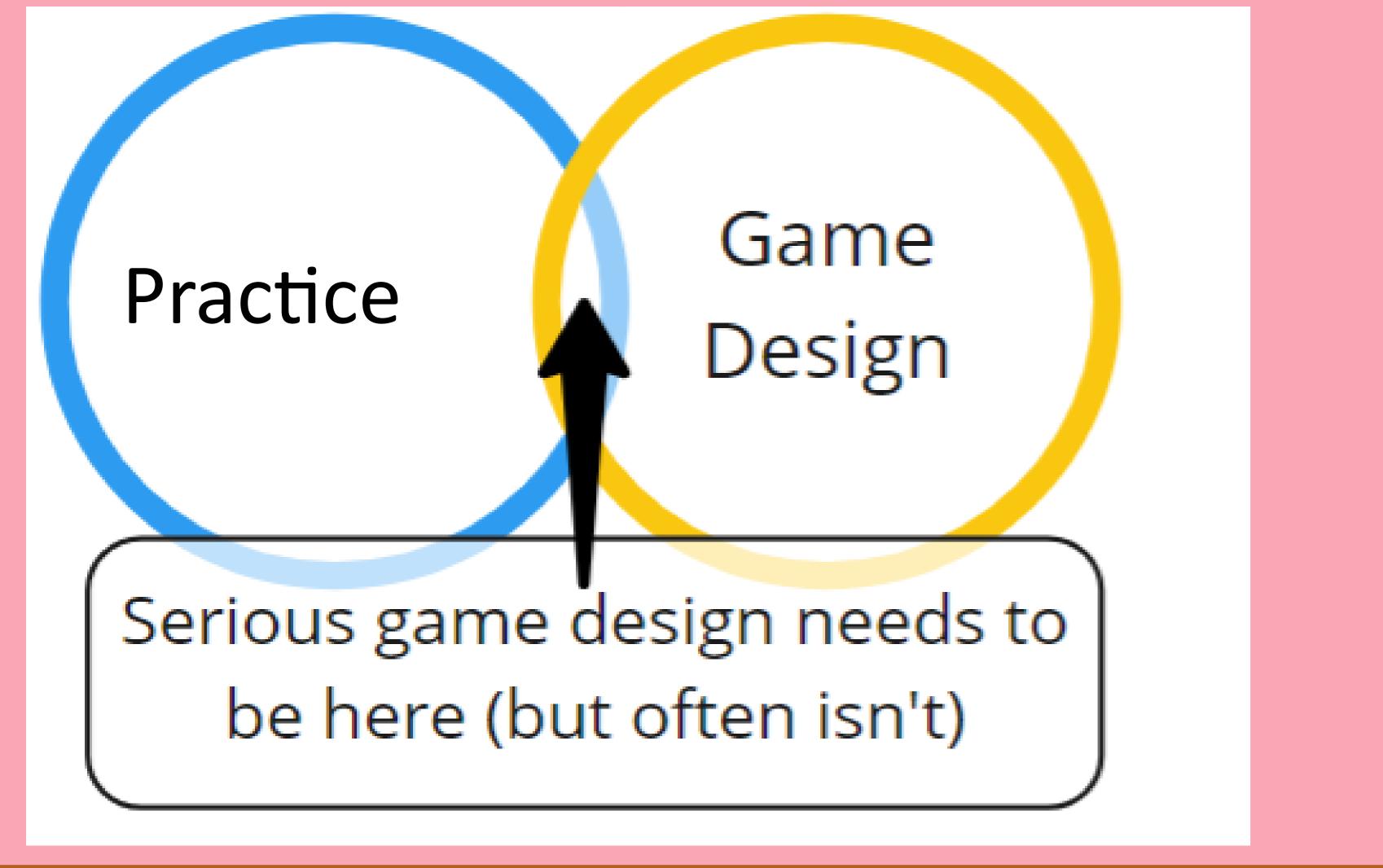
Change as challenge

Enacting change in the educational context is often 'messy'. Because of the complex nature of the school environment, enacting change can be a challenging undertaking when met with the need to address institutional cultures, set behaviours, and busy schedules. Change can often be perceived as daunting, individualising, and a burden.

Project aims

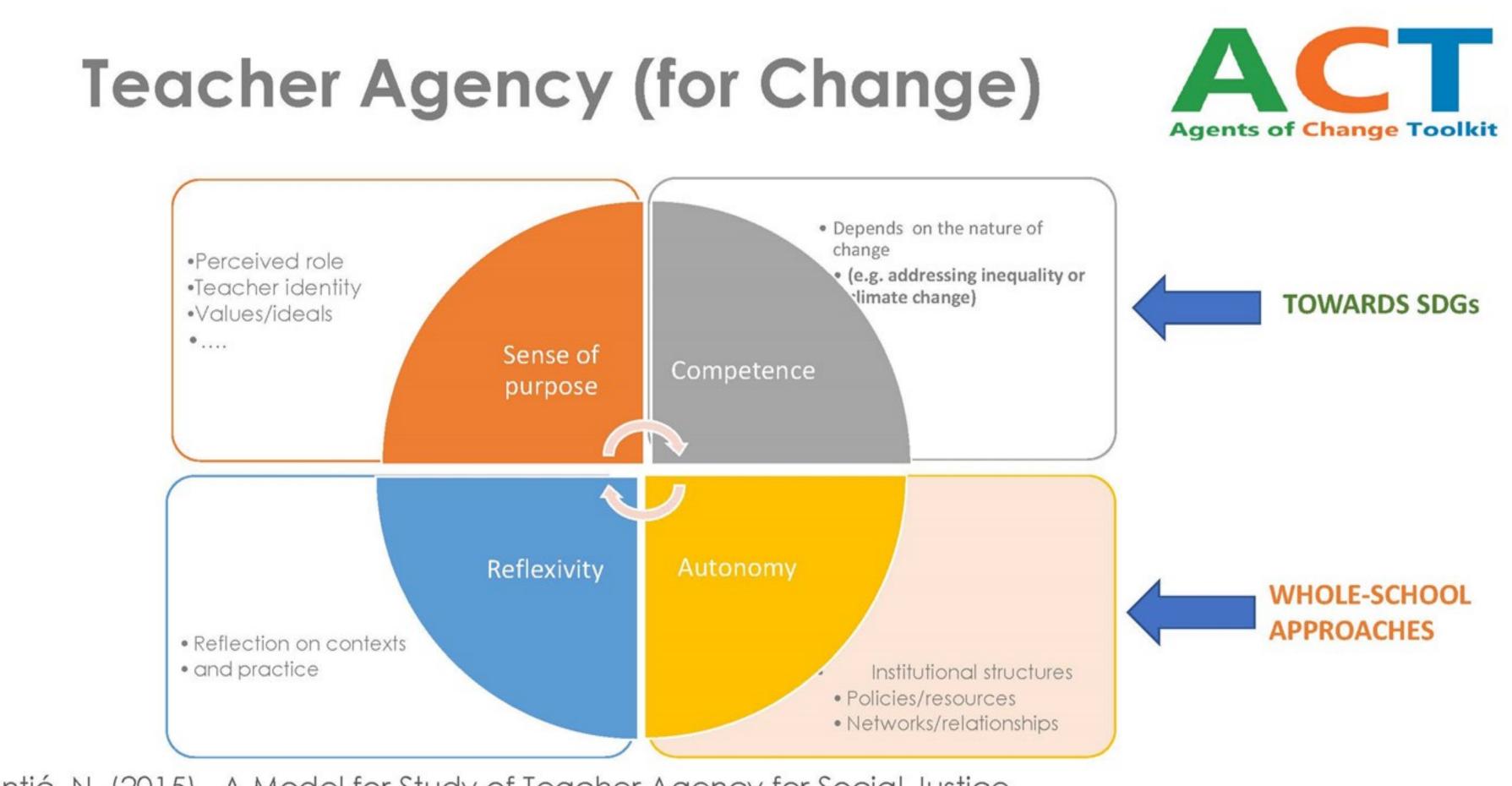
ACT aims to help schools anywhere identify their local challenges and model how these challenges can be addressed in their immediate school environment. In particular, the project focused on SDG4, 'to ensure inclusive and quality education for all'. Our approach recognises that the achievement of the SDGs is as much about building inclusive communities as it is building knowledge. We aimed to develop a toolkit that blends practice and serious-game design to help educators to

implement change collectively.



The Change Model

It explains the interplay of an agent of change within the wider activities and structures of their practice. Teachers as reflective practitioners when enacting change must often navigate those complexities.



Pantić, N. (2015). A Model for Study of Teacher Agency for Social Justice. Teachers and Teaching: Theory and Practice 21 759-778.



The ACToolkit supports the breakdown of change-process steps and aids educators to address one or more of these steps to achieve change. By following this cycle, educators are guided through the process of planning, implementing and evaluating change in their educational establishments.

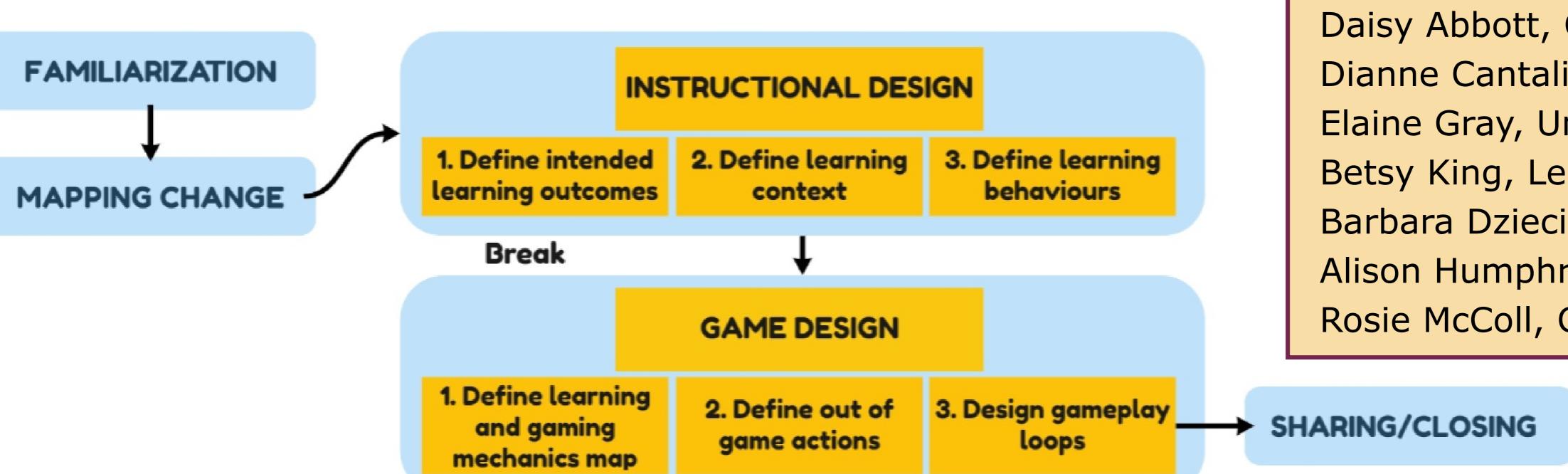


We held online consultations which:

- Identified teachers' needs and mapped change
- Designed games and playful activities led by educators We used instructional design mechanics as a method for visualising a learning

game scenarios and elicit behaviours within their context.

Result: 12 participants in total designed 8 games/playful activities that support change process. Activities are free and downloadable.



AGENTS OF CHANGE TOOLKIT

Design

- outcome (e.g. attitude towards particular change) and game design mechanics to design





- Communication and building relationships (with pupils, parents, other schools, and external organisations, and with high priority groups)
- Capturing and representing diverse perspectives on what needs to change and how • Addressing the perception of change as 'too risky'
- Acting as agents of change within the confines of existing heavy workloads
- Techniques, tools, and training for remote communication
- Evaluating success and/or using evaluation frameworks

The toolkit invites staff to design any change projects relevant to their schools' communities by adapting our downloadable activities and workshop templates or with support from other agents of change present at the ACToolkit website forum.

- •Evaluation of impact and identification of further steps
- Stimulating behavioural change
- Recognition of and building local SDGs indicators into local targets
- •Engaging relevant knowledge and networking with key players within and beyond schools to consider solutions





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University of Dundee

Uses

Our practitioners identified the following areas for change:

Conclusions

- Our toolkit supports the individual change process but also influences the
- institutional structures and cultures through:

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