**SYSTEMS TRANSFORMATION CONCEPT NOTE**

**Introduction:**

Infundo Consulting embarked on a journey about 8 years ago, weaving very specific expertise (education; psychology; organisational development and process work) together into a model for systems healing; in schools and into the broader sphere of education. This has become a multi-faceted approach of resolution and systems transformation leading to clear measurable outcomes.

We have successfully worked in a number of different school environments such as rural; peri-urban; urban, across 6 provinces in high; primary; ex-model C and Independent schools. These schools faced school specific concerns and issues

- from teachers and learners exhibiting particularly violent behaviour,
- schools with deep seated conflicts and group splits,
- teacher and leadership groups with lingering traumas and constant low grade trauma symptoms and reactions
- schools with dropping results with seemingly no cause and
- schools who are exploring ways in which to further enhance their delivery ie from good to great.

We engage and partner consciously with District officials and Cluster leaders. In our projects - one outcome is the ability of groups to cluster and share learning across schools; sectors; demographic and cultural differences; and thereby to build high performance teams across the school and the system.

We have experienced constructive and significant shifts in every one of these schools – a fundamental psychodynamic systems transformation which translates into an improvement in results. Our model is supported by comprehensive technical expertise and knowledge as well as experienced wisdom. Our intended outcome is always **cohesive, high performing, self-monitoring teams who deliver results**.

This fundamental transformation in individuals; teams and organisations is created with a process spanning an initial 18 months; including consistent and intermittent individual, team and school interactions and processes. Coaching is conducted for individuals and groups in rhythmic timeframes for robust and supportive growth to take place.

**Our model – Systems Transformation and Resolution**

Our model specifically takes into account the fact that consulting teams working in the system itself are not immune to the dynamics which refer across the system. We work consciously with the changes to ensure that resonance and coherence are continually monitored and aimed for outcomes achievable.

Without this oversight agents of change become unable to implement effectively; thereby becoming casualties of the system itself. This is often why change processes can be unsuccessful, stagnant and resistant; and at that point recurring hopelessness can set in.

When managed well this aspect creates exponential growth in the long term.

**Our Phased Approach to Change and Leadership Development**

The change management and leadership process for schools encompasses many aspects. The process follows 6 clear phases in a non-linear implementation process ie the basic order changes according to context and need; and phases can run in parallel. A baseline assessment phase is conducted before phase 1 begins – and becomes part of the evaluation process.

| Phase 1 - Personal and Team Mastery | Phase 2 - Systems transformation | Phase 3 - Focus groups and action plans | Phase 4 - mentoring and coaching | Phase 5 - learners | Phase 6 - Stakeholder management |

| 12 months | 6 months |

| Monitoring and Evaluation processes running in parallel |

This concept note was prepared by Charmaine Smith and Gail Wrogemann and contains proprietary information and diagrams

infundo
systems transformation

The entire process encompasses work at 3 different levels within the 6 phases and each level relies on work at other levels, to achieve long term sustainability.

We begin the process with **Level 2 which focuses on LEADERSHIP DEVELOPMENT** and team strategies for cohesion. The focus is on the needs of teaching staff and leadership to work with internal conflict, demands of children with poor skills, lack of real leadership skills.

**Level 3 focuses on SYSTEMS CHANGE AND INTELLIGENCE** – enabling participants to identify and clarify the aspects in the system which hold schools back from progressing efficiently, within their own context.

Experience of changes such as rapid shifts in social demographics, continual generational changes, including cultural as well as short generation cycles (every 2 – 3 years a new generation emerges) and the preparation of children for an unknown future can lead to constant drains on the system and capacity of individuals and teams. Fragmented family structures and communities can create further challenging impact
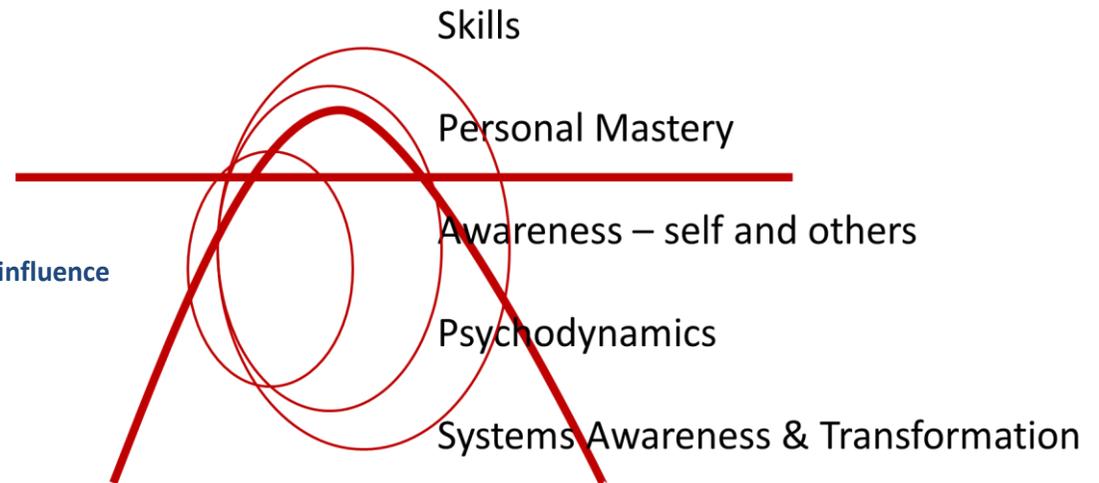
**Level 1 focuses on TECHNICAL EXPERTISE AND PEDAGOGICAL LEARNING ACTIVITIES** such as charges in curriculum, learning to use new technology etc. Traditional training and skills for managing technology, new resources such as CAPS textbooks etc. Focus is also on effective operational structures, leadership structures and processes and procedures that are needed for a school as an organisation to run efficiently

*LEVEL 3 skills ultimately allow for improved LEVEL 1 delivery; leading to enhanced focus and results at Level 1 with Level 1 strategy. Shortcutting this process leads to fatigue and demotivation; translating into ineffective behaviours with poor performance and lack of ability to translate strategy into action.*

We focus on the following key areas of learning, at varying levels of the system – as per the diagram© The 3 circles representing the individual, team and organisational systems.

- **Systems principles**
- **Leadership and management skills**
- **Leadership in context**
- **Self-care**
- **Team agreements and critical conversations**
- **Conflict resolution**
- **Alignment to purpose and working in areas of control and influence**
- **Behaviour indicators for performance**
- **Schools as learning environments**
- **Coaching as a leadership tool**
- **Classroom management and learner engagement**
- **Strategic planning**

Skills

Personal Mastery

Awareness – self and others

Psychodynamics

Systems Awareness & Transformation

Whilst working through this model; testing it as well as defining the measurable indicators, we have developed insight and wisdom which can be utilised and capitalised upon in the following areas:

1. Working directly in schools – identification and resolution of themes and implementation of our model for a positive shift in results
2. Working across clusters of schools teaching teams how to shift their own performance as well as enabling them to build holistic and mutually beneficial relationships with each other
3. Rebuilding an effortless system aimed at increasing performance in each school and across the system itself therefore working in schools and District interfaces
4. Working strategically with funding partners to get exponential change in their projects through supervision processes and M&E to monitor impact.
5. Assessment of projects from a systems and psychodynamic point of view – further analysis and recommendations where requested

6. Creating a systems readiness which allows far greater traction of future projects to be rolled out and sustained.
7. Clarification collaborative processes for greater traction in consortia approaches to community development.

Areas of contribution

Some specific areas of contribution of people development and change are the following:

- Systems thinking training– from half day to longer term systems teaching, for management teams and implementation groups
- Project diagnostics and management of project implementation processes
- Psychodynamic profiling of systems to assess systems health and change readiness
- Coaching, mentoring and support for consulting groups immersed in projects – this is a key process when creating development in the systems
- Community relationship building and management
- Personal mastery – development of self and team
- Team coaching and development
- Mediation and conflict resolution
- Building systems relationships and broad strategy
- Strategic process – crystallisation and development of vision, purpose and clear goals
- Change management process – 18 to 24 month people and change management process

Expected Systemic Outcomes:

- Creating learning organisations which can problem solve, and create solutions
- Ensuring traction in change processes
- Improved strategic thinking and clarity of decision making
- Improved collaboration and surfacing the inherent wisdom in the system
- Allowing the system to develop and grow with ease, congruence and flow
- Resolution of community themes for increased productivity and traction
- Creating a platform for further change processes
- Create a map of themes which would need further resolution as development becomes deeper and broader in its application
- Co-create a best practice model of resolution and traction for replication across other entities and strategic bodies