**The Center for IDEA
Early Childhood Data Systems**

Coaching Systems Change

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Topics Addressed in This Session

✳ Part C/619 Systems

✳ Systems Thinking and Change

✳ Leaders Promoting Systems Change

✳ Leaders as Systems Coaches

Systems change initiatives designed and implemented to improve outcomes for children with disabilities and their families, focus on:

Leaders

Systems

Practices

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Core Beliefs for Systems Change

✳ Quality <u>leaders</u> drive quality <u>systems.</u>

✳ Quality <u>systems</u> support quality <u>practices.</u>

✳ Quality <u>practices</u> lead to quality <u>outcomes</u> for children with disabilities and their families.

If we want to achieve improved outcomes, we must focus on all three!

Systems Thinking and Systems Change

"My brother babysits the kids a lot……He's a Business Analyst."

Defining Systems

✳ A **system** is a set of interacting or interdependent component parts forming a complex/intricate whole.

✳ Early intervention/619 systems are Complex Adaptive Systems (CAS).

  – Complex- diverse and composed of multiple, interconnected elements

  – Adaptive- capacity to change and learn from experience

We live in a complex, dynamic world where everything is connected to everything else

We need better approaches to study, understand and manage complexity
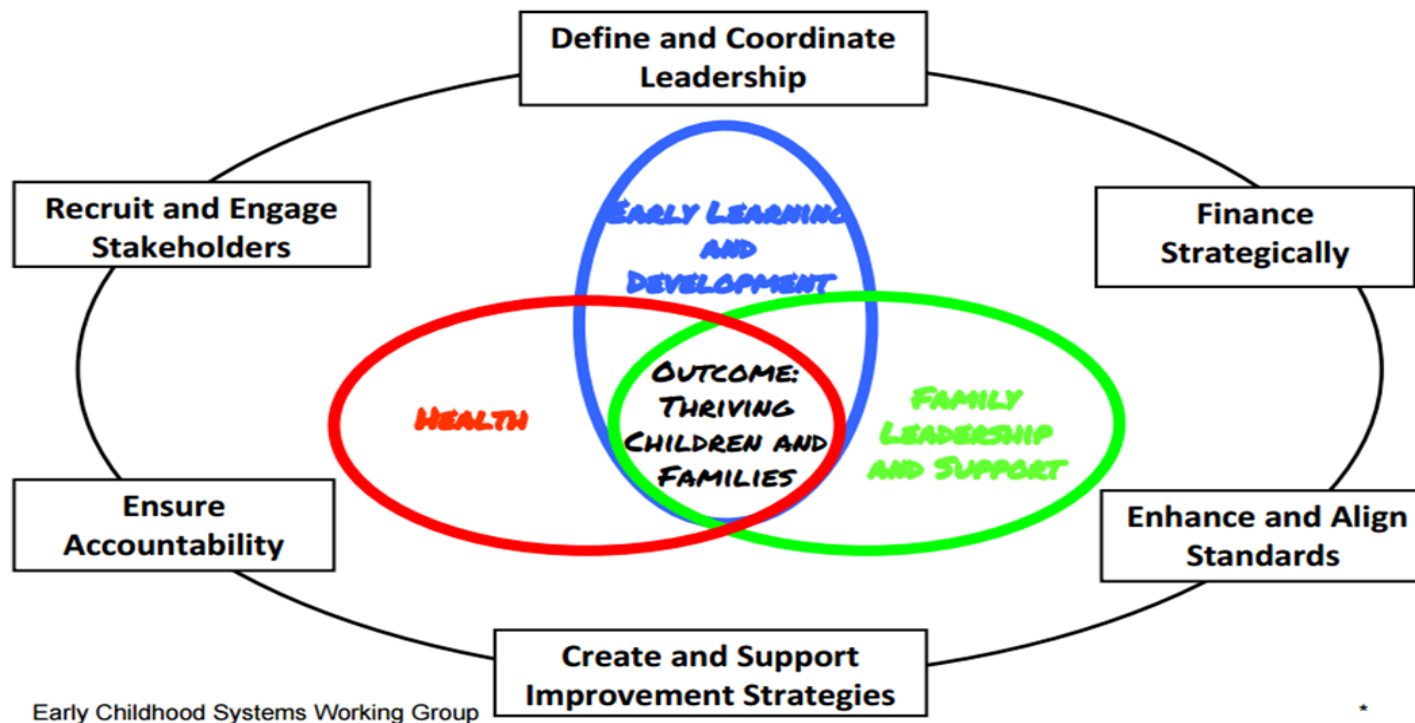
Systems Thinking

�֎ Systems thinking is a perspective of seeing and understanding systems as wholes rather than as collections of parts. A whole is a web of interconnections that creates emerging patterns.

Comprehensive ECE System

What Are the Functions of a
Comprehensive Early Childhood System?

ECTA Framework for Part C and 619

* Governance

* Finance

* Personnel/Workforce

* Data System

* Accountability and Quality Improvement

* Quality Standards

More information available at: http://ectacenter.org/sysframe/

ECTA Framework for Part C and 619

❋ The purpose of the ECTA System Framework is to guide state Part C and Section 619 Coordinators and their staff in:

- – evaluating their current systems;
- – identifying potential areas for improvement, and;
- – developing more [effective](), efficient systems that support implementation of evidence-based practices.

Systems Change

✳ Systems change aims to bring about lasting change by altering underlying structures and supporting mechanisms which make the system operate in a particular way. These can include policies, routines, relationships, resources, power structures and values.

Source: http://www.thinknpc.org/publications/systems-change/
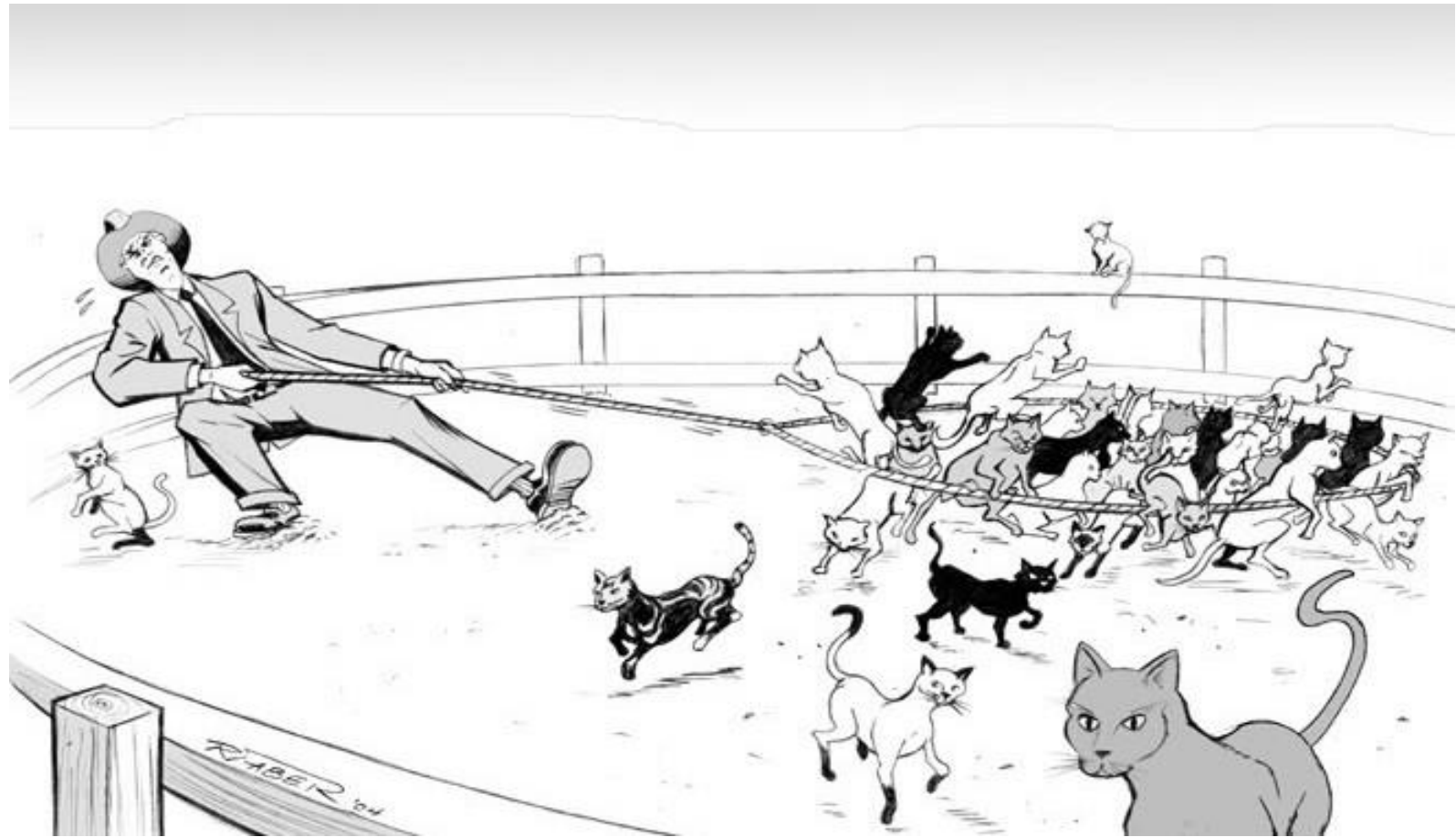
"Systems change is a journey."

Esther Foreman, The Social Change Agency

Unfortunately systems change doesn't just happen like magic

"What if we don't change at all ... and something magical just happens?"

Systems Change is Like Herding Cats

Systems Change

❋ It is the relationship between the components rather than the components themselves that is the primary driver of change.

"When we try to pick out anything by itself,
we find it hitched to everything else in the universe."
-John Muir

Systems Thinking

* **Shifts in perception**
  - From parts to the whole
    - Parts can only exist or be understood in relation to the whole
  - From individual components to relationships
    - Relationship between the parts may be more important than the individual parts
  - From quantity to quality
    - Some aspects of systems (i.e. relationships) cannot be measured, must be mapped

Systems Thinking

❋ Shifts in perception (continued)

– From structure to process

  • Move beyond evaluating and describing the components to processes within and across components

– From content to patterns

  • Look for the configurations and patterns such as cycles and feedback loops that occur over and over again

  • Source: http://www.ecoliteracy.org/article/systems-thinking
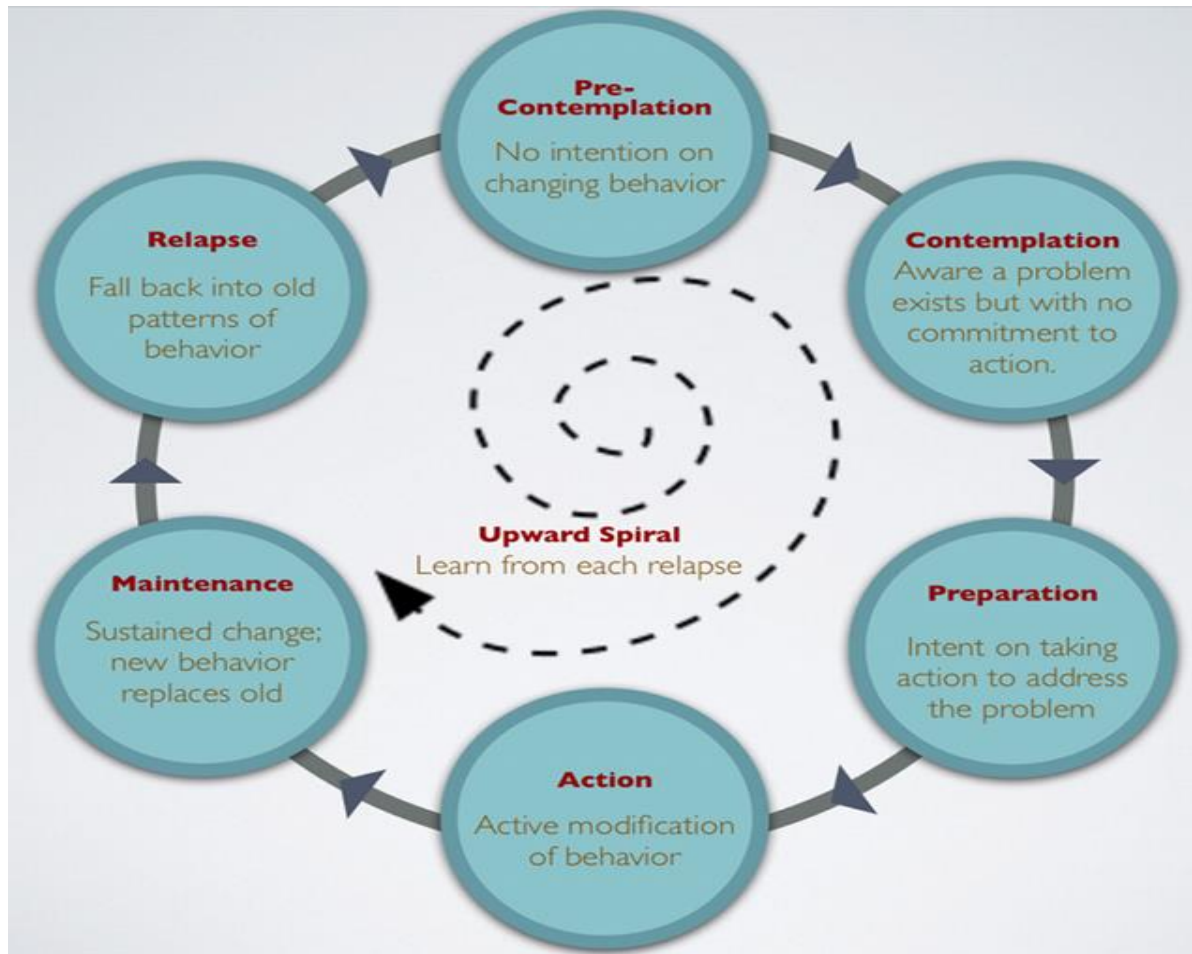
Systems Change

Quality Leaders Drive Quality Systems!

"Leaders become great, not because of their power, but because of their ability to empower others."
John Maxwell

Seven Lessons for Leaders of Systems Change

✳ Lesson 1: Foster community and cultivate networks

– Lasting change requires a "critical mass or density of interrelationships within a community"

– Constantly ask "who's being left out?" and "Who should be in the room?"

"If nothing exists in isolation, then all problems are circumstantial; no problems resides, or can be solved, in anybody's department."

-Wendell Berry

Seven Lessons for Leaders of Systems Change

✳ Lesson 2: Work at multiple levels of scale

- – Changing a system affects the system within it and the systems within which it is nested

- – Challenge is choosing the right level or levels of scales for the desired changes

- – Often have to work at multiple levels (top, down, inside, outside, etc.)

Seven Lessons for Leaders of Systems Change

✳ Lesson 3: Make space for self-organization

– Networks that can affect systems change will often self-organize if the right conditions are established

– Teams rather than individuals are essential to systems change efforts

"Life constantly reaches out to novelty, and this is the origin of development, learning, and evolution."

-Fritjof Capra

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Seven Lessons for Leaders of Systems Change

❋ Lesson 4: Seize breakthrough opportunities when they arise

– Stability of systems is a positive thing but can make change difficult

– When systems encounter a point of instability (e.g. new information or circumstances that it can't absorb without giving up old structures, behaviors, or beliefs), the instability can precipitate a breakdown or a breakthrough to new possibilities

"You never want a serious crisis to go to waste."

Rob Emmanuel

Seven Lessons for Leaders of Systems Change

✳ Lesson 5: Facilitate-but give up the illusion that you can direct change

"We never succeed in directing or telling people how they must change. We don't succeed by handing them a plan, or pestering them with our interpretation, or relentlessly pressing forward with our agenda, believing that volume and intensity will convince them to change."

-Margaret Wheatley

"You can never direct a living system. You can only disturb it."

-Humberto Maturana and Francisco Varela

Seven Lessons for Leaders of Systems Change

✳ Lesson 5 (continued)

– Introduce information that contradicts old assumptions

- Show something that are already doing, but thought they couldn't
- Introduce new people to the conversation
- Rearrange structures so that people relate in ways not used to
- Present issues from different perspectives
- Nurture networks of connection and communication

"Leaders sometimes lead best when the loosen control and take the risk of dispersing authority and responsibility."

-Author unknown

Seven Lessons for Leaders of Systems Change

❋ Lesson 6: Assume that change is going to take time

- Change is a multiyear process (3 – 5 years)
- Allocate time for personnel to change attitudes, adopt new practices, and/or use new tools
- Set high goals, but make manageable steps
- Look for intermediate achievements to experience and celebrate success and receive recognition on the way to the goal

"Quick fixes are an oxymoron. If leaders would learn anything from the past many years, it's that there are no quick fixes."

-Margaret Wheatley

Seven Lessons for Leaders of Systems Change

✳ Lesson 7: Be prepared to be surprised

  – Change is nonlinear

  – Emergent properties arise when evolving systems generate phenomena that are not predictable

  – Source: Seven Lessons for Leaders in Systems Change. Available at http://www.ecoliteracy.org/article/seven-lessons-leaders-systems-change

Leaders as System Coaches

The coaching leader is the leader of the future.

Leaders as System Coaches

* Systems coaches guide sustainable organizational change to support the implementation of evidence-based practices with fidelity.

* Systems coaching can occur at all levels of the system- state, district, program, and individual levels.

* Systems coaching is generally provided by multiple individuals including leaders.

Leaders as System Coaches

* Systems coaching is based on the identified needs of the organization.
  - Traditional coaching has been based on improving implementation of a particular evidence-based practice
    - Has generally included individual coaching or small-group coaching
  - Systems coaching focuses on building the capacity of leadership to support systems that enhance the implementation of evidence-based practices
    - This promotes comprehensive reform

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Leaders as System Coaches

"Improvement will fail if the work of coaches remains at the one-to-one-level. Coaches are systems leaders. They need development as change agents at both the instructional level and the level of organizational and system change. It's time to re-cast their role as integral to whole-system reform."

- Michael Fullan and Jim Knight

Seven Critical Coaching Skills

✳ Demonstrate effective interpersonal communication skills

✳ Use multiple sources and types of data to solve important problems

✳ Facilitate effective team-based collaborative planning and problems solving processes

✳ Disseminate evidence-based content knowledge

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Seven Critical Coaching Skills

✻ Demonstrate effective interpersonal communication skills

- – Organization change/implementation processes
- – Innovation/Initiative-specific content expertise
- – Best practices across key domains and instructional areas
- – Family and Community Engagement

✻ Facilitate and support leadership to implement and sustain the innovation/initiative over time

Seven Critical Coaching Skills

✳ Provide evidence-based professional development training and technical assistance to support effective and efficient use of the innovation/initiative

✳ Evaluate the impact of coaching activities on the implementation goals and intended outcomes on staff and child performance

  – Source: *Florida MTSS Systems Coaching: A Model for Building Capacity* Manual . Available at http://flpbs.fmhi.usf.edu/pdfs/SystemsCoaching.pdf

Leadership Competencies

✳ What leadership competencies do you posses?

✳ What leadership competences do you need to move your system to a higher level?

Reflection Activity: Complete Leadership Development Survey

Leadership Competencies

* Pedagogical

* Organizational

* Human Resource Management

* Symbolic

* Collaborative

* Systems

* Political

Leadership Competencies

✳ What strategies will you use to move your system to a higher level of functioning?

✳ What professional development and technical assistance/coaching do you need to move your system to a higher level of functioning?

Making Connections to Improve Outcomes

* Quality <u>leaders</u> drive quality <u>systems.</u>

* Quality <u>systems</u> support quality <u>practices.</u>

* Quality <u>practices</u> lead to quality <u>outcomes</u> for children with disabilities and their families.

Consultancy Protocol

✳ A consultancy is a structured process for helping an individual or a team think more expansively about a particular, concrete dilemma.

- – Framing the Dilemma

- – Developing the Consultancy Questions

- – Framing and Discussing the Dilemma

Consultancy Protocol Activity

❋ Participants will participate in small groups and will use the consultancy protocol to discuss identified dilemmas in coaching systems change related to Part C and 619.

Final presentation slide

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