for teacher training.

The EL unit advocated the inclusion of various technology's such as document cameras and mimeo boards, keypad technology to ensure that the training room was as close to the 'real thing' as possible. It was believed that teachers needed the opportunity to experiment with these devices in action and modelling to encourage those new to the technology to incorporate them into their teaching practices.

A commitment from the Institute Director and Faculty Directors was vital in ensuring the success of training. The decision was made that the release of over 300 staff for training was a priority and managers needed to facilitate release despite the pressures of student enrolment or exam periods. The project sponsors Institute Director and Director of Education and training had a very important role to play in ensuring that all Faculty Directors understood the importance of training and not only allowed staff to attend but strongly encouraged them.

Training and professional development for the Educational Leaders themselves was integral in the development of a successful program to assist teachers in the transition to the new facilities. SBIT was also successful in receiving "Reframing the Future" funding which is a National Training system to assist VET practitioners. This enabled the Educational Leaders to develop their own skills in change management. The funding allowed six initial appointed Educational Leaders to visit interstate teaching and learning units and undertake group and individual work with a change agent facilitator.

"Learning Raids": Visits to Teaching and Learning Units and Collaborative learning environments

Six Educational Leaders visited other higher education and VET institutions throughout Australia that had a variety of teaching and learning consultant's positions and diversely structured teaching and learning units. Dialogue with colleagues and learning from the experience of others gave greater depth to our 'learning raids' and validated our own experience. We had presumed that everyone else was more "advanced" but came to the realization that many SBIT teachers had been using collaborative innovative teaching and learning practices in "second rate facilities".

Another major insight was that the number of Educational Leaders dedicated to this change management process afforded SBIT a greater certainty of major success in supporting teachers through the changes. We also discovered that the dilemma of faculty based or centrally located teaching and learning units has not been resolved in many other Institutes. Essentially the jury is still out on the most effective place and arrangement for these positions. These visits also demonstrated that the role of a teaching and learning support varied greatly. However the one common goal was to assist and support educational staff in managing change in either the work environment or within teaching itself.

Facilitator

In October 2006 the Educational Leader's worked with a 'Change Agent facilitator'. Not only was it vital that the Educational Leaders acknowledged and prepared for the emotional reactions of the teachers during this transition but reflected on how they were going to work as a group in a stressful environment. This trainer worked with the educational leaders and also provided individual sessions to explore issues and develop strategies for leading change. This process provided up skilling and also a haven for discussion on the frustrations, joys and challenges we had been facing in these new roles as Educational Leaders.

Conclusions: How much change can you get?

The following are some of the key learning points about managing this change as noted by the SBIT Educational Leaders after the first twelve months of a three year change management process

- Communication and support from top management cannot be underestimated.
- Faculty based (bottom-up) and Institute wide (top-down) approaches are both contributing to the successful change.
- If we were to start again, we would be more focused on developing an agreement of what we wanted to achieve
- There are no easy solutions.
- Adapt processes to create the change intended.
- Change requires teamwork and leadership
- Work with the culture (even when you want to change it).
- Change agents need to work together in new ways
- Maintaining a pedagogical focus
- Understanding the overall change process
- The new Educational Leader roles required time to understand the organisation
- Communicate, communicate, and communicate.

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