
Scaling and Sustaining: Legs of Change

Purpose of the Tool

It can be easy to become so engrossed in the week-by-week planning of your innovation projects (as well as the week-by-week planning of everything else going on in your teaching and learning contexts!) that the broader vision of where you are going in the long-term can get lost. Give some thought to how you will lay the groundwork for your projects to invite others in, engage new audiences, and promote long-term project sustainability by considering ways to scale and sustain your innovations.

TAKING STOCK

Suggested Time Commitment



60+ You'll probably need at least an hour with your study group members to talk through the questions in this protocol.

When & How

The following conversation protocol is meant to be used when you are in an advanced stage of implementing your innovation project. By this point, you likely will have pilot-tested your innovation, and revised or further refined your approach (perhaps multiple times). This protocol will be most helpful as you think about how to move from initial implementation to embedding your innovation as a long-term, sustainable change in practice within your teaching and learning context.

Steps

1. Discuss the “Legs of Change” in your school

Consider the following factors that Perkins and Reese identify as being important to scaling and sustaining change in schools. As a group, discuss your responses to the following questions.

- **Make your innovation adaptable.** How have you adapted your study group’s innovation project to suit individual needs, opportunities, contexts, or styles of practice in your teaching and learning environment? How will you make your innovation project adaptable so that a variety of teachers or administrators from outside of your study group can engage with it?
- **Identify visionaries.** Who in your teaching and learning context has helped you with your innovation project work so far? Looking ahead, who might be the political visionaries (e.g., school principal/headmaster, a member of the school leadership team, the director of an afterschool program, a community organizer, etc.) and practical visionaries (e.g., teachers, school counselors, youth workers, or others working on day-to-day implementation, etc.) who could help make sure your innovation project both grows and thrives?
- **Communicate and engage.** How have you let others in your community know about your innovation project work and what opportunities, if any, have you created for them to get involved? How will you

ensure that there is awareness of your innovation both within your teaching and learning context and beyond? How will you keep people updated on your progress? How might you offer people from outside of your study group different “degrees of participation” in your work—for example, those that want to try out some small changes in practice versus those who want to fully join in a committed way as study group members?

2. Draw up an action plan

From your discussion around these questions, draw up an action plan for how you might try to scale and sustain your innovation project(s). As you consider “scaling up,” be specific in terms of what growth looks like (e.g., number of students served, depth of inquiry, new levels reached, etc.).

3. Generate questions and puzzles

Generate a list of questions or puzzles you currently have about how you might put your ideas for scaling and sustaining your innovation into action. If possible, make plans to share these questions with people from outside your study group, in order to gather feedback. Be specific and try to word the questions so that someone who doesn’t know your context could reasonably help you generate ideas.

Attributions and Additional Resources

Drawing inspiration from the “When Change Has Legs” article by David Perkins and James Reese, this activity has been designed to help you develop and visually represent your ideas for scaling and sustaining your innovation project(s). The article is recommended reading, but is not required to engage in this discussion.

Suggested Pre-Reading:

Perkins, D. N., & Reese, J. D. (2014). When change has legs. *Educational Leadership*, 71(8), 42-47.

