

SEED Educational Trust

Sasol Inzalo Dialogue

14th October 2019

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Background

SEED has been working in schools and Districts since 2006 and has run leadership programmes for more than 900 School and District leaders from 8 districts across 5 provinces.

There have been two distinct generations of SEED work with a transition period in between:

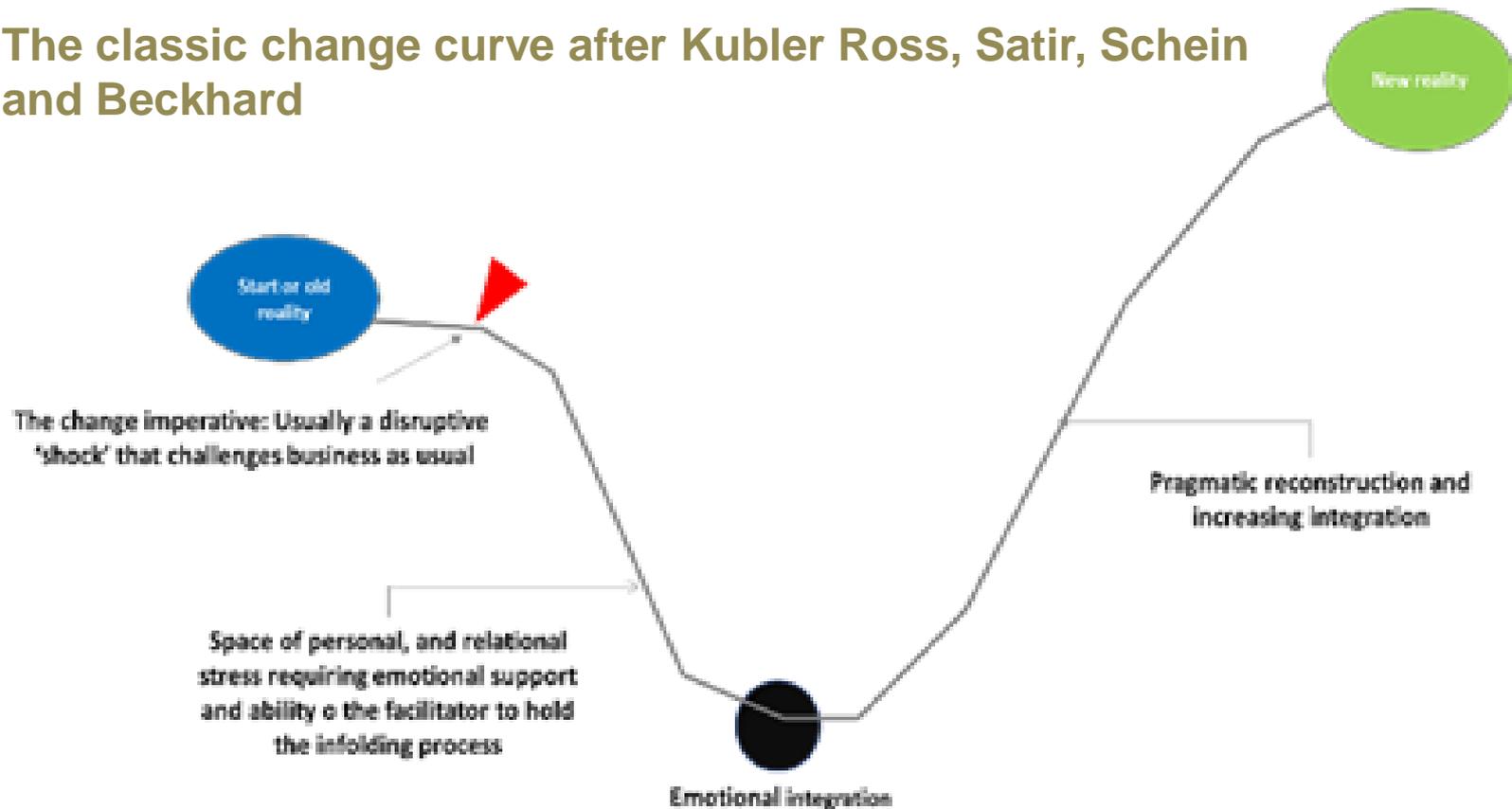
1. First generation, 2006 – 2015

Reflective period, 2015 – 2017

2. Second generation...with new assumptions, 2018 - 2019

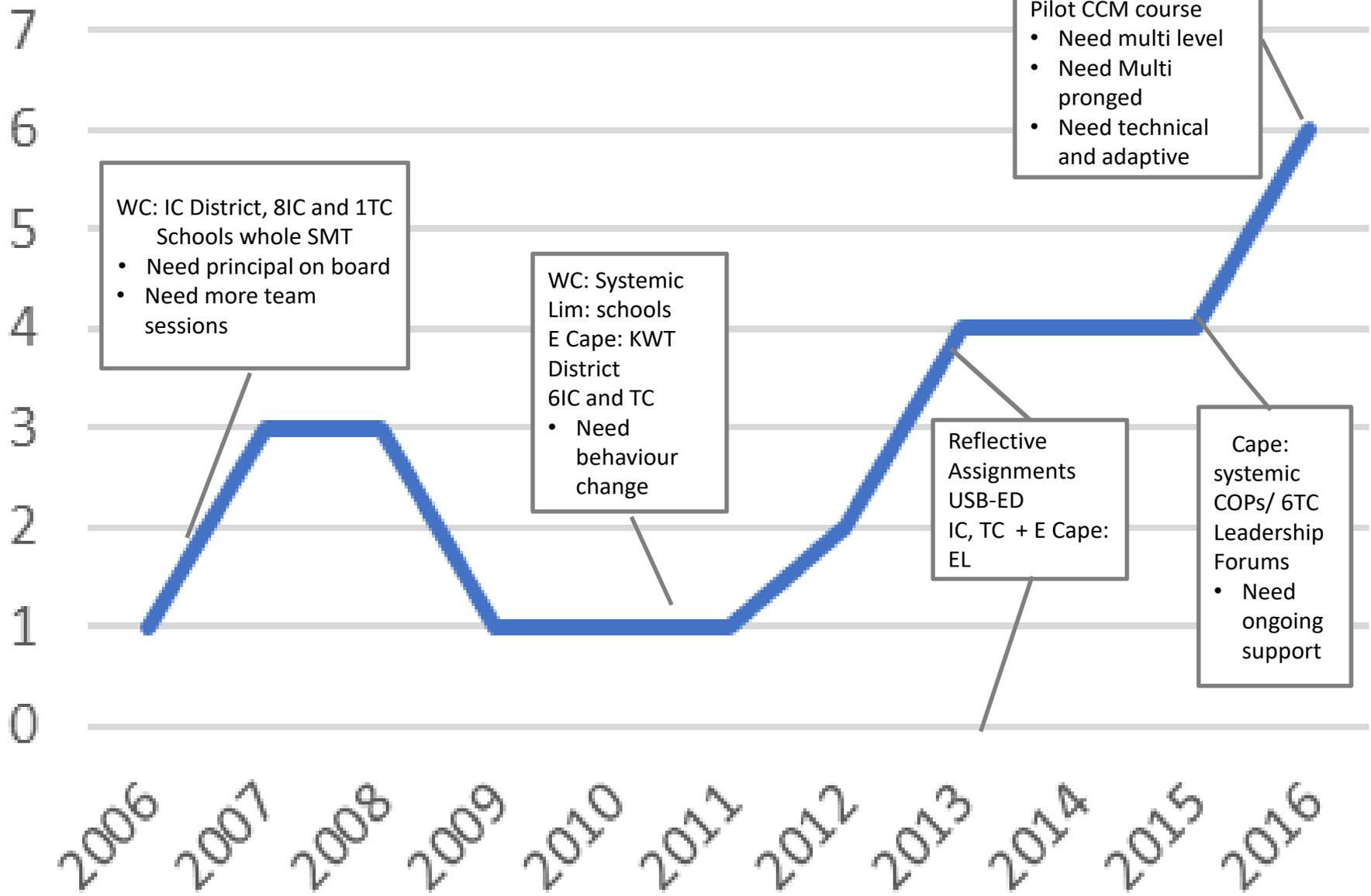
Since its founding SEED's enduring mission has been to facilitate real change

The classic change curve after Kubler Ross, Satir, Schein and Beckhard



Do you know the difference between change and transition?

First Generation (2016 – 2016): SEED coaching and mentoring timeline



Coaches and Mentors
NGO Partners
Pilot CCM course

- Need multi level
- Need Multi pronged
- Need technical and adaptive

WC: IC District, 8IC and 1TC Schools whole SMT

- Need principal on board
- Need more team sessions

WC: Systemic
Lim: schools
E Cape: KWT District
6IC and TC

- Need behaviour change

Reflective Assignments
USB-ED
IC, TC + E Cape:
EL

Cape: systemic COPs/ 6TC Leadership Forums

- Need ongoing support

Types of interventions

- We have tended to work in collaboration with other service partners who have a focus on improving outcomes in specific subjects
- Our School Leadership Programmes (SLP) have a blended learning approach including
 - Training workshops & Insights Discovery personal profile
 - Individual Coaching
 - Group Coaching
 - Mentoring by former principals trained in mentoring by SEED
 - Communities of Practice
 - Reflective assignments (as part of certificate qualification accredited by USB-ED)
 - Training of CMs in Schools Coaching and Mentoring (SCM)

Impact of interventions

- Improvements in
 - Resilience
 - Organisational Health of schools
 - Learner results

Our approach to coaching and mentoring

Our change model



Generation 2 initiatives

- Equipping the system with coaching and mentoring skills and approaches through running the School Coaching and Mentoring programme with Circuit managers
- The development of the Principals Induction Programme which runs over 2 years and includes training workshops and mentoring of new principals by CMs and retired principals trained in mentoring

Impact

We measured impact in 12 schools in Jane Furse, 18 schools in King Williams Town and 14 Schools in Duncan Village between 2013 and 2018

- Resilience in schools improves
 - In 2013 in KWT District, 32% of respondents indicated that they had applied for a job outside of education in the past 6 months. By 2019 this had declined to 16%. In Jane Furse the decline was from 14,4% to 9% and in Duncan Village it was from 13,4% to 12%
- The organizational health improves
 - SEED measures 5 areas of organizational health viz Morale, Goals, Roles, Processes and Relationships using a questionnaire that is completed by all staff once a year
 - More than 80% of schools maintained or showed improvement in at least 3 of the areas of organisational health

Impact

- Matric results improve (causality is not definitive as there were other service partners working with the schools)
 - In Jane Furse the pass rate improved from 64,9% in 2012 to 70,6% in 2018. Bachelor pass rates improved from 34,6% in 2012 to 38,4% in 2018
 - In King Williams Town the pass rate improved from 58,5% in 2012 to 68,8% in 2018. Bachelor pass rates improved from 23,2% in 2012 to 39,5% in 2018
 - In Duncan Village the pass rate improved from 70,3 in 2012 to 77,7% in 2018. Bachelor pass rates improved from 23,5% in 2012 to 38,4 in 2018

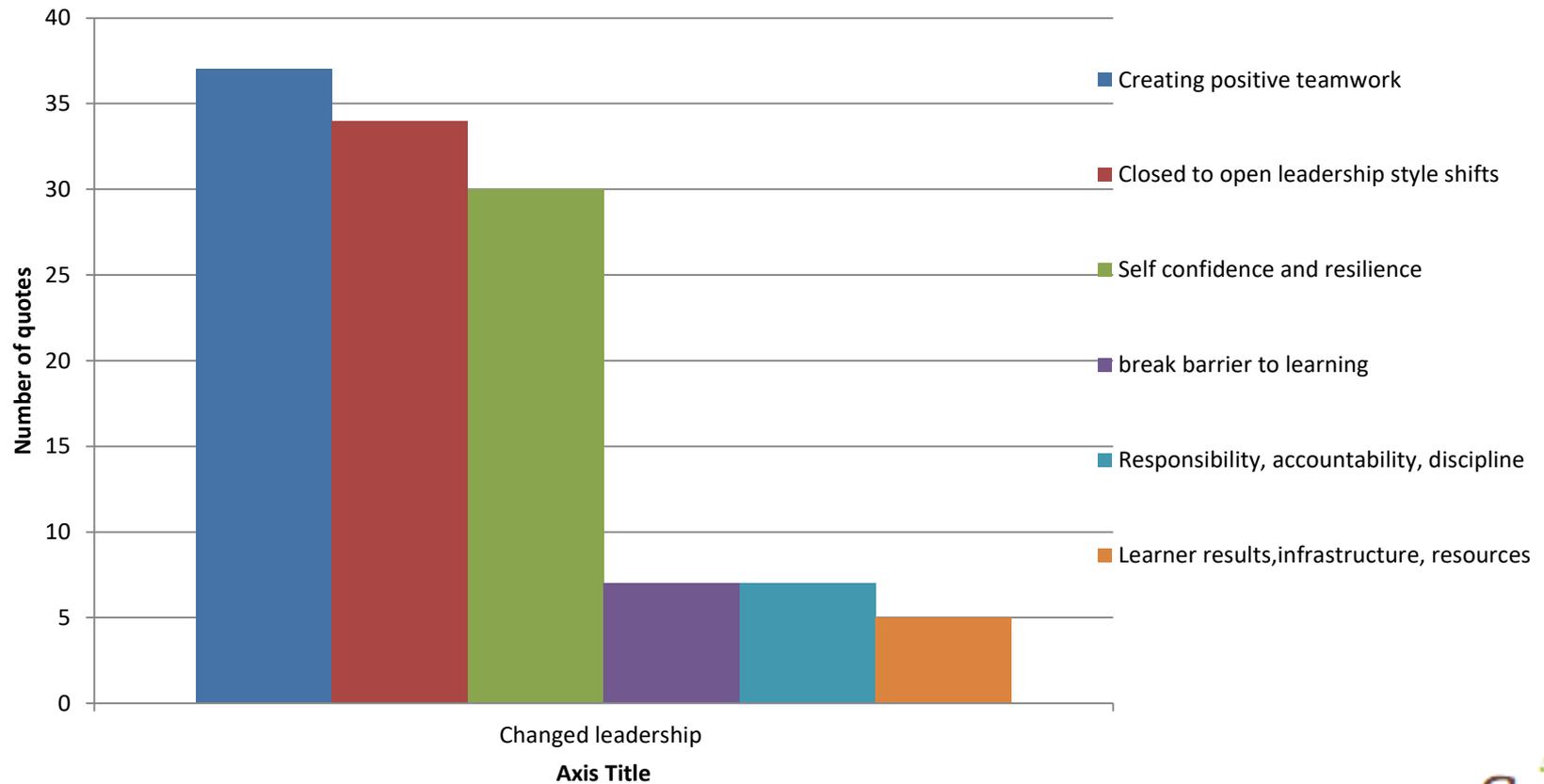
External impact assessment

- Old Mutual contracted PDG consultants to conduct an impact assessment of all their programmes. The following are extracts from their assessment of SEED programmes:
 - *Our findings are consistent with previous evaluations, that SEED has been responsible for profound personal shifts and changed management behaviour. In the survey, educators described how the personal growth they have gained from SEED translates into improved management.*
 - *District officials described increases in principals' interpersonal understanding; knowledge and understanding of the management requirements of their jobs; as well as an improved attitude and set of tools for problem solving.*
 - *District officials indicate that they have experience strong personal shifts as a result of the programme and feel more able to manage complex situations including conflict resolution, change management and disciplinary issues.*

Research Findings

- **Alison Newby** who completed her MSc through the Da Vinci Institute found in her MSc Thesis (Da Vinci Institute: 2017) that the leadership behaviour of participants in the SLP was impacted in the following way
 - *The leadership behaviour of **creating positive teams** included improved cohesion, communication, quality of relationships and morale.*
 - *The leadership behaviour of **demonstrating an open style of leadership** included developing a more consultative decision making style, delegating, being open to new learning and valuing differences pertaining to Insights Discovery behaviour sets.*
 - ***Self-confident leadership behaviour** was defined by the leader reporting, positivity, self-worth, purpose and confidence in implementing plans.*
 - *The behaviour of **leader resilience** was demonstrated by repetitive recovery from conflict, loss of trust and dealing with life threatening situations in adaptive leadership.*
 - ***Team resilience** was illustrated by leaders dealing with issues in open communication despite the potential for unhappiness and conflict.*

Top six changed leadership behaviours



Research findings

- **Christine FC Muduviwa-Kere** who completed her MPhil in Management Coaching at the University of Stellenbosch Business School in 2017 made the following findings in her Thesis regarding SEED's School Leadership Programme
 - Coaching offered **a thinking environment** for leaders through quality conversations which enabled them to become more aware of the issues being considered and the magnitude of their impact on performance;
 - It triggered and heightened some of the participants' **self-awareness in understanding their roles and responsibilities** towards school achievements and performance; hence they were able to turn around some of the schools;
 - It increased the ability of some of the leaders to **deliver on performance** as they were able to leverage relationships in the school context to achieve an improvement performance measures such as a reduction in absenteeism;
 - It introduced a **reflective practice** for some of the leaders where they drew from their own experiences and introduced performance measurement concepts such as peer review and performance management of the educators per subject;

Research findings

- *It **improved the ability of the leaders to align, direct and garner commitment from the team** through reflective learning and benchmarks as some of them were able to identify specific performance measures that required alignment such as managing late-coming through a duty roster of teachers manning the gate in the morning. This indicates levels of ADC and the ability to build relationships for performance;*
- *A number of the leaders on the programme were able to **implement significant performance changes in their schools** enabling the turnaround of the school reflected by improved learner attendance, enrolment and results.*

Reflection

- **From 2015 – 2017, SEED entered a period of deep reflection:**
- **Trustees Dr. Al Witten and Lesedi Makhurane brought into the operation room (2017):**
 - This brought a stronger and more rigorous focus on Instructional leadership and adult reflective practice;
- **Research commissioned (2018):**
 - Alison Newby *the role of leadership style on organizational culture in schools and districts* using the results of the Insights personality evaluators of more than 600 school and district leaders from across the country.
 - Lesedi Makhurane *Developing teachers and leaders in South African schools & districts: The role of informal adult learning (Including coaching and mentoring)*.
- The papers were sponsored by Old Mutual and will form part of a dialogue session in Johannesburg on 14 November 2019 hosted by Old Mutual.
 - Contact us at alison@seedtrust.org.za if you would like to attend

The second generation of work

- Ostensibly began with:
 - Shifting the emphasis of work in the field led By Al Witten to ensure interventions adhere to instructional leadership principles;
 - Recognising that coaching in education is contextually different from corporate world, and to develop fit for context coaches, SEED piloted a Coaching and Mentoring (CCM) for 'community' programme led by Lesedi Makhurane, a specialist in Adult Learning (including coaching and mentoring) for 10 SEED coaches and mentors.

Generation 2 assumptions *(lessons learnt)*

1. **L:** C & M must address the core issues which will deliver more effective learning, while not ignoring the realities and constraints educators must work under:

- Understand the education system first;
- **Align C & M to the education system needs**

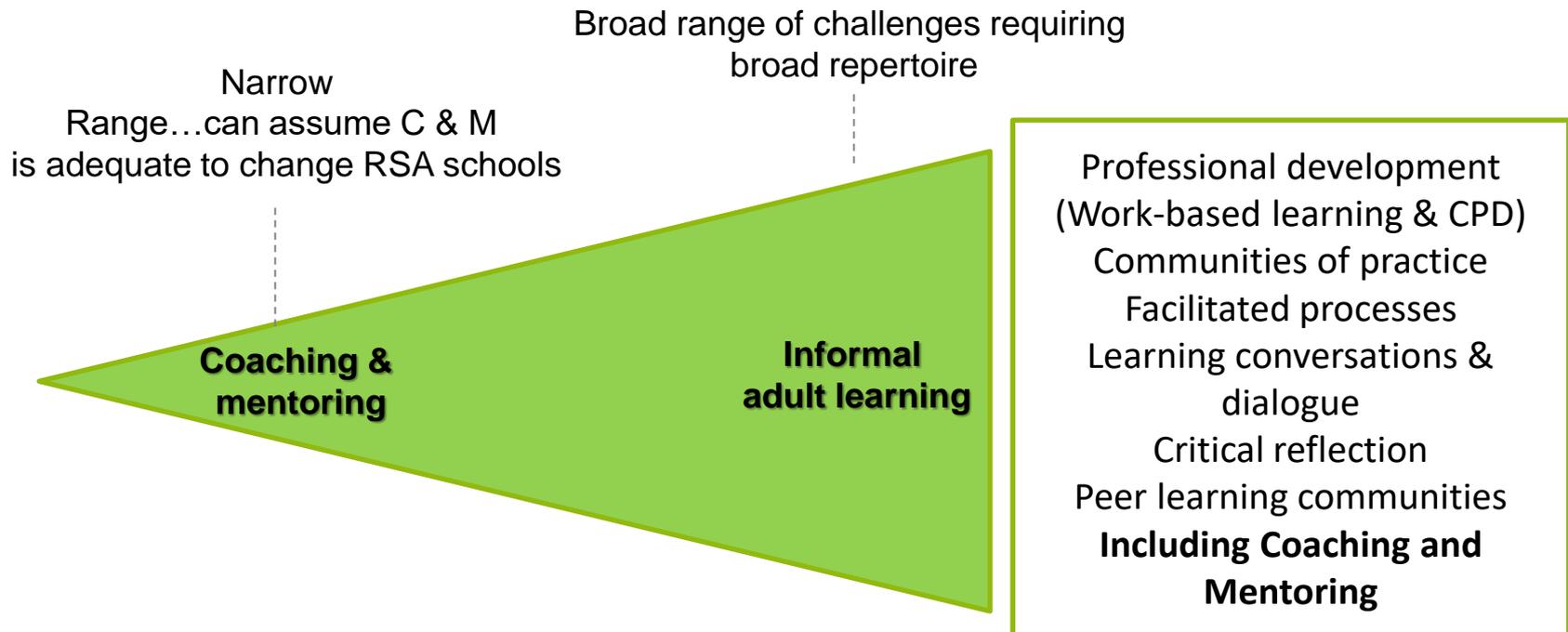
With backing of research, an alignment model was created:

Education system	Helping interventions
Educational philosophy	Helping philosophy
Educational perspectives	Helping perspectives
Teaching and learning processes	Helping and learning processes
School Leadership	Helping leadership design

When aligned, a different concept of helping reveals itself, **ADULT LEARNING**,
as more appropriate than the narrower concept of coaching & mentoring

Generation 2 assumptions *(lessons learnt)*

L: Adult learning is a more appropriate for conceptualising & ‘holding’ coaching and mentoring’ interventions than the latter on its own.



2. L: The ‘classically’ trained corporate coach or mentor will not necessarily have the required range of perspective and requisite variety of skills & tools to intervene effectively in primary and secondary education.

Generation 2 assumptions (*lessons learnt*)

Education system (pedagogy) <i>Directed at school learners</i>	Helping interventions (andragogy) Directed at teachers and leaders
Educational philosophy	Adult learning philosophy
Educational perspectives	Adult learning perspectives
Learning processes	Adult learning (intervention processes)
School leadership architecture	Adult learning leadership architecture

3. **L:** Alignment of helping and education creates a platform for intervention design and delivery integrity and risk mitigation.

- The alignment model allows for philosophies, perspectives and processes to be aligned between **educational needs** and **helping interventions** for individuals, schools and even at District and Provincial level;
- It targets the **intrinsic motivation** of actors and encourages **self-directedness** or “agency.”
- It can address the whole system with integrity (whether an individual, school, or larger system).

Generation 2 assumptions (*lessons learnt*)

4 a. Design of C and M interventions should rigorously follow the adult learning journey principles ADAPTIVELY (Heifetz) to lessen considerable risks* and increase upside possibilities, while interveners need to learn in action; post action and generatively (Schon, 1974; Senge, 1990)

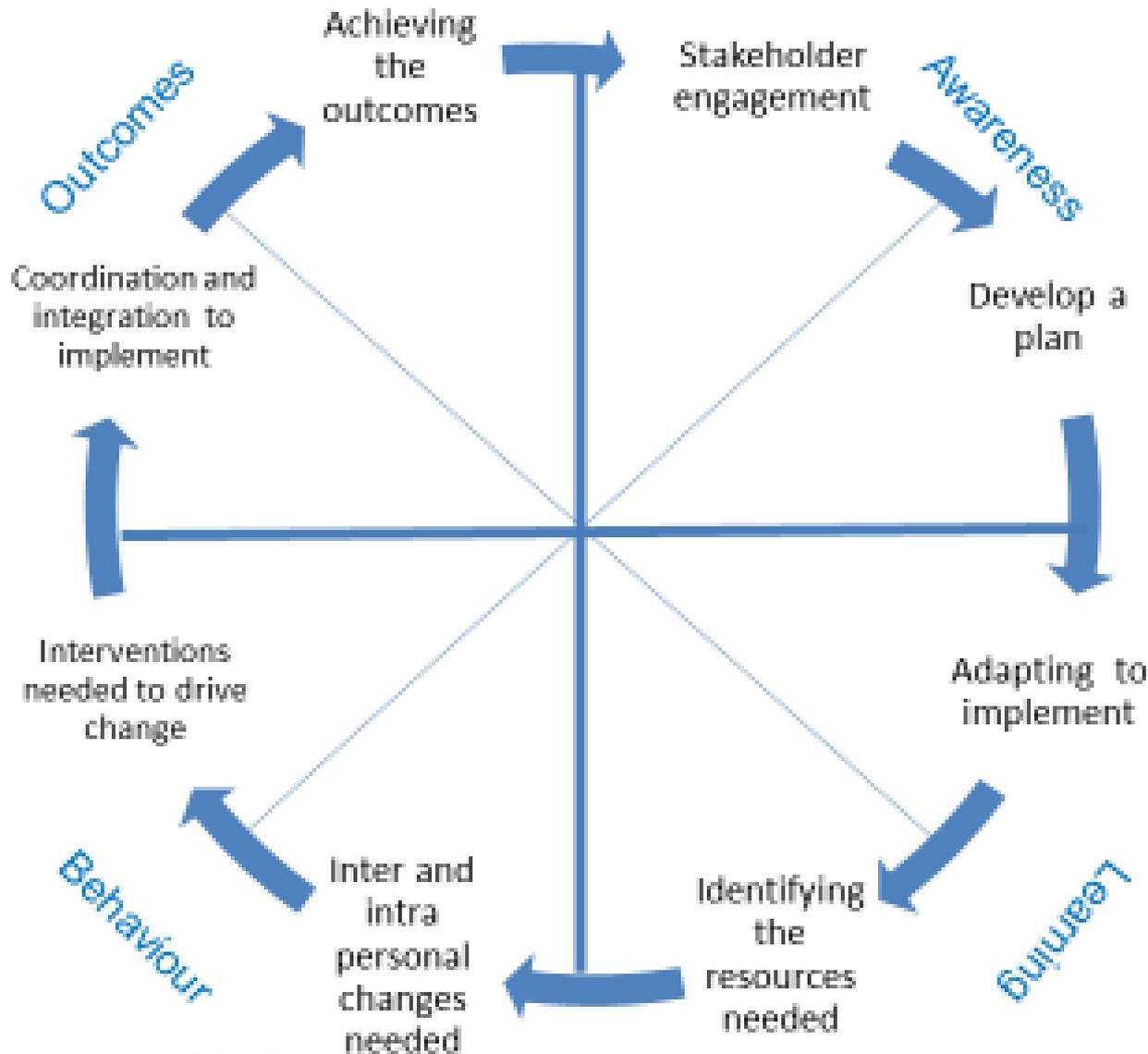
- It must be about intrinsic learning, exploration, personal discovery; experimentation, reflection, action and practice and enhancing relationships.

- Participants often long term and negatively affected by implicit trauma and a very challenging material and resource environment. There is therefore a high degree of “change immunisation.”



Our change model

4 b. Execution of the learning programme should therefore complete the adult learning loop



Generation 2 assumptions (*lessons learnt*)

5. **L** Integral to C & M is to shift the dominant management culture or ‘style’ to one that is more relational as this is also intrinsically learning oriented and more motivational. NB: 90% of public educators are demotivated to a notable extent.

- This is major area of skill to develop for C & M’s who need an ability to balance the two orientations as they guide change

Push versus pull

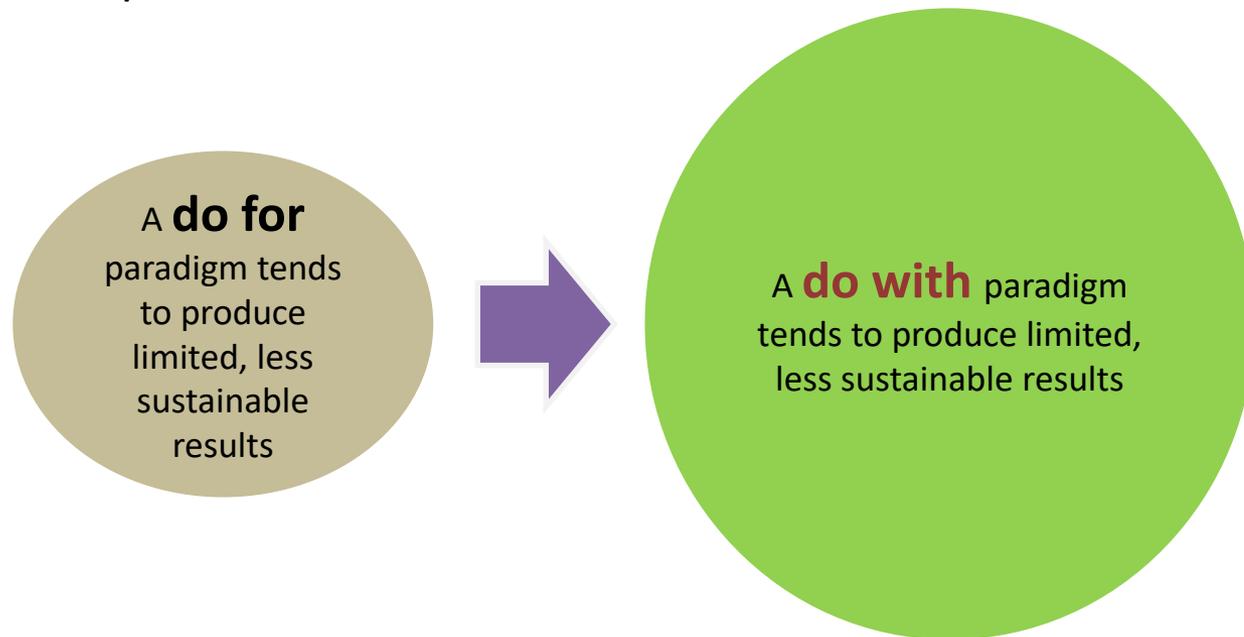
Directive						Facilitative		
Push Solving someone’s problem for them	Instructing and prescribing	Giving advice (including making suggestions and offering answers)	Giving feedback	Offering guidance	Paraphrasing	Reflecting what you have heard as a prompt for the co-participant to go further	Listening to understand people’s stories & Asking questions to raise awareness	Pull Helping co-participants to resolve their own challenges

Defensiveness

High validation and emotional recognition leads to volunteer effect Autotelic effect.

Generation 2 assumptions *(lessons learnt)*

6. **L:** Must empower *the system* by “standing behind it” versus being at the centre of the system and “doing for” it;
- ❖ A “we will save the education system “ mindset is not viable
 - ✓ It should be replaced with a do with mindset.



- ✓ We do this by facilitating critical adult learning conversations that begin with conversations about core classroom delivery.*

Generation 2 assumptions *(lessons learnt)*

- 7. L Intervention design must balance formative and summative elements**
- Must be based on quality of educational outcomes and able to be evaluated (summative aspect);
 - Must be an adult learning journey (formative aspect);
 - Once again in executing real transitions one will have to recognise and skilfully balance between behaviours of system participants that support change and those that reinforce the status quo.

Generation 2 assumptions *(lessons learnt)*

8. **L** To succeed interventions need to be intentional and improve leadership capacity

- Leadership for the education system is naturally *distributed and collaborative*. Not about heroism, but about shared intent to guide a complex system;
- School leadership should be reconceptualised in this direction.

“How teachers treat each other in the staff room will echo in the classroom.”

To do this....

- Use their own stories to identify triggers, remove blocks and ultimately unearth their power. ***“They need to confront themselves....in the mirror.”***
- Undertake deliberate practice and receive feedback on this from experienced adult learners (contextually informed coaches and mentors).

Final supportive lessons

- Discourage internal competition;
- Teachers are a learning community of peers. The quality of engagement they experience in every school is a fundamental key to success;
- Encourage peer support and shared learning – even more powerful than coaching;
- You can do large scale, but include focus on individual development;
- Model that way, model the way, model the way.

HUMAN BEINGS are designed for learning.

No one has to teach an infant to walk, or talk, or master the spatial relationships needed to stack eight building blocks that don't topple. **Children come fully equipped with an insatiable drive to explore and experiment.**

Unfortunately, the primary institutions of our society are oriented predominantly toward controlling rather than learning, rewarding individuals for performing for others rather than for cultivating their natural curiosity and impulse to learn. The young child entering school discovers quickly that the name of the game is getting the right answer and avoiding mistakes — a mandate no less compelling to the aspiring manager.

Senge, Peter, fall 1990.