



Making room for impact

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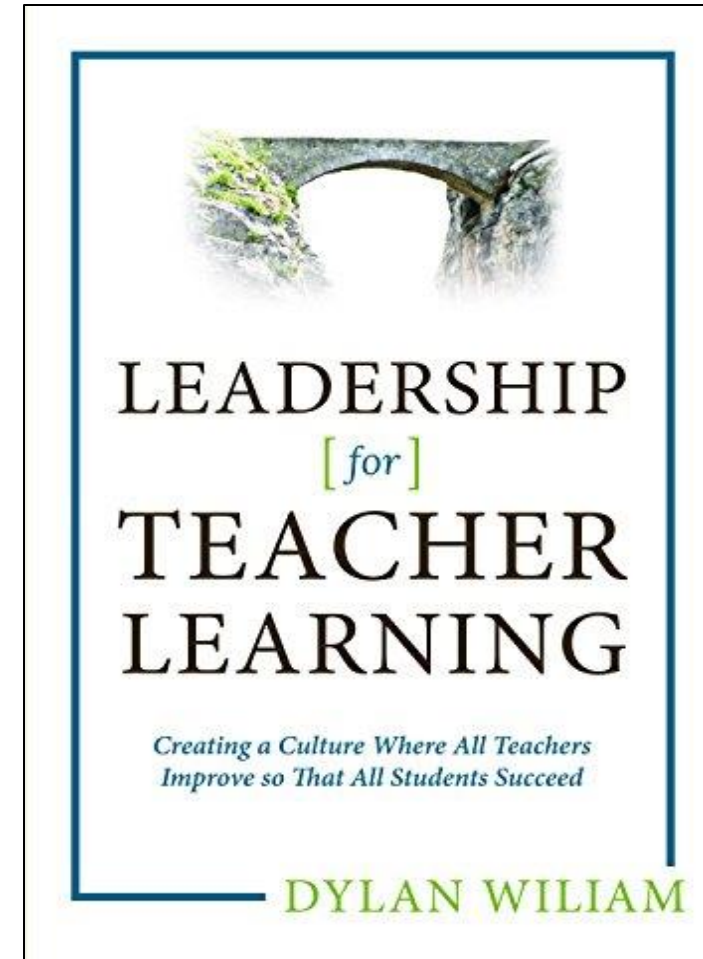
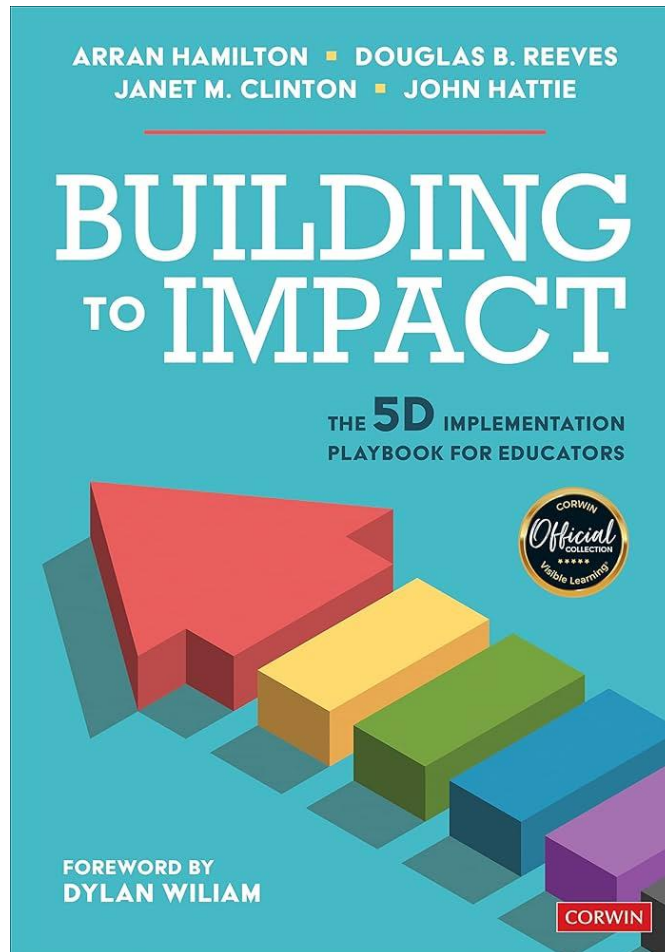
Dylan Wiliam, UCL Institute of Education

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www.bit.ly/DylanWiliamYouTube

The starting point

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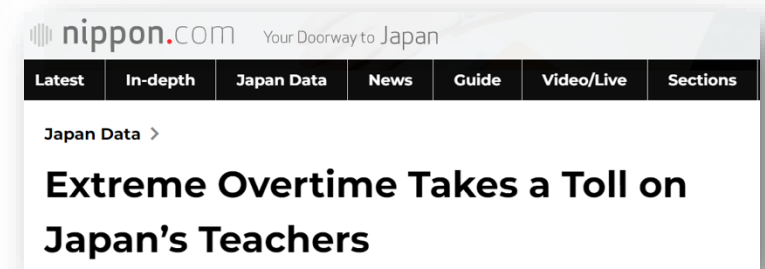
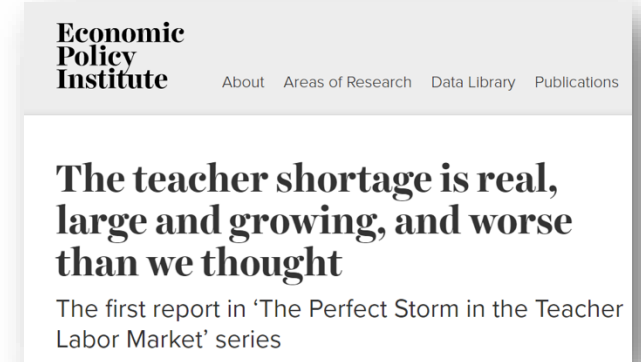
Outline

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- Why we need to think about de-implementation in education
- What is de-implementation (and why is it hard)?
- The *Room for Impact* methodology:
 - Discover
 - Decide
 - De-Implement
 - Re-decide

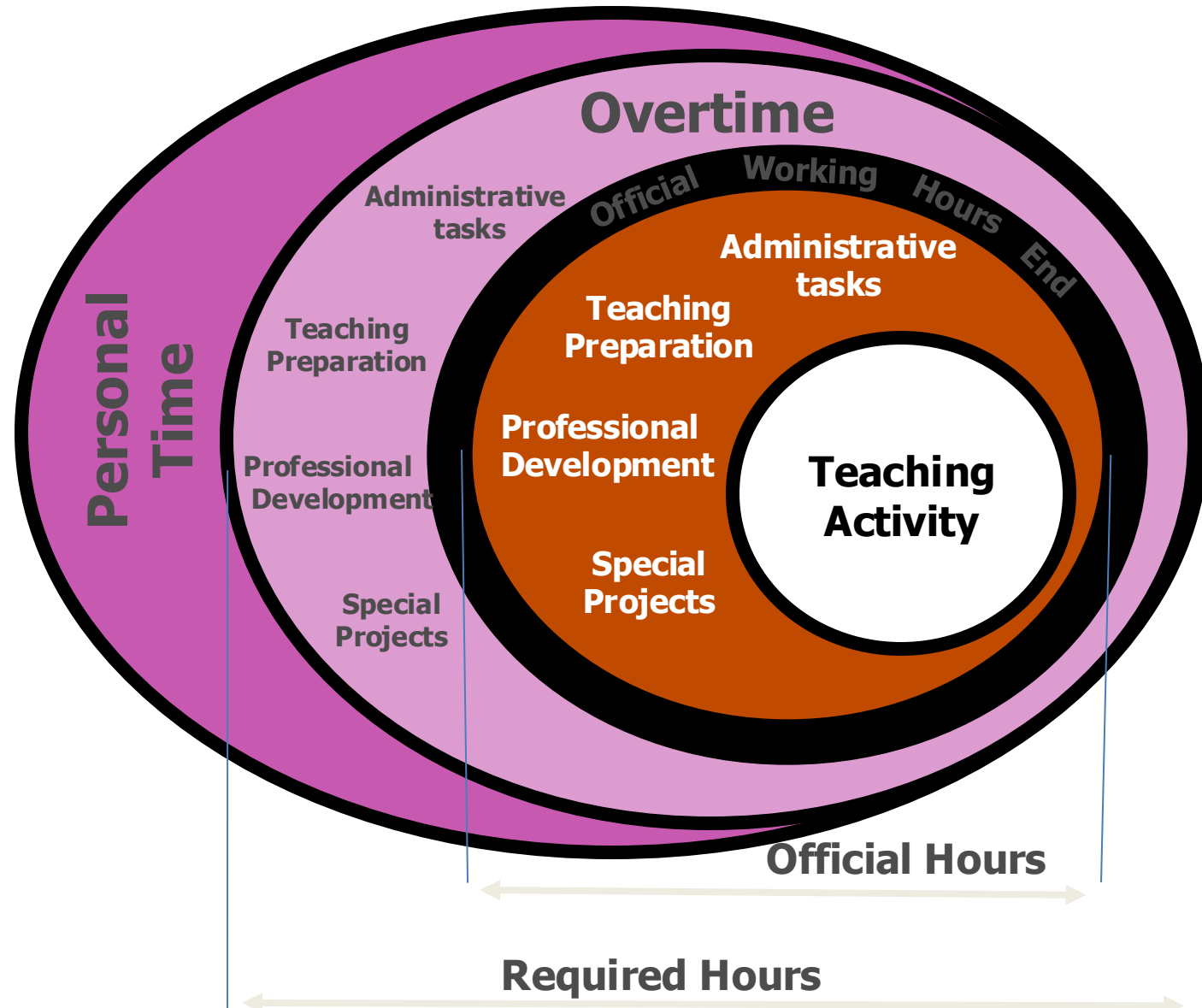
Teacher workload and stress

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Theory and reality of teacher workload

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Teacher resignations and retention in the US

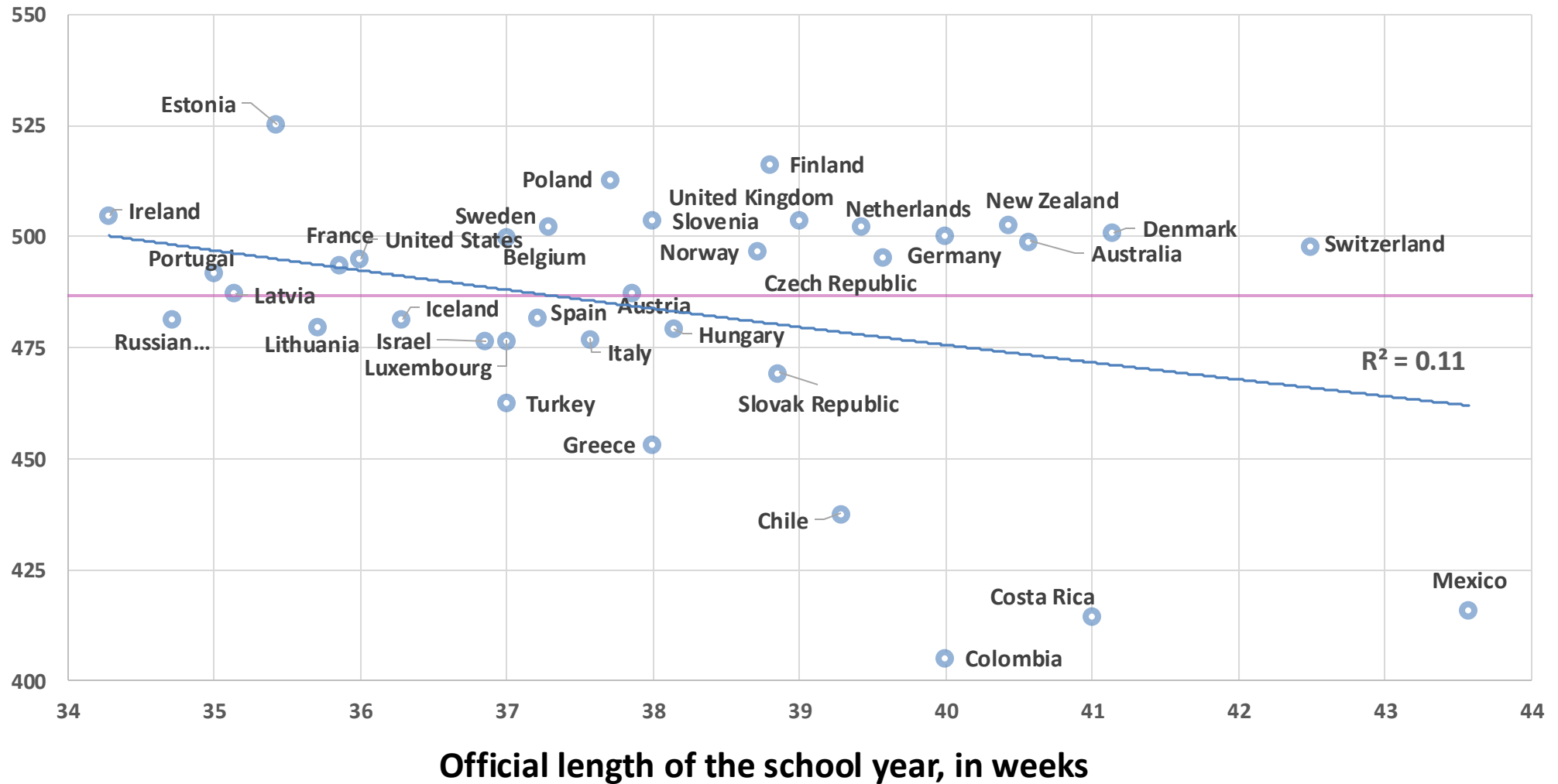
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- Only 40% of teachers who leave are retiring (EPI, 2025)
- 90% of teachers that join each year are replacing a colleague that left voluntarily i.e., before retirement (NCES, 2016)
- 16% of teacher plan to leave their jobs this year (RAND 2025)
- Most teachers who move to other jobs earn less in their new jobs (Biggs & Richwine, 2019)

Length of school year and student achievement

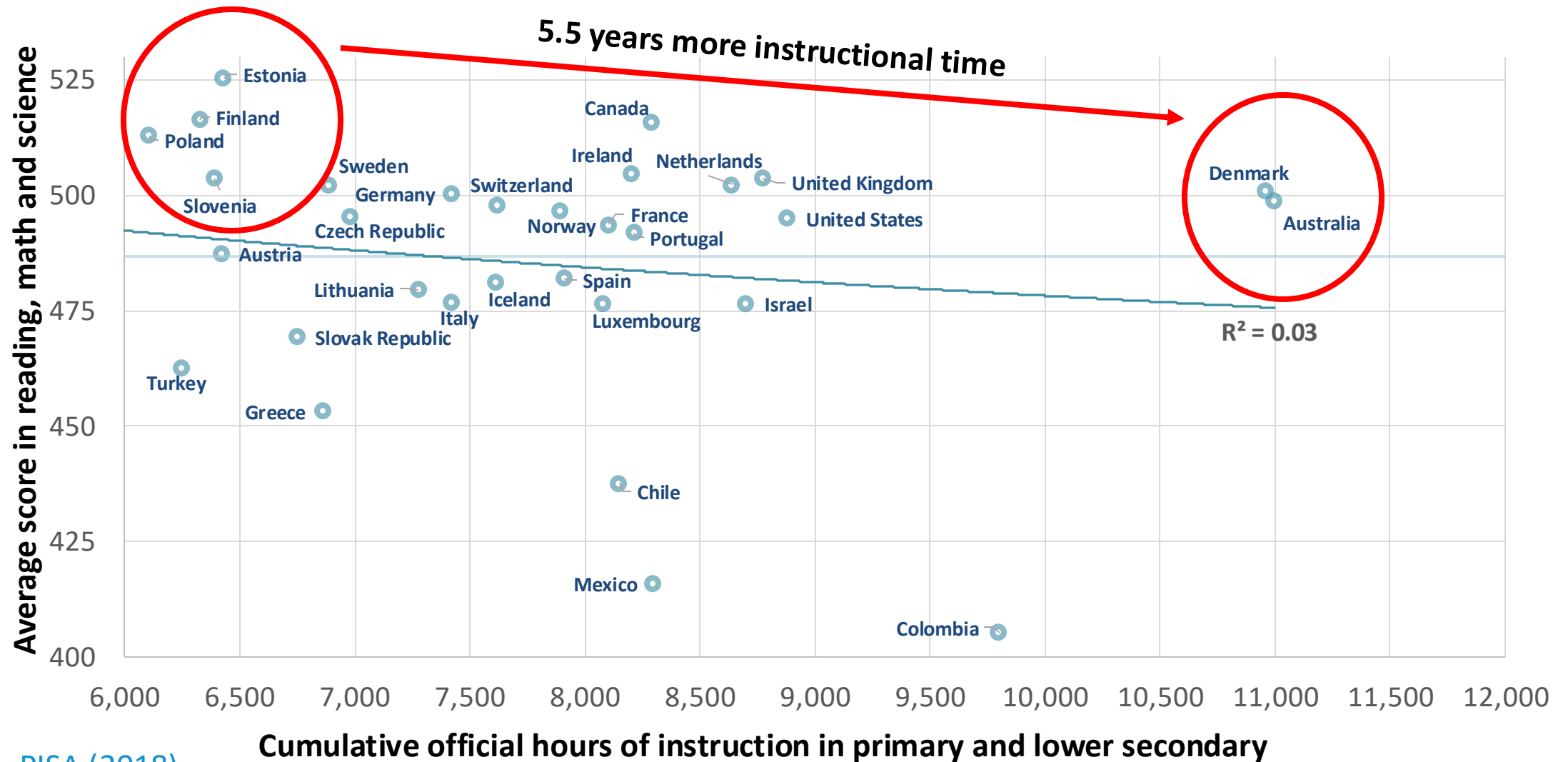
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Average score in reading, math and science



Number of school hours and student achievement

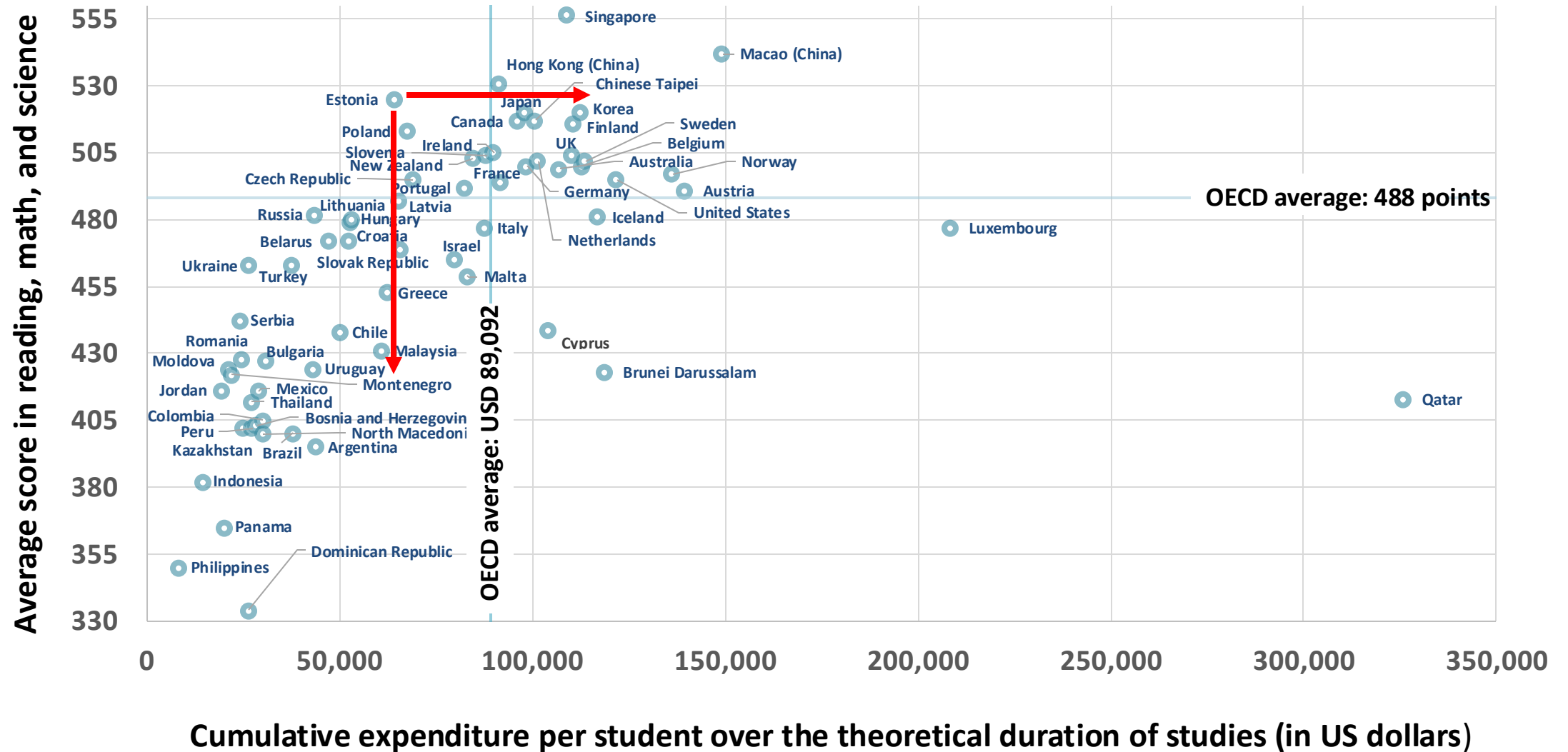
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PISA (2018)

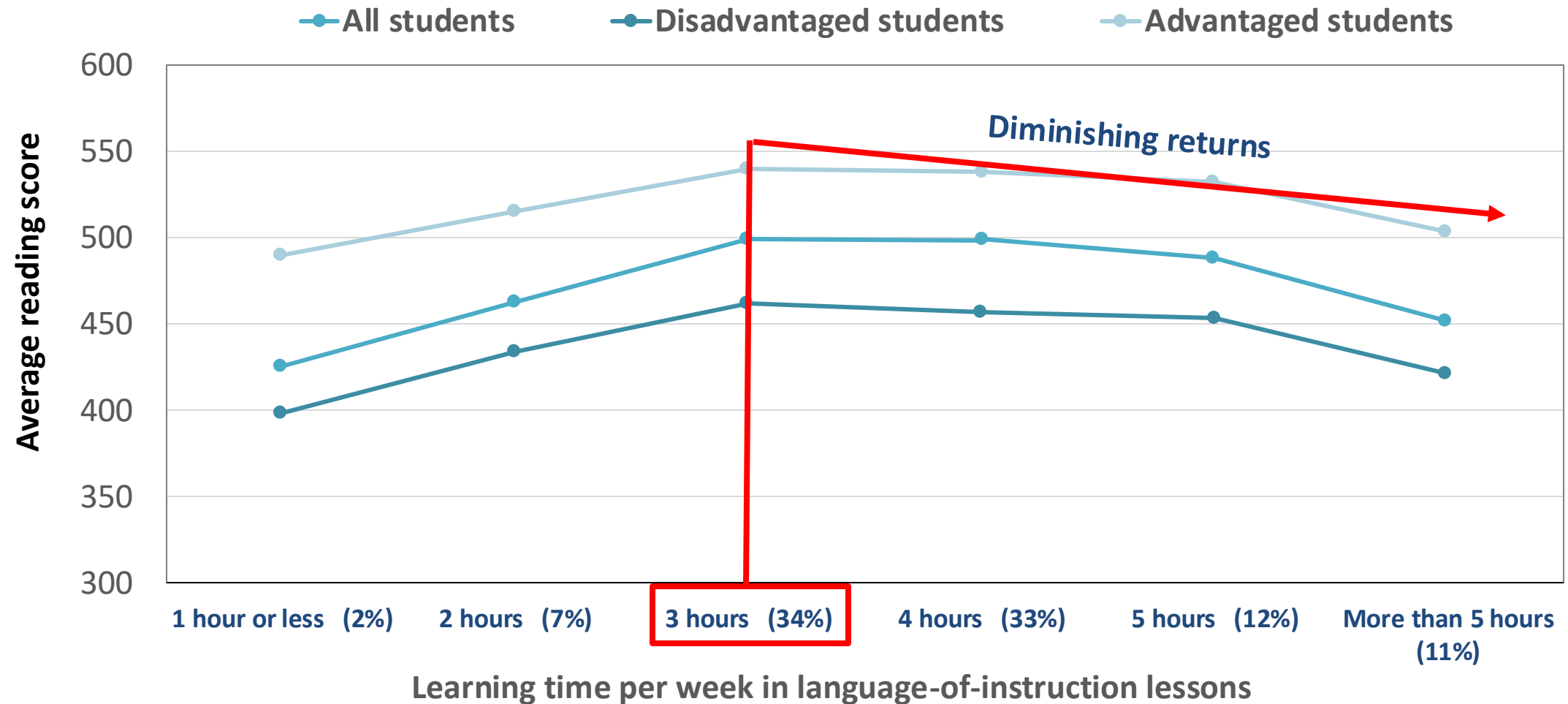
Education funding and student achievement

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Hours of instruction per week and PISA reading score

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What is de-implementation?

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- To
 - de-commission, de-adopt, cease and desist, delete, subtract, expunge
 - dial down, reduce, chisel, shave, hollow, de-clutter
 - swap out, replace, switch over, pivot
- in one or more areas of school activity

The basic idea? Pareto analysis

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- Vilfredo Pareto (1848-1923)
 - Economist, philosopher, and sociologist, associated with the 80:20 rule
- Pareto improvement
 - A change that can make at least one person (e.g., a teacher) better off without making anyone else (e.g., a student) worse off.
- Pareto efficiency/Pareto optimality
 - An allocation (e.g., of resources) is Pareto efficient or Pareto optimal when there are no more Pareto improvements



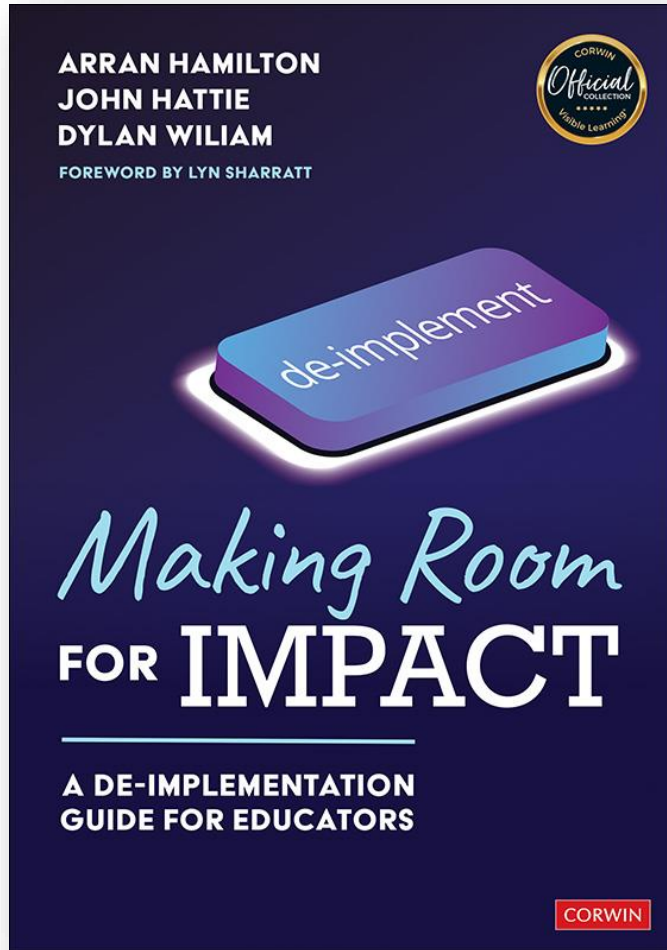
Why de-implement?

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1. To save time and reduce your workload:
 - a. As an end-in-itself (i.e., for your individual and collective wellbeing)
 - b. With the intention of positive organic washback (i.e., the less overworked you, being a better and more impactful teacher, because you have time to reflect, think, and improve)
2. To save financial resources:
 - a. To re-invest in higher-probability interventions
 - b. As an end-in-itself (more relevant during economic downturns when education budgets are sometimes reduced)
3. To explicitly re-invest your time and energy into the highest impact activities
 - a. i.e., you de-implement to create room for more effective impact by replacing “good” things with “better” things.

A process manual to bring de-implementation to life

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- The research base
 - 30 health and social care process maps
 - 18 education sector de-implementation reviews and case studies
 - successful strategies used in the business and industrial sectors (*Lean, Six Sigma*)
 - cognitive psychology research on behaviour change
 - 50 implementation methodologies

How do we de-implement?

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Remove

Reduce

?

Re-Engineer

Replace

The four basic de-implementation processes

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1. Could we REMOVE it?	2. Could we REDUCE it?
i.e., could we just stop doing it completely? And <i>how</i> could we do this?	i.e., could we do it less or could we apply it to fewer people (i.e., Restrict)? And <i>how</i> could we do this?
3. Could we RE-ENGINEER it?	4. Could we REPLACE it?
i.e., could we do it more efficiently, with fewer steps/actions And <i>how</i> could we do this?	i.e., could we substitute for it with a more efficient/effective alternative And <i>what</i> would this be?

De-implementing smoking

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1. Could we REMOVE it?	2. Could we REDUCE it?
Go cold turkey and quit	Cut down from 20 to 10 Don't smoke in the daytime
3. Could we RE-ENGINEER it?	4. Could we REPLACE it?
Don't inhale at all Inhale less frequently/deeply	Take up vaping (related replacement) Drink tea instead (unrelated replacement)

Areas that you could (potentially) de-implement...

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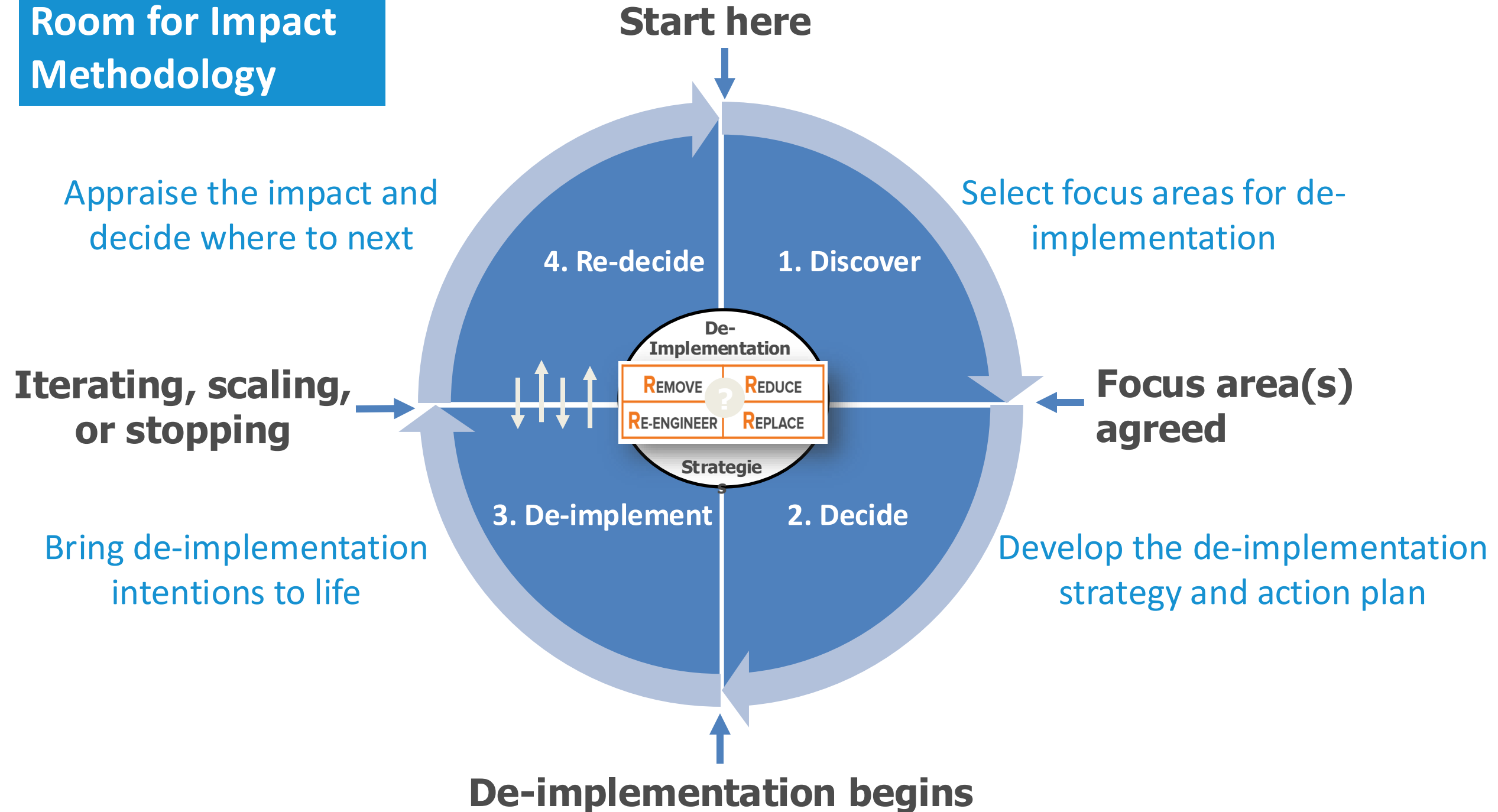
- Homework
- Formative assessment
- Timetabling efficiencies
- Lesson observation
- Data collection, management, use
- Parental reporting
- Student behaviour management
- Multitiered systems of support
- Recess duties
- Professional development
- Staff meetings
- Out of hours working
- Wall displays
- Co-curricular activities
- Whole-school programs
- Early career teacher support
- Revision/catch-up classes
- Teacher cover
- Administrative activity
- Curriculum development
- Lesson planning

De-implementation is hard

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- We are cognitively primed for addition (Adams et al, 2021)
- We have no delete button, we cannot unlearn
- It's context specific – what works 'here' might not work 'there'
- Your system-level constrains your room for maneuver
- It increases your workload in the short term
- Parkinson's Law – workload creeps back up
- There are no “oven-ready” processes (and lots of guilt)
- So, we need an explicit process

Room for Impact Methodology



Overview: Stages, steps, and key actions

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4 stages	9 steps	18 key actions
Discover	Permit	Establish your <i>room for impact</i> backbone organization Lay firm foundations for your de-implementation inquiry
	Prospect	Collect data on de-implementation opportunity areas Provisionally agree on your amenable focus area(s)
	Postulate	Defining the targeted de-implementation areas Postulate what sustains current practices to be de-implemented
Decide	Propose	Selecting your high-level de-implementation strategy Agreeing to the high-level behaviour change levers
	Prepare	Develop detailed de-implementation plan Stress test your plan
	Picture	Defining what success looks like Agreeing your evaluative focus areas and questions Establishing indicators for each focus area: targets and kill parameters
De-implement	Proceed	Execute your de-implementation action plan(s) Collect monitoring and evaluation data
Re-decide	aPraise	Confirm you are using your agreed monitoring and evaluation systems Review your monitoring and evaluation data and decide where to next Review your evaluative systems (optional)
	Propel	

Room for Impact Methodology stage 1

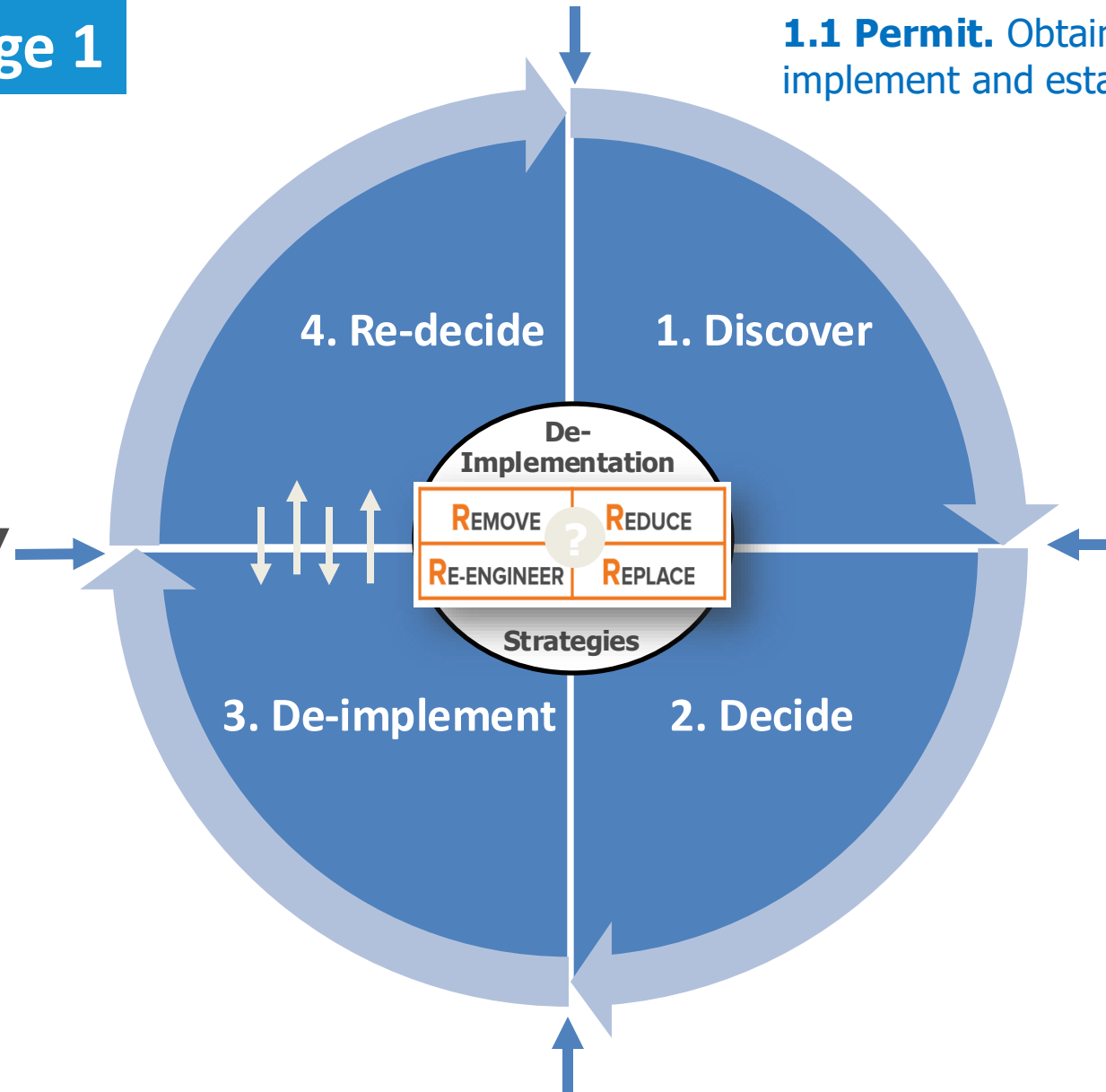
Start here

1.1 Permit. Obtain mandate to de-implement and establish backbone team

Iterating, scaling,
or stopping

Focus area(s)
agreed

De-implementation begins



Step 1.1 Permit: Key actions

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- **Obtain mandate to de-implement**
- Establish the *Making Room for Impact* backbone organization
 - Sponsor
 - Team leader(s)
 - Investigators
 - External facilitators (optional)
- Lay firm foundations for de-implementation inquiry
 - Responsibilities and accountabilities

Sample responsibilities and accountability matrix

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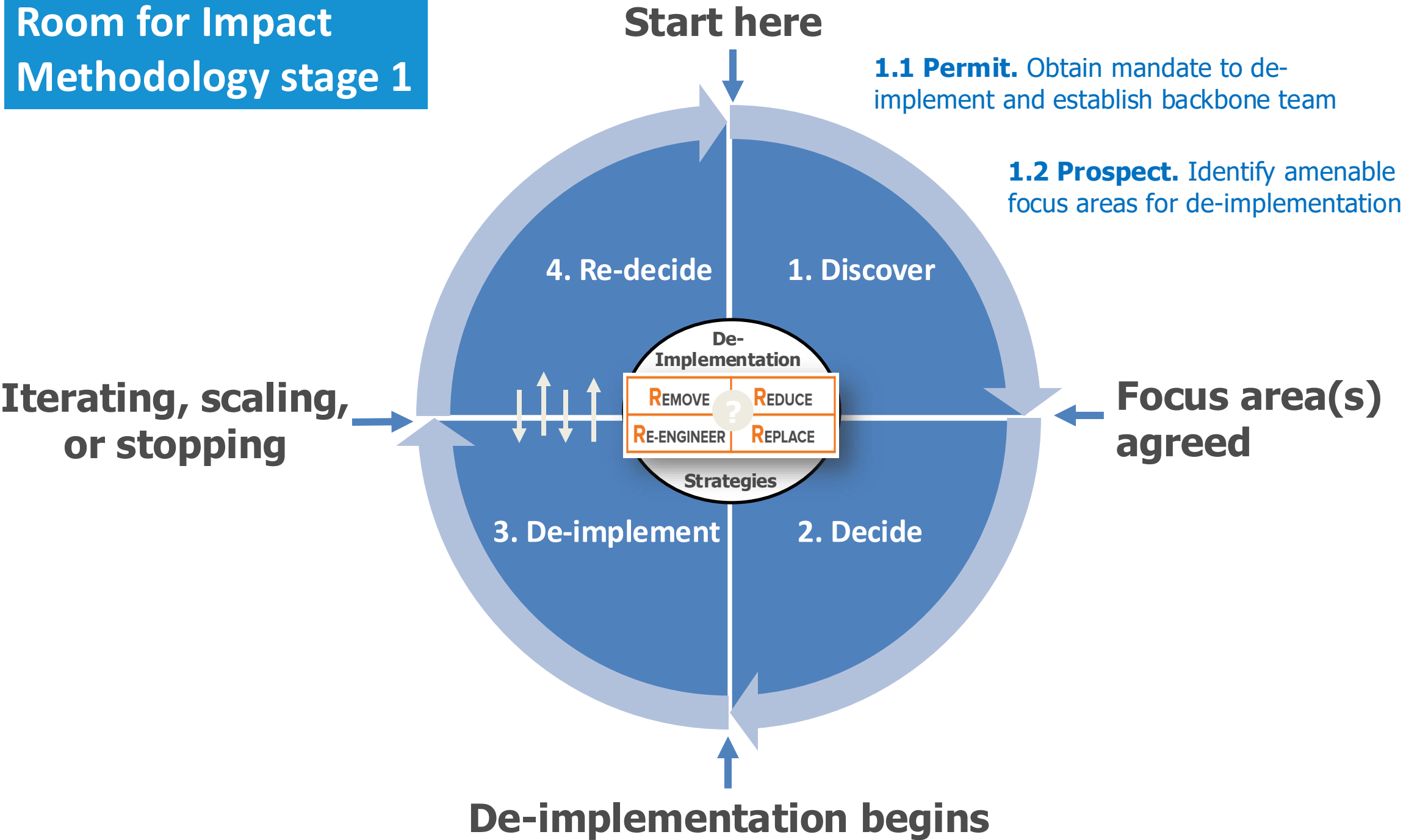
Task	Team leader	Investigator	Investigator	Sponsor
Establishing the backbone team	Responsible	Supportive	Supportive	Accountable
Agreeing on articles of incorporation	Informed	Responsible	Supportive	Accountable
Undertaking divergent prospecting	Supportive	Responsible	Supportive	Accountable
Undertaking convergent prospecting	Supportive	Responsible	Supportive	Accountable
Agreeing the <i>Making Room for Impact</i> focus area	Responsible	Supportive	Supportive	Accountable
Exploring what sustains practice in the focus area	Informed	Supportive	Responsible	Accountable
Proposing multiple viable theories of improvement	Informed	Supportive	Responsible	Accountable
Agreeing in the theory of improvement	Responsible	Supportive	Supportive	Accountable

Step 1.1 Permit: Key actions

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- **Obtain mandate to de-implement**
- Establish the *Making Room for Impact* backbone organization
 - Sponsor
 - Team leader(s)
 - Investigators
 - External facilitators (optional)
- Lay firm foundations for de-implementation inquiry
 - Responsibilities and accountabilities
 - Establishing values
 - Reconfirming the *why*

Room for Impact Methodology stage 1



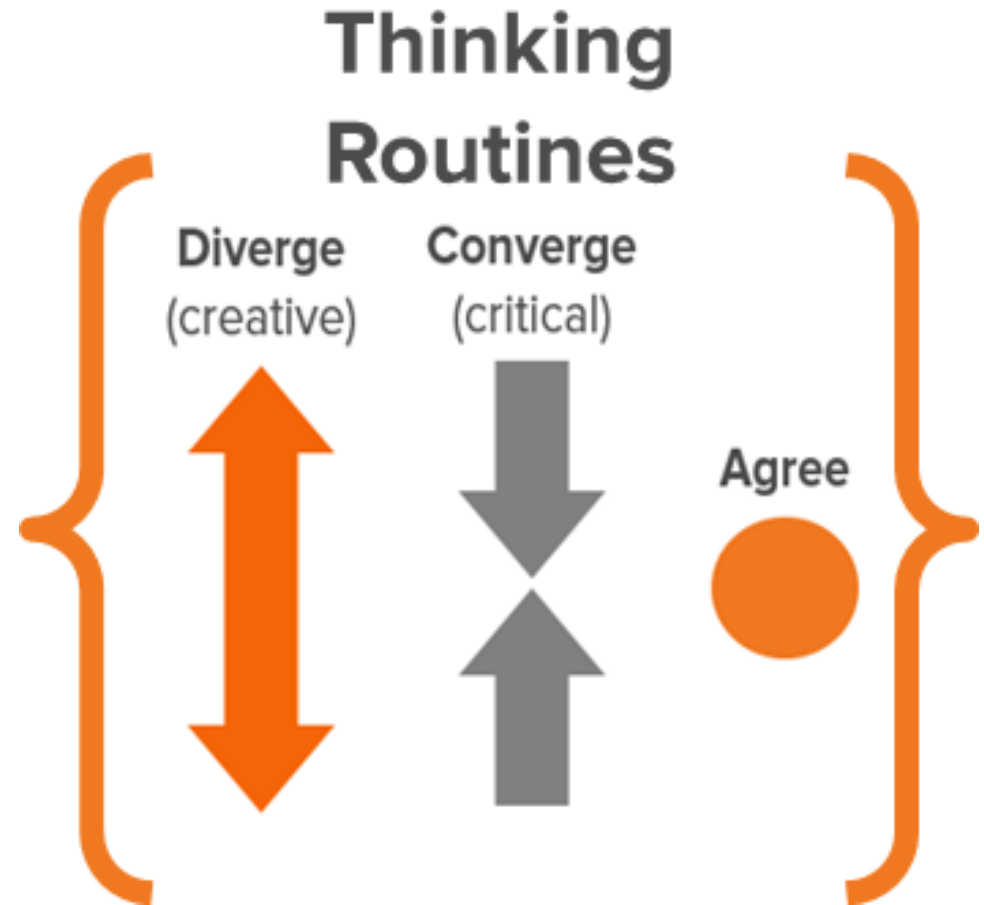
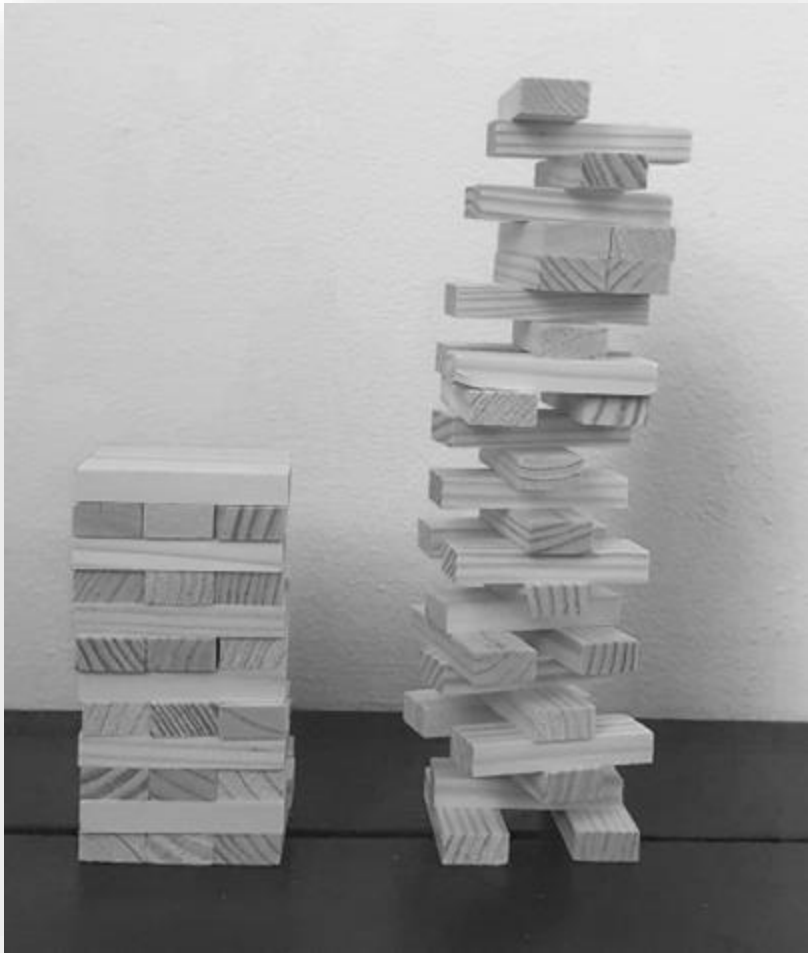
Step 1.2 Prospect: Key actions

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- **Identify amenable areas for de-implementation**
- Collect data on de-implementation opportunity areas
 - Lens 1: The policy-to-practice mapper
 - Lens 2: Live initiatives stocktaking
 - Lens 3: Time studies
 - Lens 4: Cost-benefit analyses
 - Lens 5: Staff voice

1.2 Prospect

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Identify amenable areas for de-implementation

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- Time study
 - What do we currently do?
- Examining the reasons
 - Is there a regulatory reason for this?
 - Do the regulations require us to do it exactly this way?
- Looking at impact
 - What is the benefit to learners of this practice?
 - What might happen if we de-implemented this thing?
 - Is student learning likely to be harmed?

De-implementation possibilities

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- Remove
 - co-curricular activities (signpost third-party programs from trusted partners)
 - requirement to run co-curricular activities after school hours, instead imbedding in official school day
- Reduce
 - number of teachers involved in co-curricular activities, sports days, excursions etc
 - number of co-curricular activities offered
 - duration/time allocation of co-curricular activities
 - number of staff that attend assemblies
 - frequency of assemblies from once per day to once per week
- Reengineer
 - Pool co-curricular activities with neighboring schools
 - Delegating playground/yard and bus duties to non-teaching staff and/or prefects
 - Combining separate year group assemblies into a single whole-school assembly
- Replace
 - outsource in-school delivery of co-curricular activities to vetted voluntary associations e.g., sports coaching societies; Scouts & Guides etc
 - outsource co-curricular program delivery by hiring-part time co-curricular facilitators or by directly recruiting volunteers

Potential areas for de-implementation

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Wall Display

28 hours per teacher per term

Curriculum Materials Development

12 hours per teacher per week

Data Collection

4 hours per teacher per week

Co-Curricular Activities

6 hours per teacher per week

Student Detentions

4 hours per teacher per week

Lunchtime Duties

1 hour per teacher per week

Homework Setting and Marking

9 hours per teacher per week

Responding to Email

4 hours per teacher per week

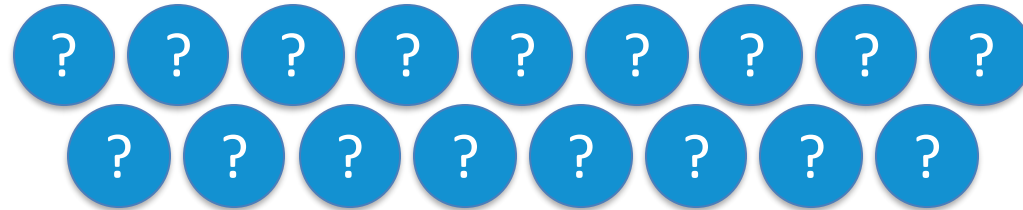
Staff Meeting

2 hours per teacher per week

Focusing

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A **universe** of potential de-implementation possibilities



A **shortlist** of viable de-implementation options



What you will do

Student
detentions
~4 hours per
week

Developing
curriculum materials
~12 hours per
teacher per week

Setting and grading
homework
~9 hours per teacher
per week

Step 1.2 Prospect: Key actions

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- **Identify amenable areas for de-implementation**
- Collect data on de-implementation opportunity areas
 - Lens 1: The policy-to-practice mapper
 - Lens 2: Live initiatives stocktaking
 - Lens 3: Time studies
 - Lens 4: Cost-benefit analyses
 - Lens 5: Staff voice
- Provisionally agree amenable focus areas

Room for Impact Methodology stage 1

Start here

1.1 Permit. Obtain mandate to de-implement and establish backbone team

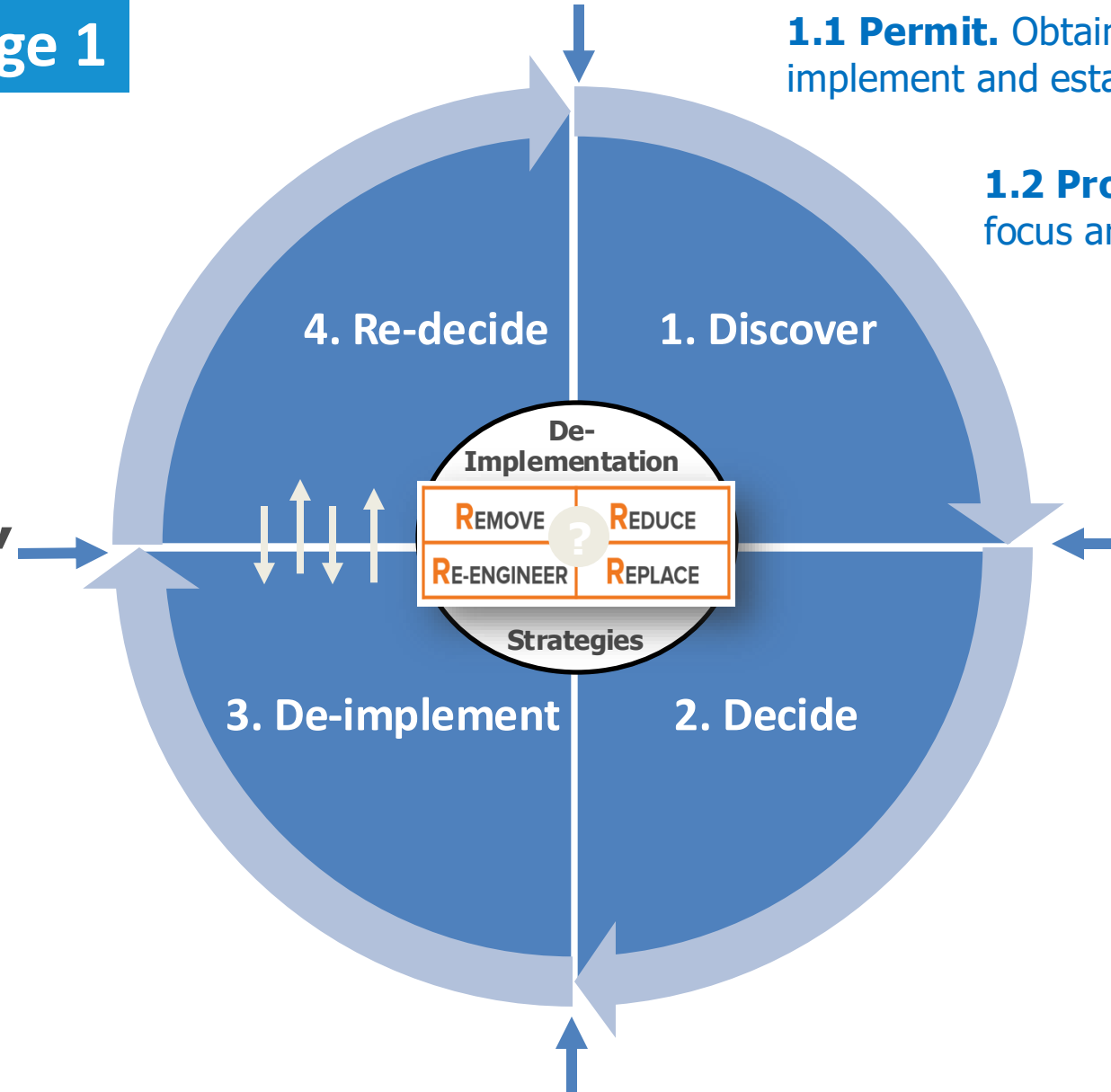
1.2 Prospect. Identify amenable focus areas for de-implementation

1.3 Postulate. Explain what sustains practices to be de-implemented

Focus area(s) agreed

De-implementation begins

Iterating, scaling,
or stopping



1.3 Postulate: Key actions

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- **Investigate and explain what sustains practices to be de-implemented**
- Defining the targeted de-implementation areas

Defining the targeted de-implementation areas

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Target area for de-implementation

Overarching description of de-implementation target	Development of bespoke and localized teaching, learning, and student assessment materials by our teaching teams		
Subcomponents	When/where does this occur?	Who does this?	How much time is spent?
Development of scheme of work	Prior to start of year, reviewed each term	Head of department, with input from teachers	40 hours per term for three teachers
Development of detailed lesson plans	Daily or weekly, mostly out of school	All teachers, and mainly independently	Average of 5 hours per week per teacher
Development of student activity and resources sheets		All teachers, and mainly independently	Average of 3 hours per week per teacher
Development of student assessment tools		All teachers, and mainly independently	Average of 2 hours per week per teacher

Step 1.3 Postulate: Key actions

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- **Investigate and explain what sustains practices to be de-implemented**
- Defining the targeted de-implementation areas
- Postulate what sustains current practices to be de-implemented

Why things are as they are: Chesterton's fence

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“In the matter of reforming things, as distinct from deforming them, there is one plain and simple principle; a principle which will probably be called a paradox. There exists in such a case a certain institution or law; let us say, for the sake of simplicity, a fence or gate erected across a road. The more modern type of reformer goes gaily up to it and says, "I don't see the use of this; let us clear it away." To which the more intelligent type of reformer will do well to answer: "If you don't see the use of it, I certainly won't let you clear it away. Go away and think. Then, when you can come back and tell me that you do see the use of it, I may allow you to destroy it.” (Chesterton, 1929/1990 p. 157)

What sustains these practices (inductive)?

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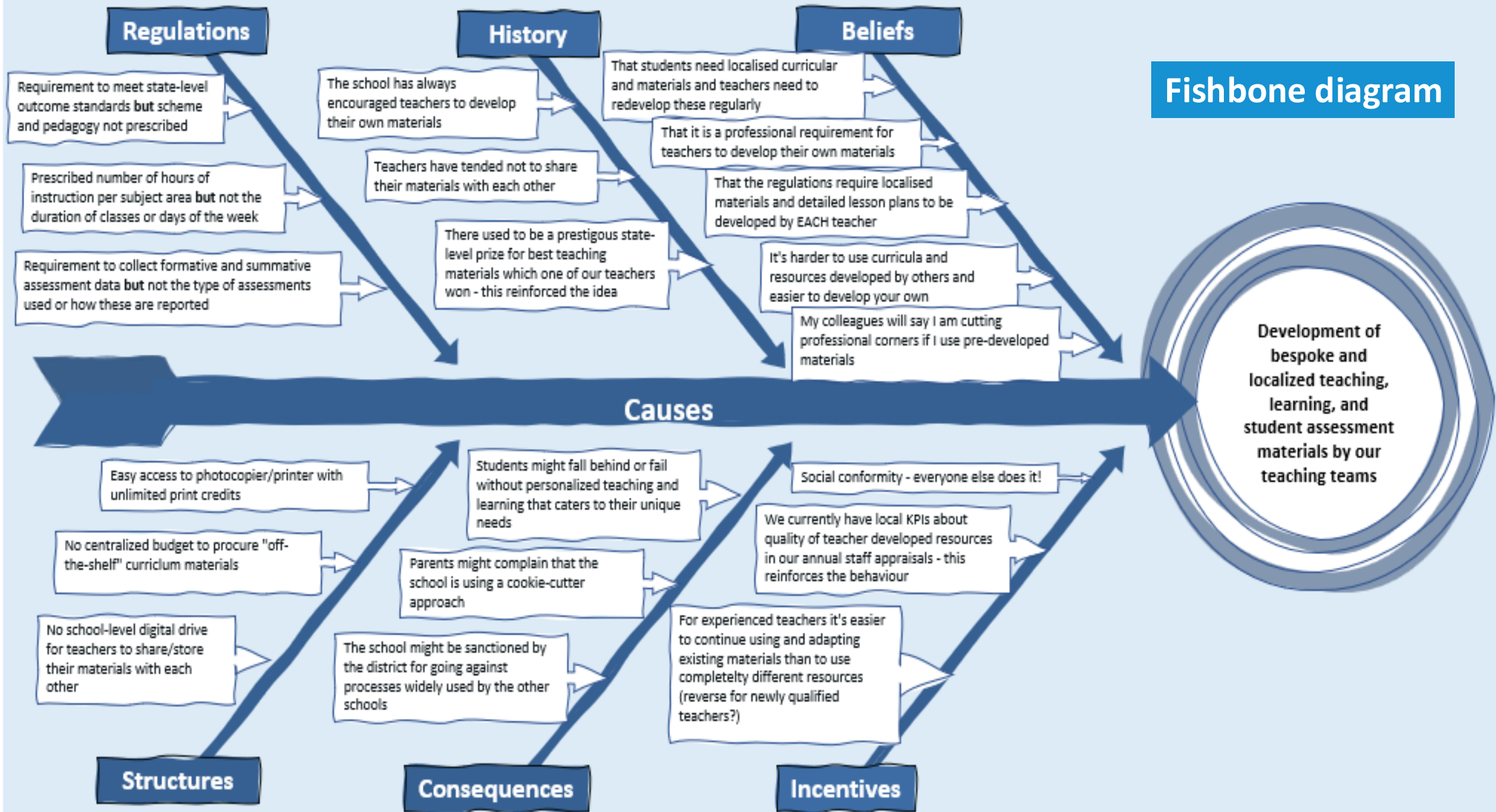
1. Is “X” something that you usually do? [when, where, and how “X” is performed]
2. Why did you start doing “X” in the first place?
3. How much do you want to stop doing “X”?
4. What do you think would happen if you stopped doing “X”?
5. How easy or difficult do you think it would be for you to stop doing “X”?
6. Are there any incentives that make you continue to do “X”?
7. What emotions do you feel when you think about stopping “X”?
8. Does the social/organizational environment help/hinder you in stopping “X”?
9. Does the physical environment help or hinder you in stopping “X”?
10. Does stopping “X” align or conflict with your professional standards/identity?
11. What strategies could the organization leverage to help you stop “X”?
12. What are the pros and cons of these “X”-stopping strategies?

What sustains these practice (deductive)?

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- Regulations
 - Legal, procedural, and regulatory requirements shaping, influencing, and reinforcing the behaviour
- History
 - What we know about how, when, and why the organization adopted the behaviours in the first place
- Beliefs
 - Beliefs about the purpose, benefits, and costs of the behaviour
- Structures
 - The systems, processes, resources, and environmental factors that prime continuation or discontinuation of the behaviour
- Consequences
 - Beliefs about what will happen (to self and others) if the behaviour is discontinued
- Incentives
 - The pull-push incentives to continue and/or discontinue the behaviour

Fishbone diagram



Acting like a 4-year-old: The sub-bone tool

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Teachers believe it is a professional requirement to develop their own curriculum from scratch

Why (1)? Because we (the leadership team) told them to

Why (2)? Because we (the leadership team) truly believed it was a requirement

Why (3)? Because we (the leadership team) were not fully aware of the actual requirements

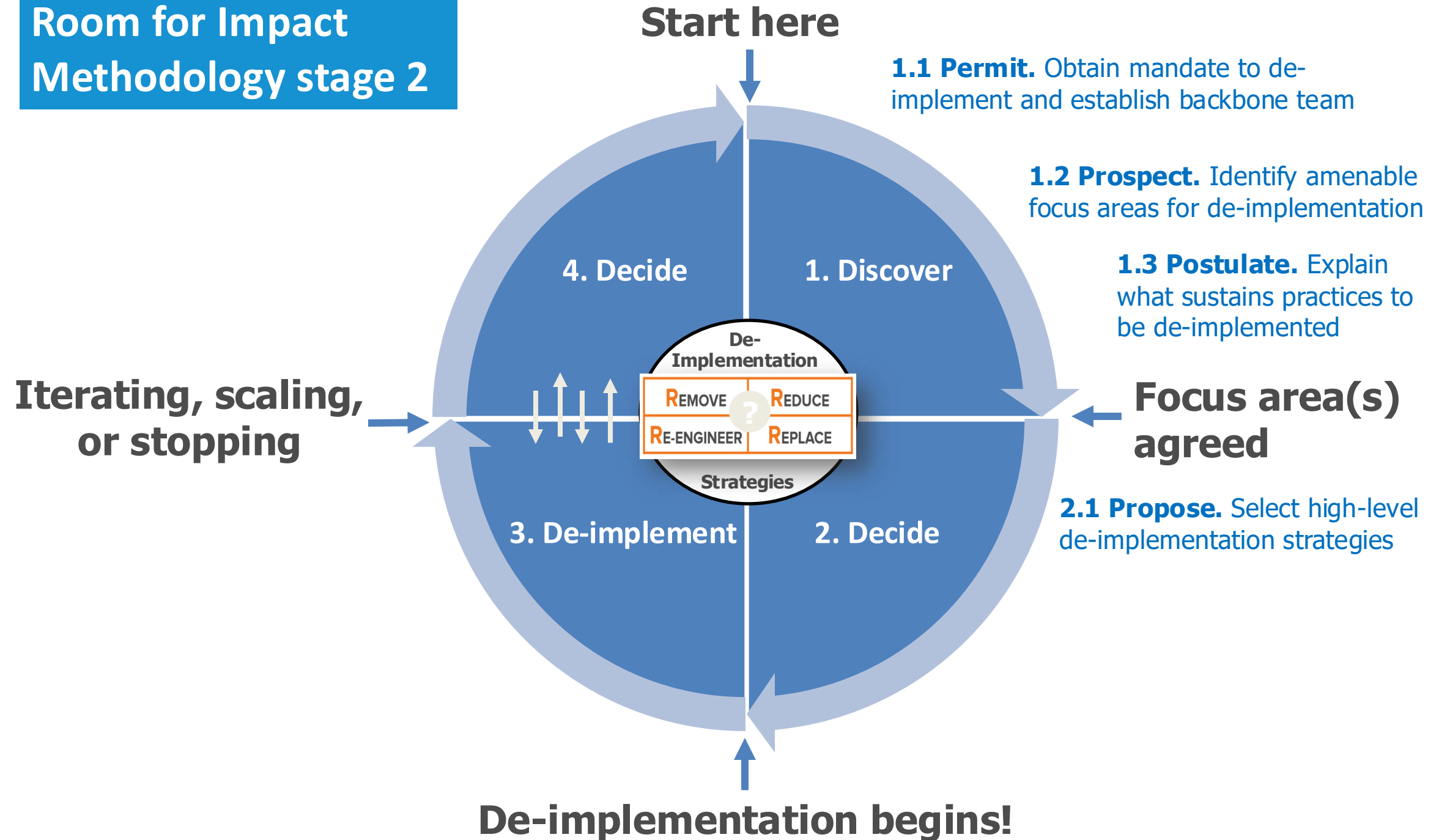
Why (4)? Because the regulations are hard to track down and no-one brought to our attention that we had misunderstood

Evidence checker worked example

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Claim	Sources of data	Findings	Outcome
Our teams hold the local belief that: students need localized curricula and materials, and teachers need to redevelop these regularly	Interviews and focus groups with a cross-section of our teachers	75 percent of our teachers strongly indicated that they hold this belief	Claim stands
It is a fact that: students need localized curricula and materials, and teachers need to redevelop these regularly	Visible Learning Meta ^x Data	Within the Visible Learning Meta ^x there were many standardized programs generate effect sizes above $d = 0.40$ (Direct Instruction, MTSS, many reading programs)	Claim rejected There is little evidence that curriculum needs to be individually tailored or linked to the local community, nor that teachers need to develop materials themselves

Room for Impact Methodology stage 2



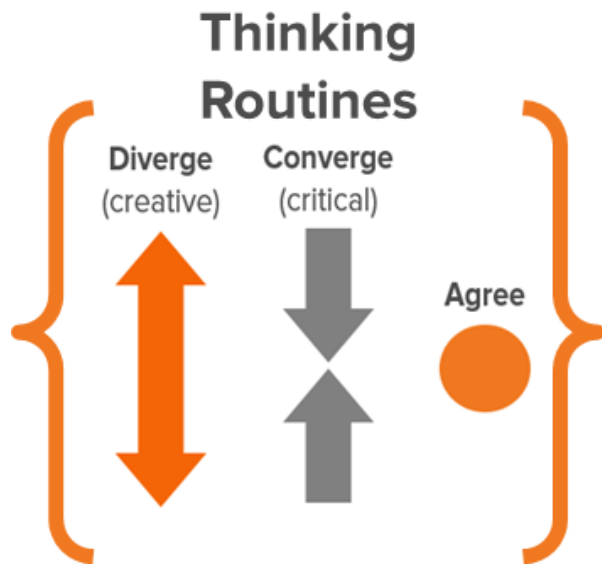
Step 2.1 Propose: Key actions

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- **Develop high-level de-implementation strategy**
- Select high-level de-implementation strategies

HEAT criteria

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Domain	Description
H arm	Is this an area with a high probability of negatively impacting student achievement if we de-implement?
E ase	Do we have the authority to make changes in this area? Do the various ways we could make changes require a lot of work or will it be easy?
A ceptability	Are stakeholders going to be open to making changes in this area?
T ime Saved	What maximum amount of time <i>could</i> be saved if we undertake de-implementation in this area? N.B. also consider resource savings here too.

HEAT scoring matrix

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De-implementation opportunity	Harm	Ease	Acceptability	Time saved	Total
	1 = very risky	5 = very easy	5 = very acceptable	5 = lots of time saved	
Student detentions	4	4	3	2	13/20
Wall displays	5	3	4	4	16/20
Parental reporting	4	4	2	2	12/20
Curriculum development	2	2	2	5	11/20
Data collection	4	3	4	2	15/20
Lunchtime duties	5	4	5	1	15/20
Staff meetings	5	5	5	2	17/20
Email	5	4	5	2	16/20
Homework	2	3	2	5	12/20
Co-curricular activities	3	2	2	5	12/20

De-implementing homework

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1. Could we REMOVE it?	2. Could we REDUCE it?
• Stop homework completely for all (e.g., for Primary/Elementary) students	No setting of homework in weeks before holiday breaks, so staff do not return to a pile of marking • Frequency of homework reduced from twice per week per subject to once per week • Size of homework assignments reduced to decrease preparation and marking time (N.B. this is technically an act of Re-Engineering!)
3. Could we RE-ENGINEER it?	4. Could we REPLACE it?
Develop quizzing homework for grades 8 and 9, that requires less marking • Ensuring homework is a chance to practice something already taught, so it fits in easily with the current classroom routines. • Peer marking of homework, with teacher sampling • Review homework and provide verbal feedback on assignments <u>during lesson</u>	• Use of off the shelf homework packages, to reduce homework assignment preparation time • Use automated Intelligent Tutoring systems for homework to reduce preparation and marking time • Use deep learning AI algorithms to create and adapt bespoke homework assignments • Use deep learning AI algorithms to assess student homework and provide feedback against the assessment rubrics

De-implementing lesson planning

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1. Could we REMOVE it?	2. Could we REDUCE it?
• Stop developing schemes of work/lesson sequences – we just fly by the seats of our pants 	• No longer making it a requirement that teachers have a full lesson plan for every lesson i.e., short-hand lesson planning • Prohibiting teachers from continually tinkering with their pre-existing (and presumably) high quality materials from previous years i.e., no improving the wheel
3. Could we RE-ENGINEER it?	4. Could we REPLACE it?
• Assigning teachers to teach multiple parallel classes so that they teach the same lessons two, three or even four times in the same day, reducing lesson preparation time • Getting everyone to put their materials on a shared drive, so that autonomous teachers can save time by drawing on their colleagues' resources • Implementing collaborative lesson planning, where subject teams divide up the curriculum and each take the lead in producing all materials	• Use a third-party off-the-shelf curriculum, with integrated scheme of work, lesson plans, resources, student activity sheets etc • Use an intelligent algorithm (e.g., a Chatbot) that can be tasked with developing base versions of teaching and learning materials, that teachers can adapt/extend.

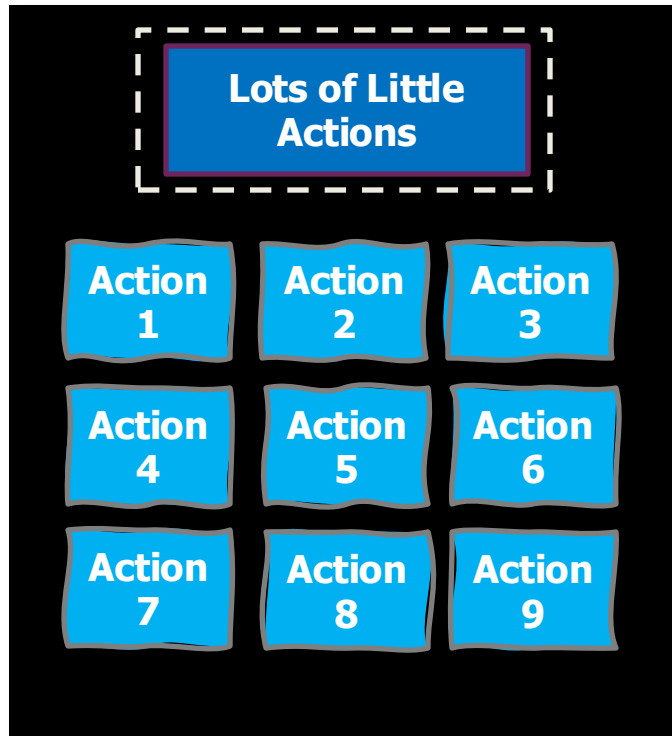
De-implementing co-curricular activities

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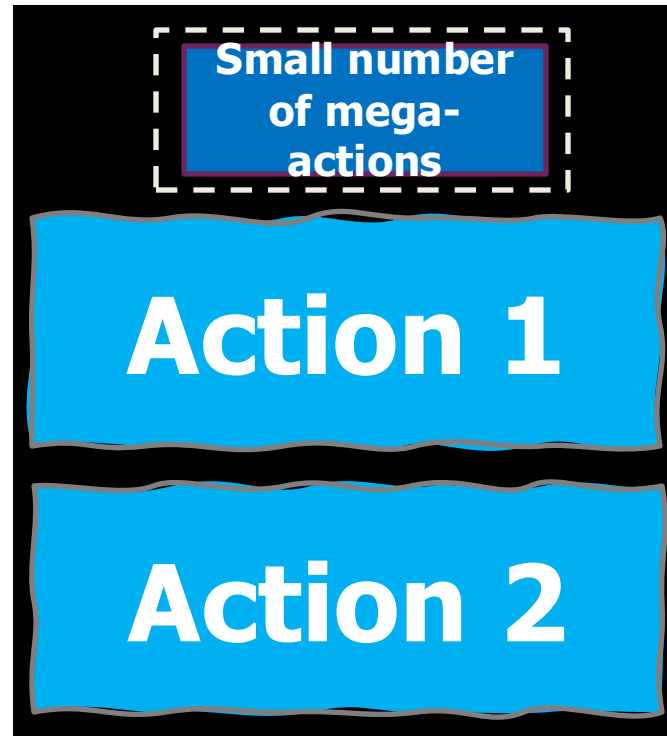
1. Could we REMOVE it?	2. Could we REDUCE it?
• Stop doing extra curricular activities completely	• Provide fewer extra curricular options involving fewer teachers • Provide sessions of shorter duration
3. Could we RE-ENGINEER it?	4. Could we REPLACE it?
• Embed extra curricular activities in the official school day, rather than running after hours • Pooling extra-curricular activities with neighboring schools • Hire part time extra curricular facilitators	• Outsourcing in-school delivery of extra-curricular activities to vetted voluntary associations e.g., sports coaching societies; Scouts & Guides etc • Sign-post third-party options to parents and leave them to organize themselves, where relevant

You might end up with different local mixes

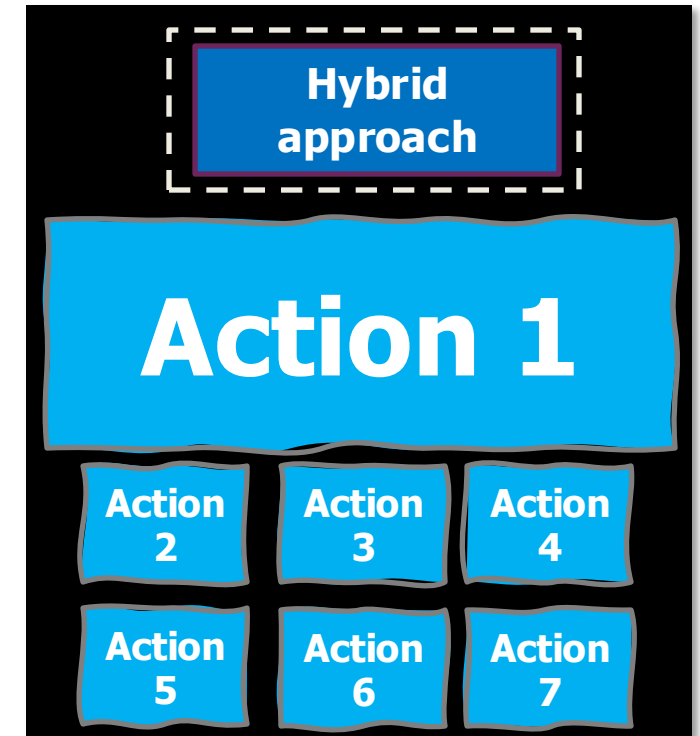
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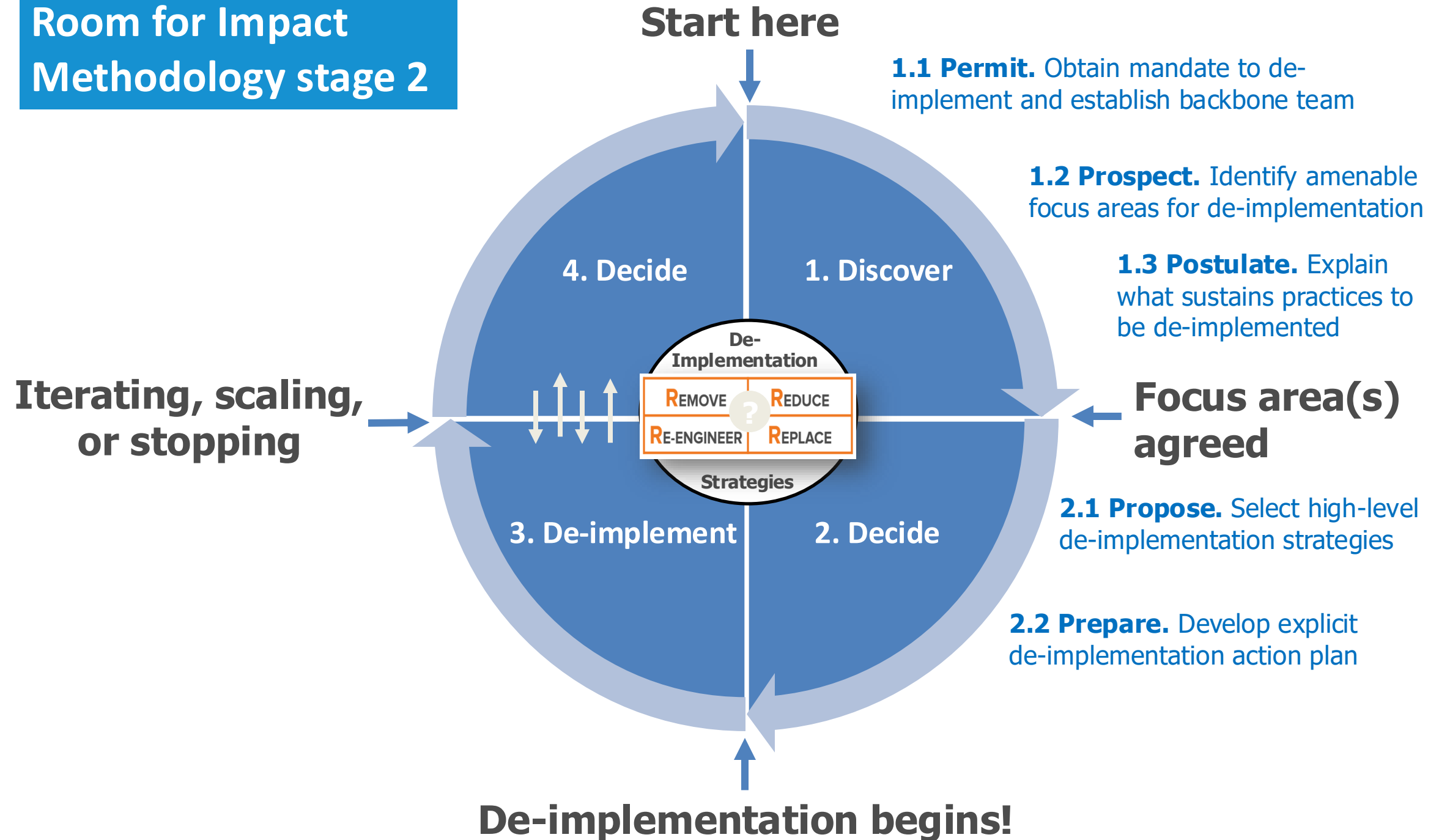
e.g., stand-up meetings; shared resources cloud folder; stopping twilight PD, delegating yard duties to non-teaching staff; removing wall displays; etc.



e.g., off the shelf curriculum materials; intelligent tutoring system for homework; centralized detention system



Room for Impact Methodology stage 2



Step 2.2 Prepare: Key Actions

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- **Develop an explicit de-implementation plan**
- Stress-testing the plan

Health warnings

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- Your room for maneuver will vary depending on your jurisdiction (check local regulations carefully)
- Practices that are helpful in one context can be harmful in another (and this is why we provide a thinking process rather than just a shopping list of things to de-implement)



Worked example: Verbal feedback during lessons

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Potential derailers	Mitigations
Parents complain	Parental engagement/communications
Some teachers actually like marking homework!	Leave them to it? Or audit student work and discuss with relevant staff
Teacher verbal feedback is variable	Professional development
It might actually take longer	Check via a time study
Student learning might be harmed – as it might detract from needed classroom instruction	Again – check via evaluation

Then consider whether – with the added time-cost of these mitigations – it is worth proceeding

Stress-testing the plan

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- Pre-mortem

Pre-mortem

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- Imagine it is 1 year from now and your de-implementation ideas has totally failed
- List all the reasons this might have happened
- Use these insights to make improvements to your de-implementation strategy



Stress-testing the plan

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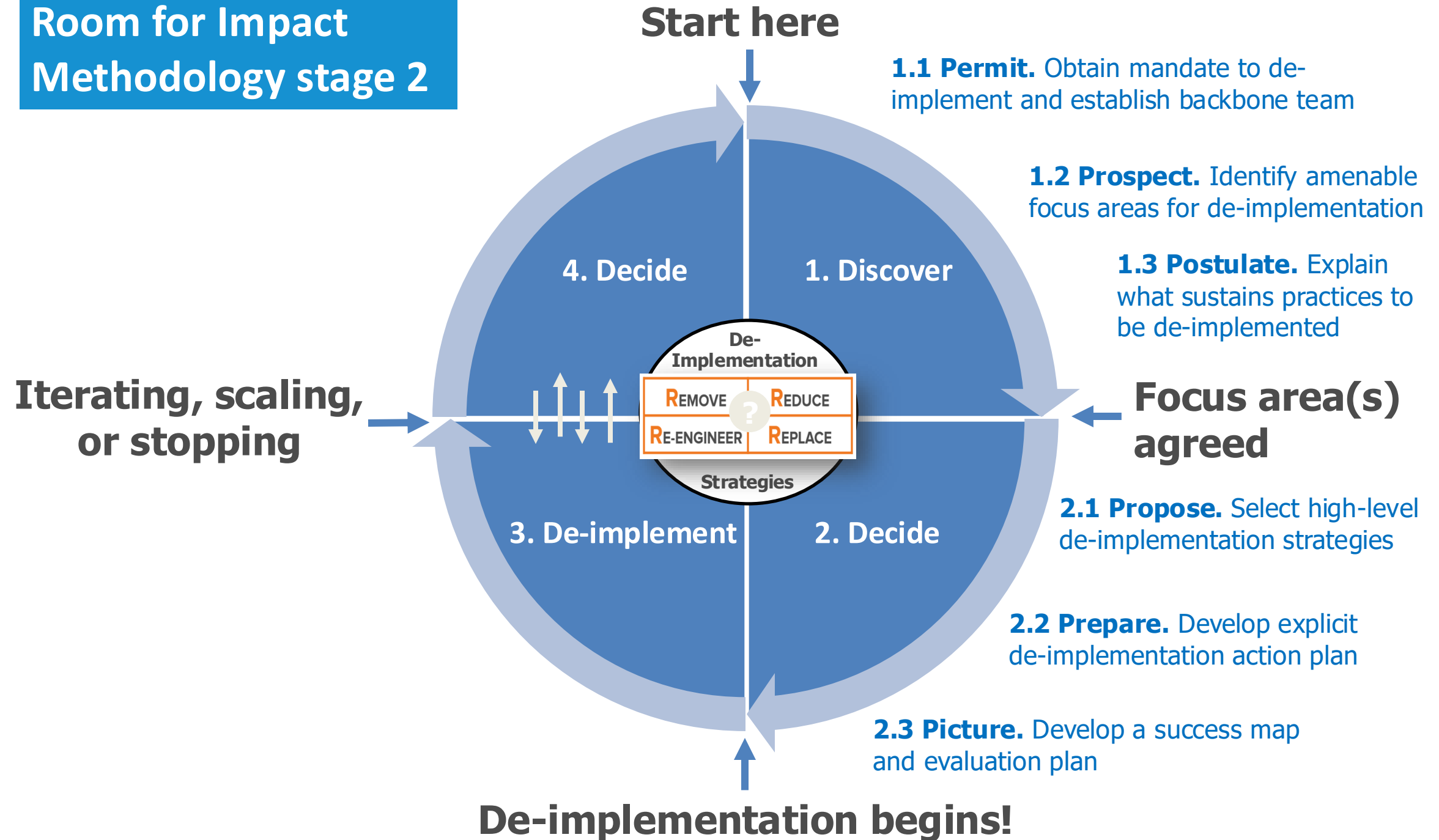
- Pre-mortem
- Delivery chain mapping
- Brainstorming/bodystorming
- Variant analysis
- Side effects

There are no perfect solutions; only trade-offs

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- Proposals for change are usually
 - clear about what the old approach did badly, and how the proposal will improve those aspects
 - silent about the things the old approach did well, and the new proposal will do less well
- Proposals for change should answer two questions:
 - “What will be better if the changes are made?”
 - “What will be worse if the changes are made?”
- If the answer to the second question is “nothing” then the proposer needs to think again.
- There will always be trade-offs
- The question is whether they are explicit or not

Room for Impact Methodology stage 2



Step 2.3 Picture: Key actions

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- **Develop a success map and evaluation plan**
- Define what success looks like
- Agree evaluation focus areas and questions
- Establish key indicators for each focus area
- Setting targets and kill parameters

Room for Impact Methodology stage 3

Start here

1.1 Permit. Obtain mandate to de-implement and establish backbone team

1.2 Prospect. Identify amenable focus areas for de-implementation

1.3 Postulate. Explain what sustains practices to be de-implemented

Focus area(s) agreed

2.1 Propose. Select high-level de-implementation strategies

2.2 Prepare. Develop explicit de-implementation action plan

2.3 Picture. Develop a success map and evaluation plan

De-implementation begins!

4. Decide

1. Discover

De-Implementation

REMOVE

REDUCE

RE-ENGINEER

REPLACE

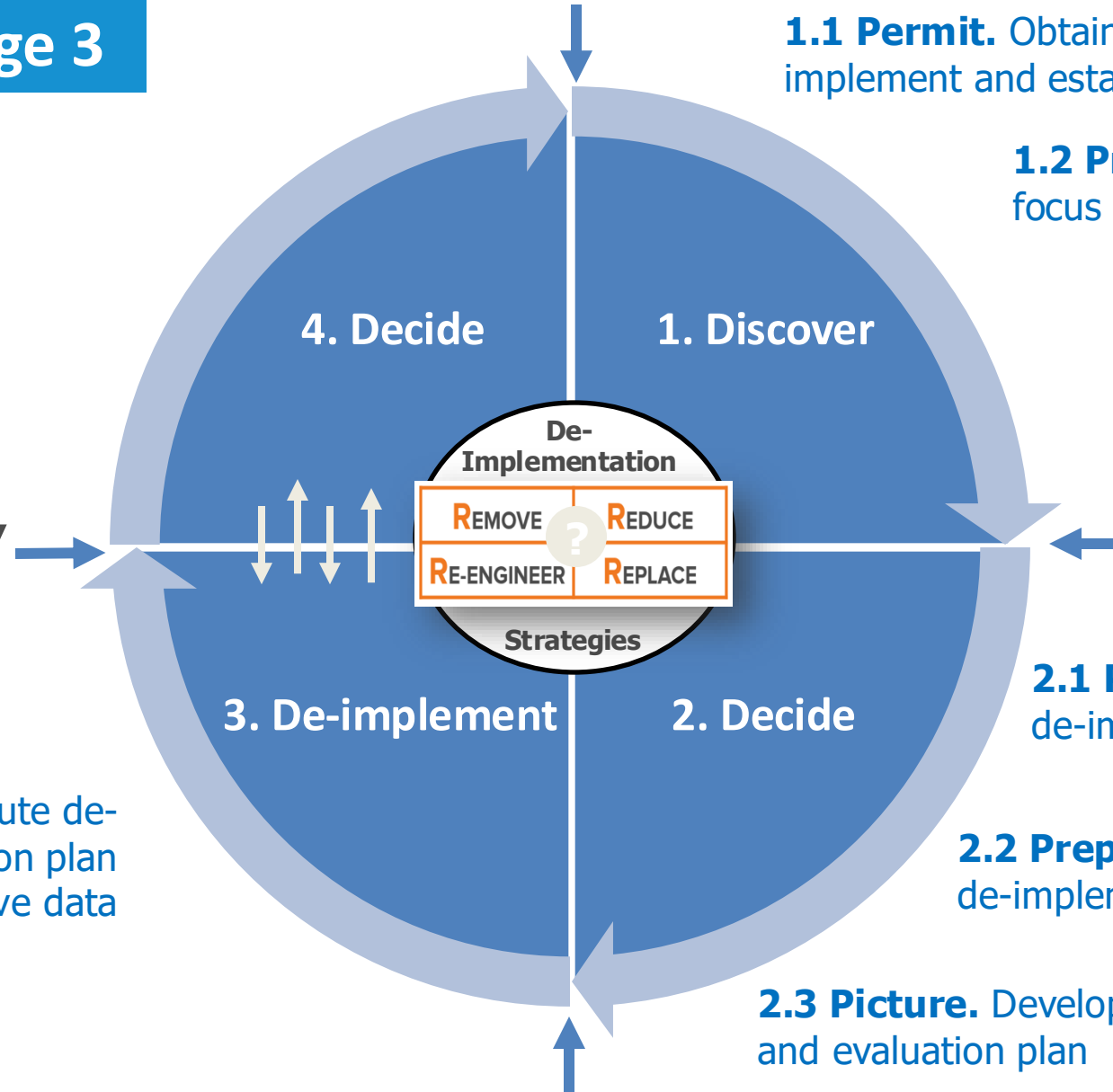
Strategies

2. Decide

3. De-implement

3.1 Proceed. Execute de-implementation action plan and collect evaluative data

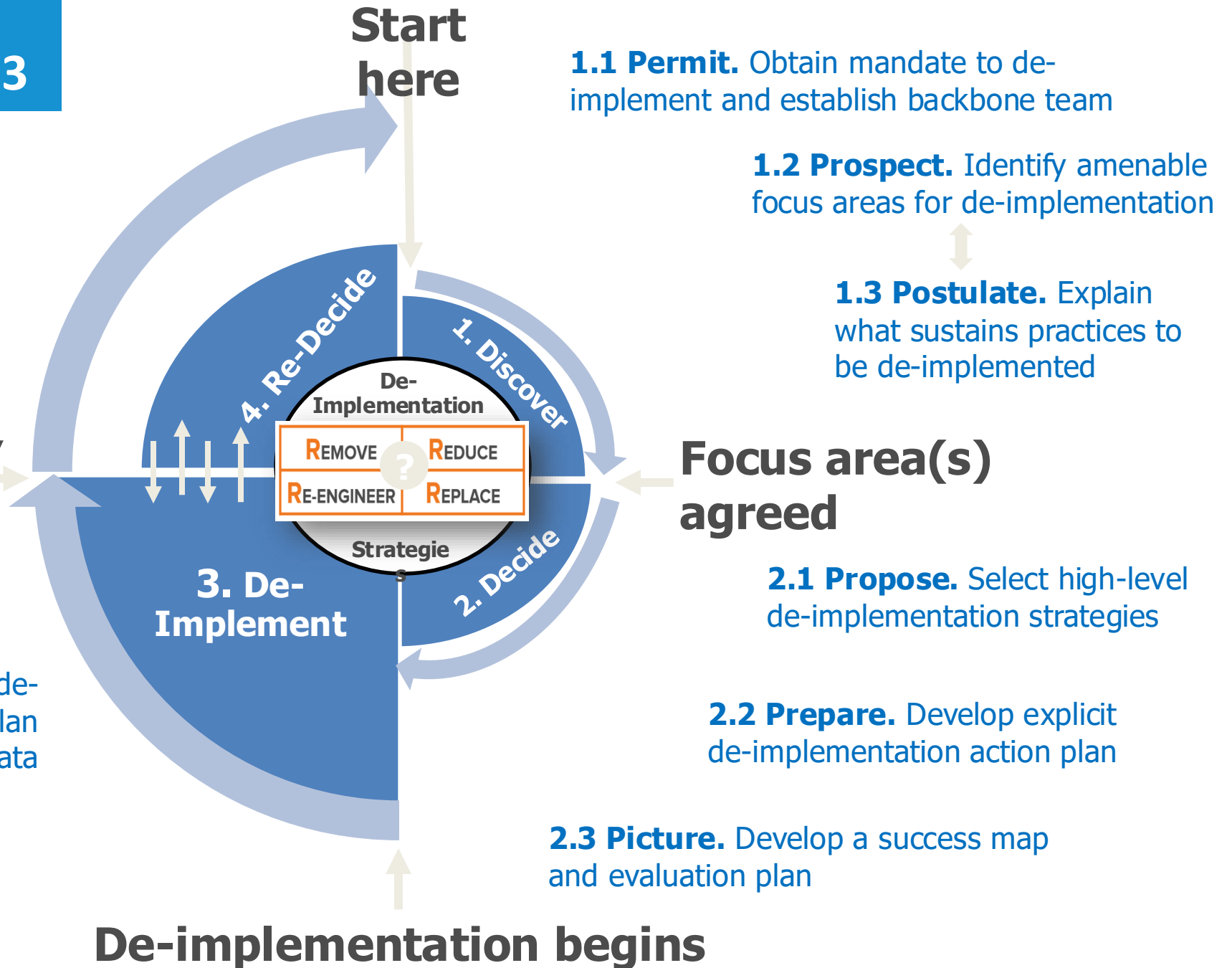
Iterating, scaling, or stopping



Room for Impact Methodology stage 3

Iterating, scaling,
or stopping

3.1 Proceed. Execute de-implementation action plan and collect evaluative data



Room for Impact Methodology stage 4

Start here

1.1 Permit. Obtain mandate to de-implement and establish backbone team

1.2 Prospect. Identify amenable focus areas for de-implementation

1.3 Postulate. Explain what sustains practices to be de-implemented

Focus area(s) agreed

2.1 Propose. Select high-level de-implementation strategies

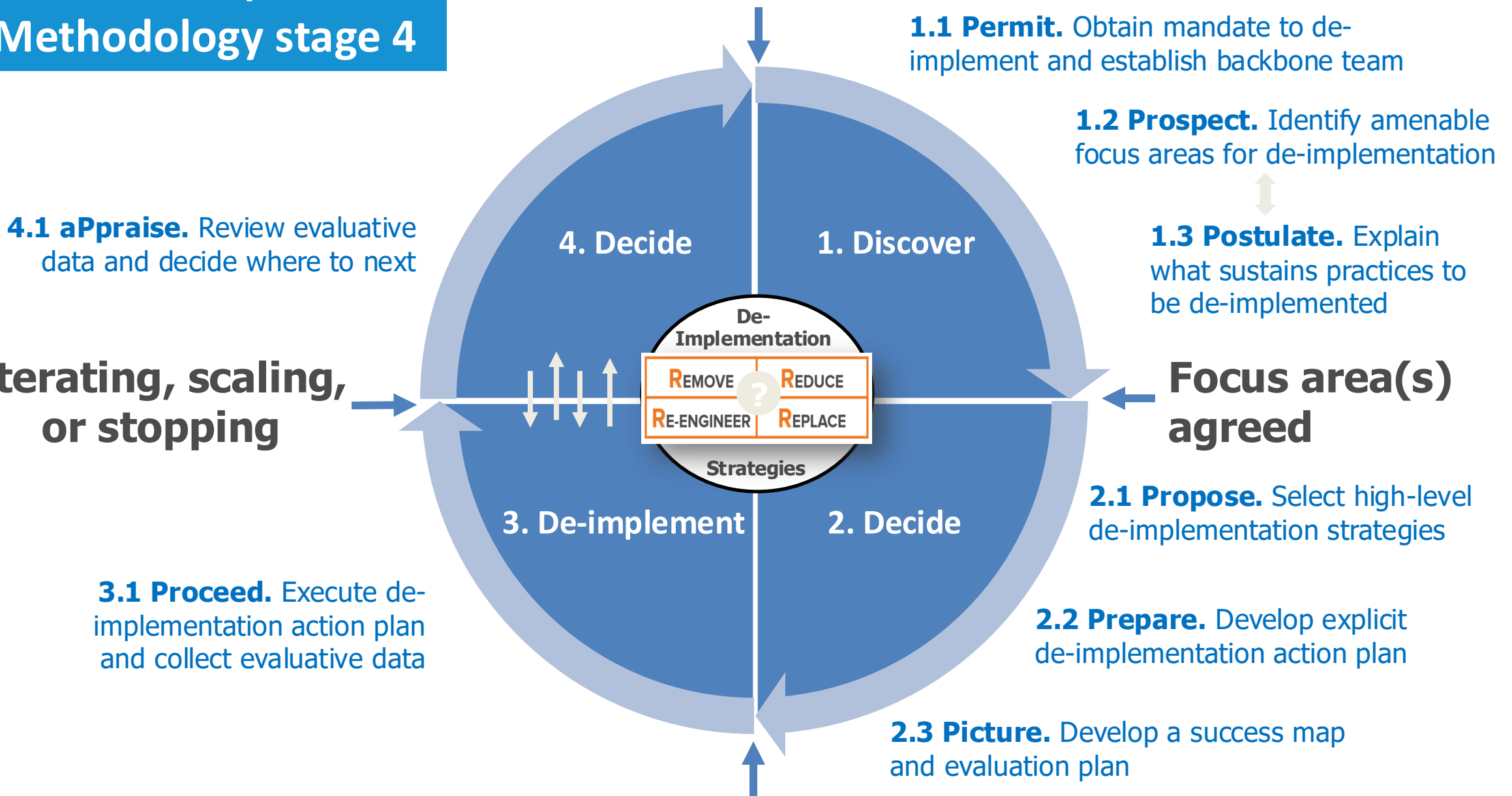
2.2 Prepare. Develop explicit de-implementation action plan

2.3 Picture. Develop a success map and evaluation plan

De-implementation begins!

4.1 aPpraise. Review evaluative data and decide where to next

Iterating, scaling, or stopping



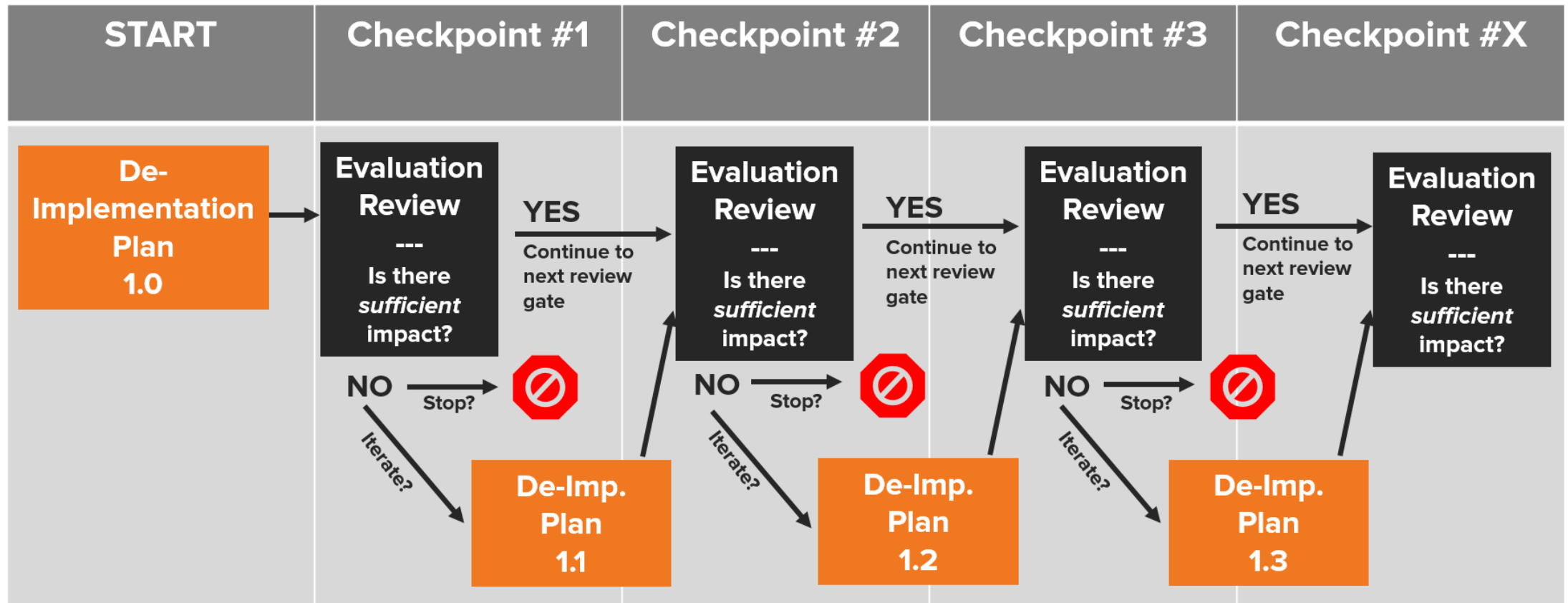
Step 4.1 aPpraise: Key actions

65

- **Review evaluative data and decide where next**
- Confirm you are using your agreed monitoring and evaluation systems
- Review your monitoring and evaluation data and decide where next
 - Are we doing what we set out to?
 - Is it saving time/resource? And is this enough?
 - Is it harming student learning?
 - What are we doing with any savings?

Iterative adaptation over time

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Step 4.1 aPpraise: Key actions

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- **Review evaluative data and decide where next**
- Confirm you are using your agreed monitoring and evaluation systems
- Review your monitoring and evaluation data and decide where next
 - Are we doing what we set out to?
 - Is it saving time/resource? And is this enough?
 - Is it harming student learning?
 - What are we doing with any savings?
- Review your evaluative systems (optional)

Room for Impact

Methodology stage 4

Start here

1.1 Permit. Obtain mandate to de-implement and establish backbone team

1.2 Prospect. Identify amenable focus areas for de-implementation

1.3 Postulate. Explain what sustains practices to be de-implemented

Focus area(s) agreed

2.1 Propose. Select high-level de-implementation strategies

2.2 Prepare. Develop explicit de-implementation action plan

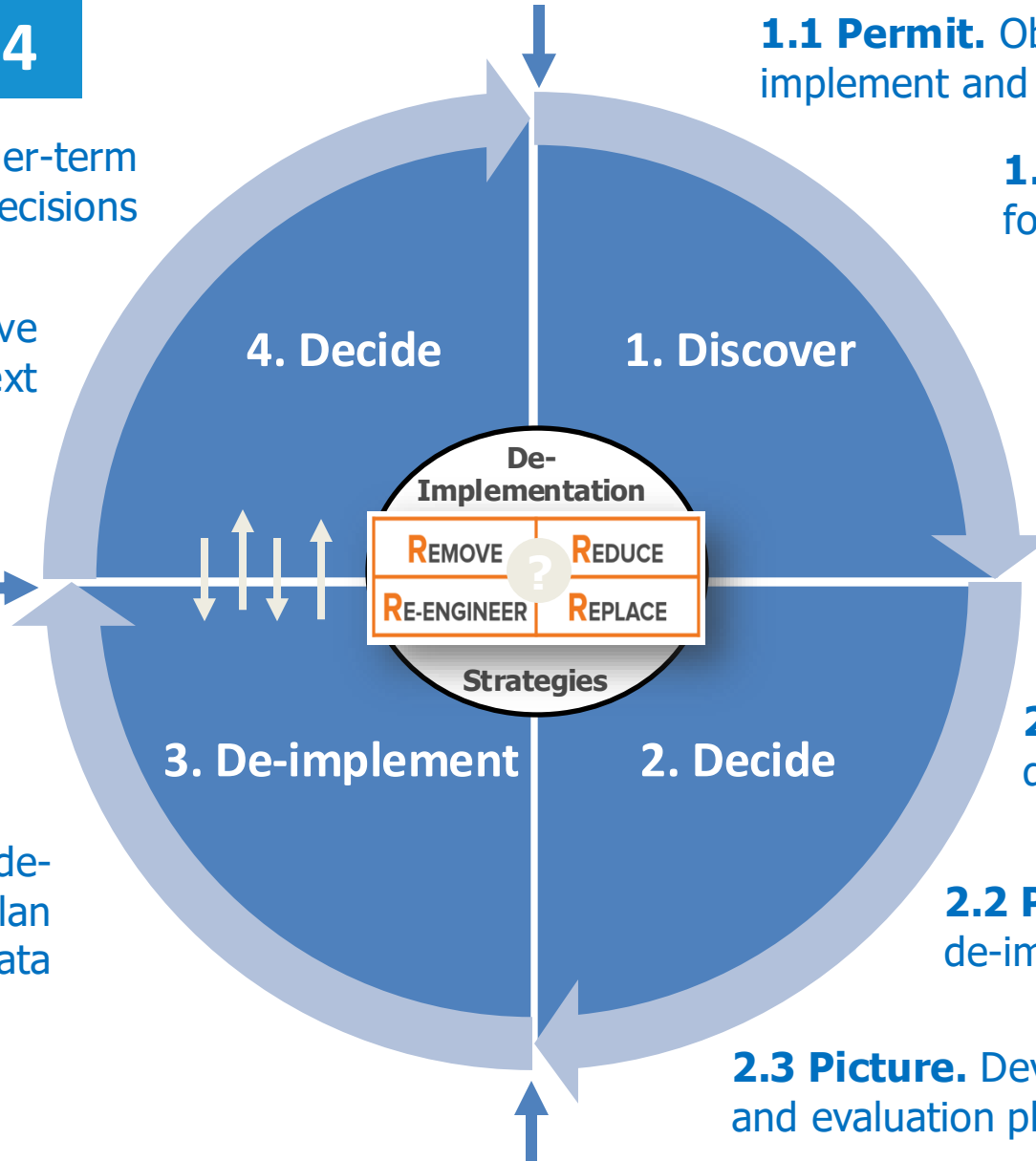
2.3 Picture. Develop a success map and evaluation plan

De-implementation begins!

4.2 Propel. Make longer-term sustainability & scaling decisions

4.1 aPpraise. Review evaluative data and decide where to next

Iterating, scaling, or stopping



4.2 Propel: Seven things

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- **Make longer term sustainability and scaling decisions**
- Chalk up the wins
- Nothing lasts forever
- Parkinson's law
- Culture
- Yin and Yang
- To disband or not to disband
- Thoughts about scale

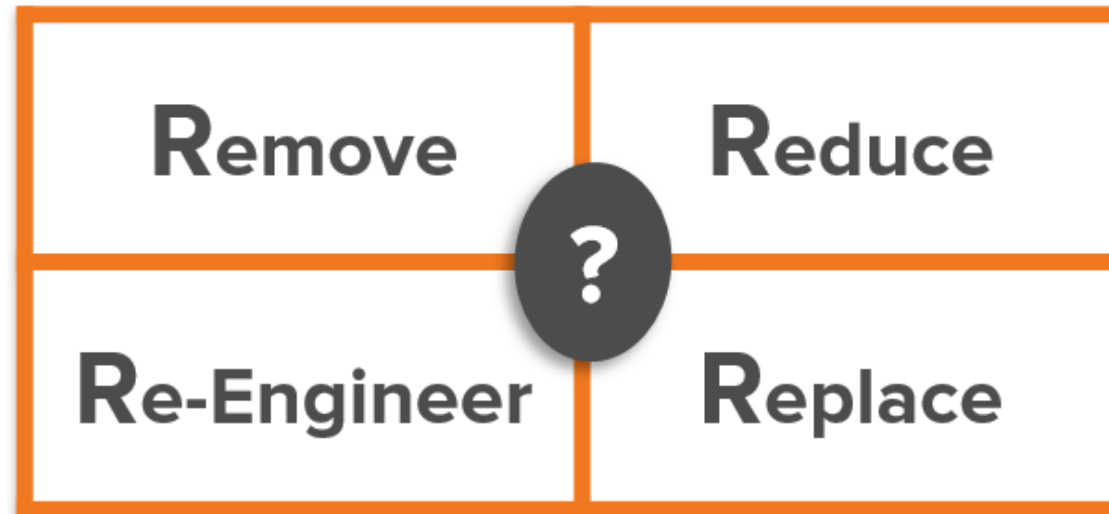
How hardcore do you go?

70



De-cluttering

De-commissioning



Ten mindframes for de-implementation

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1. I am focused on my efficiency of impact above all else
2. I see that working long hours is only a badge of honor if each hour truly contributes to student outcomes (otherwise it's a badge of shame)
3. I use each hour wisely and focus only on the things that significantly improve student learning
4. I am an evaluator of my impact AND my efficiency of impact
5. I am not a busy fool: Being busy is not the same thing as having real impact
6. I strive to do less to achieve far more
7. I know how and when to Remove, Reduce, Re-engineer or Replace
8. I celebrate and share the efficiencies I have generated
9. I de-implement with great care, checking that my actions generate no harm
10. I accept that there is outcomes ambiguity in everything I do, this is why I chose my de-implementation priorities with care, and why I evaluate to know and grow my impact.