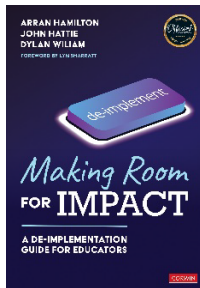


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# Making Room for Impact: A De-Implementation Guide for Educators - At a Glance

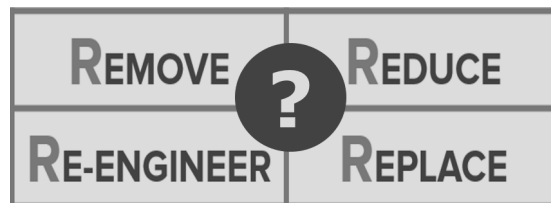
by Arran Hamilton, John Hattie, Dylan Wiliam

## 1 Educators increasingly report long working hours and unacceptably high workloads.

It is not clear, however, that all this work directly improves student learning—some of it could be de-implemented without causing harm.

But, we need robust tools to decide *what* and *how* to de-implement, and we need to triple-confirm no harm is done.

## 2 The 4Rs of De-implementation



### 1. Could we REMOVE it?

i.e., could we just **stop doing it** completely?

And HOW could we do this?

### 2. Could we REDUCE it?

i.e., could we **do it less** or could we apply it to fewer people (i.e., **restrict**)

And HOW could we do this?

### 3. Could we RE-ENGINEER it?

i.e., could we do it **more efficiently**, with fewer steps/actions?

And HOW could we do this?

### 4. Could we REPLACE it?

i.e., could we **substitute it** with a more efficient/effective alternative?

And WHAT would this be?

## 3 A Universe of Potentially Amenable De-Implementation Opportunities

There are 80+ de-implementation options provided in the book, including:

*administrative activity; curriculum development; data collection, management, and use; early career teacher support; formative assessment; homework; lesson observation; lesson planning.*

*parental reporting; revision/catch-up classes; staff meetings; student behavior management; teacher cover; timetabling efficiencies; wall displays; whole-school programs; multitiered systems of support.*

## 4 Room for Impact: A Four-Stage De-Implementation Process



## 5 10 Mindframes for De-Implementation

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

## 6 You can use the *Room for Impact* protocols:

**Specifically for work-life balance**

i.e., to find things to de-implement without harming student outcomes

Or

**To re-invest the saved time/resources into new activities**

i.e., to *add* high-value practices that significantly increase the rate of student learning