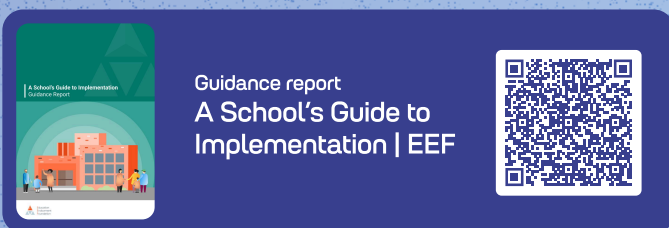


When should I use this tool?

This card sort activity introduces some themes and ideas in **A School's Guide to Implementation** and encourages people to reflect how these concepts relate to their setting. It is particularly useful in showing how effective implementation is often 'uncommon common sense'.

It works well as an introductory activity at the beginning of a workshop or a Senior Leadership Team meeting.



Instructions

1. Ask participants to work in pairs or groups.
2. Sort the cards into characteristics of 'effective implementation' and 'less effective implementation' – participants typically find this straightforward.
3. Then ask the group to revisit the cards and reflect on previous implementation projects in their setting (you can also do this at the end of a workshop once people are more familiar with the guidance).

Ask colleagues to consider:

- Which features of effective implementation typically appear in their projects, and why.
 - Which features of less effective implementation typically appear in their projects, and why.
4. Areas that need more attention can be taken away as action points to address.





Less effective strategies are stopped to free up time and resources

We assume that staff know how to implement changes effectively

Meaningful opportunities are provided for staff to share perspectives, ideas and concerns

New initiatives are based on robust evidence of what has and hasn't worked before

Having made a decision to implement something we deliver it quickly, without fully preparing

Leaders manage projects and resources holistically to avoid initiatives occurring in silos

Responsibility for implementing an approach rests with one or two people

There isn't a culture of continuous improvement – staff feel pressured to get it right immediately

Communication about the innovation and change happens on a regular basis

Implementation problems are identified and acted on quickly

There isn't a shared and precise understanding of what is being implemented and why

Initial training is revisited and reinforced with follow-on support in the classroom