

FROM MAGICAL THINKING TO REALITY

Implementing the Provincial Growth and
Development Strategy through use of Evidence

KZN Research Dissemination Conference

30 August 2017

Mary Metcalfe, PILO and UJ



EVIDENCE – LEARNING – CHANGE...

RESEARCH - POLICY

IMPLEMENTATION

CHANGE



SO MUCH 'CHANGE' IS...

**FULL OF ACTIVITY ON THE SURFACE –
BUT VERY LITTLE CHANGES BELOW THE SURFACE**

Compliance Driven change is not only often meaningless with limited impact, but also de-motivating and de-skilling

#MagicalThinkingMustFall !!

MAGICAL THINKING IS...

... believing that one event happens as a result of another without a plausible link of causation

... the belief that one's own thoughts, wishes, or desires can influence the external world.

... believing that thoughts, wishes, or special but causally irrelevant actions can cause or influence external events

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MIND THE GAP

Policy

Inspirational talk

Media event

**Desired
Political
Outcome**

#MagicalThinkingMustFall !!

UNDERSTANDING THE GAP

Some examples...

WHAT IS THE GAP BETWEEN...

- **Lead** Indicators and **Lag** Indicators
- **Current** practice & **desired** practice
- Key agents contextual realities and what they believe is possible

And that is a start...

Policy

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WHY ORGANISATIONAL CHANGE FAILS

(Most of the Time)

1. Magical thinking! Even good ideas only **work by influencing people's actions & RELATIONSHIPS**
2. Changing policy alone as though it will actually **change PRACTICE**
3. Adding programmes & projects on top or aside as though these will **change the CORE**
4. Not establishing and maintaining a **burning sense of URGENCY** by achieving consensus on key problems & their consequences – **without blame & shame!**
5. Not building common belief that **people involved can make change as agents – ie. AGENCY!**
6. Not **grounding MOTIVATION deeply** (in moral purpose) **and reinforcing motivation over time** – including systematically planning for, achieving & **'celebrating' wins along the way**

WHY ORGANISATIONAL CHANGE FAILS

(Most of the Time)

7. Not telling and retelling *and* **retelling a simple, compelling STORY of a real JOURNEY** from where people are to a better vision – and not **empowering people to tell the story themselves**
8. Not creating a powerful enough **guiding COALITION beyond line management**
9. Not ‘fighting’ endlessly for **common FOCUS & ALIGNMENT, FOCUS & ALIGNMENT...**
10. Not **removing obstacles** on the journey to the new vision
11. Not **listening for LEARNING** – and not supporting people to listen to learn from each other
12. Declaring victory too soon: not **judging success by evidence of changed practices & routines**
13. Moving on too soon: not **institutionalising success in formal roles, procedure & structure**

PROGRAMME TO IMPROVE LEARNING OUTCOMES (PILO)

PILO is an organisation with the long term aim of trying to understand and develop a methodology for change (significant and sustainable) in the system.



Jika iMfundo
what I do matters

Jika iMfundo is the name of a **campaign** that belongs to KZNDoe/ NECT/ Unions in which PILO is the change partner. PILO is supporting the province and Districts to lead the implementation of **Jika iMfundo**



education

Department:
Education

PROVINCE OF KWAZULU-NATAL

Jika iMfundo has been **piloted on scale in all schools in Pinetown and King Cetshwayo Districts from 2015 – 2017 (1200 schools)**. The NECT & the KZNDOE signed a memorandum in June 2017 to roll out **Jika iMfundo across KZN from 2018 -2020 (6500 schools)**.

A KZNDoe/ NECT/ PILO team is planning this



**NATIONAL
EDUCATION
COLLABORATION
TRUST**

THEORY OF CHANGE JIKA IMFUNDO INTERVENTIONS

TEACHERS

HODS

PRINCIPALS

CIRCUIT MANAGERS SUBJECT ADVISERS

Sarah Bansilal

DISTRICT OFFICIALS

CURRICULUM COVERAGE
IMPROVES

LEARNING OUTCOMES IMPROVE

WHAT PERCENTAGE OF THE CURRICULUM DO YOU THINK IS COVERED (ON AVERAGE) IN THESE GRADES ACROSS THE PROVINCE?

(You can give an estimate of a range if you prefer
– from 'worst' to 'best')

Work in groups GET and FET

GET			FET		
FP	GR 4-7	Gr 8 -9	Gr 10	Gr 11	Gr 12

REPORT BACK BY WRITING YOUR ESTIMATE ON THE TABLE ON THE FLIP CHART.

CHIEF EDUCATION SPECIALISTS FROM 12 DISTRICTS 23 AUGUST 2017

GET			FET		
FP	GR 4-7	Gr 8 -9	Gr 10	Gr 11	Gr 12
75	51	45	60	68	73

SENIOR EDUCATION SPECIALISTS IN MATHS, SCIENCE & EFAL FROM uMGUNGUNDOVU, HARRY GWALA uTHUKELA 23 AUGUST 2017

GET			FET		
FP	GR 4-7	Gr 8 -9	Gr 10	Gr 11	Gr 12
70-75	60	45-50	60	60	75

SENIOR EDUCATION SPECIALISTS IN MATHS, SCIENCE & EFAL FROM ZULULAND, uMZINYATHI, AMAJUBA 23 AUGUST 2017

GET			FET		
FP	GR 4-7	Gr 8 -9	Gr 10	Gr 11	Gr 12
60	65	50	75	72	99

THEORY OF CHANGE JIKA IMFUNDO INTERVENTIONS

TEACHERS

- Consistently plan,
- track and report on Curriculum Coverage, and
 - reflect on progress

HODS

- Regularly check teachers' curriculum tracking & learners' work;
- Work with teachers to improve coverage &
- Assist teachers with problems in relation to the curriculum coverage

PRINCIPALS

- Meet HoDs regularly to review the quality of coverage and tracking;
- Take action to improve coverage
- Supervise the overall management of curriculum in the school

CIRCUIT MANAGERS

Engage with schools to identify and solve key problems around the management of curriculum coverage

SUBJECT ADVISERS

Train and support HoD's to supervise and support teachers in curriculum coverage

DISTRICT OFFICIALS

Work across silos to ensure data driven problem solving and support to schools

**CURRICULUM COVERAGE
IMPROVES**

LEARNING OUTCOMES IMPROVE

ASSESSMENT OF CURRENT ROUTINE BEHAVIOURS IN PILOT

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80%
BUT
Engage = ?

30% ?

Not yet...

Primary
70%
Secondary
40% (?)

Primary
70%
Secondary
50% (?)

Primary
60%
Secondary
40% (?)

LEAD INDICATORS