



Reflection questions for school leaders

Insights into de-implementation

This tool supports Evidence for Learning's resource: '[Insights into de-implementation](#).' School leaders are encouraged to use these questions as prompts to reflect on their readiness for, and capacity to deliver, effective de-implementation processes in their schools.

1



Foundations for good de-implementation

Treat de-implementation as a process, not an event; plan and execute it in stages.

- Do you de-implement across your school in a structured and staged manner?
- Is adequate time and care taken when preparing for de-implementation? This may feel counter-intuitive, however it is important to invest time initially in order to save time later.
- Have you considered the time and energy required and identified how those requirements will be met?

2



Foundations for good de-implementation

Create a leadership environment and school climate that is conducive to good de-implementation.

- Do you have a climate that is conducive to change?
- Have you created a clear understanding of expectations when de-implementing the approach?
- How do day-to-day practices affect the motivation and readiness of staff to change?

3



Explore

Define the problem and identify an appropriate way forward.

- Do you have a clear understanding of how wide-spread and embedded the approach currently is?
- How will you decide how long to implement or adapt something before determining it isn't working and should be de-implemented? Have you gathered reliable evidence (local data and research evidence) to support this decision?
- Have you identified who the approach is impacting?
- Have you considered the barriers and enablers that you may encounter during de-implementation?

4

Prepare

Create a clear de-implementation plan, judge the readiness of the school to deliver that plan, and then prepare staff and resources.

- Have you developed a clear, logical and well specified de-implementation plan?
- Have you clearly defined who is affected by de-implementing the approach, and the degree to which they are impacted?
- Have you interviewed or surveyed staff to understand the degree of readiness and acceptance/resistance to de-implementing the approach, and the reasons behind this position?
- Have you identified the professional learning needs of staff?
- Have you communicated to the staff the approach that has been identified for de-implementation and why?
- Have you tailored communication to respond to possible concerns or reactions to the de-implementation of the approach?
- Have you identified a way to capture any desired and undesired changes that might occur?



5

Deliver

Support staff, monitor progress, solve problems and adapt.

- Are you able to respond to challenges that arise through the change process?
- Can you use existing change structures and processes or are new solutions required?
- Is appropriate follow on support available to embed new skills and knowledge developed during initial training, in the form of coaching, mentoring, and peer to peer collaboration?
- Is the approach being de-implemented as intended? How do you know?
- Does de-implementation data suggest you need to review and adjust your strategies or activities?



6

Sustain

Plan for sustainability from the outset.

- Do you have an ongoing plan to support staff where necessary (and aligned with professional learning considerations developed during the 'prepare' phase)?
- Do you have an ongoing plan to evaluate the impact of de-implementing the approach?
- Is your de-implementation plan achieving the desired outcomes? How do you know?
- Have you identified rewards and recognition for the faithful adoption of the de-implementation process?

