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In such supportive contexts, leaders at all levels develop a sense of enthusiasm, trust, and openness to change. A culture supportive of de-implementation and implementation processes is strengthened when there is shared leadership that explicitly creates opportunities for staff to take on implementation responsibilities. One way to achieve this is to create implementation teams networked to other teams to flatten the organization and improve two-way communications during de-implementation and implementation efforts.

**Working on the Work**

**THE UNDERPINNINGS OF SUCCESSFUL DE-IMPLEMENTATION: KEY WORDS AND FIVE-WORD SUMMARY**

For each of the sections that follow, record the key words that resonate with you from the above reading. Then, in the last section, take these key words and create a five-word summary that conveys the key message of the three sections combined.

| Follow an established process: |
| Engage leaders at all levels: |
| Create a school climate receptive to change: |
| Five-word summary for this section: |

**TYPES OF DE-IMPLEMENTATION**

There are four types of change that should be considered during de-implementation planning (Northern Territory Government, 2020; Wang, 2018): reverse, reduce, replace, and rethink. The chart on the next page provides suggestions for when to use each type of change followed by examples, actions, and considerations. It also contains references to learning and unlearning. Learning refers to the process of acquiring new skills or knowledge. Unlearning is a process of discarding outdated mental models to make room for alternative models (Wang, 2018). This information can provide essential clarity during de-implementation discussions as the team charts the path forward on a change initiative.
### WHEN TO USE THE FOUR TYPES OF DE-IMPLEMENTATION*

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<th>Type</th>
<th>When to Use</th>
<th>Example</th>
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| Reverse| It is not working anywhere.                                                 | **Example:** An instructional practice widely used is evaluated and has shown insignificant or no impact on student outcomes.  
**Action:** Support staff to unlearn the instructional practice and create understanding about its lack of effectiveness.  
**Consideration:** The reversal of a practice may require something to take its place so that teachers have appropriate support. See: Replace. |
| Reduce | It is working in some schools but not all, or for some sub-groups, but not all. | **Example:** An intervention to improve well-being is showing improvements in urban schools, but no improvements have been observed in remote schools.  
**Action:** The intervention is delivered only to students in urban schools, and students in remote schools are removed from the intervention. Staff who do not work with students in remote schools should be supported to unlearn. See: Reverse.  
**Consideration:** It may be the case that there is another intervention that will be effective for students in remote schools. See: Replace. |
| Replace| It is not working, but the problem that it is aiming to improve still exists. | **Example:** An initiative to build English language competence in newly arrived students is not having the desired results, and there remains a large proportion of students who require greater understanding of English to access other areas of the curriculum.  
**Action:** Identify an alternative approach or initiative shown to be more effective in building English language competence, or an alternative that is evidence informed and make plans to evaluate it.  
**Consideration:** There may be occasions when an initiative is seen to be effective, but there is an alternative approach that demonstrates greater effectiveness, and under these circumstances, it should still be considered for replacement. |
| Rethink| It is not working, or has done its job, and should now be de-implemented to make room for something else. | **Example:** A program was designed to improve financial management for small schools in response to a significant number of these schools moving into an unsustainable financial position. Budgets have since improved and are stable, with improvements attributed to the processes and support provided to build capability.  
**Action:** Consider learning and unlearning for staff, as well as how resources that had been used might be re-distributed to enable a new initiative to grow.  
**Consideration:** Think about the impact of removing support and strategies to sustain the improvement in financial management given staff turnover. Monitor. |

*Adapted from Wang et al. (2018).  