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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 Unlearning is a process of discarding outdated mental models to make room for alternative models (Wang, 2018).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*

Type	When to Use	Example
Reverse	It is not working anywhere.	<p>Example: An instructional practice widely used is evaluated and has shown insignificant or no impact on student outcomes.</p> <p>Action: Support staff to unlearn the instructional practice and create understanding about its lack of effectiveness.</p> <p>Consideration: The reversal of a practice may require something to take its place so that teachers have appropriate support. See: Replace.</p>
Reduce	It is working in some schools but not all, or for some sub-groups, but not all.	<p>Example: An intervention to improve well-being is showing improvements in urban schools, but no improvements have been observed in remote schools.</p> <p>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.</p> <p>Consideration: It may be the case that there is another intervention that will be effective for students in remote schools. See: Replace.</p>
Replace	It is not working, but the problem that it is aiming to improve still exists.	<p>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.</p> <p>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.</p> <p>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.</p>
Rethink	It is not working, or has done its job, and should now be de-implemented to make room for something else.	<p>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.</p> <p>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.</p> <p>Consideration: Think about the impact of removing support and strategies to sustain the improvement in financial management given staff turnover. Monitor.</p>

*Adapted from Wang et al. (2018).

Source: Northern Territory Government (2020).