

VIA AFRIKA DIGITAL EDUCATION ACADEMY

# Implementing digital education in schools from a change management mindset

Level 1

CLASS NOTES



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**REPUBLIC OF SOUTH AFRICA**

In partnership with the Department of Basic Education.



*Our Teachers. Our Future.*



# Implementing digital education in schools from a change management mindset

## Level 1

### Class Notes



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2. Once you have watched all the videos and completed all the quizzes, reflections, activities and assessments successfully, you can download your certificate and print it.
3. If you wish to earn SACE Professional Development (PD) points for this session, you must complete all the online assessments in the session successfully. Our system will notify us of your success, and we will send the points allocation request to SACE.

# Contents

<b>Outcomes and content</b> .....	<b>1</b>
<b>Overview</b> .....	<b>2</b>
<b>Being a change facilitator</b> .....	<b>3</b>
<b>Everything is changing – so what?</b> .....	<b>10</b>
Change is all around us .....	10
People change .....	10
Education is changing .....	12
How our brains process information, Part 1 .....	14
What is your purpose? .....	18
Beliefs and limiting beliefs .....	20
How our brains process information, Part 2 .....	25
Creating your map of the world .....	30
<b>Making myself adapt-able to change</b> .....	<b>32</b>
A Personal Change Model .....	32
A change mindset .....	39
<b>The Change Management Mindset Model for digital education implementation</b> .....	<b>42</b>
A very brief introduction to change management .....	42
A Change Management Mindset Model for digital education implementation .....	44
Steps to implementing the Change Management Mindset Model .....	46
Taking our change management mindset with us into the future .....	50
<b>Final Assessment</b> .....	<b>51</b>
<b>Acknowledgements</b> .....	<b>55</b>



# Outcomes and content

## Outcomes of the session

By the end of this session, the participant will:

- have explored how change surrounds us, how we respond to change and why we do so
- have an understanding theories of change
- understand digital education and its benefits and challenges
- have considered what happens when we introduce digital education into schools
- have a framework for dealing effectively with the change caused by digital education
- know broadly what the Via Afrika Change Management Mindset Model for the implementation of digital education is
- understand the components of the Change Management Mindset Model
- understand the Personal Change Model
- understand the relationship between our brains and change
- understand why we need to become adapt-able to change
- understand how to take adaptability with us

## Content of the session

This session will focus on:

- understanding the background to digital education
- developing our understanding of change
- seeing the value of digital education in schools
- acquiring a framework with which to deal with change
- the Personal Change Model
- our brains and change
- a change mindset
- the Change Management Mindset Model for digital education implementation overview
- steps to implementing the Change Management Mindset Model
- selecting the right change facilitator and change facilitation team

# Overview

Welcome to **Implementing digital education in schools from a change management mindset, Level 1**. This session has been designed to help teachers to consider what change is and how the world is constantly changing. It will start you on a journey to becoming an adaptable person – a person with a change mindset. We will talk more about what that means, and you will learn more about yourself and how the brain responds to change. This personal development course will help you to develop the necessary mindset for teaching digital education effectively and confidently.

There are a number of activities that we will do to help you discover more about yourself throughout the session. We encourage you to open yourself up to the possibilities of each activity.

Please use these Class Notes to do the activities in writing, while you are watching the training videos. You can pause the training video at any point if you want to have time to reflect and do the activities. You can always return to any activity video again if you want to spend more time on it, or even re-do it.

Remember that anything you write down today is for your personal consumption only. You never have to share it with other people. So, feel safe in the environment.

# Being a change facilitator

## Activity 1: This way, that way



## Activity 3: Feeling inflexible

How did your body feel?

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How did that affect you emotionally?

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How did it affect your interaction?

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Did you change your belief?

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## Activity 4: Embracing change

**Set the context:** Find a quiet and comfortable space where you won't be disturbed. Take a few deep breaths to relax your mind and body.

**Define the change:** Think of a change situation in your life that you would like to embrace with an open mind. Clearly define the change or situation that you want to embrace. It could be a personal change, a career transition, or any other area of your life where you're facing a shift.

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**Visualise the desired outcome:** Close your eyes and imagine yourself fully embracing and successfully adapting to the change. See yourself confidently navigating the new circumstances, feeling positive, and achieving your goals. Make notes about what you visualised.

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**Identify your resources:** Think about internal and external resources that can support you during the change. These resources can include your skills, knowledge, past experiences, supportive people, or any other strengths you possess.

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**Language and self-talk:** Pay attention to the language you use when talking about the change. Use positive and empowering language to describe it. Affirmations can also be helpful, such as 'I am adaptable, and I embrace change with confidence'.

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**Future pacing:** Imagine yourself in the future, having successfully embraced the change. Visualise the positive outcomes, emotions, and experiences you'll have as a result. Imagine how your life will be enhanced by embracing the change. Make notes about your visualisation.

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**Take inspired action:** Identify small, manageable steps you can take to move forward and embrace the change. Break them down into actionable tasks and commit to taking them one by one.

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Remember, embracing change is a process, and it may take time. Be patient with yourself and trust in your ability to adapt and grow. When you get to the end of this course, you can return to this activity to measure your progress and celebrate your success.

## Activity 5: A one-word story



You will now create a one-word story. One-word stories are easy – as you can see in the example above.

Work with at least two colleagues or friends to complete this activity. You can do it in person, or digitally via email, a meeting app such as Microsoft Teams, or even in WhatsApp. It will only take a few minutes and everyone must be present at the same time.

The group must complete three flawless sentences.

In the group, you take turns giving one word each to make sentences together. The rule is that each person can say only one word, and it has to make sense coming after the previous words spoken. The rest of the group must call out anybody who provides a word that does not make sense or who pauses too long before saying her or his word, and then the next person starts again with a new sentence.

Now, answer the following questions.

How did it feel to have to wait for your chance?

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# Everything is changing – so what?

## Change is all around us

The world is constantly changing. Humankind's first flight took off in 1903. By 1969, Neil Armstrong and Buzz Aldrin landed on the moon in the Apollo 11. Just 66 years after the first earthbound flight! There are changes in speed, and big changes in communication. One of the biggest changes has to do with the amount of knowledge available. Wikipedia started in 2001 and it took them two years to reach 100 000 articles. By the middle of 2023, there were a staggering 6 675 602 English articles on Wikipedia.

Compare this with the old-fashioned printed Encyclopedia Britannica series. A printed set from 1904 had 60 000 articles in it. At that time, the Encyclopedia Britannica was regarded as a massive and extensive collection of knowledge.

## People change

As much as the world is changing, so too are the people in it. A useful way to explore this change is to consider the idea that we can divide the population into generations according to when they were born.

### **Veterans**

The first generation that we talk about in the model is the Veteran generation. Anyone born before 1945 is part of this generation. In terms of their attitude to technology they are largely disengaged.

Their attitude towards a career was that a job is for life. Veterans aspire to home ownership and their communication preference is face to face. Some theorists say that the motor car is the defining icon of this generation.

## **Baby Boomers**

The Baby Boomers were born between 1945 and 1960 and their iconic object is the television set.

They are early adopters when it comes to technology. Baby Boomers' careers are defined by the employer. They aspire to job security and their communication preference is the telephone.

## **Generation X**

Generation X was born between 1961 and 1980. They embrace technology and the computer is their icon. They tend to be loyal to a profession, not a job or employer, and they want a work-life balance. Their communication preferences are emails and messages.

## **Generation Y**

Generation Y (or the so-called millennials) were born between 1981 and 1995. Technology is part of their life, so much so that the smart phone and the tablet are their icons. Generation Y like to believe that they work with an organisation and not for one and aspire to freedom and flexibility. Their communication preferences are text or social media.

## **Generation Z**

They were born between 1995 and 2010, which means that many of the children in school right now are Generation Z. They are technoholics. They are not going to hold down permanent jobs but are more likely to do short term gigs for many companies. Despite this, they like security and stability. Their communication preference is facetime or video calling.

## **Generation Alpha**

Generation Alpha are being born from 2010. Many of the children in primary school right now are Generation Alpha and they are about to go to high school. They are immersed in technology, and their iconic device is a virtual reality headset.

It would seem that – like Generation Z – they are not going to hold down permanent jobs, but are more likely to do short term gigs for many companies. Chances are this will lead to a need for security and stability. Their communication preference is voice messages and video calling.

By age, most teachers in our schools fall into Generation X, with new teachers making up Generations Y and Z.

As teachers it is our duty to prepare learners to become productive members of our society, but just look at how attitudes to careers have changed – and this is not just how people feel about work – it is also a result of what work there is available. Aspirations have changed, and so too has something as basic as communication preference.

But we have already made great strides in matching these learners, and digital education is not something unknown to us.

## Education is changing

### A definition of digital education

An extremely basic definition of digital education would be that it is learning ...

- supported by,
- enhanced by, and
- facilitated through

... Information Communication Technologies or ICTs.

### Content

But digital education goes far beyond just technology – it has a pedagogical component as well. Effective digital education requires content. It is **not** calling for throwing out content. We still need the so-called 3Rs (reading, [w]riting and [a]rithmetic). But we need to do them differently. How? Look at the table below for an example.

## The three Rs, but differently

20th Century Math	21st Century Math
Memorisation of low-level procedures.	Deeply understanding the problem.
The ability to recognise patterns.	Structuring the problem and representing it symbolically.
The ability to perform calculations by hand.	Creative problem-solving.
Being accurate.	Pattern recognition to understand which math 'tools' are relevant.
The ability to perform well under time pressure.	Adept use of available computational resources.
	Estimation, statistics, and decision-making.
	Taking chances, risking failure, and iterating to refine and perfect.
	Synthesising the results.
	Presenting/communicating complex quantitative information.
	Collaborating with others.
	Asking questions about complex quantitative information.

If you look at what was expected of a learner in the last century, and what a learner in the 21st Century needs to be able to do, you will notice that there is a shift from basic knowledge and skills to a deeper understanding.

### Pedagogy

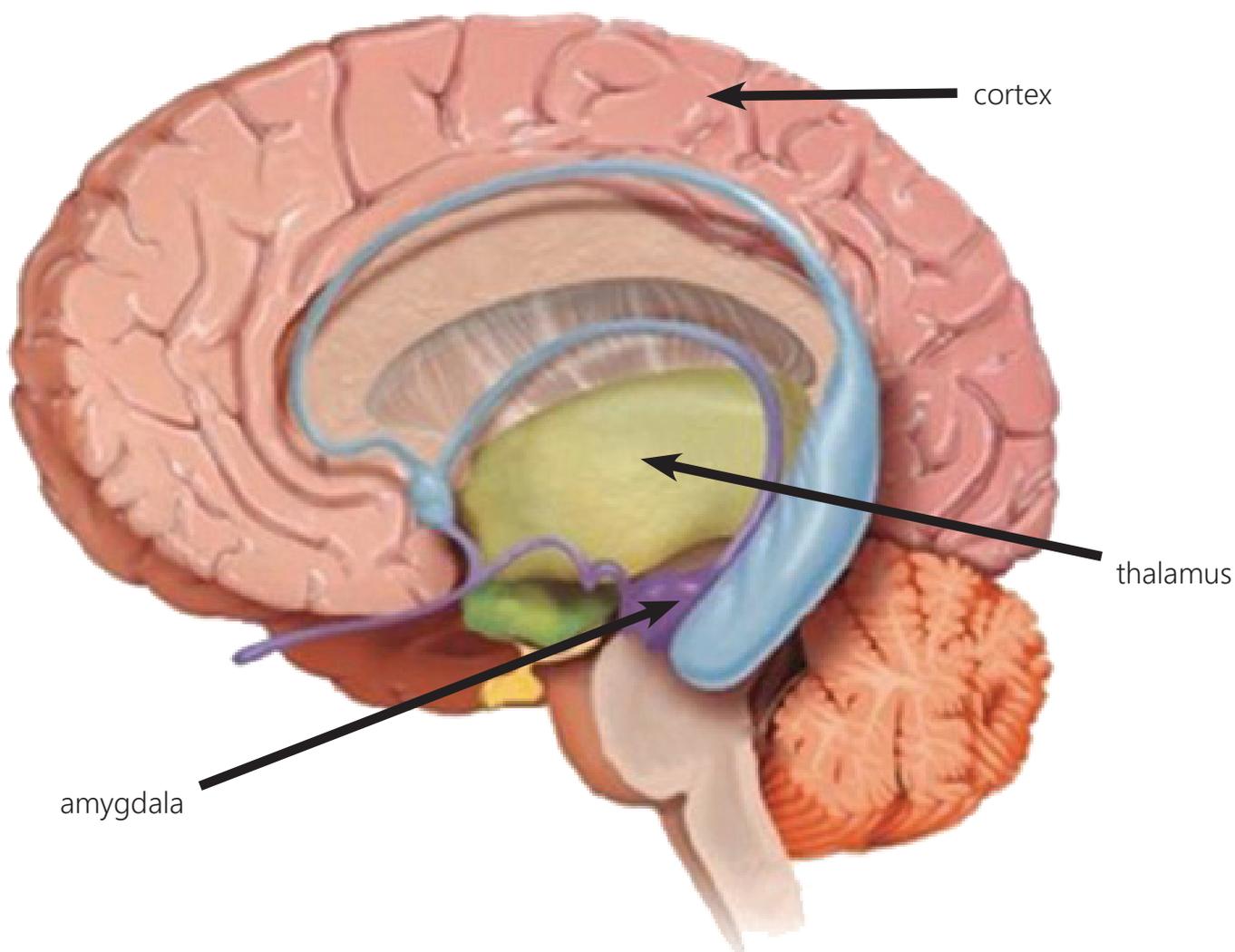
It is not just the content that needs to change when it comes to digital education; it is the pedagogies we use in class, in other words the way we teach.

Digital education demands a rethink of old-fashioned teacher-centred, 'sage on the stage chalk and talk' practices. Because learners need to become active in the learning process, and because we realise now that knowledge is not something that is learned off by heart or by rote, it is something that learners and teachers must construct during the learning process. The role of the teacher needs to become one of the 'guide on the side'.

In Level 2 of this course, we will look in more depth at technology, content and pedagogies for digital education. For now, let's focus on the consequences that all of these changes might create.

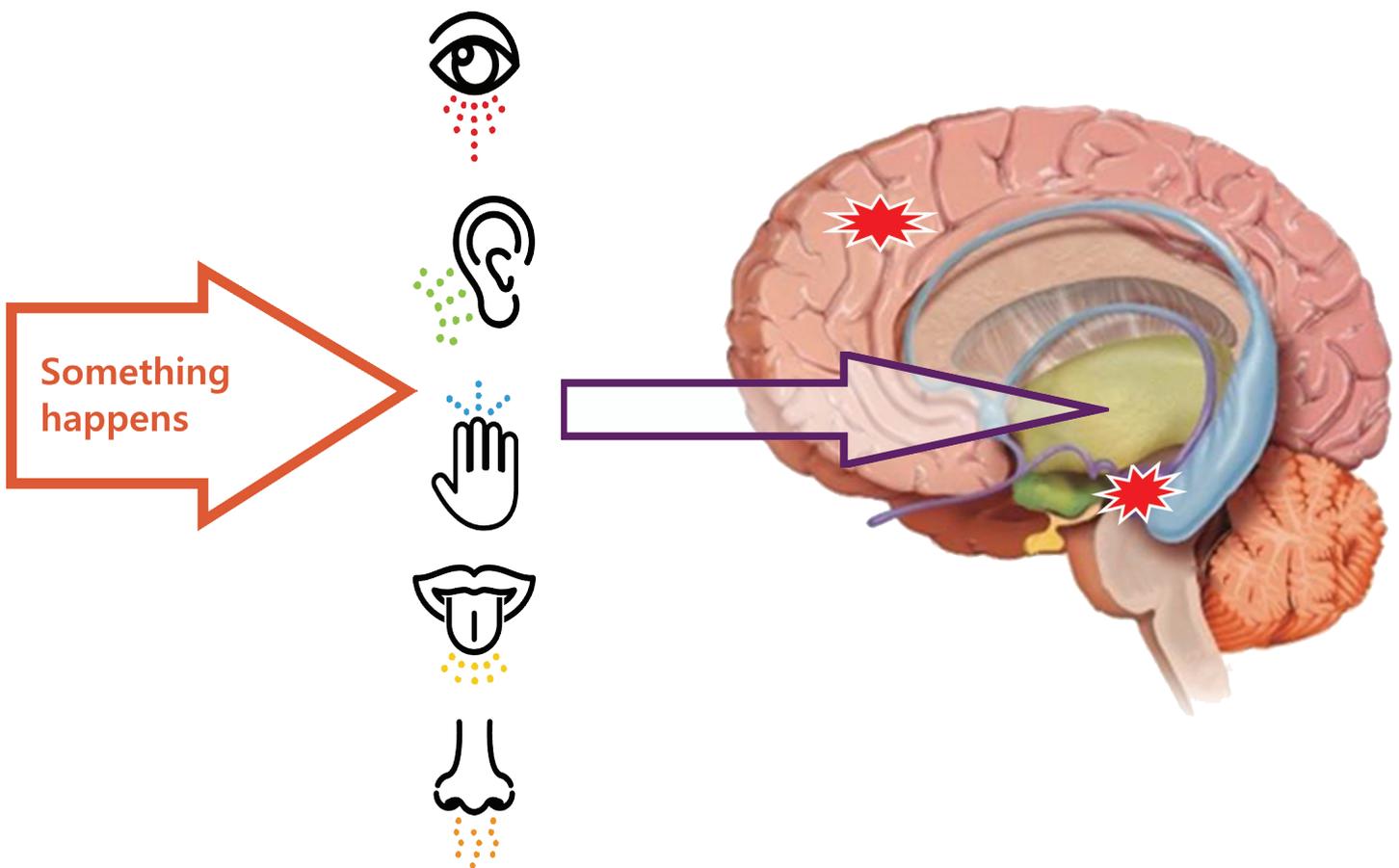
## How our brains process information, Part 1

### The basic brain structure and information processing

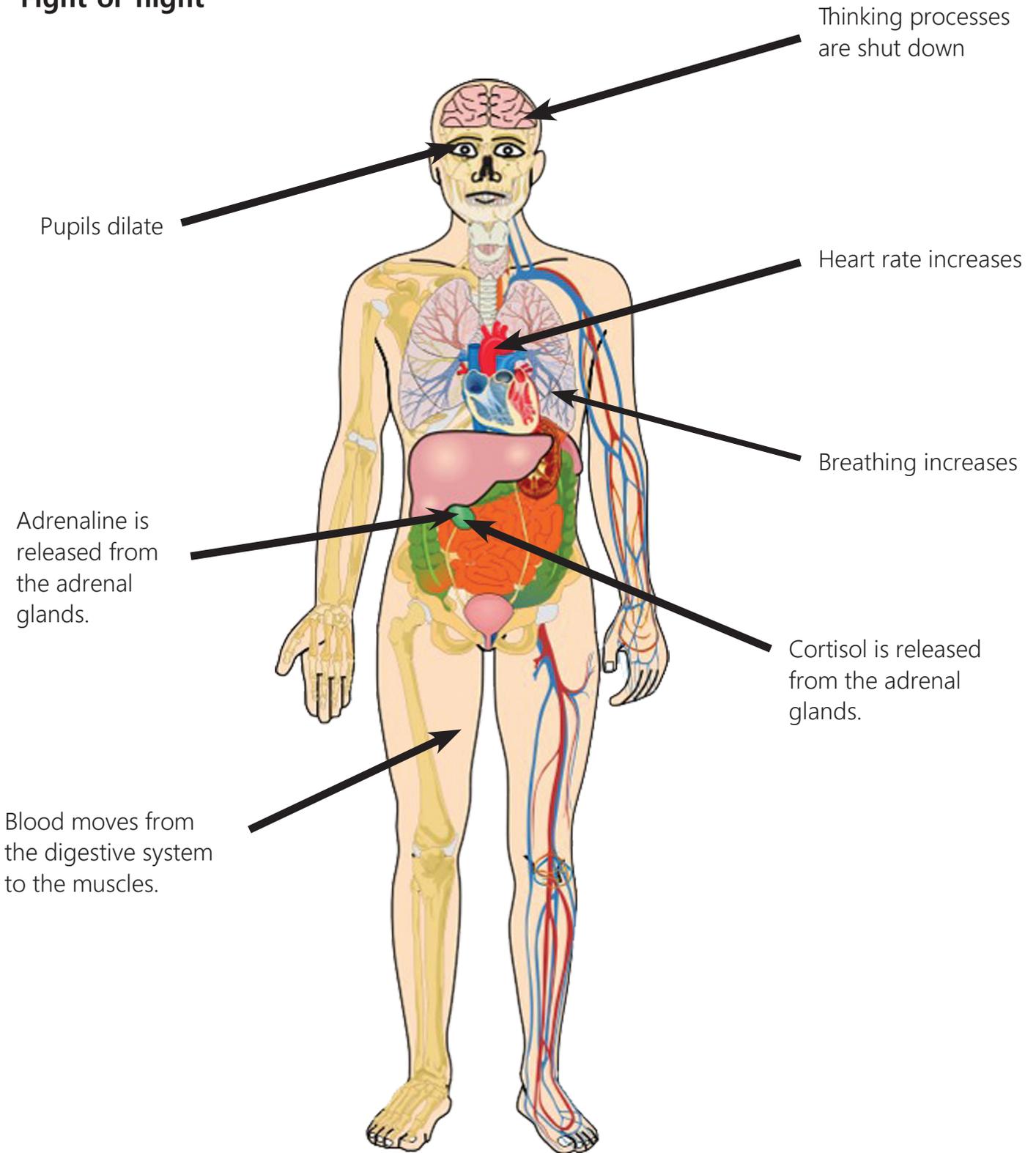


We respond to a stimulus through our senses. A stimulus is anything that makes our senses respond.

- We become aware of a stimulus. For example, we hear a scratching noise at the window in the night.
- The thalamus makes sense of what comes in through our sense of hearing in this example. It sends a message with this information to the amygdala and to the cortex.
- The amygdala works very quickly, much faster than the cortex does. The amygdala processes our memories and our emotions along with our decision-making. The amygdala controls this decision-making process between flight and fight
- The cortex takes longer to catch up.



## Fight or flight



## Dealing with information without overload

Our brains have to deal with an incredible amount of information all the time. The brain has developed a series of processes to assist in making sense of the world.

## **Key brain actions to deal with information**

There are four key actions to deal with information that are relevant to us for our work.

- Negative bias
- Habituation
- Pattern making
- The mesolimbic reward pathway

### **Negative bias**

As a protective mechanism, the amygdala sees all things as a threat; everything is looked at with a negative bias – it has to be bad. In this way, we will always be safe.

### **Habituation**

If we had to have learned new ways of doing something every time we did it, we would not have gotten very far in our development as a social group. Our brains learn to do things in the same way very quickly. What we do becomes a habit.

### **Pattern making**

If we can identify a pattern in something, we can respond to it using a previously successful process. This is time saving and energy saving for the brain. However, it might not always be useful. Think about the time you jumped because you saw an S-shaped thing on the ground and thought it was a snake, but it was actually just an old hosepipe?

### **Mesolimbic reward pathway**

This is an incredibly complex system that allows us to feel rewarded when something positive happens. It is one of the reasons people become addicted to substances of all types. But it also has a curious function when it comes to dealing with stimuli that cause fight or flight.

Remember that tired and drained feeling you have after you have had a big fright? The feeling of relief we get as our bodies come back to normal, feels good. And so, what does the brain think? Well, if I do that fight or flight thing I will eventually be rewarded, so it is actually quite a nice thing for me to do.

## Our response to new things

Anything new does not have a previous pattern that might enable us to have developed a habitual response to it. It has to be seen as a threat, and if we respond to it with the fight or flight response, we may feel awful for a bit, but we will be rewarded by feeling better afterwards. Any change event is treated like this.

## What is your purpose?

To continue our learning journey about ourselves, let us look at what our purpose is. You can make notes here while you explore the questions.

What do you love to do?

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What are your inner talents? Don't think that identifying a talent makes you arrogant. List what you are good at.

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What are your values? You already have a list of these, you can just transfer it.

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What environments bring out the best in you? Where do you feel the best?

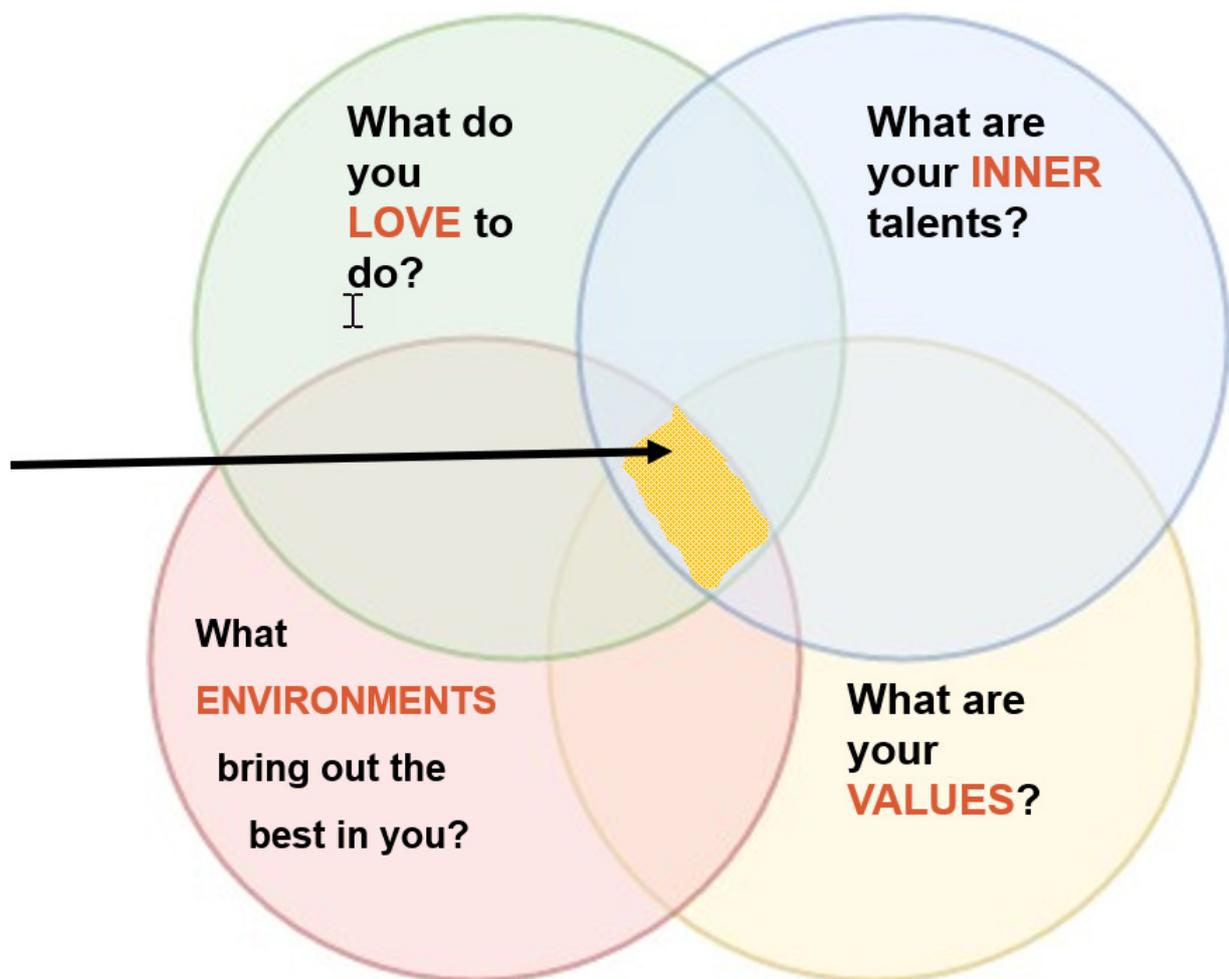
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In the Venn diagram below, you will notice the yellow overlap in the middle of the four circles.

This is the spot where all four questions overlap. It is in this intersection or overlap that you will find your purpose.



# Beliefs and limiting beliefs

A belief is an organising principle in your life – the rules of your life (what you should/shouldn't, must/mustn't do). They are formed when we are very young, and then through various mechanisms become a way of operating in the world.

We can hold beliefs:

- about and related to self (skills, values, health, emotions, our past, our future, work, money)
- about others (why they do what they do, what they want, how to relate to them)
- about the world (time, ethical principles, ideology ...)

Beliefs protect us – beliefs had a positive purpose of keeping us safe when we were children, but do not always help us achieve our outcomes in the present.

Beliefs are linked to the values by which we shape our lives and can become part of our identity – 'I am the kind of person who ...' As a result, we can be extremely reluctant to have our beliefs challenged in any way.

## Types of beliefs

There are two types of beliefs: empowering beliefs and limiting beliefs.

Empowering beliefs give you permission for action and can act as blueprints for our future – they become a self-fulfilling prophecy. Limiting beliefs obstruct you in your path to achieving your outcomes and can also act as blueprints for our future – they become a self-fulfilling prophecy.

Henry Ford said, 'Whether you think you can, or you think you can't – you're right.'

The following are examples of typical limiting beliefs.

- I am not lovable.
- I cannot ...
- I have no real power.
- Others are not to be trusted.
- Other people are to blame for my bad feelings ('He makes me sad/ angry/happy/scared.')
- People can never really change.

## **Limiting beliefs**

At a conscious level, most people think they are doing everything possible to achieve their goals and dreams.

But there might be some beliefs that take away choices in behaviour and prevent you from doing what you need to do to be successful.

Limiting beliefs form because we use our beliefs to make decisions. And based on these decisions, we take action.

Our limiting beliefs will prevent us taking action that might get us to achieve our goals.

Once you identify and change your limiting beliefs, you'll be able to achieve a lot more of what you want in life.

## Activity 6: Think back

Follow the presenter's instructions in the video. Then answer the following questions.

How did you feel?

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What did you notice about your body and your emotional state?

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What happened?

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What did you notice?

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What did you learn?

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## Activity 7: One of my limiting beliefs

What do you want that you are not getting?

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What actions must you take to get that, but you are not taking?

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Do you find yourself saying, 'I can't ...'?

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What stops you? Now take a moment to write down that belief that is stopping you from getting what you want.

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What do you need to believe instead?

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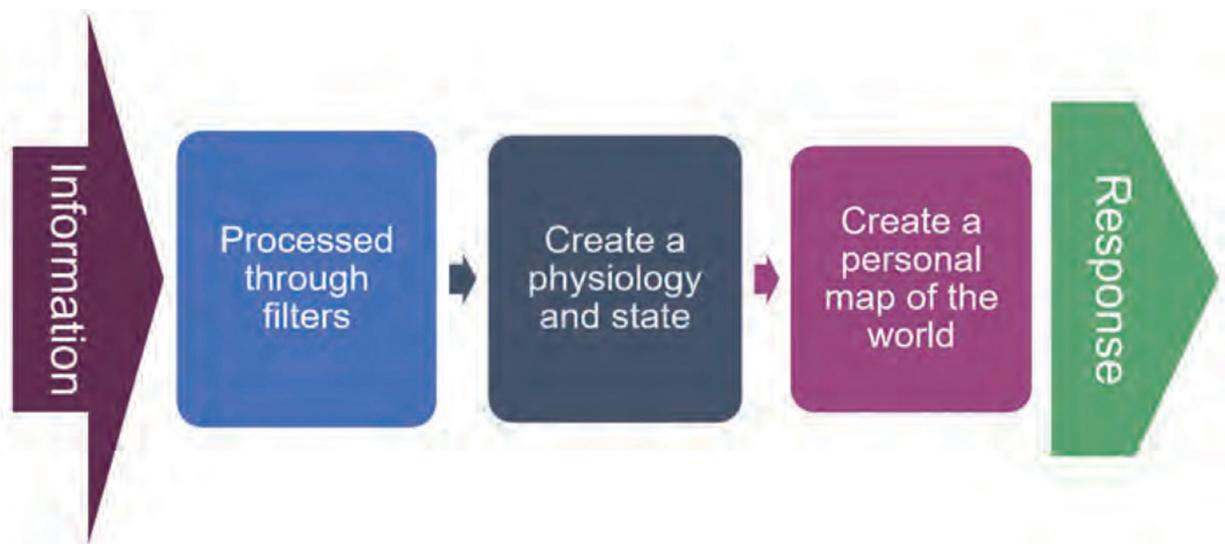
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# How our brains process information, Part 2

Once information has been transported from the senses through the thalamus to the cortex, we do a number of different things with the information.

## Filters

The information is processed through a set of filters. This then creates our physiology and state and finally our personal 'map of the world'. And it is from this that we respond to the initial stimulus.



These filters include the following:

- decisions
- beliefs
- memories
- cultures
- values
- communication filters

### Filters: Decisions

We make decisions all the time, for example, something happened in the Maths class one day while you were in school, and you said, 'I cannot do Maths.' This is an example of a decision.

### Filters: Beliefs

This decision then becomes a belief. 'I can't do Maths so I can't pass my Maths exam. I don't believe I can pass this exam.'

## **Filters: Memories**

Memories are a significant filter. I learned to cycle when I was five. But I fell off my bicycle and broke my arm when I was ten. Twenty years later a friend asks me to come cycling. What do I say? 'I cannot ride a bicycle.'

## **Filters: Culture**

Culture is a filter. What does your culture say about what children should do in adult company?

## **Filters: Values**

Our values are another significant filter.

## **Filters: Communication filters**

Our communication filters are ways we like to get information, how we listen and how we speak.

## **Communication filter: Information size**

The information size communication filter deals with how much information we are comfortable working with at a time.

## **Processing**

There are three ways in which the processing of information takes place in the cortex:

- delete
- generalise
- distort

## **Processing: Delete**

We have to delete a lot of stimuli or we would not be able to cope with all the stimuli coming in. Imagine being aware all the time of every sound, every smell, every bit of movement, how every single bit of your skin feels, and so on, all the time. But, we also delete what we don't like – criticism, for example, and challenges to what and how we think.

## **Processing: Generalise**

We move from a particular example to a generalised belief very easily. This is how stereotypical thinking comes about. An experience involving a violent biker becomes a belief that all bikers are dangerous people.

## **Processing: Distorting**

When we distort, we give added weight to some aspects of the experience and not others. For example, we give a beggar a coin and this single act becomes a story about our great generosity towards the poor.

## **Creating a physiology and a state**

Our cortex use our filters to process all information, and to thus create generalisation, distortion and deletion. This, in turn, creates a physiology and a state in us.

### **Physiology**

Physiology refers to the actual physical processes of our bodies and our experiences of it, in other words, our posture and how we hold our body. For example, our bodies react physically to memories involving strong emotions.

### **State**

Our physiology has an impact on our emotional state. Our state is our emotional response; how we feel.

Our physiology has an impact on our state, and our state has an impact on our physiology. You can change the way you feel simply by changing your posture and rearranging your face muscles.

## Activity 8: Creating a physiology and a state

Follow the presenter's instructions in the video. Then reflect on the following questions.

What did you notice about how you felt emotionally in the first part of the exercise?

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What did you feel when you changed your posture?

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What difference does this make to how you see the world?

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## Activity 9: Managing your state

How would you describe the state you are in right now? Happy? Anxious? Worried?

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How intense is that state?

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Is the state because of (a) a personal memory, (b) something that is happening right now that you are aware of or (c) an imagined experience?

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How are you experiencing this state? Describe your physiology and the picture you have in your head as you have this state.

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Do you often find yourself in this state in a particular place? Where is it?

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If you are in a bad or negative state, do you know how to change your state?

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## Creating your map of the world

Our physiology and state influence the way we see and interpret our world, because they allow us to create a map or picture inside of ourselves of what we believe the world is like outside.

This map may not be accurate, but it is what we believe things are like. We then act based on this map of the world. From our actions we receive feedback and respond to that based on the filters that delete, distort and generalise the information to create a physiology and state that influence our map of the world. This then is repeated again and again.

So, when we are presented with a stimulus, our brains provide a very quick response.



Knowing what you know now, means you'll be able to respond differently. Instead of having an immediate response when you encounter a stimulus, you can take the moment for thought and belief. This means that you will provide a response that best suits the stimulus – and not just go for the knee-jerk reaction



## Activity 10: A balloon ride

Follow the presenter's instructions in the video. Then write a short reflection about your experience here.

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# Making myself adapt-able to change

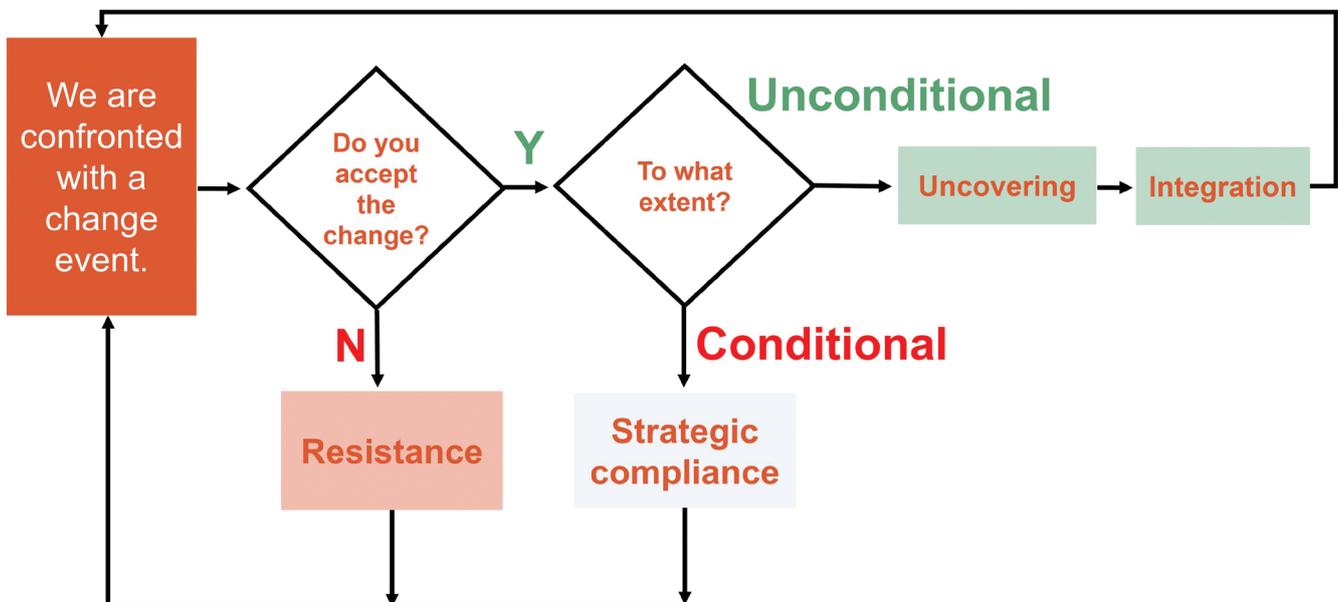
## A Personal Change Model

How we deal with change in our lives, whether we accept it or resist it, makes all the difference. Via Afrika has developed a Personal Change Model that helps us make sense of the choices that we can make when we are confronted with any kind of change.

### We are confronted with change

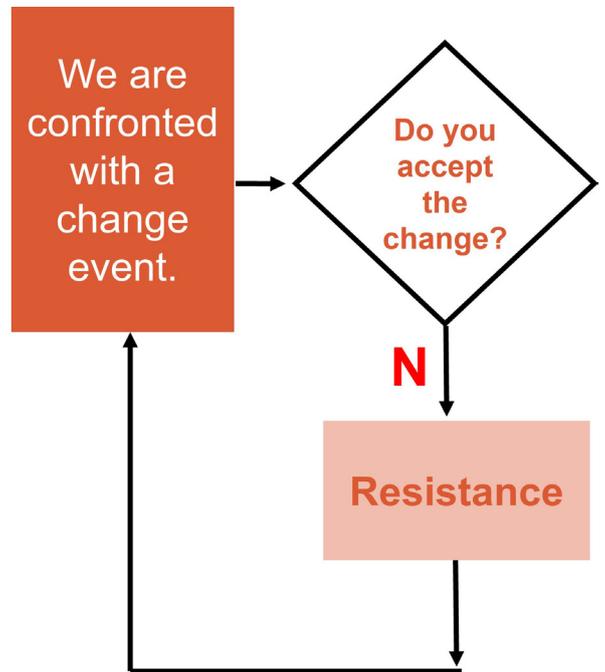
We selected the word confronted – which means to come up against someone or something that has hostile intentions – because so often we think of change as being hostile. We often believe it has come to make our lives difficult and to cause us pain.

## A Personal Change Model



## Do we accept the change?

In our model, we have one of two choices – to accept what the change means and requires, or to resist or reject it. Each choice leads us on a path in response to the change. To reject what the change demands is going to lead to denial.



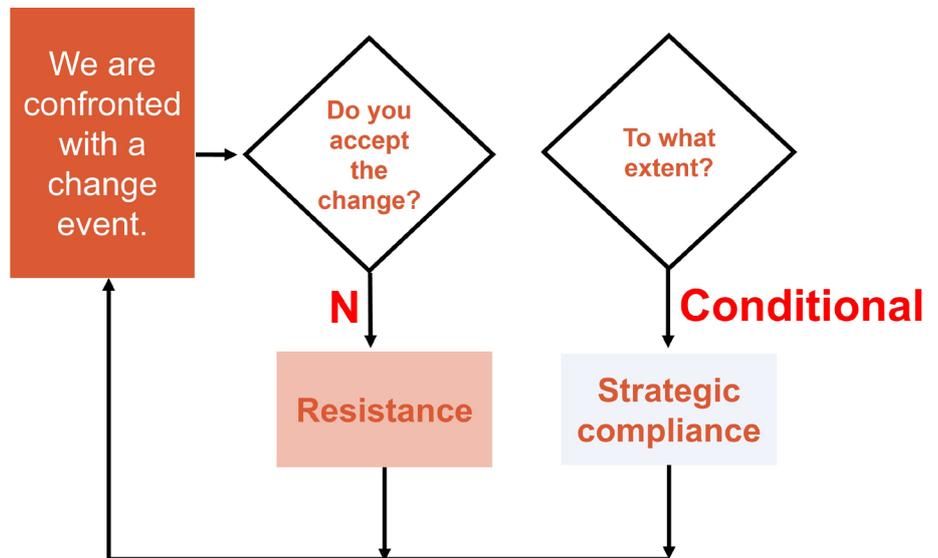
## Resistance to change

Change does bring about a loss of comfort, a loss of the way things were, a loss of the way we liked doing things, a loss of self worth or perceived self worth. So, it is understandable that a person’s reaction could be resistance.

## Behaviours of a person resisting change

When a change even comes up, do you ...

- Not attend training or meetings?
- Find fault with so many things with the plan so that you can’t do anything?
- Find excuses for not doing things – often based in apparently logical and therefore inarguable ideas?
- Use generalised thinking?
- Use distorted thinking?
- Use deleted thinking?



## Strategic compliance

Some people will accept the change partially or conditionally. We call this strategic compliance. Remember that a strategy is a series of actions that we perform according to a prescribed order. In other words, it is an adherence to the form rather than to the substance of the matter. The educationist Birnbaum in 2001 said it perfectly: ‘Doing as little of what was asked as possible and finding ways around the rest.’ When we act strategically, we just go through the motions.

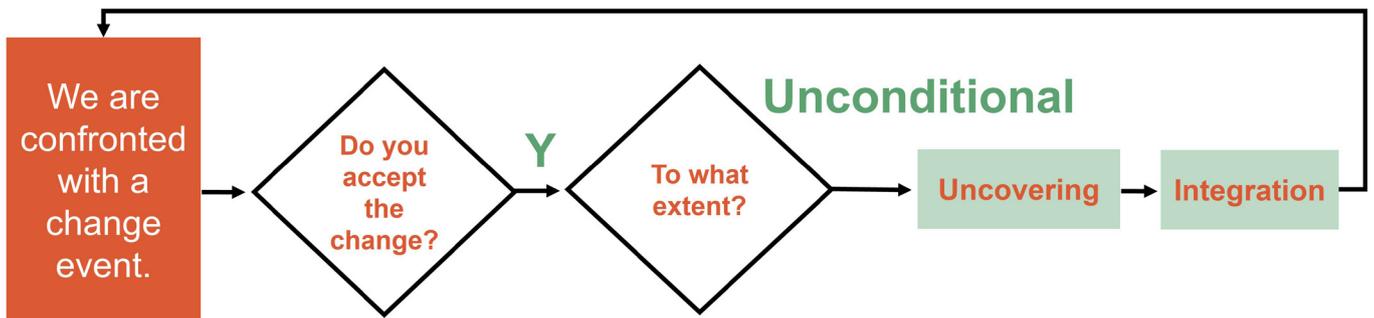
## Behaviours of a person in strategic compliance

When a change even comes up, do you ...

- Show low attention to the event?
- Show low commitment to dealing with it?

## Unconditional acceptance of change

And then of course we have the unconditional acceptance of change with the integration of the new into your life.



This is the desired goal, but it is not always easy to operate here all the time. Key is to keep the change mindset front of mind, and front of actions to keep the focus. You might even decide to make posters to put up around the staffroom or other areas in the school to keep the ideas alive.

## Activity 11: Don't star in that movie

Remember a time that you had to face something that you did not like.

Watch the events as though you were sitting watching a video.

Let the video run through from start to finish.

Now, you are the director and producer. Cast your favorite actor in the role of you. Start watching the video again.

Then answer the following questions:

Is the event happening because of who this actor is or is it just an event that is happening to her or him?

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Is the event going to have an effect on this person's whole life, or just on part of it?

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Is the event going to last forever, or just for a time?

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What advice would you give the person in the movie?

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## Activity 12: Digital education and change

Answer the following questions to reflect on the changes brought about by digital education and technology in your teaching practice.

How has digital education and technology impacted the way you deliver instruction in the classroom? Provide specific examples and discuss the benefits and challenges you have experienced.

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In what ways has digital education and technology changed your learners' learning experiences?

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## Activity 13: Dreaming about change

Take a little time to daydream. You can search the internet, or just think about things you've already seen or heard about.

In an ideal world, what digital tools and resources would enhance your teaching and engage your learners optimally in the learning process?

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Write down the names of at least five digital tools you find interesting and with the relevant potential to enhance your teaching.

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Briefly describe each tool and note down how you envision using it in the classroom.

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## Activity 14: How have you responded to challenges?

Think of the major challenges in your life so far. Now answer this question. Just write down what comes to mind. Don't over-think it – if it pops up, write it down.

What helped you get through all your past challenges? Make a list.

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Look at your list again.

If you find the same thing helped you again and again, **underline** it for every time you were helped.

Now, look at **resources** on your list. Make a star next to each resource that helped you. This could be an internal resource like courage, or an external resource like other people.

Do you notice any states that were resources for you? We can have resourceful states.

Count how many of these resources are your own **inner resources**. Does that surprise you at all? Do you have any inner resources that developed from going through previous challenges?

Count how many of these resources were **external resources**, for example other people, or things like time, money, or anything else that is an external resource.

Now, go through your list again and put a tick next to each **action** that you took that helped you. It could be, for example: I spoke to a friend, or I studied harder.

What have you learned about the way in which you respond to challenges?

How could this help you in the future?

# A change mindset

## Definition of a mindset

A useful definition of a mindset is: An established set of attitudes and beliefs held by someone that affects:

- what they think,
- how they think,
- what they do, and
- what outcomes they achieve.

In essence, a mindset is your map of the world.

## People with change mindsets

People with a change mindset believe that they can make a decision about how to respond to situations, challenges, and events in their lives; and this decision is towards positive action. They are response-able, in other words, 'able to respond'.

When we believe that we are response-able we can accept change unconditionally and simply get on with doing things positively.

Let's look at the different elements of this change mindset.

### People with change mindsets ... know what they value

We prioritise what we value. And we focus our attention on what we prioritize.

### People with change mindsets ... think flexibly

People with change mindsets use 'Both/And' thinking. This is flexible thinking and it leaves them open to many choices. They avoid 'Either/Or' thinking, because it is inflexible.

### People with change mindsets ... face their limiting beliefs

We all have explanations and beliefs for what we do and the way we think. These beliefs become decisions about how we should act. We can lose out if the decision prevents us from getting things that we want

So, there is a question you need to ask yourself when you find yourself holding onto such a limiting decision. What would stop me making a different decision about what I believe right now?

### People with change mindsets ... manage their states

People with change mindsets manage their states. They are aware that they can choose to be in a resourceful state.

In a resourceful state, we believe and know and feel we can do something and achieve something. In an unresourceful state, we feel hopeless, that things are impossible and that we will never be able to do something.

### People with change mindsets ... can see things from different perspectives

When our amygdala senses change, it reduces our ability to see the whole picture. People with a change mindset are able to think clearly and see things from different perspectives.

Here are two key questions that will assist you in keeping perspective.

1. How important is this difficulty in the overall scheme of things?
2. What will this matter ten years from now?

### People with change mindsets ... know that the way they think affects their emotions and their actions

Martin Seligman, the psychologist who is famous for his work on emotional intelligence, notes that three particular ways of thinking have a huge impact on our emotions.

1. Personal thinking ('I am the sole person going through this terrible thing; it's all my fault.')
2. Pervasiveness ('It's ruined everything in my life.')
3. Permanence ('It will be like this forever.')

When you have a change mindset, you know that the way you think affects the way you act. People with a change mindset avoid these thinking traps.



The higher you are up this ladder, the more inflexible your thinking. And, because you are so far from the facts at the lowest level, the less safe you are.

**People with change mindsets ... identify and use available resources**

People with a change mindset are able to identify inner resources (like courage and determination), and external resources (like time, money, and other people), and are able to use them.

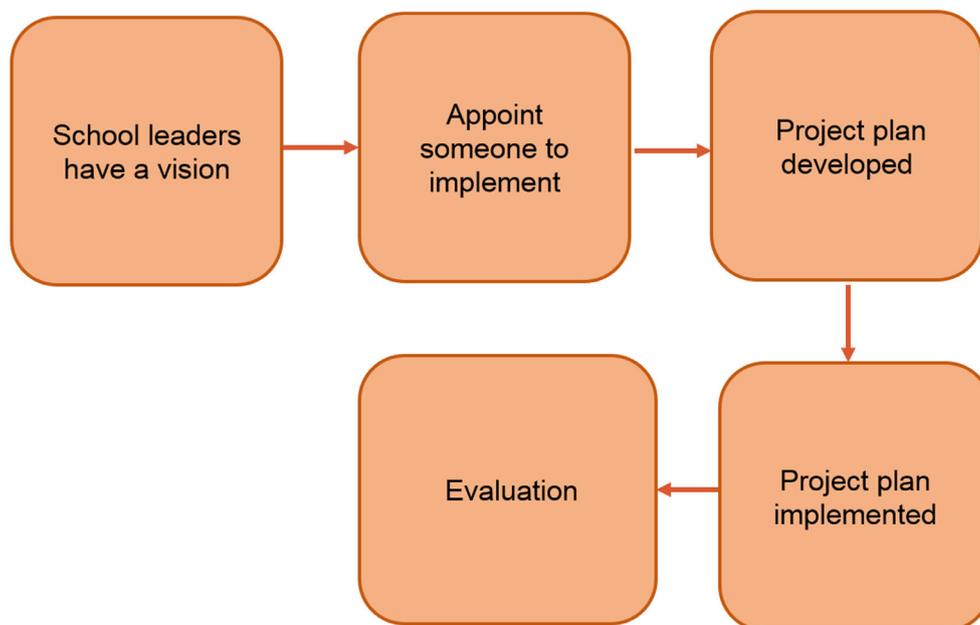
**People with change mindsets ... take action**

Instead of going for the easy option of strategic compliance, discover the opportunities afforded by being response-able to change. You have done this before, so celebrate your change mindset and go on doing it.

# The Change Management Mindset Model for digital education implementation

## A very brief introduction to change management

When schools implement digital education, this is most often the process that they follow.



It does not have to be this way. Via Afrika would like to propose a very different approach – one that is grounded in a change management mindset.

### What is change management?

It is a structured process using relevant tools and techniques to transition all stakeholders in an organisation effectively from a current state to a mutually desired future state.

### Why should we manage change?

- To respond positively to a change in the environment that is forcing change in the organisation.
- To improve the organisation from good to great.

These two reasons are possibly the most common reasons for implementing change management processes.

## How can change be managed?

We can go about change management in a variety of ways. Look at the diagram below.



The first change strategy is based on the idea that successful change will happen if there is communication of information and the offer of incentives for people to change. This strategy relies on the idea that people are rational beings and will follow their self-interest. All you must do is communicate this to them. People **are** reasonable, and they can be reasoned with or be persuaded to change. But, usually this strategy can work only if the change does not disrupt the people involved too much. If they feel that too much is at stake because of the change, and there is not enough of a reward, they will resist the change.

The second change strategy is based on the idea that successful change will happen if you redefine the norms and values that people work in to fit the outcome of the change. This strategy relies on the idea that people are social beings and will stick to the norms and values of their environment. Most people do want to 'fit in' and 'go along'. What is key to remember here is that the informal organisation is very powerful and has the power to help people resist the change or go along with it. A charismatic and dynamic leader also helps ensure the change.

The third change strategy is based on the idea that successful change will happen if leaders exercise their authority and impose penalties on those who fail to do as expected. This strategy relies on the idea that people are willing to comply with authority and will most often do what they are told or can be made to do. In times of change people will often accept this strategy because they feel threatened by the change and desire the security of the authority.

The fourth change strategy is based on the idea that successful change will happen if you build a new organisation or ways of doing things in the organisation, and help people transition to the new structure. This strategy relies on the idea that people are uncomfortable with loss, disruption and change, but they can adapt to new circumstances. People are often quick to oppose change, but as humans we can adapt to new environments.

Via Afrika's model is based on this fourth strategy of helping people adapt to the change in the organisation by developing a change mindset. To do this, we need to understand a little more about people, and why they so often respond negatively to change.

## A Change Management Mindset Model for digital education implementation

Let's look at the model we developed at Via Afrika.



Via Afrika's Change Management Mindset Model for the effective implementation of digital education.

Our model works very closely with the human response to change and how this can derail the processes of implementing change.

- Any project starts with a vision. You will notice that we say that the vision arises – this is because it is not always the school leadership that starts the push towards digital integration. It can come from parents, a teacher, or even outside the school itself, for example from the provincial or national education department.
- It is cardinal for school leaders need to confirm and authorise the vision. They need to say yes and put processes in place that make it possible for the project to go ahead. Of course, from what you already understand about how we respond to change, you will know that this is the first possible stumbling block to effective digital implementation. If the school leadership responds in negative ways, successful change is unlikely. This is why we believe that personal change work must happen before anything else. All stakeholders must be ready for change.
- Once everyone is on board and ready to embrace the change, a change facilitator can be appointed. This is the person who will be authorised to run the project (in essence as a project manager). She or he will be supported by a change facilitation team (CFT).
- The change facilitator and team will be prepared for their roles by doing Levels 2 and 3 of this course.

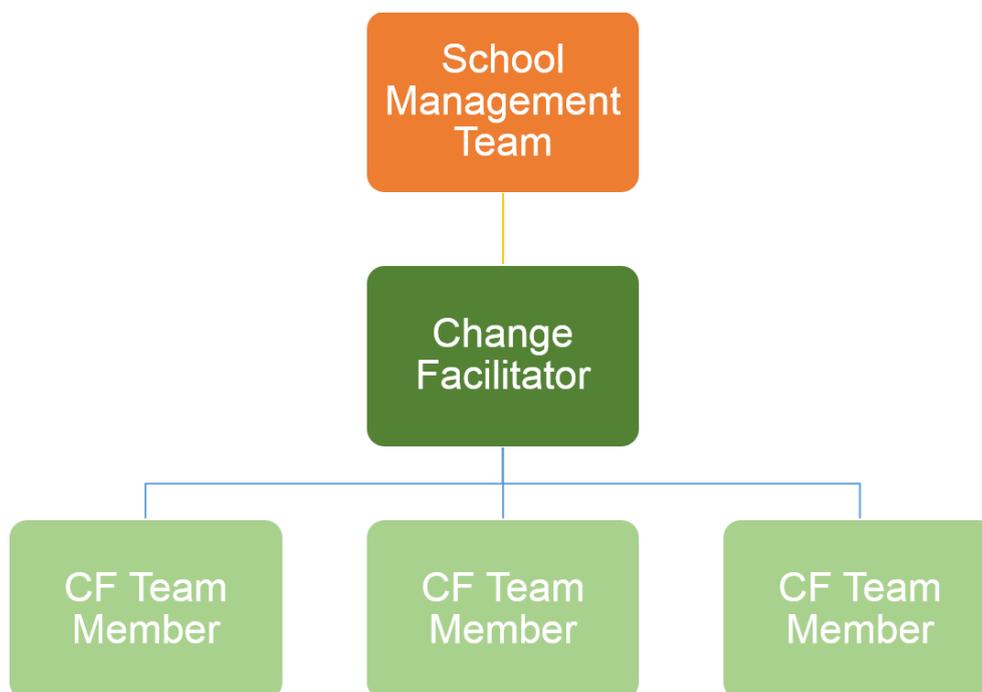
# Steps to implementing the Change Management Mindset Model

- Appoint the change facilitation team (CFT).
- Prepare the CFT for their role.
- Develop a draft implementation plan.
- Finalise the implementation plan.
- Implement.

## Selecting the right CFT

The CFT is the key to the success of any digital education implementation drive. It is therefore key that the right people are chosen.

### CFT structure



## CFT knowledge and skills

Digital skills	Education skills	Management skills
ICT skills	Digital education knowledge	Change management
Digital fluency	Pedagogies for digital education	People management
Technology management		Project management
Personal Change Work		

Once the team has been identified, their skills and knowledge will be developed during Levels 2 and 3 of this course.

## CFT values and attitudes

- A change mindset
- Curiosity
- Passion for education
- Passion for the possibilities of digital education
- Passion for people
- Spirit of volunteerism

## Activity 15: Facing the Dragon



You have learned a lot about an adapt-able mindset. But we all know that from time to time the daily grind makes us forget what we know and react rather than respond. Let's explore another technique you can take into your daily lives. You can do this activity in your head, or for a more powerful experience, we suggest that you print and use the cards you will see at the end of these Class Notes and do the activity physically.

You will need the cards and some floor space for the activity. You will need to listen to the video audio while you work.

### **Step 1**

- Identify your current major change issue. We will call it the 'Dragon'.
- Think about the aspects of the Dragon. This can include changes in your status, relationships, environment. Whatever part of the change issue that you find problematic.
- If you are not facing a current major change issue, think about one that you had in the past, and then apply this activity to that to see how different things would have been.

### **Step 2**

- Put the Dragon down on the floor in front of you.
- Now arrange the cards to form a circle around the Dragon.
- The Innocent does not yet consciously experience the Dragon.
- The Orphan experiences the Dragon as an overwhelming threat.
- The Martyr experiences the Dragon as persecution.
- The Wanderer does not like the Dragon and avoids it.
- The Warrior experiences the Dragon as an adversary to engage in battle.
- The Sorcerer experiences the Dragon as powerful, but as having its own meaning and destiny, and even as a potential resource.

### **Step 3**

- If you are doing this physically, go and stand on each card and ask yourself: Is this how I am experiencing this change event?
- Move around the circle until you find the way you are currently facing the event.
- If you are doing this in your head, take a moment to look at each of the cards one at a time, and ask yourself: Is this how I am experiencing this change event?
- Move around the circle until you find the way you are currently facing the event. Stop there.

### **Step 4**

- Now ask yourself, which of these cards represents the best way for me to experience this change event?  
Take your time here.
- Now, step onto the card that represents the best way for you to experience the change event. It might be different to the one you first chose.

### **Step 5**

- Step back and think about your discoveries and lessons from this experience.

### **Step 6**

- If you are doing this physically, pick up the cards and put the dragon at the bottom. Put the card depicting the way you want to experience the change event on top.
- Use this as a reminder to you if you feel you are losing the way in your change event. You can redo the activity to find the best way to experience that event whenever you want.

# Taking our change management mindset with us into the future

Going forward, perhaps the biggest stumbling block to maintaining a change mindset is the negativity bias we have explored as a brain function to protect us. It is easy to go back to a negative mindset.

## Keeping a change mindset

Use this three-step technique to avoid this. This activity will make the positive more sticky and take the place of the negative.

### 1. Identify a positive experience

Think of a positive experience that you have had. It could be something physical, a sense of personal achievement, or being close to someone. Become aware of the positive and warm emotions that go along with it.

### 2. Enhance the experience

For about fifteen or twenty seconds, just focus on that experience. Enjoy it. Let it fill your mind and your body. Allow the positive experience to become intense. See what new aspect of the experience you can find. Be aware of how personally relevant it is to you.

### 3. Absorb it all

Imagine you are a huge bottle and imagine the precious dust of the experience filling you. Or visualise a clear glass of water with a drop of bright red food colouring dropped into it. Notice how it slowly colours all the water in the same way you absorb this positive experience. Just stay with it for a few more seconds.

Do these three steps once a day and as needed.

A quick and easy way to remember this is to remember 3-1-31-12.

Do

**The 3 Steps:** Identify a positive experience. Enhance the experience. Absorb it all.

**1 x a day**

**For 31 Days**

**For 12 Months**

And enjoy the difference in your life.

# Final Assessment



Complete the Final Assessment digitally on the Vadea Learning Platform to earn your badge and certificate.

**Indicate the ONE correct response for each question.**

1	Important skills related to the self includes _____, _____, _____ and _____.
a	adaptability, communication, learning to learn and resilience
b	adaptability, cognitive flexibility, learning to learn and resilience
c	adjustment, cognitive flexibility, learning to learn and resilience
2	Digital education is learning that is _____ Information Communication Technologies.
a	supported by, enhanced by, and facilitated through
b	defined only by the use of
3	If you look at what was expected of a learner in the last century, and what a learner in the 21st century needs to be able to do you will notice that there is a shift from _____ and skills to _____.
a	rote learning, using technology
b	basic knowledge, a deeper understanding

## Final Assessment (continued)

**Indicate the ONE correct response for each question.**

4	The mesolimbic _____ system is an incredibly complex system that allows us to - _____ when something _____ happens.
a	reward, feel rewarded, positive
b	adrenal, fight or flee, negative
c	response, experience negative bias, scary
5	During a fight or flight reaction, _____, _____ and _____.
a	our heart rate decreases, adrenalin is released, cortisol is released
b	we think quickly, our pupils dilate, we start breathing slowly
c	our pupils dilate, adrenalin is released, blood moves from the digestive system to the muscles
6	The amygdala processes our _____ along with our decision-making. The _____ controls this decision-making process between _____ and _____.
a	thought processes, cortex, fight and flight
b	memories and our emotions, amygdala, fight and flight
c	dreams, thalamus, rest and digest
7	The two types of beliefs are _____ and _____.
a	empowering, limiting
b	pessimistic, optimistic
c	disempowering, limiting
8	Filters include _____, _____ and _____.
a	dreams, values, memories
b	cultures, values, memories
c	reactions, beliefs, decisions

## Final Assessment (continued)

**Indicate the ONE correct response for each question.**

9	Deletion is an example of how the _____ process _____.
a	cortex, information
b	thalamus, sensorial detail
c	amygdala, dangerous situations
10	When we are presented with a _____, our _____ provides _____.
a	fearful situation, amygdala, fight or flight response
b	stimulus, brains, response
c	state change, posture, stability
11	Strategic compliance is an example of _____.
a	embracing change
b	resisting change
c	conditionally accepting change
12	People with a _____ believe that they can _____ about how to respond to situations, challenges, and events in their lives; and this decision is towards _____ action.
a	negative bias, do nothing, negative
b	limiting belief, complain, no
c	change mindset, make a decision, positive
13	When a group of teachers are working together and all have change mindsets, it is possible to implement digital education very easily.
a	True
b	False
14	Educational change does not depend on what teachers do and think – it's as simple and complex as that.
a	True
b	False

## Final Assessment (continued)

Indicate the ONE correct response for each question.

15	Change management is a _____ using relevant _____ to effectively transition all stakeholders in an organisation from a current state to _____ state.
a	unstructured process, tools and techniques, a mutually desired future
b	painful process, theories, a technology-driven
c	structured process, tools and techniques, a mutually desired future

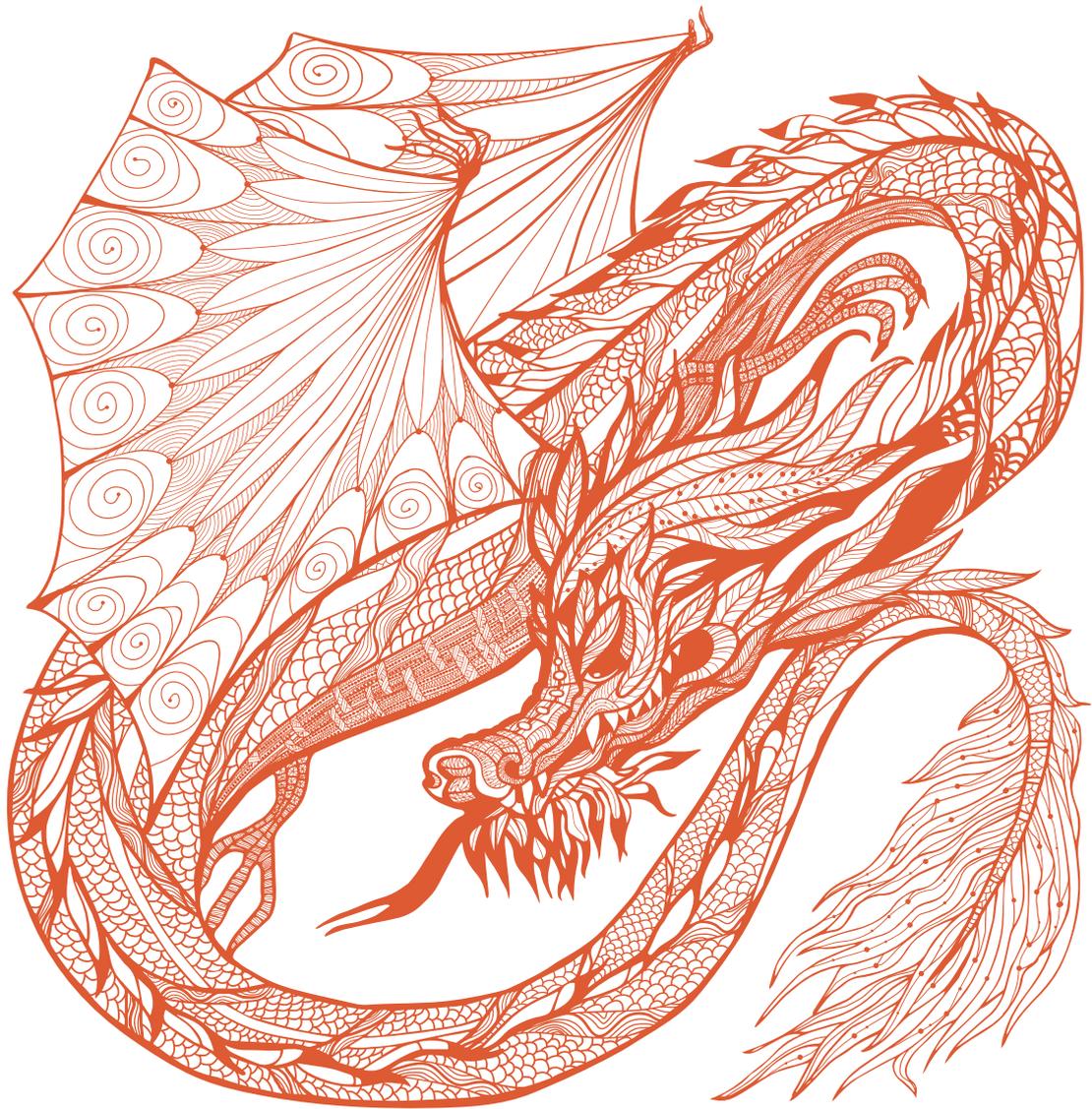
# Acknowledgements

## Images

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# The Dragon



# The Innocent



# The Orphan



# The Martyr



# The Wanderer



# The Warrior



# The Sorcerer





*Our Teachers. Our Future.*

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