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



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

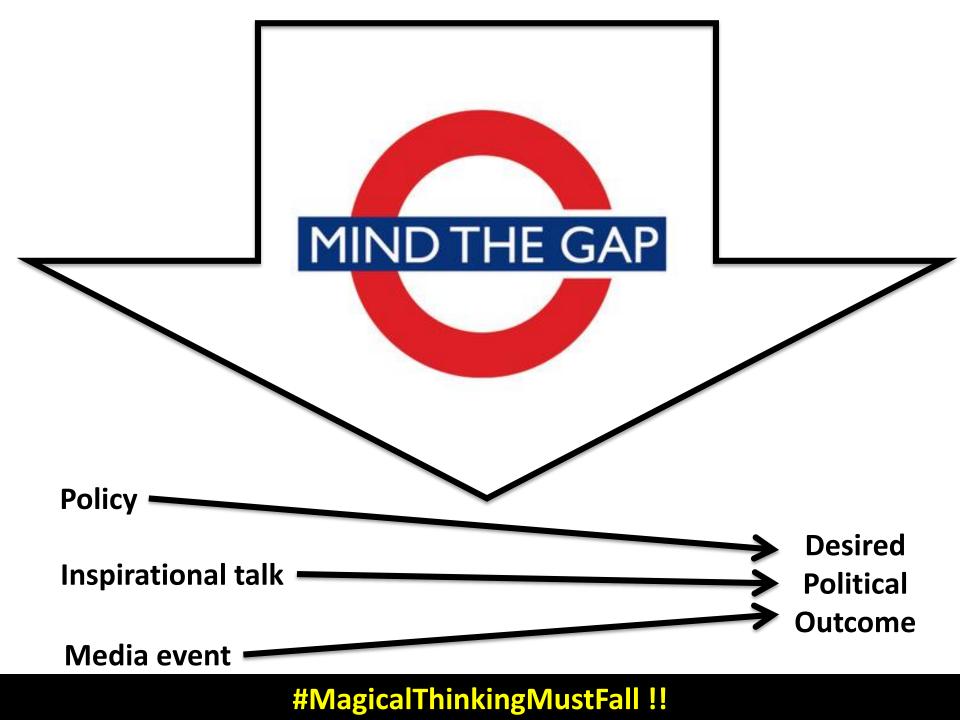
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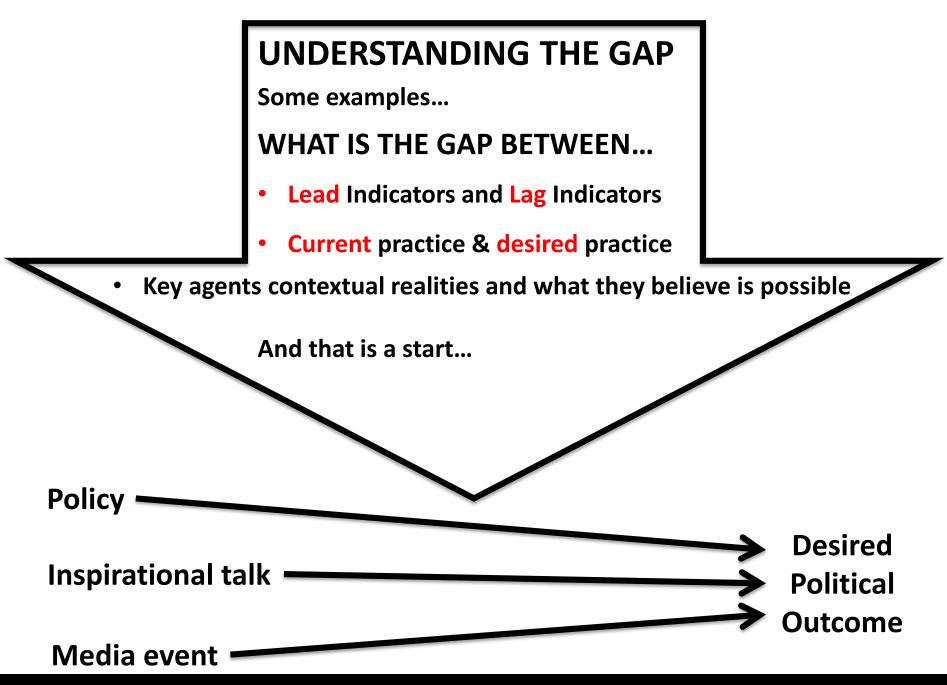
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WHY ORGANISATIONAL CHANGE FAILS (Most of the Time)

- 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 <u>without</u> blame & shame!
- 5. Not building common belief that **people involved can** <u>make</u> change as agents – ie. AGENCY!
- 6. Not grounding MOTIVATION deeply (in moral purpose) <u>and</u> reinforcing motivation over time – including systematically planning for, achieving & 'celebrating' wins along the way

WHY ORGANISATIONAL CHANGE FAILS (Most of the Time)

- Not telling and retelling and retelling a simple, compelling STORY of a real JOURNEY fromwhere 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 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

THEORY OF CHANGE INFORMING JIKA IMFUNDO INTERVENTIONS





PRINCIPALS

CIRCUIT MANAGERS SUBJECT ADVISERS



DISTRICT OFFICIALS



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 uMGUNGUNDLOVU, 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 INFORMING 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 SUBJECT ADVISERS

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

 Regularly check teachers' curriculum tracking & learners' work; Work with teachers to 	improve coverage Supervise the overall management of curriculum in	Engage with schools to identify and solve key problems around the management of curriculum coverage DISTRICT Work across silos to problem solving and	Train and support HoD's to supervise and support teachers in curriculum coverage OFFICIALS ensure data driven
Primary 70% Secondary 50% (?)	Primary 60% Secondary 40% (?)	BUT Engage = ?	30% ? et
	check teachers' curriculum tracking & learners' work; Work with teachers to improve coverage & Assist teachers with problems in relation to the curriculum coverage	 Regularly check teachers' curriculum tracking & learners' work; Work with teachers to improve coverage & Assist teachers with problems in relation to the curriculum coverage 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 Primary 70% Secondary 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 	 Regularly check teachers' curriculum tracking & learners' work; Work with teachers to improve coverage & Assist teachers with problems in relation to the curriculum coverage Supervise the overall management of curriculum in the school Primary 70% Secondary 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 Primary 60% Secondary 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 Primary 60% Secondary

LEAD INDICATORS